

# LEVELS IN 10 MARKS QUESTIONS

LEVEL	MARKS	DESCRIPTION
<b>4</b>	<b>8 - 10</b>	Very Good/Excellent. A thorough, well-developed and substantial response. Demonstrates extensive, relevant and highly accurate knowledge of the subject in considerable detail and with evident expertise. Likely to quote Qur'an verses and Hadiths to support and illustrate points made. Comprehensive and thoughtful.
<b>3</b>	<b>5 - 7</b>	Good. Addresses the question confidently and coherently. Demonstrates sound, detailed and generally relevant and accurate knowledge of the subject matter in great detail. Covers the main points. May quote Qur'an verses and Hadiths to support points made.
<b>2</b>	<b>3 - 4</b>	Satisfactory. A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge, which is fairly accurate and slightly wider than at basic level. Some of the main points are covered but lack substance.
<b>1</b>	<b>1 - 2</b>	Basic. An attempt to answer the question, but lacks potential and/or is unfinished. Very limited knowledge of the subject. Response includes only a small amount of relevant material, or mainly irrelevant points. Facts are reported in basic outline only, often inaccurately, though some credible points are made.
<b>0</b>	<b>0 - 0</b>	Irrelevant. No apparent attempt to answer the question set, or a wholly irrelevant response. Totally illegible.



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**2**

**N2014/11/Q5/A**

Write about the role played by Abu Bakr during the period between the first revelation and the death of the Prophet. [10]

- Same as Question 1

**3**

**N2010/12/Q4/A**

Write about the major contributions made to Islam by Abu Bakr during the Prophet's lifetime. [10]

- Same as Question 1



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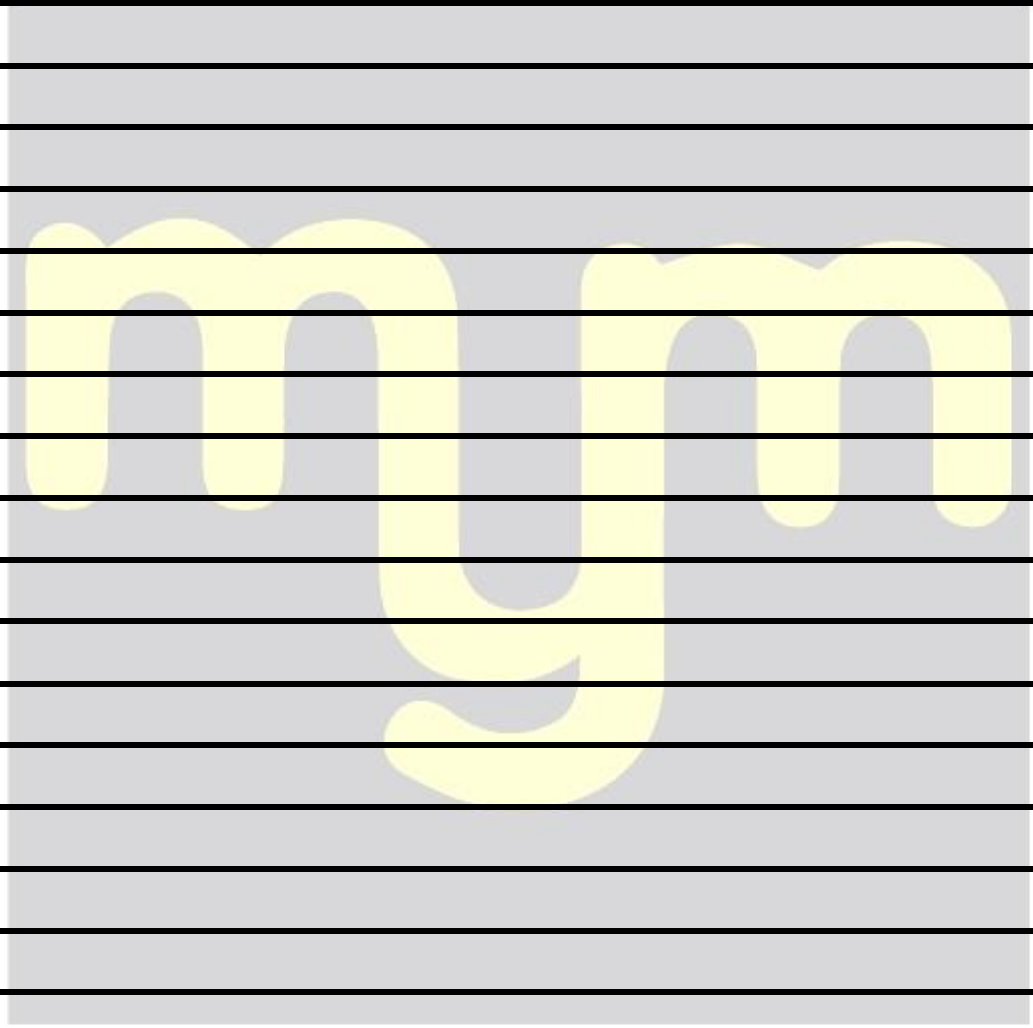
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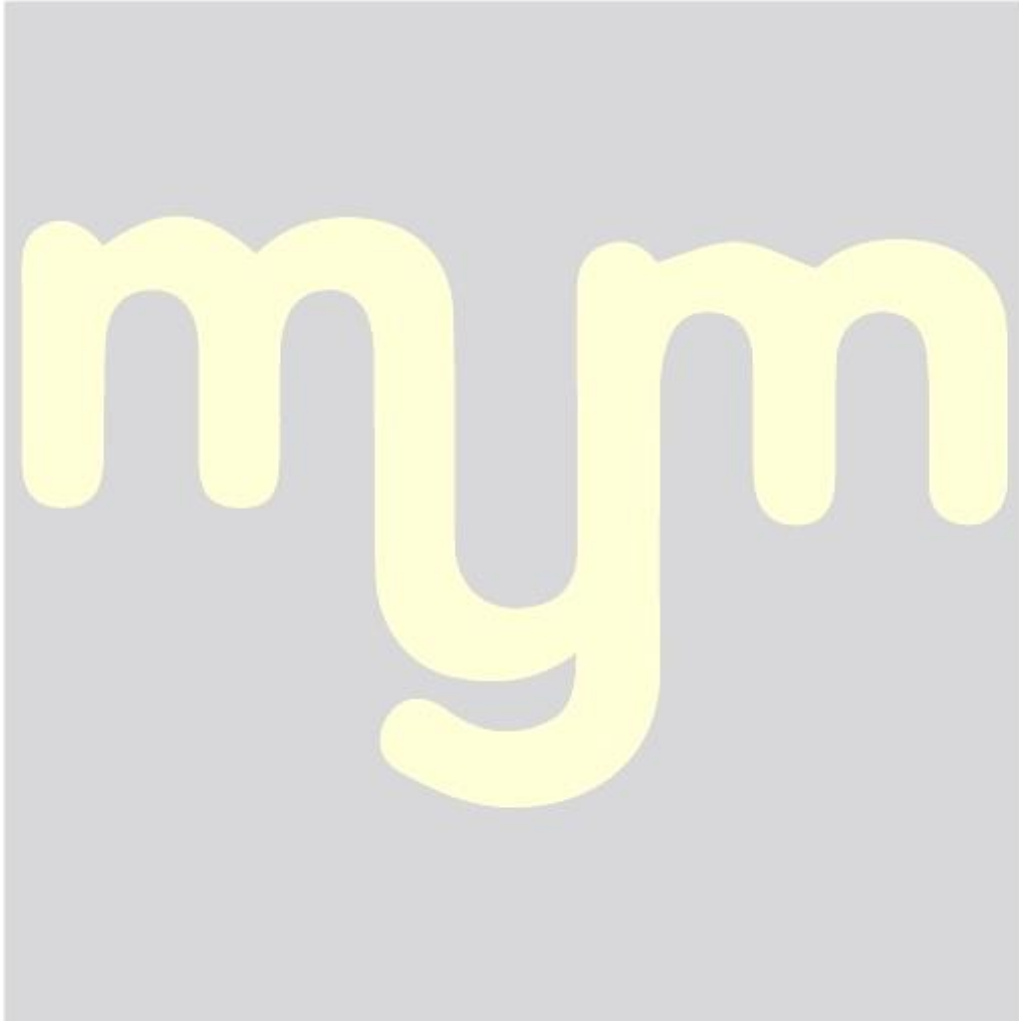
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**2**

**N2016/12/Q5/A**

Give an account of the lives of 'Uthman and 'Ali during the lifetime of the Prophet. [10]

- Same as Question 1



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# LEADING PERSONALITIES

**1** **J2019/12/Q5/A**

Write a detailed account of the lives of Hamza ibn Abd al-Muttalib and Khalid ibn Walid during the lifetime of the Prophet. [10]

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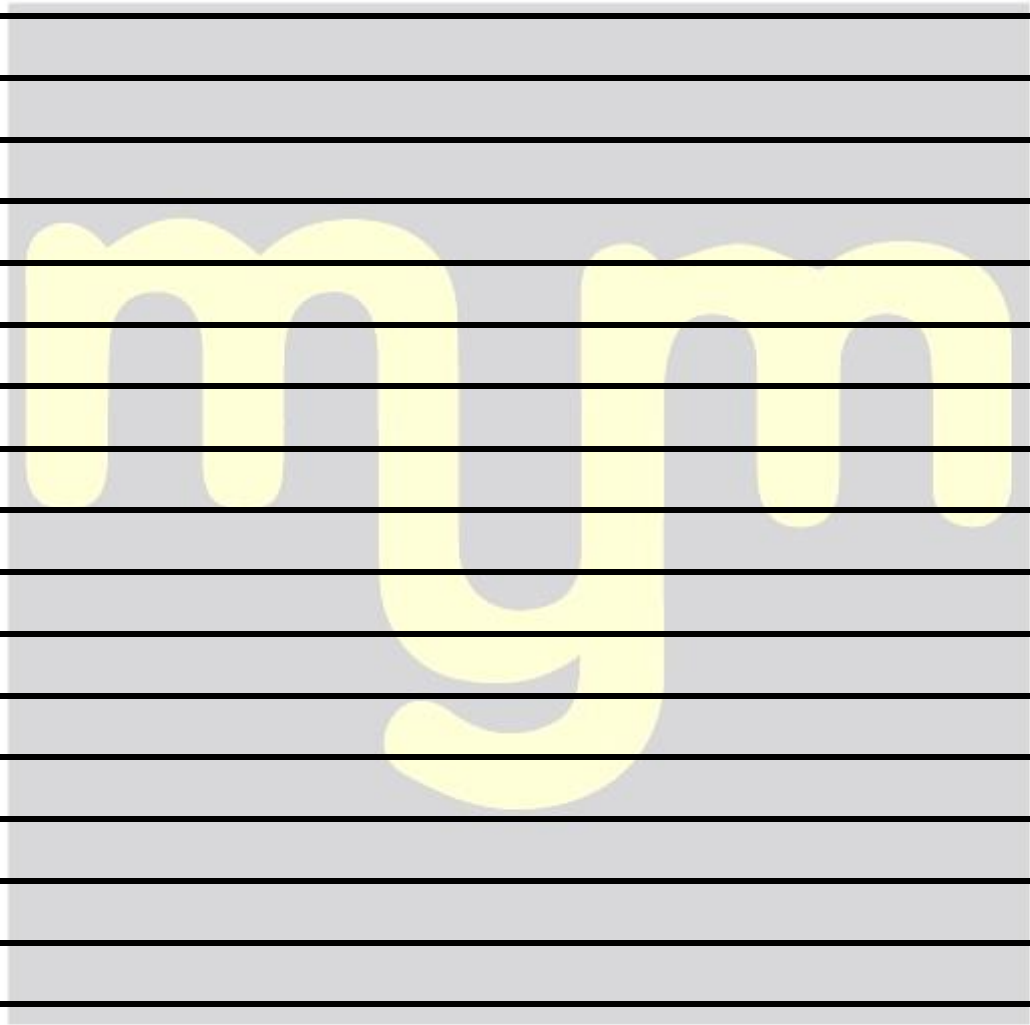
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**4** **J2016/12/Q5/A**

Write about the lives of the Prophet's uncles, Hamza and Abu Sufyan. [10]

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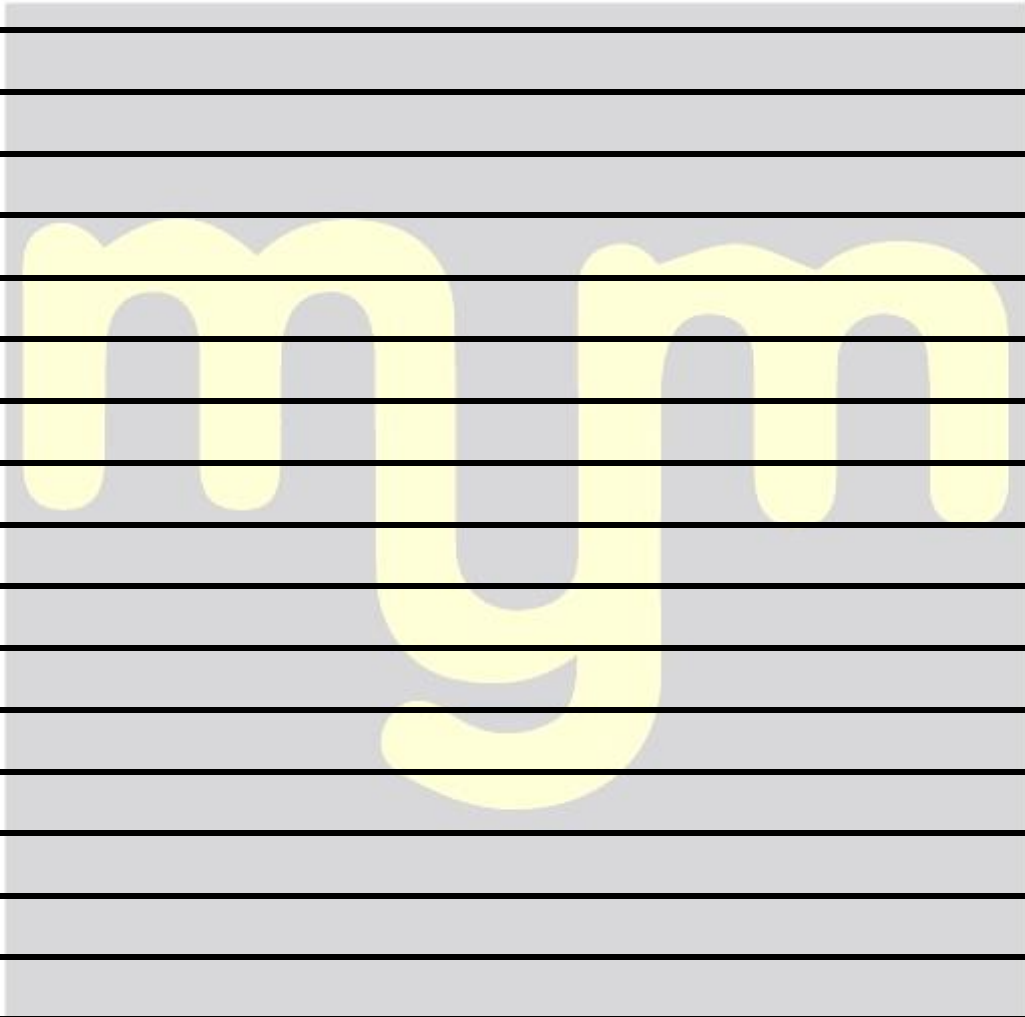
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J2014/11/Q4/A

Describe the roles played by Abu Talib and Hamza in the life of the Prophet. [10]

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**7** **N2012/11/Q4/A**

Write about the Prophet's relationship with the following figures: Aminah, Halimah Sa'adiyah and Abu Talib. [10]

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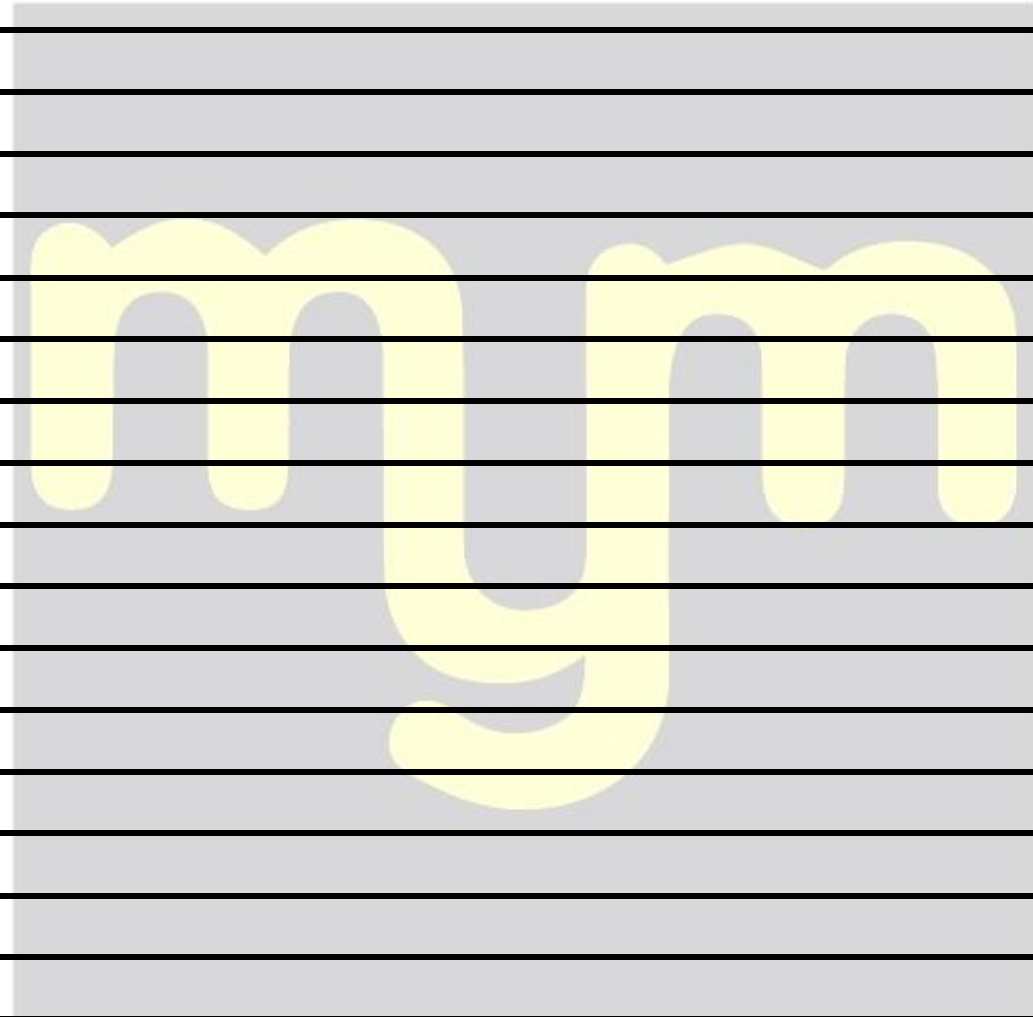


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**8**

**N2012/11/Q5/A**

Write about the main points in the lives of Bilal and Abu Sufyan. [10]

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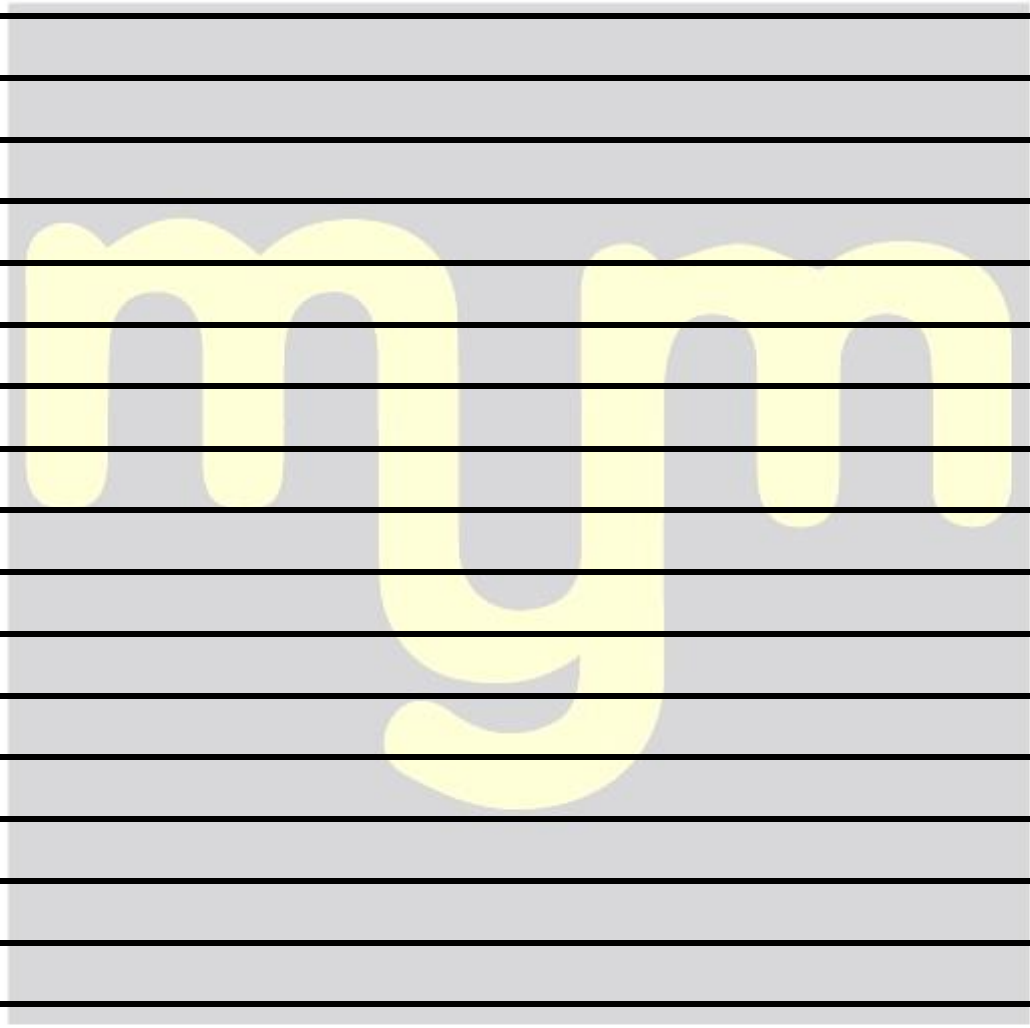
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# HAZRAT KHADIJA

1

N2017/12/Q5/A

Khadija bint Khuwaylid was the Prophet's first wife. Write an account of her life in the period she knew the Prophet. [10]

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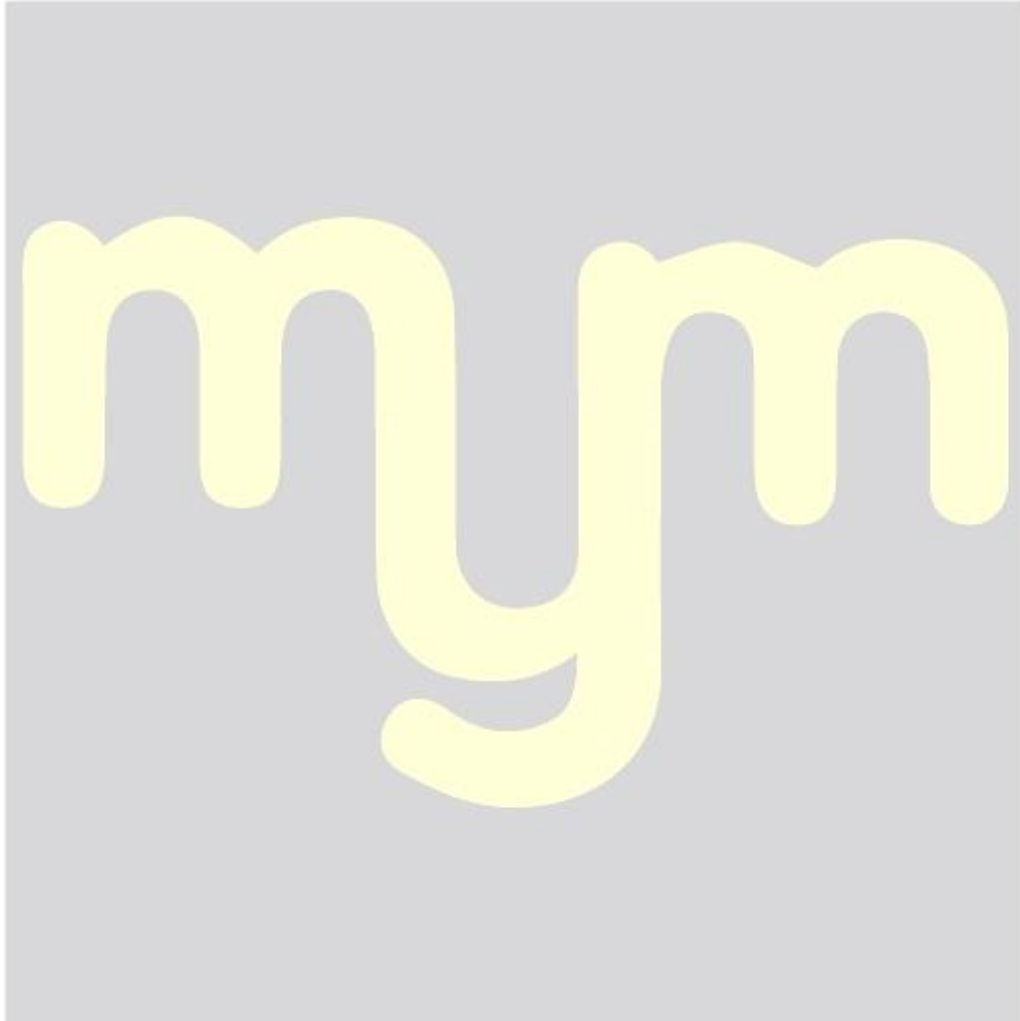
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**2**

**J2014/12/Q5/A**

Write about the life of the Prophet Muhammad's first wife Khadija. [10]

- Same as Question 1



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# HAZRAT AYESHA

**1**

**J2015/12/Q5/A**

Write about the Prophet's wife Aisha during the lifetime of the Prophet.

[10]

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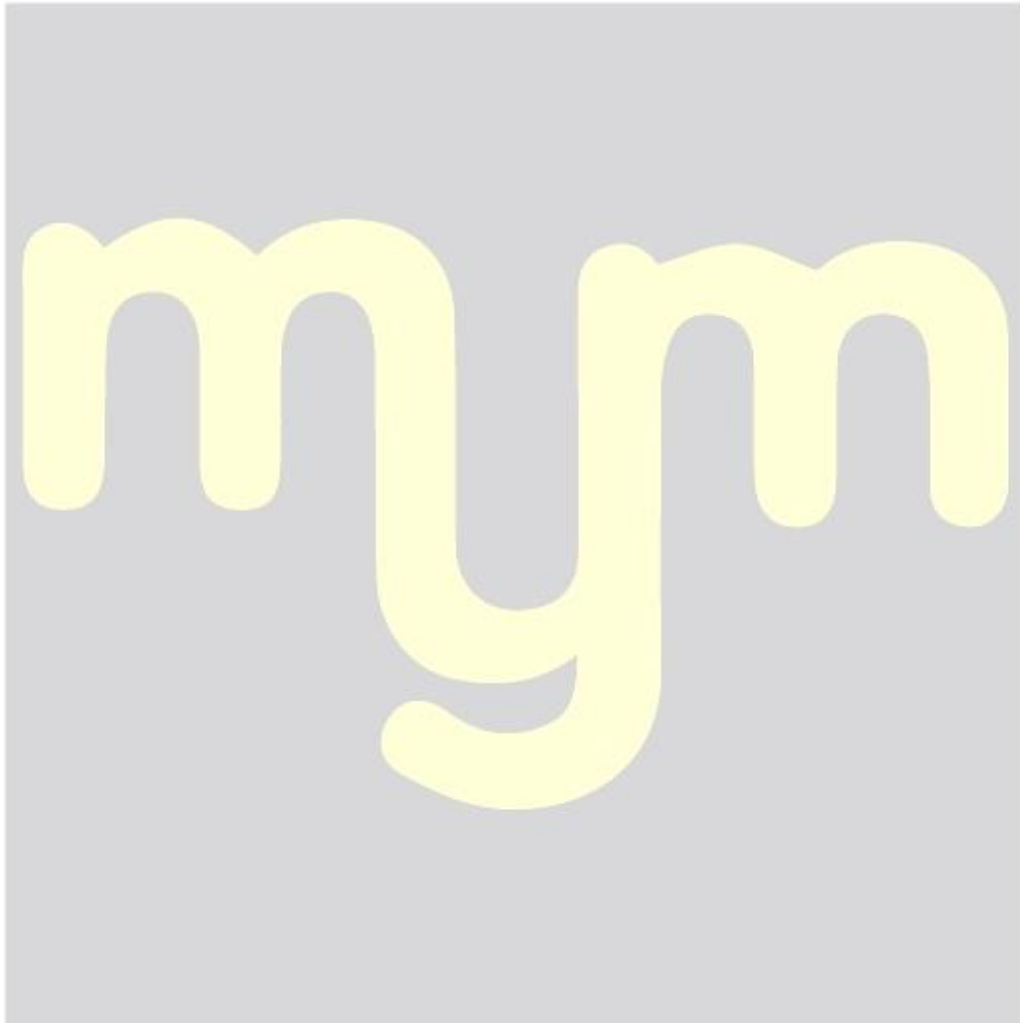


**2**

**N2011/12/Q5/A**

Write about the life of Aisha during the Prophet's lifetime. [10]

- Same as Question 1



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2 N2015/12/Q5/A

Write about the lives of two of the Prophet's wives whom he married after the death of Khadija. [10]

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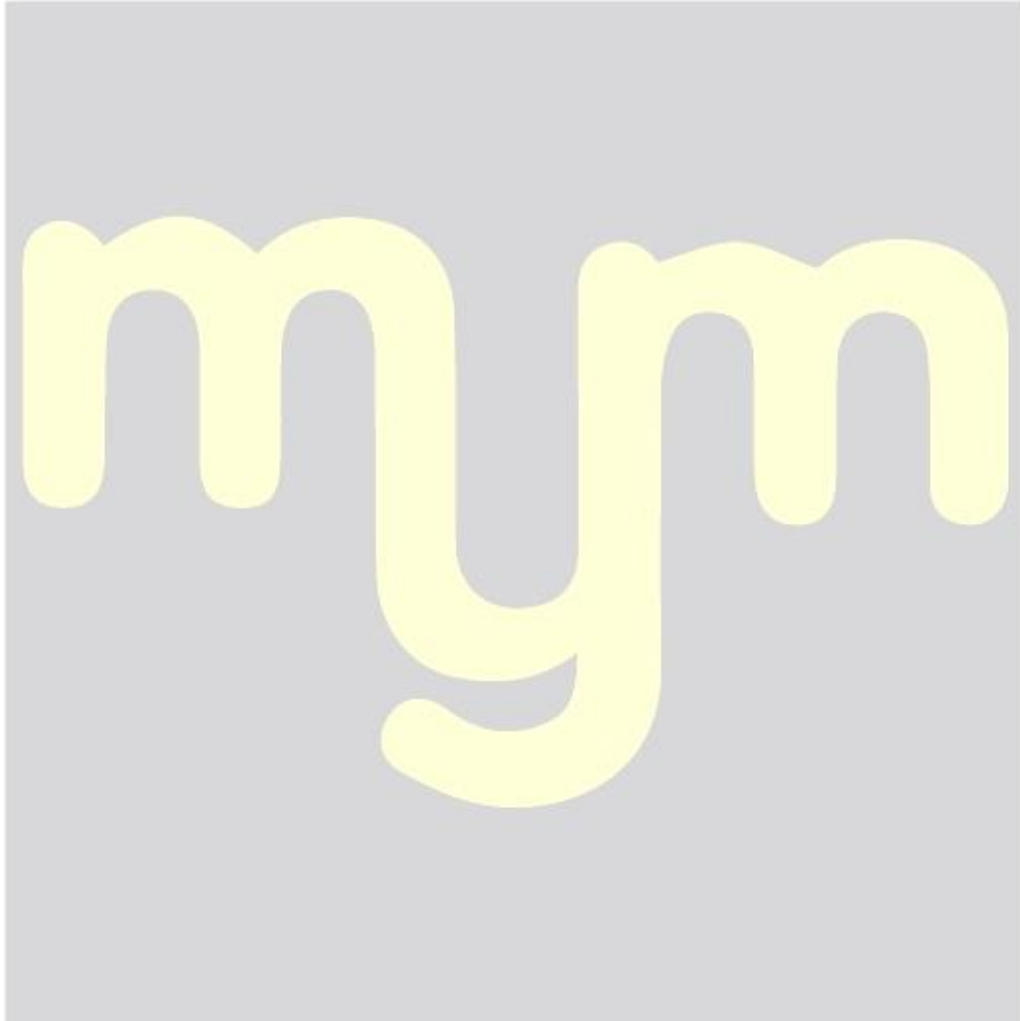
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**3**

**N2012/12/Q4/A**

Write about the lives of any two of the following wives of the Prophet: Sawda bint Zama'a, Aisha bint Abu Bakr, Hafsa bint 'Umar and Umm Salama. [10]

- Same as Question 2



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# DAUGHTERS OF PROPHET

**1**

**N2018/12/Q5/A**

Write a detailed account of the lives of the Prophet's daughters, Zaynab and Fatima. [10]

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**2**

**J2017/11/Q5/A**

Write about the lives of Fatima and any one other of the Prophet's (pbuh) daughters. [10]

- Same as Question 1

**3**

**N2013/12/Q5/A**

Give an account of the lives of the Prophet's four daughters. [10]

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# GRANDSONS OF PROPHET

1

J2012/12/Q5/A

Outline the main events in the lives of the Prophet's grandsons al-Hasan and al-Husayn. [10]

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Lined writing area with a large watermark in the center. The watermark consists of the letters 'mym' in a stylized yellow font, with 'm' on the left, 'y' in the middle, and 'm' on the right. Below the 'mym' logo, the name 'Muhammad Yousuf Memon' is written in a smaller, grey font. The writing area is bounded by horizontal lines and a vertical line on the right side.



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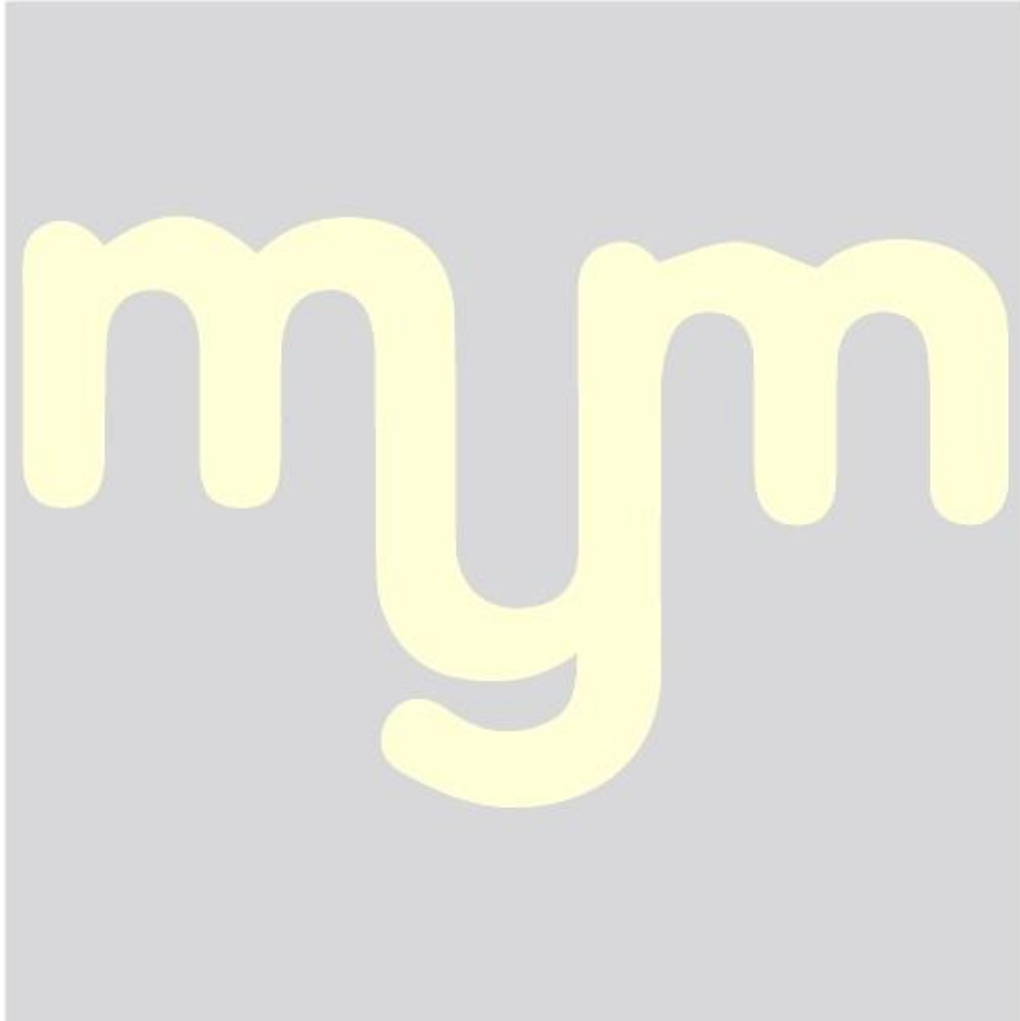
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**2**

**J2009/12/Q5/A**

Write accounts of the lives of the Prophet's two grandsons al-Hasan and al-Husayn. [10]

- Same as Question 1



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# BROTHERHOOD

**1**

**J2019/11/Q5/A**

In Madina, the Helpers (Ansar) and Emigrants (Muhajirun) were made brothers. Give an account of the main developments of this relationship.  
[10]

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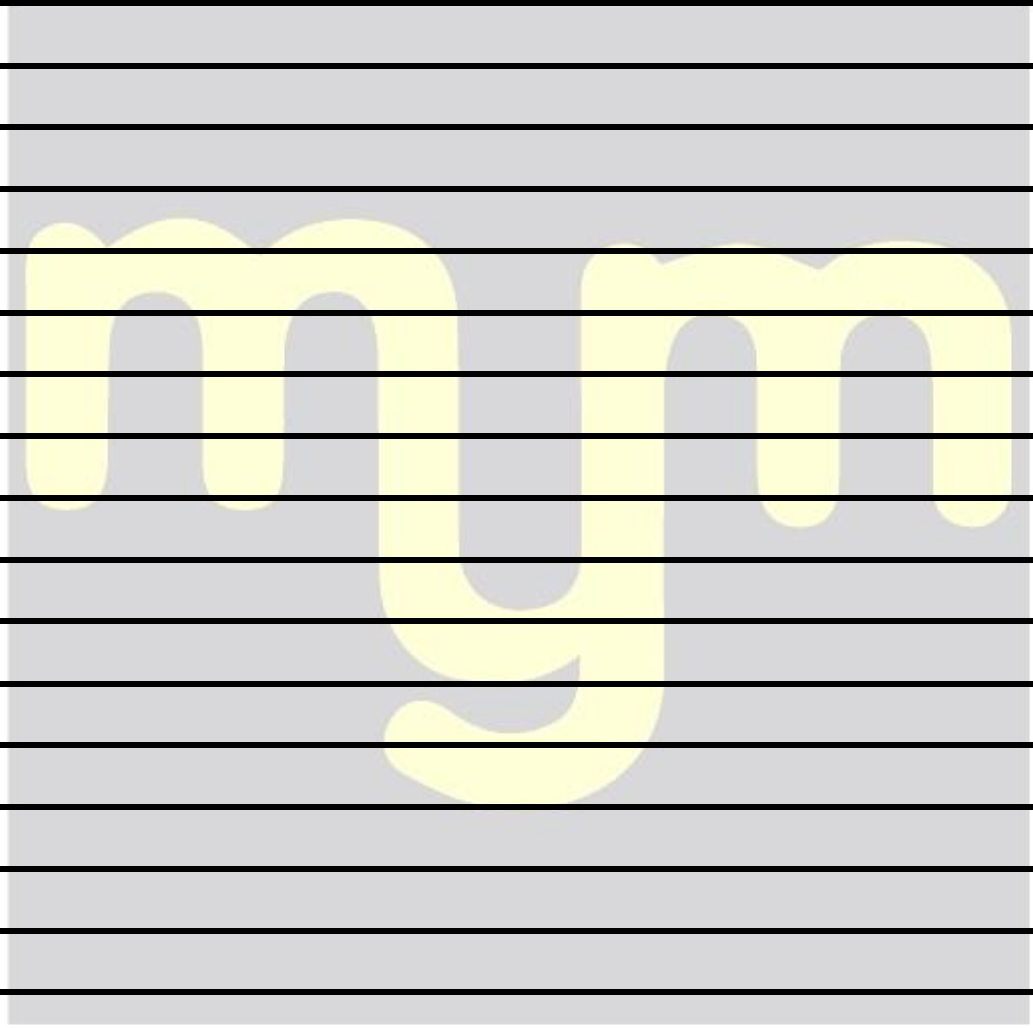
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Lined writing area with a large watermark logo in the center. The logo consists of stylized yellow and grey letters 'mym' on a grey background. Below the logo, the name 'Muhammad Yousuf Memon' is written in a light grey font. The writing area is bounded by horizontal lines on the left and right, and a vertical line on the right side.

Lined writing area for the answer.



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Lined writing area with a large watermark logo in the center and the name 'Muhammad Yousuf Memon' at the bottom.

**2**

**N2018/12/Q4/A**

The Prophet Muhammad migrated to Madina from Makka. Write about the Ansar and the Muhajirun and the way they helped each other. [10]

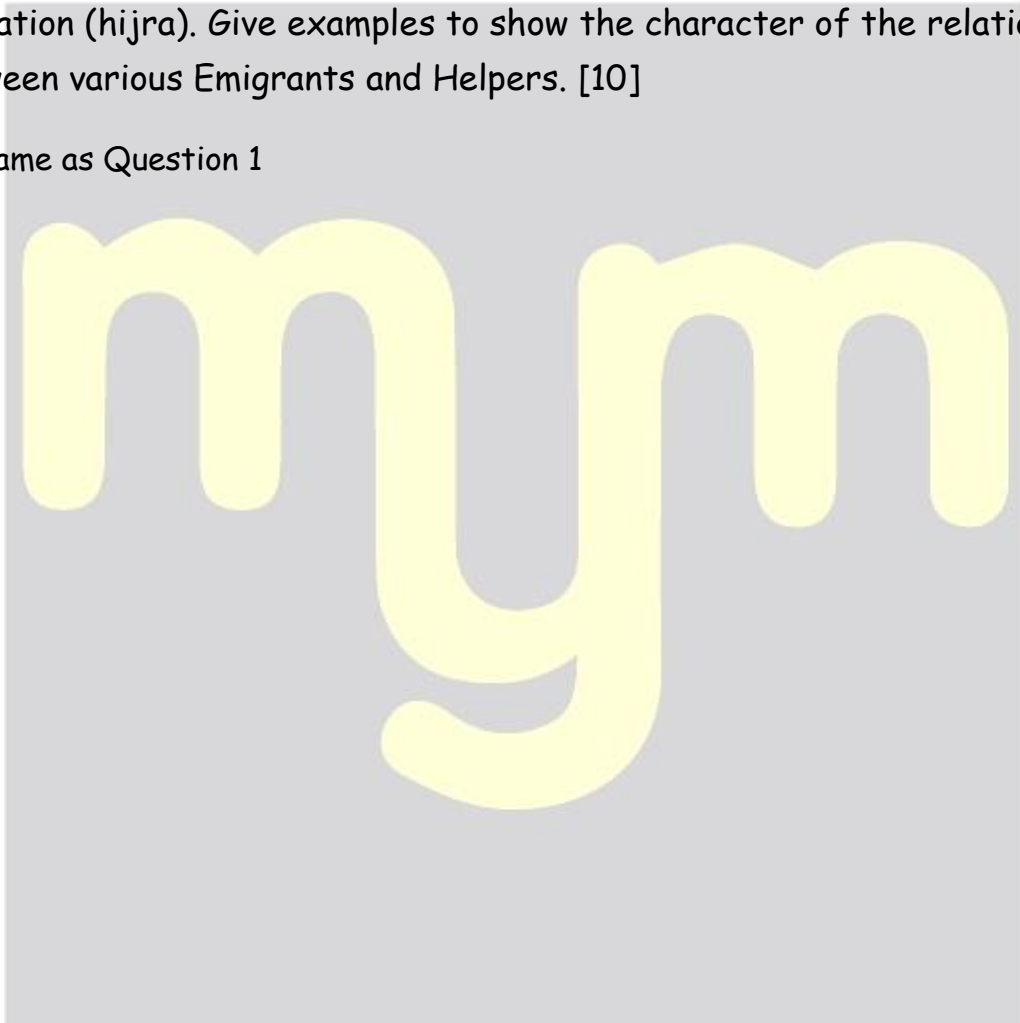
- Same as Question 1

**3**

**J2015/11/Q4/A**

The Prophet paired Muslims from Makka and from Madina after the migration (hijra). Give examples to show the character of the relationship between various Emigrants and Helpers. [10]

- Same as Question 1



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# SCRIBES

**1**

**J2017/12/Q5/A**

Outline the tasks performed by the Prophet's scribes during his lifetime.

[10]

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Handwriting practice lines with a large watermark logo in the center and the name 'Muhammad Yousuf Memon' at the bottom of the writing area.



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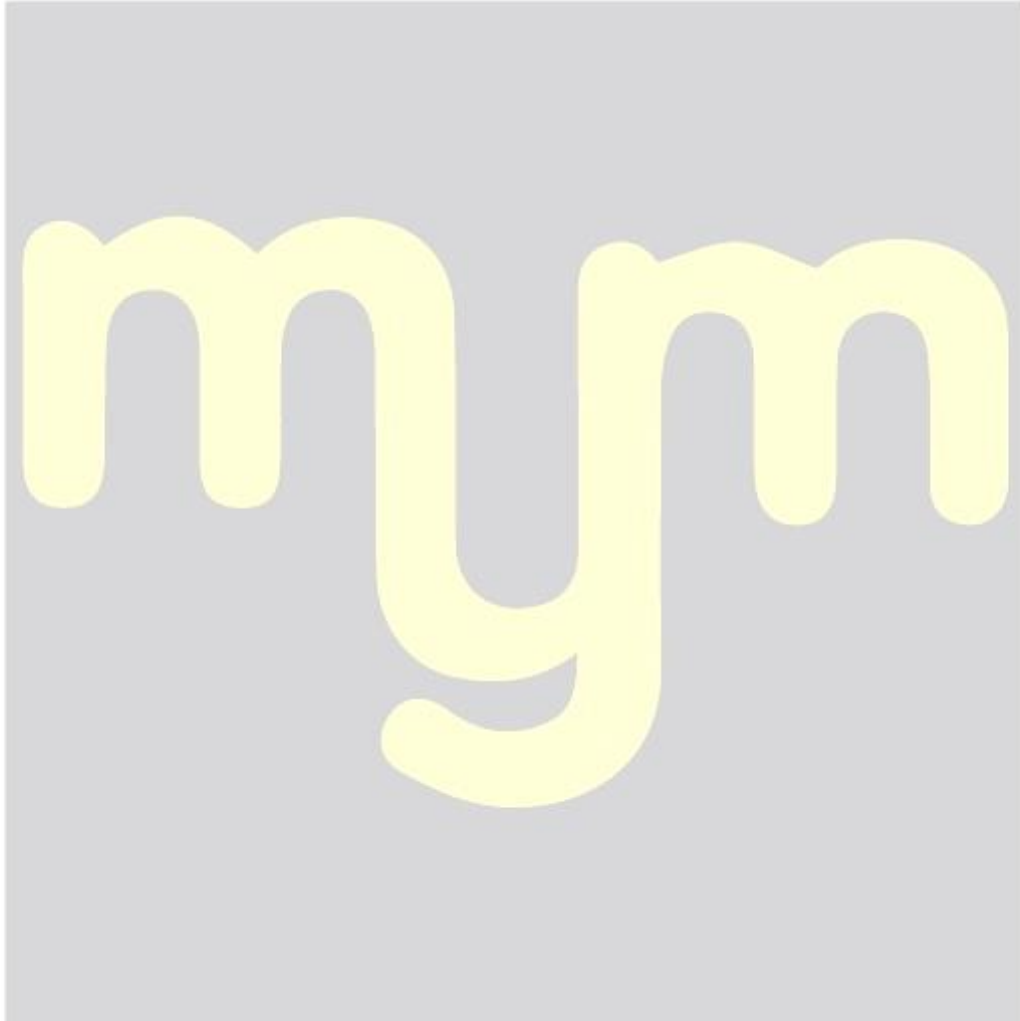


**2**

**J2014/11/Q5/A**

Write briefly about the tasks carried out by the Scribes of the revelation at the time of the Prophet. [10]

- Same as Question 1



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# LEVELS IN 4 MARKS QUESTIONS

LEVEL	MARKS	DESCRIPTION
<b>4</b>	<b>4</b>	Very Good/Excellent. Demonstrates a wide and thorough understanding of what the question asks. Recognises fully and can explain the significance of material used in answer. Can reason, evaluate and discuss in a thoughtful, mature manner.
<b>3</b>	<b>3</b>	Good. Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach, demonstrating touches of maturity and a willingness to engage with and discuss the material.
<b>2</b>	<b>2</b>	Satisfactory. Response is descriptive but makes some effort to offer evaluation. The candidate attempts, though with limited success, to move beyond a purely factual approach, with some limited discussion of the material.
<b>1</b>	<b>1</b>	Basic. Limited understanding of the subject. The candidate's response is descriptive and immature, with no attempt to discuss or evaluate the material.
<b>0</b>	<b>0</b>	Irrelevant. No response submitted, or clearly lacks any understanding of the subject matter.

# HAZRAT ABU BAKR

**1**

**J2018/11/Q4/B**

How can Muslims use the example of Abu Bakr in showing loyalty to their friends and colleagues? [4]

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**2**

**N2014/11/Q5/B**

What lessons can Muslims learn from Abu Bakr's conduct in this period, and how are these lessons relevant now? [4]

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**3** **N2010/12/Q4/B**

Why was Abu Bakr given the title 'Saviour of Islam'? [4]

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# HAZRAT UMAR

**1**

**J2015/11/Q5/B**

What lessons can Muslims learn from 'Umar's conversion? [4]

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**J2013/12/Q5/B**

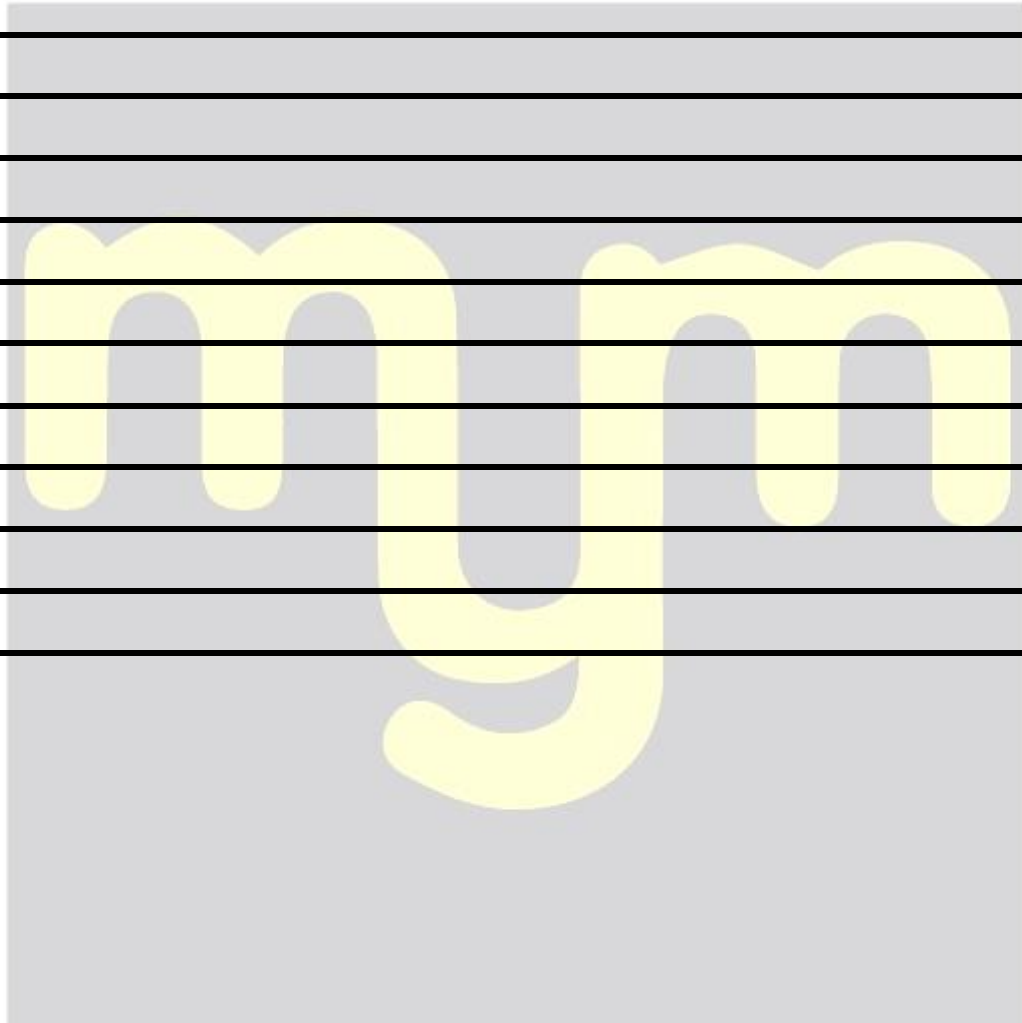
Why was 'Umar's conversion important for the early Muslims? [4]

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N2009/12/Q4/B

In what ways did the conversion of 'Umar help the young Muslim community? [4]



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# HAZRAT USMAN AND ALI

**1**

**N2019/12/Q5/B**

From 'Ali's early life, what lessons can young people learn about their role in the community? [4]

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**2**

**N2016/12/Q5/B**

"Uthman was known to be generous with his wealth.' How can Muslims now apply the trait of generosity? [4]

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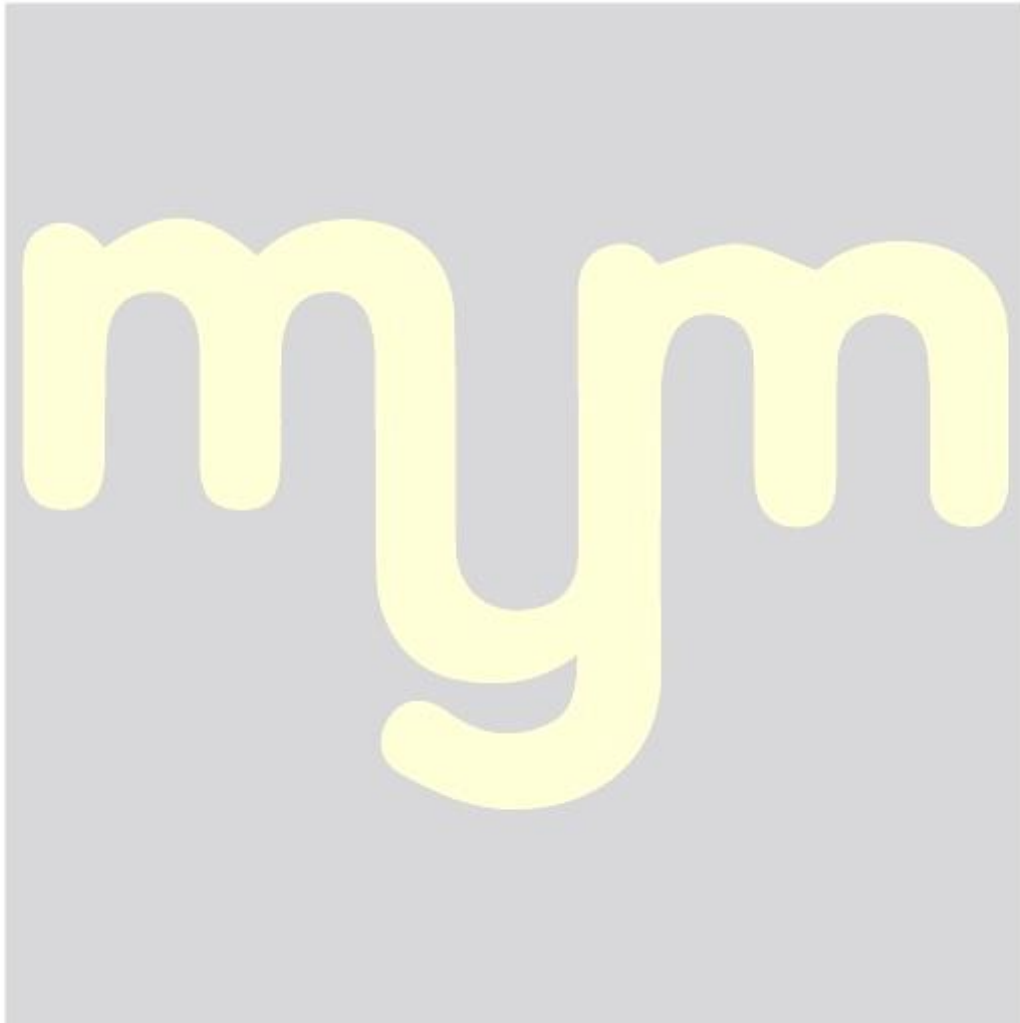
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# LEADING PERSONALITIES

**1**

**J2019/12/Q5/B**

Hamza ibn Abd al-Muttalib showed loyalty to the Prophet. How can Muslims show loyalty in their everyday lives? [4]

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**2**

**J2018/11/Q5/B**

From these relationships (Halima and Abu Talib), what can be learnt about keeping family ties? [4]

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**3**

**N2017/11/Q5/B**

In your opinion, what is the significance of the Prophet encouraging the liberation of Bilal and Salman from slavery? [4]

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**4**

**J2016/12/Q5/B**

Many of the people who had been enemies of the Prophet accepted Islam. What lessons can Muslims learn from this? [4]

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**5** **N2014/12/Q5/B**

In your opinion, can Muslims today learn anything from Abu Sufyan's involvement with the Prophet? [4]

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**6** **J2014/11/Q4/B**

Did the role of Abu Talib help strengthen the early Muslim community? Give reasons for your answer. [4]

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**7** **N2012/11/Q4/B**

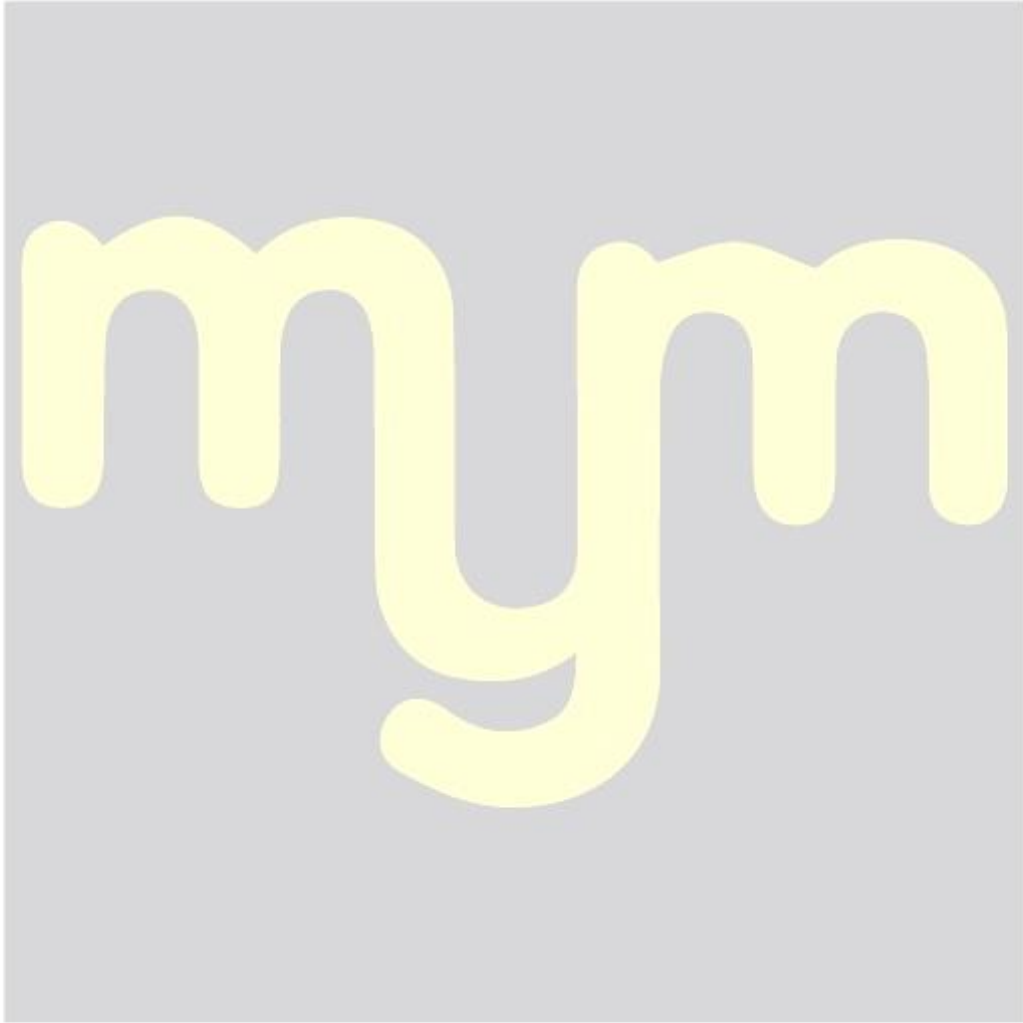
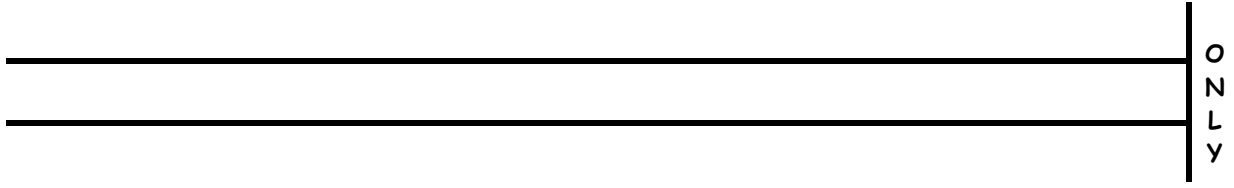
What can these relationships teach Muslims today about family ties? [4]

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**8** **N2012/11/Q5/B**

What can be learnt from Bilal's role in the Islamic community? [4]

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# HAZRAT KHADIJA

**1**

**N2017/12/Q5/B**

The Prophet's employer was a woman who was successful in business.  
What lessons can be derived from this for Muslims now? [4]

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**2**

**J2014/12/Q5/B**

Taking two aspects of their relationship, explain how the marriage of the Prophet and Khadija sets a good example for Muslim marriages today? [4]

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**3**

**J2010/12/Q3/B**

Why was his relationship with his wife Khadija important for him? [4]

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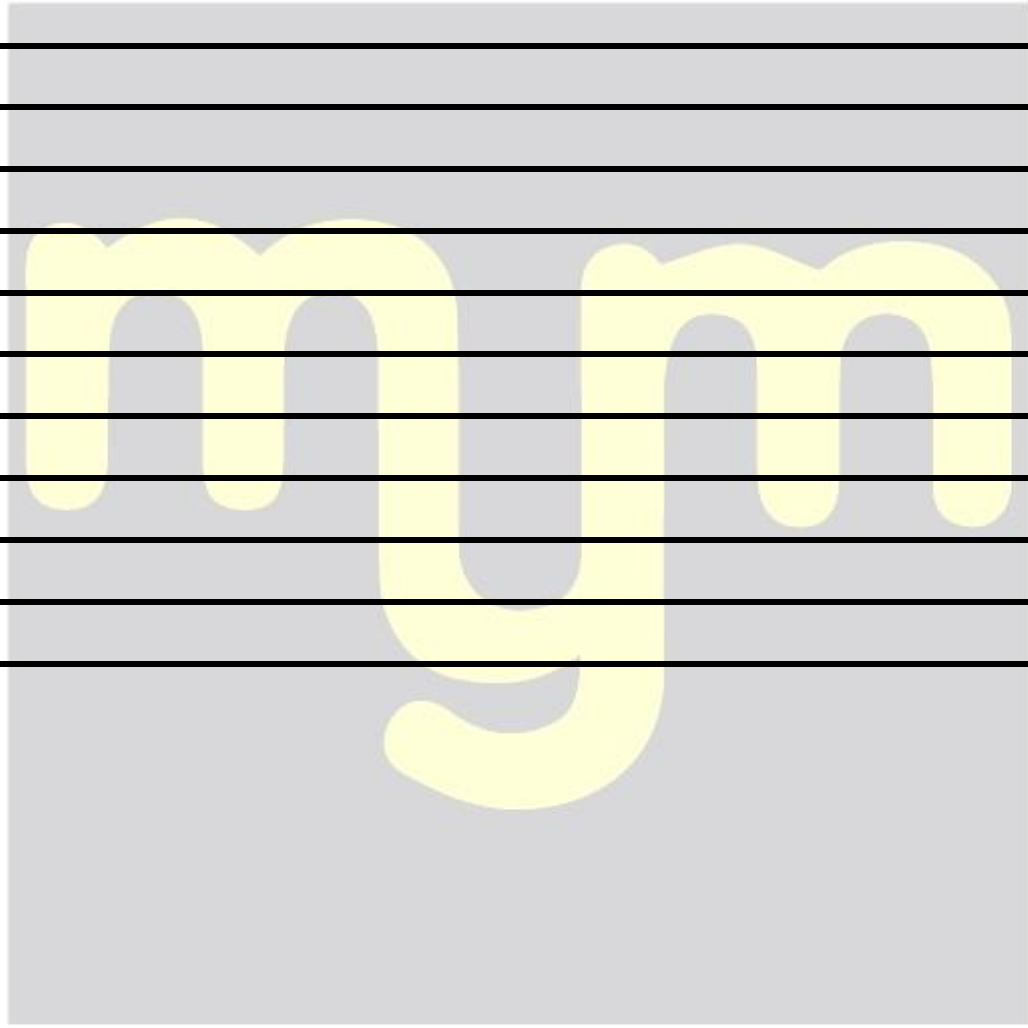


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# HAZRAT AYESHA

**1** **J2015/12/Q5/B**

'Aisha is a role model for Muslim women around the world.' Say whether you agree or disagree with this statement, giving reasons for your answer.

[4]

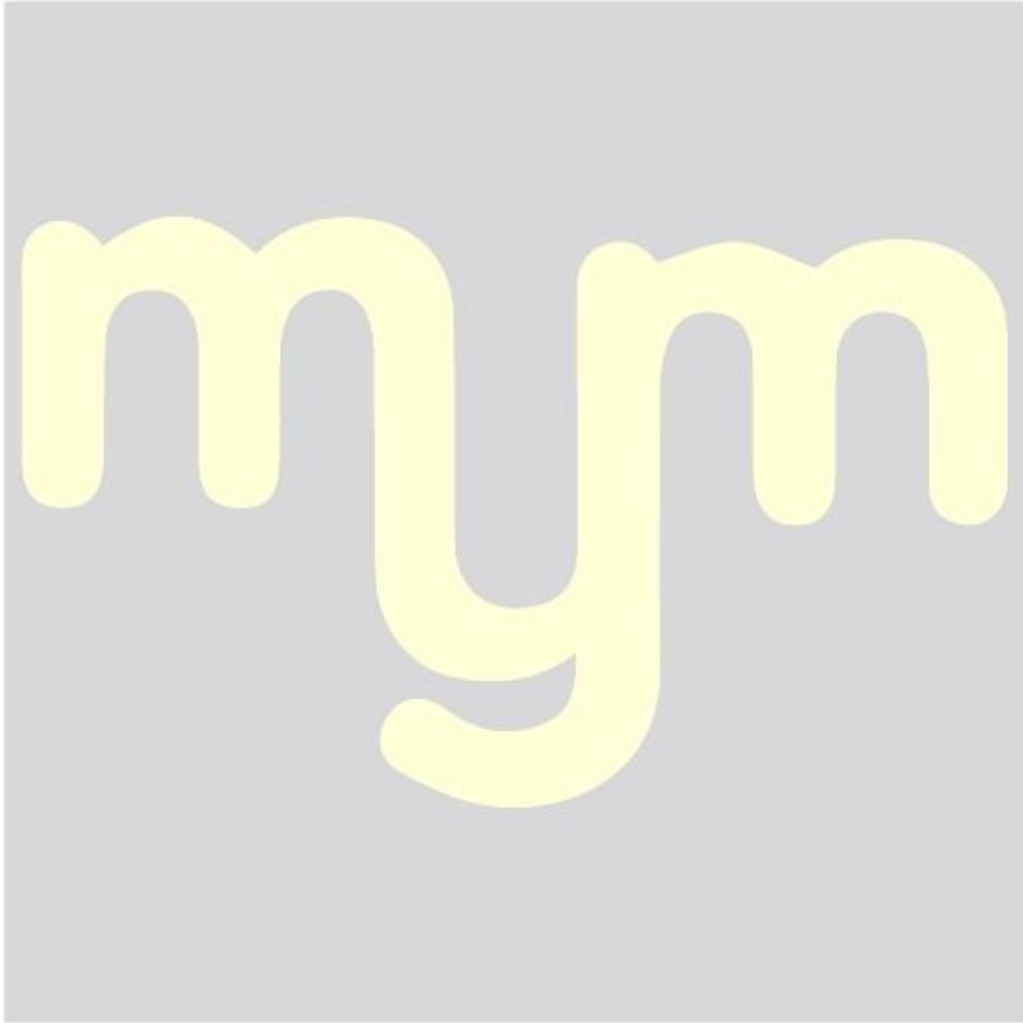
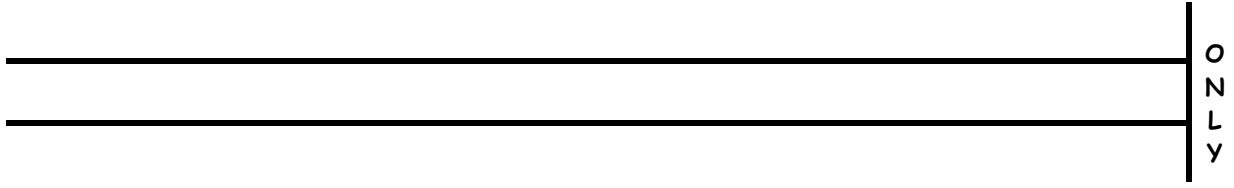
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**2** **N2011/12/Q5/B**

How can she be seen as a role model for Muslims now? [4]

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# WIVES

**1**

**N2018/11/Q5/B**

Both wives (Aisha and Hafsa) were narrators of Hadith. What can Muslims learn from this about women and education? [4]

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**2**

**N2015/12/Q5/B**

"The best of you is the one best to his wife." Explain what the Prophet meant by this statement and how it is relevant to Muslims now. [4]

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**3**

**N2012/12/Q4/B**

What can the life of any one of these wives teach Muslims about marriage? [4] (Sawda bint Zama'a, Aisha bint Abu Bakr, Hafsa bint 'Umar and Umm Salama)

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# DAUGHTERS OF PROPHET

**1** **N2018/12/Q5/B**

What can Muslims learn from the Prophet about the relationship between fathers and daughters? [4]

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**2** **J2017/11/Q5/B**

Explain the importance of the statement, 'Daughters are a mercy (rahma)'. [4]

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**3** **N2013/12/Q5/B**

Can Muslims learn from the Prophet's bond with Fatima? Give reasons for your answer. [4]

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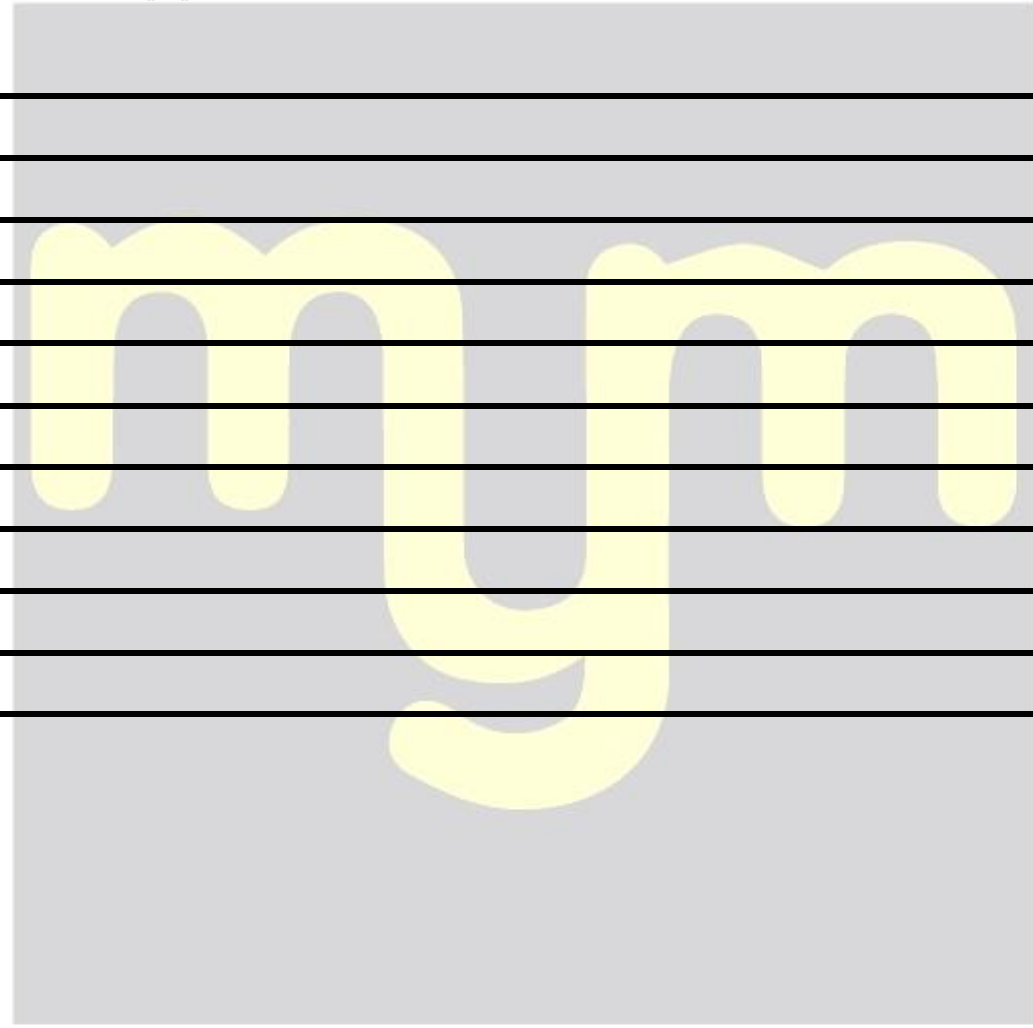
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# GRANDSONS OF PROPHET

**1**

**J2012/12/Q5/B**

Explain how al-Husyan's death remains important to Muslims today? [4]

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**2**

**J2009/12/Q5/B**

Explain why they each died in the way they did. [4]

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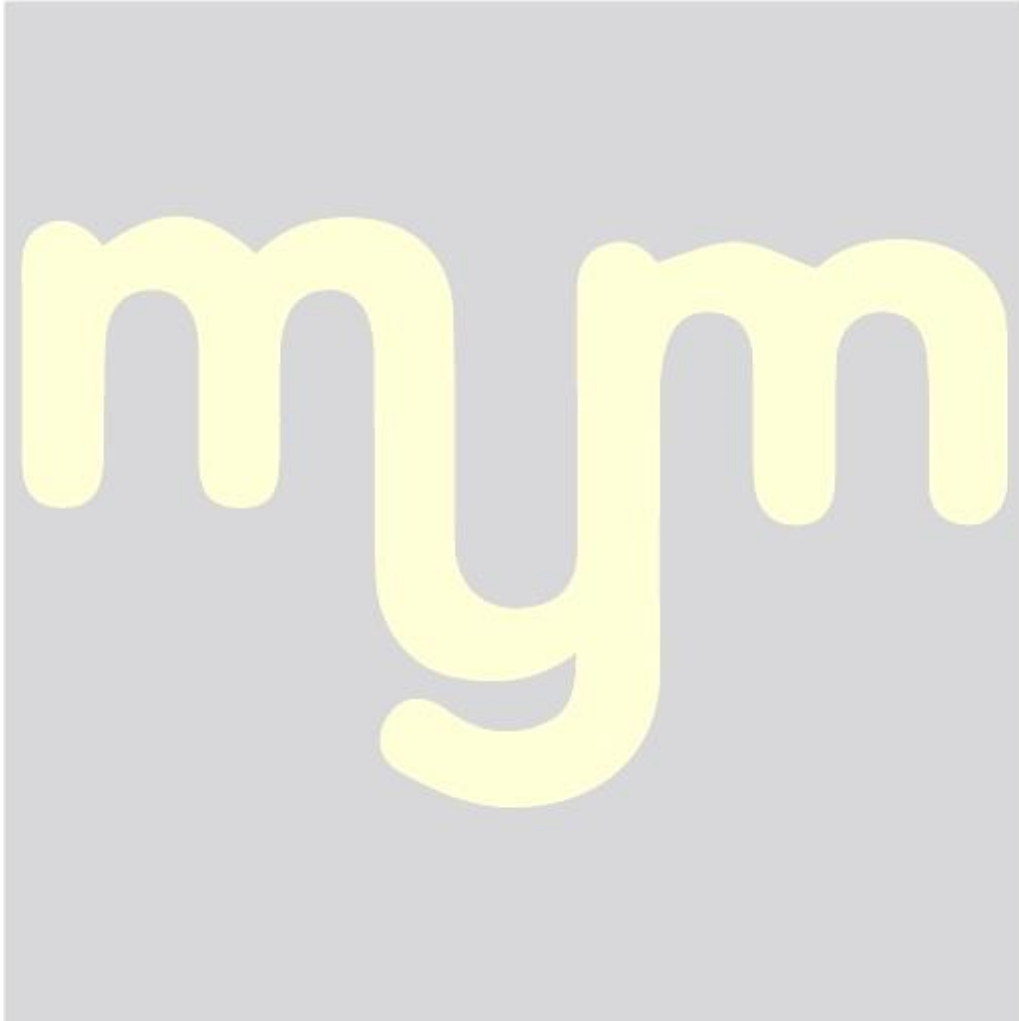
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# BROTHERHOOD

**1**

**J2019/11/Q5/B**

How can Muslims apply this model of brotherhood to help their communities? [4]

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**2**

**N2018/12/Q4/B**

Using this example, what can Muslims do for those people who have left their homes and come to live amongst them in their communities? [4]

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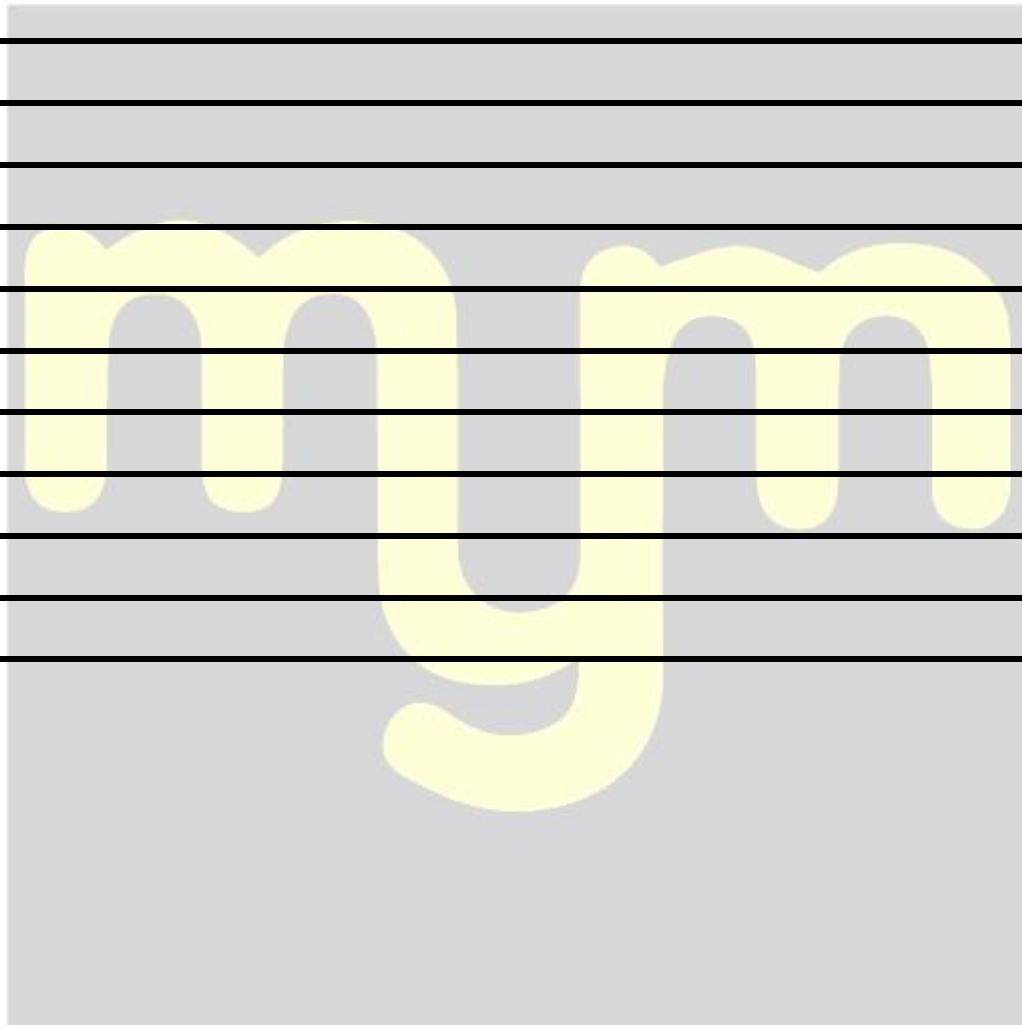
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**3**

**J2015/11/Q4/B**

Today Muslims often seek refuge in neighbouring countries. Show how the example of the Emigrants and Helpers can still provide a model today. [4]

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# SCRIBES

**1**

**J2017/12/Q5/B**

The scribes had the Prophet as a source of information. How useful is the internet as a source of information about Islam? [4]

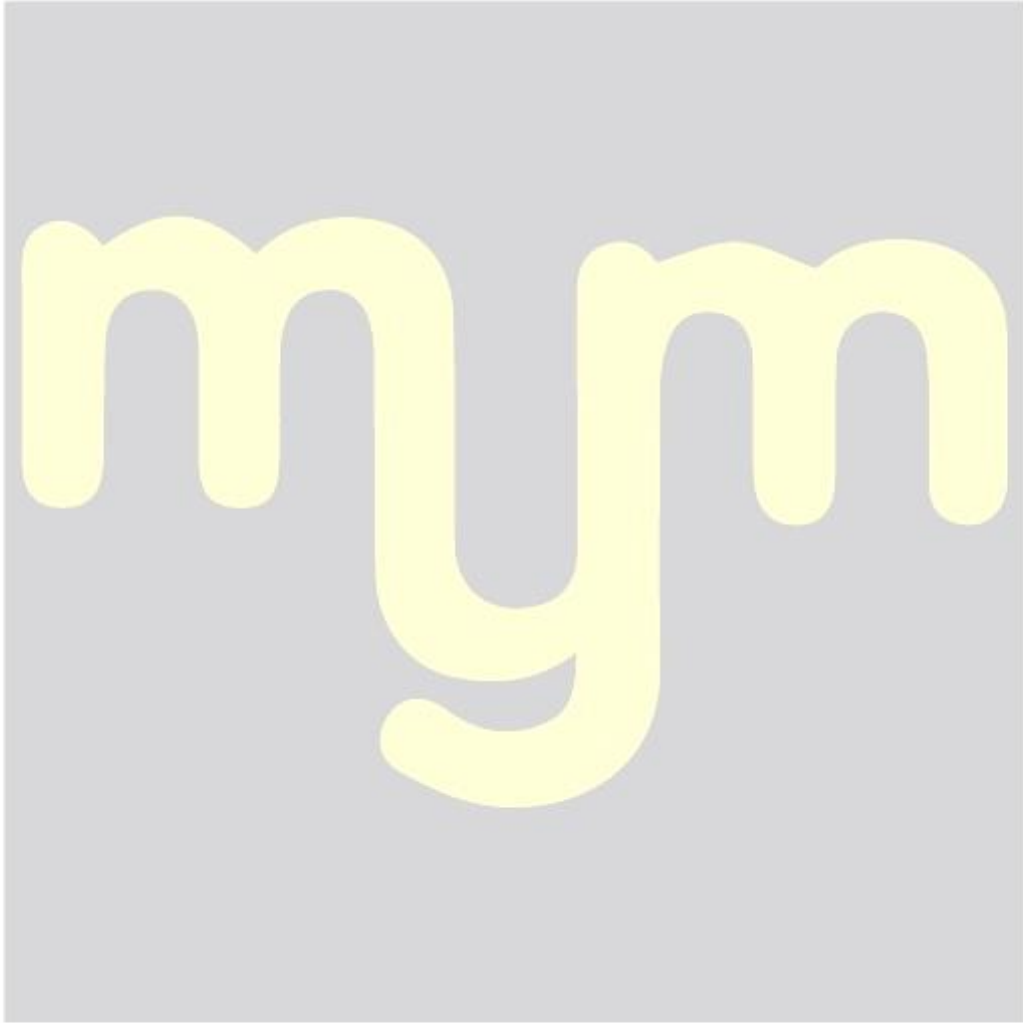
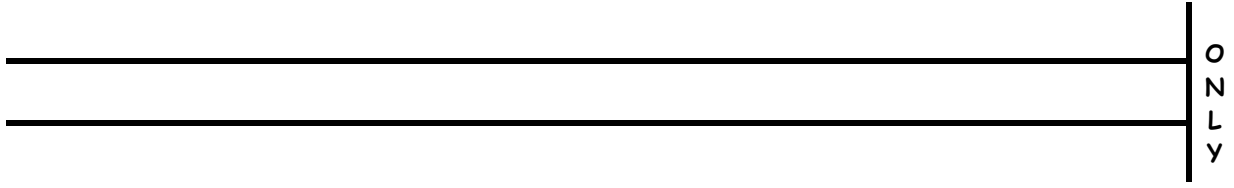
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**2**

**J2014/11/Q5/B**

Explain the importance of the principles employed by the compilers of the Qur'an at the time of the Caliphs. [4]

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