

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre SSC-I Islamiyat Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Secondary School Certificate (SSC) Part I (Class IX) Islamiyat. It contains comments on candidates' responses to the 2023 SSC-I Examination indicating the quality of the responses and highlighting their relative strengths and weaknesses.

E-Marking Notes

This includes overall comments on candidates' performance on every question and *some* specific examples of candidates' responses which support the mentioned comments. Please note that the descriptive comments represent an overall perception of the better and weaker responses as gathered from the e-marking session. However, the candidates' responses shared in this document represent some specific example(s) of the mentioned comments.

Teachers and candidates should be aware that examiners may ask questions that address the Student Learning Outcomes (SLOs) in a manner that requires candidates to respond by integrating knowledge, understanding and application skills they have developed during the course of study. Candidates are advised to read and comprehend each question carefully before writing the response to fulfil the demand of the question.

Candidates need to be aware that the marks allocated to the questions are related to the answer space provided on the examination paper as a guide to the length of the required response. A longer response will not in itself lead to higher marks. Candidates need to be familiar with the command words in the SLOs which contain terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the command words. Words such as 'how', 'why' or 'what' may also be used.

General Observations

The overall performance of the entire cohort in the examination indicates that the majority of candidates used their time effectively by offering relevant and focused responses that attempted to address the questions as instructed. Their responses demonstrated relevance and corresponded with the requirements. However, the candidates seemed challenged in the question related to **fulfilment of Faith**. It was also observed that candidates struggled to construct their responses as per the **command words** used in the questions.

Note: Candidates' responses shown in this report have not been corrected for grammar, spelling, format or factual information.

DETAILED COMMENTS
Constructed Response Questions (CRQs)

Question No. 1a	
Question Text	Answer the following questions in light of the first 10 <i>Ayaat</i> of <i>Surah Al-Nisa</i> . i. When can the wealth of orphans be used? ii. What should be done when giving wealth to orphans? iii. How should we treat relatives if they come at the time of distribution of inheritance?
SLO No.	1.2.3
SLO Text	Explain with reference to the context meaning of the selected words and <i>Ayaat</i> mentioned in sub-topic 1.2.
Max Marks	3
Cognitive Level	U*
Checking Hints	i. Give ONE mark for writing a point on the use of orphans' property. ii. Give ONE mark for writing the property of orphans in the presence of witnesses. iii. Give ONE mark for writing a point related to division (distribution of inheritance).
Overall Performance	Overall, candidates met the expectations in addressing each question. The majority of candidates provided clear and concise responses, demonstrating a solid understanding of the topic. Their answers were aligned with the expected knowledge and accurately conveyed the concepts related to inheritance. Their satisfactory performance indicates a good grasp of the subject matter and an ability to effectively communicate their understanding.
Description of Better Responses	Better responses addressed the scenario where the financially disadvantaged guardian of an orphan is permitted to utilise the orphan's wealth. However, they must return the property when the orphan becomes capable of managing their assets, with witnesses present. Furthermore, the responses emphasised the importance of treating the orphan with kindness and fairness. Additionally, a portion of the inheritance may be allocated to distant relatives who are present during the distribution process.
Image of Better Response	<p>i. When can the wealth of orphans be used? (1 Mark) <u>When the guardians of orphans are needy and not self sufficient, only then they can take orphan's wealth upon need.</u></p> <p>ii. What should be done when giving wealth to orphans? (1 Mark) <u>We should test orphan if he is capable of taking it, then we should hand over the wealth of orphans to them under witnesses.</u></p> <p>iii. How should we treat relatives if they come at the time of distribution of inheritance? (1 Mark) <u>We are advised to share a part of our inheritance with them and speak to them with words of kindness and appropriately.</u></p>
Description of Weaker Responses	Weaker responses failed to understand the concept of the question asked by ignoring guardian. Instead, they mentioned the use of property for orphans and distribution of inheritance on equal basis to the distant relatives or even to treat them harshly. Moreover, the orphan's maturity or witness is not mentioned at the time of returning their wealth.

Image of Weaker Response

i. When can the wealth of orphans be used? (1 Mark)

→ When the orphan reach at the age of marriage. So, the weath be wed by giving to him his property.

ii. What should be done when giving wealth to orphans? (1 Mark)

→ Testify their wisdom & if they can protect & carry wealth by your own, that's time to handover- wealth.

iii. How should we treat relatives if they come at the time of distribution of inheritance? (1 Mark)

→ We should treat them with equal distribution -- to all of the relatives.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) Go through the past paper questions on that particular concept Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept Mapping Audio Visual resources Think, Pair and Share Questioning Technique (Socratic approach) Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes

Any Additional Suggestion:

Teachers should take into consideration the context while teaching on the initial ten verses of *Surah al-Nisa*, confining their focus to these verses. This approach is essential, as it has come to attention that students tend to overlook the contextual background. Similarly, Teachers can ask the students to summarise the content as a rainbow chart and ensure that the chart is displayed and referred to during the discussion of the *ayaat*. Simultaneously, it is imperative to ensure that students comprehend the imperative vocabulary and directives presented in the student learning outcomes (SLO)

*K = Knowledge U = Understanding A = Application and other higher-order cognitive skills

Question No. 1b

Question Text	<p>وَأَتُوا النِّسَاءَ صَدُقَاتِهِنَّ نِحْلَةً فَإِنْ طِبْنَ لَكُمْ عَنْ شَيْءٍ مِّنْهُنَّ فَاكْتُوهُ حَنِيفًا مَّرِيئًا. (Al Nisa: 04)</p> <p>Mention the TWO guidelines regarding dowry (مهر) provided in the given ayah.</p>
SLO No.	1.2.4
SLO Text	Explain the topics covered in the selected Ayaat mentioned in sub-topic 1.2.
Max Marks	2
Cognitive Level	U
Checking Hints	Give ONE mark for writing an instruction related to <i>Maher</i> . (TWO required)
Overall Performance	Overall, candidates performed well in this question by mentioning the relevant guidelines regarding dowry provided in the given Ayah.
Description of Better Responses	In a well-crafted response, candidates demonstrated a comprehensive understanding of the concept of dowry. They acknowledged that dowry is an obligatory gift provided by the husband to his wife. Furthermore, they recognised that if the wife willingly remits any part of the dowry, the husband is permitted to enjoy it.
Image of Better Response	<p>1) Women should be given their dowry happily and not in a ill-mannered or regretful way</p> <p>2) If the bride wants to return any amount of her dowry back to husband, the husband is free to accept it with ease.</p>
Description of Weaker Responses	These candidates mistakenly mentioned that dowry refers to the financial assets (جهيز) received by the wife from her parents at the time of marriage. These responses, indicates a misunderstanding of the Islamic teachings regarding dowry and highlights the need for a more accurate understanding of this concept.
Image of Weaker Response	<p>1) Dowry is not necessary or compulsory to give.</p> <p>2) Dowry is the gift by the women's parents. If they want they can give dowry as a gift to their daughter.</p>

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes

<ul style="list-style-type: none"> • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration 	
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Any Additional Suggestion:

Teachers should take into consideration the context while instructing on the initial ten verses of *Surah al Nisa*, confining their focus to these verses. This approach is essential, as it has come to attention that students tend to overlook the contextual background. Simultaneously, it is imperative to ensure that students comprehend the imperative vocabulary and directives presented in the student learning outcomes (SLO).

Question No. 2a

Question Text	According to Hadith No. 3 given in the syllabus, describe any TWO conditions for the fulfilment of faith.
SLO No.	2.2.5
SLO Text	Analyse the lessons that we can take from these <i>Ahadith</i> for social and moral aspects of our lives.
Max Marks	2
Cognitive Level	U
Checking Hints	Give ONE mark writing a condition related to fulfillment of faith (TWO required).
Overall Performance	The majority of candidates failed to meet the expectations of the question, indicating a lack of understanding of the topic.
Description of Better Responses	Better responses clearly provided principles of faith according to the given Hadith No.3.
Image of Better Response	<p>1. According to Hadith 3 fulfillment of faith is by when love and hate for Allah. (By loving thing which Allah like and hating things which Allah hates)</p> <p>2. And secondly when person give and stop for Allah.</p>
Description of Weaker Responses	It was clear from the majority of weaker responses that candidates mixed up Hadith No. 3 with Hadith No. 5, which pertains to the love of the Prophet (PBUH).

Image of Weaker Response

1. For the fulfilment of faith, it is necessary to love Prophet (SAWW) more than everyone and everything
2. He/She should do all good actions (perform salah) etc and be aware from evil things

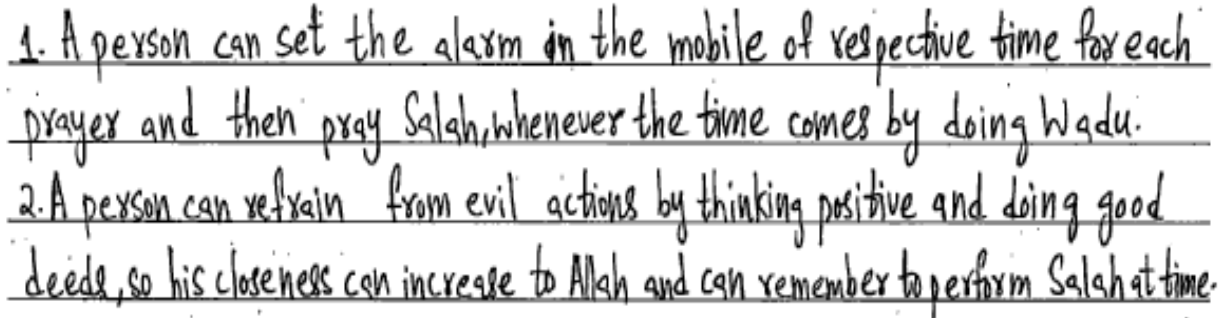
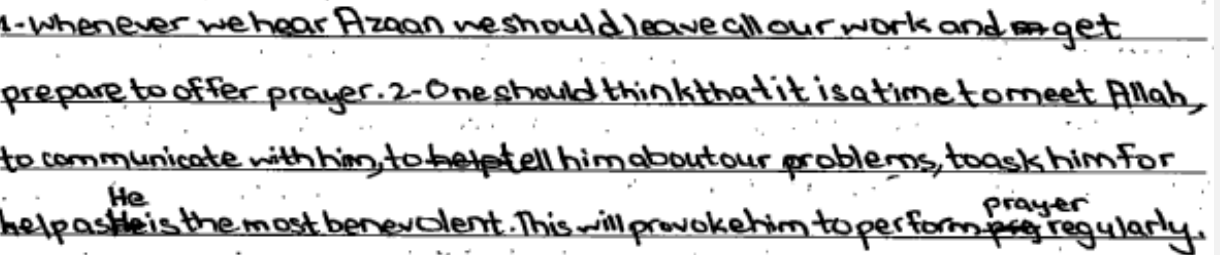
Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">• Understand the expectations of the command words• Look at the cognitive level• Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating)• Go through the past paper questions on that particular concept• Refer to the resource guide for extra resources	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual resources• Think, Pair and Share• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes

Any Additional Suggestion:

When teachers impart the teachings of blessed *Ahadith*, it is advisable to include the corresponding Hadith numbers and elucidate the significant points within each Hadith. Simultaneously, a chart can be made with respect to the number of *Ahadith* and its central idea and pasted in the classroom.

Question No. 2b

Question Text	In <i>Ahadith</i> , prayer (<i>Salah</i>) is called a pillar of <i>Deen</i> . How can one perform prayer (<i>Salah</i>) regularly? Give any TWO suggestions
SLO No.	2.2.5
SLO Text	Analyse the lessons that we can take from these <i>Ahadith</i> for social and moral aspects of our lives.
Max Marks	2
Cognitive Level	A
Checking Hints	Give ONE mark for writing a suggestion on the importance of prayer. (TWO required)
Overall Performance	Overall, candidates showed a commendable performance in addressing this question, meeting the expected standard. The majority of candidates presented a variety of well-articulated suggestions in a coherent manner. Their responses showcased critical thinking skills and the ability to offer insightful recommendations. The candidates displayed proficiency in providing constructive and thoughtful ideas.
Description of Better Responses	The students' responses to the question regarding the observance of prayer exhibited a range of practical and religious suggestions. Some students proposed 'setting alarms on mobile phones to ensure timely prayer', while others emphasised 'the importance of cultivating the habit of waking up early'. Additionally, suggestions were made 'to adopt Taqwa (piety) as a guiding principle' and 'to prioritise early sleep at night'. The recommendation to recite the Holy Quran was also put forward. These responses demonstrated a conscientious approach to incorporating practical strategies and spiritual devotion in the observance of prayer.
Images of Better Responses	<p>Image (i)</p>  <p>1. A person can set the alarm in the mobile of respective time for each prayer and then pray Salah, whenever the time comes by doing Wadu.</p> <p>2. A person can refrain from evil actions by thinking positive and doing good deeds, so his closeness can increase to Allah and can remember to perform Salah at time.</p> <p>Image (ii)</p>  <p>1- Whenever we hear Azaan we should leave all our work and get prepare to offer prayer. 2- One should think that it is a time to meet Allah, to communicate with him, to tell him about our problems, to ask him for help. He is the most benevolent. This will provoke him to perform prayer regularly.</p>

Description of Weaker Responses

A small number of students faced difficulty comprehending this question, resulting in their answers deviating from the expected response. It was evident that instead of providing 'recommendations' for prayer, these students wrote about the importance of prayer. Their responses included statements such as 'prayer is highly significant' and 'prayer is crucial for attaining peace in life'. While these statements acknowledge the significance of prayer, they did not address the specific recommendations or suggestions related to prayer. This discrepancy indicates a misunderstanding of the question's requirements.

Image of Weaker Response

• With Prayer we should close to Allah Almighty and also we can away from bad thought
 • With Prayer on the day of Judgement we go in Paradise (Jannat).

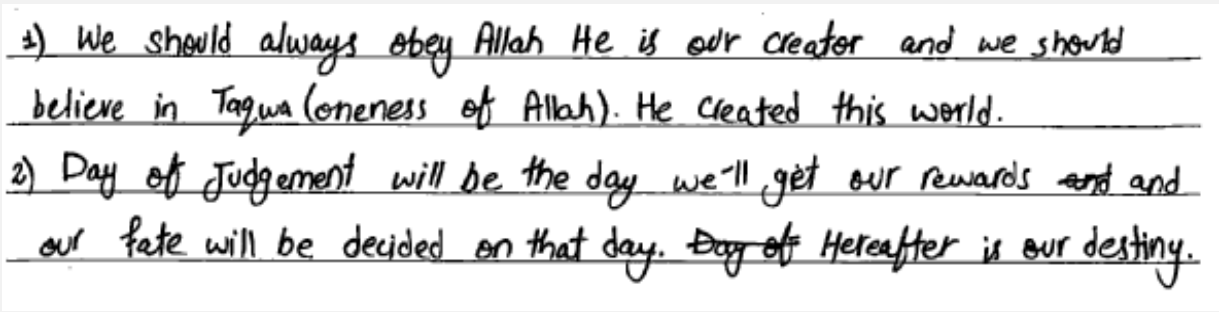
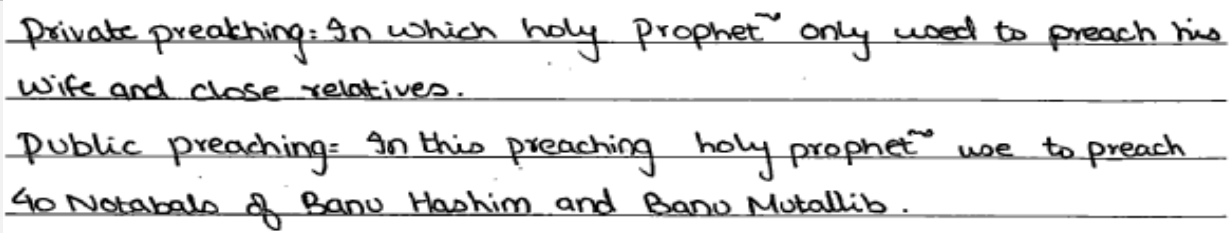
Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> • Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes

Any Additional Suggestion:

In addition to imparting the significance of prayer, Teachers should also elucidate tangible instances illustrating its practical utility. Concurrently, it is crucial to facilitate students' comprehension of the Command Word specified in the Specific Learning Outcomes (SLO).

Question No. 3a

Question Text	State any TWO basic teachings of the Prophets (AS).
SLO No.	3.2.2
SLO Text	Explain the importance of belief in prophethood in the light of Holy Qur'an and Hadith.
Max Marks	2
Cognitive Level	K
Checking Hints:	Give ONE mark for writing a basic education of Prophets (TWO required).
Overall Performance	In this question candidates demonstrated a strong knowledge of the basic teachings of the Prophets (AS) by providing accurate and relevant answers. Their responses correctly addressed the essential teachings of the Prophets (AS).
Description of Better Responses	Better responses demonstrated a sound understanding of the topic, as they effectively identified and articulated the essential teachings that the Prophets (AS) imparted. They focused on concept of spreading the message, including, teaching of monotheism, belief in the day of judgment, and delivering the news of heaven and hell. It is commendable that the students prioritised the core teachings in their responses, showcasing their knowledge and comprehension of the subject matter.
Image of Better Response	 <p>1) We should always obey Allah He is our creator and we should believe in Taqwa (oneness of Allah). He created this world.</p> <p>2) Day of Judgement will be the day we'll get our rewards and our fate will be decided on that day. Day of Hereafter is our destiny.</p>
Description of Weaker Responses	A small number of candidates faced difficulty in comprehending the question, resulting in their responses deviating from the intended focus on the basic teachings of the Prophets. These candidates included unrelated details, such as documenting the sayings of the Holy Prophet (PBUH) or mentioning the dissemination of the <i>Qur'an-e-Majeed</i> . The candidates linked the basic teachings with how the preaching was done by the Prophet (PBUH)
Image of Weaker Response	 <p>Private preaching: In which holy prophet^ﷺ only used to preach his wife and close relatives.</p> <p>Public preaching: In this preaching holy prophet^ﷺ use to preach 40 Notables of Banu Hashim and Banu Mutallib.</p>

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy** Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> • Understand the expectations of the command words • Look at the cognitive level • Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) • Go through the past paper questions on that particular concept • Refer to the resource guide for extra resources 	<ul style="list-style-type: none"> • Story Board • Cause and Effect • Fish and Bone • Concept Mapping • Audio Visual resources • Think, Pair and Share • Questioning Technique (Socratic approach) • Practical Demonstration <p>** For description of each pedagogy, refer to Annexure A</p>	<ul style="list-style-type: none"> • Past paper questions • Discussion on E-Marking Notes

Any Additional Suggestion:

When teachers impart the teachings of the Prophets (*AS*), it is essential to prioritise the instruction of basic teachings before reaching into more comprehensive aspects. This approach enables students to differentiate between the fundamental principles and the more intricate aspects of the teachings. This differentiation allows for a clearer grasp of the gradual progression and expansion of the teachings over time. Through a structured learning process that emphasises the basics first, teachers can effectively guide students in comprehending the broader scope of the Prophet's (PBUH) teachings and their relevance to various aspects of life.

Question No. 3b

Question Text	Analyse any THREE positive roles of internet in the acquisition of knowledge in the modern era
SLO No.	3.9.3
SLO Text	Analyse the importance of seeking knowledge (Ilm) in the present era.
Max Marks	3
Cognitive Level	A
Checking Hints:	Give ONE mark for writing a positive role of the Internet (THREE required).
Overall Performance	In this question, candidates displayed an excellent analysis of the subject matter, which focused on the positive uses of the internet in acquiring knowledge and its practical applications in one's life.
Description of Better Responses	In better responses, candidates adeptly analysed several positive effects of the internet in relation to knowledge acquisition. Their insightful observations included the ability for children to study diverse books from the comfort of their homes, access to recordings of esteemed scholars'

	statements, reading the Holy Qur'an online, listening to recitations, and accessing a wide range of information. These responses demonstrated candidates' comprehensive understanding of the ways in which the internet serves as a valuable resource for expanding knowledge horizons.
Image of Better Response	<p>1:- We can see and listen to Islamic sayings at our home, and listen to bayans (which are accurate).</p> <p>2:- We can take online classes in order to Teach the Holy Quran and spread Allah's message.</p> <p>3:- We can download websites or apps to recite Quran and even listen to Quran's tilawat (recitation).</p>
Description of Weaker Responses	A small number of candidates struggled to establish the connection between the 'acquisition of knowledge' and the 'internet' in their responses. Some candidates solely emphasised the virtue of knowledge, while others mentioned the duty of acquiring knowledge for every Muslim man and woman. These answers indicated misunderstanding of the specific focus on the positive uses of the internet in knowledge acquisition.
Image of Weaker Response	<p>Education play an important role in our life - Holy prophet (P.B.U+) always gives knowledge to people and said that you should ignore all peoples because Education is light and Ignorance is Darkness.</p> <p>if we do not have any knowledge people can not know anything they do evil work and they have evil thoughts.</p>

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none"> Understand the expectations of the command words Look at the cognitive level Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating) 	<ul style="list-style-type: none"> Story Board Cause and Effect Fish and Bone Concept mapping Audio Visual resources Think, Pair and Share Questioning Technique (Socratic approach) Practical Demonstration 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes

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| <ul style="list-style-type: none">• Go through the past paper questions on that particular concept• Refer to the resource guide for extra resources | | |
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Any Additional Suggestion:

It is important for students to carefully read and comprehend the question to provide accurate and relevant responses aligned with the given context. By maintaining a clear understanding of the question's requirements, students can effectively address the intended topic and showcase their knowledge and comprehension of the subject matter.

Extended Response Questions (ERQs)

Extended response questions offered a choice between part 'a' and 'b'.

Question No. 4a

Question Text	As a student, how can change be brought about in the society through one's own actions by preaching (<i>Dawat-o-Tableegh</i>)? Explain with any THREE examples.
SLO No.	3.5.4
SLO Text	Suggest the ways, how can invitation and preaching bring changes (humbleness, equality, patience and perseverance and forgiveness) in the society.
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for writing an example related to change through <i>Dawat-o-Tableegh</i> . (Three required) Give additional mark for the explanation of the example. (THREE required)
Overall Performance	This question addressed the ways candidates can bring about changes in society through <i>Tableegh</i> . A significant number of candidates demonstrated good performance by providing accurate and relevant examples. Their responses exhibited a thorough understanding of the topic. The students' suggestions were insightful and well-articulated.
Description of Better Responses	Candidates provided insightful responses regarding changes in society through preaching and subsequent transformations. Their suggestions were diverse and well considered. For instance, some candidates mentioned encouraging friends to 'prayer', leading to the formation of a prayer society. Others focused on teaching classmates about 'tolerance' to foster peace and tranquility in society. Additional suggestions included promoting the avoidance of 'arrogance', fulfilling the duty of enjoining goodness and forbidding evil, and practicing what is preached to influence others positively. These responses reflect the candidates' understanding of the role of personal example and proactive engagement in bringing about change within society.

**Image of
Better
Response**

As a student other students would be much more curious about new things they haven't seen or heard or even to improve themselves as a person when compared to adults.

Call with good advice: As a student it would be best to take someones attention by advice or how to improve themselves. By giving someone a positive advice we would be making positive impact by making the person understand that we are here to help them. This would remove any hostile intentions by the other person.

Gentally and Polite: With respect to present circumstances very little amount of people like another on his first interaction. In order for that to change, It would be best to present our best self and talk with a polite and homely manner, this will create a sense of trust or bond between the two people. This relation would make the other person happily accept the invitation.

Wise reasoning: Aside from mannerism we should also have the correct reasons for preaching. Instead of being a hot head and trying to force your beliefs on to someone shouldn't be practised. Instead, as a student we must do our best to clarify doubts and make the other person understand the reason and motive of preaching. This would further make the person feel belonged and safe.

**Description of
Weaker
Responses**

A small number of candidates struggled to grasp the accurate concept of *Da'wat-o-Tableegh*, resulting in disconnected or unrelated explanations. Some candidates elucidated the principles of *Tableegh* but failed to establish their connection with society. Similarly, some candidates overlooked the crucial aspect of societal reform within the context of preaching. Furthermore, certain responses deviated from the question's intended scope.

Image of Weaker Response

1) every time i have to talk about Quran Allah and Angles.

2) If i meet with any person i talk about dawat-o-tableegh.

3) If i go to my relatives i talk about Islam, and dawat-o-tableegh.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">• Understand the expectations of the command words• Look at the cognitive level• Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating)• Go through the past paper questions on that particular concept• Refer to the resource guide for extra resources	<ul style="list-style-type: none">• Story Board• Cause and Effect• Fish and Bone• Concept Mapping• Audio Visual resources• Think, Pair and Share• Questioning Technique (Socratic approach)• Practical Demonstration	<ul style="list-style-type: none">• Past paper questions• Discussion on E-Marking Notes

Any Additional Suggestion:

It is essential for students to acquire a comprehensive understanding of the concepts and objectives of *Dawat-o-Tableegh*, ensuring their ability to apply these principles effectively within the societal context. Attention to details, careful consideration of the question prompt and relevant responses aligned with the given instructions.

Question No. 4b

Question Text	What was the name of the Holy Prophet's (PBUH) foster mother? Also, describe any FIVE important events that happened in the early life of the Holy Prophet (PBUH).
SLO No.	3.4.2
SLO Text	Explain the life of the Holy Prophet (PBUH) from birth till the marriage with Hazrat Khadija (RA)
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for writing the name of any foster mother of the Holy Prophet (PBUH). Give ONE mark for writing related to important events. (FIVE required)
Overall Performance	This question encompassed two components: the name of the foster mother and important events in the early life of the Prophet (PBUH) till 25 years of his age. Candidates demonstrated a commendable performance by effectively covering the first twenty-five years of the Prophet's life. Overall, candidates' excellent handling of this section showcases their proficiency in comprehending and articulating key aspects of the Prophet's (PBUH) life during the initial age (25 years).
Description of Better Responses	In response to the question, candidates provided different names for the Prophet's foster mother, including 'Daai Halima Sadia and 'Suwaiba'. Furthermore, they demonstrated a solid understanding of the historical events surrounding the Prophet's early life, indicating their grasp of the significant milestones during this period. They accurately described various important events from the early life of the Prophet (PBUH), such as the ' <i>Shaq-e-Sadr</i> (splitting of the Prophet's chest)', ' <i>Harb-e-Fujjar</i> ' and ' <i>Halaf-ul-Fudul</i> (pre-Islamic conflicts and the alliance for justice)', 'Journey to Syria', 'Selling the merchandise of Hazrat Khadijah (RA), and 'Marrying Hazrat Khadijah (RA) at the age of twenty-five'.

Image of
Better
Response

The name of the Holy Prophet (PBUH)'s foster mother was Hazrat
Halimah (R.A) :-

- Infancy and childhood :- After his birth he was handed over to Hazrat Halimah (R.A) who took his care for 6 years. Then after that he was returned back to Hazrat Amma (R.A). When they were coming back from Yathrib Hazrat Amma fell sick and passed away. His grandfather also passed away when he was 8.
- Journey to Syria :- When he was 12 years old he went on a trip with his uncle Abu Talib to Syria. On their way a priest named as Buhaira recognized Holy prophet as the last prophet due to some signs. He warned Abu Talib to not take him with him to Syria other wise Jews would harm him. So they returned to Makkah.
- War at Fajr :- This significant war was fought when prophet was 14 or 15 years old. This was fought between Quraish and Qaiza tribe on the part of Uthayb. He was naturally on the side of Quraish. He just participated picked up the arrows by the enemies and handed them over to his uncle.
- Hudaybiyah :- It was a peace treaty signed between the ^{people} prophet of Arabs to stop the unnecessary wars between them. To reduce the violence in Makkah this treaty was signed.

a marriage proposal for him. He accepted that proposal after consulting with his uncle (Abu Talib). He was 25 and she was 40 at that time.

Description of
Weaker
Responses

A small number of candidates encountered difficulty in understanding the first part of the question, resulting in their responses deviating from the intended focus. Some students included unrelated details, such as the Holy Prophet's (PBUH) general act of helping others, rather than addressing the specific aspects of revelation, early missionary difficulties, first and second migration to Abyssinia, post-emigration events, conquests, and other significant events. This discrepancy indicated a misunderstanding of the question's requirements and a lack of coherence in their responses.

Image of Weaker Response

The name of the Holy Prophet's (Pbuh) foster mother is Hazrat Fatima (R.A). The important events that happened in the early life of the Holy Prophet (Pbuh) are as follows. The Holy Prophet (Pbuh) made the small cave ~~in~~ ^{that is called} Cave of Hira, ^{the mount of Mra.} One day the Holy Prophet (Pbuh) went to that cave and after sometime he saw a person is flying. ~~in~~ ^{He} got scare after seeing all this. Then the person who is flying get close to Holy Prophet (Pbuh) and said to him that recite first five verses of Surah Alaq. The Holy Prophet (Pbuh) said I don't know this verse and I cannot learn and write. Then the person ^{get} ~~said~~ more close to the Holy Prophet (Pbuh) and started to recite Surah Alaq and gives translation that "Allah has made Muslims to ^{able to} see, ^{and} to write". Then after all this the person had gone. The Holy Prophet (Pbuh) got more scared and run towards the home. The Holy Prophet (Pbuh) had a very high fever. Hazrat Khadijah (R.A) came to our Holy Prophet (Pbuh) and ^{she} comforted him and said him to tell each and everything to me. The Holy Prophet (Pbuh) said everything to Hazrat Khadijah (R.A) and after this Hazrat Khadijah (R.A) went to a per sahabih and tell her everything and she ask that what was that person who is flying. The person replied It is ^{the} a man of Allah. Which Allah gave them to Holy Prophet (Pbuh) to tell him the truth.

Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
<ul style="list-style-type: none">Understand the expectations of the command words	<ul style="list-style-type: none">Story BoardCause and EffectFish and BoneConcept Mapping	<ul style="list-style-type: none">Past paper questionsDiscussion on E-Marking NotesKnowledge Platform's Learn Smart Classroom

- Look at the cognitive level
- Identify the content that is required to answer that question (both in terms of understanding of concepts and any skills that may be required like analysing or evaluating)
- Go through the past paper questions on that particular concept
- Refer to the resource guide for extra resources

- Audio Visual resources
- Think, Pair and Share
- Questioning Technique (Socratic approach)
- Practical Demonstration

Any Additional Suggestion:

When the teachers teach 3.4.2, Teachers are highly recommended to consider the **twenty-five years** of the Holy Prophet's (PBUH) life.

Annexure A: Pedagogies Used for Teaching the SLOs

Pedagogy: Storyboard

Description: A visual pedagogy that uses a series of illustrated panels to present a narrative, encouraging creativity and critical thinking. It helps learners organise ideas, sequence events, and comprehend complex concepts through storytelling.

Example: In a Literature class, students are tasked with creating storyboards to visually retell a novel. They draw key scenes, write captions, and present their stories to the class, enhancing their reading comprehension and fostering their imagination.

Pedagogy: Cause and Effect

Description: This pedagogy explores the relationships between actions and consequences. By analysing cause-and-effect relationships, learners develop a deeper understanding of how events are interconnected and how one action can lead to various outcomes.

Example: In a History class, students study the causes and effects of the Industrial Revolution. They research and discuss how technological advancements in manufacturing led to significant societal changes, such as urbanisation and labour reform movements.

Pedagogy: Fish and Bone

Description: A method that breaks down complex topics into main ideas (the fish) and supporting details (the bones). This visual approach enhances comprehension by highlighting essential concepts and their relevant explanations.

Example: During a Biology class on human anatomy, the teacher uses the fish and bone technique to teach about the human skeletal system. Teacher presents the main components of the human skeleton (fish) and elaborates on each bone's structure and function (bones).

Pedagogy: Concept Mapping

Description: An effective way to visually represent relationships between ideas. Learners create diagrams connecting key concepts, aiding in understanding the overall structure of a subject and fostering retention.

Example: In a Psychology assignment, students use concept mapping to explore the various theories of personality. They interlink different theories, such as Freud's psychoanalysis, Jung's analytical psychology, and Bandura's social-cognitive theory, to see how they relate to each other.

Pedagogy: Audio Visual Resources

Description: Incorporating multimedia elements like videos, images, and audio into lessons. This approach caters to different learning styles, making educational content more engaging and memorable.

Example: In a General Science class, the teacher uses a documentary-style video to teach about the solar system. The video includes stunning visual animations of the planets, interviews with astronomers, and background music, enhancing students' interest and understanding of space.

Pedagogy: Think, Pair, and Share

Description: A collaborative learning technique where students ponder a question or problem individually, then discuss their thoughts in pairs or small groups before sharing with the entire class. It fosters active participation, communication skills, and diverse perspectives.

Example: In a Literature in English class, the teacher poses a thought-provoking question about a novel's moral dilemma. Students first reflect individually, then pair up to exchange their opinions, and finally participate in a lively class discussion to explore different viewpoints.

Pedagogy: AKU-EB Digital Learning Solution powered by Knowledge Platform

Description: Knowledge Platform is a digital platform that provides interactive and comprehensive subject matter related videos, games and other material which can be used to enhance the understanding of subject matter.

For details, please refer to **Learn Smart Classroom** by **Knowledge Platform**:

<https://akueb.knowledgeplatform.com/login>



Pedagogy: Questioning Technique (Socratic Approach)

Description: Based on Socratic dialogue, this method stimulates critical thinking by posing thought-provoking questions. It encourages learners to explore ideas, justify their reasoning, and discover knowledge through a process of inquiry.

Example: In an Ethics class, the instructor uses the Socratic approach to lead a discussion on the meaning of justice. By asking a series of probing questions, the students engage in a deeper exploration of ethical principles and societal values.

Pedagogy: Practical Demonstration

Description: A hands-on approach where learners observe real-life applications of theories or skills. Practical demonstrations enhance comprehension, skill acquisition, and problem-solving abilities by bridging theoretical concepts with real-world scenarios.

Example: In a Food and Nutrition class, the instructor demonstrates the proper technique for filleting a fish. Students observe and then practice the skill themselves, learning the practical application of knife skills and culinary precision.

(Note: The examples provided in this annexure serve as illustrations of various pedagogies. It is important to understand that these pedagogies are versatile and can be applied across subjects in numerous ways. Feel free to adapt and explore these techniques creatively to enhance learning outcomes in your specific context.)

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