

AGA KHAN UNIVERSITY EXAMINATION BOARD

Notes from E-Marking Centre HSSC-II Islamiyat Annual Examinations 2023

Introduction

This document has been prepared for the teachers and candidates of Higher Secondary School Certificate (HSSC) Part II (Class XII) Islamiyat. It contains comments on candidates' responses to the 2023 HSSC-II 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 were challenged in the question related to **compilation of Hadith**. 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	<p style="text-align: center;">وَلَا تَكْسِبُ كُلُّ نَفْسٍ إِلَّا عَلَيْهَا وَلَا تَزِرُ وَازِرَةٌ وِزْرَ أُخْرَىٰ - (Surah Ana'am: 164)</p> <p>With reference to the given <i>ayah</i>, answer the following questions.</p> <ol style="list-style-type: none"> i. State the main teaching of the <i>ayah</i>. ii. How can the <i>ayah</i> be applicable in our daily lives? Explain in TWO points.
SLO No.	1.3.5 & 1.3.6
SLO Text	Discuss the application of these teachings and values in their lives; & explain the main teachings of these selected verses.
Max Marks	3
Cognitive Level	A*
Checking Hints	Give ONE mark for writing the main idea. Give ONE mark for writing the application of the verse (TWO required).
Overall Performance	This question was posed within the context of verse No. 164 of <i>Surah Ana'am</i> . The question comprised two components: identifying the main teaching of the verse and elucidating its practical application in daily life. Overall, candidates demonstrated a comprehensive grasp of the question's context and lesson, and provided exemplary responses.
Description of Better Responses	Better responses demonstrated the ability to systematically categorise the teachings presented in the verse and subsequently provided sound justifications for their practical application in our daily lives. The candidates proficiency in contextual understanding and analytical skills allowed them to articulate the core message of the verse accurately and connect it effectively to real-life situations.
Image of Better Response	<p>i. State the main teaching of the <i>ayah</i>. (1 Mark)</p> <p>Every person is responsible for their own deeds and ownself and no one will carry the load of other person in life after death.</p> <p>ii. How can the <i>ayah</i> be applicable in our daily lives? Explain in TWO points. (2 Marks)</p> <p>According to this <i>ayah</i>, "No soul will earn anything (bad), but he will have to sustain it, and no carrier will carry the load of other person." By keeping this in our mind, we will try to do good acts and earn good deeds because we will be accountable to Allah in Akhirat. A person will become modest, bold and have Taqwa in his heart.</p>

Description of Weaker Responses The weaker responses, in contrast, exhibited shortcomings in identifying the principal teaching of the given verse. Some of these responses also struggled to establish a meaningful connection between the teachings of the verse and their practical application in daily life. As a result, these responses lacked the depth and coherence expected in academic assessments.

Image of Weaker Response


i. State the main teaching of the *ayah*. (1 Mark)

The main teaching is that if ~~one part of~~ there is something like you should also buy the same thing for your brother.

ii. How can the *ayah* be applicable in our daily lives? Explain in TWO points. (2 Marks)

~~This is~~ This *ayah* can be applicable when we give gifts to someone we don't buy the same as ours. Instead we try to buy something cheaper. But that's forbidden we should buy the same things for others that we buy for ourselves.

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 AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

When teaching candidates about a Surah, it is imperative for teachers to approach the lesson with a keen awareness of its context. They should identify the key elements and crucial aspects of the verse, as well as explore its potential applications in practical life. Simultaneously, it is essential to ensure that students grasp the meaning and implications of the command word used in the student learning outcome (SLO).

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

Question No. 1b

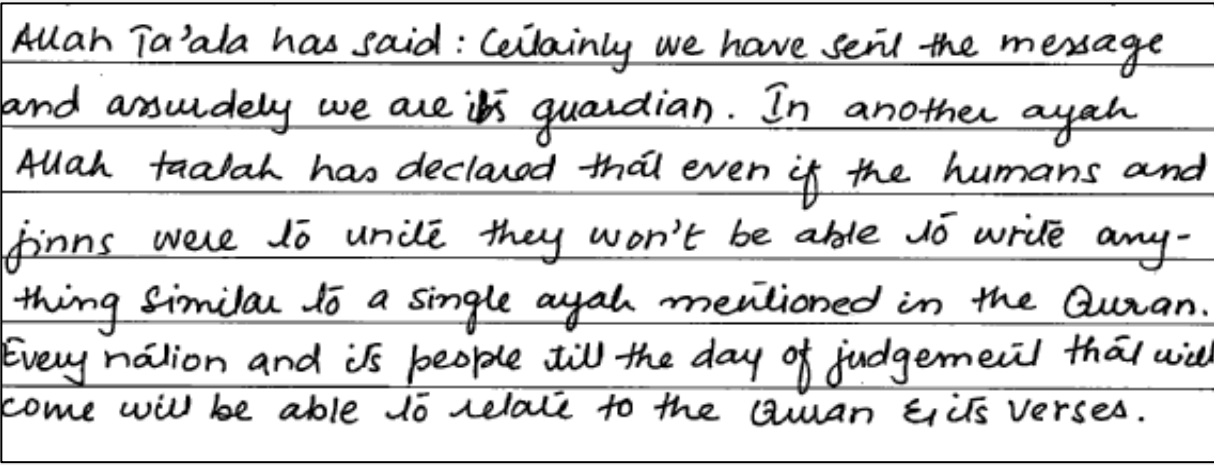

Question Text	How has Allah <i>Ta'ala</i> safeguarded the Holy Qur'an? Explain in light of any TWO Qur'anic <i>ayaat</i> (translations).
SLO No.	1.2.1
SLO Text	Explain the preservation of the Holy Qur'an with reference to its verses.
Max Marks	2
Cognitive Level	U
Checking Hints	Give ONE mark for writing the translation/ meaning of a verse related to preservation of the Holy Qur'an (TWO required).
Overall Performance	This question the candidates were required to provide translations and comprehensions of two verses pertaining to the protection of the Holy Qur'an. The task entailed presenting accurate and insightful renditions of the verses, along with demonstrating a profound understanding of their meanings and significance.
Description of Better Responses	In better responses, candidates provided translations and definitions related to the protection of the Holy Qur'an. They cited specific verses, such as <i>Surah Al-Hijar: 9</i> , which emphasises that Allah Almighty sent down the Holy Qur'an and it is under His protection. This highlights the divine safeguarding of the Holy Qur'an's authenticity and preservation. Additionally, candidates referenced <i>Surah Al-Qiyamah: 17</i> , which emphasises on the responsibility of collecting and teaching the Holy Qur'an. This verse underscores the crucial role of individuals in ensuring the dissemination and propagation of the Holy Qur'an's teachings.
Image of Better Response	
Description of Weaker Responses	Weaker responses primarily focused on enumerating the methods of protecting the Holy Qur'an but failed to establish a direct and relevant connection to the Holy Qur'an itself. These responses lacked the necessary depth and understanding to link the discussed protection methods explicitly to the Holy Qur'an's context and significance.

Image of Weaker Response

Allah Almighty safeguards the Quran in many ~~ways~~ ways. first is that Quran is in the form of book & has spread far & wide so if someone tries to change it we can easily verify it with other copies. Also people memorize Quran (huffaz) so if anyone dares to amend the original wordings of Quran then he or she will suffer great-punishment.

Suggestions for Improvement (Highlighted part)

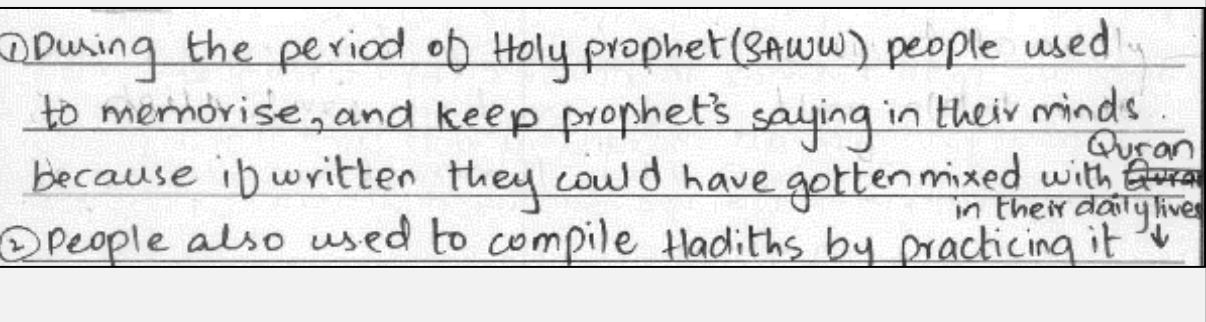
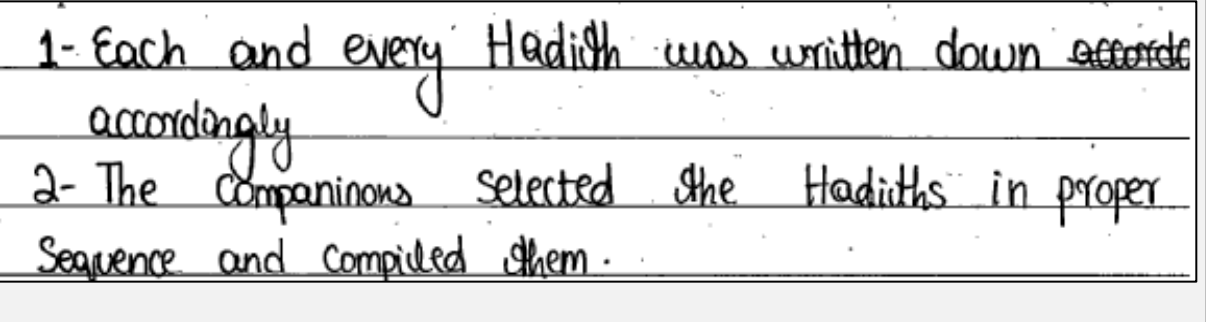
How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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Any Additional Suggestion:


When teachers undertake the topic of preservation of the Holy Qur'an in their teachings, it is crucial to begin by elucidating, with reference to the Holy Qur'an, how Allah *Ta'ala* has taken upon Himself the responsibility for its preservation. The discussion should centre on the Qur'anic verses that emphasise the divine assurance of safeguarding the Holy Qur'an from any distortion or corruption. By employing this approach, teachers can lay a solid foundation for students to comprehend the unshakeable divine protection bestowed upon the Holy Qur'an, fostering a more profound understanding of its authenticity and inviolability.

Question No. 2a

Question Text	Describe the compilation of Hadith during the period of the Holy Prophet (PBUH) in any TWO points.
SLO No.	2.1.4
SLO Text	Explain the characteristics of the three periods of compilation of Hadith.
Max Marks	2
Cognitive Level	U

Checking Hints	Give ONE mark for writing regarding the compilation of Hadith in the Prophet's (PBUH) era (TWO required).
Overall Performance	This question focused on the compilation of Hadith during the Prophet's (PBUH) era. The overall performance of the candidates was unsatisfactory. Most candidates did not provide substantial information regarding the compilation of Hadith during that period. However, some candidates demonstrated a thorough understanding of the topic by extensively covering the editing process of hadith during the Prophet's time. These candidates were able to present comprehensive and well-researched answers, showcasing a strong grasp of the historical practices and methodologies employed in preserving the authenticity of Hadith.
Description of Better Responses	Better responses highlighted that the preservation of Hadith commenced during the lifetime of the Holy Prophet (PBUH) through various means. Foremost among them was the meticulous memorisation by the Prophet's companions, ensuring the accurate transmission of his sayings and actions. Practical implementation of the Prophet's teachings served as another crucial aspect of preserving Hadith, as his companions observed and emulated his actions in their daily lives. Furthermore, candidates pointed out that the Prophet (PBUH) sent letters to different rulers, containing instructions and teachings of Islam, which contributed to the preservation and dissemination of his teachings beyond the immediate community. Candidates also noted the written record of the farewell sermon upon the request of an individual, exemplifying how written texts were employed for the propagation of Islamic teachings. In addition, candidates recognised the significant role of esteemed companions like Hazrat Ali (RA) and Hazrat Anas (RA) in preserving Hadith. They both maintained written records of the traditions of our Holy Prophet (PBUH), adding another layer of authenticity and reliability to the preservation process.
Image of Better Response	 <p>① During the period of Holy prophet (SAWW) people used to memorise, and keep prophet's saying in their minds because if written they could have gotten mixed with Quran in their daily lives.</p> <p>② People also used to compile Hadiths by practicing it ↓</p>
Description of Weaker Responses	Weaker responses focused merely on the fact that the <i>Ahadith</i> were compiled in written form, without delving into the specific methods and efforts undertaken for their proper preservation. These responses lacked the necessary depth and detail required in academic analyses of historical events.
Image of Weaker Response	 <p>1- Each and every Hadith was written down accordingly</p> <p>2- The companions selected the Hadiths in proper sequence and compiled them.</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 	<ul style="list-style-type: none"> Past paper questions Discussion on E-Marking Notes AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:


When teachers teach about compilation of Hadith, it is essential to commence by clarifying the meaning of the term 'compilation of Hadith'. Hadith refers to the meticulous process of scrutinising and verifying the authenticity of transmitted Prophetic traditions, ensuring that they conform to strict standards of reliability and accuracy.

Question No. 2b

Question Text	<p>الْمُسْلِمُ مَنْ سَلِمَ الْمُسْلِمُونَ مِنْ لِسَانِهِ وَيَدِهِ۔ (Hadith: 05)</p> <p>What impacts can be seen on the society if people act according to the given Hadith? Describe in any TWO points.</p>
SLO No.	2.2.5
SLO Text	Give examples of how the teachings of these <i>Ahadith</i> can be applied in our individual and collective lives.
Max Marks	2
Cognitive Level	U
Checking Hints	Give ONE mark for writing a point related to impact on society (two required).).
Overall Performance	This question pertained to Hadith No. 5. Candidates demonstrated a strong understanding of the Hadith's meaning and delivered insightful responses regarding its impact on society.
Description of Better Responses	In better responses, candidates distinctly discussed the societal impacts arising from the application of Hadith teachings. These included the promotion of brotherhood within society, safeguarding against vices such as backbiting, lying, murder, terrorism and corruption, and the cultivation of love and affection among its members.

Image of Better Response	<p>1) If people act according to the given hadith and ^{ensure safety of} safeguard their fellow muslim brothers from their hands and tongue, there would be a society full of peace and no one would get hurt.</p> <p>2) If people would not use their tongue and hands for doing bad with others, there is law and order, corruption, hatred, false accusations, bribery, unjust behaviour and many bad habits would get washed away from the society.</p>
Description of Weaker Responses	<p>Weaker responses displayed confusion in understanding the given Hadith, and some of them overlooked the aspect of its impact on society. These responses primarily focused on individual-level implications, displaying a narrow and micro-level analysis of Hadith's significance. Furthermore, a few responses resorted to symbolic interpretations, failing to grasp the practical and tangible influence of the hadith on the broader societal context.</p>
Image of Weaker Response	<p>it means that what we like for us we will also like for our brothers as well means. It will reduce the hatred among people that people now a days have alot.</p> <p>2] Jealousy will be reduced among them and brotherhood and unity will be among muslims and other people.</p> <p>3] people will refrain doing bad things to one another.</p>

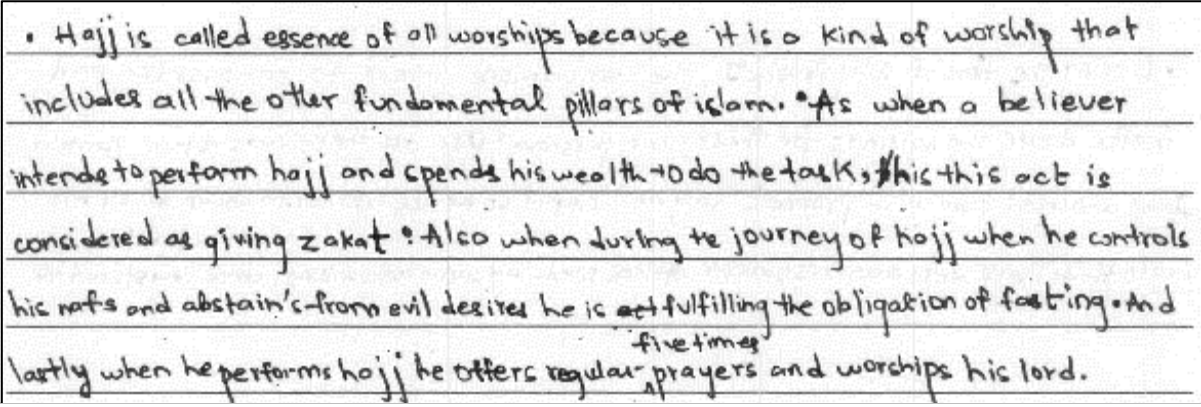
Suggestions for Improvement (Highlighted part)

How to Approach SLO	Pedagogy Used for that SLO	Assessment Strategies
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Any Additional Suggestion:

When teachers convey the teachings of a Hadith, it is imperative for them to delve deeply into its practical implications. This approach not only enables candidates to comprehend the essence of the Hadith but also equips them with the knowledge of how to implement it effectively in their everyday conduct.

Question No. 3a

Question Text	Why is <i>Hajj</i> called the essence of all worships? Describe in any THREE points.
SLO No.	3.9.3
SLO Text	Give arguments that <i>Hajj</i> is an 'all inclusive' ' <i>ibādat</i> .
Max Marks	3
Cognitive Level	U
Checking Hints	Give ONE mark for writing about the comprehensiveness of <i>Hajj</i> (THREE required).
Overall Performance	This question pertained to ' <i>Hajj</i> ' as discussed in <i>Jami-ul-Ibaadat</i> (comprehensive worship). Candidates demonstrated great performance by providing comprehensive and detailed answers overall. Each point related to <i>Hajj</i> was meticulously described, showcasing a high level of proficiency in both academic language and content comprehension.
Description of Better Responses	Better responses eloquently portrayed <i>Hajj</i> as the epitome of all forms of worship, skillfully establishing a profound connection with the fundamental pillars of Islam. These responses highlighted how <i>Hajj</i> encompasses the remembrance of Allah <i>Ta'ala</i> , just as <i>Salat</i> (prayer) does, and fosters piety and self-discipline, akin to the effects of fasting and giving <i>Zakat</i> .
Images of Better Response	 <p>• Hajj is called essence of all worships because it is a kind of worship that includes all the other fundamental pillars of islam. • As when a believer intends to perform hajj and spends his wealth to do the task, this act is considered as giving zakat • Also when during the journey of hajj when he controls his nafs and abstains from evil desires he is fulfilling the obligation of fasting. And lastly when he performs hajj he offers regular ^{five times} prayers and worships his lord.</p>
Description of Weaker Responses	Weaker responses were unable to establish the linkage between all forms of worship and <i>Hajj</i> , instead, they emphasised the importance and advantages of <i>Hajj</i> .

Images of Weaker Responses


Image (i)

Hajj has been given the highest rank in accordance to other Islamic practices worshipping factors. It has been made obligatory to perform atleast / only once in a ummah's lifetime as it is superior to all worshipping practices. It takes place ^{in Makkah} at the place dearest to Allah (SWT) that has witnessed a ~~major part of~~ the Islamic history & the Home

Image (ii)

Hajj is called essence of all worships because it is a kind of worship that includes all the other fundamental pillars of Islam. As when a believer intends to perform hajj and spends his wealth to do the tasks, this act is considered as giving zakat. Also when during the journey of hajj when he controls his nafs and abstains from evil desires he is fulfilling the obligation of fasting. And lastly when he performs hajj he offers regular ^{five times} prayers and worships his lord.

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 AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

When teachers undertake the task of teaching the subject of *Hajj*, it is imperative for them to present a comprehensive overview, encompassing all pertinent details. This includes elucidating the meaning of *Hajj*, delving into its historical significance, exploring the sacred places associated with the pilgrimage, discussing the key rituals and acts involved, and emphasising how *Hajj* embodies the essence of all acts of worship in Islam. Moreover, teachers should ensure that students understand the command word in the student learning outcome (SLO).

Question No. 3b

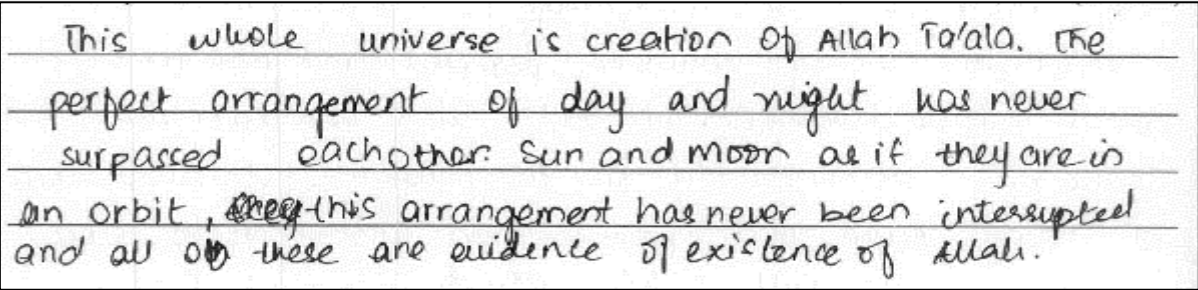
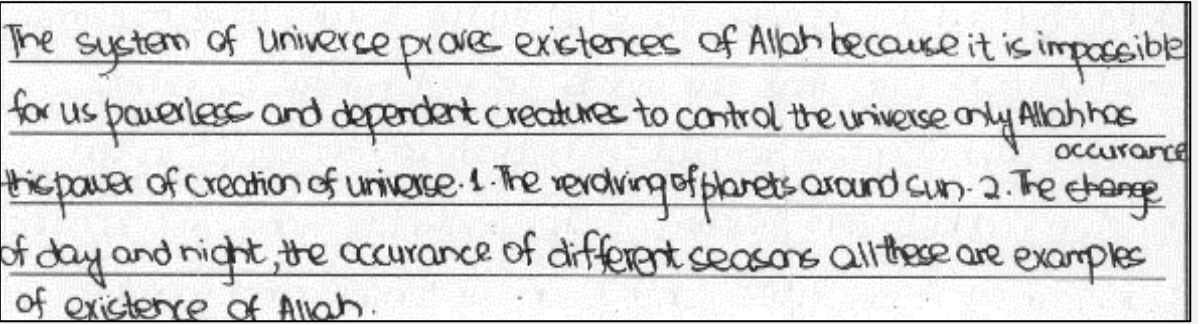

Question Text	How does the system of the universe prove the existence of Allah <i>Ta'ala</i> ? Explain with TWO examples.
SLO No.	3.1.5
SLO Text	Explain the concept of existence of Allah with reference to the Qur'an and Hādīth.
Max Marks	2
Cognitive Level	A
Checking Hints	Give ONE mark should be assigned to an argument about the system of the universe (TWO required).
Overall Performance	Overall, this question was performed well by the candidates. They mentioned the existence of Allah <i>Ta'ala</i> in the Holy Qur'an and in daily life by giving examples.
Description of Better Responses	In better responses, candidates presented compelling arguments for the existence of the Almighty Allah <i>Ta'ala</i> , drawing upon various natural phenomena to substantiate their points. They noted the consistent pattern of day and night occurring in succession, the unchanging nature of the moon and the sun, and the orderly arrangement of the seven heavens without any disruption in the constellations. By referencing these observable aspects of the universe, candidates demonstrated a strong understanding of logical reasoning and the use of empirical evidence to support their claims. These arguments are often found in theological and philosophical discourses, highlighting the significance of natural phenomena as evidence for the existence of a divine Creator.
Images of Better Responses	<p>Image (i)</p>  <p>Image (ii)</p> 
Description of Weaker Responses	Weaker responses touched upon the existence of Allah <i>Ta'ala</i> through references to the revelation of the Holy Qur'an and the world, as well as considerations of the Hereafter. However, these responses lacked depth and elaboration, offering limited insights into the logical and empirical foundations supporting the arguments.

Image of Weaker Response

• By sending the quran Because in quran the translation ~~are given~~ are given of existence of Allah.

• Saying " The world is temporary your permanent duniya is the AKiryat / Day of Judgement. it means you have to go to Allah.

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 • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

When teachers are instructing about the existence of God, they should provide examples from real-life situations. like, in a manner akin to tastes such as sweetness, sourness, saltiness, and so forth, the existence of Allah is posited, yet we cannot visually perceive Him. Other examples of a similar nature can also be presented to help students readily grasp the concept. Moreover, teachers should ensure that students understand the command word in the student learning outcome (SLO).

Extended Response Questions (ERQs)

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

Question No. 4a

Question Text	i. Describe, in any THREE points, the policy regarding the system of <i>Zakat</i> in Pakistan. ii. Describe any THREE positive impacts of the current system of <i>Zakat</i> in Pakistan.
SLO No.	3.8.6
SLO Text	Give an overview of impact of current system of paying <i>Zakāt</i> in our country.
Max Marks	6
Cognitive Level	A
Checking Hints	Give ONE mark for a policy of <i>Zakat</i> (THREE required). Give ONE mark should for writing an effect related to the system of <i>Zakat</i> (THREE required).
Overall Performance	Overall, this question was performed well by the candidates. They mentioned the system of <i>Zakat</i> in Pakistan. Also, explained its impacts on society.
Description of Better Responses	Candidates with better responses demonstrated a clear understanding of the <i>Zakat</i> system in our country. They identified a specific institution responsible for collecting <i>Zakat</i> and highlighted the permissible deduction of <i>Zakat</i> from cash, cattle or goods with the consent of the concerned individuals. Furthermore, these candidates emphasised that the collected <i>Zakat</i> is allocated to <i>Baitul Maal</i> for the welfare of the impoverished, needy and widows, as well as for the establishment of educational and vocational centres, and funding medical treatments. Their coherent and concise explanations showcased their proficiency in comprehending the practical implementation of <i>Zakat</i> for social welfare and development.

**Image of
Better
Response**

2) i) In Pakistan, Zakat is collected by Banks. Any savings account which has money equal to 7.5 tola gold for a year is eligible and 2.5 percent of the money is cut by the bank for Zakat by default.

- This money is cut at the starting of Ramadan.
- Non Muslims citizens, whose religion is stated on CNIC are ~~exempted~~ exempted as it is not their obligation.

ii) This system makes it easier for people to pay Zakat as and fulfill their obligation, as it is done automatically by banks and they ~~don't~~ ^{not} have to worry about. It allows the government to distribute the money properly among the recipients as they may know more about the people who are in need.

~~There~~ ^{ere} is a decrease in poverty as money is circulated ~~to~~ and distributed amongst the poor, this ~~an~~ money may even be used to provide aid to people who have been in natural disasters as it is common in the country such as recent floods in Punjab and Sindh.


**Description of
Weaker
Responses**

Candidates with weaker responses briefly mentioned the introduction and significance/ benefits of Zakat. However, their explanations lacked depth and specific details, resulting in limited insights into the practical implementation of Zakat and its impact on society.

Image of Weaker Response

- Zakat is a source of purification.
- zakat is a way of peace.
- zakat is a way of close closeness to Allah.
- Zakat cleansises the purification of greediness
- Zakat is done by the peace of mind and heart.
- Zakat teaches us punctuality and discipline.
- Zakat is a peace of Sobit like Rozas Namaz and hajj.
- Zakat cleanses heart of person from bad evil.
- zakat is a source of good evil for peace.

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 • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

When teachers are instructing the topic of 'Zakat,' they should provide comprehensive explanations covering both the literal and terminological meanings of 'Zakat,' its historical context, significance, principles, expenditure guidelines, and the impact it has on society. Additionally, discussing the policy and system of Zakat in Pakistan would offer students a complete understanding of the topic.

Question No. 4b

Question Text	The Holy Prophet (PBUH) was sent as a blessing for all mankind. Which characteristics show that the Holy Prophet (PBUH) is superior to all Prophets (AS)? Explain in any SIX points.
SLO No.	3.2.5
SLO Text	Give arguments in support of universality of the Prophecy of Hazrat Muhammad(ﷺ).
Max Marks	6
Cognitive Level	U
Checking Hints	Give ONE mark for the description of one characteristic of Prophet Mohammad (PBUH) (SIX required). (Note: Give ONE mark for writing three characteristics without explanation)
Overall Performance	Overall, this question was performed well by the candidates. The candidates mentioned the characteristics of Prophet Muhammad (PBUH) in the best way.
Description of Better Responses	Candidates with better responses demonstrated a keen understanding of the superior characteristics of our Holy Prophet (PBUH). They highlighted his universal and timeless significance as a Prophet, the completeness of his teachings, and his position as the final Messenger, known as the Seal of the Prophets. Candidates also emphasised the profound importance of the Prophet's <i>Shariah</i> (Islamic law) and <i>Sunnah</i> (traditions) as guiding principles for Muslims.
Images of Better Responses	<p>Image (i)</p> <p>① The Holy Prophet PBUH is the seal of prophets. This means his teachings are so complete and precise that there is no need of a prophet after him and his teachings will guide people until the end of time. ② Allah Ta'ala made him <i>Rahmatul Lilalameen</i>. He was sent as a guide not just for his own nation but for every human on Earth until Day of Judgment. ③ Allah made war booty <i>halal</i> for the ummah of the Holy Prophet PBUH, something that was not permissible to the prophets before him. ④ Hazrat Muhammad PBUH has been given the right to intercede (توسطی) on the Day of Judgment for his ummah. Even other prophets wished to be part of the ummah of our Prophet PBUH. ⑤ According to the Quran, Allah blessed our Holy Prophet PBUH with <i>Mirraj</i> and visit to the seven skies which was not granted to any other prophet. ⑥ The Holy Prophet (PBUH) will be placed on <i>Muqam-e-Mehmood</i> on the Day of Judgment. He was also granted the <i>Koz-e-Kausar</i> (کوہِ کَوْسَر) ^{in Jannat} from where he will quench the thirst of his ummah on the Day of Judgment.</p>

Image (ii)

(b) The Holy Prophet ^{PBUH} is superior to all Prophets (AS) as :-

- ↳ Allah Ta'ala says that He is 'Rabbul Aalamin' and He has made Prophet ^{PBUH} 'Rehmat ul lil Aalameen', who is the mercy for all the worlds.
- ↳ According to Surah Ahzab, ayat 21, "Certainly, in the Prophet ^{PBUH} you have the best example to follow." Allah has made him the best example for all and commanded us to follow Prophet ^{PBUH}. ↳ All the other Prophets (AS) were sent for a particular time period but Holy Prophet ^{PBUH} is sent for all times coming till the Day of Judgement.
- ↳ Holy Prophet ^{PBUH} has been made the 'seal of Prophethood' and no Prophet will come after him. ↳ The custody of Holy Quran is given to Prophet ^{PBUH}, the book which is the complete code of life and Allah has taken the responsibility to guard it. "We have sent down the message and we will assuredly guard it." Allah did not take the responsibility of any ^{other} previous book. ↳ Our Iman (faith) is incomplete without the believe that Muhammad ^(SAW) is Allah's Rasul (Messenger) as mentioned in first Kalimah.
- ↳ Allah has strictly commanded to obey Allah and His Messenger ^{together} everywhere in Quran. "And whosoever obeys Allah and His Messenger will succeed with great success." ^{Surah Ahzab} (ayat 71)

Description of Weaker Responses


In order to understand the characteristics of the prophet (PBUH), candidates explained the attributes of the Prophets (AS), such as speaking the truth, helping everyone, emphasising the fulfillment of human rights and first man of earth.

Image of Weaker Respons

The Holy Prophet (PBUH) was sent as a blessing for all mankind. The characteristics show that the Holy Prophet (PBUH) is superior to all Prophets (AS) are:

- 1- He was the first human from the earth who was selected by Allah for preaching and teaching Islam.
- 2- He was given the title of "Sadiq" and "Amin".
- 3- He was a pious and trustworthy man.
4. The Holy Prophet (PBUH) was a strong man and Allah knew that he will never refuse to do his work and complete all his commands.
5. Prophet (PBUH) always thinks good for others.
6. He respect the elders, love the younger and help the poor.

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 • AKU-EB Digital Learning Solution powered by Knowledge Platform <p>https://akueb.knowledgeplatform.com/login</p> 

Any Additional Suggestion:

When teachers are instructing on the characteristics of the Prophet's mission, it is important to provide a clear distinction between the 'shared common characteristics' that are common to all prophets and the 'distinctive characteristics of Muhammad's mission' that distinguish him as the final Messenger. By elucidating this differentiation, students can gain a more comprehensive understanding of the unique qualities and responsibilities that pertain specifically to Prophet Muhammad's (PBUH) role as the last Prophet

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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