

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS FOR
ACSEE 2015**

115 ISLAMIC KNOWLEDGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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ACSEE 2015**

**115 ISLAMIC KNOWLEDGE
(School Candidates)**

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FOREWORD

The candidates' items response analysis for the Advanced Certificate of Secondary Education Examination (ACSEE) 2015 provides feedback to candidates, teachers, parents, policy makers and other educational stakeholders on the candidates' performance in this subject. Generally this subject had a good performance. The report has therefore, tried to reveal a number of factors that can be attributed to the candidates good performance. Moreover, the report analyses the weaknesses observed in the candidates' responses.

The Advanced Certificate of Secondary Education Examinations marks the end of two years of secondary education. It is a summative evaluation which among other things shows the effectiveness of the education system in general and education delivery system in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the candidates in their two years of Advanced Secondary School Education.

The analysis presented in this report is intended to contribute towards understanding of possible reasons behind the candidates' performance in Islamic Knowledge subject. The report highlights some of the factors that made many candidates to score high marks in the questions. Such factors include; ability to adhere to the demand of the questions and possession of the knowledge of the concepts related to the subject. On the other hand, the report highlights factors which accounted for some candidates to score low marks in the examination. Such factors include; failure to identify the task of the question, inability to express themselves in English Language and lack of knowledge on the concepts related to the subject. The feedback provided will enable the educational administrators, school managers, teachers and candidates to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank all the Examination Officers, examiners and others who participated in analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of 115 Islamic Knowledge for the candidates who sat for ACSEE in 2015. The Islamic Knowledge examination consisted of two papers; 1 and 2. The items in these papers covered the 2012 Islamic Knowledge syllabus; each paper consisted of two sections namely A and B with three and five questions respectively. Candidates were required to attempt two questions from section A and three questions from section B. The weight of each question was 20 marks.

In Islamic Knowledge 1 most of the candidates answered question 1, 5, and 7, while question 4 and 6 were extensively omitted. In Islamic Knowledge 2, questions which were answered by most candidates were 1, 2, 5 and 7 but question 3 and 8 were omitted by most candidates. Generally, the candidates had good performance.

A total of 457 candidates sat for the examination. The results show that 425 candidates (93%) passed with the following grades: grade B+ 28 (6.1%) grade B 160 (35.1%) grade C 161 (35.2%) and grade D 76 (16.6%). However, 32 candidates (7%) failed the examination by obtaining grade E and F. The ACSEE 2015 Islamic Knowledge performance show that, 93 percent of the candidates passed while in 2014 only 73.28 percent of the candidates passed. This shows an increase of 19.72 percent.

The performance of the candidates in each topic is categorized as good, average and weak. The pass mark for each question is 30 percent and above. The candidates who scored an average of 50 to 100 percent fall under good category, those who scored from 30 to 49 percent fall under an average category while those who scored from 0 to 29 percent fall under weak category. The candidates' performance is summarized in the attached appendix where by green colour represents good performance while yellow and red colours imply average and weak performance respectively.

The analysis of individual questions for ACSEE 2015 Islamic Knowledge is presented in the next sections. The presentation highlights the requirements of each question the way the candidates answered them and the analysis of their responses. Extracts of the candidates' responses are inserted to illustrate some of the cases presented.

It is expected that the report will be useful to different stakeholders such as prospective candidates, teachers and parents. It is also expected that the report will enable the teachers to improve teaching and learning of Islamic Knowledge.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 1

2.1 SECTION A: QUR'AN AND TRANSLATION

2.1.1 Question 1: Authenticity of the Holy Qur'an

This question required the candidates to examine six evidences found in the Holy Qur'an to prove its authenticity. The question was answered by 77.6 percent of all the candidates of which 41.8 percent managed to score from 10 to 17 marks, 35.8 percent scored from 6 to 9.5 marks, 22.1 percent scored from 0.5 to 5.5 marks. Only 0.3 percent scored a 0 mark. The general performance of the question was good because many candidates (77.6%) scored from 6 marks and above.

The candidates who scored high marks understood the question and had enough knowledge on the evidences found in the Holy Qur'an to prove its authenticity. These candidates explained evidences such as: the Qur'an points out the mistakes of the prophet, prophecies of the Qur'an, attitudes of the prophet towards the revelation, revelation of Qur'an was in piece meal and the prophet (s.a.w) was unlettered. However their marks ranged from 10-17 depending on the clarity of their explanation and ability to meet the required number of points. Extract 1.1 is the sample of responses from a script of a candidate who performed well in this question.

Extract 1.1

1:	<p>The holy Qur-an, is the unique book which is brought to people through prophet Muhammad (S.a.w) to be as the constitution which - guides them in daily life. The unique of the Qur-an is that teaches on all aspects of life and the theme is to proclaim the true salvation of Allah (S.w).</p> <p>Qur-an is Authered by Allah(S.w) and not by any other person, the evidences which - proves these this are in the Qur-an it self as - well as environment and also the humans life. - Basing on the evidences in the holy Qur-an, the - following are the evidence which prove the authenti - city of the Qur-an.</p> <p>Qur-an it self says is the book of Allah(S.w), this is one among the evidence to prove the authenticity of the Qur-an. In various - chapters Qur-an it self says is the book of Allah - (S.w) like (3:1-4), Hence the authenticity of the - Qur-an.</p> <p>Qur-an points the prophets mistakes, - also this proves the authenticity of the Qur-an. Qur-an has pointed out the mistakes of - prophet(S.a.w) like at Suratul-Tahrim where by prophet(S.a.w) wanted to prohibit to use the - honey due to the influence of his wives, also he folded his face when a blind person came to him and ask him to proclaim the message from Allah(S.w), also when he allowed the - people to not go to the war (battle) and been corrected and forgiven by Allah(S.w). From suratul - Tawba. Hence the authenticity of Qur-an.</p>
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1. Profecy of things predicted in the Qur-an, also this is the other evidence which proves the authenticity of the Qur-an, things predicted to the Qur-an is like the preservation of fir'aun, the fall of Roman empire and others where profeced. Hence the authenticity of the Qur-an.

Challenge given to man kind on failing to auther the book like Qur-an, this also proves the authenticity of the Qur-an that since the prophetic period there is no body who has ever auther a book like the Qur-an this shows that the auther of the Qur-an is not a person but is Allah (s.w). Hence the authenticity of Qur-an.

Altitude and condition of prophet (s.w) when receiving revelation, this also proves the authenticity of the Qur-an, where by the altitude and condition of prophet (s.w) when receiving revelation he was getting so much sweats and also his color colour was changing to pale red. Hence the authenticity of the Qur-an.

Comming of the Qur-an in to small meals and for a long period of time, this also proves the authenticity of the Qur-an that, Qur-an was brought in to small meals and for a long period of time about 23 years, this shows that the auther of Qur-an is not the prophet or any one else but is Almighty Allah (s.w) because if it could be some one and not Allah (s.w) he could auther it for few day. But since is from Allah (s.w). Hence the authenticity of the Qur-an.

1.	Prophet (saw) was unlettered and illiterate, this also proves the authenticity of the Qur'an that the author of the Qur'an is not prophet (saw) and also not any one but is Allah (sw) because prophet was unlettered he did not know to write also to read. But he was - able to read the Qur'an and memorise it due to the Allah (sw) willings. Hence the authenticity.
	Generally, the author of the holly - Qur'an is Allah (sw) and not other wise - and Qur'an is the devine guidance so we - should follow it in our daily life since Allah (sw) has created us and brought for us this Qur'an as our guidance hence we should follow it

Extract 1.1 present a sample from a script of a candidate who examined well six evidences found in the Qur'an to prove its authenticity.

The candidates who scored from 0.5 to 5.5 were not able to examine full evidences found in the Qur'an to prove its authenticity. Some provided irrelevant evidences together with the correct ones, for example, they wrote about charming melody of Qur'an as the evidence to prove the authenticity of Qur'an which in reality is not. Some candidates explained less than three evidences. As a result they scored very low marks. Moreover some candidates who scored a 0 mark did not meet the requirements of the question as some explained the rise and decline of some Islamic kingdoms. Extract 1.2 shows one of the answers which indicate weak performance.

Extract 1.2

1.	<p>Authenticity of the Quran refers to the promise of Allah found in the Quran and how been fulfilled by Allah (sw). Authenticity is the circling of evidence that show that Quran is the words of Allah (sw) and not Prophet Muhammad (saw) as disbelievers argued. The below point described the authenticity of the Quran</p> <p>The decline¹⁰ of Abu l-hab. As stipulated in the Holy Quran the last of Abu l-hab as the most person criticizing prophet while preaching people. Abu l-hab was the first person to deny the teaching of prophet and also make the people to don't accept or embrace Islam. The last of Abu l-hab and his wife prove the authenticity of the Holy Quran</p> <p>The fall of the Roman empire, Quran itself stated clearly the fall of the Roman empire as it was the strongest and ruling empire in the world. Roman empire were defeated by the Persian empire which result to the fall of it. This also show the authenticity of the Quran.</p> <p>The rise of the Persian empire, soon after the defeated of the Roman empire by the Persian empire, the Persian empire also rise and become the strongest empire ruling the world. This also show clearly that the promise of Allah always are fulfilled.</p> <p>The rise of the Roman empire, Apart from the fall of the Roman empire also Quran show stated the rise of it after the defeated by the Persian empire. Thus the rise of Roman empire again as stipulated in the Quran prove the authenticity of the Quran.</p> <p>The discover of new technology especially in transport system like airplane, ships. The Holy Quran stipulated that in the coming generation the level of science will be more advanced than that class of prophet (saw) and his Sahaba. The advance of technology show clearly the authenticity of the Holy Quran and hence proved that the Quran is the words of Allah (sw)</p> <p>The victory of Islamic religion over the other religion. This also is the promise of Allah before the day of judgement Islam will be top of other religion, then the judgement will stand and those who will be condemned to hell, shall into hell and those who rewarded the paradise shall enter</p>
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	to the paradise or heaven where they will live forever without dying
	again.
	Conclusively, the authenticity of the Quran prove that the Quran is
	word of Allah thus it is one among the evidence that prove the existence
	of Allah (swt).

Extract 1.2 represent the sample from a script of a candidate who explained the rise and decline of the Islamic kingdoms instead of examining full evidences found in the Qur'an to prove its authenticity.

2.1.2 Question 2: Teaching of Selected Verses of the Qur'an

In this question the candidates were required to identify six features of the hypocrites as stipulated in Suratul Tawbah. The question was answered by 43.5 Percent of the candidates of which 39.9 percent scored from 10 to 16 marks, 45.2 percent scored from 6 to 9.5 marks and 14.4 percent scored from 1 to 5.5 marks. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above is 85.1 percent.

The candidates who scored from 10 to 16 marks (39.9 %) managed to identify six features of the hypocrites as stipulated in Suratul Tawbah such as; they are not ready to fight for the way of Allah (not ready to participate in Jihad), they are disbelievers, they are evil doers, they are enemies of Islam, they are enjoin evil and forbid what is just (9:67) and they break their promises. Extract 2.1 is the sample from a script of a candidate who managed to answer this question correctly.

Extract 2.1

2 Hypocrites are the muslims but they are connecting with non muslims to inheritate and destroy Islamic movement either totally or partially. In Islam Hypocrites are ~~the~~ every dangerous people than non-muslims, there because hypocrites are knowing all mechanisms, efforts, plans and strategies, so when they diserge they can explain all plans and strategies and effects which we are planning. In order to determine the hypocrites Allah (s.w) helps ~~us~~ by elaborating the features of hypocrites in Suratul Tambah, these features are the following:

They were against Jihad, the hypocrites are not ready to fight for Jihad because of two reasons. The first they fear of death and hellen and the second due to the enemy of Islam are those their friend, so they are not ready to fight against their friends.

They have a disease on their hearts, this disease is to accept the bad things and to reject the good things. Through these diseases they can not change from hypocrite to pure muslims due to the Allah (s.w) has looked on their hearts.

They are not believe the existence of Allah (s.w) and the day of judgement. All hypocrites are not believe the Allah and the last day this why they pretend if they are muslims but abominably, they are not muslims they are non-muslims and they are sent into Islam in order to destroy the efforts of Islam.

They are not love prophet (s.w), Muslims and teachings of prophet. Most of the hypocrites are against the teachings of prophet, prophet himself as well as other muslims and they feel very happy when muslim faced with shame event or some islamic effort, were failed.

	They are not fulfilling their promises, this the
2	one among the main indicate of the hypocrites, they
	are normally promising but never for them to fulfill
	those promises were promised. Also these indicate where
	elaborated by prophet (s.a.w) in his hadith.
	They are lies, most of the hypocrites are not
	speaking the truth of an event, normally they create
	their event and they adding their data which they
	need or they help in attract a group of people to
	follow them.
	finally, these characteristics or features of hypocrites
	are not during the prophet only, but up to know they
	are used, and you can not distinguish between muslim
	believers and hypocrites when you consider other factors
	apart from those Allah (s.w) and his prophet (s.a.w)
	elaborates for us.

Extract 2.1 indicates satisfactory response from a script of a candidate who managed to identify the features of hypocrites as stipulated in Suratul Tawbah.

However, there were some few candidates (14.4 %) who scored low marks. Such candidates gave explanations of hypocrites as mentioned in Suratul Baqarah instead of Suratul Tawbah. Since some characteristics are the same for both surat they managed to score some marks. Some candidates got low marks as they explained less than six features of hypocrites as stipulated in Suratul Tawbah. One candidate failed to understand the requirement of the question hence explained the general characteristics of disbelievers instead of the features of the hypocrites as stipulated in Suratul Tawbah thus scored a 0 mark. This was a total misconception since the candidate failed to differentiate between the term “hypocrites” and

“disbelievers”. Extract 2.2 provides a sample from such misconception.

Extract 2.2

Q.	
	<p>SURATUL-TAUBAH how stipulated alot of the features of hypocrites and among of them, are:-</p> <p>They dont preserve their swala in suratul taubah hypocrites have mentiomed and stipulated as they dont preserve swalah, at that can pray swalatul magharib but they can fail in swalatul zuhrah.</p> <p>They are not saying but Lying Also in suratul-Taubah it was mentioned out they features of hypocrites include that they are always lying on what they say. they dont speak true.</p> <p>They always laughs muslims when they face problems. Also hypocrites are laughing the muslims, when the muslims face various problem in their activity towards the establishment of Islamic state.</p> <p>They dont attend to Betals Bettle. also hypocrites are always runing away when the time of going to bettle has reached by providing false causes to prophet which make them to not attend to Bettle.</p> <p>They dont Involve into different activities which concern concern about Islamic religion. Always hypocrites are not Involve in activities which bring development to muslims and Islamic at large.</p> <p>They dont attend * in congregated prayer. Also matter hypocrites dont</p>

Extract 2.2 is a sample from a script of a candidate who explained the characteristics of disbelievers instead of identifying features of the hypocrites.

2.1.3 Question 3: Qur’anic Concept of Education

In this question, the candidates were required to describe six goals of education from Qur’anic perspective. It was

answered by 68.6 percent of all candidates where by 47 percent scored from 10 to 17 marks, 41.1 percent scored from 6 to 9.5 marks and 11.9 percent scored from 0.5 to 5.5 marks. The general performance of this question was good because the performance of the candidates who scored from 6 marks and above was 88.1 percent.

The candidates who scored high marks in this question (47 %) were able to describe six goals of education from Islamic perspective. Education must enable the recipients to be in a position to fulfill their basic mission on earth, must teach the learners the basic features of value system embodied in the Qur'an and Sunnah, must teach what good association, friendship, dress is and so on, must build in the mind of learners' adoptability and mechanisms for adjustment in world matters other than fundamental beliefs, must promote human concerns and must emphasize the point that absolute reality lies with Allah (s.w). However their marks ranged from 10-17 depending on the clarity of their explanation and ability to meet the required number of points. Extract 3.1 is a good example from a script of a candidate whose essay presents relevant responses.

Extract 3.1

3 Education the specific trainings that are being given or transferred from one person to another purposefully to change the behaviour, characters of people from immoral values to moral values, from unjust matters to justice matters hence the education its origin in Islamic view is from the Allah (sw) as it reached to the people through Angel Gabriel to the prophets. Hence Allah (sw) created the universe with all that contains in it hence sent to us the Qur'an as a guidance on how to live with accord of Allah (sw) hence through such guidance we obtain the education. That education in Islam has the following goals:-

Make people to realize the purpose of life; hence through the education people in the world could realize their purpose as it stipulated in Surah Dhanirah (51:56) "We are not created Jinn and people except they worship me" hence through education that its source is the authentic Qur'an and correct Ahadith of prophet peace be upon him man could realize the purpose of life as to be the servitude to the Allah (sw).

Through Education in Qur'an perspective man establish the justice in the world; hence when the people could be educated in Qur'an perspective people could embrace the justice since Allah (sw) commanded in justice as it stipulated

3 In the Qur'an " -- say, Allah commanded me to do the justice" also in suratil Maids
4 Allah say " -- cooperate in the right things and Taqwa." hence through education in Qur'anic perspective the justice and rights could be realized.

Through education in Qur'anic perspective make people to realize and have the preparation about the life after death. Hence under the education through the Qur'anic perspectives people could manage their life purposely to get salvation in the life after here since the life in the world is for tests to the people as it stipulated in suratil Mulk " --- He created the earth and lives purposely to test them, who is going to do the good deeds" (69: 2) hence in suratil Al imran (3: 31) " --- The life of world is nothing rather than guilty (profit-false life) hence the Qur'anic perspective in education men realize its mission of life.

Through education in Qur'anic perspective people could Announce (proclaim) what is right and forbid what is not right; as it stipulated in surah Al imran 3: 104 " --- And must be created a group (Ummah) that command about good and forbid what wrong" hence through education in the society and world at large could not approve with evils, exploitation, fraud, social miseries hence this will be ended under the Qur'anic

3 education when the people will follow it practically.

Education in Qur'anic perspective makes people to follow the right path for their social, economic, political matters purposefully to benefit in the world and the life after death, hence through the Islamic education people could follow the right path as it stipulated in surah Zain "This is the right path, follow it and not follow the minor ways (Subur) " also in surah Baqarah "This is the book with no doubt and the guidance for those conscious people" hence under the Islamic education people always could conduct their deeds for the sake of Allah (sw) hence could maintain peace and security.

Education in Qur'anic perspective aims to establish the Kingdom of Allah (sw), hence through education people could realize the world with the things around them hence could become easy to supervise them in the will of Allah (sw) as it proved to apostle Adam (as) in surah Baqarah (2:31) "--- and he taught Adam the name (education) of all things" hence this purposefully to make apostle Adam (as) to be aware with his surroundings and to supervise them in the sake of Allah (sw).

Hence in Islam prophet Muhammad peace be upon him said that

3	"Education is the liver of religion" hence
	in order people to follow and implement
	the worship in Islam had be enjoined to
	search for education as it prophet mu
	hammad said "searching for education
	is obligatory to male and female believers"
	hence muslims Ummah should realize
	it and be ready for seeking education
	purpose to perform their worship well;

Extract 3.1, represents a sample from a script of a candidate who managed to describe six goals of education from Qur'anic perspective as required.

On the other hand, few candidates (11.9%) with weak performance did not master well the topic of Qur'anic Concept of Education. So they gave less than six goals of education, which made them to score very low marks. Yet some candidates mixed relevant explanation with false ones like Education is learning and Education is permission of learning. Extract 3.2 presents a good example from a script of a candidate who failed to explain six goals of education from Qur'anic perspective as required instead he/she explained on the importance of Education to human being.

Extract 3.2

3.	Education is the process of transmit knowledge of skills and understanding it. The following are the goals six of education from Qur-anic perspective. These are:-
	Education is the learning: These education is importance for human life and than the people must be teach education of a Universe and religion of God is must learn. Also the education is help to find the simple ways in a Universe.
	Education is permission of learning: These is the one among goals of education from the Qur-anic perspective in which the education is learn in education from one place to another and than to disapper the ignorance among the people. These goals are importance because the people is give the learn education from one country to another.
	Man has to learn and, all the branches of education. These is the one among goals of education from Qur-anic perspective where by the people is learn the educate from one place to another and than to choose the religion in love from between Islamic or Secular. This is the Causes of Education Spreading in the Universe.
	Knowledge has to help man and to come closer to Allah: These is the among goals of education from Qur-anic perspective in the Universe and than the people gets knowledge in 5 different place. This is because the people

3 is must delete the ignorance. Therefore The people should be finding the education in a different country.

Man is not free has a natural education, these is the one among goals of education from Qur-anic perspective. The education is the supported of man to finding the anything of the universe. Example finding the trader, bought the production from one country to another country, this is the cause the man greed has natural education but the man not free in nature | education the people are help to finding the crimes, exploitation, tribes and etc. This is because the man is set in the employment of the people.

Education is the source of passed of life in man. These is the one among goals of education from Qur-anic perspective in which the people get education from one country to another to be deleted in ignorance and to provide the confidence of the life.

Therefore the education from the Qur-anic perspective is the importance in a point above is explain.

Extract 3.2 is a sample from a script of a candidate who gave the importance of getting Education instead of describing the goals of education from Qur'anic perspective.

2.2 SECTION B: ISLAMIC HISTORY AND HADITH

2.2.1 Question 4: Arabia Before the Advent of Prophet Muhammad (s.a.w)

In this question, the candidates were required to discuss the four main aspects that prevailed in 6th century which necessitated the advent of Prophet Muhammad (s.a.w) and to explain why he was raised for all nations. The question was omitted by most of the candidates as only 36.2 percent of all candidates attempted it of which 51.4 percent scored from 10 to 18 marks, 16.8 percent scored from 6 to 9.5 marks, 28.9 percent scored from 0.5 to 5 marks. Only 2.9 percent scored 0 mark out of 20 allotted marks. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 68.2 percent.

The candidates who opted on this question were able to provide satisfactory responses as they managed to discuss the aspects that prevailed in 6th century which necessitated the advent of Prophet Muhammad (s.a.w). Moreover, they explained the reason as to why Prophet Muhammad (s.a.w) was raised for all nations. The candidates' responses featured the points like; social aspects, religious aspects, economic aspects and political aspects. In the second part of the question, the candidates' responses centered on the following points; the problem of geographical limit was solved and means of transport and communication were developed. Extract 4.1 is a sample from a script of a candidate who managed to provide the correct answer.

Extract 4.1

4	<p>The life of Arabians before the advent of Prophet Muhammad (S.a.w) was very worse. They were not distinguish between lawful and unlawful, good and bad, the issue of murder, Adultery, Killings of innocent, exploitation, the barring of daughters when alive were their motto of the day. Through these events were there was a need of advent of prophet Muhammad (S.a.w) in order to make the society clear, so according to the question we should divide into two parts, the first is the four main aspects that prevailed the necessitated the advent of prophet Muhammad (S.a.w) and the second we should explain why he was raised for all nations. Let us start with the first part, the four main aspects that prevailed the necessitated the advent of prophet (S.a.w), these are:</p> <p>Social aspect: the social life of the people in 6th century was very worse, they were killing the innocent, murder and loot was the order of the day, the adultery and drinking are the motto. Through these live, the advent of prophet Muhammad (S.a.w) in 6th century was very vital and was very must in order to create the safer and clear society according the needs of Allah (S.w).</p> <p>Religion aspect: In the second aspect which lead to the advent of prophet (S.a.w). In this aspect, the people of Mecca were not know anything about the teaching of the previous prophets and they worshipped idols, big stones, big trees and the big Caves. They were believe that, the objects were worshiped are the connector between them and Allah (S.w), so they worship as they sent their needs to Allah (S.w). These deeds were doing just they follow the traditions and customs from their forefathers. So, through these condition and situation, that why Allah (S.w) sent prophet (S.a.w) to reform the society.</p> <p>Economic aspect: another in economic aspect they</p>
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4 do not distinguish between illegal and legal way and methods of accumulating wealth, they were exploiting each other, they were conducting theft and loots. So though this worse life Allah (s.a.w) was sent prophet Muhammad (s.a.w) in order to put the situation clear.

Political aspect, the people of Mecca were not having the spirit of National, but most of them were deals with tribes and claims. The structure of their government was unathorized government, through that, Allah (s.a.w) was decided to send prophet Muhammad (s.a.w) as a sener of this Society and other societies up to now days.

On the part two of the question we are regard to show the reasons which explain if prophet Muhammad (s.a.w) was raised for all nations, these are:

Prophet Muhammad (s.a.w) was the last prophet, there is no another prophet after death of prophet Muhammad (s.a.w) so in order to continue to live according to the needs of Allah (s.a.w) the prophet (s.a.w) was raised for all nations.

There is little or no geographical barriers, for the previous prophet were sent to every community due to the physical barriers which were create difficult to transport for them from one place to another to proclaim the teachings of Allah (s.a.w) but for prophet Muhammad (s.a.w) was not difficult to travel from one area/country to another.

The teaching will alive upto the last day, they became all muslims in this community were commanded to preach Islam at any place this will lead to the prophet (s.a.w) to be the last and his teaching will proclaimed by muslims.

During the prophetic era, the situation of Mecca where try to be good, So Islam is the religion of peace, equity.

Extract 4.1 is the sample from a script of relatively good essay. The candidate managed to explained four main aspects which prevailed in 6th century which necessitated the advent of Prophet Muhammad (s.a.w)

On the other hand, the candidates with weak performance answered this question incomplete. Most of them provided religious and social life style of Jahiliya period and left out political life styles like Arabs were divided in tribes and clan

and economic life styles like widespread of crimes, highway robbery, interest taking and bribery. Also they didn't answer the second part of the question which required them to explain why Prophet Muhammad was raised for all nations. This made them to score very low marks. Candidates who scored 0 mark could not focus on the demands of question. They explained the characters of Prophet Muhammad (s.a.w) like Muhammad was trustworthy and was not influenced by environment in his childhood instead of explaining four main aspects that prevailed in 6th century and they failed to explain the reasons which made Prophet to be raised for all nations. Extract 4.2 provides a sample of poor response.

Extract 2.2

A	<p>The four main aspects that prevailed in 6th Century which necessitated the advent of prophet of Muhammad (S.A.W)</p> <p>Construction of mosques, in 6th Century prophet Muhammad (S.A.W) Constructed many mosques in Madinah as a State house of Islamic State, this is one among aspect which necessitated the advent of prophet Muhammad (P.B.U.H) because during this period Islamic religion improved in the world.</p> <p>Increasing the muslim in the world, this is another aspects that prevailed in 6th Century. during this time prophet (S.A.W) call people in true religion (Islamic) religion but also the muslim and non muslim establish different battle in the universe like the Battle of Badr many disbelievers were killed that the cause of to improve the Islamic religion and increasing the number of muslim. Many people Islamization by the prophet.</p> <p>Muslim removed out of the Mecca, During the 6th Century the muslims removed out of the Mecca city lives in valley out of Mecca (Sajja Abu Hashim) this is the main aspect that prevailed in 6th during to removing muslims out of Mecca live with hungry no any services.</p> <p>It rise the Islamic religion for all nation, In 6th Century prophet Muhammad command to migration from Mecca to</p>
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different nation example muslim migrate from Mecca to Habash & Ethiopia during the migration the Islamic religion to secret and rose all area in the world. because prophet Muhammad (pbuh) send messenger to other nations in the world example Habash Spain and other areas.
He was raised for all nation because
He is a last prophet in the Universe, Allah send messenger for all people because no other prophet after prophet Muhammad (SAW)
their learning is new in the world, the Prophet Muhammad get the knowledge of science and technology. therefore he was raised for all nation because everything explained in the holy book (Quran).
Therefore the advent of prophet Muhammad (pbuh) is very useful for all nation in the world.

Extract 4.2 indicates a sample from a script of a candidate who explained the characters of Prophet Muhammad (s.a.w) instead of four main aspects which prevailed in 6th century which necessitated the advent of Prophet Muhammad (s.a.w).

2.2.2 Question 5: Evolution of Islamic State in Mecca Era

The candidates were required to discuss six elements in Muhammad's life demonstrating that he was guided by Allah (s.w) before he was commissioned with the ministry of prophet hood. This was one of the most answered questions since 89.3 percent of all the candidates opted for it. Its performance was also good as 74 percent scored from 10 to 19.5 marks, 20.4 percent scored from 6 to 9.5 marks and 5.1 percent scored from 0.5 to 5.5 marks and only 0.5 percent scored a 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above is 94.4 percent.

Most of them were able to discuss elements in Muhammad's life demonstrating that he was guided by Allah (s.w) before

he was commissioned with the ministry of prophet hood. Those elements were; Prophet was pained and worried of evils in his society, Prophet was most honest and truthful and he was not influenced by his environment, Prophet cared much of other people's affairs and Prophet was extra wisdom and true dreams. The high performance of candidates was due to familiarity with the topic which made them to have enough knowledge as a result 71.4 percent of candidates scored from 10 and above marks. Extract 5.1 is the model of such good response.

Extract 5.1

5.	The prophet Muhammad's life before prophet hood demonstrated that he was guided by Allah (sw) to be a prophet of the whole world, and this is called Intentional training, the prophet saw was trained intuitively to become a prophet as follows;
	He never dreamt but the dream came true on the forth days; In the prophet Muhammad's life before and after prophet hood was charactered by true dreams, example, when he dreamed of the slaves tortured and witnessed it on the coming day.
	He was knowledgabl young man, the prophet Muhammad (Saw) although he was illiterate but he had wisdom and knowledge of business, as he solved various conflicts which could led to blaze of war, example the conflict among Arabian tribes on placing the sacred black stone on the place near the Kaabah.

5. His life was contrary to that of his fellow teenage in his society, the prophet (saw) before prophet hood, he never was an adulterer, nor an idolater, contrary to his society which was in a dark cloud of mischiefs and Raping.

His marriage to Lady Khadija, The prophet's marriage to a business woman Lady Khadija who proposed to the prophet (saw) after seeing his qualities and capabilities, through this marriage the prophet (saw) was strengthened economically and got piece of mind.

He was addressed as "As-sadiq, Al-Amin" meaning trust full and trust worthy, despite of his Spoilt Society the prophet (saw) was very trust full and trust worthy, different people gave him their treasures and wealth so as he preserves for them, hence acquired the title.

He hated violence in his life, the prophet Muhammad (saw) hated violence and knew after equality, piece and real brotherhood, when he witnessed Slaves being tortured, he was pained and went home to his wife and took money and went to redeem the Slaves.

All in all the prophet Muhammad (saw) was prepared before given the big task of prophet hood, as they say Success Occurs only when preparation and Opportunity meet, as well as hard work.

Extract 5.1 is the sample from a script of a candidate who was able to discuss elements in Muhammad's life demonstrating that he was guided by Allah (s.w) before his prophet hood.

On the other hand, few candidates who scored low marks (from 0.5 to 5.5 marks) were not much familiar with the topic. They didn't explain in details six elements in Muhammad's life, demonstrating that he was guided by Allah (s.w) before he was commissioned with the ministry of prophet hood; therefore their answers were insufficient.

The candidates who scored 0 mark, didn't understand the requirements of the question so they gave irrelevant responses, focusing on divergent topics. This made their essays meaningless and not understandable at all. Extract 5.2 is a sample from a response of a candidate with weak performance.

Extract 5.2

5.	<p>Six elements in Muhammad's life that demonstrating that he was guided by Allah (s.w) before he was commissioned with the ministry of prophet hood were as follows.</p> <p>When the people asked something about anything, prophet Muhammad was not ready to say about such thing until he ^{got} revelation from Allah.</p> <p>Immigration of prophet Muhammad from Mecca to Madina. This journey was prepared from the guidance of Allah. Allah has told his prophet to leave Mecca because of the evils that were prepared by Quresh. Example Quresh were prepared to kill prophet, therefore Allah asked his messengers to leave the town.</p> <p>Prophet Muhammad was asked to enter in the battle when Muslims had power enough. Before the Muslims had power, many Muslims advised prophet to enter in the battle but he told them that the time is ^{not} yet ready.</p> <p>The coming of prophet from Madina</p>
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to invade Mecca. This event was done by guidance of Allah. Prophet himself stayed at Madina for a long time without the thought of returning to Mecca. But when Allah (s.w) asked to go to Mecca then he prepared the army and invaded Mecca.
The command of five prayers a day was guidance from Allah, before he had, was praying two times a day. In the morning and in the afternoon. But once he returned from Mecca then he told the people that they have responsibility of completing the prayers five times a day.
Teaching of different things that brought by Prophet Muhammad were taught by the guidance from Allah (s.w) Example: Inheritance, prayer and ways of praying.
The above points show elements in Muhammad's life demonstrating that he was guided by Allah (s.w) before he was commissioned with the ministry of prophethood.

Extract 5.2 shows the sample from a script of a candidate who included divergent concepts and provided the answers such as immigration, battle and prayer contrary to the demand of the question.

2.2.3 Question 6: The Islamic State in Madina

In this question, the candidates were required to explain on the aftermath of Tabuk Expedition by using six arguments. The question was answered by 11.1 percent of the candidates where by 13.2 percent scored from 10 to 18.5 marks, 39.6 percent scored from 6 to 9.5 marks, 37.8 percent scored from 0.5 to 5.5 marks and 9.4 percent scored 0 mark out of 20 allotted marks for this question. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 52.8 percent.

The candidates who scored high marks understood the requirements of the question and had the knowledge of

Tabuk Expedition. They were able to explain on the aftermath of Tabuk Expedition. The points which were given by the candidates include; purification of pilgrimage, to raise the problem of hypocrites and their treatments, emancipation of Islamic state and caused many tribes to embrace Islam. Extract 6.1 is an example from a script of a candidate who performed well in this question.

Extract 6.1

6.	<p>Tabuk expedition was taken in the 9 A.H year after the ROMAN EMPIRE was betrayed and harmful the Islamic movement under the leader of KAIZER. Tabuk expedition taken from the different causes like long conflict between muslim and non-muslim, political reason, economic reason and others, So in answering this question has various aftermath of Tabuk expetion as the following:</p> <p>Tabuk expedition lead to purification of pilgrimage: In fact that once to perform this expedition muslim should be migration with aim of worship and this expedition pilgrimage was purice purified according the hypocrites alone this without limits and not for the sake of Allah (sw) hence the prophet should be done this migration and purified this.</p> <p>Tabuk expedition lead to raise the problem of hypocrites and their treatment: However the hypocrites among them after the observed the Tabuk lead to raise from the muslim up to hypocrites because once to started this process among of them</p>
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6. were return back and not observed in the part of prophet (S.A.W) and other muslim, thus talk is caused in wrong why to observed in this, but Allah (S.W) was revealed punishment in whole people are talk wrong caused.

Tabuk expedition lead to emancipation of Islamic state: Moreover the tabuk expedition once to started and up to finished some of non-believer was believed and increased the number of muslim and Islamic state was emancipated from this situation, the prophet (S.A.W) get the knowledge from Allah (S.W) and lead to Islamic state was increased include purification of pilgrimage

Tabuk expedition lead to many tribes who embraced into Islam: Also, in this expedition some muslim are no the true muslim and just to fulfillment on their interest because after observed this process some of them they are no observed according to talk and speak the false accusation example of tribe are Banu thagif, Banu Hawazin.

Tabuk expedition lead the Islamic state and world in super power: In addition in this situation muslim after the finished this process Islam has increased the power according the holly prophet to be done and not transgress with limit from the revealed by Allah (S.W) and

b	not fabricated by man.
	Tabuk expedition lead to abolish
	the establishment the Islamic state:
	In fainaly Islamic religion after the fi-
	nished this process among of them get
	the space to abolish their religion due
	to the activities of Jew and hypocrites
	from their Islamic state and to anni-
	hilate in Islam.
	In concluding this question
	has the explanation among the after-
	math of Tabuk expedition has among
	of above hence muslim should be pre-
	serveed their religion according to get
	high quality from revealed by God.

Extract 6.1 serves as an example from a script of a candidate who managed to explain on the aftermath of Tabuk expedition.

The candidates who scored below 6 marks (37.8%) did not comply with the instruction given to this question and therefore they failed to exhaust all points demanded. They gave less than six arguments on the aftermath of Tabuk Expedition. The 9.4 percent of the candidates who scored 0 mark lacked knowledge of Tabuk Expedition. They explained the lessons of battle of Khandak instead of explaining Tabuk Expedition since the candidates were not familiar with the topic of Tabuk Expedition so they confused it with the battle of Khandak. Extract 6.2 illustrates such a case.

Extract 6.2

6. Tabuk expedition- This is was the battle also known as the battle of Tlandak- this was the war between Muslim and non-muslims who were united with Banu nadhr and Qainu kaaw with Quraysh for the aim of the return of from the Banu nadhr and Qainu kaaw also a long-term conflict with the Quraysh. Although this battle there are some of the teachings which we get from this battle which are as follows-

A good leader must be an example in any affairs - This is another teaching which we get from this battle where by a good leader he should participate in different affairs like how prophet was done in this battle at the time when they were preparing the hudud where by he was participating equally to his people without any biasness.

Non-Muslims they always cooperated together at the time to annihilate Islam - This is another teaching which we get from this battle where by we taught that the non-muslims they always cooperated together at the time to annihilate Islam like how Quraysh and those tribes of Madinah did.

Any Efforts which will be done by the dis-believers at last they become the losers - This is another lesson which we have got from this battle where by we have been taught that whatever the efforts and machineries which will be done by the dis-believers to annihilate Islam they always become the losers.

6	New technology should be employed - This is another teaching which we have got from this battle where by New technology it should be employed in any battle like how New technology it have employed in this battle from the Salma who suggest this thing of the handuk.
	Shura - This is the situation when by people they should discuss things before conducting them. This is also among of the teaching which we have got from the battle of where by shura it's the important before doing any thing like how the muslim use to do they use to discuss before doing any thing.
	We should have strategies in realizing our objective - This is another thing or teaching which we have got from the battle of where by we should have different strategies in realizing our objective.
	Generally this is among of the teaching which we have got from the battle of where by also it shows / prove the existence of Allah (s.w) and Allah (s.w) shall help those people who fight for him.

Extract 6.2 shows the sample from a script of a candidate who explained the lessons from battle of Khandak instead of explaining the aftermath of Tabuk Expedition.

2.2.4 Question 7: Islamization Process in Mecca

In this question, the candidates were required to analyze six lessons one gets from Meccan crucible in the re-establishment of Islamic state. This question was answered by 81 percent of all candidates of which 31.4 percent scored from 10 to 18 marks, 39 percent scored from 6 to 9.5 marks, 26 percent scored from 0.5 to 5.5 marks and 3.6 percent scored 0 mark out of 20 allotted marks for this question. The general performance of the question was good

because the performance of the candidates who scored from 6 marks and above was 70.4 percent.

The candidates who had highest scores (31.4%) were able to analyze clearly lessons obtained from Meccan crucibles in the re-establishment of Islamic state. Extract 7.1 illustrate the sample of a script of a candidate whose essay express the demands of the question.

Extract 7.1

7.	<p>Paradise (Jannat) will not archived by being a Muslim or by pronouncing Kalimat "Laila haider uha Muhammad Rasul unabi"; also we are muslim we supposed to know that to archive paradise will not by being a Muslim by name or by pronouncing Kalimat Shahada but to make sure we fight for the seek of Allah (s.w) and at the end Allah (s.w) will give us a reward of Jannat or Paradise.</p> <p>Always muslim were under tested, also of our faith, also muslim were supposed to know that, Allah (s.w) could give us a simple life without tested our faith by giving us different obstacles, which will helps us to test our belief. for example Allah (s.w) could give a test through our exams, if a person or Muslim is student, if every day she or he make wonders but one day if Allah (s.w) tested him or her by marking a person to fall on example, she or he will make a Qupur to Allah (s.w). So all is all mission that muslim date should them know that Allah (s.w) will test their faith.</p> <p>Muslim should sacrifics our self and properties for the seek of Allah (s.w), also we are muslim we suppose to know that everything which a muslim has was come from Allah (s.w) himself. So muslim were supposed to sacrifics our our self. for example for fighting war so as to remove evils to the society or to give out a party of our properties for the seek of our. for example wealth, money. So we are muslim we supposed to know that.</p> <p>Muslim are required to know that, method which used to annihilate idams by prophetic time are also used now days. So we are muslim we need to know that different method that Quraysh used</p>
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Extract 7.2

7.	<p>Meccan crucibles is the returning of the prophet and his companions from Mecca for the peaceful establishment of pilgrimage in Mecca. The prophet Muhammad (s.w.a) was conquered Mecca peacefully after laid down the truce of Hudaibiya with Quraysh disbelievers. This solved the quarrels they were having between Quraysh disbelievers and Islam. The following are the lessons one gets from Meccan crucibles as:</p> <p>Existence of Allah (s.w); This is one of the lessons which one gets from the Meccan Crucibles in the re-establishment of Islamic state in Mecca. Actually the Islam in practicing pilgrimage encourage to the existence of Allah (s.w) because people going there from different part of the world for the sake of ummah to Allah (s.w).</p> <p>Islam is spreaded by various ways; When the prophet and his companions went to conquer Mecca was going there for the peaceful invasion without any violence and oppressing any people. But later that Meccan crucible encourage people to embrace Islam in peaceful way.</p> <p>Muslim are supposed to be patient; Before the Meccan crucible prophet Muhammad (s.w.a) put a truce of Hudaibiya which seems like it much oppress muslim but later the truce of Hudaibiya result it to the Meccan crucibles due to the rules they were laid down between muslims and Quraysh.</p>
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	Muslims are supposed to listen to prophet (s.w.a); When the trials were made most of the companions were claimed to prophesit that the trial was not fair to the Islam but prophet (s.w.a) told them to listen to him because he receive information from Allah (s.w) and Allah (s.w) is the knower of the every thing. But later the trial result to the peaceful Meccan crucibles.
	Muslims must be unity; This is because before the Meccan crucibles muslim from different parts of the world went to join prophet and his companions to the peaceful conquer the Mecca due to their unity and strength the Quraysh failed to stop them and result to the muslim to conquer or to re-establish Islamic state in the Mecca.
	Generally, Meccan crucible was having much interests in Islamic religion because it was the starting point pilgrimage in Mecca. So muslims are supposed to be sincere to Allah (s.w) and to go for pilgrimage.

Extract 7.2 shows the sample from a script of a candidate who discussed various topics such as existence of Allah, the spread of Islam, loyalty to the prophet and unity. Above all, introduction given proves that he/she didn't understand what Meccan crucible is.

2.2.5 Question 8: The Islamic State in Medina

The question required the candidates to explain on the aftermath of truce of Hudaibiya by giving six points. It was attempted by 64.6 percent of the candidates of which 17.8 percent scored from 10 to 13.5 marks, 37.2 percent scored from 6 to 9.5 marks, 43.1 percent scored from 0.5 to 5.5 mark and 1.9 percent scored 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above is 55 percent.

Despite the fact that, many candidates answered this question, the highest score was 13.5 marks. These candidates managed to explain the aftermath of truce of Hudaibiya including; The truce led Quraysh disbelievers to accept Islam, the truce provided an opportunity for spreading of Islam Daawa, Truce of Hudaibiya led to the conquest of Mecca, the Truce of Hudaibiya gave Islam both the economic and armed forces power, the truce of Hudaibiya led to the growth of Islam and the victory of Muslims in the truce of Hudaibiya strengthened the beliefs of Muslims towards Allah. The candidates who obtained the highest marks were able to explain on the aftermath of truce of Hudaibiya but the explanations were insufficient to be awarded full marks. Extract 8.1 is a sample from a script of a candidate who tried to explain aftermath of truce of Hudaibiya.

Extract 8.1

8.	<p>Treaty of Hudaibiyah was a peacetreaty which was made between two enemies that is muslims from Madinah and Quraysh from Mecca. This occurred after the resistance of Quraysh people to the Muslims who went in Meccam to conduct pilgrimage in (G.A.H). The One who signed treaty for the side of Muslims was prophet Muhammad (saw) and Suhail Bin Amri on the part of Quraysh. The following are the after math of Hudaibiyah</p> <p>It gave chance to muslim to preach Islam in Mecc and Outside Mecca. The treaty of Hudaibiyah as muslim were free to go any where they get chance to preach Islam in Mecca and Outside Mecca as they wished. This was because they were allowed to visit the City freely and do alliance with any tribe. So this helped them to preach Islam.</p> <p>It accomplished the truth of the dream of Prophet (s.a.w); Also before the treaty of Hudaibiyah One day (Muhammad dreamed that he will regain back Mecca City to his hand. And after the treaty Muhammad (s.a.w) Succeeded to regain back Mecca and its people to his Control. So This was the bridge to accomplish the dream of the prophet.</p> <p>Expansion of Islamic State;</p> <p>Another thing that occurred after the truce of Hudaibiyah was the expansion of Islamic State. As muslim spreaded Islam in different parts of the world so even Islamic State expanded as they were spreaded Islam to the different parts of the World.</p>
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8. It led to the Conversion of Many Quraysh especially after Fat-h Mecca; Also another impacts of Hudaibiyah is that many Quraysh especially leader like Sufian, Abu Jahal and Hindu converted into Islam as they were no longer leaders of Mecca. This is because Muhammad (s.a.w) wanted to make Mecca as an Islamic state which observes all laws and principles of Islam. So this led to the conversion of Quraysh.

It helped Muhammad to Win over Mecca; Also another impact of Hudaibiyah was that of Muhammad to Win Over Mecca. This ~~was~~ can be traced back to Allah's (s.w) promise when he tells Muhammad that this treaty will become victory to you. So after signed this treaty helped Muhammad to win over Mecca and control Mecca as he was in previous days.

It improved the economic status of Muslims; As before the truce of Hudaibiyah Many Muslims were denied to have any alliance with Mecca. So After the truce of Hudaibiyah they were free to visit Mecca uncharged. So this improved trade between Mecca and Madina. But this trade were benefit to Madina cause they were the one brought Goods into Mecca while Meccan were not allowed to go to Madina. Hence development of economies among Madinan.

All in All people of Madina were not ready to accept this treaty which humiliated them much. But because it was an order from Allah (s.w) they accepted and at the end they succeeded Much.

Extract 8.1 indicates a sample from a script of a candidate who explained the aftermath of truce of Hudaibiya.

Most of the candidates with weak performance in this question, misunderstood it. They conceptualized the word “aftermath” as “lessons” instead of effects or results. Thus

discussed the lessons Muslims get from truce of Hudaibiya, hence failed totally to meet the requirements of the question. Extract 8.1 is a sample from a script of a candidate who failed to meet the demands of the question.

Extract 8.2

8.	<p>Hudaibiya truce was the truce that the prophet Muhammad (saw) had to sign between the Muslims of Medina and the Quraysh of Mecca. The prophet Muhammad signed this truce at the place called Hudaibiya. The truce had a number of terms upon which the prophet Muhammad had to agree upon if the Muslims from Medina were to enter into the Mecca city and spread the Islam. The following are the aftermath of the truce of Hudaibiya:-</p> <p>Existence of Allah and his unlimited powers; Since the Quraysh of Mecca made the prophet to sign the truce of Hudaibiya with the terms which were a bit difficult for the Muslims to have the chance for the spreading of Islam and to perform Umrah and therefore they were not supposed to take any Muslim from Mecca to Medina. Since Allah exists and his unlimited powers the Muslims won and the Quraysh were the first people to break the terms of the truce and therefore Allah helped the Muslims and the Islam spreaded over the other parts</p>
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Muslims are taught to be strategic in the realization of their objectives:- The objectives of the Muslims should be undertaken with the strategies in order to make sure that the goals and the achievements are reached more frequently and faster in the simple way. The prophet agreed to sign the truce since he knew the strategies and the techniques to make him achieve the goals.

To fulfill the oath and the agreements at all levels:- The Muslims are supposed to fulfill their oaths and respect their agreement at all levels regardless of whom the people you are agreeing with are the Muslims or the non-Muslims; Muslims are always supposed to fulfill the oaths and the agreement at all the levels since Allah reminds the Muslims to keep their terms of agreement.

Vision is one of the mechanisms that Allah uses to talk to his prophets:- When the prophet Muhammad was signing the terms of the truce of Hudaibiya, he already had the vision from Allah that these will still end up

	in a certain area, so the leader
Q	should be chosen and since Allah
	likes the people who obey the leader
	is, therefore, those people who obey
	their leader are more unlikely to
	face the victory.
	Generally, the truce of Hudaibiya
	leads to the spread of the
	Islam in some parts of the Arab
	ia and therefore the growing state
	of Islam kept on flourishing and
	many of the people joined and
	converted to Islam leading to
	the increased number of the
	muslims in the Arabia land.

Extract 8.2 shows a sample from a script of a candidate who discussed lessons from truce of Hudaibiya instead of aftermath of truce of Hudaibiya.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 2

3.1 SECTION A: TAWHIID

3.1.1 Question 1: The Six Pillars of Faith

The candidates were required to differentiate the holy Qur'an from other previous revealed books by giving six points. The question was attempted by 90.4 percent of candidates of which 50.2 percent managed to score from 10 to 18 marks, 37.8 percent scored from 6 to 9.5 marks, 11.8 percent scored from 0.5 to 5.5 marks and only 0.2 percent scored a 0 mark. This was among the most answered question in this paper and the general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 88 percent.

The candidates who scored the highest marks were able to differentiate clearly the Holy Qur'an from other previous revealed books by giving six points. The candidates had

enough knowledge on the topic of the Six Pillar of Faith. Extract 1.1 is an example of such good responses.

Extract 1:1

1	<p>The holy Quran this is the holy book of Allah (sw) which was revealed to our prophet Muhammad (s.a.w) by Allah (sw) through Jibril (as). The holy Quran was revealed during GHOAD and the first revelation of the holy Quran is Quran (96:1-5) where by our prophet Muhammad (s.a.w) received it when he was at Jabal Hira. The holy Quran was revealed to our prophet Muhammad (s.a.w) slowly slowly or in pieces due to the occurrence of different events. The last vers of the holy Quran is Quran (5:3) where by Allah tells us that today he have completed our religion so fulfill my favour upon you and I have chosen Islam as your religion and also the holy Quran have got a total number of verses that are 114 verses. The following are the differents between the holy Quran and other previous revealed books.</p> <p>The holy Quran is still in its original form; The holy Quran is the only book that was revealed by Allah (sw) that is still in its original form unlike other books that have been corrupted by mankind for example taurat is also the book that was revealed by Allah (sw) but now it is not on its original form like how it was revealed by Allah (sw) to the prophet since that even it is not in the language on which it was revealed because it have been changed by mankind into different language such as english and many other different language that are present in the world and hence this have made the holy Quran to be very different compaired to other books that were revealed by Allah (sw) to the prophets.</p>
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Time and place of revelation of the holy Qur'an is known; Unlike other books that were revealed to different prophets by Allah (sw) their place of revelation and period of revelation is not known. For example Zabur the time of its revelation is not known and also on the place Injil also the time and place of revelation is not known but the holy Qur'an is the only book that was revealed by the holy might Allah (sw) on which its time and place of revelation is known. The holy Qur'an was revealed to our prophet Muhammad (saw) in the year 610 AD and when he was at Jabal Hira was where he received the first revelation which emphasise him to read in the name of his lord and that is Allah (sw). Therefore this makes the holy Qur'an different from other books that were revealed by Allah (sw).

The holy Qur'an is revealed in a universal language; The holy Qur'an is the only book that is revealed by Allah (sw) in a universal language. The holy Qur'an is in arabic form on which arabic language is one of the universal language. But other books such as Injil, Taurat and Zabur are not in a universal language because that they were revealed to a small community and hence they were revealed in the language of the community so that they would not misinterpret the message from Allah (sw). But since the holy Qur'an was revealed to all people it was forced to be revealed in a universal language and that is arabic and another reason is because our prophet Muhammad (saw) was an arab. Therefore this makes a difference between the Qur'an and other books.

1 -	<p>The holy Qur'an summarises all other books;</p> <p>The holy Qur'an is the only book that have summarises all the books. Inside the holy Qur'an you will find Zabur, Taurat and Injil but the Injil does not contain the message from the holy Qur'an; Zabur have no message that is in the Qur'an and also Taurat have no message that is in the holy Qur'an and this is because they were sent before the holy Qur'an and on its arrival and since it is for the whole universe Allah (sw) summarised all the previous books in the holy qur'an so that people who received other books not to decline it. Therefore this also differentiate the holy Qur'an from other revealed books.</p> <p>Therefore the different between the holy Qur'an and other books are that Qur'an is still in its original form, It have universal language, the time and place of revelation of the qur'an is known and also it summarises all other books that were sent before it.</p>
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Extract 1:1 shows a candidate who explained the differences between the Holy Qur'an from other previous revealed books. However, in the seventh paragraph of the answer the candidate wrote incorrect idea (The Holy Qur'an summarizes all other books) and therefore he/she was not awarded full marks.

However, few candidates had weak performance in this question as they failed to differentiate between the Holy Qur'an from other previous revealed books. Most of these candidates explained characteristics of Qur'an alone without linking them with other previous books. Others mentioned the previous revealed books in their introduction but probably failed to recall the differences between Holy Qur'an and the revealed previous books. A candidate who

scored 0 mark did not answer the question as required; instead he/she tried to explain differences by giving wrong information. Extract 1:2 is a sample of script of a candidate who failed to focus the demand of this question.

Extract 1:2

1.	Holy Qur-an is the books of a correctly in Allah (sw) which the following the law in a Allah (sw).
	Revealed book are not correct in some time. The following are the differentiate :-
	Holy Qur-an is the complete aims in a societies. This is the cause the Muslim follow in our life and than the Muslim learn the true and to delete the evils through the Qur-an. While ^{other} The revealed books are not complete. These is the books in which the write in no correctly and it help the people not existance of Allah (sw)
	The Holy Qur-an is the correct books
	These is the situation of the people used in teaching from one place to another place. A lso people are command in find the true of the societies and to delete the evils

1. While ^{other} previous revealed books are not correct in book. These is because the writer are not existance of Allah (sw) and the follower are not existance of Allah in a universe.

Holy Qur-an in books of one prophet in a prophet Muhamad (s.a.w). These book is the explain the any thing on. The thing s are, marriage, love from the muslim, Imani etc. While ^{other} the previous revealed books are many prophets. Example books of prophet the prophet Mussa, Saleh, etc. These is shown in Qur-an is the books of comple aims.

Holy Qur-an is the books of follow in life of Man kind. These is the books where by the people are follow in law in the s books and than to write the work among the people. While other previous revealed books are follow in other life of people Example in people of prophet Ibrahim, Israil, Issa etc these are the follow in other books.

Holy Qur-an is the books of Insist the Unity among the Muslim. These book is Insist unity in all the people. and than the people life in lovely from one person to another While other previous revealed books are not Insist unity of the societies Example the people of Nabi Nuh are not unit and than to find the evils in the societies also not follow the quclan.

	nce of our prophet.
	Holy Qur'an is the books of prophet
	Muhammad (Saw) and the people are true
	the follow in guidance. These is the im-
	portance of books because the people is pro-
	vide peace in the society while the other
	previous revealed books are the books in
	more one prophet and than help the Mis-
	understanding among the people. The reason
	is cause the finding evil in the socie-
	ty.
	Therefore the difference between the holy Qur-
	an from other previous revealed books
	are explain in a point above.

Extract 1:2 represents a sample from a script of a candidate who explained the characteristics of Holy Qur'an instead of differences between the Holy Qur'an from other previous revealed books.

3.1.2 Question 2. The Six Pillars of Faith

In this question the candidates were required to describe the importance of life of hereafter in our practical life by giving six points. This was among the questions which was answered by the majority of the candidates in this paper as 89.5 percent of the candidates attempted it whereby 44.9 percent of them managed to score from 10 to 18 marks, 25 percent scored from 6 to 9.5 marks, 29.4 percent scored from 0.5 to 5.5 marks and only 0.7 percent scored 0 mark out of 20 allotted marks. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 69.9 percent.

The high performance of the candidates was due to familiarity with topic. This is because the pillars of faith are pre requisite for any Muslim and one pillar of faith is to believe in hereafter. The candidates were able to provide attractive responses on the importance of the life of hereafter

in our practical life. Extract 2.1 is an example from a sample of a script of a candidate with good performance in this question.

Extract 2.1.

2.	<p>Life of hereafter is the eternal life that every human kind is expected to go and have it. This is the life of the third stage after this worldly life then grave life (barzakh) and last one which is hereafter. In hereafter life is where a good doer person is going to be determined and having a paradise eternal life and for a wrong doer to have a hellfire eternal life there.</p> <p>As among the six pillars of Islam, it is very important once observed as follows; ☺</p> <p>Firstly it creates a God conscious person. A man having faith on hereafter life will be very conscious of Almighty Allah (sw) that he will know its only Allah (sw) to be worshipped and he only is the rewarder of his good deed and Allah (sw) is the one who will punish the wrong doers in doomsday.</p> <p>Secondly is that it helps man realizing his life purpose on this earth. Through observing the hereafter life will make a man aware of his life mission purpose on this earth and make more effort on achieving positive goals of getting passed on this worldly life. He will consider himself as accountable for the responsibility given.</p> <p>Justice and equality will be observed. Life after death reminds a human being a lot of things, he will be aware that by doing injustice on this worldly life is going to be paid on the day of judgement and by doing justice he is to be rewarded by Allah on the day of judgement. So people will be against injustice and inequality hence harmonious and peaceful society will be observed. Hence it is very important in our daily life.</p>
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2.	<p>It creates a self respectable and self esteemed person. By referring to that there is life after this worldly life, one will be respecting himself, others and other creatures by knowing he is nothing in this world, all irrepectable behaviours are nothing to him and knowing that at last he is going to die and leaving this world with nothing.</p> <p>Further is that by observing hereafter life in our daily life is where evils will be reduced in the society. evils such as clubbing where people of different sex mix up, beauty pageant behaviours, prostitution, theft murder, fornication, adultery, alcoholism and all other evils will be eliminated to the society.</p> <p>lastly but not least is that It creates a responsible man. Through remembering the hereafter life and knowing the life purpose on we humankind on this earth that is to become vicegerent of Allah (sw) which observe his commands and abstain his prohibition, one will be always responsible hence he will observe all good deeds like helping his fellows such as being responsible to his wife, children, his parents and all these is just to fulfill his life mission.</p> <p>Generally on my conclusion to this, in order for a muslim to acquire the paradise of Allah (sw) and consider himself as a true muslim, then he or she should have a firm faith on the day of judgement that is hereafter life, and always we have to put into our mind that hereafter life is inevitable whether we want or not.</p>
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Extract 2.1 indicate a sample from a script of a candidate who answered the question correctly by giving six points to describe the importance of life of hereafter in our practical life.

On the other hand, the candidates who scored low marks lacked the knowledge of the topic of *importance of life of hereafter in our practical life* as a result they described two or three importance of hereafter in our practical life, which led them score very low marks. Some candidates mentioned

the importance of hereafter without explanations, which made them to lose a lot of marks. The candidates who scored 0 marks misunderstood the question, instead of describing the importance of life of hereafter in our practical life they described reasons for believing in the hereafter. These candidates explained reasons for hereafter hence provided responses like good people to be awarded paradise, and to know what is right and wrong. Extract 2.2 is an example from a script of a candidate with weak response in this question.

Extract 2.2

2.	<p>life of hereafter is inevitable for all human beings. The following are the importances of life of hereafter according to Quranic concept of view:-</p> <p>To recompense the bounties of Allah (S.W); Since man was given different favours by God now there should be a place to recompense him as he has been using the bounties of Allah (S.W) whether grateful or ungrateful.</p> <p>To establish justice; life of hereafter is very important in order to establish justice among the creatures on which he has been happening in the universe.</p> <p>To give a reward to those who did as Allah (S.W) commanded; for those who did good deeds during their life time :- the universe Allah (S.W) will give them reward for their obedience, persistence and perseverance.</p> <p>To punish those who committed mistakes; for those who did wrong deeds during their life time :- the world Allah (S.W) will punish them severely as they were asking whether Allah is omniscient.</p> <p>To reveal the reality; life after here is very important so there is a lot of arguments and misinterpretations among the people of different religions and aspects thereby on that day the reality will be revealed and so that it can be known what was right and what was wrong during</p>
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2. In life time within the universe
All the hereafter is inevitable in order to
fulfill the promise of Allah (SW) Allah made
a promise about that day hence this very
important to us to fulfill Allah's
promise.
Therefore the above importance show the
inevitability of life of hereafter as it
is stipulated from the holy Qur'an.

Extract 2.2 is a sample from a script of a candidate who explained reasons for believing in hereafter instead of explaining the importance of hereafter in our practical life.

3.1.3 Question 3: The Six Pillars of Faith

In this question the candidates were required to explain how the holy Qur'an is believed to be a book of signs and not a book of science by using six scientific facts found in the Qur'an. This question was omitted by most candidates. Only 9.6 percent of all candidates answered this question. However its performance was good as majority (52.2%) managed to score from 10 to 17.5 marks, 23.9 percent scored from 6 to 9.5 marks, 19.6 percent scored from 0.5 to 5 marks and only 4.3 percent scored a 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 76.1 percent.

The candidates who performed well in this question performed gave attractive responses which focused on the requirements of the question; they explained correctly how the holy Qur'an is believed to be a book of signs and not a book of science by using six scientific facts found in the Qur'an. These candidates managed to give correct responses in this question like: Creation of universe (41:11), Living thing is made of water (21:30), Darkness in the depth of the ocean (24:40), Workers bees are female (16:68-69), Electricity (13:12), Embryology (23:12-14), Zoology (6:38), Oceanography (55:19-20) Geology (78:67) Pain receptors

present in the skin (4:56), the light of the moon is reflected light (25:61) and the rotation of the sun (21:33). Extracts 3.1 shows a sample from a script of a candidate who provided a good answer.

Extract 3.1

3.	<p>The holy Qur'an is considered as the book of science as not all scientific facts are there but it is a book of signs (ayat) to show the existence of Supreme power of Allah (S.W) so as everybody could understand.</p>
	<p>Several scientific facts are found in the holy Qur'an to be as sign to human kind which include;</p>
	<p>The solar system, this explain the floating and movement of heavy body in the universe where by every body revolves in its own path. Qur'an Surat Yaasi chapter 36 explain this as the sun and earth all are swimming in the air at a certain path.</p>
	<p>The wonder of bees, as the scientific fact Qur'an in Suratul Nahl chapter 16 verse 67 explain the wonders of bees concerning there habitats, there assesmet in pollination and making of honey from there bodies which is a remedy and medicine to man kind.</p>
	<p>The science of lightning and electricity, In arabic electricity is called Bark where Qur'an explain bark as lightning in Suratul Raad chapter 13 verse 12 and also in Suratul Nuur chapter 24 that lightning (bark) is product of collision of two heavy clouds which now days called charged clouds where rain fall, lightning and thunder storm is resulted from there.</p>
	<p>Reproduction in mammals, many verses explain the reproduction of man as he is from the dirty jumping fluid (sperm). Chapter 23 Suratul Muminin explain this very clearly in verse 12</p>

3.	<p>all stages passes from sperm and egg to a nutfa (leech) to alaga (blood clott) to the wearing of bones to alaga up to the end which is purely the science of today.</p> <p>Distinction between two seas, In every early Qur'an explain this scientific fact of mixing of two seas with different taste by saying that between them there is a bargakh (barrier)</p> <p>Chapter 55 Suratul Arrahman explain this scientific fact.</p> <p>Production of milk from animals, In Suratul Nahl chapter 67 Allah (sw) explain this that milk is obtained between furth (faeces) and dam (blood) which is fresh and pure for those who drink it.</p> <p>Many scientific facts are observed in the Qur'an but do not make it to be a science book as Qur'an explain every field in economic in history and all parts so as to be signs for mankind in every field he is to know that Allah (sw) is there and in the day of judgment there is to be no reason for those who didn't follow islam.</p>
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Extract 3.1 is a sample from a script of a candidate who explained well on how the holy Qur'an is believed to be a book of signs and not a book of science.

On the contrary, few candidates failed to understand the demands of the question. Most of them explained reasons/signs for believing in Allah contrary to the demand of the question. Extract 3.2 shows a sample from a response of such candidates.

Extract 3.2

The Holy Quran is the book of Allah (sw) that introduced during the prophetic hood as to spread and establish Islam. This book was revealed so as to clear doubts to the people who denied the existence of Allah (sw) the most Precious and the most merciful. Due to that these are different signs that proves Quran is not a book of science as follows.

Signs in mankind, In the holy Quran there are verses that shows the different signs of man to prove that Quran is not a book of science. For instance there are signs like source of man life, spread of man kind, and man turned to Allah (sw) for the time of difficulties. Hence, all these signs of mankind, proves that the Holy Quran is not the book of science.

Signs in advent of prophets, Also the signs in advent of prophet proves that the holy Quran is the book of signs through the life of prophets. For instance prophet Muhammad (sw) was not affected by his environment which was full of evils like adultery, theft and gambling. Also Abuubakar (r-a) he was also not influence by his society which was worshipping idols. Thus all signs above, proves that Quran is not the book of science.

Signs of the universe, Also there are signs in world wide which also proves that the Holy Quran is not a book of science. For instance in the universe there are water bodies, forests, stars, moon, sun and light and darkness that

3	<u>SECTION A:</u>
	proves the Quran is the book of signs and not a book of science. Thus, Quran is revealed by Allah (s.w) through his prophet Muhammad (s.a.w).
	There is sign in history of man, Also in the history of man, there are signs in the holy Quran that revealed by Allah (s.w) to show that the holy Quran is not a book of science-fiction.
	there was the historical evidence on resurrection, scientific development exposed by mankind and source of life. Thus, all these signs from the history of man, proves that Quran is a book of signs and not a book of science.
	The signs in history of prophets, Also there are signs in the holy Quran that show the history of prophets. For instance the history about prophet Muhammad (s.w) who was protected by Allah from the hands of disbelievers during his life time, also the believers always defeated disbelievers. All these signs in the history of prophet, proves that Quran is a book of signs and not a book of science.
	Conclusively, The holy Quran is the book of Allah (s.w) that was sent through prophet Muhammad (s.w) during his prophet hood to clear doubts. Hence, Quran is quite different from other previous revealed books like injil and taurat.

Extract 3.2 is a sample from a response of a candidate who explained signs depicting existence of Allah which was contrary to the requirements of the question.

3.2 SECTION B: FIQH

3.2.1 Question 4: Islamic way of Life

In this question the candidates were required to explain on how Islam allows and disallows divorce. The question was answered by 37 percent of all candidates where by 26 percent managed to score from 10 to 14.5 marks, 47.4 percent scored from 6 to 9.5 marks, 25.5 percent scored from 1 to 5.5 marks and 1.1 percent scored 0 mark. The

general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 73.4 percent.

The reason behind this performance was familiarity of the topic of marriage and divorce since Muslims apply it in practical life. This made the candidates to be much aware with the reasons of allowing divorce and vice versa. The candidates understood the requirements of topic and they also mastered well the subject matter. In this case most of the candidates managed to explain how Islam allows divorce and how it disallows divorce by giving three points in each part. Extract 4.1 is an example from a script of a candidate with good performance in this question.

Extract 4.1

4.	Divorce refers to the termination of the marriage voluntarily.
	The following are the reasons or how the Islam allows divorce:-
	When a women does not enjoy the happy or the marriage, This situation can permit a person to demand for divorce but for women will pay at half of the dowry.
	When the man or women left his or her fellow without any contact or message for the four months, where by a divorce can take place without any doubts.
	Impotente, Is the situation where by a man is not physically functioning a woman can demand for a divorce, and be married by another man.
	The followings are the conditions for the Islam to disallows divorce:-
	When a partner decide without any -

4.	specific or strong reasons for demanding the divorce. Since divorce is legal thing in Islam but Allah (s.w) hate divorce because it make the family to be sep separate and destroy it totally.
	When a muslim dec realized that he marry or married by non-muslim, soon the marriage is terminating because is not allowed in Islam to marry or married by non-muslim for a muslim.
	When a muslim man needs to conduct polygamy but the first wife disagree and demand for divorce that is not validity in Islam. Because alot of women in the society decide to leave the house and divorce themselves because of polygamy.
	When a man or women divorce a partner because of accusation of adultery without any valid evidence and decide to divorce is Islam also this is not validity until when is prove with four witness as Allah (s.w) told us in Quran chapter 24 Suratul Nur, verse 1 up to 10.
	Generally, Divorce is legaly process in Islam but Allah (s.w) hate it because it cause alot of destruction towards family and also harm the childrens. So as muslims we should avoid this process.

Extract 4.1 indicates a sample from a script of a candidate who explained correctly how Islam allows divorce but failed to exhaust all points on how it disallows divorce. As a result the candidate didn't score full marks.

Some candidates misunderstood the question and therefore gave incorrect answers. Most of them explain effects of divorce instead of how Islam allows divorce and it disallows it. The candidates (1.1%) who scored 0 mark gave

meaningless explanations. Also some of them used Swahili words in some sentences. Extract 4.2 is a sample of poor response.

Extract 4.2

4	Islamic allows divorce and how is disal
	disallows divorce. The divorce in which the
	Islam and boke not divorce because in not educa
	tion the following are :-
	The divorce no saying in of true. Divor
	ce in the peoples not saying in that muslims
	only divorce what are divice divorced.
	The divorce in the jmaai. The divorce
	which in people which means that in saying.
	The divorce first. The divorce in the
	that in the divorce peoples can disallows in
	divorce.
	The divorce not rejea. These is divorce
	which are yatakajojiri matukio mbalimbali in divor
	ces in the Services at inayomrudisha mtu kwenye
	Maas the divorce.
	The on point in divorce Islam allows
	divorce and it disallows divorce of explain in
	action the divorce.

Extract 4.2 shows a sample from a script of a candidate who used the word "divorce" to make meaningless sentences. Also the candidate used Kiswahili words like "rejea" and sentences like "yatakajojiri matukio mbalimbali" and "inayomrudisha mtu kwenye maasi" which is contrary to the demands of the questions.

3.2.2 Question 5: The Five Fundamentals of Islam

In this question the candidates were required to explain six objectives of fasting in our practical life. This question was answered by 92.7 where by 70.2 percent scored from 10 to 16.5 marks, 26.2 percent scored from 6 to 9.5 marks, 3.4 percent scored from 0.5 to 5.5 marks and only 0.2 percent scored 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 96.4 percent.

This question was answered by many candidates and their performance was good as 70.2 percent of candidates scored from 10 to 16.5. The reason behind this performance was familiarity of topic among candidates since the Knowledge about objective of fasting is common to many Muslims. The candidates who scored high marks were able to explain six objectives of fasting in our practical life as required by the task of the question. Extract 5.1 is an example of such responses.

Extract 5.1

5	fasting This refers to the fourth funda- mentals in Islam. fasting can be conducted in a special month that is Ramadhan. fast- ing refers to the situation of not putting any thing in any hole on a human body from early morn- ing up to Evening after the sunset. The following are the six objectives of fast- ing in our practical life. To Improve the health (fahar) - This is among of the objectives of fasting in our- daily life because we can trace in Qur-an and in prophet's hadith that "fast and you will become healthy" This means that as a pers- on daily he eats This may lead to the different-
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5 diseases such as pressure, pain in the stomach but Allah (s.w) brought for us fasting so as to be away from diseases.

To create God conscious person - This is among of objective of fasting in our practical life because as a person will be fasting either sunnah or faradh this will make him to be conscious on God as the way he gets hungry or sometimes when a person has not eat and he is not fast become hungrier than if he get fast.

To inculcate the idea of sacrifice - This is among of objective of fasting in our practical life because as a person will give his food and all luxurious thing and fast this inculcate the idea of sacrifice as a person sacrifice for the sake of Allah alone.

To remember the Advent of the holy book - This is among of objective of fasting in our day to day life because as we are fasting in the month of Ramadhan this makes us to commemorate the advent of the holy book Qur-an which was revealed during month of Ramadhan.

To create the atmosphere of piety - This is among of objective of fasting in our practical life because as we know that in society there are people with different economic level so when those people fast and they come to know the hardship ones face when he have no food due to this reason people will help the

5	<p>to fellow who have not as they get to know - how the angry is.</p> <p>To inculcate the idea of tolerance - this is among of the objective of fasting in our practical life because the act of fasting make a person to be tolerant as he can tolerate - by not eat anything from morning to evening due to this reason will enable one to be patient in every hardship he faces.</p> <p>Generally the objective of fasting in our daily life are not achieved due to the following reasons - fasting had been institutionalised, it seems as optional, people fast other are not fasting.</p>
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Extract 5.1 is a sample from a script of a candidate who managed to explain six objectives of fasting in our practical life.

On the other hand, very few candidates (3.4%) had weak performance in this question, such candidates had little knowledge of fasting. They explained only one objective of fasting in different paragraphs. Some of them mixed their explanations between objective of fasting and the end results of fasting. This made them fail to score high marks. Extract 5.2 is an example from a script of a candidate with weak response.

Extract 5.2

S.	Fasting is the one among 4 pillars of faith - religions. It is the four pillars of religions. There are many objections of fasting in our practical life among 4 them are as follows:
	It prevent people with bogus. This is means that according to the fasting caused people to be with good action so in order to undo strong his fasting.
	To be a muslim. among 4 objective of fasting first the people should be a muslims in order to engage with this action if there some people are not muslims its not compulsory for him.
	To be a bachelor: and also the boys or girls who if not married does not considerable in the fasting why because he can't to fasting.
	To be know the training of fasting. So if people know the training of the fasting its compulsory for him to fast the fasting and if he lets it will cause to get them from God.
	To be with a mental. In the fasting you should to be a awareness of what you will done since to conducting this action with practical beyond of this the fasting was not compulsory.
	To be with intent. This intent you should to be with yesterday before tomorrow you should know that you will fasting the ramadhan.
	Due to my explanation above it shows clearly the objectives of fasting in our practical life.

Extract 5.2 represents a sample from a script of a candidate who explained the pre-requisite for someone to be allowed to fast, instead of explaining six objectives of fasting in practical life.

3.2.3 Question 6: The Five Fundamental of Islam

In this question, the candidates were required to analyze by giving six points on how the institution of prayer refrain the Muslim from shameful deeds. The question was answered by 65.3 percent of the candidate where by 67.6 percent scored from 10 to 18 marks, 23.1 percent scored from 6 to 9.5 marks, 9 percent scored from 1.5 to 5.5 marks and only 0.3 percent scored 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 90.7 percent.

The candidates who scored the highest marks managed to analyze how the institution of prayer refrain the Muslims from shameful deeds. They centered their analyses on the importance of institution of prayer in refrain the Muslim from shameful deeds such as teaching purity of mind, teaching Islamic character of body and teaching on the establishment of sovereignty of Allah. Extract 6.1 serves as good sample of response from the script of a candidate.

Extract 6.1

6	<p>Prayer is the Second Pillar among five Pillar of Islam which is obligatory to every maturity Age and Mental muslim is Compulsory five time a day accordingly. In attempt to answer this question the Institution of Prayer refrain the Muslim from Shameful deeds will be analysed as follow.</p> <p>Prayer Create the muslim to be God Conscious: This only done when man is not allowed to pray if he is duty or before getting Ablution So due to this it Refrain the muslim from Shameful deed and become god Conscious because he Can't pray with out having that Ablution.</p> <p>Prayer inculcate the sense of time which is also closely Connected with the sense of duty and Responsibility and Refrain the Muslim from Shameful deed: Prayer encourage muslims to be aware with the time and his daily duty and avoiding wasting his time for doing bad deeds, as it is aim to restrain from evil deed.</p> <p>Prayer encourage and Teach good Leadership: In a prayer there are Iman which is guided People who Called Maemuna So within that if he is go wrong people can Correct him within a Prayer For Saying "Subhanalla" and then he will know that he has done a mistake. Due to this it Teach good leadership who need to be Corrected when they do a mistake. So as to Refrain muslim doing</p>
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6	Shameful deeds:
	Prayer Promote Muslim Community and brother hood and Refrain Muslim from Shameful deeds. This is only Occupied when Muslim pray together and knowing to each other so other can help the one who are the pure and keep on with brother hood. Example During Nuzaa Prayer people can sit down solving Problem so as to helping to each other.
	Prayer Refrain Muslim from Shameful deed and Make Muslim to be Purified (Purification): This is only obtained when Muslim become purified with Spiritual and Clothes so that he can pray due to this Muslim become far from evil deed because he will be purified at all time.
	Prayer Refrain the Muslim from Shameful deed for building good character: During Prayer Muslim learn to have a good character in the universe like helping to each other, Reciting Qur-an and avoid those which are Prohibited by Allah like Gambling, Rape.
	Conclusively it show that Prayer Refrain the Muslim from Shameful deed if it will be implemented well but there are also some of hindrance to ward prayer like lack of Proper knowledge about Prayer also Mis Conception of Worship and Showing off to some Muslims.

Extract 6.1 is a sample from a script of a candidate who analyzed well how the institution of the prayer refrain the Muslims from shameful deeds.

The candidates who scored low marks (9%) failed to provide enough points on how the prayer refrain the Muslim from shameful deeds as most of them explained three points instead of six points. Some candidates failed to understand the demands of the question. Instead of explaining how the institution of the prayer refrain the Muslims from shameful deeds, they explained how the prayers are performed. Extract 6.2 illustrate such a case.

Extract 6.2

6.	
	Prayer is the second pillar of Islam as insisted and enforced to all Muslims.
	There are five must prayers in Islam.
	Prayer refrain and stops or avoids people from doing bad and sins. Also prayer refrain Muslims from shameful deeds through many institutions of prayer which can be explained as follows.
	Firstly is through Takhira and Du'a of opening Surah before prayer where a person declares to be enforced to do the rights and as a Muslim enforced by Allah (S.W).
	Second, recitation of Suratul Fatiha. In Suratul Fatiha there are verses where a person declares to thank Allah (S.W) King of last day to who he worships and to who he depend and asking for being led to a straight path in the last verse.
	Third, in Tahiyat where one giving shahada of believing in Allah (S.W) and his prophet (S.W) which tie a person from doing any shameful and bad deeds after promising Allah (S.W) in Tahiyat.
	Fourth is through conducting the practices of rukun, Sujud, U-dal and others which submit a person to his God.

6.	Thus avoid one from shameful deeds.
	Fifthly is through taking ablution
	where one washes his body from all
	conducting sea sine and duaai after taking
	ablution where one ask to be clean.
	Lastly is through duaai in hidden,
	rukuy, it dal where one praiel almost
	lor d.
	In concluding prayer as one of the
	pillar of islam, conducting making one to comp
	lete islam and leaving one be it as
	breaking islam.

Extract 6.2 is a sample from a script of a candidate who explained on how to pray which was total against the requirements of the question.

3.2.4 Question 7 the Islamic Family Law

In this question the candidates were required to describe six measures instituted by Islam which could completely stop the spread of HIV/AIDS. The question was answered by 72.2 percent of the candidates of which 47 percent scored from 10 to 17 marks, 34.7 percent scored from 6 to 9.5 marks, 18 percent scored from 0.5 to 5.5 marks and only 0.3 percent scored 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 81.7 percent.

The candidates scored high marks managed to describe six measures instituted by Islam which could completely stop the spread of HIV/AIDS such as discouraging free mixing of opposite sexes; discouraging divorce in the Muslim community, making marriage affordable to Muslim youth, Punishing prostitutes, counselling the youth pertaining marriage and Permission of Polygamy. Extract 7.1 is a sample from a script of a candidate who performed well in this question.

Extract 7.1

7.	<p>HIV/AIDS is a sexually transmitted disease which is transferred from one person to another through many causes but mainly through adultery and fornication. Islam has instructed instituted measures to stop adultery and fornication in the society which will be a total solution to the spread of HIV/AIDS in the society. The measures are.</p> <p>Women should hide their ornaments. Islam has instructed women to hide their ornaments from men which will attract men to try to have a sexual relationship with a woman, hence through this measure the attraction of man to women will be stopped hence there will be no adultery which could completely stop the spread of HIV/AIDS.</p> <p>It has allowed polygamy. To stop the spread of HIV/AIDS Islam has allowed men to marry more than one wife if he has strong desire for sex, children and other reason. This will reduce the tendency of men to conduct adultery with other women if he is not sexually satisfied by his wife because he will be having many other wife, hence the spread of HIV/AIDS will stop.</p> <p>Strong punishment for those who commit adultery. Islam has texted out strong punishment for those who are fornicators like being slashed 100 slashes and being stoned to death for married people, hence due to this punishment people fear to conduct adultery hence this will result to the completely stop of spread of HIV/AIDS.</p>
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	Privacy between a man and a
7	Woman is not allowed. another measure taken by Islam is that a woman and man who are allowed by Islamic laws, to marry each other are not allowed to stay alone at a place in order to avoid the temptation of the devil to conduct adultery, hence this measure stop adultery and hence completely stop spread of HIV/AIDS
	Islam does not allow to look at awrah of another person. Looking at the awrah of another person emphasize to the opposite sex to commit adultery because he or she will be attracted and tempted by the devil, hence women and men should cover their awrah and not to look at another person awrah hence this will reduce the rate of adultery and spread of HIV/AIDS.
	Islam has advice on lowering of bride price. to stop the spread of HIV/AIDS Islam has advised on lowering bride price during marriage process in order to encourage people to get married, even those with low income will have ability to marry due to a low bride price hence this will reduce the fornicating activities in the society and hence stop the spread of HIV/AIDS
	Conclusively, Islam has took measures to curb down adultery because its main impact in the society is the spread of disease like HIV/AIDS hence if there is no adultery there will be no spread of AIDS. Adultery has other effects also like family disintegration, street children and abortion of babies.

Extract 7.1 indicates a sample from a script of a candidate who answered the question correctly by describing six measures instituted by Islam which could completely stop the spread of HIV/AIDS.

The candidates who scored lower marks (18%) did not master the topic as they used less than six points to describe six measures instituted by Islam which could completely stop the spread of HIV/AIDS. Some of them used only one point into

different paragraphs. Extract 7.2 is a sample from such response.

Extract 7.2

	increase in month of Ramadhan; which fast is practiced.
	prevent the young muslims from sexing out of Islamic shari'ya; the prophet muhammad say in hadith that for those young muslims who have no wife they required to fast on monday and thursday in order to avoid the desire for sex out of marriage.
	Men should cover their body; according Islamic shari'ya. The muslims are required to cover their body for men especially for women where who is required to cover the whole body except the two hands and face.
	Women should strengthen their; in Islam the women are required to strength their voices when they are in public in order to avoid her to be attracted by a people in public for sex, which is the to avoid wec major source of HIV/AIDS.
	To avoid wearing short clothes, transparent and tight fitted clothes. The Islamic shari'ya does not allow muslims to wear this kind of dress because this may cause the people in public to be attracted and performe sex which result into HIV/AIDS.
	The women should not wear the ornament in the public; the women are allowed to wear the ornament when come together with her husband but when they are in public the Islamic shari'ya does not allow her her to wear the ornament because other people may be attracted. and performe sexual intaule easily.

	<p>women should not talk secret with men without knowing of her parent. This is because when men and women come together they can cause attraction for sex which is major reasons for spread of HIV/AIDS.</p> <p>women should not perform work together with men who is not her relatives or her husband; the Islamic sharia does not allow the muslim women to perform work together with men who is not relative to avoid sex and as we know the sex is the one among the major factor for spread of HIV/AIDS.</p> <p>According to Quran and sunnah the prophet muhammad said that the society should be care full with women in order to avoid fornication which lead to the spread of diseases like HIV/AIDS.</p>
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Extract 7.2 shows a sample from a script of a candidate who explained Islamic law on Hijab instead of describing six measures instituted by Islam which could completely stop the spread of HIV/AIDS.

3.2.5 Question 8. Islamic Way of Life

In this question the candidate were required to delineate six sociological principle of pure Islamic society. This is one of the most omitted questions since it was answered by 18.4 percent of candidates. On top of that, 42 percent of those answered this question scored from 10 to 16 marks, 34.1 percent scored from 6 to 9.5 marks, 22.8 percent scored from 0.5 to 5.5 marks and 1.1 percent scored 0 mark. The general performance of the question was good because the performance of the candidates who scored from 6 marks and above was 76.1 percent. The omission of this question by many candidates is a sign that it was unfamiliar to many candidates. They probably failed to understand the word “delineate” used in this question. As results only 18.4 percent of the candidates answered this question out of registered candidates.

The candidates who got high marks were able to delineate six sociological principles of pure Islamic society and they managed to give relevant social principles like: source of

guidance, behavior of individuals, interaction with the society, right of different people, rights of Allah (SW) and right of self. Extract 8.1 is a sample from a script of a candidate who performed well in this question.

Extract 8.1

8.	<p>Religion is a belief on the existence of god who created the universe and gave man his spiritual nature which will continue to exist after the death of the body. There are various religions in the free world such as Islamic religion, Christianity, Hinduism, Judaism, Satanism and others. Islamic religion is a perfect way of life that should be followed by different people such as due to some reasons such as it is the religion of all prophets, it is as old as man, it solves all problems, it is not affected by time and space and other reasons.</p>
	<p>The following are the sociological principles of pure Islamic society:</p>
	<p>The source of guidance is Allah(SW). This is one of the sociological principles of pure Islamic society because Allah(SW) created the universe for a specific purpose. He created the universe for man kind and man was brought on the earth in order to be a servant of Allah(SW). There are different disasters on the earth such as lightning and others. The source of guidance from such disasters is Allah(SW) because it is the one who created the universe and everything on it.</p>
	<p>Man has to live according to the divine guidance. This is one of the sociological principles of pure Islamic society because Allah(SW) is the one who created Allah(SW) man in order to be his caliph when he is on the earth. He sent some prophets to man such as Muhammad (SAW), Jesus (AS) and others in order to clear the misunderstandings on his creation. So man has to live according to the teachings of prophets and Allah(SW) laws.</p>

8.	<p>Interaction between each other. This is one of the sociological principles of pure Islamic society because in the world people are scattered in different parts. Man has to interact with his environment in fulfilling his purpose of creation. According to the divine guidance unlimited interaction between male and female is not allowed due to some reasons such as immoral behaviours will be introduced and other reasons.</p>
	<p>Rights of Allah (swt) should be maintained. This is one of the sociological principles of pure Islamic society because Allah (swt) has created man in order for him to be his representative on the earth. Due to that when man is on the earth he has to fulfill his mission of being a caliph of Allah (swt) by interacting accordingly with his environment in order to maintain the right of Allah (swt) although he loses nothing by being not worshipped.</p>
	<p>Rights of man (swt) should be maintained. This is one of the sociological principles of pure Islamic society because man has to live well on the earth while focusing on fulfilling his purpose of creation that is being the caliph of Allah (swt). According to the divine guidance man has several rights such as legal and social rights which they have to be maintained.</p>
	<p>Rights of other creatures should be maintained. This is one of the sociological principles of pure Islamic society because man has to fulfill his purpose of creation that is being caliph of Allah (swt). So in doing that he or she has to maintain the rights of other people.</p>
8.	<p>Generally, above are the sociological principles of pure Islamic society. Therefore Islamic society should not have right debt, there should be no interaction between male and female, there should be good and clean politics, the society should not be affected by western culture, science and technology and other Islamic society characteristics.</p>

Extract 8.1 indicates a sample from a script of a candidate who answered the question correctly by delineating six sociological principles of pure Islamic society.

The candidates who scored low marks (22.8%), provided unsatisfactory responses. Many of them explain evils present in the society which was opposite to the requirements of the question. Extract 8.2 is a good example from a script of a candidate who failed to meet the demands of the question.

Extract 8.2

8.	Principles of pure Islam is the system of Islamic law that follow in all live in the university.
	In the society that follow Islamic law is increase justice, unity, co-specting and other from the principal of pure Islamic.
	In the pure Islamic there are different law in the different evil which judgement for Islamic law, some is both of thief .
	In the Islamic law, this evil is special punishment in the society. In pure Islamic law the thief is punishment in the carrying 80 stick is cutting the part of hand.
	Adultery . The punishment in the pure Islamic is divided into two party.
	One the people do not marry, their punishment in Islamic law is carrying hundred stick
	two the people who marry, their punishment is carrying stone till die.
	Al-qatl . The punishment in

8.	is the Islamic law is coming 80 Paks
	Ridea. Their punishment is
	pure Islamic is killing.
	This is the some of principle of
	pure Islamic society.

Extract 8.2 is a sample from a script of a candidate who explained types of crimes and evils present in the society instead of delineating six sociological principle of pure Islamic society.

4.0 THE PERFORMANCE OF CANDIDATES IN DIFFERENT TOPICS

The 2015 ACSEE performance analysis in Islamic knowledge shows that the candidates' performance is generally good since the percentage of the candidates who scored an average of 30 percent or more in all topics is between 53.9 and 94.4 percent. This shows that the performance in this subject has increased by 19.72 as compared to that of 2014 in which only four topics (Islamic way of life, Qur'anic concept of Education, Islamic Legal Science & Criminal Law and The Islamic State in Madina) had good performance, three topics (Belief in Allah and its implications, Qur'anic concept of Religion and Nations mentioned in the Qur'an) had average performance and four topics (History of the Universe and Mankind, History of the Universe and Mankind, Teachings of Selected Verses of the Qur'an and Islam in East Africa) had weak performance. However in 2015 examination there were five topics which were not examined in 2014, likewise there were six topics in 2014 examination which were not examined in 2015.

The improvement in performance might be associated with the deliberate measures which have been employed by teachers, students and other education stakeholders to address candidates' weaknesses observed in the 2014 examiners report.

5.0 CONCLUSION

Generally the performance of Islamic Knowledge examination for Advanced Certificate of Secondary Examination (ACSE) 2015 was good. However an analysis which has been conducted in paper 1 and 2 shows that candidates' performance was good in paper 1 compared to paper 2.

The candidates with good performance were able to answer the question correctly because they showed understanding of the task of the questions and showed mastery of the appropriate content required. They were also able to write well organized essays. Some few candidates with weak performance in some questions provided unsatisfactory answers due to the lack of knowledge of the topics concerned. Moreover some candidates answered against the demands of the questions. Some candidates showed the understanding of the task of the questions and they remembered the content required in answering the respective question but they failed to provide satisfactory explanations. On top of that, some candidates with weak performance had problems of articulation in English Language. Some for example used Kiswahili language in their explanations.

6.0 RECOMMENDATIONS

In order to improve candidates' performance in Islamic Knowledge subject, the following are recommended:

- (a) Teachers must exhaustively teach the topics stipulated in Islamic Knowledge syllabus. The coverage of the entire topics should be emphasized in order to make sure that the candidates are conversant with the content.
- (b) Teachers should spend more time in imparting Knowledge and techniques to students on how to identify the task of the questions.
- (c) The candidates should read carefully the examination questions in order to identify the requirements of the question.
- (d) Candidates should be encouraged to read various books so as improve their English language proficiency. This will enable them

to use correct spellings and grammatically correct sentences since in the ACSEE 2015 examination some candidates seemed to have relevant ideas in some aspect but lack of English vocabularies made them fail to express themselves.

- (e) Islamic institutions concerned with curriculum and teaching materials, school administrations and managers should ensure the relevant teaching and learning materials are available and accessible to teachers and students.

Appendix

The Summary of Candidates Performance in 2014 and 2015 Topic Wise

S/N	TOPIC	2014 EXAMINATION			2015 EXAMINATION		
		Number of questions per topic	Percentage of candidates who scored an average of 30 % or above	Remarks	Number of questions per topic	Percentage of candidates who scored an average of 30 % or above	Remarks
1	Islamic way of life	1	78	Good	2	74.8	Good
2	Qur'anic concept of Education	1	69.7	Good	1	88.1	Good
3	Islamic Legal Science & Criminal Law	1	60.9	Good			
4	The Islamic State in Madina	1	59.2	Good	2	53.9	Good
5	Belief in Allah and its implications	1	49	Average			
6	Qur'anic concept of Religion	3	41.35	Average			
7	Nations mentioned in the Qur'an	1	41.32	Weak			

8	History of the Universe and Mankind	1	20.1	Weak			
9	The Islamic State in Madina	1	18.7	Weak	2	53.9	Good
10	Teachings of Selected Verses of the Qur'an	1	14.6	Weak	1	85.1	Good
11	Islam in East Africa	1	12.1	Weak			
12	Arabia Before the Advent of Prophet Muhammad (s.a.w)				1	68.2	Good
13	Authenticity of the Holy Qur'an				1	77.6	Good
14	Evolution of Islamic State in Meccan Era				2	94.4	Good
15	The Five Fundamentals of Islam				1	92.7	Good
16	The Six Pillars of Faith				3	77	Good

