

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR  
THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2019**

**115 ISLAMIC KNOWLEDGE**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2019**

**115 ISLAMIC KNOWLEDGE**

*Published by:*  
The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania

All rights reserved.

## TABLE OF CONTENTS

FOREWORD.....	iv
1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF THE CANDIDATE’S RESPONSES IN EACH QUESTION IN PAPER 1 .....	2
2.1 SECTION A: QUR’AN AND TRANSLATION.....	2
2.1.1 Question 1: Teachings of Selected Verses of Qur’an.....	2
2.1.2 Question 2: Qur’anic Concept of Education .....	7
2.1.3 Question 3: Nations Mentioned in the Qur’an .....	13
2.2 SECTION B: ISLAMIC HISTORY AND HADITH .....	18
2.2.1 Question 4: Islamic State in Caliphate Era.....	19
2.2.2 Question 5: Sunnah and Hadith.....	25
2.2.3 Question 6: Evolution of Islamic state in Meccan Era.....	31
2.2.4 Question 7: The History of the Universe and Mankind .....	36
2.2.5 Question 8: The History of Islam after Caliphate Era.....	43
3.0 ANALYSIS OF THE CANDIDATES’RESPONSES IN EACH QUESTION IN PAPER 2 .....	49
3.1 SECTION A: TAWHIID .....	49
3.1.1 Question 1: Belief in Allah (s.w) and its Implications.....	50
3.1.2 Question 2: The Six Pillars of Faith.....	55
3.1.3 Question 3: The Purpose of Life and Life After Death.....	61
3.2 SECTION B: FIQHI .....	66
3.2.1 Question 4: Islamic Way of Life .....	66
3.2.2 Question 5: Islamic Legal science and Criminal Law.....	72
3.2.3 Question 6: Islamic Family Law .....	77
3.2.4 Question 7: The Five Fundamentals of Islam .....	83
3.2.5 Question 8: Islamic Family Law.....	88
4.0 ANALYSIS OF CANDIDATES’ PERFORMANCE IN EACH TOPIC.....	93
5.0 CONCLUSION.....	95
6.0 RECOMMENDATIONS .....	95
Appendix A.....	97
Appendix B.....	98

## FOREWORD

The National Examination Council of Tanzania is pleased to issue the Candidates' Items Response Analysis report (CIRA) of Advanced Certificate of Secondary Education Examination (ACSEE) 2019 in 115 Islamic Knowledge subject. This report provides feedback to students, teachers, parents, policy makers and educational stakeholders in general on the candidates' performance in this subject.

The Advanced Certificate of Secondary 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 for the candidates' performance in Islamic Knowledge subject. The report highlights some of the factors that made many candidates to score high marks in the attempted questions. Those factors include; ability to adhere to the demands of the question and possession of knowledge on the concepts related to the topic. Furthermore, the report highlights factors which made some candidates to score low marks in the examination. These include; failure to identify the demands of the question, inability to express themselves in English Language and lack of knowledge on the concepts related to the topic. The feedback provided in this report will enable education administrators, 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 National Examinations Council would like to thank all the examination officers, examiners and all others who participated in the preparation of this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The Islamic Knowledge examination consists of paper 1 and paper 2. The items in these two papers covered the Islamic Knowledge syllabus of 2012 whereby each paper consists of two sections; A and B, with three and five questions respectively. The candidates were required to attempt two questions from section A and three questions from section B. Each question in section A and B carried 20 marks.

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

A total of 893 registered for 2019 Islamic Knowledge examination while 863 candidates did examination. This is an increase of 167 candidates compared with 696 candidates who did examination in 2018. The results showed that 599 candidates passed with the following grades; grade C 13 (1.51%), grade D 117 (13.56%), grade E 305 (35.34%) and grade S 164 (19%). A total number of 264 candidates (30.59%) performed poorly in this examination by obtaining grade F. The ACSEE 2019 Islamic Knowledge performance shows that, 69.4 percent of the candidates passed. This performance has decreased by 2.5 percent compared to 2018 in which 71.9 percent of the candidates passed.

The performance of the candidates in each question was categorized as good, average and poor. The pass rate of each question was 35 percent and above of the marks allocated to the question. The candidates who scored an average of 60 to 100 percent fall under good category, those who scored from 35 to 59 percent fall under an average category while those who scored from 0 to 34 percent fall under the poor category. The candidates' performance is summarized in the attached appendix whereby green colour presents good performance while yellow and red colours imply average and poor performances respectively. Analysis of individual question is presented in the next sections. The presentation highlights the requirements of each question; the way the candidates answered them and analysis of their responses. Extract responses from scripts of candidates have been inserted to illustrate the cases presented.

## 2.0 ANALYSIS OF THE CANDIDATE’S RESPONSES IN EACH QUESTION IN PAPER 1

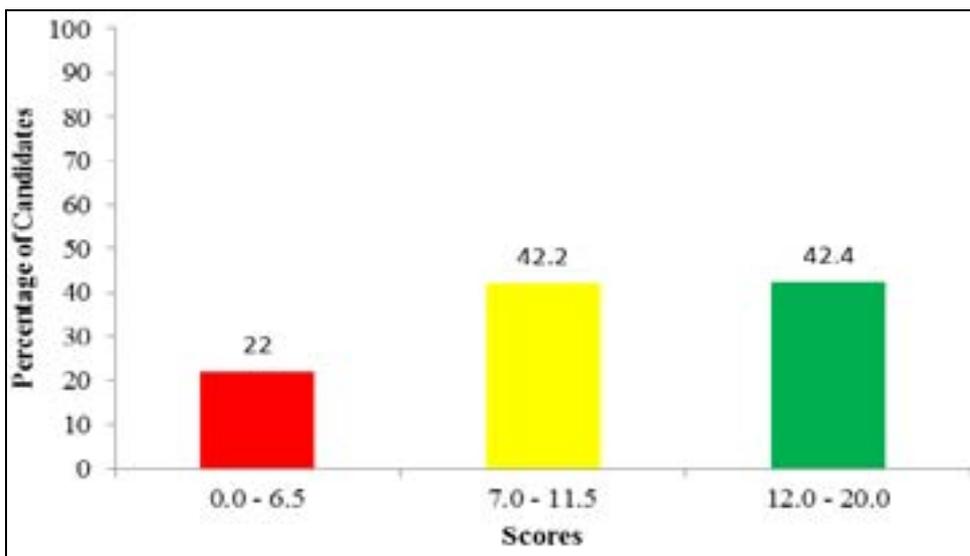
### 2.1 SECTION A: QUR’AN AND TRANSLATION

This section consisted of three (3) questions. These questions were from the topics of Qur’an and Translation. The candidates were required to answer two (2) questions from this section where by each question carried 20 marks.

#### 2.1.1 Question 1: Teachings of Selected Verses of Qur’an

This question required the candidates to outline three groups of men found in the first twenty verses of Suratul Baqarah (2:1-20) and to show two characteristics for each group. The topic covered in this question was Teachings of Selected Verses of Qur’an.

The question was answered by 177 candidates (20.5%) out of 864 who attempted this examination. 75 candidates (42.4%) scored from 12 to 18.5 marks while 63 candidates (41.2%) scored from 7 to 11.5 marks. 39 candidates (22%) scored from 0 to 6.5 marks among whom, 4 candidates (2.3%) scored 0 mark. Figure 1 shows the analysis of data on the performance of candidates in percentage.



**Figure 1:** *Performance of Candidates in Percentage in Question 1*

Performance of candidates in this question was good because 111 candidates (78%) scored from 7 to 19 marks. Candidates who scored high marks presented correct responses according to the demands of the question. They managed to outline three groups of men found in the first twenty verses of Suratul Baqarah (2:1-20) and showed two characteristics for each group. The three groups of men and their characteristics shown by these candidates were; (a) *Believers- they believe in the unseen, they establish Salat, they are ready to full fill Alla's command, they spend their wealth for sake of Allah (s.w), they believe life after death and they revealed books to the Prophet and before Prophet*; (b) *Disbelievers - they reject faith, Allah (s.w) had sealed their eyes, hearts, and ears and they promised painfull punishment*; (c) *Hypocrites - they are liars and their hearts are diseased*. Good organisational skills (arrangement of essay) and coherent English sentences were attributed to the candidates' performance in this question. However, the variation of candidates scores in this category based on the number of characteristics provided by them. Extract 1.1 is a sample of a good response from the script of a candidate who outlined three groups of men found in the first twenty verses of Suratul Baqarah (2:1-20) and showed two characteristics of each group.

1	<p>Suratul Baqara is the second surah in the arrangement of the quran. In this surah, Allah tried to explain and show different kind of people with their behaviour. In first 20 verses Allah describe three groups of men and their characteristics. These groups of men are:-</p> <p>Believers; In the first verses Allah describe the believes by showing different characteristics for the one who believe in Allah. The following are the characteristics of believers :-</p> <p>They believe unseen; In the third verse, Allah described the believers are the people who believes on things that you cant see or touch example Angels, God and other that are cant see.</p> <p>They believe in revelations; Allah unrolled on the fourth verse that, the believes believes in the revelation and by Allah so his prophets. There are Quran, Zabur, Taurat and Injil.</p> <p>The second group are hypocrites; This is the second group that Allah mentioned in the first twenty verses of suratul- Baqara. The hypocrites are those having the following characteristics.</p>
---	---

	<p>They are liars; The hypocrites are those who lie that they have believed when they are with believers but when they are with <del>no</del> disbelievers they just tell them that they are among them and they are not among those who have believed.</p> <p>They are diseased in their hearts, eyes and ears; Allah said that in the Qur'an, the hypocrites are diseased in their hearts and eyes and <del>ey</del><sup>ears</sup> thus they can't see or hear and at the day of judgment they will be punished for <del>they</del></p>
1.	<p>their deeds.</p>
	<p>The third group of men is disbelievers; they are those who totally do not believe in Allah. Allah also described their characteristics as follows:</p>
	<p>They do not want to be preached about the world of Allah; The disbelievers are told to believe but they totally refused and they do not even want to hear what Allah said, and they don't want to follow what they are told.</p>
	<p>They are stupid and they do not know that they are stupid; The disbelievers when they are told to believe they deny to do so, but they believe in things with no benefit to them. Allah portrays them as stupid, who do without knowing why they are doing so.</p>
	<p>Generally; Allah tried to show us in this part verses different groups of people found on the earth so as everyone to know and realize in which group he or she belongs, why and know how he or she can do to reach what Allah want us to know in the Qur'an and what to do on earth.</p>

Extract 1.1: A sample of good performance

Furthermore, the candidates with average performance demonstrated a relatively good knowledge on the topic of Teachings of Selected Verses of Qur'an. They identified types of groups of men found in the first twenty verses of Suratul Baqarah (2:1-20). They managed to provide the characteristics of each group. However, they lacked exhaustive elaborations of the required points. Above all, repetitions of some points characterised their responses. Yet, some of them gave less than the required points.

Some candidates mixed up relevant and irrelevant explanations on characteristics of these three groups of men. Example of those irrelevant points explained by these candidates were; (i) Believers-*they do what they permitted by Allah (s.w), they do not mixed Haq and Batili, they believe in Allah (s.w) and they use their time to glorify Allah (s.w)*. (ii) Disbelievers - *they do not pray, they told Muslim as they are trust but not and they collaborate on their eyes*, (iii) hypocrites-*they are hypocrites people, they are not specific place of religion, they were not believe Allah in last day and they were not fulfill the Oath*. Apart from mixing up correct and wrong answers, most of these candidates proved to insufficient English Language skills hence scored average marks.

Candidates who had poor performance lacked knowledge of the three groups of men found in the first twenty verses of Suratul Baqarah (2:1-20). They failed to identify the characteristics of these people. Consequently they deviated from the focus of the question by providing responses which were not related to the question. Example of wrong answers given by one of these candidates for each group were; (i) Believers-*they believe in one God*, (ii) Disbelievers-*they are not fulfil the religion need* (iii) Hypocrites-*they did not participate in jihad and they are not have believe*.

Other candidates misunderstood the statement "three groups of men" used in this question, instead of writing group of men found in Suratul Baqarah (2.1-20), they wrote the names of people found in Suratul-Baqarah in general hence scored 0 mark. Examples of the names mentioned by these candidates are: *Adam the first Man with his wife Hawa found in Suratul Baqarah and Mussa is the second Man found in Suratul Baqarah*. Also some candidates created other group known as "muttaqin" and omitted group of hypocrites. This confusion also made them to perform poorly. Extract 1.2 shows a sample of the incorrect response from a candidate who explained two of five pillars of Islamic faith instead of outlining three

groups of men found in the first twenty verses of Suratul Baqarah (2:1-20) and two characteristics for each.

1	<p>Suratul-Baqara: Is a second sura- whereby Allah (sw) revelation from the first step- and second step from Allah (sw) to earth. Suratul Baqara have consist different groups of men whereby Allah (sw) show in the suratul Baqara. Some men or groups of men are:</p> <ul style="list-style-type: none"><li>Peoples are established swalat.</li><li>Group of men are believe Ghaibu.</li><li>Group of man are believe Allah (sw) and- believe last day.</li></ul> <p>The following characteristics of Suratul-Baqara are:</p> <ul style="list-style-type: none"><li>To believe the form of books: In the Suratul-Baqara, Allah (sw) create the sura and show different action. Also people are believe form of book like Qur'an and all sura consist the purpose believe to-increase love to worship Allah (sw) for- all Ibadat like Fasting, testification and- other. For example the evidence in the chapter (2 verse 4).</li><li>To believe last day: All muslim- must believe the last day and believed- that all action must be rewarded either - God or bad, If God give paradise and if- bad give fire for according their deed. For example, in the evidence, in chapter (2 verse 4).</li></ul> <p>Generally, those are groups of men in the</p>
---	---

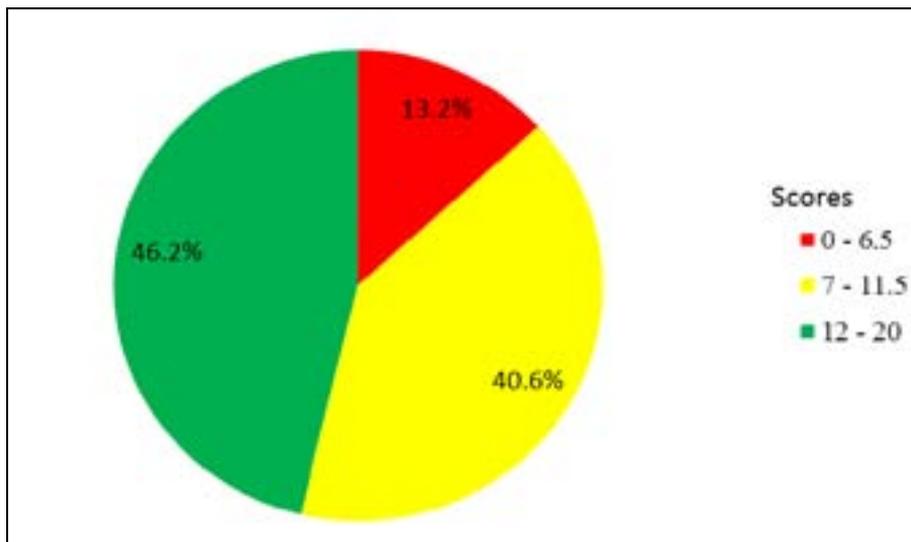
first twenty verses of Suratul Baqarah (2: 1-20)
and show different characteristic whereby-
muslim want to some follow if good and some-
not follow if bad.

**Extract 1.2:** A sample of poor performance

### 2.1.2 Question 2: Qur’anic Concept of Education

In this question, candidates were given Prophetic Hadith which said that “seeking knowledge is obligatory to every Muslim man and woman” (Muslim) and they were required to refer that prophetic Hadith to give five reasons why seeking knowledge is emphasized in Islam. The topic covered in this question was Qur’anic Concept of Education.

The question was answered by 803 candidates (92.9%) out of 864 who attempted this examination. 371 candidates (46.2%) scored from 12 to 18.5 marks while 326 candidates (40.6%) scored from 7 to 11.5 marks. 106 candidates (13.2%) scored from 0 to 6.5 marks among whom, 1 candidates (0.1%) scored 0 mark. Figure 2 shows the analysis of data on the performance of candidates in percentage.



**Figure 2:** Performance of Candidates in Percentage in Question 2

As the analysis of this question shows, the performance of the candidates in this question was good because 697 candidates (86.8%) scored from 7 to 19.5 marks. The candidates who scored high marks were able to address the demands of the question and had enough knowledge on the topic of Qur'anic Concept of Education. Some of the correct answers given by these candidates were; *The first revelation revealed to Prophet (s.a.w) was insisting to seek for knowledge, angels were commanded to prostrate before Adam because he was more knowledgeable than them, Qur'an praises those who have knowledge, the knowledge increase the horizon of thinking and make man civilize and develop and Islam can not be established by ignorant people.* These candidates had shown good organisational skills of their work. They had also coherent English sentences all of which led them to score highly in this question. However, there was variation of marks showed among the candidates. This is because the strength of the reasons differed among them, a situation which made them differ in scores. Extract 2.1 shows a sample of the correct response from a candidate who gave five reasons why seeking knowledge is emphasised in Islam.

2	<p>Knowledge is the skill that enable someone to do certain thing in a perfect way without doing it dogmatically. "Seeking knowledge is obligatory to every muslim <del>man</del> man and woman" (Muslim). By referring to this prophetic Hadith, there are reasons why seeking knowledge is emphasized in Islam. The following are the reasons as to why seeking knowledge is emphasized in Islam.</p>
	<p>The first wahay (revelation) revealed to the prophet (saw) was insisting to seek for knowledge. This is the first reason as to why seeking for knowledge is emphasized in Islam. The first wahay revealed to the prophet Muhammad (s.a.w) was insisting on seeking for knowledge. The prophet (s.a.w) was told by the Angel Jibril (a.s) to read in the name of Allah as it is stipulated in the Quran in the surat- albaq (96:1-5) thus why islam enjoin people to seek for knowledge.</p>

Angels were commanded to prostrate before Adam because he was more knowledgeable than them. This is the second reason as to why seeking for knowledge is emphasized in Islam. According to the narration of the Quran in the suratul-Baqah verse (30-35) and the history of man, the first Man to be created by Allah (s.w) was Adam (a.s) and he gave him knowledge of many things then Allah (s.w) commanded the angels to prostrate before Adam (a.s) because he was more knowledgeable than them so this encourage people especially muslims to seek for knowledge.

Qur'an praises those who have knowledge. This is the third reason as to why Islam emphasize on seeking for knowledge. Those people who have knowledge are praised in the Qur'an and Allah (s.w) says in the Qur'an those who know him and believe him are those who have knowledge this why Islam enjoins people to seek for knowledge.

2. 9.	<p>Knowledge increase the horizon of thinking and make man develop and be civilized. This is the fourth reason as to why seeking for knowledge is emphasized in Islam. The knowledge increase the horizon of thinking and make the man to develop and become civilized, knowledge make the man to think as who he is and why he was created, what the purpose of his creation but also knowledge help someone to solve many problems encountering him thus why Islam enjoin people to seek for knowledge.</p>
	<p>Islam can not be established by ignorant people. This is the fifth reason as to why seeking for knowledge is emphasized in Islam. Islam can't be established by ignorant people, people who have no knowledge, people who are not knowing themselves and not knowing their purpose of being in this world, Islam will be established by people who are knowledgeable thus why Islam emphasize on seeking for knowledge.</p>
	<p>All in all, many muslims are not engaging themselves on seeking for knowledge thus why they remains apathy/ unaware about their political, economical and social issues so muslims should fight for knowledge in order to establish kingdom of Allah (sw) in this world and to fulfill their purpose of creation</p>

**Extract 2.1:** A sample of good performance

On the contrary, some candidates had an average performance because some of them provided less than five reasons as needed in the question. They managed to mention reasons for seeking knowledge in Islam. But the reasons they provided had very shallow explanations. Yet the candidates had insufficient English Language skills. This made their answers lack clarity. Also there were those candidates who mixed both correct and incorrect answers. Examples of wrong responses provided by one of the

candidate were; *it is challenge given to mankind, Allah (s.w) promise to hell those who have no knowledge, it helps the learner to know thier life span, the man has to learn all branches of knowlegde, source of knowledge is Allah (s.w) and it includes spiritual as well as materialist in the society.*

Moreover, some of the candidates who performed poorly misinterpreted the question. Most of them explained Islamic concept of education instead of giving five reasons why seeking knowledge is emphasised in Islam. For example one candidate provided axplanation of the Islamic concepts of education as: *the meaning of education, status of knowledge, objective of knowlege, position of knowledge and demacation of knowledge.*

Other candidates explained the qualities of true religion. In this case, they mixed this question with the characteristics of Islam as a true religion. This was contrary to the question which demanded the candidates to give reasons why Islam emphasized the act of seeking knowledge. The qualities of true religion provided by candidates were: *Proper conduct, it must be universal religion, Islam is a religion given to mankind and Islam is a religion of all mankind.*

There were candidates who explained characteristics of believers as stipulated in Suratul Baqara instead of giving reasons why seeking knowledge emphasized in Islam. Such characteristics were; *they believe in unseen, they spend part of their wealth in charity, should steadfast in prayer, they fear Allah (s.w) and to obey Allah's pinciples.* Extract 2.2 is a sample of a response from a script of a candidate who misinterpreted the question. The candidate explained importance of following Islamic religion instead five reasons why seeking knowledge is emphasised in Islam.

Every Muslim does not leave without religion, so that we need to know that religion is the system of life that is used human being for real and real life for every day. So that is reality that seeking knowledge is obligatory to every Muslim man and woman. So that to refering to this Prophetic Hadith the follow is reasons of why seeking knowledge is emphasized in Islam. like that follow:

Firstly; The all body of Human being, we know that Religion is the system of life of human being that is used for dailly life so that we need to understand that this is the first reason of seeking knowledge is emphasized in Islam.

Secondly; The meaning of Religion in Islam; According to this point this meaning of Religion in Islam is the system of human life of human being that is used for dailly life so that we need to understand that is this is the second reason of seeking knowledge is emphasized in Islam.

Thirdly; Every Human being are follow God; For any person are followed something that are believed in they heart so that according to the system of life of human being that is used for dailly life so that we need to understand that is this is the third reason of seeking knowledge is emphasized in Islam.

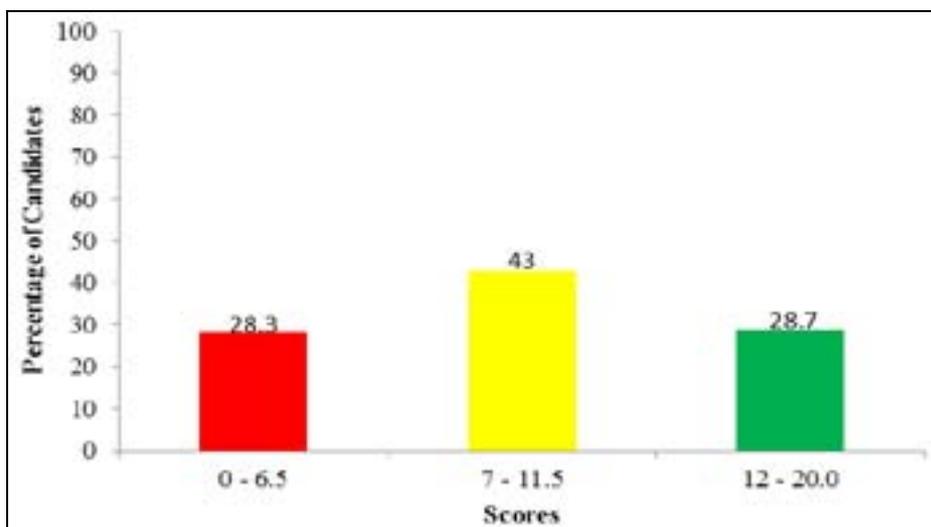
According to the above point is enough to refering to this Prophetic Hadith and thus are reason of why seeking knowledge is emphasized in Islam.

Extract 2.2: A sample of poor performance

### 2.1.3 Question 3: Nations Mentioned in the Qur'an

The topic covered in this question is Nations Mentioned in the Qur'an. The question required the candidates to analyse five factors which led to the destruction of people of Thamud.

The question was answered by 647 candidates (74.9%) out of 864 who attempted this examination. 186 candidates (28.7%) scored from 12 to 17.5 marks. 278 candidates (43.0%) scored from 7 to 11.5 marks while 183 candidates (28.3%) scored from 0 to 6.5 marks among whom, 18 candidates (2.8%) scored 0 mark. Figure 3 shows the analysis of data on the performance of candidates in percentage.



**Figure 3:** Performance of Candidates in Percentage in Question 3

The performance of candidates in this question was good because 464 candidates (71.7%) scored from 7 to 16 marks. The candidates who had higher scores in this question understood the demand of the question. Also they had enough knowledge about Nations Mentioned in the Qur'an. These candidates analysed well and provided detailed factors which led to the destruction of people of Thamud. These candidates explained that; *they were idolatrous, they rejected the teachings of their Prophet, they misused the favours given to them by Allah (s.w), they killed the She-camel, they deny the existence of Allah (sw) they attempt to kill the Prophet.* These candidates showed a good organisational skills and coherent English

sentences. These attributes led to the candidates' attainment of higher scores. However, there were variations of scores among candidates' explanations. The reason behind the trend was their differences in ability to provide strong and adequate explanations. Extract 3.1 is a sample of a response from a script of a candidate who analysed well factors which led to the destruction of people of Thamud.

a/ Thamud people these were the people of the Northern Arabia. They were the people of Prophet Saleh (a.s). They were architectural and proud of power, they were also powerful, rich and committing evils as well. To them was sent Prophet Saleh to teach them that Allah (s.w) is their creator but they refused and asked for the proof. A she-Camel was sent to them but was accepted and some did not hence killed the she-camel. They were given three days for repenting but they did not, hence were destroyed by an earthquake and thus marked the end of the disbelievers. The following are the factors which led to the destruction of the people of Thamud.

They were idolatrous: The people of Thamud were worshipping idols instead of Allah (s.w): that is why Prophet Saleh was sent to them to teach them on how to worship Allah (s.w). But they refused to accept Allah (s.w) and hence worship the idols who were of no use. Hence, this was also one among the factors which led to the destruction of the people of Thamud.

They misused the favours given to them by Allah (s.w): For example, the gardens, houses, water bodies. Instead they used them as a way of accumulating wealth and only living luxurious life. Instead of thanking Allah (s.w) they misuse them. Hence, this was also one among the factors which led to the destruction of the people of Thamud.

They killed the she-camel: The Thamud people demanded for evidence to show them the existence of Allah (s.w), when it was given to them in the form of a she-camel some of them believed

3/ and some of them disbelieved and thus they killed the She-Camel. They were given three days to repent but they did not repent. Hence, they were destroyed by earthquake. Hence, this is also one among the factors for the destruction of the people of Thamud.

They deny the existence of Allah: The things which they were favoured with were all signs which show the existence of Allah (c.w). Also the She-Camel is also a sign given to them by Allah (c.w) but they also deny the existence of Allah but some of them accepted and thus they were safe and were not destroyed by the earthquake. Hence, this is also among the factors which led to the destruction of the people of Thamud.

They attempted to kill the Prophet: The Thamud people also attempted to kill their Prophet Saleh (c.w) who was sent to them. After killing the She-camel, they also made plans for attempting to kill prophet Saleh but they failed. This made Allah (c.w) angry and thus destroyed them with an earthquake. Hence, this was also one among the factors for the destruction of the people of Thamud.

All in all, the above were among the factors for the destruction of the people of Thamud and the following are lessons which we get: First the existence of Allah (c.w) and that Allah is more powerful and strong and He always stands with those who stand for His cause.

Extract 3.1: A sample of good performance

Further analysis shows that, the candidates with average performance either provided less than six factors or mixed up between lessons and factors for the destruction of the Thamud community. For example, one candidate wrote; *practise of raping among the women, killing of Prophet of Thamud, injustice among the people of Thamud and increase of disbeliever prostitution, they misuse power, being ignorants, disunity, and bad behavious*. The candidates in this group, apart from mixing up correct and incorrect answers, had insufficient English Language skills which the expression to lack clarity. These all factors explain why the candidates had average scores.

Some of the candidates who had poor performance responded contrally to the requirement of the question. Forinstance, one candidate instead of analysing the factors for the destruction of people of Thamud, analysed different categories of punishment like; war, conflict, disunity, disease and hunger hence scored 0 mark. Most of the candidates in this category did not understand the need of the question. They created their own question instead. Examples of those incorrect answers provided by those candidates were; *important of shoura to the Muslims, Muslim faith remain costant, breaking the law, killing the animal of Allah (s.w), protest, hypocrites, bad deeds, ignorance of Allah , sinfull life style, dinied of Allah superiority, Classes , tribalism, lack of solidarity, lack of unity, killing of prophet*.

Others candidates misinterpreted the question by pointing out the charecteristics of the Thamud people instead of causes for their destruction. For example one candidate wrote the following characteristics; *Thamud people attaimed to kill female babies, not glorify Allah (s.w), existence of exploitation, lack of unity and solidarity, peace and security*. These misunderstanding led them to score low or 0 mark. Extract 3.2 is a sample of a candidate who explained the lessons Muslims learn from Meccan crusible instead of analyzing factors which led to the destruction of people of Thamud.

3.

Thamud people; Are those people who go against Allah (s.w) and his prophet Muhammad (s.a.w). Thamud people they do different bad thing to a Muslim and his prophet Muhammad (s.a.w) but still they do not get any success in their threath, different fitna and other thing, but still Muslim remain constants. Thamud people they undergo destructed at the end after knowing that do not get success on it.

The following are the factor that lead the destruction of Thamud people.

The important of Shourah to the muslim; the muslim with his head prophet Muhammad (s.a.w) they have behaviour of staying and taking different thing involve Islam that build their faith without knowing them self, that help in destruction of Thamud people since they arrange how to eliminate disbelievers who give us threath and other difficult life.

Muslim faith remain constant to disbelievers (Thamud people); Thamud people they want to kill their muslim faith by giving threath and other thing by knowing that they can change into another religion from Islam. This gives us lesson that muslim faith must be tasked to know the how people or how much people believe to Allah (s.w).

Route of the pb prophet Muhammad (s.a.w); prophet Muhammad (s.a.w) have its route that help from his activities of fighting against anti-islamic forces. Most of his

<p>route is to move to jabar hirah and play for Allah to help from it. So Among the thamed people they tend to follow a Prophet Muhammad to know what he does, the end he fail to know it.</p> <p>Obedience to the Leader prophet Muhammad (S.A.W): Muslim they give obedience and respect prophet Muhammad (S.A.W) because he is among of the people who build his/her faith against anti-Islamic force like thamed people, they do what was provided from prophet Muhammad (S.A.W) for better success and improvement of muslim.</p> <p>Assistance from Allah (G.W) through Angel jibril: Also prophet Muhammad he get what of different thing which is bad or good that might happen today, tomorrow, or night period, so this help Muslim to live with peace at any time since they get every information from Prophet Muhammad against Anti-Islamic force.</p> <p>Generally; Thamed people they fail to affect the muslim and the end they being destructed due to different factor, so this we get a lesson that the muslim faith can not must be tested, Also the obedience to the leader, Also always any kind of victory come from Allah (G.W), Thus made every thing in the world and make the thamed people to fail on wanted to destruct a Muslim people.</p>
---

**Extract 3.2:** A sample of poor performance

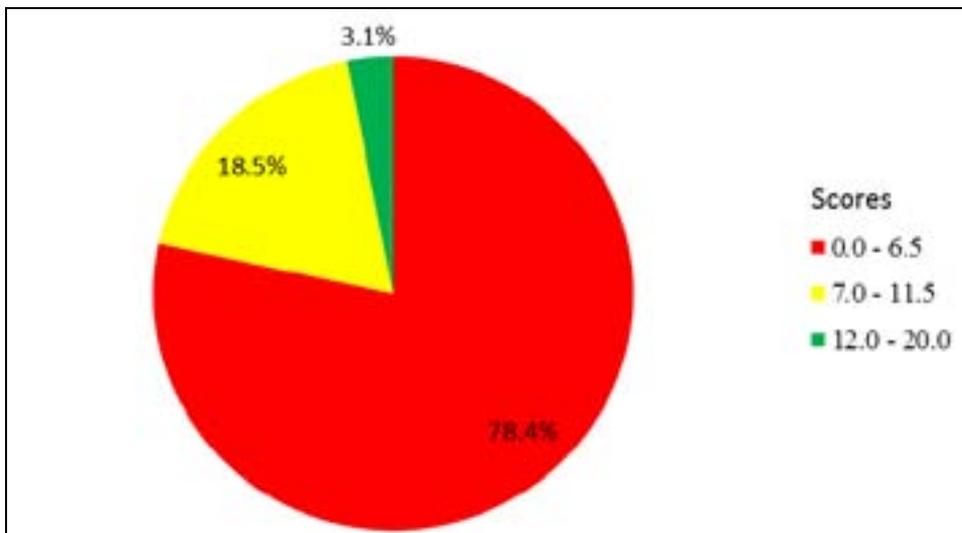
## 2.2 SECTION B: ISLAMIC HISTORY AND HADITH

This section consisted of five (5) questions from Islamic History and Hadith. The candidates were required to answer three (3) questions only.

### 2.2.1 Question 4: Islamic State in Caliphate Era

This question required candidates to analyse six factors which led to the decline of Islamic state during the Caliphate era. This question is from the topic of History of Islamic State in Caliphate Era.

The question was answered by 514 candidates (59.5%) out of 864 who attempted this examination. 403 candidates (78.4%) scored from 0 to 6.5 marks. Among them, 24 candidates (4.7%) scored 0 mark while 95 candidates (18.5%) scored from 7 to 11.5 marks and 16 candidates (3.1%) scored from 12 to 18 marks as it shown in Figure 4.



**Figure 4:** Performance of Candidates in Percentage in Question 4

Generally, the performance of candidates in this question was poor because only 111 candidates (21.6%) scored from 7 to 18 marks. The poor performance of 75.4 of candidates in this question was attributed these factors: failure to understand the requirements of the question and poor knowledge of factors which led to the decline of Islamic state during the Caliphate era. These factors resulted into incorrect responses. For instance one candidate instead of analyzing factors for the decline of Islamic state during the caliphate era he/she explained mechanisms used by disbelievers to annihilate Islam in Meccan era. They provided points such as: *challenge the Qur'an*, *challenge the Prophet*, *malicious propaganda*, *threatening the*

*Muslims, killing of Muslim and violence.* Further analysis revealed that some candidates mixed up ideas between the problems which Abubakar faced during his caliphate with the causes for the decline of Islamic state during the caliphate era. In this case, one candidate explained the problem which Abubakar Sidiq faced. Points provided were: *riddah movement, some Muslims refused to pay Zakat, the rise of false Prophets, lack of strong faith and opposition from Jews and hypocrites.* Other went as far as to explain the torturing of Muslims in the meccan era as the factors led to the decline of Islamic state, hence scored poor marks. Extract 4.1 shows a sample of a script of a candidate who explained problems which Muslims faced during the Madina era instead of explaining factors led to the decline of Islamic state during the caliphate Era.

4	<p>Islamic state was a state at the time of caliphate era or period which makes an Islam to be high in each and everything in practically as well as theoretically. The following were a factors which led to the decline of Islamic state during the caliphate era or period.</p>
	<p>The different battle; This can make a Islamic state to decline because of different battle which was conducted at that time between Muslims and non-muslims, and others. This was among of the thing which led to the decline of Islamic states. Example; Battle of Uhud, Badr and so on.</p>
	<p>The truce of Hudaibiyya; This means that Hudaibiyya can make changes because was a peace documents</p>

4.	<p>between Muslims and non-believers almost were seventy two (72) and small amounts of Muslims. This makes the Islamic States to decline.</p> <p>The Medina charter; This means that, Islamic state was made by Medina charter instead of making an Islamic state to be in good position and make them to decline of Islamic state in caliphate era.</p> <p>Spread of town and cities; This means that, town and cities were more spread because of Islamic states during caliphate era. The leaders and other members they move from one area to another. Example; From Medina to Mecca and so forth.</p> <p>The use of instructional and intellectual training; This may point that Islamic states were decline because of that training. The one who makes those training was prophet Muhammad (s.w) was a good leader at that time up this time even though was died.</p> <p>All in all; Founder of Islamic states to decline for a long period we should cooperate each other and make all of united to them.</p>
----	--

Extract 4.1: A sample of poor performance

The candidates who scored high marks were in line with the demand of the question. They had knowledge of History of Islamic State in Caliphate Era especially its decline. Their responses indicated what was expected to be answered. They explained six factors which led to the decline of Islamic state during the Caliphate Era. Some of the reasons given by these candidates were; *the rise of kingship system by Muawiya, rise of power mongers, instigation of hypocrites such as Abdallah bin Sabaa, rise of religious sects, civil wars and shifting of Islamic city state from Madinah to Kufa then to Damascus*. However, the variation of scores of candidates in this question depended on clarity and exhaustiveness of points explained.

Further analysis shows that candidates with average performance either provided less than six points or mixed up correct and incorrect reasons. Example of incorrect factors which led to the decline of Islamic state during the caliphate era mixed up with correct reasons by candidate were: *political instability, poor collection of tax, inequality, fall of Islamic law, the decline of economy and the fall of government*. Apart from mixing up correct and wrong answers, some of these candidates had insufficient English Language skills and therefore failed to construct produce meaningful sentences. All these reasons explain why the candidates had on average scores. Extract 4.2 shows a sample of a candidate who gave relevant factors which led to the decline of Islamic state during the caliphate Era.

4 for caliph Ali and Lady Aisha which arose due to the delay of caliph Ali in solving the problem of Assassination of caliph Uthman bin Affan, actually this made the decline of Islamic state.

Shifting of Islamic capital city from Medina to Kufa then to Damascus; Also we see that the Islamic state during the caliphate era declined due to the shifting of the Islamic capital city in which at that time it was in Medina, then it shifted to Kufa then to Damascus which led to confusion of the Muslims.

Assassination of Uthman bin Affan; after Uthman bin Affan was assassinated, caliph Ali delayed in solving that problem in which it led to occurrence of war of camel with Lady Aisha and war of siffin between caliph Ali and Muawiyah that was boosted by Abdullah bin Sahl, so due to that it led to the decline of the Islamic state in a caliphate era.

Generally; the Islamic state is destroyed with small things in which if we could not be very serious so we have to strengthen unity among Muslims ourselves, let us remove religious sects, and also we have to spread Islam widely as we can; by doing that it will lead to strong foundation of the Islamic states.

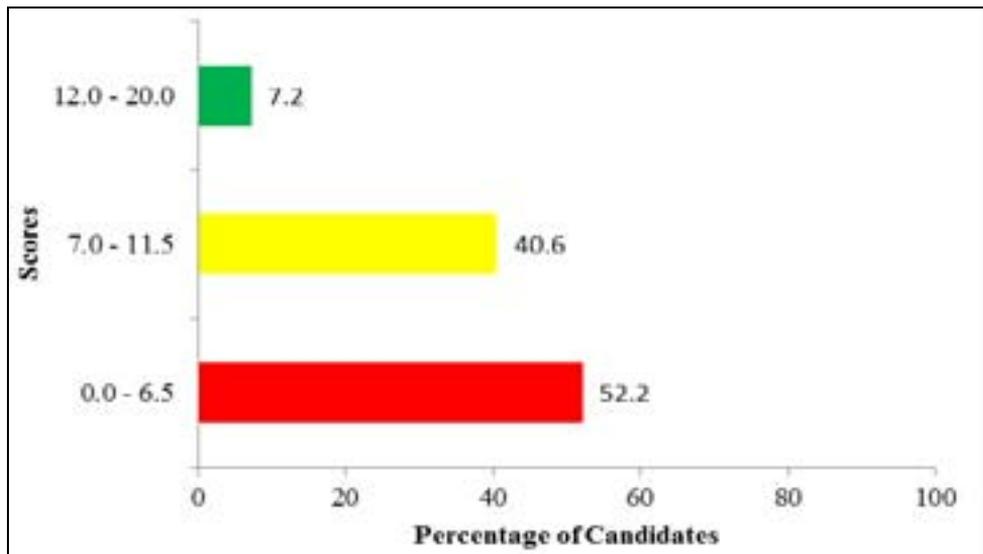
4.	<p>Caliphate era this was the period in which caliphs were leading the Muslims after the death of prophet Muhammad (s.a.w). actually these caliphs were Arabians. Uthayb, Umar bin Abdul Aziz, Uthman bin Affan and Ali (r.a). so during the period of these caliphs they did a lot in promoting strong Islamic states and expand the Islamic empire but actually the Islamic states disintegrated, due to the following factors which are;</p> <p>Rise of kinship by Murrizya; Murrizya was a powerful leader who started to rule the Islamic state after the assassination of Ali, so on his rule it was a hereditary system where by after him he shifted leadership to his son Yazid Murrizya who also he was powerful leader so due to that it made to the decline of Islamic state during the caliphate era.</p> <p>Rise of power hunger; Abdallah bin Zubayr was the power hunger at the time of caliphate where by he used to make fitna between Ali, Lady Aisha and Murrizya in order that he could get a chance of being the leader of the Islamic state, actually his power made the disintegration of the Islamic state.</p> <p>Rise of religious sects; In that time of caliphate era there was a lot of religious sects which brought diversity among the Muslims example Khawarij, Shiyya, Sunni etc. so due to the existence of these sects it made to the decline of Islamic state cause every one has its own ideology which made them to disunity in hindering the development of Islamic state.</p> <p>Civil wars; also at that time civil wars happened in which it made disunity among the Muslims example war of Jiffin was for Caliph Ali vs Murrizya and also the war of camel war</p>
----	---

Extract 4.2: A sample of good performance

### 2.2.2 Question 5: Sunnah and Hadith

This question was divided into two parts; (a) and (b). In part (a) the candidates were required to give three reasons why Sunnah and Hadith are significant in Islam: in part (b) the candidates were required to give three reasons why Hadith was restricted during the lifetime of Prophet Muhammad (s.a.w). The question covered the topic of Sunnah and Hadith.

The question was answered by 611 candidates (70.7%) out of 864 who attempted this examination. 44 candidates (7.2%) scored from 12 to 17 marks. 248 candidates (40.6%) scored from 7 to 11.5 marks while 319 candidates (52.2%) scored from 0 to 6.5 marks among whom, 27 candidates (4.4%) scored a 0 mark. Figure 5 shows the analysis of data on the performance of candidates in percentage in this question.



**Figure 5:** Performance of Candidates in Percentage in Question 4

The performance of candidates in this question was average because 292 candidates (47.8%) scored from 7 to 19 marks. Candidates with high marks had a relatively adequate knowledge of the Sunnah and Hadith, sufficient English Language skills and good essay organisation. They gave correct three reasons why Sunnah and Hadith are significant in Islam in part (a). some of the reasons given by these candidates were: *Sunnah and Hadith help Muslims to understand the message of Qur'an, Sunnah is among of the*

primary source of Sharia in Islam and Sunnah and Hadith help to put clear how to implement law which explained in general in the Qur'an.

In part (b) these candidates were able to give reasons as why Hadith was restricted during the life time of Prophet (s.a.w). The reasons given by these candidates were; *Prophet himself was there so everything was explained by him, Muslims were prohibited to write Hadith fearing of mixing Qur'an and Hadith and Muslims were much concentrated on writing and memorizing Qur'an.* The scores of these candidates ranged from 12 to 19 depending on clarity of the answer and exhaustiveness of points demanded in the question. Extract 5.1 is a good sample of a response from a script of a candidate who gave reasons why Sunnah and Hadith are significant in Islam and reasons for restriction of Hadith during the life time of Prophet (s.a.w).

5.	<p>Sunnah is prophet Muhammad's speech, action which is part of prophet hood. Sunnah and hadith are significant in Islam for the following reason:</p> <p>Sunnah is a one of <sup>two</sup> primary law of Islam: this one among the significant of sunnah and hadith when the one of two primary law of Islam. this is help muslim how to live with the to follow this primary law of Islam.</p> <p>Sunnah and hadith help muslim to understand the message of Quran: this is significant also for muslim help they to understand the message of Quran in order to know the purpose of the creator.</p> <p>Quran enact law but not specifies how to perform this way of worship: this another significant in Islam when the Quran enact law like fasting prayer but do not specifies how to perform this way of worship but through sunnah and hadithi specifies the way of perform this worship.</p>
----	--

5. b) Hadith refers to the prophet's sayings, which describe *sunnah*. *Sunnah* which can be described is concerning with speeches, actions or deeds and commands. So as show how muslims should live here on the earth. The hadith was restricted during the lifetime of prophet (saw) because of the following reasons.

Prophet Muhammad (saw) himself was present. There was no need on collecting and compiling Hadith, while prophet (saw) is present. Because he continue to teach others things, therefore there will be difficult to write each and every thing. For this reason the compiling and writing was not necessary during prophetic era.

Caliphs were much concentrating on writing and reciting Quran. It because Quran it was still revealed caliphs were concentrating on reciting Quran first and writing it, because if they were concentrating with hadith they may lose the most needed words which revealed revealed in peace meal.

They were fearing of mixing Quran with hadith. They is because Quran was still revealed then prophet (saw) restricted caliphs to concentrate reciting Quran first, because they may mix words of Allah (sw) with words of prophet

**Extract 5.1:** A sample of good performance

Some candidates with average performance mixed up relevant and irrelevant answers. Examples of irrelevant answer mixed by these candidates were; *significance of Hadith in Islam is to enable us to live according to the Prophet (s.a.w), guide people to the right way and obeying Sunnah may send Muslim to heaven.* Apart from mixing up correct and

wrong answers, these candidates had also insufficient English language skills. Others managed to answer one part of the question but failed to answer the next part which led to score average marks. Moreover the candidates who performed poorly in this question were not able to explain reasons why Sunnah and Hadith are significant in Islam. They gave out three reasons why Hadith was restricted during the lifetime of Prophet Muhammad (s.a.w).

In part (a), some of them wrote imaginary reasons why Sunnah and Hadith are significant in Islam. However these reasons according Islamic point of view were not true. For example one candidate provided such reasons as: *it help to understand a part of prophethood, it helps to describe the level of Allah, it helps to get success, it help people to avoid deeds which God is not allowed and it help people to know the thing that you do allowed by Allah.* Hence their explanations led them to score scored low marks.

Some candidates failed to distinguish between Sunnah and actions of Sunnah. For instance one candidate explained the importance of optional prayers that is to fill the gape of incomplete obligatory prayer. Some candidates mixed up between benefits of Sunnah and Hadith and significance of Sunnah and Hadith. As such they came up with benefits obtained instead of significance of Sunnah and Hadith. For example one candidate explained the following benefits: *Sunnah help Muslims to be close to Allah (s.w), Sunnah help to build a good moral, Sunnah and Hadith help Muslims to know Islamic history, through Sunnah Muslim get reward (thawabu), help Muslims to do good deeds and avoid shameful deeds and it helps people to copy from the Prophet (s.a.w).*

In part (b) some of the candidates failed to give reasons as to why Hadith was restricted during the lifetime of Prophet Muhammad (s.a.w). They argued this was so due to lack of enough knowledge. Others came up with the argument that Hadith was restricted because of some ills related to those Hadith. As such they said: *it was based on false accusation, some Hadith were against Allah and some Hadith were beyond Prophet teaching and existence of false and wrong Hadith.* Further analysis revealed that some candidates interpreted the word “restricted” as the way Prophet (s.a.w) used to teach few Hadith so as to allow easy memorization and adoption. Additionally some candidates understood the meaning of word “restricted” as it used in the question but they came with wrong answer

such as: *Lack of enough people who know Hadith and Sunnah about all aspect of life, Lack of enough people to collect and write all Hadith.*

Moreover, there were candidates in this part who totally failed to understand the requirement of this part of the question. They ended up guessing the answers. They wrote that; *Remind people about what Prophet did, know the existance of Allah (s.w) they want to establish the kingdom of Allah (s.w), to help people to get biessing o Alllah (s.w), to help people true magic of Allah (s.w).* These candidates failed to answer the question as required and therefore, they ended up scoring low or 0 mark. Extract 5.2 shows a sample of a candidate who explained uses of Hadith and wrong reasons for the restriction of compiling Hadith instead of explaining the significant of Hadith and reason for restricting of Hadith during the life time of Prophet Muhammad (s.a.w).

50.	Sunnah: Were the actions of the prophet muham mad (s.w) in which he was doing on his daily life through sunnah people get to know much about the characters of the prophet;
	Hadith: Were the narrated stories which explains about the events which took place at the last centuries which explains much about the events like wars and different actions conducted by the prophets.
	The significant of Sunnah and Hadith are as followings;
	Through sunnah muslims get to learn about the behaviours (action) of the prophet; The actions of the prophets are being provided to the mankind through the obligat- ion of conducting sunnah. Through sunnah one gets experience on the actions of the prophets.
	Through Hadith we (muslims) get to know about Islamic history; Hadith shows the past events which occurred at a long time on the history of islams i.e war

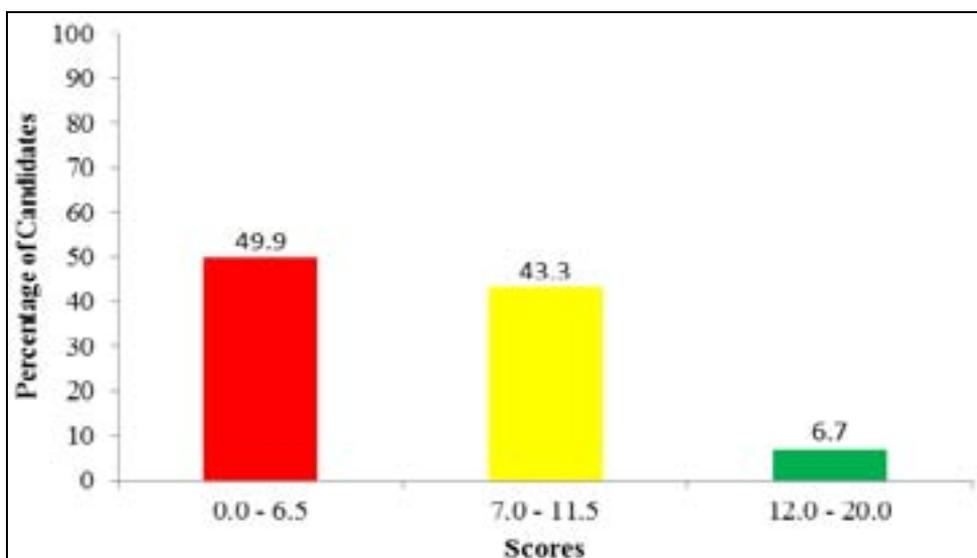
5a	<p>So through hadith muslims get to know much about the nature of Islam.</p> <p>Through conducting sunnah muslims gets prefer(though) from Allah (s.w): Allah (s.w) has ensured the provision of the gift to the one conducting sunnah as the it says.</p> <p>In conclusion to the above points is that sunnah and hadith it should be continue to be conducted for the better gaining of muslims if a muslim wants to gain then he/she should listen to hadith and conduct sunnah on his/her daily life.</p>
5b	<p><b>Hadith:</b> Were the narrated and hand written stories which explained about the past events which took place as a result of different causes.</p> <p>The reason why hadith was restricted during the life time of the prophet were as follows:</p> <p>It was based on false accusation: Some of the hadith which were written was not true at all it was all a lie it made people to believe on the false accusation on Islam.</p> <p>Some of the hadith were against Allah (s.w): These are some of hadith which were written by the disbelievers it was all due to the reason of going against Allah (s.w) so as to make people to deny the existence of Allah (s.w).</p> <p>Some of Hadith were beyond Prophet's teachings: Some of the teachings of the Allah prophets were put beyond due to the presence of some disbelievers who decided to write books so as to go against</p>
5b	<p>the holy prophet muhammad (s.a.w).</p> <p>In conclusion to the points mentioned above hadith provides teachings to people but there are some other people who uses hadith as tool a destructive tool and that is why they were restricted so as to stop its bad use.</p>

Extract 5.2: A sample of poor performance

### 2.2.3 Question 6: Evolution of Islamic state in Meccan Era

In this question, candidates were required to explain six lessons the contemporary Muslims get from the initial principles of Islamization process in Mecca. The question covered the topic of Evolution of Islamic state in Meccan Era.

The question was responded by 593 candidates (68.6%) out of 864 who attempted this examination where by 40 candidates (6.7%) scored from 12 to 19 marks. 257 candidates (43.3%) scored from 7 to 11.5 marks. 296 candidates (49.9%) scored from 0 to 6.5 marks among whom, 9 candidates (1.5%) scored 0 mark. Figure 6 shows the analysis of data on the performance of candidates in percentage in this question.



*Figure 6: Performance of Candidates in Percentage in Question 6*

The analysis of the question shows that the performance of candidates in this question was average. This is because 295 candidates (50.1%) scored from 7 to 19 marks. Candidates who scored high marks understood the demand of the question and therefore were able to explain six lessons the contemporary Muslims get from the initial principles of Islamization. However, there was variation of marks depending the clarity of their explanations and ability to meet the required number of points. Some of the correct lessons given by these candidates were; *should spread Islam starting with near people, every Muslim man and woman can fight to*

establish Islamic state, paradise is not easy to attain, should be patient and tolerance when seeking success and non Muslims hate Muslims. Extract 6.1 shows a sample from a script of a candidate who explained six lessons the contemporary Muslims get from the initial principles of Islamization process in Mecca.

6.	<p>Initial principles of Islamization process in Mecca refer to all way that first to conduct Islam to reach people and accept. The initial Islamization process in Mecca was secret process in order to conduct Islam. These are lessons the contemporary Muslims get from the initial principles of Islamization process in Mecca like a following points:</p> <p>Should to spread Islam (da'wah), start near people. Prophet when spread da'wah during initial Islamization process, he started to speech with friend, like Abumalab, and his wife lady Khadija, this is lesson to from initial principle of Islamization process in Mecca.</p> <p>Every Muslim man and woman can fight to establishment of Islamic state. This is lesson that Islamic state can stand through unit from man and woman like Lady Khadija can assist prophet Muhammad (s.a.w) to establishment and given hope to prophet Muhammad, hence this lesson from initial principle of Islamization process in Mecca.</p> <p>Good leader is important to establishment of Islamic state and their development. Leader was prophet Muhammad that conduct well strategiest to establish of Islamic state, hence in our Islamic society should be to choose correct leader in order to conduct</p>
----	---

6.	<p>the development of islamic state, hence this lesson through initial principles of islamisation process in mecca.</p> <p>Should be patient and tolerance when seeking success. Muslims during initial principle of islamisation process in Mecca, they were few, but grow every time that continuous and get lot of people and to be acceptable, hence this lesson through initial principle of islamisation process in mecca because prophet was tolerance and get help from Allah (s.w).</p> <p>Jannah is not easily to getting. Through this lesson, through initial principles of islamisation process in mecca, many Muslims getting different obstacles or problem like killing example sumayyah, hence Jannah is expensive, should to fight and became tolerance in order to get Jannah.</p> <p>Non-muslims hating muslims and want to follow their religion. Example Quraysh during initial principle of islamisation process in mecca, they want to followed their religion like to worship idols and do different acts that make, and should to know the non-muslim hating muslims, every thing in a development, in economic and education like during prophet Muhammad were stopped by non-muslim to spread da'wah because they hating muslims.</p> <p>Therefore, through these</p>
6.	<p>problems occur during initial principles of Islamisation process in mecca, can get lesson to assist us in our life, should be every muslim to spread and teach learning his religion, especially islamic history in order to get different ideas how Islamic state now establishment in our life.</p>

Extract 6.1: A sample of good performance

Moreover, the analysis showed that, some candidates got an average performance. This is due to the fact that they explained less than six lessons as directed by the question. Other candidates mixed up between relevant and irrelevant lessons which the contemporary Muslims got from the initial principles of Islamization. Examples of irrelevant answers were: *Muslims should pray on night, Muslims should recite Qur'an, Muslims should purify themselves, to believe in angles and promise of Allah (s.w) should be fulfilled.* These candidates, apart from mixing up correct and incorrect answers, proved to have insufficient English Language skills a situation that led to score average marks.

Some of the candidates who scored low marks failed to grasp the demand of the question. Most of these candidates explained the islamization principles and its importance in the establishment of Islamic state. This was contrary to the question which needed lessons from islamization principles. They misunderstood the demand of the question and therefore answered it in a different way by giving the points such as; *to glorify Allah (s.w). To do for the sake of Allah (s.w), To purify the clothes and spiritul, To pray in the night, to invite to people into Islam and recite Qur'an.*

Futher analysis revealed that other candidates came up with the lessons Muslims got from the holy battles of Badri, Uhud and Hunain. Some of the points provided were; *we learn that whetever we acquire in term of wealth is the property of Allah (s.w); promises of Allah (s.w) are always fulfilled, Allah (s.w) punishes those who disbelieve his existence; Shura in any Islamic movement is highly recomended, Allah (s.w) always help those who fight for his cause, existance of Allah (s.w) will always protect those who obey the Prophet and is an authority of Allah (s.w) to forgive or to punish his creatures.*

Besides, further analysis show that, other candidates had poor knowledge of the topic of Evolution of Islamic state in Meccan Era. Thus they guessed the answers such as; *all Muslims should be collective responsible towards Allah (s.w), we should practice tolarence to non Muslims, we should practice justice in our society and Muslims should be strategy in realizing their objective* hence scoring low marks. Extract 6.2 shows a sample of a candidate who explained the terms of Hudaibiya treat between Prophet Muhamad (s.a.w) and the people of Mecca instead of the lessons contemporary Muslims get from the initial principles of Islamization.

When the period of Yahud and Islam the Prophet Muhammad (s-a-w) are relationship between Aws and Khazraj so that according to this one tribes that related to each other the period after battle of Uhud the Kristian have make their principle so that the following the lessons the contemporary Muslims get from the initial principle of Islamization process in Mecca so that the following reasons are that follow:-

Firstly, Do not follow God for 10 years; This is the first lesson the contemporary Muslim get from initial principles of Islamization process in Mecca according to this point is to explain that the people of Mecca have make this principle for any Muslim.

Secondly, Do not beaten a battle for ten (10) years; This is the second lesson the contemporary Muslim get from initial principles of Islamization process in Mecca, according to this point is to explain that the people or Kristian of Mecca have make this principle for any Muslim.

Thirdly, They are going Meccah without anything; This is the third lesson the contemporary Muslim get from initial principles of Islamization process in Mecca, according to this point is to explain that the people or Kristian of Mecca have make this principle for any going Muslim.

Fourthly, All Muslim have change religion are agree; This is the fourth lesson =

lesson the contemporary Muslims get from the initial principles of Islamization process in Mecca. according to this point is to explain that the Christian of Mecca have make this principle for any Muslim.

Fifthly: All Yahud are change from Yahud to islamic people of Muslim are not agree; this is the fifth lesson the contemporary Muslims get from the initial principle of Islamization process in Mecca, according to this point is to explain that the Christian of Mecca have make this principle for any muslim.

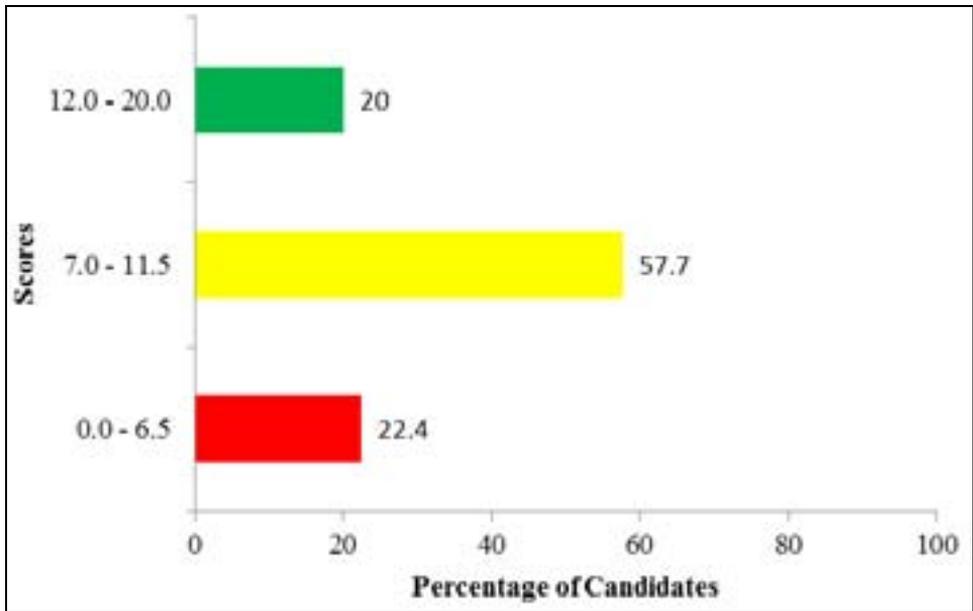
According to the above point is enough to explain lesson the contemporary Muslims get from the Initial principles of Islamization process in Mecca. of this up there reason behind.

**Extract 6.2:** A sample of poor performance

#### 2.2.4 Question 7: The History of the Universe and Mankind

In this question, candidates were required to explain six reasons why there was necessity for Allah (s.w) to send prophets to mankind. This question was from the topic of the History of the Universe and Mankind.

The question was answered by 711 candidates (82.3%) out of 864 who attempted this examination. 142 candidates (20%) scored from 12 to 16.5 marks. 410 candidates (57.7%) scored from 7 to 11.5 marks. 159 candidates (22.4%) scored from 0 to 6.5 marks among whom, 4 candidate (0.6%) scored 0 mark. Figure 7 shows the analysis of data on the performance of candidates in percentage.



**Figure 7:** Performance of Candidates in Percentage in Question 7

The performance of candidates in this question was good because 552 candidates (77.6%) scored from 7 to 16.5 marks. The analysis made in this question shows that, candidates who scored high marks were able to explain clearly why there was necessity for Allah (s.w) to send prophets to mankind. Additionally, these candidates provided vivid examples. Some of correct response explained by those candidates were; *prophets were sent to men to remove useless faith in the world, prophets were sent to mankind to prove the sign of the existance Allah (s.w), prophets were sent by Allah (s.w) to remove injustice in the world and promote equality, prophets were sent by Allah (s.w) to end up all exploitation and bring Islamic state in the world, to establish sovereignty of Allah (s.w)*. Extract 7.1 is a sample of a response from a script of a candidate who explained necessary reasons for Allah (s.w) to send prophets to mankind.

of

The adventing of Prophets. These were the people who sent by Allah (S.w.t) to provide the guidance to mankind as an eradication of Useless faith and to establish the sovereignty of Allah (S.w.t). There were many Prophets who sent by Allah (S.w.t) in different parts of the world started from Adam (a.s) up to Prophet Muhammad (S.a.w) as a final Prophet in the world who was sent for all nations.

The following are the reasons as why Prophets were sent by Allah (S.w). To establish the sovereignty of Allah (S.w.t). The main aim for adventing of all Prophets in the world is Allah sovereignty, that he is a only God and not anything. For example the coming of Prophet Adam (a.s) during Ad community was to

of impart existed community to be with believing in Allah (S.w).

To remove Useless Faith in the world. For example the Hinduism, Buddhism as well as worshipping an Idols in different parts such as in Ad Community during lifetime of Prophet Huda (a.s) was to put out worshipping idols, however during the darkness age in Mecca there were spreading of Useless Faith that is why Allah (S.w-t) send Prophet Muhammad (S-a-w) to them.

To remove injustice in the world and promotion of equality for all people. For instance anywhere which characterized by injustice such as in period of (Firaun) Allah sent Prophet Musa (a.w) to promote justice in the community.

To provide guidance based on moral values. For instance Prophet Muhammad (S-a-w) was sent by Allah (S-w-t) to remove immoral values in Mecca such as the issues like Corruption, killing the daughters, Slavery and slave trade as well as frequent conflicts among tribes. Therefore Allah sent Prophet (S-a-w)

To prove the sign of the existence of Allah (S-w-t) as the only Creator. This proved by

of looking various periods for example the destruction of people by floods during Prophet Nuh (a.s.w) as well as the destruction of Ad community by strong wind during the lifetime of Prophet Hud.

To end up all exploitation and to bring Islamic state in the world. Their aims were to bring Islamic state which can follow Islamic laws as Allah (s.w.t) wanted.

Therefore, the coming of Prophets was inevitable since there were highly spreading of evils, useless faith in the world as Prophets came to end up all evils and to facilitate the establishment of Allah's sovereignty.

**Extract 7.1:** A sample of good performance

Further analysis shows that, candidates with average performance provided less than six reasons, mentioned these reasons without explanations or mixed up correct and incorrect reasons. Examples of the incorrect reasons mixed with correct points from one among these candidates were; *to help people and real Muslims, to know the teaching of the Qur'an, to know Islamic shariah and to help people how people can live*. These candidates, apart from mixing up correct and incorrect answers, had insufficient English Language skills.

Some candidates who scored low marks misinterpreted the question or failed to understand the demands of the question. Candidates provided answers which justify that, they were guessing. Those candidates who misinterpreted the question confused between the necessities for Allah (s.w) to send prophets to mankind with the training given to emergent Muslims by Prophet (s.a.w). Therefore, they answered why the emergent Muslims during the Prophet Muhammad's life in Mecca were given training to become good Muslims while the question wanted them to explain why there was necessity for Allah (s.w) to send prophets to mankind. For example one candidate explained that; *Muslim are taught to*

worship one God, Muslim are taught how to unite, Muslim are taught that Islam is true Religion, Muslim are taught to consider Allah (s.w) in their necessity Matters.

Also some candidates confused between the necessities for Allah to send prophets to Mankind with style of life during Jahiliyyah period. So they explained characteristics of style of life during the Jahiliya period. They argued that; *people are killing themselves, they are killing daughter, they killed Children during the meccan Era, They are suppressed woman they were ignorant people in Arabia and they were gambling and drunkard.* It seems that the majority of candidates under this category did not understand the demand of this question. Further analysis on the candidates's answers revealed that candidates with poor performance lacked enough knowledge on the subject matter hence provided guessing answers. Most of these candidates mixed up ideas hence scored low marks. Extract 7.2 shows a sample of an irrelevant answer from a candidate who explained the charecristics of life style of the people during Jahiliyyah period instead of reasons necessited for Allah (s.w) to send Prophets to mankind.

2.	<p>Prophets are the man from Allah (s.w) send to human kind in order to bring about reforms, also their existence started due to the advent of prophet that included the existence of Allah (s.w), example of prophet of Allah (s.w) are Adam (a.s), Nuh (a.s), Ibrahim (a.s), Ismail (a.s), Sulaiman (a.s), Yunus (a.s) and also Muhammad (s.a.w) and Ibrahim (a.s).</p> <p>It was necessary for Allah to send prophets to mankind due to the following reasons;</p> <p>Idol worshippers: Allah (s.a.w) sent prophet to mankind in order to bring reform to the society, example prophet Ibrahim (a.s) who was sent by Allah (s.w) in order to come and to</p>
----	---

7. Change to his society where they were idol worshippers example of these nations were Nusra.

Killing of babies; also the advent of prophet was necessary, example during the life of Faraun who was preffered to kill young boys or babies so prophet Musaa (a.s) was advent in this society so as to bring change in the society where they lived.

Adulterers; also it was so necessary for Allah to bring prophet in the society in order to bring reforms example people from prophet Lut who were decided to engaged in adult where by they were building themselves square in order for each member to do for as well as possible so this lead to advent of prophet so as to teach about the easiness of Allah (s.w).

Civil wars; also example prophet Muhammad (s.w) who was involved in solving the Quraysh disputes, so Allah (s.w), send the prophet in order to bring change in the society.

Drunkons; also before the advent of prophet most of people were still more drunker, so Allah (s.w) send a prophet to mankind in order to bring the change of their society.

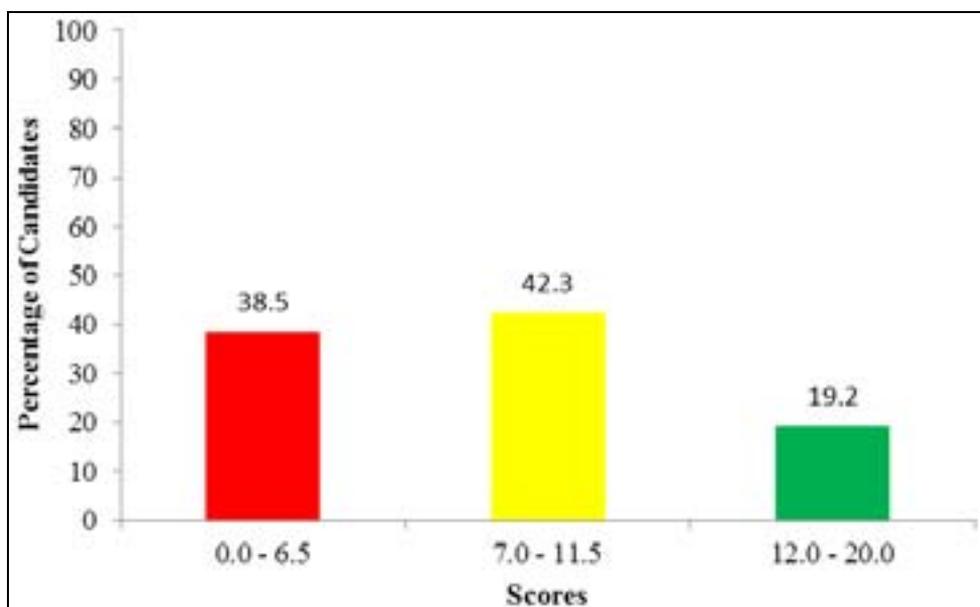
7. Example prophet Muhammad (s.a.w), who
was send by Allah (s.w) in order to
bring change.
Plunder; also people were to
become take thing to another people
this mean that the existence of thieves
led to the existence of prophet in
the societies in order to bring change
Example prophet Muhammad (s.a.w)
In generally it was possible
for Allah (s.w) to send prophet and
these contribute to bring about better
and good societies.

**Extract 7.2:** A sample of poor performance

### 2.2.5 Question 8: The History of Islam after Caliphate Era

In this question, candidates were required to explain six factors which contributed to the fall of Umayyad dynasty. The question covered the topic of the History of Islam after Caliphate Era.

The question was responded by only 26 candidates (3%) out of 864 who attempted this examination. 5 candidates (19.2%) scored from 12 to 14.5 marks. 11 candidates (42.3%) scored from 7 to 11.5 marks while 10 candidates (38.5%) scored from 0 to 6.5 marks, among whom, 4 candidates (0.6%) scored 0 mark. Figure 8 shows the analysis of the performance of candidates in percentage.



**Figure 8:** *Performance of Candidates in Percentage in Question 8*

The analysis made on this question shows that, this is the most omitted question in this paper although it had good performance. 16 candidates (61.5%) scored from 7 to 14.5 marks. Candidates who scored high marks had enough knowledge of the History of Islam after Caliphate Era especially on Islamic dynasty. They were able to explain six factors which contributed to the fall of Umayyad dynasty. Some of the factors contributed to the fall of Umayyad dynasty explained by these candidates were: *Lack of honesty and sincerity from most of the governors, deviation from Qur'an and Sunnah, quarrels between Umayyad families, misuse of state funds, incompetent leaders, opposition from Shias, harshness of the rulers to other religious faith, ultra-Arabism-discrimination of non-Arabs, the Kharajites the fanatical set of Kharajites was a blood thrust enemy of the Umayyads, the spread of assassination and civil war.* Extract 8.1 is an example of an answer which shows good performance of a candidate who explained factors which contributed to the fall of Umayyad dynasty.

8.	<p>Umayyad dynasty was the greater Muslim kingdom after passage of a lot of the year, most people found out - Arab continent, the leader was Umayyah, the Umayyad - dynasty is among of the greater dynasty of muslim that had ever present. The following are the factor which contribute to the fall of Umayyad dynasty :-</p>
o	<p>Arise of kingship and fall of Caliphate, the - ruling system of Umayyad was changed from that of caliphate to that of kingship where now the ruling style was having a king of the state and not a caliph of - the state, thus this now change the ruling style where - the leader now was considered as someone special who is - different from other, thus contribute to the fall of Umayyad dynasty.</p>
	<p>Love of material thing among leaders and other member of the society, many of Umayyad leaders they - started to love material thing example wearing clothes - of high price with full of gold in their house and - their wife, thus this may turn to fail to control the state and hence lead to destruction of Umayyad - dynasty.</p>
	<p>Hypocrites, Also present of hypocrites among members of the society who work together with other non-believers to as to destruct the dynasty, the presence of those hypocrites among muslim member it make some of the territory - of the country to be taken outside thus this weakness of the society and the state as well, hence lead to the - fall of Umayyad dynasty.</p>
	<p>Internal conflict, such as misunderstanding de - to fact that many people demanded to rule the state, many member of the state who work for of the king they demanded the power also other relative they demand the power. since</p>

8.	<p>The ruling style was not as that of prophet, it was after material things, thus this contribute to the presence of various kind of groups which both demand for power, thus lead to the fall of Umayyad dynast.</p> <p>External forces also lead to the fall of Umayyad dynast, forces that were arises from outside of the state it lead to the fall of Islamic state, example forces from Germany and France it contribute much in destruction Umayyad Caliphate dynast, example they send army to fight with the state and hence lead to the fall of Umayyad Caliph.</p> <p>Decline of Islamic culture and morals, At Umayyad dynast the Islamic cultural and morals was now affected by European cultural and morals, many youth were affected by European cultural and they were not ready even for Jihad, due to copy the cultural and moral of the Europe, thus this lead to the fall of Umayyad dynast.</p> <p>Generally, Muslim should work upon all of those factors which lead to fall of some of the Islamic state, so that after establishing the state will not fall down but will be like that of prophet Muhammad (s.a.w)</p>
----	--

Extract 8.1: A sample of good performance

Further analysis revealed that the candidates who scored average marks in this question did not provide exhaustive explanation. They also mixed correct factors with incorrect one. For example one candidate provided incorrect factors such as; *ideological differences, death of their leaders and selfishness.*

However, there were candidates who had very poor performance in this question. Most of candidates who attempted this examination skipped to answer this question. Even those who answered it performed poorly to the extent that no candidates scored above 15 marks. This is the indicator that these candidates did not have enough knowledge of the History of Islam after Caliphate Era. Specifically they had no skills on factors which contributed to the fall of Umayyad dynasty. Therefore the main reason for this failure was inadequate knowledge of the topic. Some of incorrect factors were; *hypocrisy, lack of strong arm, they refuse order of the prophet, they fear death, lack of unity and death of their leader presence of strong opposition from Meccans, threatened of Umayyad dynasty heavy invasion from Meccan, establishment of army through, the secretariat of prophet.*

Other candidates explained problems which Abubakar Sidiq faced as a first caliph such as: *Riddah movement, rise of false Prophets, some people refused to pay Zakat.* Also some of them came up with the causes for the decline of Islamic state like; *civil wars, rise of sect, assassination of Muslim leaders.* Further analysis on the candidates' answers revealed that, some of the candidates used their own thinking which was against the truth to generate these reasons; some misconceived this question with reasons of rebellion of some Muslims soon after the death of Prophet (s.a.w). Extract 8.2 shows a sample of a candidate who explained reasons for the famous Muslims Riddah during the caliphate of Abubakar Sidiq instead of factors which contributed to the fall of Umayyad dynasty.

5.	<p>Umayyad dynasty there was an organization of many muslims to form a single state. There are the factors that have contributed to fall of Umayyad dynasty which are as follows.</p>
	<p>Some people fail to pay zakar. Among of the contribution for the fall of umayyad dynasty is that the people under its dynasty do not cooperate to the pay of zakate which can be used for development of different activities under umayyad dynasty.</p>
	<p>Death of their leader-Also due to situation that their leader was killed which weak the dynasty so also its death hurt a lot of its members and cause the decline or fall of umayyad dynasty.</p>
	<p>Riddah movement. Also due to situation that large number of people change their religion from islam to christian also contribute a lot to the decline of umayyad dynasty. so riddah movement its one among of its factors</p>
	<p>Rise of false prophet. also due to situation that there was the rise of different leaders (prophet) who were not the true prophet who comes with their cum which was not to develop islam hence result to the rise of the kingdom and fall of different state such as</p>

8:	Lack of unity. Also due to situation
	that the large number of the people
	they didn't unity with the other muslim
	due to situation that they do not join
	with Islamic state with their own interest
	but its by force thus why they do not
	need to unity with other.
	Rise of sects. Also due to situation
	that there was different sects that was
	arise such as induism and mudozabit
	also contribute alot to the fall of umayyah
	dynasty as the umayyah was under the
	Islamic states.
	In conclusion the above mentioned are
	the factors which contributed to the fall of
	umayyah dynasty but among of them
	its also due to situation so that some of
	them join to Islam out of their own
	interest.

Extract 8.2: A sample of poor performance

### 3.0 ANALYSIS OF THE CANDIDATES' RESPONSES IN EACH QUESTION IN PAPER 2

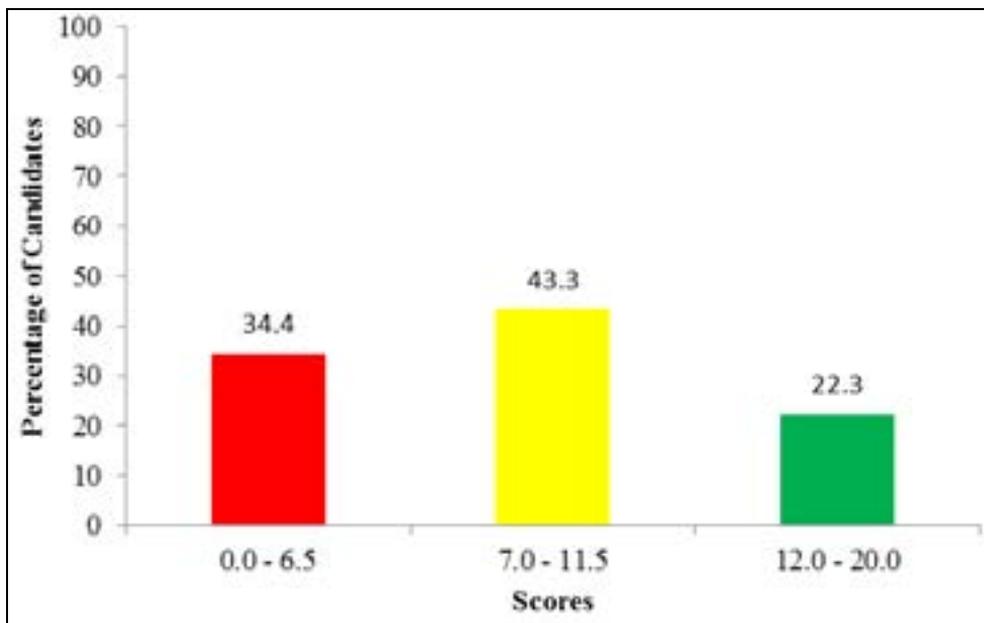
#### 3.1 SECTION A: TAWHIID

This section consisted of three (3) questions about Tawhiid. The candidates were required to answer two (2) questions from this section.

### 3.1.1 Question 1: Belief in Allah (s.w) and its Implications

In this question candidates were required to discuss the effects of belief of the unity of God in human life. The question is from the topic of Belief in Allah (s.w) and its implications.

The question was answered by 427 candidates (49.5%) out of 862 who attempted this examination. Of these candidates, 95 candidates (22.3%) scored from 12 to 17.5 marks. 185 candidates (43.3%) scored from 7 to 11.5 mark. 47 candidates (34.4%) scored from 0 to 6.5 marks, among whom, 27 candidates (6.3%) scored 0 mark Figure 9 depicts the analysis of the performance of candidates in percentage.



**Figure 9:** Performance of Candidates in Percentage in Question 1

Generally, the performance of candidates in this question was good because 280 candidates (65.6%) scored from 7 to 17.5 marks. Majority of candidates who performed well in this question were able to discuss the effects of belief of the unity of God in human life. This implies that, these candidates understood the demands of the question and had enough knowledge of belief in Allah (s.w) and its implications. Some of the correct effects provided by these candidates were; *it make a believer never be narrow minded, it generates in man a sence of modesty and humbleness, it*

*makes a believer to possess self respect and self esteems, it makes a man to be virtuous and up right, it produce in man a very strong degree of self determination, patient and perseverance and trust in God and it create bravery in man.*

Candidates with average performance responded by mentioning effects of belief of the unity of God in human life without comprehensive explanation. Also they mixed up correct and incorrect effects of belief of the unity of God in human life. Examples of those incorrect effects discussed by one candidate were; *it leads to save time and it helps the people to be responsible*. Extract 1.1 shows a sample of a response from a script of a candidate who performed well in this question who explained effects of belief of the unity of God in human life.

1.	Belief of the unity of God it means the act of believing that Allah is existing. This goes together with the word "la ilaha illa Allah". Belief in the unity of God can bring effects in human life. The effects can be as follows: It makes a believer to be never narrow minded. This means that when a believer puts a belief that Allah is existing, he or she can develop a lot of ideas in his mind concerning the creation of the universe and all the things within, so a person may become a divergent in ideas. It produces in man a very high degree of self determination, patient and perseverance. When a person believes on the unity of God, that person will have determination on all the whatever he or she does that may be pleases God or not and through that, a person may develop or have patient.
----	--

1.	It makes man to be virtuous and upright.
	This means that believing in Allah makes a person to be very upright by being aware that there is an Almighty God who sees him in whatever place he goes or anything he or she may do in either secretly or publically.
	It generates in man a sense of modesty and humbleness. This happens when a person becomes a believer on the existence of God. This person may be helping people, he or she may be establishing justice to his or her fellow humans by being aware that the payments are to only God.
	It makes a believer to have or possess self respect and self esteem. Self respect will be developed when a person believes in God. This happens when a believer will be afraid of making bad things that don't please the God and he or she may start being a good person by making all the commandments.
	It creates bravery in man. This can also be the effect of believing in God in human life. Believing in God makes a person to be very brave by abandoning all the bad deeds that all have been forbidden by God and practicing the good deeds. Also, a person becomes brave by knowing the God's laws.
	Generally, believe of the unity of God in human life is a very special aspect as it helps to bring awareness and cooperation together with unity in the society. Also it makes people to develop good manners.

Extract 1.1: A sample of good performance

Candidates with poor performance misunderstood the question and provided irrelevant responses. Some of the candidates with poor performance were not aware with terminologies used in the question. The word "human life" in this question made most of these candidates to perform poorly because they understood it as sign in man which depicts existence of Allah (s.w). In this regard these candidates mixed up between the signs in man which depict the existence of God with the effects of belief of the unity of God in human life. As a result they discussed signs in man which they were not asked hence they scored 0 marks. Examples of the signs provided by these candidates were: *different in colour, creation of both sex, source of man's life, different talent and facult, system of human body, art of speech, high degree of consciousness.*

Due to the language barrier some candidates interpreted the word "effects" in this question as only negative result of the belief of the unity of God. Examples of those negative effects discussed by these candidates were: *it makes the human being to have wrong ideas; destructions of Islam because man will have their own ideas, lead to the rise of evils, reducing the Islam being complete and lead the rising of two camps.* Due to these misinterpretations of the question, candidates either scored lowly or 0 mark. Extract 1.2 shows a sample of a candidate who discussed negative effects of belief of the unity of God in human life.

1.	In the <del>earth</del> world some human being created different god by using primitive thinking. The following are the effects of the belief of the unity of God in human being. such as
	It's make peoples are not be obedience with Allah (s.w). When peoples were believe of the unity of God in human life it make peoples are not be obedience of Allah (s.w) because it may led to obedience of their god whose created. so that
	is among of effects in the belief of the

## 1. Unity of God in human life.

It's make peoples to sense the universe is created not by Creator; That may led peoples sense the universe is chance created not by creator. because have know and to believe Alla have unity of God so it may led to know the universe is the chance created not by Creator. so that it's among of effects of the belief the unity of God in human life.

It's make peoples to have wrong belief; The other effect it's make peoples to have wrong belief about the belief of the unity of God in human being that's wrong belief. It may led to belief wrong not true. so that it's among of effects of the belief the unity of God in human life.

It make peoples to predict various question; Also the other it's may led peoples to predict various questions because of belief of the unity of God in human life. It may led to ask question like if Allah is god who is created him. and different question that may led no give answer. so that it's among of effects of the belief the unity of God in human life.

It make peoples are not obey the law of Allah (sw); also the other it's make peoples are not obey the law of Allah (sw) because they believe much on unity of god and not believe of Allah (sw) so that it's among of

1. effects of the belief of the unity of God in human life.

It may led different rejection about Allah ~~know~~ Also the other effect of the belief of the unity of God in human life. It may led rejection of non believer, like Allah (swt) its perceivable, science desapprove the existence of Allah, If Allah (swt) existed who is created him, The belief of Allah is Dogma and others. So that its among of effects of the belief of the unity of God in human life.

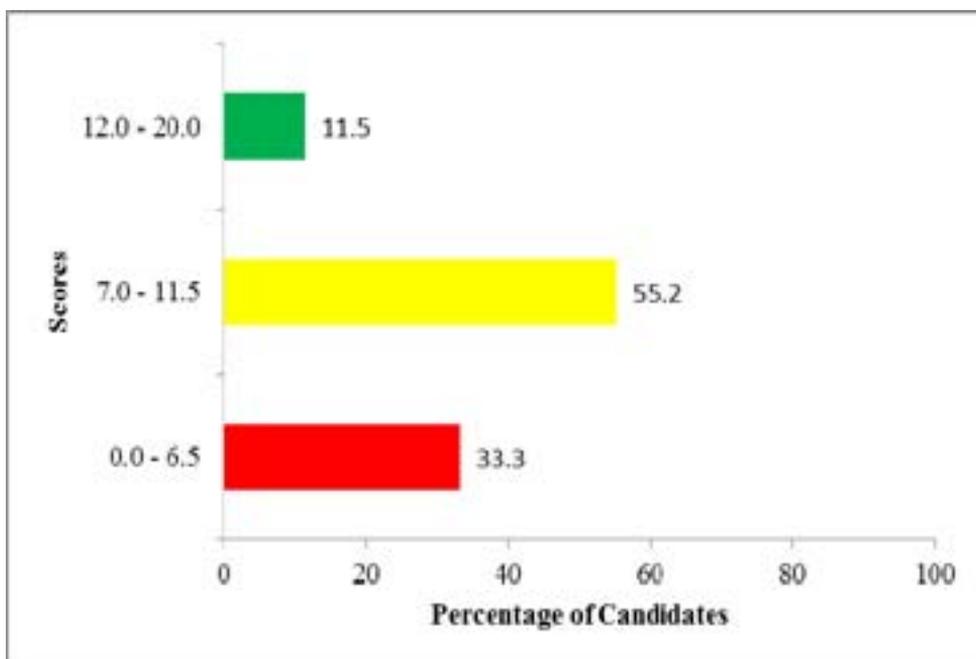
Finally, Those above are the effect of the belief of the unity of God in human life. that it may led sect of believe in two parts. Believe God and Unity of God.

**Extract 1.2:** A sample of poor performance

### 3.1.2 Question 2: The Six Pillars of Faith

This question required candidates to differentiate between Qur'an and previous holy books. This question is from the topic of Six Pillars of Faith.

The question was answered by 780 candidates (90.5%) out of 862 candidates who attempted this examination. Among those, 90 candidates (11.5%) scored from 12 to 19 marks, 430 candidates (55.2%) scored from 7 to 11.5 marks. 260 candidates (33.3%) scored from 0 to 6.5 marks among whom, 6 candidates (0.8%) scored 0 mark. Figure 10 depicts the candidates' performance in percentage in this question.



**Figure 10:** *Performance of Candidates in Percentage in Question 2*

The performance of candidates in this question was good because 520 candidates (66.7%) scored from 7 to 19 marks. The analysis shows that, candidates who scored high marks were able to understand the demands of the question. They thus, responded accordingly by differentiating between Qur'an and the previous books. The differences between Qur'an and previous books explained by these candidates were: *language of the books of Allah (s.w)*, *Qur'an is addressed to all mankind*, *Qur'an is free from interference*, and *Qur'an is pure book*, *history of the books of Allah (s.w)*, *the original text*. Extract 2.1 shows a sample of a response from a script of a candidate who managed to differentiate between Qur'an and previous books.

2

Qur'an are words of Allah (swt) which brought to prophet Muhammad (swt) through Angel Jibril for a period of 23 years. The following are point which show difference between Qur'an and the previous holy books.

Qur'an is for whole universal, Qur'an if was not being brought to a certain group of people or certain society it was just being brought to whole people here on the earth. While other books previous holy books was being brought for a certain society for example the book which is know as "Taurat" it was being brought for the society of Ibrahim and Musa only. So due to this it made these books to be differ because Qur'an was for whole universal and other previous holy books was for a specific community.

Message of Qur'an extended to the whole field of life, Qur'an it is a book which had explain the whole system of life which people have to live economical, political and social. While in other previous books have not explain the whole system of human how to live in his life. This shown on how Qur'an differ with other previous books because Qur'an shown or explain each and every thing about the whole life of human but for other but have not done so.

Language used, In the Qur'an the language which it have being used is Arabic language which is still available till

2	<p>Today <del>White</del> for tomorrow and other days. While for other books the language which it has been used it is not available for example in previous holy books there are some books used Latin word or language in which the Latin language is not available today.</p>
	<p>Stories explained in the Qur'an, In the Qur'an there are stories which have been shown, other stories have happened at the past and other stories which are mentioned are now happening. While in other previous books there is no any kind of <del>the</del> stories which have been mentioned or shown to occur or which have occurred at the past. So due to this we may see the difference between Qur'an and other previous books.</p>
	<p>Qur'an it is not being destroyed by any person; Since Qur'an it is the only book which Allah (swt) has promised to preserve it no one who has made changes in this book. While for other previous books there are some words which they have been changed by the human. Due to this we may be aware to see the difference between Qur'an and other previous books.</p>
	<p>Generally it is true that the Qur'an is different from other previous books because Qur'an is the only book which Allah (swt) has fulfilled his message and</p>
2	<p>there is no any <del>kind</del> person who will be able to change even the single word or add a word in the Qur'an.</p>

Extract 2.1: A sample of good performance

The analysis shows that, candidates with average performance differentiated by providing less than six differences. They also mentioned those differences without exhaustive explanations. Yet, some candidates mixed between correct and wrong differences. Examples of candidates' responses were: *Qur'an related to Prophet Muhammad (s.a.w)*, *Qur'an qualified human right and Qur'an tells about truth*.

Further analysis shows that, some candidates with poor performance misunderstood the demands of the question. Instead of explaining the differences between Qur'an and previous books, they explained the evidences which prove that the Qur'an is the word of Allah (s.w). These candidates provided the points such as; *Qur'an revealed in peace meal while other books not*, *Qur'an point out the mistake of prophet other books didn't point out the mistake done by the Prophets*, and *Qur'an give direction to life other books didn't give direction to any one*.

Other candidates, due the lack of knowledge of pillars of faith, created incorrect differences between Qur'an and previous books. They provided points such as; *Qur'an is the word from Allah (s.w)*, *other books from people*, *Qur'an explain day of judgement while holy books explain life of man*, *Qur'an explain purpose of creation while other books explain structure of the world*, *Qur'an explain life of all prophets while holy books explain people in stone age*. *Qur'an explains destruction of Thamud while other books are not*. In another example from this category, one candidate responded by giving mixed Islamic ideas which do not relate to the question. Those ideas include; *the Holy Qur'an show the existence of Allah (s.w)* *the Holy Qur'an believes the evidence of Prophet*, *the Holy Qur'an proves the creation of man*, and *the Holy Qur'an prove the day of judgement*. Due to the lack of knowledge and misinterpretations of the question, these candidates either scored low or 0 mark. Extract 2.2 shows a sample of a response from a script of a candidate who explained evidences from Qur'an to prove that it is the book of Allah instead of differences between Qur'an and previous holy books.

Q. Quran is the word which come from Allah by sent to his prophet muhammad through different events in the world. Other previous holy books are written by few man which reveal the story of mankind in the earth. Example Quran and Bible and other stories book about the prophet stories in the world.

Quran reveal in the peace meal. Example 23 years Quran reveal in peace meal in the world because Allah (s.w) sent Quran through different event which occurs in the world. while other books

Do not reveal in the peace meal. Example the Hadith and sunnah's book are not reveal in peace meal in the world. The other book are just send them to man by all stories which have written by hand of man.

Quran point out the mistake done by the prophet and mankind. Only Quran mistake the prophet and the man as well. Example when the prophet do not allow people to use honey because of his wives and Allah mistaken out in the Quran. While other books.

Do not point out the mistakes done by the prophet and man. Other books are just write the other stories which is happen in the world and not the stories about to get the lesson to man.

Quran give direction of life to most ~~most~~ people in the world. Example the believers of gods and disbelievers. Only Quran give direction to man on how to live in the world without doing mistakes which Allah do not allowed. Example

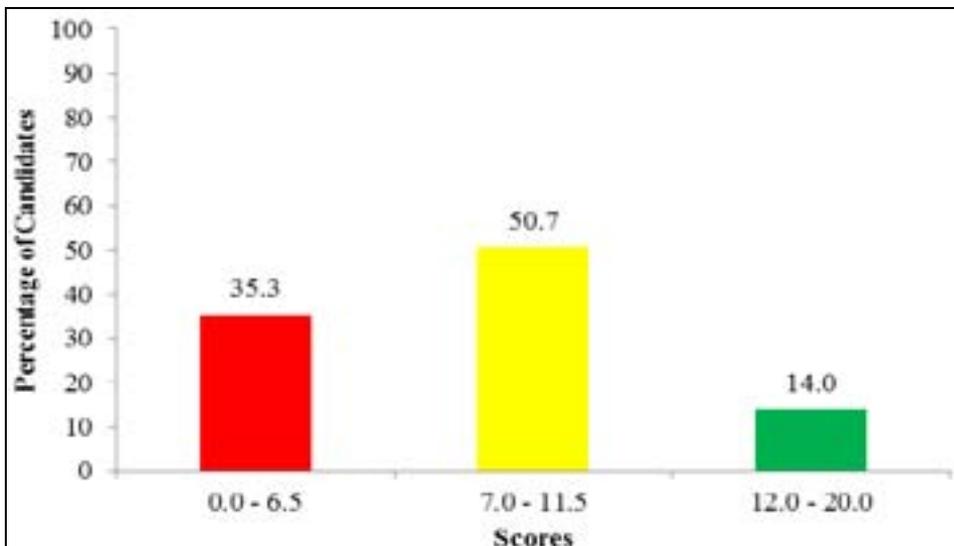
Q.	Quran gives direction to muslim ummah that they should conduct salah, fast and how to dress the garment to muslim male and female. while other books.
	Don't give direction to any one. Other books they just write the other prophet without give the direction which come direct from Allah his self other books are just written by man hands. other book stories are changed by reasonable reasons than Quran are not change.
	In general Quran and other books are different because Quran is the word which come from Allah directly but other books are written by man in the earth.

**Extract 2.2:** A sample of poor performance

### 3.1.3 Question 3: The Purpose of Life and Life After Death

In this question, candidates were required to explain how a man can achieve the purpose of creation. The question was derived from the topic of the Purpose of Life and Life after Death.

The question was answered by 456 candidates (52.9%) out of 862 who attempted this examination. 64 candidates (14%) scored from 12 to 16.5 marks, 231 candidates (50.7%) scored from 7 to 11.5 marks. 161 candidates (35.3%) scored from 0 to 6.5 marks among whom, 13 candidates (2.9%) scored a 0 mark. Figure 11 shows the analysis of data which indicates performance in percentage.



**Figure 11:** Performance of Candidates in Percentage in Question 3

Generally, the performance of candidates in this question was good because 295 candidates (64.7%) scored from 7 to 16.5 marks. Candidates who scored high marks had knowledge of purpose of life and life after death. They understood the demand of the question. Therefore were able to give five points to show how a man can achieve the purpose of his creation. Some of the points given by these candidates were: *to be vicegerent of Allah (s.w)*, *to servitude Allah (s.w)*, *to do what commanded by Allah (s.w)* and *to worship Allah (s.w)*. Extract 3.1 is a sample of a response from a script of a candidate who explained correctly how a man can achieve the purpose of creation.

3 The purpose of creation of Man is to servitude Allah (s.w) as Allah (s.w) said in the holy Qur'an 'And I did not created Man and Jinn except worshipping Me Allah (s.w)' So the Man can achieve his purpose of creation of the following things. To worship Allah (s.w); when man worship Allah (s.w) totally will achieve his purpose of creation he will be obey and do what ever Allah commanded him For instance Praying, fasting, Paying Zakat and others.

this is another way which can achieve the purpose of creation because Man is vicegerent of Allah (s.w) so he should use the bounties that given by Allah (s.w) in good way for example Avoid Fornication, Avoiding stealing, Avoid talking for Haram.

To be tested; This this among the purpose of creation of Man so if man wants achieve this He should be ready for any test or calamities that given by Allah (s.w) for example Hard life, Lack of wealth, loose your beloved and others.

To servitude Allah (s.w); Moreover In order to man to achieve his purpose of creation should servitude the needs of Allah (s.w) for example Invite people to enter in Islam, to fighting with non believers for the sake of Allah (s.w) and so on.

3

To do what Allah Command; Also Man can achieve the purpose of creation when he do on what Allah (s.w) commanded him for example Avoiding to participate Allah (s.w) with deities.

Sacrifices in soul and wealth for the sake of Allah (s.w); When man want to achieve his purpose of creation should agree himself to loose his soul and wealth for the religio of Allah (s.w) For example Caliphate Abubakar Siddiq did this he bring his his wealth and soul on the way of Allah (s.w)

So Mankind should follow All things that can led to achieve his purpose of creation withing without make mistake and if made them he should apologies to Allah (s.w) because Allah is mercy merciful.

Candidates with average performance mixed up some of relevant and irrelevant principles which differentiate Islamic political system from non Islamic political system. Examples of irrelevant answers elaborated by one candidate were; *a man should pray performing pilgrimage and fasting and must believe day of judgement*. These candidates, apart from mixing up correct and wrong answers, had insufficient English Language skills as some of them wrote meaningless sentences hence scored average marks.

Further analysis showed that, candidates with low performance failed to grasp the demand of the question as a result, they provided wrong answer. Most of these candidates came up with five pillars of Islam instead of explaining how man can achieve his purpose of creation such as: *five prayers, pronouncing shahada, fasting of Ramadhan, giving Zakat and going mecca for Hajj are thing which man has created for them to practices in this world*. So the candidates under this category of respond were seems to be affected by the topic of *misconception of worship*.

Other category of candidates came up with articles of faith as they explained six pillar of Islamic faith by giving points such as; *believe in Allah (s.w), Believe in Angles of Allah (s.w), Believe in Books of Allah (s.w), Believe in Prophet of Allah (s.w), Believe in Qadar of Allah (s.w) and Believe in Day of judgement*.

Other candidates responded by giving mixed ideas which do not relate to the question. Some of the ideas provided by these candidates were; *to reward great thinkers, by revealed the theories, by establish peace in the world, through being good khalifa and through our origin man can achieve purpose of life*.

Other candidates misinterpreted the question by explaining purpose of life according to the secular and moral philosophers. Those purpose provided by these candidates were; *to satisfy economic need, to satisfy human nature, happiness, perfection, to satisfy animal instinct and duty for the sake of duty*. All above examples show that the candidates in this category some of them did not understand the demand of the question. As a result, they either scored low or 0 mark. Extract 3.2 shows a sample of a response from a script of a candidate who explained five pillars of faith instead of explaining how man can achieve the purpose of his creation.

3 Purpose of man creation is the reasons to why man was created. Man was created for only one reason to worship Allah (s.w). Man can achieve the purpose of his creation by doing the following things;

Performing prayers; a muslim has to pray daily five prayers that are faja, alhu-kur, asir, maghrib and isha. Allah (s.w) told the prophet Muhammad (p.b.u.w) to teach people to pray as a means of worshipping him and also a close contact between Allah (s.w) and man. During the night man can plead for his problems asking Allah (s.w) to show him the way.

Fasting; fasting is the situation where a person prevents himself from eating, drinking and doing all those things that have been prohibited although sex is allowed but during the night of the fasting days and it should be with a person you are married to. Fasting is also a way of worshipping Allah (s.w) as people will be staying away from evil deeds.

Provision of Zakkah; Zakkah is any amount which has got a specific amount depending on a person's wealth given away to people who need it. It could be money, food or clothes. Provision of Zakkah is also a means of worshipping Allah (s.w) as you will be helping the poor who seek help from him daily.

Performing pilgrimage; Pilgrimage is the journey of going to Mecca to worship Allah (s.w) although it is once per year it also requires one with enough wealth. All that done during pilgrimage is prayers and duas which is a way of worshipping Allah (s.w).

Provision of Sadaqa; sadaqa is anything given away anytime throughout the year its different

3	<p>from Zakat which have to be before the appearance of the moon as indication of eid-el-fitr. Sadaqa is given to anyone by doing so it show and develop love between people. Sadaqa sometimes is given to people who can not support themselves as a result of worship Allah (s.w).</p> <p>Marrying and getting children; Allah (s.w) also want man to the world to fill the world so by marrying will lead to reproduction of children which is an order from Allah (s.w) as a result of worshipping Allah (s.w).</p> <p>Conclusively; the main purpose of man's creation is to worship Allah (s.w), ways of worshipping Allah (s.w) include praying, giving zakat, giving sadaqa, getting married and getting children. By doing so man will achieve the purpose of his creation.</p>
---	--

**Extract: 3.2:** A sample of poor performance

### 3.2 SECTION B: FIQHI

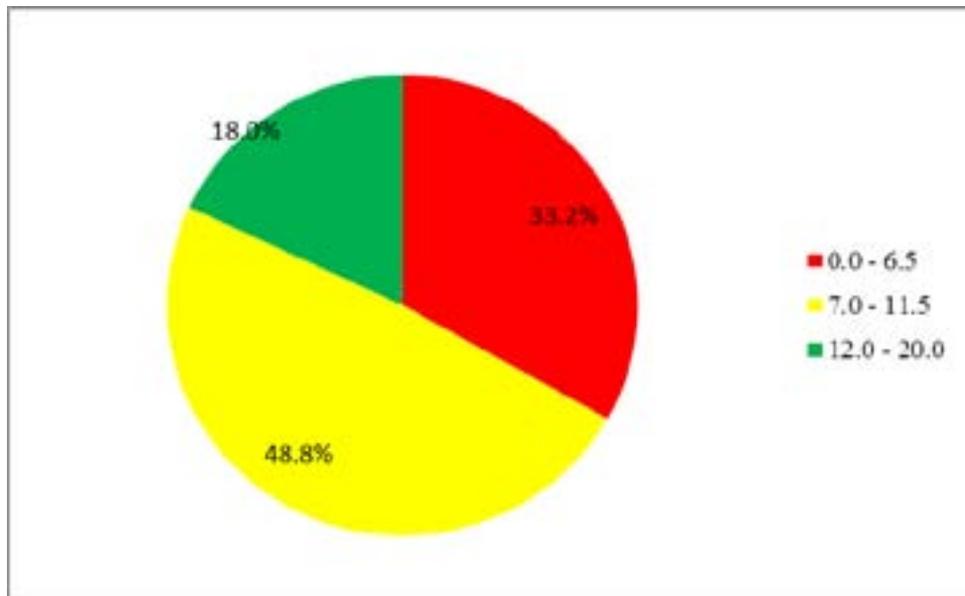
This section consisted of five (5) questions from Fiqh. The candidates were required to answer three (3) questions only.

#### 3.2.1 Question 4: Islamic Way of Life

In this question, candidates were required to elaborate principles which differentiate Islamic political system from non Islamic political system. The question was from the topic of Islamic Way of Life.

The question was answered by 344 candidates (39.9%) out of 862 who attempted this examination. 62 candidates (18%) scored from 12 to 17.5 marks. 168 candidates (48.8%) scored from 7 to 11.5 marks. 114 candidates (33.2%) scored from 0 to 6.5 marks among whom, 7 candidates (2%)

scored 0 mark. Figure 12 shows the analysis of data which indicates candidates' performance in percentage.



**Figure 12:** Performance of Candidates in Percentage in Question 4

The performance of candidates in this question was good because 230 candidates (66.7%) scored from 7 to 17.5 marks. The analysis of performance shows that candidates who scored high marks managed to elaborate correctly principles which differentiate Islamic political system from non Islamic political system. These candidates had enough knowledge on the topic of Islamic way of life; also they understood the demands of the question. Some of the principles which differentiate Islamic political system from non Islamic political system elaborated by these candidates were: *Islamic law is a law from Allah (s.w)*, *Islamic law is a law which is according to the human nature*, and *justice will be established by implementing Islamic law and by implementing Islamic law purpose of life will be implemented*. Extract 4.1 is a sample of a good response from a script of a candidate who elaborated well principles which differentiate Islamic political system from non Islamic political system.

04

In islamic political system the law is according to the islamic perspectives, that is to say the law used in the islamic law which is the law from Allah (sw) but in non-islamic political system the law used is man made law whereby someone can favour a certain group of people and be harsh to certain group. but in islamic political system law used is islamic law which is the law from Allah (sw).

The leader in islamic political system is qualified leader according to the islamic point of view, and not a leader through campaign or corruption, but in a non-islamic point of view the leader may be qualified and satisfied because leader elected due to his or her performance in campaign the more talkative you are, the more the chance to be a leader.

All in all, it can be concluded that islamic political system must be implemented and practiced much in order to establish justice and to have a better development in the society.

04	<p>Islamic political system this is the system of politic that based on islamic perspectives and -</p> <p>Non-islamic political system this is the system of politic that based on man-made perspectives. --</p> <p>The islamic political system is different to that of non-islamic political system.</p>
	<p>The following are the difference between islamic political system and non-islamic political system.</p>
	<p>First, the head of the sovereignty in the - islamic political system is Allah (sw) the most merciful the most gracious, but in the non-islamic political system the head of the sovereignty may be president, a king or queen, a chief or army, so between the two political systems the difference is first in the head of the sovereignty, where in islamic political system Allah (sw) is all about the head.</p>
	<p>In islamic political system it based on - the truth and reality but in non-political system non-islamic political system Leaders have to use noble lies where necessary for the benefit of the - society. In islamic political system the truth is all what needed and not otherwise but it is difference - to non-islamic political system where for them noble lies may used for development.</p>
	<p>Also in islamic political system no one is above the law that is the rule of law is - highly considered and everyone in the community can be punished according to the sin or evil - done without considering the wealth or rich he or - she is, but in non-islamic political system one can violate the law and can use money and his wealth to make him free.</p>

**Extract 4.1:** A sample of good performance

Further more it was revealed that, some of candidates with average performance mixed up some of relevant and irrelevant principles which differentiate Islamic political system from non Islamic political system. Examples of irrelevant points elaborated by one of candidate were: *religion and Government Issue, in Islamic women have no power to control men and there is a piligrimage in Islamic political system.* Apart from mixing up correct and incorrect answers, other candidates from this category proved to have insufficient English language skills. All these reasons led to these candidates to score average marks.

As for candidate who performed poorly, data shows that they interpreted the word "five principles" as five pillars of Islam. Notably, they mentioned Shahada, five prayer, paying Zakat, fasting in the month of Ramadhan and performing pilgrimage. This is because they confused five principles to five pillars. Therefore, they elaborated five pillars of Islam thinking that they are principles.

Other candidates misunderstood the question and came up with the poornesses of Christianity doctrine or differences between Islamic belief and Christianity with the points such as; *Issah is the son of God while Qur'an resists, Issa is God while in Islam is not, Non-Muslim have three gods Islam has one God.* In another example there were candidates who explained on the sources of Islamic Sharia instead of principles which differentiate Islamic political system from non Islamic political system. They stated Qur'an, Sunnah, Qiyas and Ijmaa. Other candidates responded by giving mixed ideas which do not relate to the question such as; *they fear Allah (s.w) should be stead fast in prayer to spend part of his wealth and believe in unseen.*

Due to these misinterpretations of the question and poor knowledge of the subect matter, these candidates either scored low marks or 0 mark. Extract 4.2 shows a sample of a response of a candidate who elaborated five pillars of Islam instead of principles which differentiate Islamic political system from non Islamic poitical system.

4. Islam had been created with five principles or fundamentals which are different to non-Islamic political system by the following points:

Two shahada, this shahada involves on making faithful that a such person is believing in Allah (G-m) and his prophet so these two shahada differs to non-Islamic

4 political system because it got some nothing on shahada which involves on making person believe in Allah and his prophet.

Praying, also praying it differs from Islam and non-Islamic political system, because in the part of praying it deals on five system of salah from morning to night, so such principle to non-Islamic political system is not found.

Fasting, it refers to avoid eating from morning to evening, so this fasting involves on ~~purify~~ making man to be fast and strong enough for the means of getting good health. So through this principle of fasting manage to be differ from non-Islamic political system.

Zakat, also this is among the principles which differ Islam and non-Islamic political system because it involves on giving out charity for the sake of Allah for the means that such soul of a person to be purified. So through the Zakat it make Islam and non-Islamic political system to be different.

Pilgrimage, this it talks about ~~the~~ ~~shahada~~ worship place found in the city which is purified, that muslims are taught to make worship at that city at least a once in his/her life for those having enough money. So through this it shows that Islamic political system got nothing such principle that is why they are differ.

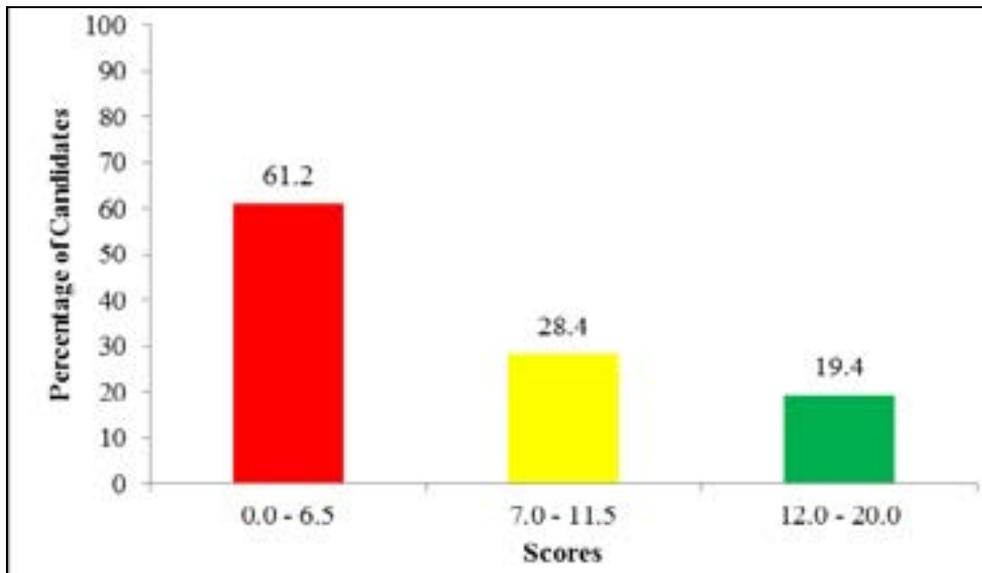
4	Generally, Through such principles it manage Islam to be differ from other Islamic political system.
---	--

**Extract 4.2:** A sample of poor performance

### 3.2.2 Question 5: Islamic Legal science and Criminal Law

Candidates were required to give evidences showing necessities of implementing Islamic law in the community. This question covered the topic of Islamic Legal science and Criminal Law.

The question was answered by 472 candidates (54.8%) out of 862 who attempted this examination. 49 candidates (10.4%) scored from 12 to 19 marks. 134 candidates (28.4%) scored from 7 to 11.5 marks. 289 candidates (61.2%) scored from 0 to 6.5 marks, among whom, 18 candidate (3.8%) scored 0 mark. Figure 13 shows the performance of candidates in percentage.



**Figure 13:** Performance of Candidates in Percentage in Question 5

The general performance in this question was average because 183 candidates (38.8%) scored from 7 to 17 marks. Candidates who scored high marks answered the question correctly by giving evidences showing

necessities of implementing Islamic law in the community. Some of the correct evidences given by these candidates in showing necessities of implementing Islamic law in the community were: *it based on true knowledge, establishment of justice, Man realizes the purpose of creation, it is the law of all people, places and time.* Extract 5.1 is a sample of a response from a script of a candidate who gave evidences showing necessities of implementing Islamic law in the community correctly.

5	<p>The purpose of life may be realized; Islamic law is necessary to be implemented in the community because the law explain also the purpose of life on the world that is to worship Allah to <del>seek for</del> Allah seek for the sake of Allah but other law fail to explain about it thus why its necessities of implementing Islamic law in the community</p>
	<p>It is the law of all people, place and period; this prove that its necessities of implementing Islamic law in the community because the law is not meant for any particular people, time, place but the law is for all people and in all time thus why its necessities of implementing Islamic law in the community</p>
	<p>Generally Islam is the religion which show the perfect way of life also it face different challenges of all ideologies. It is religion which go parallel to the world and it is only which insist the life after here.</p>

5 Islam is the religion which show the perfect way of life because its teaching extend to all aspect of life such as social, political, economic and technological. the following are the evidence showing necessities of implementing Islamic law in the community

Law which accord with human nature; it is necessities to implement Islamic law in the community because its only the law which focused on the human nature means the source of life and life after here which help to create God fear and enable people to avoid engaged on doing bad things and help people to know that man is created by Allah so its necessities of implementing Islamic law in the community

It is in Islamic shariah that real justice may be established; its necessities to implement Islamic law in the community because the Islamic law may establish real justice or right to all people in the community without based on colour, tribe and nation because people fear on the punishment of Allah so its necessities to implementing Islamic law in the community

It is based on true knowledge; the Islamic law is necessities to be implemented in the community because it is based on true knowledge compare to other law Islamic law based on only true of different things because those law was made to follow the perfect way of life were man directed to use by Allah this can help to avoid evil in the community so its necessities to implementing Islamic law in the community.

It is law without doubt; it is necessities to implementing Islamic law in the community because its law without doubt it is the complete in all aspect so it is necessities to implementing Islamic law in the community

Some of the candidates with average performance mixed up some relevant and irrelevant necessities. For example, among the irrelevant necessities provided by the candidates were: *to make people fear Allah, to reduce exploitation and to bring unity*. Other candidates analysed less than six necessities, as demanded by the question, as a result they ended up by scoring average marks.

Further analysis showed that, some candidates with low marks failed to understand the demand of the question. As a result, they came up with the justification to prove the necessities of implimenting the Islamic law in the community. This was contrary to the demand of the question which needed the candidates to explain the necessities of implimenting Islamic law in the community. Some of the justifications stated by these candidates were: *increase of evils in community, increase of fornicaion, increase of robbery and theft, presence of numerous gambling centre, bad leadership and ruling system in the counrty, increase of divorced family in the community and women being ahead of men*. According to these candidates, Islamic sharia is needed so as to eradicate those evils.

Some candidates explained benefits of the implementation of Islamic law in the community. Examples of those benefits raised by those candidates were: *There will be no theft, people will love each other, no corruption will be implemented, no one will practice adultery, people will feel equaly in community and there will be no selfishness*. In another example there was a group of candidates who provided the sources of Islamic law such as Qur'an, Sunnah, Hadith, Ijmaa and Qiyas. These discipancies in their explanations, made them either to scored low or 0 marks. Extract 5.2 shows a sample of an answer from a script of a candidate who explained sources of Islamic law instead of giving evidances showing necessities of implementing Islamic law in the community.

5	<p>Islamic law - this is the law that is used to determine the Islamic share to the different community, especially the Islamic Amalation. Islamic law maintained the different social classes community and when need the subscribed the differ from Islam and other religion. Islamic law used to control and strategies. The following are the evidence showing necessities of implementing Islamic law in the community:-</p>
	<p><b>Qiyas</b>, this is the law which consist the obedient law to the Islam. this Islamic law are avoiding the emphases to create the over qiyas that has obtained to the real situation and hence productive the various issues that affect the obedient to the holy Quran and avoid the Allah (sw) and his prophet Muhammad (swaw).</p>
	<p><b>Shurah</b>; the Islamic law that come to the life of man is Shurah that avoid to replace the in Islamic law that always shown on how Islamic law based to this Shurah and has been complementary destruction of Sodom and Gomorah that can prove the Islamic law in the community that forced to avoid it they show.</p>
	<p><b>Quran</b>; This influence the obedient of laws Allah (sw) that assist any one through the holy Quran and help the people who reading and doing the word Quran in their life that has been used in Islamic law.</p>

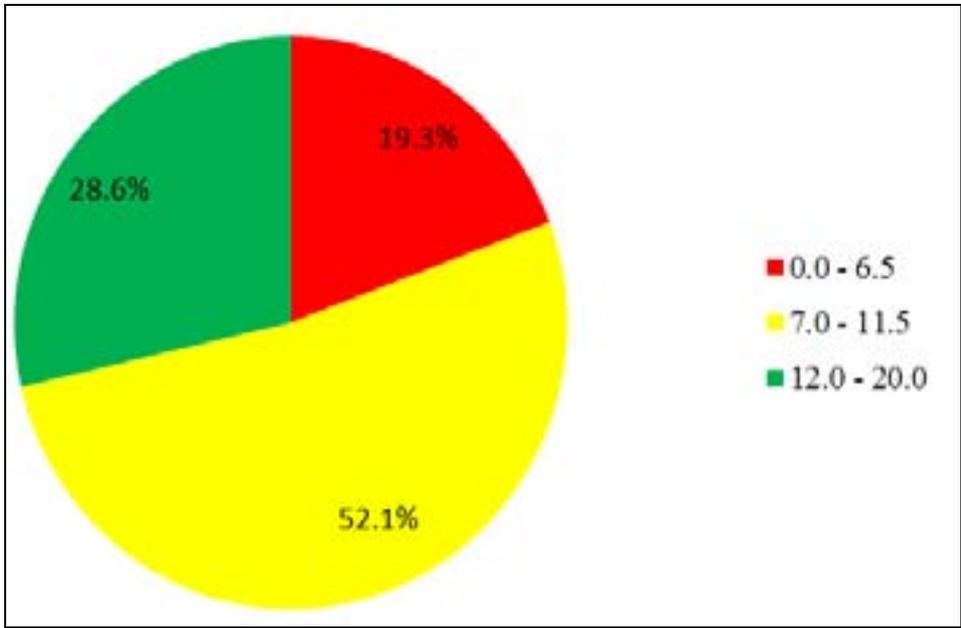
5.	<p>Sunnah; This is the prophethood of prophet and we received from him and made people to influence him and replaced for their digital information and protect the Muslims for the reaction of sacrifices for the sake of Allah and emphasise help any one for his sake and maintained from his ambition for him self and not Allah (S.W) and his prophet (S.W).</p> <p>Jimai; This is the situation of mosque SE deprivation in Islam that has been used in Islamic state law the community replaced and fall from them and hence the community performance by the rule through Jimai to the society.</p> <p>There fore Islamic Law that has given notional emphases to the Islamic foundation and hence the law obedient avoided to the rule situation.</p>
----	---

**Extract 5.2:** A sample of poor performance

### 3.2.3 Question 6: Islamic Family Law

This question focused on the topic of Islamic Family law. In this question the candidates were required to explain six priorities which the Islamic preachers should put emphasize on the World's Woman Day.

The question was answered by 384 candidates (44.5%) out of 862 who attempted this examination. 110 candidates (28.6%) scored from 12 to 16.5 marks. 200 candidates (52.1%) scored from 7 to 11.5 marks. 74 candidates (19.3%) scored from 0 to 6.5 marks among whom, 3 candidates (0.8%) scored 0 mark. Figure 14 shows the performance of candidates in percentage.



**Figure 14:** Performance of Candidates in Percentage in Question 6

The performance of candidates in this question was good because 310 candidates (80.7%) scored from 7 to 16.5 marks. Candidates who scored high marks managed to show clearly with practical examples on the priorities which the Islamic preachers should emphasize on the World's Woman Day. They showed competences in explaining priorities among which were: *Chance to work, to own properties, to choose husband, priority to education, freedom of expression, right to life*. Extract 6.1 is a sample of a response from a script of a candidate who showed how Muslims preachers should put emphasis on the world's Woman day.

6. Women are the most important people on earth. Women are the mother of the children, so women should be treated well. Islamic preachers should put emphasis on women on the World's Woman Day.

The following are things which should be given to women as priorities:-

Priority/Chance to work - A woman should be allowed to work and earn her own income. For example - especially the Arabs do not allow their wives to work just because of their jealousy and that a woman should just stay at home.

To own properties - A woman should be given a chance to own properties. For example In Islam a woman has been given share of inheriting the properties of her husband but there are other tribe who don't allow women to own any property even if she has bought it herself, this is not good and is considered as an exploitation and discrimination because they are not being given this priority.

To choose husband - A woman also should be given a priority of choosing any husband she wants. Allah (s.w) has said He is haram to force daughter to marry someone they don't really like. So a woman should choose for herself. For example there are tribes which from the day the baby girl is born, her parents have already chose a husband for her to marry. This is not right at all.

Priority to education - Education is very important in any man's life. A woman has to be given a chance to get education which will help her in her daily life and not refusing her the right to get education. For example there are areas -

6. which its people believe that educating women is just wasting of money which is not true.
Priority to express their emotions - A woman should be given a chance to express her emotions whatever, she feels like expressing to the world, her opinions, thoughts about a certain thing and people especially men should listen to them and take action on the thoughts.
Chance to live peacefully - A woman - should be given a first priority of living peacefully that is living without fearing anyone or anything and live according to their wish.
Lastly; These are the things which should be given as priority to women by the Islamic preachers and to emphasized more on the World's Woman Day

**Extract 6.1:** A sample of good performance

On the other hand, some of the candidates who scored average marks mixed up the right and wrong responses. Others showed less than six priorities in their responses that led to score average marks. Some of incorrect responses which mixed up with correct responses were: *Women have a right to be inherited, they are supposed to stop women mixing with man, and wives should respect their husbands.* In addition, apart from mixing up correct and incorrect answers, some of these candidates had insufficient English language skills. All these reasons led them to score average marks.

Further analysis showed that, some of the candidates with low scores failed to understand the demand of the question. As a result, they provided incorrect answer. For instance one candidate instead of explaining priorities which the Islamic preachers should put emphasis on the World's Woman Day, he/she misinterpreted the question and came up with the step taken by Islam to preserve the honour of woman. He/she wrote points such as; *Women are not allowed to raise their voice, women are not allowed to sit together with men, women should remain at home, women should conceal their bodies, women can not be the leaders, and women can not be the same as men.*

In another example, one candidate came up with the principles of Islamic dressing code they presented them as priorities which the Islamic preachers should emphasize on the World's Woman Day. They brought forth points such as: *the dress of women should not resemble men's dress, and women dress must cover the whole body, women dress should not be attractive, should not be transparent and must be loosely.* Other candidates responded by giving mixing ideas which do not relate to the question. For example one candidate provided points such as; *Promote unity and solidarity, day of promote human rights, it create peace and harmony, it create brotherhood, it regulating classes and regulation of social crime, beautify her inner and outer appearance, protect her honour, attain nobility, define femininity, purifies her heart and mind, experience her independence to allow them to be free.* Because of these discrepancies in their explanations, they either scored low or 0 mark. Extract 6.2 is a sample of a script of a candidate who explained principles of Islamic dressing code instead of explaining priorities which Islamic preachers should put emphasis on the World's Woman Day.

6 In the world's woman Day Islamic practice put emphasis on the Hijab. In Hijab the priority was being on the characteristics of Hijab. Hijab is all about appearance and behaviour of the muslim woman. The most case come from the appearance which involve the dressing style of muslim woman as clarified in the Holy Quran. The following are the characteristics or conditions of Hijab.

Must cover the whole body except the parts that are allowed by law; Hijab must cover the whole body of a woman except face and limbs as mentioned in the Quran.

Must hang loosely; Hijab must hang loosely the body. It should not tight the woman body because it can show the exactly picture of the body this is prohibited since can bring about adultery.

Must be thick and opaque; The Hijab must be thick and opaque in order to fail to show the color of skin of a woman.

Should not resemble to the men clothes; Islamic women clothes must not resemble to the men clothes example trousers as well as T-shirt. Allah s-w condemned those women who wore like men.

Should not resemble to the unbelievers clothes; Also the Hijab of muslim woman should not resemble to the unbelievers clothes. There must be great difference between the unbelievers and muslims women clothes if there is similitude the hijab must not fill the conditions.

Colour and appearance; The muslim women clothes must have the colour which can not attract any

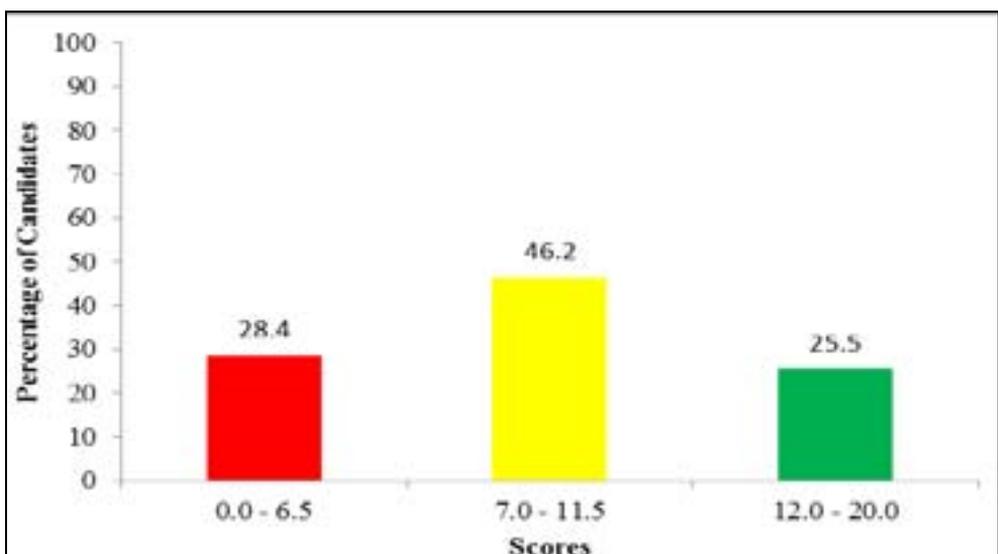
6. many men. Also <del>must</del> <sup>should</sup> not contain any kind of ornament because also they cause attraction of opposite sex.
All in all in world's woman Day the Hijab was put emphasis by Islamic preachers by consider the condition of Hijab. Hijab was given priority because it is the only thing that value the dignity of a woman.

**Extract 6.2:** A sample of poor performance

### 3.2.4 Question 7: The Five Fundamentals of Islam

This question required the candidates to discuss how paying Zakat brings social benefits to the Muslim society. The question was from the topic of the five fundamentals of Islam.

The question was answered by 825 candidates (95.7%) out of 862 who attempted this examination. 210 candidates (25.6%) scored from 12 to 20 marks. 381 candidates (46.2%) scored from 7 to 11.5 marks. 234 candidates (28.4%) scored from 0 to 6.5 marks. Figure 7 shows performance of the candidates in percentage.



**Figure 15:** Performance of Candidates in Percentage in Question 7

Generally, the performance of candidates in this question was good. This because 591 candidates (90.8%) scored from 7 to 20 marks. The analysis of candidates' performance shows that, those who scored high marks managed to respond to the question as required. They discussed how paying Zakat brings social benefits to the Muslim society. Some of the answers given by candidates were; *it reduce poverty in the society, promote equality, promote social understanding and brother hood, improve standard of living and contribute to social security.* Good performance of the candidates in this question proved that, those candidates understood the question correctly and had adequate knowledge of the concept of Islamic Family Law. Extract 7.1 is a sample of a response from a script of a candidate who discussed correctly how paying Zakat brings social benefits to the Muslim society.

7. Zakat is the third fundamental pillar of Islam which refers to the amount of the wealth of a Muslim which when reaches to a certain percentage or amount (Nisab), he or she must give it out to those legally deserving. Zakat is given to the following; the poor, the needy, those who are fighting in the way of Allah, those with debts, those who collect and save on it (Zakat), the new Muslim converts, those who have free the slaves and those people in the journeys whose journeys have been obstructed. Zakat is compulsory for the Muslims whose wealth have reached Nisab or more. The main objective of paying Zakat is to purify the giver's wealth. The following are the social benefits to the Muslim society which are brought by paying Zakat:-

It reduces poverty in the society; Paying Zakat reduces poverty in the society. This is because, the rich people are helping the poor people at a certain period of time regularly. Through this situation, the poverty of the poor people is reduced.

It eliminates social evils:- Furthermore, Paying Zakat eliminates social evils such as; Robbery, theft and prostitution. This is because, paying Zakat helps those people who could engage their social in the social evils to get

7. Income Theory Through paying Zakat, these social evils are eliminated, hence, the Society lives in peace and the social good moral values are protected.

It ~~enhance~~ enhances love and positive relationship among the people in the Society. Moreover, paying Zakat enhances and strengthens love and positive relationship among the people in the Society. Paying Zakat makes the rich to feel pity and justice for the poor and the poor feels respect and love for the rich. This enhances love and positive relationship among the people in the Society especially among between the rich and the poor, hence, people lives in harmony and every class antagonism is eliminated.

It enhances unity among in the Muslim in the Muslim Society. In fact of that, paying Zakat enhances unity and solidarity in the Muslim Ummah or Muslim Nation in the Society. Since, Zakat enhances the sense of love and good relationship among the people especially Muslims in the Society, then it enhances the unity and solidarity among in the Muslim Society.

It reduces income inequality in the Society. In the addition to the above points, paying Zakat reduces the income inequality among the people or Muslims in the Society. This is because, paying Zakat prevents the rich people to excessively accumulate wealth while the poor remains poor, but in It reduces the gap of income between the rich and the poor.

7. Hence, reduces income inequality.

To sum up, the main objectives and benefits of paying Zakat are not reached contemporarily due to the following factors; Many Muslim rich do not pay Zakat, Most of the Muslims do not even know the rules, restrictions and the limitations of Zakat and lastly, there is misinterpretation on the real objectives of paying Zakat.

**Extract 7.1:** A sample of good performance

Further analysis shows that, some of candidates who scored average marks mixed up the correct and incorrect responses. Others showed less than five points in their responses that led to average marks. Example of incorrect responses mixed up with correct responses by one of candidates were; *makes people in the society to be God conscious and it reduces number of evils in the society.*

Some candidates failed to understand the demand of the question or both. As a result, they provided incorrect answer. For example, one candidate mixed up the benefits of Zakat and recipients of Zakat with such points as; *those in the way of Allah (s.w), those who are in debt, the needy, those who are bondage and those who are in administration;* and therefore scored 0 mark. Other candidates in this category focused on discussing the uses of Zakat on social services. Some of examples of social services discussed were: *used in the establishment of schools, used in different hospitals, used in the establishment of orphan centres, used to build mosques and used in the introduction of madrasa.* All these examples show that, the candidates in this category did not understand the demand of the question which resulted into scoring low marks. Extract 7.2 shows a sample of a response from a script of a candidate who discussed recipients of Zakat instead of discussing how paying Zakat brings social benefits to the Muslim society.

7. Zakat is the part of money of rich that are helped to give muslim's special. In that according to this issue or meaning of zakat the following are statement that are saying that zakat or paying zakat brings social benefits to the Muslim society are that follow:-

Firstly; Poor people; This people need to bring Zakat because the meaning of zakat is the part of money of rich that are bring to give a muslim's special, this one among the special muslim that are brought is a poor person.

Secondly; Transporter (Muajiri alijaharibikiwa); This is another special muslim that are bring the money so that according to this meaning of Zakat that are is the part of revolution of muslim rich that are bring special muslim in a society. So that according to this special issue this is second point.

Thirdly; Person very poor (Matukasa); We need to understand well that Zakat is the part of revolution of muslim rich that are bring special muslim in the society so that according to this issue we need to understand that another person that need to bring or paying zakat is very poor person.

Fourthly; People does not power (Wasiajiwezi); According to the statement above that are paying Zakat brings social benefits to the Muslim society so that we need to understand well the meaning of Zakat that are the special money of rich that are bring to give a special muslim in the society to the hear nisab.

Fifthly; The people beaten jihad (Inlanaupigania jihad); This is another point that are at

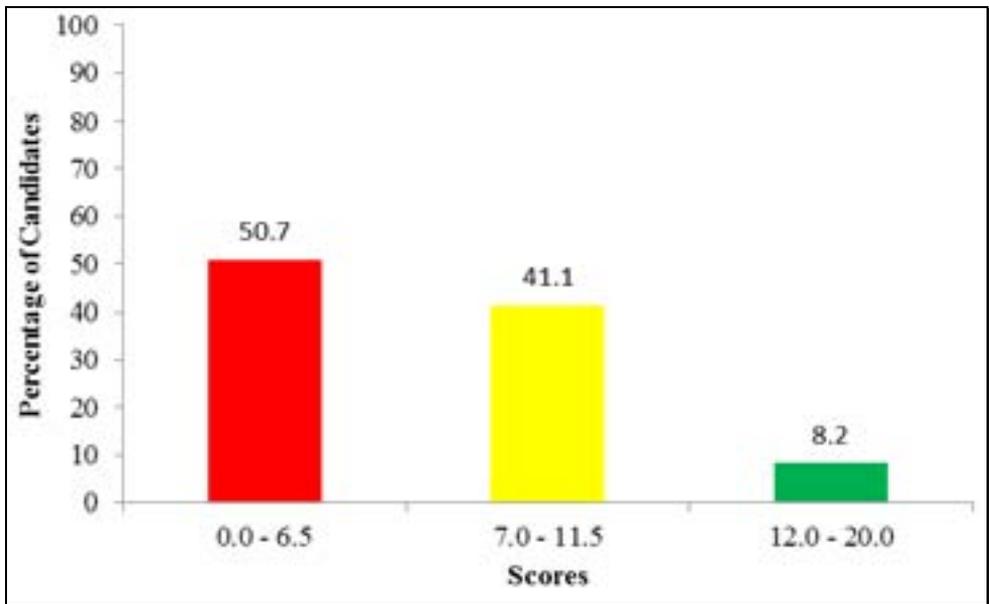
answer of the statement above that are saying  
 that paying Zakat brings social benefits to the  
 muslim society. So that according to this issue is  
 to need to understand the meaning of Zakat is  
 the part of money of rich that are bring to  
 the special muslim in the society.  
 According to the above point is enough  
 to discuss this statement by giving five points  
 that statement sayed that paying Zakat brings  
 social benefits to the muslim society like thus far  
 in down there above was follow:

**Extract 7.2:** A sample of poor performance

### 3.2.5 Question 8: Islamic Family Law.

In this question, candidates were required to elaborate six causes of divorce. The question was from the topic of Islamic Family Law

The question was answered by 355 candidates (41.2%) out of 862 who attempted this examination. 29 candidates (8.2%) scored from 12 to 15.5 marks. 146 candidates (41.1%) scored from 7 to 11.5 marks. 180 candidates (50.7%) scored from 0 to 6.5 marks among whom, 14 candidate (3.9%) scored 0 mark. Figure 16 shows the performance of the candidates in percentage.



*Figure 16: Performance of Candidates in Percentage in Question 8*

Generally, the performance of the candidates in this question was average because 164 candidates (49.3%) scored from 7 to 15.5 marks. This is the most answered question in this paper. Also most of candidates answered it correctly. This is due to the fact that divorce is a practical thing which happens frequently in the normal environments and therefore its causes are easily to be known by the candidates. The candidates who scored high marks understood the demand of this question and had enough knowledge which enables them to answer it correctly as it was required. They elaborated causes of divorce in Muslim community with such points as; *man did not provide the basic needs; misunderstanding between man and woman, sometimes divorce influenced by relatives, poverty, lack of education and forced marriage*. Extract 8.1 is a sample of a response from a script of a candidate who clearly elaborated the causes of divorce.

08

A divorce, is the situation where by husband to leave their wife. The divorce became after husband tired to live with their wife or Member standing that take place between husband and wife.

The following Causes of the divorce.

Man did not provide basic need. In that factor among the Causes of divorce in Community Man did not provide basic need to their wife due that woman desire to get basic need to their husband. If husband failure to provide basic need, woman rise and need to get divorce from their husband. There are the divorce sometime caused by man for failure to provide basic need to their husband.

Misunderstand between Man and woman. Sometime divorce caused by misunderstanding between Man and woman. For instance the Misunderstand rising rise when some one cheated may be living with someone in their relationship. For example when Man know that our wife cheated him in the husband gives our wife divorce when woman know that our husband are very cheated try to need to get divorce therefore divorce sometime caused with misunderstanding between man and woman.

Sometime divorce influence by relatives. In that factor among the Causes of divorce in Community. Sometime influence by relative. For example the Sometime relatives convince their need to give they husband divorce. Some of them in the family due this because may be sister-in-law tired to live with they wife of our brother or Sometime woman influenced by their relatives to need the divorce to their husband therefore are among causes of divorce.

Barron woman Sometime caused divorce. In that Problem sometimes are the source of divorce in the Community. For example woman stay in the marriage long time without to get pregnancy are the source of rise divorce. If woman stay long time without to get pregnancy the relatives of man see that the woman they have Problem. Some of relative convince their brother to give our wife divorce and find another woman for marriage therefore that among causes of divorce.

08.	Poverty Sometimes Cause divorce. Poverty are main Problem
	that Caused <del>Part</del> divorce In the Community because woman stay
	long term In the Marriage but our husband fail to offer all basic need
	of woman tired to live such life and try to need the divorce
	for their husband. The Poverty rise due to the lack of employment oppor-
	unity therefore divorce Sometimes Caused by poverty that was based on
	need.
	Therefore sometime divorce In the Community rise with many effect like
	the increase of number of street children due to parent separate some
	time the children failure to offer social basic life right like education
	increase the number of crimes due to the children for try to find basic
	need like food.

**Extract 8.1:** A sample of good performance

Further analysis shows that, some of the candidates who scored average marks mixed up the correct and incorrect responses. Examples of incorrect respond which they mixed with correct respond were: *Marriage of relative, marriage of woman, permanent disease and mis treatment*. Other candidates managed to mention causes of divorce but did not elaborate in details. Thus resulted into scoring average marks. These candidates also had insufficient English language skills which resulted to score average marks.

Most of the candidates who scored low marks failed to understand the demands of the question. Therefore they came up with poor justifications of the question. This is due to the fact that the statement "the divorce is only permissible twice..."(2:229) was interpreted by these candidates as wisdom behind divorce. This shows that they didn't understand the concept in the verse given. For example one candidate explained about the wisdom of divorce instead of causes of divorce. In this regard he/she wrote: *divorce makes the married couples to avoid conflict, it gives chance to start a fresh life, it gives a lesson to some one, it gives chance for building love again, it*

*gives a chance of clear her wrong, and to give warning.* Other candidates explained impediments of divorce instead of explaining the causes of divorce. They wrote such points as: *for pregnant woman divorce is not allowed, suckling woman divorce is not allowed, menstruation period divorce is not allowed and in angry condition divorce is not allowed.* Another candidate explained conditions which must be observed before divorce takes place instead of justifying the verse given by elaborating causes of divorce, by giving points such as; *a person who initiates divorce must be matured enough, must be conscious, must be free from external pressure and must be follow the method of Prophet (s.a.w).*

Further more there was another category of candidates who came up with the justification for polygamy instead of causes of divorce and they provided such points as: *Presence of barren woman, long term disease, physical and psychological reasons, unproportional sex desire and unproportional number between male and female.* Additional there were candidates who provided types of divorce such as, zihar, khul, ilaa and lian. These discrepancies in their explanations, led to candidates either to score lowly or 0 mark. Extract 8.2 shows a sample of an answer of a candidate who elaborated wisdom behind divorce instead of elaborating the causes of divorce.

8	<p>Divorce is the statement which shows the evidence of the marriage partners to break their relationship as wife and husband. "A divorce is not permissible twice...". This statement is true according to the causes which are:-</p> <p>It makes married man and women to avoid conflicts which cause divorce. There are families in a society have a continuously conflicts which causes them to demand for divorce. So, for that condition it makes a husband and wife to avoid conflicts which cause divorce.</p>
---	--

8 To reduce the number of husbands to give their wife divorce frequently. These are husbands who like to give their wife divorce even for small mistakes. So, through this, a divorce is only permissible twice.

To influence a husband and his wife to solve the problems which face them instead of giving out divorce. This is because there are problems which a married couple face and take the action of giving divorce. So, through this situation, a divorce is only permissible twice.

Allah (s.w) dislike the condition of a married couple to give divorce each other. Allah (s.w) is the creator of everything in this universe. So, dislike the situation of a married woman to separate with her husband through divorce.

To increase love and honest between husband and wife. Through this a divorce is not permissible twice which makes a husband and wife to be loved each other and avoid a third divorce which cause the separation forever between them.

Generally, all explained above are the causes of the condition a divorce is permissible only twice and when it happens in third times it cause a true separation between a husband and wife.

**Extract 8.2:** A sample of poor performance

#### 4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The Islamic Knowledge Advanced Certificate of Secondary Examination of 2019 had sixteen questions which were constructed from fifteen (15) topics. The analysis of the candidates' response in each topic shows that the candidates had good performance in the topics of *The Five Fundamentals of Islam* (90.8%), *Qur'anic Concept of Education* (86.8%), *The Teachings of Selected Verses of Qur'an* (78%), *History of the Universe and Mankind* (77.6%), *Nations Mentioned in the Qur'an* (71.7%), *The Islamic Family Law* (70%), *The Six Pillars of Faith* (66.7%), *Islamic Way of Life* (66.7%), *Belief in Allah (s.w) and its implication* (66.5%), *The Purpose of Life and Life After Death* (64.7%) and *The History of Islam After Caliphate Era*

(61.5%). The candidates performed well in these topics. They showed their ability to follow the instructions, identify the demands of the questions and good mastery of the subject matter. Moreover, most of the candidates demonstrated good proficiency of English language in answering questions. This is due to the fact that they provided explanations which were grammatical correct and semantically sounding.

The candidates had an average performance on such topics as *The Evolution of Islamic State-the Maccan Era* (50.1%), *Sunnah and Hadith* (47.8%) and *The Islamic Legal Science and Criminal Law* (38.8%). The reasons behind the average performance on these topics were: providing fewer points than instructed, mentioning of correct points without satisfactory explanations, mixing up correct with incorrect concepts and insufficient English Language skills

However the candidates had poor performance in the topic of *The Islamic State in Caliphate Era* (21.6%). The analysis made on the candidates' answers revealed that, the reasons which made candidates to have poor performance in this topic were; failure to meet the demand of the question, misconception and misinterpretation of the requirements of the question and lack of knowledge of the topic. The candidates' performance on the topics for ACSEE 2019 is summarized in appendix A.

In comparison with 2018 examination, the performance of the candidates in 2019 Islamic Knowledge Advanced Certificate of Secondary Education Examination (ACSEE) has decreased. In 2018 eleven topics had good performance; three topics had average performance while there was no topic which had poor performance. In 2019 eleven topics had good performance; three topics had average performance while one topic had poor performance.

However, there were four topics in 2018 examination which were not tested in 2019, and four topics in 2019 examination which were also not tested in 2018. The comparison of the analysis of the candidates' performance in each topic for 2018 and 2019 is summarized in appendix B, where green colour indicates topics with good performance, yellow colour indicates topics with average performance and red colour indicates topics with poor performance.

## **5.0 CONCLUSION**

Generally, the performance of Islamic Knowledge Examination for Advanced Certificate Secondary Examination (ACSEE) 2019 was good. The analysis which has been conducted in paper 1 and 2 shows that the candidates' performance was good in paper 2 compared to paper 1. The candidates with good performance were able to answer the questions correctly by addressing the tasks of the questions and showing competence in the subject matter. They were able to write well organised essays with English language proficiency.

The analysis revealed that, the candidates with poor response proved to have a number of challenges which include; mixed up relevant with irrelevant concepts, provision of less than required points on that particular question, failure to meet the demand of the question, lack of enough knowledge on the topics concerned and failure to provide satisfactory explanations. For the purpose of boosting performance in the coming examinations, more efforts are needed in the teachings and learning process in order to build candidates ability to understand the demand of the questions, to present strong arguments and to write well organized essay with English language proficiency. The candidates had poor performance in the topic of *Islamic State in Caliphate Era* in question 4 in paper 1 due to misinterpretation of the question and lack of knowledge on the concept related to the factors which led to the decline of Islamic of Islamic State in Caliphate Era. As a result, 78.4 percent of candidates who did that question scored below 7 marks. This may suggest that candidates were not familiar with the topic.

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

## **6.0 RECOMMENDATIONS**

In order to improve the performance of prospective candidates in this subject, the following are recommended.

- (a) Teachers should lead candidates in groups to learn the topic of *Islamic State in Caliphate Era*. Candidates should be given tasks of collecting information from various books concerning Islamic state in caliphate era. Also they should be given enough exercise so as to enable them to acquire the intended knowledge of the topic in order to have ability to explain in detail every point they mentioned and answer the questions correctly.
- (b) In order for the candidates' to build the ability to understand the demand of the question and ability to have right answers, teachers should provide enough exercises. This will challenge them to make reference to the text and supplementary books. Teachers should provide feedback to the candidates after every classroom session. This will make candidates familiar with special vocabularies and will enable them to understand when they are used in the examination. Consequently the candidates will be able to clear their misconceptions of Islamic concepts as well as being familiar with the ways of answering questions correctly.
- (c) The candidates should be encouraged to participate in different Islamic knowledge discussions specifically on within and outside school. They should focus in the areas that they find difficulty to understand. Teachers and candidates are advised to revise all topics in Islamic Knowledge syllabus when preparing for ACSEE examination.
- (d) The Islamic education panel should improve the current textbooks namely The Study of Qur'an and Hadith, Islamic History and Fiqh and Tawheed (volume 1, 2 and 3). They should add the missing topics such as *History of Islam After Caliphate* so as to match with the syllabus. The sub-topic of the History of Umayyad Dynasty should be emphasized as it is one of the primary sources of Islamic History.
- (e) Candidates should be encouraged to read various books to enable them improve their vocabularies. This will eventually enable them to use correct spellings and grammatically correct sentences. The candidates should improve their English language. Some candidates seem to have good ideas but failed to answer some questions because they lack proficiency in the English Language.

## Appendix A

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an Average of 35% or Above	Remarks
1	The Five Fundamentals of Islam	1	90.8	Good
2	Qur'anic Concept of Education	1	86.8	Good
3	The Teachings of Selected Verses of Qur'an	1	78	Good
4	History of the Universe and Mankind	1	77.6	Good
5	Nations Mentioned in the Qur'an	1	71.7	Good
6	The Islamic Family Law	1	70	Good
7	The Six Pillars of Faith	1	66.7	Good
8	Islamic Way of Life	1	66.7	Good
9	Belief in Allah (s.w) and its implication	1	66.5	Good
10	The Purpose of Life and Life After Death	1	64.7	Good
11	The History of Islam After Caliphate Era	1	61.5	Good
12	The Evolution of Islamic State-the Maccan Era	1	50.1	Average
13	Sunnah and Hadith	1	47.8	Average
14	The Islamic Legal Science and Criminal Law	1	38.8	Average
15	The Islamic State in Caliphate Era	1	21.6	Poor

**COMPARISON OF CANDIDATES' PERFORMANCE IN TOPICS  
BETWEEN YEAR 2018 AND 2019**

S/N	Topic	2018			2019		
		Number of questions per topic	Percentage of Candidates who scored an average of 35% or above	Remarks	Number of questions per topic	Percentage of Candidates who scored an average of 35% or above	Remarks
1	The Islamic Family Law	1	91.3	Good	1	70	
2.	The Islamic Legal Science and Criminal Law	1	90.8	Good	1	38.8	Average
3.	The Evolution of Islamic State-the Maccan Era	1	89.7	Good	1	50.1	Average
4.	The Six Pillars of Faith	1	84.4	Good	1	66.7	Good
5.	The Purpose of Life and Life After Death	1	80.5	Good	1	64.7	Good
6.	The History of Islam After Caliphate Era	1	79.8	Good	1	61.5	Good
7	Nations Mentioned in the Qur'an	1	76.3	Good	1	71.7	Good
8.	Authenticity of the Holy Qur'an	1	75.2	Good			
9.	The Five Fundamentals of Islam	1	73	Good	1	90	Good
10.	Islam and Contemporary Development.	1	70.3	Good			
11.	The Islamic State in Madinah	1	64.4	Good			
12	History of the Universe and Mankind	1	58.2	Average	1	77.6	Good
13	Islamic Way of Life	1	48.8	Average	2	66.7	Good
14	Belief in Allah (s.w) and its implication	1	47.6	Average	1	66.5	Good
15	The Qur'anic Concept of Religion	1	41.5	Average			
16	The Qur'anic Concept of				1	86.8	Good

Education							
17	The Teachings of Selected verses of Qur'an				1	78	Good
18	Sunnah and Hadith				1	47.8	Average
19	The Islamic State in Caliphate Era				1	21.6	Poor

