



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2022**

ISLAMIC KNOWLEDGE



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115 ISLAMIC KNOWLEDGE

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TABLE OF CONTENTS

1.0 INTRODUCTION.....	1
2.0 ANALYSIS OF PERFORMANCE OF CANDIDATES IN EACH QUESTION IN PAPER 1	2
2.1 SECTION A: SHORT ANSWER.....	2
2.1.1 Question 1: The History of Universe and Mankind	2
2.1.2 Question 2: Islam in East Africa	7
2.1.3 Question 3: Islamic State in Madina	11
2.1.4 Question 4: The Authenticity of the Holy Qur'an.....	15
2.1.5 Question 5: Teaching of Selected Verses.....	19
2.1.6 Question 6: Qur'anic Concept of Education	23
2.2 SECTION B: ESSAY	27
2.2.1 Question 7: Sunnah and Hadith.....	27
2.2.2 Question 8: Qur'anic Concept of Religion.....	31
2.2.3 Question 9: Islam in East Africa	37
3.0 ANALYSIS OF THE CANDIDATES RESPONSES IN EACH QUESTION IN PAPER 2	42
3.1 SECTION A.....	42
3.1.1 Question 1: Islamic Way of Life	42
3.1.2 Question 2: Islamic Family Law	46
3.1.3 Question 3: Islamic Legal Science and Criminal Law	49
3.1.4 Question 4: Six Pillars of Faith	53
3.1.5 Question 5: Belief in Allah and its Implications	57
3.1.6 Question 6: Purpose of Life and Life After Death	61
3.2 SECTION B	64
3.2.1 Question 7: Islamic Legal Science and Criminal Laws	64
3.2.2 Question 8: Belief in Allah (S.W) and its Implications	69
3.2.3 Question 9: Rationale of Islamic and the Concept of Worship	75
4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC	80
5.0 CONCLUSION	82
6.0 RECOMMENDATIONS	83
Appendix I	85
Appendix II.....	86


FOREWORD

This report on the Candidates Item Response on the 2022 Advanced Certificate of Secondary Education Examination (ACSEE) for the Islamic Knowledge subject has been prepared by the National Examination Council of Tanzania (NECTA). The aim of the report is to provide feedback to different education stakeholders including students, teachers, parents, policy makers and the general public on the performance of candidates and the extent to which the instructional goals and objectives were met.

The analysis shows that, general performance of the candidates in this subject was average. Factors that have contributed to the candidates' ability to answer the examination questions correctly and score high marks include; the ability to understand the demands of the questions, having basic knowledge of the subject matter, mastering of English language and essay writing skills. The candidates who scored low marks had contrary attributes. In this report, the analysis of each question has been done and different information has been shown by figures and graphs.

It is the belief of NECTA that this report shall serve as a basis for enabling those stakeholders to identify proper measures to be taken in order to improve candidates' performance in the future examinations.

The Council would like to thank all examinations officers and stake holders who provided valuable assistance in the preparation of this report.



Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report intends to inform the performance of candidates in Islamic Knowledge for the Advanced Certificate of Secondary Examination (ACSEE) 2022. The Islamic Knowledge examination had 2 papers; 1 and 2. Each paper consisted of two sections; A and B, with six and three questions respectively. The candidates were required to answer all questions from section A and two questions from section B. Each question in section A carried 10 marks while each question in section B carried 20 marks.

A total of 684 candidates were registered for 2022 examination, among these 675 sat for this examination. This is a decrease of 148 candidates compared with 823 candidates who did the examination in 2021. The results showed that 439 candidates passed with the following grades; grade C 14 (2.10%), grade D 112 (16.79%), grade E 221(33.13%) and grade S 92 (13.79%). A total of 228 (34.19%) candidates performed weakly by obtaining grade F. The ACSEE 2022 Islamic Knowledge performance shows that, 65.82 percent of the candidates passed. This performance has increased by 4.82 percent compared to that of 2021 in which, 61.0 percent of the candidates passed.

The report provides feedback to stakeholders on the performance of candidates by stating candidates' strengths and weaknesses in responding to the questions. In analysing the candidates' performance in each question, the performance was graded as good, average and weak. The pass rate of each question was 35 percent and above 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 weak category. The candidates' performance has been summarised in the Appendix I whereby green colour represents good performance while yellow and red colours imply average and weak performances respectively.

Analysis of individual question is also presented. The presentation highlights the requirements of each question; the way the candidates attempted them and analysis of their responses. Extract for both good and weak responses from candidates' scripts have been inserted to elaborate the cases presented.

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

This was a three hours paper and consisted of Sections A and B with a total of nine questions. Section A consisted of six short answer questions and carried 60 marks while section B consisted of three essay questions and carried 40 marks. The candidates were required to answer 8 questions, making a total of 100 marks.

2.1 SECTION A: SHORT ANSWER

In this section the candidates were supposed to answer all six questions briefly. The questions were set to measure candidates' competences abilities such as understanding, applying analysis, and evaluating Each question in this section carries 10 marks making a total of 60 marks.

2.1.1 Question 1: The History of Universe and Mankind

The candidates were required to differentiate between materialistic and the Islamic point of view on origin of mankind. This question was composed from the topic History of Universe and Mankind.

The question was attempted by all 675 (100%) candidates who sat for this examination. The performance shows that, 512 (69.2%) scored 0 to 3 marks, among them 189 (28%) scored 0 mark. Also 148 (21.9%) scored 3.5 to 5.5 marks and 15 (2.2%) scored 6 to 7 marks. Figure 1 shows an analysis of the performance of the question.

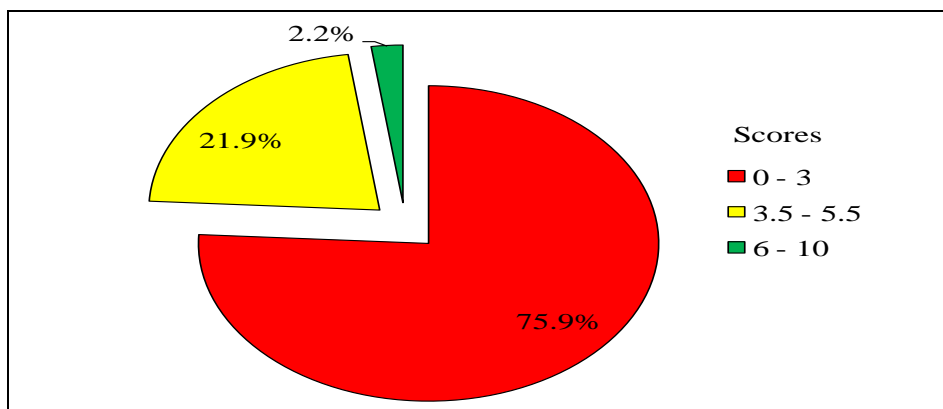


Figure 1: *Performance of Candidates in Question 1*

Candidates performed weakly in this question as 163 (24.1%) scored from 3.5 to 7 marks. Most of the candidates performed weakly in this question as evidenced by the fact that, 512 (75.9%) scored below 3.5 of which 189 (28%) among them scored 0 mark. These candidates did not understand the demand of the question. Instead of providing arguments to differentiate between Materialistic and the Islamic point of view on origin of Mankind, they came up with wrong response. Some of them explained the arguments of disbelievers on denying existence of God. They argued that; *God is not seen; science disapproves on existence of God; if God exists who create him? Man creates Gods and God from primitive and believing in Allah is dogma*. These candidates mixed the terminology of materialism which is used in the topic of belief of Allah and its Implications and the topic of the History of Universe and mankind.

Others elaborated misconception in the conceptualization of religion. They explained that; *meaning of religion, origin of man and religion, role of religion and institutionalization of religion*. They provided such responses since Islam and Materialism are types of religion as it was used from the topic of Quranic concept of religion to differentiate them. However, these answers were wrong as they were not meet the demand of question.

Some candidates lacked enough knowledge on The History of Universe and Mankind especially on origin of man. They provided responses contrary to the demanded answers. They explained that; *Materialists suggest that man is an isolated creatures and can decide on what to do in the entire life no one to interfere while Islamic point of view suggest that man is not isolated creature, Materialist put forward that Islamic religion does not satisfy human kind while Islamic point of view give that Islam is the complete way of life, Materialist teaching suggest that there is no judgment or resurrection day that everyone will be paid while Islamic view insists the existence of days*. These candidates came up with these responses due to lack of knowledge on the topic of History of Universe and Mankind which led to provide guess responses. Extract 1.1 is a sample of incorrect response from a script of a candidate.

Q1	(i) God is not seen, that means that materialists they work on the fact that the one that is not seen can't be believed but muslim work on the fact of believing in Allah (swt) or God even if it is not seen but muslims believe on the existence of God.
	(ii) Science disprove on the existence of God, that means that materialist explain on the man existence as it is not through the existence of God but man is from monkey so that means God is not existing but also on Islamic view that is not true in which science explain on but there is existence of Allah.
	(iii) God is existing who create him? that is one of the argument that is used by materialist to be against and to show non existence of Allah but the fact of things who create God that is on the negative side as materialist work on it.
Q2	(i) Man create God and God is from primitive that is another argument of these materialist. None of the thing that explain on the existence of God by the materialist is not true as they think that materialist fact is true thing which is the
	(ii) Believing in Allah (swt) is degrading, that means that one of the materialist fact is in the believing on the existence of Allah that is degrading that means that non believed thing to materialist which is not true.

Extract 1.1: A sample of incorrect response on question 1

In extract 1.1 a candidate explained various theories which depict the existence of Allah instead of providing differences between Materialistic and the Islamic point of view on origin of mankind.

In addition, 148 (21.9%) candidates scored average marks (3 to 6 marks) because they mixed correct and incorrect differences between materialistic and the Islamic point of view on origin of mankind. They explained that; *materialists argue that there is no life after death while in Islamic point there is life after death, materialistic like exploitation in economic while Islamic point not accept the exploitation and materialism argue to support immorality while Islamic view on origin of mankind not support immorality.*

Some candidates had average score due to unsatisfactory responses, Language inproficiency and few of them explained two or three points less than the required number. Yet, some candidates repeated the same points in other paragraphs.

Further analysis revealed that, only 15 (2.2%) candidates who attempted this question were able to differentiate correctly between Materialistic and the Islamic point of view on origin of mankind. They provided the following differences; *the materialists view on the source of man and universe is that the true matters that have no beginning and an end while Islamic point of view the origin of man and universe is creation, the materialist argue that life of us was accidental process and neither one created it while Islamic point of view on life of the earth is Allah (S.W), Man is product of unicellular creatures that changed gradually from what materialists are saying that man has come from single 611 while Islamic point of view origin of man according to "Quran is creation of Allah. In materialistic point of view human being has no purpose of life in this Earth except material while Islamic the purpose of life of man is to worship Allah and materialist claim that human being is an animal like other animals while Islamic point of view the position of man is vicegerancy of Allah (S.W).* Through these answers, it is evident that these candidates had relevant knowledge regarding The History of Universe and Mankind. Also these candidates showed their English Language ability as they wrote gramaticall correct and meaningfull sentences. Extract 1.1 is a sample of a correct response from a script of a candidate.

I	<p>The following are the differentiate between materialist-ic and the Islamic point of view on origin of mankind</p> <p>In the source of mankind. The materialistic say that man mankind just was created as baboon and then to change to be lizard and then man. but Islamic point of view say that the mankind their source are the soil which Allah (s.w) to use to created man-kind.</p> <p>The materialistic say that the source of the the mankind life are the chance of creation & no creator. But the Islamic point of view say that the source of the all life is human and Allah (s.w) was creator</p> <p>The materialistics say that the function of the mankind is a to get good life in the world. while the Islamic point of view say that the function of human kind is to be liberation of the humiliation</p> <p>Islamic point of view say that mankind was created in order to worship Allah (s.w) and to be vice-garance of Allah (s.w) but the materialistics of say that the mankind was created to for the purpose of finding good happy in the world</p> <p>The materialistics say that mankind are the strong and not fall down in their life but In Islamic points of view say that the mankind are the weak and always are tested with Allah (s.w) in their life.</p>
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Extract 1.2: A sample of a correct response on question 1

In extract 1.1 a candidate explained differences between Materialistic and the Islamic point of view on origin of mankind.

2.1.2 Question 2: Islam in East Africa

The candidates were required to analyze socio-economic factors that led to the spread of Islam in East Africa between 6th to 7th centuries AD. The question was derived from the topic Islam in East Africa.

The question was attempted by 675 (100%) candidates. The candidates who scored 6 to 9.5 marks were 92 (13.6%). Also 347 (51.4%) scored 3.5 to 5.5 marks and 236 (35.0%) scored 0 to 3 marks of which, 2 (9.5%) scored 0 mark. Figure 2 illustrates the performance of candidates in this question.

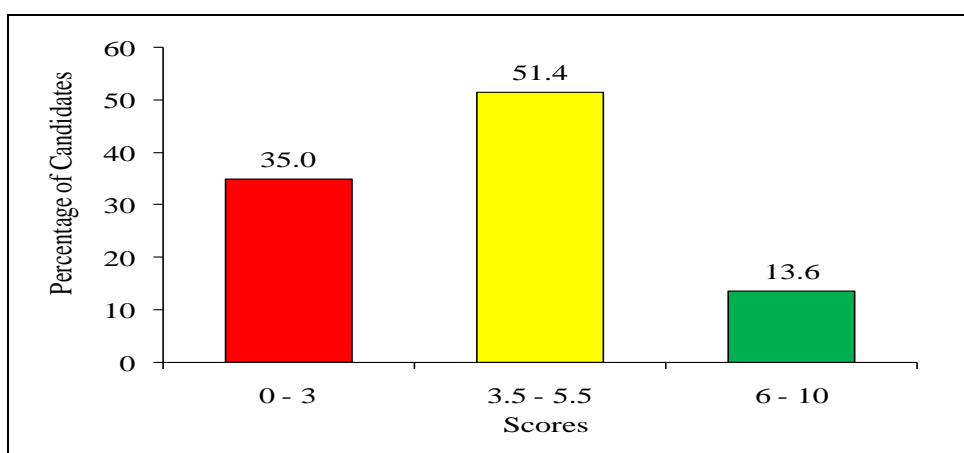


Figure 2: Performance of Candidates in Question 2

The general performance of candidates in this question was good as 439 (65%) candidates scored above 3 marks. The 92 (13.6%) candidates who scored 6 up to 9.5 marks in this question understood the demand of the question and had enough knowledge of the spread of Islam in the East Africa between 6th to 7th centuries AD. These candidates were able to analyze socio-economic factors that led to the spread of Islam in the East Africa between 6th to 7th centuries AD. Factors analysed by these candidates were; *presence of trade routes, presence of goods and commodities, trading posts or centers, development of madrasa center in various parts, the role of chief and kings like Mutes of Uganda and Intermarriages between Arab and local people*. These candidates proved to have knowledge of Introduction of Islam in East Africa especially socio-economic factors that led to the spread of Islam in the East Africa between 6th to 7th centuries AD. Also they showed their mastery of English

Language as they were able to construct meaningful sentences. Extract 2.1 is a sample of a correct response from the script of a candidate.

2.	Spread of Islam in East Africa refers to the expansion of Islamic religion in East Africa between 6th to 7th centuries. This was triggered by the coming of Arabs from Mesopotamia, Syria, Jordan and middle eastern of Asia. The following are the factors which led to expansion of Islamic religion.
	a. Economic factors:
	i). Trade: Most of the Arabs who came in East Africa from middle east came for the purpose of trade. They brought silk, cotton and minerals. But during their stay they started preaching and converting people into Islam. Hence spreading Islam.
	ii). Establishment of markets or trade centres: Trade centres such as Bagamoyo and Kilwa were the areas that Arabs spend their time hence they converted the people in those areas into Islam hence spreading Islam.
	iii). Presence of goods: Goods such as minerals attracted Arabs to stay along the coast of East Africa hence during their spending time they converted the people into Islam.
	b. Social factors:
	i). Construction of mosques: These places acted as the areas for preaching and teaching of Islamic religion. Hence this also led to spread of Islam.
	ii). Inter-marriages: The Arabs married the Africans as a result they formed Islamic family hence this perpetuated the Islamic religion.

Extract 2.1: A sample of a correct response on question 2

In extract 2.1 a candidate analyzed socio-economic factors that led to the spread of Islam in the East Africa between 6th to 7th centuries AD.

Moreover, 347 (51.4) candidate scored 3.5 to 5.5 marks as they mixed correct and wrong answers. Some of the incorrect responses provided were: *migration, slave trade, collection of zakat (Alms giving), Agriculture activities such as cultivation of coconut and crops.*

More analysis shows that 236 (35%) candidates who scored low marks, misinterpreted the question and therefore provided wrong responses. Some candidates explained the indicators which show that in East Africa, Islam existed before colonialism. They argued that; *presence of coins, using of Islamic law in Primary Court, using of Arabic script in Swahili, culture and custom as well as language.* They came up with such answers as they failed to differentiate the terms “factors” and “indicators”. This shows that they had language problems and insufficient knowledge on the topic of Introduction of Islam in East Africa.

Other candidates explained political institutions which were introduced by Prophet Muhammad (S.A.W) in establishing Islamic state in Madina like; *establishment of Muslim Ummah, establishing the mosque. Madina Charter and establishing friendship with Jews neighbours.* Those candidates lacked knowledge of Islam in East Africa hence referred to the strategies used by the Prophet in establishment of Islam in Madina which are to be followed by all Muslims who intend to establish Islam.

Also, some candidates elaborated contributions of Muslim organization and scholars rather than factors for spread of Islam in 6th and 7th centuries. They explained that; *Muslims built walls, financial institutions, road and other infrastructures, as centers of humanitarian assistance.* This shows that, these candidates had knowledge of contribution of Muslim organizations, hence they mixed between the factors for spreading and the contribution of Muslim organizations. Generally, these candidates lacked knowledge on the topic of Islam in East Africa hence they failed to meet the demands of the question.

Thus, such type of responses led the candidates to score below 3.5 or 0 mark. Extract 2.2 is a sample of a response from a candidate who responded wrongly in this question.

2	<p>The factor that led to the spread of Islam in the East Africa between 6th to 7th centuries A.D are the follow.</p> <p>The economic.</p> <p>Al-kharaj: this the among the factor that spread the economic of east Africa because non-muslim to out the taxes for muslim in the fact that muslim to protect him.</p> <p>Zakat: Among the factor that lead to spread of Islam are Zakat because muslim to out the zakka and to give the needs or orphans, so this situation it show that the receiver to increase the faith and to fact thank full and to increase Islam because to see that the muslim are not claser, Egise</p> <p>Al-Ushuru: this the situation process to muslim to out the taxes of the land and to give the leaders, so the Islamic to spread because this taxes to give the needs among them the non-muslim, so give this it cause to increase the faith to talk the shahada and to come in the Islam.</p> <p>The social factors are.</p> <p>Saddakah: this the among the factor in the society to spread of Islamic in the East Africa the saddakah is the process people to out the the different thing and to give different people. so other people to get give the non-muslim so to increase the faith that Islamic religion is the religion are not claser.</p> <p>But The stand justice and equality: This the among the caused the spread the Islamic because in the east Africa the Muslim and non-muslim are the equal.</p>
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Extract 2.2: A sample of an incorrect response on question 2

In extract 2.2 a candidate provided sources of revenue in Islamic State during life time of Prophet Muhammad (S.A.W) instead of analyzing socio-economic factors that led to the spread of Islam in the East Africa between 6th to 7th centuries AD.

2.1.3 Question 3: Islamic State in Madina

The candidates were required to criticize the disbelievers who are claiming that Muhammad ordered Muslims to collect revenue, so as to get income for his personal expenditure by showing four expenditures of revenues in Islamic state. The question came from the topic Islamic State in Madina

The question was attempted by 675 (100%) candidates who sat for this examination. The analysis shows that, 112 (16.6%) scored 6 to 10. Also 293 (43.4%) scored 3.5 to 5.5 marks and 270 (40%) scored 0 to 3 marks of which, 107 (15.9%) scored 0 mark. Figure 8 depicts the the performance of candidates in this question.

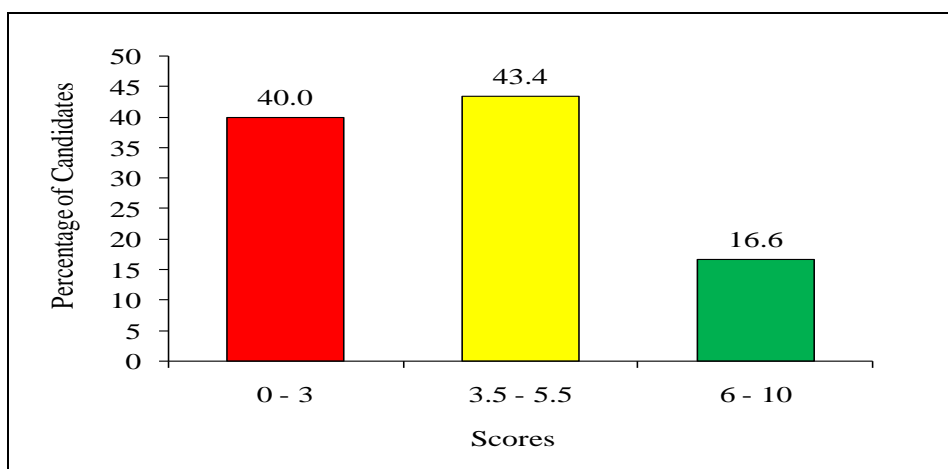


Figure 3: Performance of Candidates in Question 3.

The general performance in this question was good as 405 (60%) candidates scored above 3 marks. The analysis revealed that, 112 (16.6%) candidates scored 6 to 8.5 marks. These candidates understood the requirement of the question and had mastered the topic of Islamic state in Madina. They criticized correctly disbelievers by showing four expenditures of revenue in Islamic state. Their responses were: *The yield from Zakaat was spent in accordance with injunction of Qur'an the poor and need, the amount from alkharaj was spent for military purposes, the*

income from Alfay, was distributed among the prophet's relatives, orphans and poor, the income from Alghanima was spent on the soldier $\frac{3}{5}$ and remaining for Allah (S.W) and Prophet. Extract 3.1 is a sample of response from a script of a candidate who answered correct in this question.

3	The prophet Muhamad did not ordered people to collect revenue in order to get income for his self expenditure but rather he ordered people/muslim to collect revenue purpose to do the following below.
	- Giving help to the poor who they can not afford to live and get their requirement to the society.
	- Buying the special need for the muslim state that if drought it occur the food might help them during that time.
	- To buy the muslim slave who were being captured and were given severe torture by non-muslims.
	- To buy weapon that will help the muslim army during the battle and help them for other requirement.

Extract 3.1: A sample of correct response on question 3

In extract 3.1 a candidate criticized the disbelievers who are claim that Muhammad ordered Muslims to collect revenue, so as to get income for his self-spending. The candidate showed four expenditures of revenues in Islamic state.

On the other hand, 293 (43.4%) candidates scored 3.5 to 6 marks had some knowledge on the Islamic State in Madina. However, they failed to give detailed explanations and some of them mixed wrong with correct answers. The wrong criticisms given by these candidates were; *land tax is the tax which paid by those persons or people, zakat is the amount of wealth which Muslims needs to pay after reach amount of nisaab, swadakat is anything which Muslims pay to the Muslims and Alghanima is the wealth which Muslim collects the battle or war.*

Moreover, the analysis revealed that 270 (40%) of candidates who responded the question scored low marks. Among them, 107 (15.9%) scored 0 mark since they answered contrary to the demand of the question. Some of them elaborated the weaknessess of disbelievers who claim that Muhammad (S.W) fabricated Qur'an for economic gain, power and glory. They explained that; *He refuses the offer given the Quraysh of mecca, Muhammad (S.W) was live a good life when he was married a business woman known as Khadija, Prophet Muhammad (S.W) he was refuting to be kneel down by other people and during his dead he was remained by only seven dinaries.* These candidates compared the term revenue and income with the term of economic gain, by thinking that these words are related to wealth collected from the people hence decided to come up with critics of those who are claiming that Muhammad fabricated Qur'an for economic gain or power and glory.

Other candidates explained the administrative structure of the Prophet Muhammad (s.a.w) in Islamic state in Madinah such as; *the Walii, The Amili, The Qadhy and The Army.* This showed that these candidates had knowledge on the topic of the Islamic State in Madina but they misunderstood the demands of the question. Extract 3.2 is a sample of script of a candidate who performed weakly in this question.

3	The following are the four expenditures of revenues in Islamic state;
i)	He refuses the offers given by the Meq-Qur'ish of Makkah, according to this it show that Muhammad (saw) was not ordered muslim to collect revenue so as to get income for his self-spending.
ii)	Prophet Muhammad (saw) was live a good life when he was married a business woman known as Bikhadija also this show that Muhammad (saw) was not ordered muslim due to he was able of revenue but all was help the needy people.
iii)	Prophet Muhammad (saw), he was refuse to be tied down by others people so when he was order people and it show that he was live self-spending.
iv)	During his death period he was remained by only seven (7) denary so it show that, it is normal that prophet Muhammad (saw) was order people to collect a revenue for his self-spending.

Extract 3.2: A sample of a weak response on question 3

In extract 3.1 a candidate provided the critical review for authorship theory of Qur'an where by He/she explained evidences to prove that Prophet Muhammad was not principal projector of Qur'an instead of criticizing the disbelievers who are claim that Muhammad ordered Muslims to collect revenue, so as to get income for his personal expenditure by showing four expenditures of revenues in Islamic state.

2.1.4 Question 4: The Authenticity of the Holy Qur'an

The question required the candidates to provide four arguments to refute the claim that author of holy Qur'an might be Prophet Muhammad (S.AW) himself because he was the one who taught it to his companions.

The question was attempted by 675 (100%) candidates who sat for this examination. It shows that 438 (64.9%) scored 6 to 10. Also 105 (15.6%) scored 3.5 to 5.5 marks and 132 (19.6%) scored 0 to 3 marks of which, 72 (10.5%) scored 0 mark. Figure 4 depicts the the performance of candidates in this question.

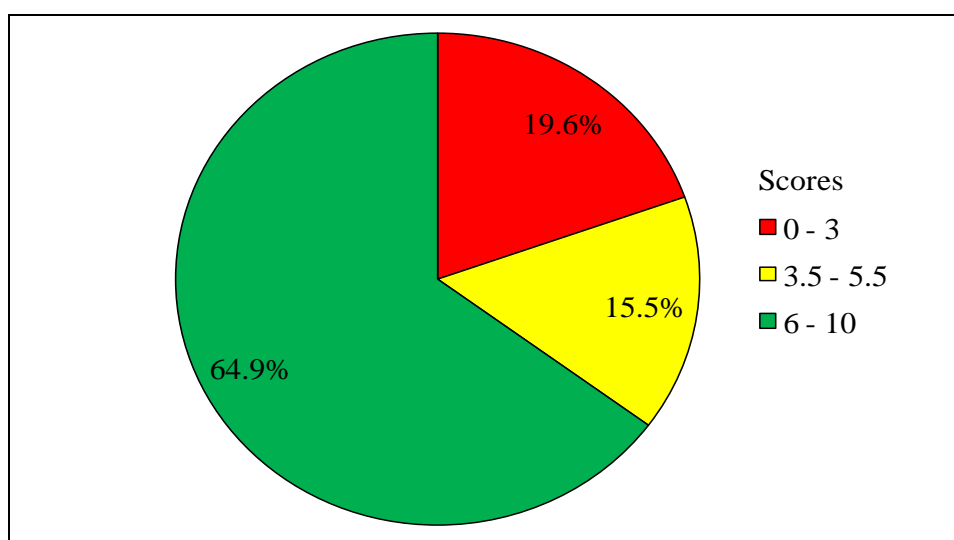


Figure 4: Performance of Candidates in Question 4

The general performance of candidates in this question was good as 543 (80.4%) candidates scored above 4 marks. Analysis of candidates' answers revealed that, they performed well in this question. This performance is evident from the fact that 438 (64.9%) candidate who scored from 6 to 10 marks met the demand of the questions and had good knowledge of the Authenticity of the Holy Qur'an. They provided four arguments to refute the claim that the author of holy Qur'an might be Prophet Muhammad (S.AW) himself because he was the one who taught it to his companions. They argued that; *The Qur'an points out Prophet Muhammad mistakes, challenges given to mankind, attitude of Prophet toward revelation, authenticity of prophecies mentioned in Qur'an, gradual revelation of Qur'an in peace meal.* These candidates organized their answers well and had mastered English Language as sentences were grammatically

structured and semantically. Extract 4.1 is a sample of response from a script of a candidate who answered correctly in this question.

4) i) Qur'an points out the mistake of the whole Prophet (s.a.w). Not only other Prophets were not corrected But Also Prophet Muhammad (S.A.W) were corrected by Allah through Qur'an. If Qur'an authored by Muhammad why it correct himself.
ii) The Attitude of the Prophet toward the revelation of the Qur'an. Prophet (S.A.W) change his attitude when revealed the revelation. Example his colour turn from white to Red. So if it is words why he is feared when received the revelation.
iii) Qur'an revealed in piece meal duration of 23 years. Allah (S.W) revealed the Qur'an to the Prophet through Gabriel in piece meal duration of 23 years. So if it is the words of Muhammad why he reveals in piece meal duration not for all.
iv) Allah (S.W) Promised to Protect the Qur'an. This is because the Qur'an is not authored by Muhammad (S.A.W). So if Qur'an is a word of Muhammad (S.A.W) why human being fail to change the Qur'an. If it is a word of man like them,

Extract 4.1: A sample of a correct response on question 4

In Extract 4.1 a candidate provided four arguments to refute the claim that the author of holy Qur'an might be Prophet Muhammad (S.A.W) himself.

Further analysis revealed that, 105 (15.6) candidates with average performance (3.5 to 5.5 marks) mixed rightly and wrong arguments. Some of them provided insufficient explanations for the right mentioned arguments. This situation led them to lose some marks as a result they scored average. Some of wrong arguments mixed with right given by these candidates were; *Qur'an told Prophet (S.A.W) to be learned and seek for education, Qur'an describe about Prophet Muhammad (S.A.W), The Qur'an came to be guidance of all Prophet in the world and from Qur'an Allah say that Prophet will be the last prophet.*

Moreover, 132 (19.6%) candidates performed weakly in this question. This weak performance was caused by not meeting the requirement of the question by candidates. Their responses were as follows: -

Firstly, some candidates explained the causes of restrictions of writing Hadith during the time of Prophet (S.A.W). They explained that; *fear of mixture the word of Allah and hadith, the companions will concentrate of memorizing the holy Qur'an. The Qur'an was still revealed and not completely and Muhammed peace be upon him, will not allow the written of Qur'an during that period.* This indicated that they had insufficient knowledge on the topic of the Authenticity of the Holy Qur'an.

Secondly, others mixed the reasons of prophet (S.A.W) to prohibit his companions to write Hadith during the beginning of revelation with criticism against disbelievers who are claiming that Muhammad fabricated Qur'an for economic gain and power or glory. They argued that: *companions based on reading and memorizing Qur'an, Prophet (S.A.W) refuse gifts and offers from Arabs, His willingness to die peniless and Prophet Muhammad (S.A.W) was still alive.* These candidates had some knowledge on the topic but failed to understand the demands of the question.

Thirdly, some candidates provided responses contrary to the demand of the question such as: *Prophet Muhammad was basing on memorizing and not writing. The prophet (S.A.W) was basing on spreading Islam in different areas. There partition of the world Allah one very chapter, the evidence of Muhammad to be the Prophet.* These candidates lacked enough knowledge on the topic of the Authenticity of the holy Qur'an. They provided wrong

and guess responses. In Extract 4.2 shows a sample of a script of candidate who had wrong response in this question.

4	<p>i) Qur'an points out the mistake of the whole Prophets (s.a.w). Not only other Prophets were corrected But Also Prophet Muhammad (s.a.w) were corrected by Allah through Qur'an. If Qur'an authored by Muhammad why it correct himself.</p> <p>ii) The Attitude of the Prophet toward the revelation of the Qur'an. Prophet (s.a.w) change his attitude when revealed the revelation. Example his colour turn from white to Red. So if it is words why he is feared when received the revelation.</p> <p>iii) Qur'an revealed in piece meal duration of 23 years. Allah (s.w) revealed the Qur'an to the Prophet through Gabriel in piece meal duration of 23 years. So if it is the words of Muhammad why he reveals in piece meal duration not for all.</p> <p>iv) Allah (s.w) Promised to Protect the Qur'an. This is because the Qur'an is not authored by Muhammad (s.a.w). So if Qur'an is a word of Muhammad (s.a.w) why human being fail to change the Qur'an. If it is a word of man like them,</p>
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Extract 4.2: A sample of a wrong response on question 4

In Extract 4.2 a candidate explained internal evidences from the Qur'an which prove that Qur'an is the word of Allah (s.w) instead of providing

four arguments to refute the claim of the author of holy Qur'an might be Prophet Muhammad (S.A.W) himself.

2.1.5 Question 5: Teaching of Selected Verses

The candidates were required to assess the extent to which Muslims abide to the criteria of true believers in the society as mentioned in Qur'an (2:1-5). The question was constructed from the topic Teaching of Selected Verses

The question was attempted by 675 (100%) candidates. The candidates who scored 6 to 10 marks were 166 (24.6%). Also 207 (30.7%) scored 3.5 to 5.5 marks and 302 (44.7%) scored 0 to 3 marks of which, 84 (12.4%) scored 0 mark. Figure 5 illustrates the performance of candidates in this question.

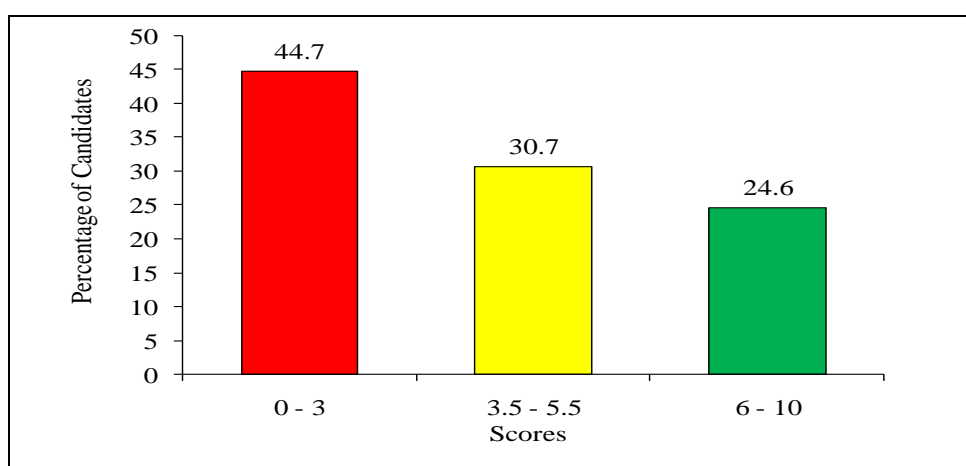


Figure 5: Performance of Candidates in Question 5

Analysis of candidates' answers revealed that, they performed averagely in this question. This can be proved by the fact that 373 (55.3%) candidates scored from 3.5 to 10 marks.

The 166 (24.6) candidates who scored good marks had enough knowledge on the teachings of selected verses. They were able to assess the extent to which Muslims abide by the criteria of true believers in the society as mentioned in Qur'an (2:1-5). They explained that; *believing in Unseen, steadfast in prayer, spend willingly part of their wealth in charity, believing in all revealed book and believing in life after death*. Extract 5.1 is a sample of candidate who answered according to requirements of the questions.

5.	(a) A true believer should fear Allah (r.w), discriminate good and evils and tend to be righteous. In our society it's a small group of Muslims who abide with this character. Many of them be righteous on the holy month of Ramadhan. On this month they see everything in God-fear way.
	(b) A believer should believe in Unseen (Ghaib). For example Angels and other forms of Allah's creations. However some of Muslims in our society break this quality by doing shirk.
	(c) A believer should steadfast in prayer. That is they should not pray reluctantly. In our society it is normal to see people steadfast in praying only during the Holy month of Ramadhan and when it ends praying ends too.
	(d) A believer should be willing to spend part of wealth in charity. If it is Sadaga or Zakkah. Most of Muslims of our society provide charity for self display or show-off. This reduce their quality as believers.
5. -D	(e) A believer should believe in life after death with its implication. That is after departure, there will be life of Barzakh and Akhirah. Some believe on it and get prepared for it by doing good deeds while others abide with worldly life.

Extract 5.1: A sample of a correct response on question 5

In Extract 5.1 a candidate assessed the extent to which Muslims abide by the criteria of true believers in the society as mentioned in Qur'an (2:1-5).

Further analysis shows that, 207 (30.7 %) candidates scored average marks due to mixing up correct and incorrect responses. Examples of incorrect responses were: *Believing in Allah's messengers, should follow all principles of Allah, should struggle to do better and a true believer discriminate evils and goods*. Some of them provided unsatisfactory explanations to the correctly mentioned criteria.

Besides, 302 (44.7%) candidates performed weakly in this question. Among them, 84 (12.4%) scored 0 mark. Candidates in this category did not master well subject matter on Teachings of selected verses. As a result, they failed to meet the demand of the question, hence, answered wrongly. For instance, some candidates assessed conducts of some believers as they practice in their respective societies. They explained that; *most of Muslims do not recite Qur'an, other Muslim follow other parts of Qur'an and neglect others, they are blind to their fore father' religion, the tendency of hypocrisy in worship among Muslims and they do not believe in Qadar of Allah (S.W)*. These candidates failed to realize the demands of the question hence answered to the contrary, on the requirement of the question. They concentrated on the statement "Believing cannot be acquired from what someone says but what he doing in his daily routine".

Other candidates provided features of believers and role of believers found in other selected verses and Surat rather than Suratul Baqarah (2: 1-5). They wrote that; *they are honest and humble, they contribute on establishment of Islamic ummah or Islamic state, they are patient and they follow all Islamic principles and roles of Islamic religion*. These candidates misunderstood the question by thinking that they were asked to assess features of believers during the life time of the Prophet (s.a.w) instead of assessing the features of believers found in Surat Baqarah (2:1-5) by referring their society.

On top of that, some candidates gave criteria for true religion. They explained on how to test if a religion is either from Almighty God or man made. One candidate wrote that; *A true religion must satisfy human rights and wants, a true religion must be taught by all prophets, a true religion must be possessed and used in Universe, a true religion must be shows and representing a perfect way of life for man and a true religion must be explaining the life after death to man*. The candidate's response indicated

that He/she failed to differentiate between the criteria of true believers and criteria of Islam to be true religion

Also some candidates in this category explained the effects of misconception of religion. They explained that; *lead to hypocritical tendency, lead to nominal Muslim, lead to lack of strongest faith, lead to Muslim to be liar and it lead to Muslim to failure to establish and develop Islam.* This answer indicated that, they lacked sufficient knowledge in the Teaching of Selected Verses. Also, they did not understand the demands of the question hence provided wrongly responses. Extract 5.2. Show a sample of a script of a candidate who failed to meet a demand of Question.

05.	<p>True believers are those people that believe truly on the existence of Allah, his principles and follow it until death. Among the criteria of true believers are follow all the teachings from Allah, believe in Allah, pray and also are responsible to follow the law of Allah.</p> <p>The following are the point to show how muslim abide to those criteria in a society :-</p> <p>Most of muslim do not recite the Qur-an. This show how muslim are abide to the criteria of true believers because they are not recite the holy Qur-an in their daily routine and invest a lot of their time in doing various economic activities.</p> <p>Other muslim follow other part of Qur-an and other part neglect to follow. A true believer is one who decide to follow the whole way from Allah, mostly of muslim became abide because they follow only part they want and other part neglect.</p> <p>They are blind to their pure father religion. Other muslim worship to Allah but they do not leave other things that are spiritual belief like witchdoctor which made them not be a true believer.</p> <p>The tendency of hypocrisy in worship among muslim. Mostly of muslim worship in hypocrite way, they worship in order all people to know that they performed prayer but they are not follow the objective of worship.</p>
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Q5.	They do not believe in the Qader of Allah (s.w). Mostly of muslim they do not believe that all things happen, is because of Allah so someone said to go to other people that is not Allah and think they will solving their problem. Therefore muslim are teaching to be true believers, this will help to be submissive to the will of God who is creator of everything in this world.
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Extract 5.2: A sample of a wrong response on question 5

In Extract 5.2 a candidate who explained reasons for the Qur'an not be guidance to Muslims instead of assessing the extent to which Muslims abide by the criteria of true believers in the society as mentioned in Qur'an (2:1-5).

2.1.6 Question 6: Qur'anic Concept of Education

The candidates were required to educate parents on the stance (importance) of Islam on education. The question was composed from the topic of Qur'anic Concept of Education.

This question was attempted by 675 (100%) candidates who sat for this examination. Out of which 320 (47.4%) scored 6 to 10. Also 220 (32.6%) scored 3.5 to 5.5 marks and 135 (20%) scored 0 to 3 marks of which, 37 (5.5%) scored 0 mark. Figure 6 shows the performance of candidates in this question percentage wise.

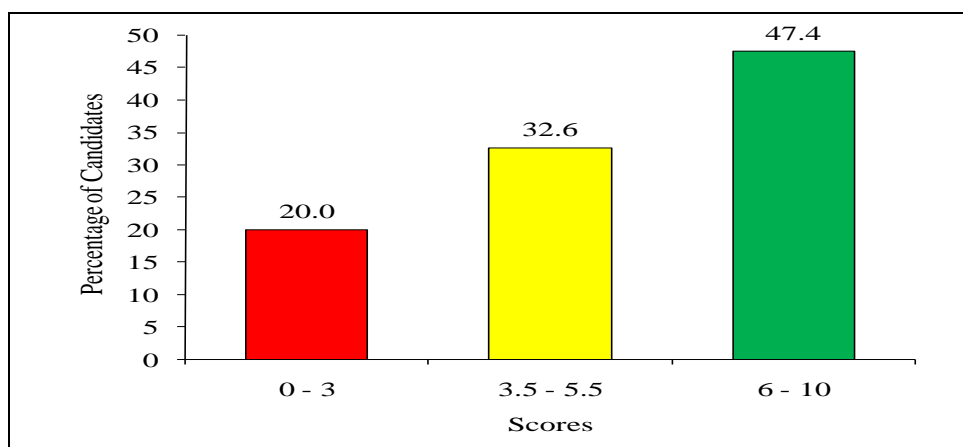


Figure 6: Performance of Candidates in Question 6

The general performance of candidates in this question was good as 520 (80%) candidates scored above 3 marks. The analysis shows that this is the best performed question in this paper where by 540 (80%) of candidates score from 3 to 10 marks. It was revealed that 320 (47.4%) candidates who scored from 6 to 10 understood the requirements of the question. They were able to educate parents on the importance of education on Islam. Their responses were: *Education is not only Muslim rights but also it is the obligation of all Muslims, the first revelation to prophet Muhammad (S.A.W) insisted the prophet on seeking the knowledge, the first created man was given both knowledge, the people who have knowledge are helpful to those who are not know, the holy Qur'an praises those who have knowledge and raised them to high rank.* Extract 6.1 shows a sample from a script of candidate who attempted the question correctly.

6	The following are some of the on stance of Islam on education as follow :-
	Firstly, the first revelation of the prophet Muhammad (r.a.w) which found in suratul A'laq. This is the among of the stance of Islam on education because in first revelation of prophet was insisting of seeking knowledge to all people in the society. Qur'an verses 1-5 it explained well this events occurring to the prophet
	Secondly, Angels were commanded to prostrate before Adam (A.s). This is because the Adam (A.s) was so knowledgeable then were and also it shows clearly that there is not same for those who know and they don't know in the society. Through this it mentioned the stance of Islam on education.
	Thirdly, in the every nation Allah (r.w) sent the prophets so as to teach man on their aims of creation. This is due to that Allah has aimed to revealed different and so many prophets (messangers) in different nation in order to give the knowledge to the people on how they fulfilled their creation on the earth. So, seeking education in all people in the society are so very important
	However, in every fields man is required to ask for those who knows (understand) so as to teach from them. So, in Islam gives the priority to searching knowledge in all people so as to get news ideas in different fields and these also show that there is no the same for those who knows and they don't knows.

6	Another is, in Islam seeking knowledge is the obligation to every people and muslims in the society. This is another on the stance of Islam on education because education in Islam gives the priority to all people to have the knowledge without regarding his/her races, colour, sex or gender and other. So, every one should seeking and searching the knowledge in every where and place. It means secular and religious education.
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Extract 6.1: A sample of a correct response on question 6

In Extract 6.1 a candidate educated parents on the stance of Islam on education by explaining importance of it in Islamic perspective.

Analysis also showed that, 220 (32.6%) candidates got an average performance (from 3.5 to 5.5 marks.). They provided fewer explanations for the correctly mentioned importance of education on Islam. Also some of these candidates mixed up correct and incorrect arguments on importance of education on Islam. The incorrect importance provided by these candidates were; *Seeking knowledge is the first commandment, no line of demarcation between secular and non-secular state, education should be good lecture and the learner is expected to bring qualitative change*

Further analysis of candidates' answers revealed that, the candidates who scored 0 to 3 marks did not meet the demand of questions. These candidates provided wrong stance of Islam on education. Some of them explained that; *in order to avoid street children, avoid spread of disease, avoid death of female during pregnancies, in order to avoid conflicts between female and male and in order to reduce poverty*. These candidates lacked knowledge on the Qur'anic Concept of Education which made them fail to meet the demand of the question.

Some candidates came with negative attitudes of some societies on girls rather than importance of education on islam like; *education of parents is illusion, presences of ignorance of the parent, education of parent gender inequality, education of parent women are entertainment and education of parent to consider the bad culture*. These candidates provided this response because they misunderstood the question. They referred to what they were

familiar with their societies on how some girls are mistreated compared to boys instead of showing the importance of education on Islam.

Some candidates in this category explained the benefits which Muslim girls will get after acquiring education rather than importance of education on Islam. They argued that; *Education will help Aisha on fulfill basic mission, education will help Aisha to know that there is life after death that he will account, education it will Aisha in follow a perfect ways of life, education will help Aisha in political, social, economic on how she can care his life and education will help Aisha on knowing the existence of Allah (s.w).* These candidates had some knowledge on the Qur'anic Concept of Education but failed to understand the demand of question. They provided responses contrary to the needs of the question Extract 6.2 shows a sample of response of a candidate which didn't meet the demand of question.

6	To briefly educate her parent on the Stances of Islam on education are the following:
	i) Presences of Ignorance of the Parent: In our society many parent are ignorances because going against on the bad culture that does not considering the right. example forced marriage, food taboos and circumcision
	ii) Education of Parent ^{are} the presences of illusion: many parent of the world have a illusion to get money through of your daughter to forced marriage, for benefited them. example forced marriage
	iii) Education of Parent Gender- un equality: Many parent does not right on the gender un-equality because male are get superior rather than a female.
	iv) Education of parent women are entertainment tools: Many parent selling their daughter to similiary like entertainment tool.
	v) Education of parent to consider the bad culture. many Parent in the society consider bad cultures, example forced marriages.

Extract 6.2: A sample of an incorrect response on question 6

In extract 6.2 a candidate explained the impacts of uneducated parents to the education of their children instead of educating parents on the stance (importance) of Islam on education.

2.2 SECTION B: ESSAY

This section comprised of three (3) essay questions. The candidates were required to answer two questions from this section. Each question carried 20 marks, making a total of 40 marks.

2.2.1 Question 7: Sunnah and Hadith

The Question required candidates to explain the differences between Qur'an and Hadith Al-Qudusy. This question is from the topic of Sunnah and Hadith.

A total of 475 (70.4%) candidates attempted this question. Among them, 85 (17.9%) candidates scored 12 to 18.5 marks, 154 (32.4%) scored 7 to 11.5 marks and 236 (49.7%) scored 0 to 6.5 marks among which, 19 (4%) scored 0 mark. There was no candidate who scored all 20 marks. Figure 7 shows the performance of candidates in this question percentage wise.

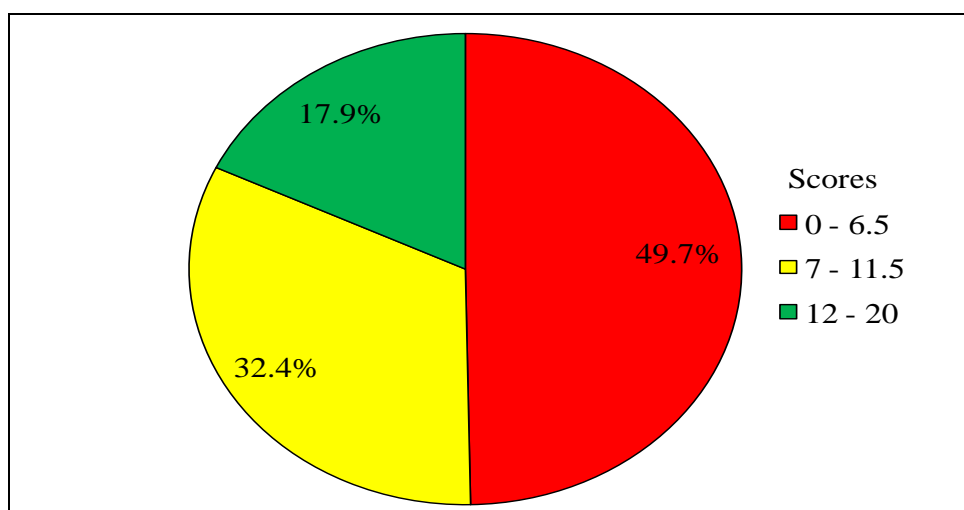


Figure 7: Performance of Candidates in Question 7.

The general performance of candidates in this question was average. This is because 239 (50.3%) candidates scored above 6.5 marks. The analysis revealed that 85 (17.9%) candidates scored 12 to 18.5 marks were able to

meet the requirement of the question. Also they had English language proficiency as well as mastered well the topic of Sunnah and Hadith. These candidates wrote a very good essay on differences between Qur'an and Hadith Alqudusy. The differences they provided were; *Quran are the word of Allah while Hadith Qudusy are the saying of Allah, Allah has promised to protect the Quran while Hadith Qudusy there is no such promise of protection from Allah (S.W), It is Kufr to deny Quranic words while denying Hadith Qudusy before clear evidence is allowed in case it is found to be weak, one cannot recite hadith Qudusy in prayers while one can recite the Holy, Quran in prayers and In Hadith Qudusy scholars argued that Prophet (S.A.W) reported literal meaning from Allah (S.W) not his very words.* Extract 7.1 is a sample of a right response from a candidate in this question.

7	<p>Quran refer to the words of - Allah (P.W) that was given prophet Muhammad - (P.W) through angels Gabriel. Hadith Al-Qudusy refer to the saying of Allah (P.W) that come to elaborate something. There are several difference between - Qur-an and Hadith Al-Qudusy. Among of them are as follow.</p> <p>Qur-an is recite in all prayer. When the muslim are performed or practice the prayer they are must to recite Qur-an. This is because recite of the Qur-an is compulsory. While - Hadith Al-Qudusy does not recite in any kind of prayer. When the muslim pray they are not recite the Hadith Al-Qudusy in their prayer.</p> <p>Qur-an is promised to be protected by Allah (P.W) in any circumstance. Allah (P.W) was promised to protect the Qur-an from any destruction of other people. While Hadith Al-Qudusy is not promised to be protected by Allah (P.W). That is why there are some of hadith-Qudusy are - destroyed by other people.</p> <p>Deny of any verse of Qur-an is encourage a person to be Kafir. This is because the Qur-an is a complete book which is not forget anything, but Hadith Al-Qudusy person can deny it and it be/she can still be a muslim, and not be Kafir or out of - Islamic religion.</p> <p>Qur-an is the complete words of Allah (P.W), where prophet Muhammad (P.W) can not add anything in the verse of the Qur-an that he given, but In Hadith Al-Qudusy</p>
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7	<p>prophet was have an ability to add something in the Hadith Qudusy. To go to get the clear way, of different things that occur during his era.</p> <p>Qur'an is the word of Allah (Pak) through angel Gabriel and given to the prophet Muhammad, where prophet Muhammad given Qur'an - there is hardship that was occur to him, while during the Hadith Al-Qudusy there was no any kind of hardship that the prophet got when he was receiving hadith Al-Qudusy.</p> <p>Generally both Qur'an and Hadith Al-Qudusy are the word of Allah that was given prophet Muhammad, where all muslims in the world are wanted to follow it to get good reward.</p>
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Extract 7.1: shows a sample of a correct response on question 7

In extract 7.1 a candidate explained correctly the differences between Qur'an and Hadith Al-Qudusy.

The analysis further indicates that, 154 (32.4%) candidates who performed averagely (7 to 11.5) provided less than required points. Some candidates listed the points without explanations, repeated the parts where by some of them mixed correct with incorrect differences. The incorrect responses given by these candidates were; *different in revelation, different in language and different in preservation.*

Furthermore, 236 (49.7%) candidates scored 0 to 6.5 marks because of misinterpretation of the question demand. They explained the differences between Qur'an and Hadith/Sunnah of Prophet. They explained that; *Qur'an is the word of Allah while Hadith is the thing done by Prophet, Qur'an revealed in life time of Prophet Mohammad (S.A.W) while Hadith is written after the death of Prophet Muhammad (s.a.w), Qur'an is among the pillars of Islamic religion while Hadith is not the Pillar of Islamic and Qur'an is the law of perfect way of life while Hadith does not perfect way.* These candidates came with those responses due to failure of distinguish between the Hadith Qudusy and Hadith Nabawiyy.

Other candidates provided their responses contrary to the demand of the question as follows: *Qur'an is the book of Allah (S.W) while Hadith*

alqudusy is the story of qudusy, Qur'an is the satisfaction to human nature while Hadith Qudusy did not satisfaction to human nature, Quran open for reason while Hadith Qudusy did not provide evidence to the people, Quran is the true books while Hadith Qudusy have opinion for some issues and Qur'an provide opinion for some issues and Qur'an provide by Muhammed (S.A.W) from Allah (S.W) while all Qudusy provide by Al- Qudusiy. These candidates came with such responses because they were not familiar with the term "Qudusy" on which they associated it with a person or place. Extract 7.2 shows a sample of incorrect responses from the candidate.

09	
	<p>Quran refers to the book of Allah (s.w) which was sent to all dimension through gradual revelation to the prophet (s.w) as it differs from other conventional book as it unique and its chapters differs from other book as firstly revealed to the Mankind. Hadith Al- Qudusy refers to the forms of Hadith which were Narrations of the prophet to his companions as they were from Allah (s.w) which were given to the prophet Muhammad (s.w). There are various differences between Quran and Hadith Al- Qudusy, thus the following are the difference between Quran and Hadith Al- Qudusy which include;</p> <p>Quran is the words of Allah revealed to the prophet, one of the difference that eventually tend to make Quran and Hadith Al- Qudusy, deliberately Quran is the word of Allah (s.w) that were revealed to the prophet to guide the Mankind through various of life and while Hadith Al- Qudusy are the Narrations of the prophet to the companions.</p> <p>Quran involved the process of gradual revelation to the prophet rather than Hadith Al- Qudusy, also another difference between Quran and Hadith Al- Qudusy eventually Quran involved the process of the gradual revelation to the prophet (s.w), as the Hadith Al- Qudusy were revealed to the prophet through in a state of dream, through talking to the angel(s), thus they tend to differ in their form of Revelation to the Mankind and the prophet.</p> <p>Hadith Al- Qudusy are Narrations that came from the prophet Muhammad (s.w), the difference between the Hadith Al- Qudusy and Quran eventually they words that came from the Hadith Al- Qudusy are the Narration</p>

09	that came from the prophet (s.w) to his companion through writing, memorizing, while Quran is the word of Allah (s.w) only.
	Quran is free from mankind manipulation and corrupt, another difference of the Quran eventually is free from the mankind manipulation and corrupt, while the Hadith Al- Qudusy sometimes are fabricated, as well as they are interfered with the mankind manipulation as well as corruption, thus it makes Quran to differ from the Hadith Al- Qudusy.
	Quran provide a true guidance from Allah (s.w) to the Mankind, while Hadith Al- Qudusy put Quran into practice, another of the differences found within the Quran and Hadith Al- Qudusy eventually Quran provide a true guidance that eventually came from Allah (s.w) to the Mankind, while the Hadith Al- Qudusy they help to put Quran into practice and understanding.
	Generally, there are various argument to prove Quran is the word of Allah (s.w) which include, challenge given to Mankind, gradual revelation, Quran point out the prophetic mistake, the prophet was illiterate, unfettered, as well as the scientific facts mentioned in the Quran.

Extract 7.2: A sample of incorrect response on question 7

In extract 7.2 a candidate who elaborated to prove Qur'an to be a word of Allah (s.w) instead of explaining the differences between Qur'an and Hadith Al-Qudusy.

2.2.2 Question 8: Qur'anic Concept of Religion

The candidates were required to analyze ill-effects of man-made ways of life. The Question covered the topic of Qur'anic Concept of Religion.

The question was attempted by 453 (67.1%) candidates out of 675 who sat for this examination. A total of 181 (40%) scored 12 to 18 marks. There

was no any candidate who scored all 20 marks. Also, 185 (40.8%) candidates scored 7 to 11.5 marks and 87 (19.2%) scored 0 to 6.5 marks, among them, 18 (4%) scored 0 mark. Figure 8 illustrates the candidates' performance in this question.

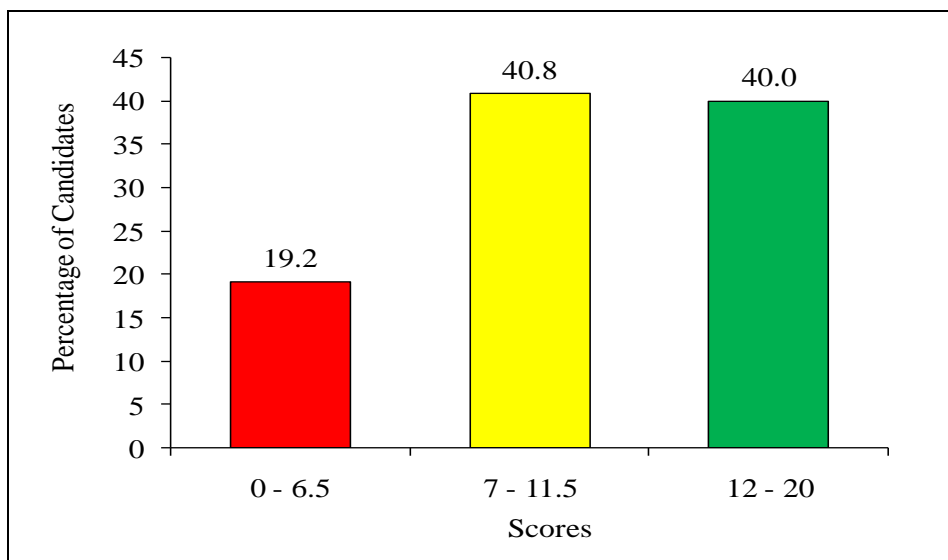


Figure 8: Performance of Candidates in Question 8

The performance of candidates in this question was good as 366 (80.8%) candidates scored from 7 to 18 marks. The analysis indicates that, they performed better in this question, this is because 366 (80.8%) of candidates who attempted this question scored from 7 to 18 marks. 181 (40%) candidates who scored good marks (12 to 18) had enough knowledge on the Qur'anic Concept of Religion. They correctly analysed six-ill effects of manmade ways of life. Their responses were; *Materialism is a system that causes problems, increase in materialistic morals and behaviors, massive exploitation and oppression economically, manmade way of life spreading many forms of injustice in contemporary words, manmade ways of life do not give man any feeling in relationship with his God except that emerges them to be controlling agency, and any system of life innovated by man can't give independent lasting.* Extract 8.1 is an example of the right answer from a candidate in this question.

8.

Religion; This is the way of life. This means that they way a person must ~~behave~~ behave is that it must be his or her religion and not to follow some and remain some but is to do all things as it is instructed by his or her religion. This is according to Islam where by it is different from man made religion which say that is the set of belief and faith exist due to supernatural power called God which is not true. The following are the effect of man made religion.

Existence of classes; This is due to poor co-operation which exist in the man-made religion where by make them to put in classes because they are not help one another due to every one have only believe also there is no Zakat which still put people in groups.

Increase in moral decay; This is due to poor management and education of the worshippers because they said God see faith and not clothes or behavior which is not true which led to increase in moral behavior which are not accepted in the society such as wearing of short and tight clothes.

Increase exploitation; This is due to many people are poor due to little knowledge which is not true also due to is not from Allah (s.w) which make people to get money by use poor little ~~not~~ false word from they are books which are man-made books which make others to be exploited.

Increase of injustice; This means that the man made religion it makes people to feel that they are get justice while not because the only religion.

8	<p>which can provide justice is Islam because are controlled by Allah (S.W) and not by any people also its laws are not false or undermine other people because is from Allah (S.W).</p> <p>Conflicts; This is result into war because in man made religion people are in classes where by it can led war for them selves or by other religion as make other religion people (muslim) which have little education to start the conflict by seem that they are exploited which is not true.</p> <p>Poverty; This is due to little people which have wealth and many people to remain poor which is results into poverty to increase due to the existance of the classes where by no Zakat is given to the poor and needy which make many people to be dependance which make to increase the poverty in a given country.</p> <p>Therefore; The Islamic religion there is the only religion where by it have justice, no exploitation, no conflicts. means there is peace, no existance of classes also people are give good means no bad behaviour if only if the Islam will be controll the given country and allow the Islamic laws to control people.</p>
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Extract 8.1: A sample of a right response on question 8

In extract 8.1 a candidate analyzed correctly ill-effects of man-made ways of life.

The analysis also showed that 185 (40.8%) candidates scored 7 to 11.5 marks. These candidates failed to provide satisfactory explanation on ill-effects of man-made ways of life. Some of them repeated the same point in other paragraphs. Also they mixed correct and incorrect responses. The wrong ill-effects mixed with right ill-effect given by these candidates were; *People they fail to know their responsibilities of them to be created by Allah (s.w) and the end of disbeliever is to be put by Allah in the jahanam.*

Further analysis also revealed that 87 (19.2%) candidates who scored 0 to 6.5 misinterpreted the question which led them to provide wrong responses. Some of them had no enough knowledge on Qur'anic Concept of Religion. They also failed to meet the demands of the questions.

There were candidates who provided tests for true religion to show the weaknesses of manmade religion rather than analyzing ill effects of manmade religion. They explained that; *manmade religion cannot control the man's feelings as he is in happiness or joyneess, manmade religion cannot explain the true origin of man, manmade religion cannot relate the man with Environment, manmade ways of life cannot explain the truth, manmade ways of life cannot have special worshipping and manmade ways of life cannot have regulations and code of conduct.* These candidates misunderstood the terms 'weaknesses' and 'effects' as they thought they are similar. This led them to go contrary to the demand of the question.

Furthermore, other candidates explained the reasons of man's failure to formulate the religion which is in the interest of humanity. They argued that; *Man is weak, Man is changed according to his or her environment, man has eyes limited, man works by guess, man is selfish and man does not made religion of all people and all places of all time.* They provided such wrong responses because they lacked knowledge of Qur'anic Concept of Religion. Hence, they failed to meet the demand of the question. Extract 8.2, is an example of wrong answer of a candidate in this question.

8 Religion are the system of believing that there is a God who created us and the universe. In world there are different way of life that man made which is very weak to the other. The following are the all-effects of manmade ways of life.

Limitation of sense organs. This is one among the effect of manmade way of life because man does not use his sense organs to observe the event which is occur to his society as well as to the universe which make him to follow the right way of life.

Man decision influence by wish and desire. When a man does or made a way of life to their fellow does not provide justice to the follower of that way of life. Because man his relative does not punish the same way as he punish other people in the society because he does not closely related to him.

Man influenced by environment. Also when a man formulate the way of life he will influenced by environment because through it may lead him to make their follower to worship more than one God.

Human history. Also the history of man has already show that man cannot formulate a way of life which is interest to the other because there are a lot of people tried to do that but they failed due to the sake that they did not do justice when they use their own way of life in the societies.

8	Human nature. The nature of the person show that man has an interested component of him to the followers. So when a man has created his own way of life it lead him to be him because he will protect one kind of sex and then exploit another kind due to the nature that he has.
	Limitation of human reasons. Also man when he formulate a way of life he will make all the deed to be seen as a weakness because in his mind he has already think that there are many sign which depict the existence of Allah (swt). So there are many ill-effect which is made when man will decided to make the own way of life which is not interested to the others.

Extract 8.2: A sample of candidate's incorrect response on question 8.

In Extract 8.2 a candidate explained reasons for human being not to be in a position to formulate way of life which will be in the interest of man instead of analyzing ill-effects of man-made ways of life.

2.2.3 Question 9: Islam in East Africa

This question required the candidates to examine six contributions of Muslim organizations to Islam and Muslims in East Africa since their establishment. The question came from the topic Islam in East Africa.

The question was attempted by 422 (62.5%) candidates out of 675 who sat for this examination. A total of 122 (28.9%) candidates scored 12 to 18

marks. There was no any candidate who scored all 20 marks. Also, 148 (35.1%) scored 7 to 11.5 marks and 152 (36%) scored 0 to 6.5 marks, among them, 14 (3.3%) scored 0 mark. Figure 9 illustrates the candidates' performance in this question.

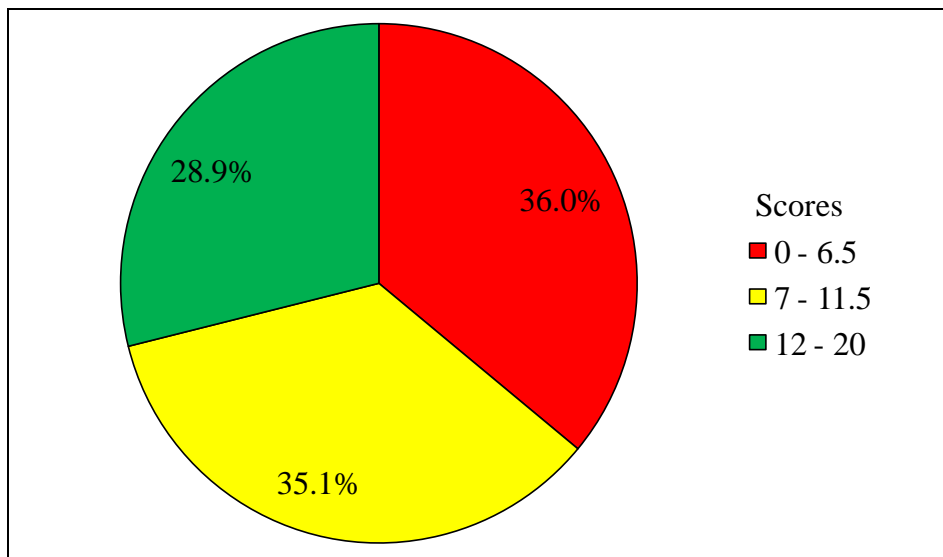


Figure 9: Performance of Candidates in Percentage in Question 9

The performance of candidates in this question was average as 270 (58.3%) candidates scored from 7 to 18 marks. The analysis of candidates' answers revealed that, 270 (64%) percent of the candidates who attempted this question scored 7 to 18 marks. This analysis shows that candidates had good performance in this question. The 122 (28.9%) candidates who scored 12 to 18 marks were able to provide contributions of Muslim organizations. Also they had English language proficiency as well as provided detailed explanations with examples. Their responses were; *they have acted as a bridge linking Muslims and Governments of East Africa, offering assistance to Muslims, provision of employment opportunities, provision of social services, provision of relief funds and aid during calamities and popularize Islam through different charities*. Extract 9.2 is a sample of a correct response from a script of a candidate.

9.	and aid, food and shelter and clothes. They provide health and financial services. Also they provide health services through establishment of various Muslim health centers like Habert Raynisk or Dar-es-salaam. Al-salam or Anisa are and so on. Also provide financial assistance to those Muslims traders through establishment of banks or like Abang bank without interest something help to develop the Muslim community. They provide food as the most build Orphan centers. Also Means that The organizations are provide guidance through building various centers of Orphan like Mamay centers. Zam Zam centers of Kilimanjaro and they provide food during the month of Ramadhan like Oil, Wheat and so on also clothes to those Orphan. They build Mosques. Means that Muslim Organizations are build Mosques which help to build do their worship and glorify Allah like Babaya kuu la Waziri Tanzania (BAKWA TA) build various Mosques in various Regions like Kilimanjaro (Mwasi) Kaduha Mosques. Anisa, Dar-es-salaam and so on. Therefore, The Organizations are very important to develop Islam but they suffered from various problems which hinder improvement like Disunity, lack of fund. They not provide full support to the Muslims when support from difficulties like those who imprisoned, Opposition from other Muslims and so on.
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Extract 9.1: A sample of a correct response in question 9

In extract 9.1 a candidate explained contributions of Muslim organizations to Islam and Muslims in East Africa since their establishment.

Further analysis revealed that, 148 (35.1%) candidates scored from 7 to 11.5 marks had average performance. These candidates provided less than required contributions or mentioning them without enough explanations which led them to lose some marks. Also they mixed relevant with irrelevant contributions. Irrelevant contributions mixed with relevant were; *establishment of infrastructures, it leads to reduce crimes and reduce al ribbah.*

On the other hand, the 152 (36%) candidates who scored 0 to 6.5 marks, either misinterpreted the question and or failed to meet the demand of the question. Some of them explained roles and responsibilities of believers rather than contributions of Muslim organizations. They argued that; *the contributions Muslim organizations to Islam and Muslims in East Africa since their establishment were like; to spread Islamic religion, to establish justice, to make religion solidarity, to establish Islamic Ummah and to make peace and security.* These candidates failed to differentiate between the responsibilities of believers and contribution of Muslim organizations. As they explained roles of believers rather than contribution of Muslim organizations.

Other candidates provided the challenges which face Muslims to spread Islam such as; *lack of strong Islamic Ummah, shortage of Islamic education, illiteracy of the people, shortage of the services, far away of the people and presence of dangerous animals.* These candidates had less knowledge on the topic of Islam in East Africa.

On top of that, some candidates came with responses unrelated to the demands of question like; *It makes love between people, it leads the Islamic states, it leads gods fearing of the people and it make peace to the people.* These candidates lacked knowledge on the topic of Islam in East Africa. Extract 9.2 shows a sample of script of an irrelevant response.

9	Muslim organizations give out
	the many contribution to the Islam
	and the muslims in East Africa.
	That lead the East Africa to
	develop things. that that contribution
	The following are the contribution
	of Muslim organization to Islam and
	Muslims in East Africa since their
	establishment:—
	They establish the Islamic
	city. The Islamic city in East
	Africa are spread like in Tulu, ,
	Mombasa, Kilgoma and Zanzibar so
	their is the main contribution.

9	<p>They unified people to struggle against independency. In East Africa were the not free to the people so that muslim were unified the people to struggle against the independency.</p> <p>They improve Swahili language. They prove it by use the description of Arabs in the Swahili and in the coins like Al-Murru and Al-Mulku.</p> <p>They open the trade on the coast and mainland. That trade help to people to improve their like example in Kilima, Kilwa and Zanzibar.</p> <p>They remove barbarism. Through the muslim organization the barbarism are removed and the humiliators were oppress the people of East Africa.</p> <p>They brought education. The muslim organization they provide and emphasize the importance of education. Example they establish madrasa.</p> <p>Hence, the muslim organization to Islam and Muslims in East Africa since their establishment lead the islam to spread over the whole world like Zanzibar because 90% of the people were muslim so through their contribution help to improve our development through trade.</p>
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Extract 9.2: A sample of incorrect response on question 9

In extract 9.2 a candidate provided effects of introduction of Islamic religion in East Africa instead of examining contributions of Muslim organizations to Islam and Muslims in East Africa since their establishment.

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

This was a three hours paper and consisted of sections A and B, with a total of nine questions. Section A consisted of a six compulsory short answer questions and section B consisted of essay questions. The candidates were required to attempt 2 questions in section B. Hence, they were demanded to answer 8 questions in total, making a total of 100 marks.

3.1 SECTION A: SHORT ANSWER

In this section the candidates were supposed to answer all six questions briefly. The questions were set to measure candidates' competences abilities such as understanding, applying analysis, and evaluating Each question in this section carries 10 marks making a total of 60 marks.

3.1.1 Question 1: Islamic Way of Life

This question required the candidates to educate businessman on the impact of keeping commodity in warehouse so that he can sell it for high price in the future with regard to Islamic law of business. The question was constructed from the topic of Islamic Way of Life.

The question was attempted by 675 (100%) candidates who sat for this examination. Analysis shows that, 92 (13.6%) scored 6. to 9.5 marks, 234 (34.7. %) scored 3.5 to 5.5 marks, while 349 (51.7%) scored 0 to 3 marks, of which 104 (15.4%) scored 0 mark. Figure 10 shows the performance of candidates in question 1.

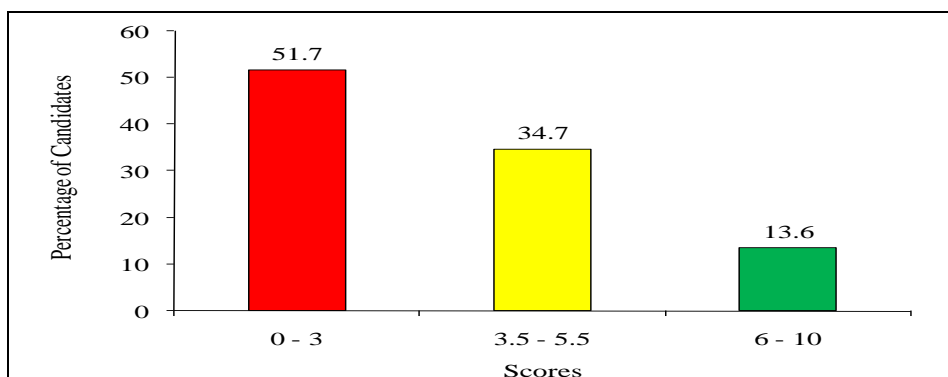


Figure 10: Performance of Candidates on Question 1

Generally, the performance of candidates on this question was average, because 326 (48.3%) candidates scored 3.5 to 9.5 marks. The data analysis of the candidates' performance showed that 92 (13.6%) candidates performed good in this question by scoring 6 to 9.5 marks. They were able to educate businessman on the impact of keeping commodity in warehouse (Hoarding) so that he can sell it for high price in the future with regard to Islamic law of business. These candidates had enough knowledge on Islamic way of life. They explained that; *this behavior promotes dishonest in trade, it creates unfair competition in trade, it creates hate in the community, prices of goods may rise up due to its deficit and it creates greed for wealth.* These candidates organized well their essays and had a reasonable command of the English Language. The situation made them to score high marks. However, the disparity of performance from one candidate to another depended on clarity of the explanation. Extract 10.1 shows a sample of response from a script of a candidate who provided relevant response.

1.	i) It lead to conflict. Also due to change of price of commodity may influenced the conflict between people in the society
	ii) It discourage unity. By increase of price of good people may discouraged the unity among people and by doing this conflict occurred.
	iii) It lead to occurred social inequality. By increasing price it has some people can afford to buying, but it has some people does not afford to buying.
	iv) Source of social evils. Due to people does not afford to buying goods may stimulate to increase the social cost like thiefs, robbery.
	v). Source of injustice. By increase price may be source and influenced the injustice in the society.

Extract 10.1: A sample of a correct response on question 1

In Extract 10.1 a candidate explained the impacts of keeping commodity in warehouse so that can be sold out for high price in the future with regard to Islamic law of business

Moreover, 234 (34.7%) candidates who scored 3.5 to 6 marks, mixed correct and incorrect responses. The incorrect responses mixed by these candidates were; *business will not be having fear sells due to Islamic law and Abdul Shakur enters Jahannam during the day of judgement*. The candidates did not provide full explanations for the mentioned impact. Hence they scored average marks.

Furthermore, the analysis showed that, 349 (51.7%) candidates who scored 0 to 3 marks had misconception on the demands of question. Others lacked knowledge on the Islamic Way of Life. Some of them provided advantages of Islamic laws on business instead of impact of the act of keeping sugar in the warehouse so as to sell at high price in Ramadhan. They explained that; *it destroys exploration, destroy usury (Riba), it destroys corruption, it creates the equality and it destroy the haram product*. These candidates failed to identify the demand of the question they provided wrong responses.

Other candidates came with responses contrary to the demand of the question like: *No man come back after death, life of earth is fact a matter of time, science disapprove existence of god and life of the earth based on chance of nature creation*. These candidates lacked knowledge on the Islamic Way of Life, so were not able to educate businessman on the impact of keeping commodity in warehouse so that he can sell it for high price in the future with regard to Islamic law of business Extract 10.2 shows a sample of irrelevant response of candidate.

1.	Islamic law of bussiness lead to get price for consumer and seller: When people make Islamic law of bussiness lead to get legal money which have high price for consumer and sellers.
	It lead to reduce poverty: Islamic law of bussiness lead to reduce poverty in the society because their measured and weight of goods and services are equally.
	It lead to create relationship between n poor and rich. Islamic Law business lead to create brotherhood and to remove discrimination for rich and poor. All people live by equally.
	It lead to remove conflicts in the society. Some bussiness in the society lead conflict, but when people do the islamic law bussiness lead to remove all conflicts which exist in the society through business.
	It remove classess: When people follow the islamic bussiness law lead to remove classis between rich and poor people and make equality for all people.

Extract 10.2: A sample of an incorrect response on question 1

In Extract 10.2 a candidate explained positive impact of doing business by observing Islamic law instead of educating businessmen on the impact of keeping commodity in warehouse so that he can sell it for high price in the future with regard to Islamic law of business.

3.1.2 Question 2: Islamic Family Law

This question required candidates to suggest criteria that might be used to nullify marriage if complaints have been reported by a wife to the Qadhi. The question covered the topic Islamic Family Law.

The question was attempted by 675 (100%) candidates. The candidates who scored 6 to 10 marks were 190 (28.1%). Also 106 (15.7%) scored 3.5 to 5.5 marks and 379 (56.1%) scored 0 to 3 marks of which, 290 (43%) scored 0 mark. Figure 11 illustrates the performance of candidates in this question.

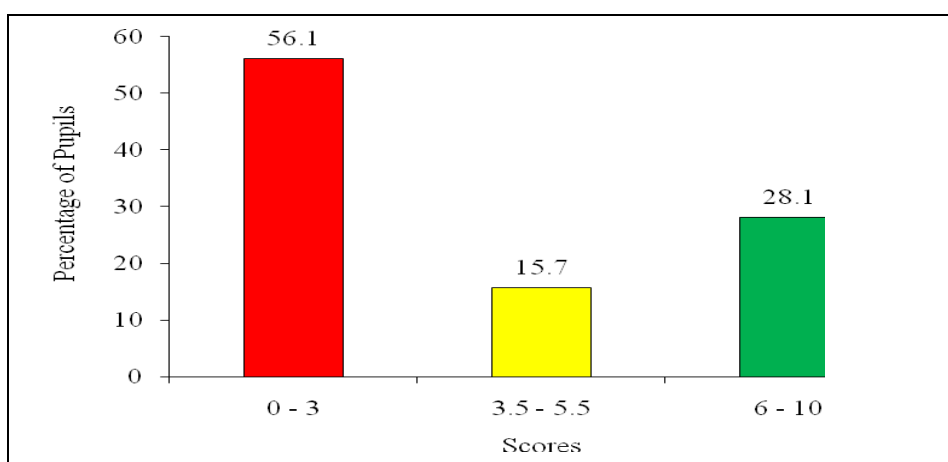


Figure 11: Performance of Candidates in Question 2

The general performance of candidates in this question was average as 296 (43.9%) candidates scored above 3 marks. The data analysis show that 190 (28.1%) candidates who scored from 6 to 10 marks met the requirements of the question, so had good performance. This is because; they understood the demand of the question and had enough knowledge and skills on the topic of Islamic Family Law. Their responses were: *Mwanaidi husband has been absent for a long time, the husband denounced and left Islam, severe poverty of the husband, the husband denounces and left Islam, when complaints are presented to Qadh about invalidity of the initial marriage contract and suffering of husband from incurable diseases for a long time.* Extract 11.1 shows a sample of a response from a candidate who answered this question correctly.

2.	<p>Absence of husband for a long time without knowing any information about him. Thus why Kadhi nullify Mwanaidi's marriage due to the long absence of his husband.</p> <p>Severe poverty: This is situation where by a husband has not ability to give her wife basic needs such as food, clothes and even shelter. If that situation occur Kadhi has ability to nullify the marriages.</p> <p>Impotence: This is a situation where by a husband has not ability to give woman pregnancy so if that occur the marriage was nullify as Mwanaidi's marriages.</p> <p>Refusal of husband to give wife her basic needs: If a husband refuse to give wife all her basic needs such as food and clothes while husband has ability to give her. Kadhi has right to nullify that marriage as Mwanaidi's marriage.</p> <p>Captured by enemies: Kadhi nullified Mwanaidi's marriage because the husband of Mwanaidi were capture by enemies and there is no chance to returned again.</p>
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Extract 11.1: A sample of a correct response on question 2.

In Extract 11.1 a candidate managed to suggest criteria that might be used to nullify marriage if complaints have been reported by a wife to the Qadhi.

On the other hand, 106 (15.7%) candidates who scored 3.5 to 5.5 marks provided less than required criteria that might be used by Qadh. Some candidates mixed between correct and incorrect criteria that might be used by Qadh. The incorrect criteria suggested were; *Writing a divorce and lessoning*.

Moreover, 379 (56.1%) candidates scored 0 to 3 marks due to their misconceptions. The misconceptions in this question led many candidates to scores 0 mark. They failed to understand the requirements of the question so they were unable to relate scenario in the question with real situation. So many candidates scored 0 mark.

Some candidates explained essentials of marriage rather than criteria used by Qadh to nullify Mwanaidi's marriage. They explained that; *Presence of bride, presence of bride groom, presence of guardians, presence of two witnesses and Hija and Qabul*. These candidates were misled by the term nullify as they thought that it meant the pillars to strengthen mwanaidi's marriage. Hence, they provided irrelevant responses.

Others provided measures taken before divorce. They explained that; *listening both sides, advise them to not nullify their marriage, involve their parents if necessary, listening their decision and at the end nullify their marriage*. These candidates were deceived by the term nullify as they thought that it intended to mean the measures taken to curb divorce, therefore provided irrelevant responses.

Other candidates came up with conditions for divorce and Edda. They argued that; *the woman should not in Idda, the husband of wife should already leave his wife, if a woman is already going three Iddah*. These candidates had inadequate knowledge on the Islamic Family Law which led them to provide estimated replies. Extract 11.2 shows a sample of a response from a candidate who had weak performance in this question.

2	To advise their husband. When their husband do wrong activities should be set together reformation the behaviour. Example wife to talking for their husband to remove the bad behaviour.
	To solve their problems for peacefull. The conflicts that rise in the marriage both husband and wife solved by the peacefull ways. For example to use the polite language of solved their problems.
	To make the meeting of both side. If the problems not dissolution the parent of both two sides meeting and explained the problems and find the solution of problems. Example to find the source of problems of husband and wife.
	Wife to make respect for their husband. Despite of the husband has the problems but wife make the respect for their husband. Example wife completed the all responsibility for their husband.
	Wife able to beauty and dress To make the patient and perceivance in their marriage. Wife must be patient for the all actions in the marriage. Example to stay and serve the secret in their life of

Extract 11.2: A sample of an incorrect response on question 3

In Extract 12.2 a candidate explained stages of divorce for marriage instead of criteria that might be used to nullify marriage if complaints have been reported by a wife to the Qadhi.

3.1.3 Question 3: Islamic Legal Science and Criminal Law

The question required the candidates to explain four types of verdicts which can be used in robbery case according to Islamic jurisdiction. The question was composed from the topic Islamic Legal Science and Criminal Law.

Candidates who attempted this question were 675 (100%). The analysis show that, 244 (36.1%) candidates scored 6 to 10 marks, 47 (7%) scored 3.5 to 5.5 marks and 384 (56.9%) scored 0 to 3 marks of which, 254 (37.6%) scored 0 mark. Figure 14 depicts performance of the candidates in this question.

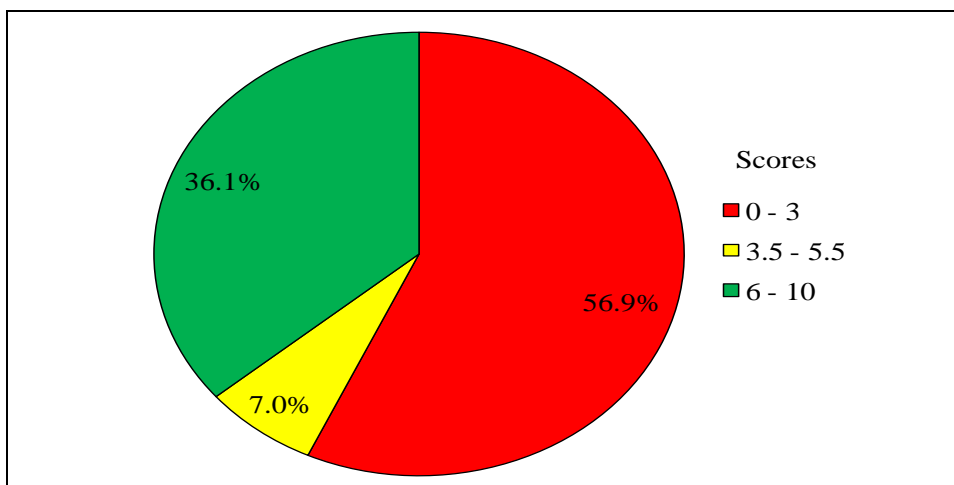


Figure 12: Performance of Candidates in Question 3

The general performance of candidates in this question was average due to the fact that, 291 (43.1%) candidates scored above 3 marks. The analysis of candidates' performance in this question shows that, 244 (36.1%) candidates who scored 6 to 10 had good performance. This is because they had sufficient knowledge on Islamic Legal Science and Criminal Law. Also they met the requirement of the question. The responses provided by these candidates were; *the robbers who could only kill but could not get away with their loot they should be killed but not crucified, if they killed and took away their property it is robbery their punishment should be killed for his crime or crucified, if they took away property with the use of force without killing in the case when they take away the property through use of force but does not kill his hand and leg on the opposite side must be cut off and the even if they only frightened without intention to rob it is still considered as robbers their punishment is to be exiled.* Extract 12.1 is a sample of a correct response from a candidate in this question.

3	First, A robber which use force
3	to take away the property and
	kill the owner of that property
	should be killed or crucified.
	Second, A robber which still does not
	kill or take away the property
	but do frightened should be
	executed in that society.
	Third, A robber which does not kill
	but take away the property should
	cut off the opposite piece of hand
	and legs.
	Fourth, A robber which does not take
	away the property but kill the
	owner of that property should be
	killed.

Extract 12.1: is a sample of a correct response in question 3

In Extract 12.2 a candidate explained types of verdicts which can be used in robbery case according to Islamic jurisdiction.

Further analysis revealed that, 47 (7.5%) candidates who scored 3.5 to 5.5 marks performed averagely. Some of these candidates mixed the correct and incorrect types of verdicts which can be used in robbery case according to Islamic jurisdiction. The incorrect verdicts mixed by these candidates were; *If the robbery is being conducted it involve different kind of commodities if this was known the punishment is beat eighty slashes.* Moreover, some candidates did not manage to explain in detail the mentioned verdicts.

Additionally, the analysis of the question revealed that 384 (59.6%) candidates, who scored 0 to 3 marks, didn't meet the demands of the question. They provided wrong answers. Some of them provided factor influencing people to involve in robbery. They explained that; *person behavior, peer groups, person life style and personal faith.* These candidates were not aware on the term verdict hence provided unrelated responses.

Also, other candidates came up with punishment for theft and fornication or adultery instead of four types of verdict of robber. They argued that; *should cut his or her part of his or her hand in case of thieving, should punish him or her hundred sticks in case of sex (zina a), should punish him or her by throwing stones and should exile him or her out of their community*. This indicated that the above candidates had little knowledge on crimes to the extent that they failed to differentiate the judgements of the crimes. This confusion of candidates made 254 (37.4%) of them to score 0 mark.

Other candidates explained primary and secondary sources of Islamic sharia (law) like: *Sunnah of the prophet Muhammad (S.AW), Ijmaa, Qur'an and types of material robbed*. These candidates lacked knowledge on the respective topic and failed to realize the demand of the question and therefore, provided wrong responses. Extract 12.2 shows a sample of incorrect response from a script of a candidate.

3.	The type of verdicts which can be used in robbery case according to are
	(i) <u>Qur'an</u> .
	Qur'an is the first type of verdict which can be used in robbery case according to Islam because it contains a lot of guidance of punishment and which provides object when the case is considered as robbery.
	(ii) <u>Sunnah and Hadith</u> .
	The Sunnah of prophet (Saw) can be used because it transmits the teaching from the Qur'an to the known language which lead to the provision of result from the judgement concerning those case.
	(iii) <u>Ijmaa</u> .
	- This is the group of the Islamic puffs and doctors with PhD which form the meeting and discuss about something which has not mentioned its punishment in the Qur'an and Sunnah.
	(iv) <u>Type of material Robbed and the present of Shuhid who see the verdict</u>
	which show the presence of written note which show that the people has been conducted this hence the judgement will give its function.

Extract 12.2: A sample of an incorrect response on question 3

In Extract 12.2 a candidate explained four sources of Islamic Jurisprudence instead of types of verdicts which can be used in robbery case according to Islamic jurisdiction.

3.1.4 Question 4: Six Pillars of Faith

The question required the candidates to analyze five criteria to help the newly converted Muslim to become true believers of Allah in their practical life. This question was from the topic Six Pillars of Faith.

A total of 675 (100%) candidates attempted this question. The candidates who scored 0 to 3 marks were 592 (87.7%) of which, 399 (59.1%) scored 0 mark. Also, 50 (7.4%) scored 3.5 to 5.5 marks and 33 (4.9%) scored 6. to 10 marks. Figure 13 shows the performance of candidates in question 1.

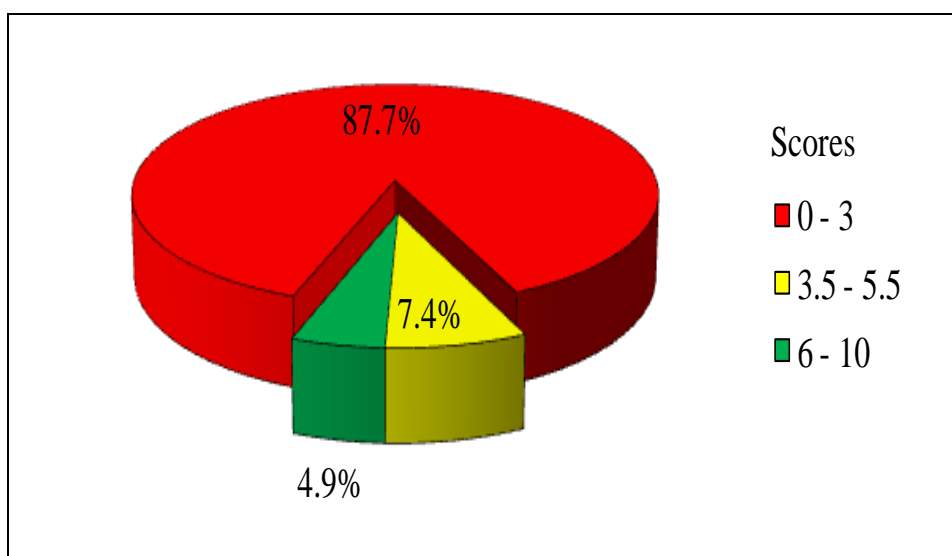


Figure 13: Performance of Candidates in Question 4

Generally, the performance of candidates on this question was weak because only 83 (12.3%) candidates scored above 3 marks. The analysis of the candidates' answers in this question revealed that, the 592 (87.7%) candidates who scored 0 to 3 marks misunderstood the demand of the question. They failed to meet the demands of question. This made them not to answer the question correctly. As a result, they got weak performance. Some of them explained five pillars of Islam rather than criteria to become true believers of Allah in practical life. They explained that; *establish five*

daily prayers, shahada, payment of zakat, saum (fasting) and Hijja. Other candidates elaborated six pillars of faith instead of practical value of becoming true believers of Allah. They explained that; *to believe that there is God who creates the universe, to believe the angels, to believe the holy books to believe the prophets of Allah and to believe the Qadar.* These candidates thought the term criteria meant pillars, as a result of this confusion they provided wrong responses.

Other candidates provided the teachings and training which should be given to newly converted Muslim. They suggested that; *to donate them some savings, recite to them the Qur'an to tell them stories about the prophet, to tell them about Sunnah prayers, all other pillars of faith in Islam and to show them different evidence about existence of Allah (S.A.W).* They understood the word criteria to mean the teachings to be provided to the newly converted Muslim which was contrary to the demand of the question, hence they wrote wrong answers.

On top of that, some candidates came with features of believers found in Quran (2:1-5) rather than practical value of believing in Allah. They argued that; *it should fear Allah (S.A.W), it should believe in unseen, it should believe the life after death and it should steadfast of prayer.* The above candidates lacked knowledge of true believers of Allah in their practical life which led them to fail to meet the demand of the question

Thorough analysis of the candidates' answers in this question revealed that candidates did not understand the demands of this question. These can be proved by the fact that 399 (59.1%) of the candidates scored 0 mark. They misconceived the word 'criteria' used in the question, hence scored low or 0 marks. Extract 13.1 shows a sample of a candidate who answered this question wrongly.

4	<p>Dry of the plant. Through the dry the plants in the summer season and growth in the wet season lead man to believe the existence of Allah (s.w). Example vegetables dry and growth.</p> <p>Our sleep of man. Allah (s.w) command the man to sleep and awake when attain the day and night. Example man during day do their activities and night are sleep.</p> <p>Death of organisms. Allah (s.w) is only one that ability of take the soul of organisms when attain the time and not another ability except Allah (s.w). Example the soul of man take by the angel Israel from order of Allah (s.w).</p> <p>Dynamic of universe</p> <p>Movement of universe. Man can believe Allah (s.w) through the movement of universe and lead day and night in every day by reality. Foreexample scientist prove the universe movement to around the sun.</p> <p>Presence of everything in the world. Allah through the source of everything is Allah (s.w) man believe the existence and their power. Foreexample Allah get the many to favour in the land of the earth.</p>
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Extract 13.1: A sample of wrong answer on question 4

In Extract 13.1 the candidate explained signs from the lives of man and universe which prove existence of Allah instead of analyzing five criteria to help newly converted Muslim to become true believers of Allah in their practical life.

Analysis also revealed that, 50 (7.1%) candidates, who scored 3.5 to 55 marks, mixed the relevant with irrelevant responses. Examples of the irrelevant responses mixed were: *To believe in chance creation of the World and to believe in the day after.*

Furthermore, the analysis of candidates' answers showed that 33 (4.9%) candidates who scored 6 to 10 marks provided criteria to help the newly converted Muslims to become true believers of Allah in their practical life. These few candidates performed good in this question. Their responses

were; they should possess the highest degree about self-respect and self-esteem. They should not be proud or arrogant due to their worldly merit they have achieved; the believers must be virtuous and upright, they must be always the broken hearted, they must have a strong degree of determination, perseverance and trust in God, they should consider the success and failure and they must obey and observe Allah's laws. These candidates mastered the topic of Six Pillars of Faith as well as met the demands of question. Extract 13.2 shows a sample of a response from a candidate who performed well in this question.

4	(i) It makes ^(consciousness) God consciousness person. → His help a believer to know the lot of things about Allah and it makes one to know Allah in every place and everything they do.
	(ii) It makes a believer to possess high degree of self esteem and self respect. → Here if a believer is truly believing in Allah will have high degree of respecting one self later avoiding one self from doing things that Allah has prohibited.
	(iii) It makes a believer to be honest and humble. → Here a truly believer can't be telling lies because once believes in Allah also believes in the punishment imposed upon telling lies and will be humble in things which is begging Allah to help them.
	(iv) It makes a believer to be virtuous and upright. → Here create to believer a very strong heart of returning to Allah (v) for assistance one is faced with challenges which he/she cannot resist. If he/she is a true believer will return to Allah and ask for forgiveness if thinks challenges are caused by him.
	(vi) It makes a believer to never be depressed and never giving up. → Here a truly believer Allah has created in him a very strong heart of not receding back or breaking for example one faced with challenges or not giving birth if he has will never lose up Allah's help to that.

Extract 13.2: A sample of a correct response in question 4

In Extract 13.2 a candidate analyzed criteria to help the newly converted Muslim to become true believers of Allah in their practical life.

3.1.5 Question 5: Belief in Allah and its Implications

The question required the candidates to show five weaknesses of the chance creation theory propagated by contemporary disbelievers like Charles Darwin. The Question covered the topic of Belief in Allah and its implications.

A total of 675 (100%) candidates attempted this question. The candidates who scored from 0 to 3 marks were 638 (94.5%) of which, 392 (58.1%) scored 0 mark. Also, 30 (4.4%) scored from 3.5 to 5.5 marks. Only 7 (1%) scored 6. marks. Figure 14 depicts the performance of candidates in question 1.

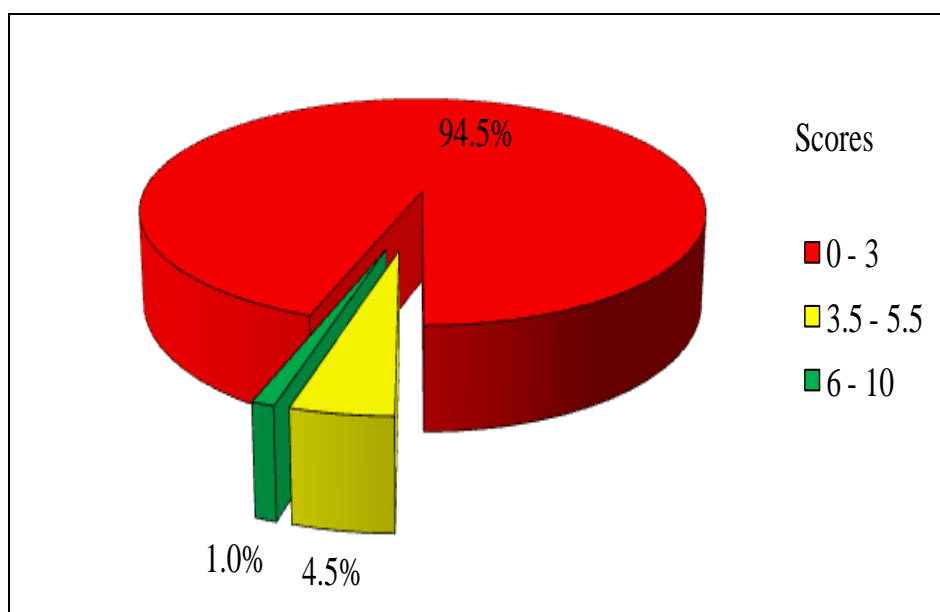


Figure 14: Performance of Candidates in Question 5

Generally, the performance of candidates on this question was weak because only 37 (5.5%) candidates scored above 3 marks. The analysis of this question shows that 638 (94.5%) candidates who scored 0 to 3 marks, didn't meet the demands of the question. This is among the worst performed question in this paper. It is evident through the fact that 392 (58.1%) candidates scored 0 mark. Also 638 candidates out of 675 who attempted

this question scored below 3.5 marks. These candidates came with variety of concepts contrary to the requirements of the question. Some candidates criticized evolution theory of Darwin rather than chance creation theory. They argued that; *man is not animal, there is difference between purpose of creation of man and animal, the theory ignores the life of men, they bas on philosophical approach and the theory ignores the creator*. These candidates mixed between the weaknesses of evolution theory and chance creation theory hence provided wrong responses.

Also, other candidates explained weaknesses of argument of disbelievers on denying existence of Allah (S.W). They explained that; *Allah is existing and is the one who originate every that with the universe without associated with others. Allah is the creator and has no creator who created him; science can prove the existence of Allah, the universe is neither creation of many gods and if everything is come from chance creation that creates the universe*. These candidates generalized the weaknesses of the claims of disbelievers on denying existence of Allah rather than being specific on the weaknesses of chance creation theory.

Other candidates provided the weaknesses of disbelievers on purposes of creation instead of Islamic reasoning on purpose of creation like: *if the purpose of life is to reach the sexual marital obligation why these are some people they do not have ability to sexual marital obligation as settler, if the purpose of life is to reach the economic gain why there are some people who do not rich (poverty) but they live good life in the world, if the purpose of creation is to satisfy our animal desires why still we need other thing in the world ,if the purpose of life is to be the person that we want to be example doctors, engineers why we still praise for Allah to help us to be that and if the purpose of life is to do all of the things as stipulated by disbelievers, is God bring us here with no reason and why bring we back to the hell*. These candidates translated the phrase ‘chance creation’ as the “purpose of creation” hence they provided wrong responses. Extract 14.1 shows a sample of wrong answer from a candidate.

5	i) If the purpose of life is to reach the sexual marital obligation why there are some people the do not have ability to sexual marital obligation and other ,
	ii) if the purpose of life is to reach the economic gain why there are some people who do not rich (poverty) but they live good life in th world.
	iii) If the purpose of Creation is to satisfy our animal desires why still we need other thing in the world.
	iv) If the purpose of life is to be the person that we want to be example doctors, engineers, why we still praise for Allah to help us to be that.
	v) If the purpose of life is to do all of the things as stipulated by disbelievers, Is God bring us here with no reason and why bring us back to the hell.

Extract 14.1: A sample of a wrong response on question 5

In Extract 14.1, a candidate explained critical review of purpose of creation of human being instead of weaknesses of the chance creation theory propagated by contemporary disbelievers like Charles Darwin.

Furthermore, 30 (4.4 %) candidates who scored 3.5 to 5.5 failed to provide detailed explanations for the weaknesses of chance creation theory. Some of them mixed correct with incorrect weaknesses of the chance creation theory. These incorrect responses were; *Allah who created man and all creatures and the dirty is source of organism why man dirty area are formed without energy and power from Allah (s.w)*

However, 7 (1%) they showed correctly the weakness of chance creation theory propagated by disbelievers like Darwin. The points provided by these candidates in relation to the question were; *chance can't create anything, the idea disapproved by historical facts, the idea is disapproved*

by scientific facts, the operation of solar system can't be well organizing by chance, the theory is illogical because it accepts that there is manufacturer of any product and the idea is against the use of perception. Extract 14.2 is a sample of a response from a candidate who had good performance in this question.

S.	i/ If the universe are the chance of creation why don't repeat again and again. The issue of creation is not came for chance no Allah (swt) have purpose of creation universe and no it came for chance.
	ii/ When they arrange anything in these world for example growth of plant flow of water, formation of mountain and others. It is the chance of creation when they involve in the formation everything in the earth.
	iii/ Why they change environment every day and every time. If the the universe are the chance of creation why they occurred changes every day for example growth of plant, formation of water bodies, formation of mountain like volcanicity and others changes.
	iv/ Why the human nature did not changed for example to eat food, to marry and to be married, love luxury life and others. The creation is not by chance but Allah (swt) was plan to did that so everything they setting are system of their life.

Extract 14.2: A sample of a correct response from question 5

In Extract 13.2 a candidate managed to show weaknesses of the chance creation theory propagated by contemporary disbelievers like Charles Darwin.

3.1.6 Question 6: Purpose of Life and Life After Death

The candidates were required to explain four Islamic reasoning on the purpose of creation of man and universe. The question was from the topic of Purpose of Life and Life After Death.

The question was attempted by 675 (100%) candidates who sat for this examination. The data analysis shows that, 126 (18.7%) candidates scored 6 to 10. Also 181 (41.6%) scored 3.5 to 5.5 marks and 268 (39.7%) scored 0 to 3 marks of which, 69 (10.2%) scored 0 mark. Figure 15 depicts the the performance of candidates in this question.

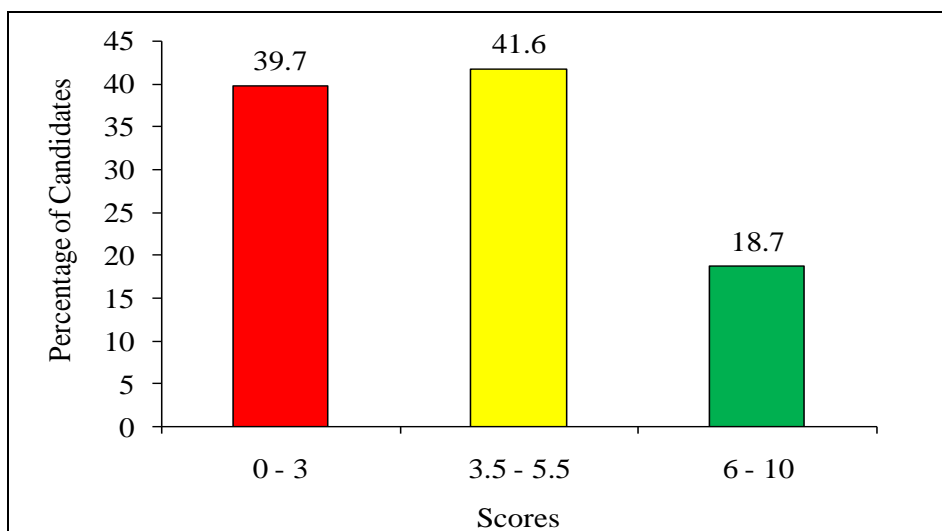


Figure 15: Performance of Candidates in Question 6

The general performance of candidates in this question was good as 407 (60.3%) candidates scored above 3 marks. The data analysis revealed that, 126 (18.7%) candidates had good performance. These candidates scored from 6 to 10 marks. They provided correct responses and clear explanation on Islamic reasoning on the purpose of creation of man and Universe. They explained that; *the universe has been created for mankind, the purpose of man life is to worship Allah (S.W), man is created so that he can be tested, and man has been created and brought here on Earth as vice gerancy of*

Allah (S.W). Extract 15.1 is a sample of a response from a candidate who gave relevant response.

6.	<p>creation of man and universe the man created by Allah for the different purpose like worship of Allah also the universe created for the supporting the man. The following are the Islamic reasoning on the purpose of creation of man and universe</p> <p>The worship in the Allah, in Islamic reasoning the man created for aim of worship Allah the first man is known Adam so through the prophet Adam it should a worship Allah so this is the great reason</p> <p>It should be in vicegerent or leader, this is the Islamic reasoning of the purpose of the creation of man the man it prepared to be the leader or khalifa in the universe in the all aspect also in the environment and in the life</p> <p>The universe created for aim of support the human, this is the reasoning purpose of creation of man and universe the human it depending on universe so through universe it help to get basic need so this is the reasoning of purpose of creation of man and universe</p> <p>It should spread the Islam, also this is the reasoning of purpose of creation of man because the spread of Islam to the different area in the universe</p>
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6	So the man should help to the
	spread and stimulate the Islam and
	expand in the different state

Extract 15.1: A sample of a good response from question 6

In Extract 15.1 a candidate explained correctly four Islamic reasoning on the purpose of creation of man and universe.

Moreover, 281 (41.6%) candidates scored average marks (from 3.5 to 6). They failed to provide detailed explanations. Others mixed correct with incorrect responses. Examples of their wrong response were; *to search for knowledge and to increase in production*.

On the other hand, 268 (39.7%) candidates scored 0 to 3 marks misunderstood the requirement of the question. They provided different responses contrary to the demand of the question. As a result, they scored low marks. Some of them provided different responses like: *so that man can have faith, so that man can get education, so that he or she can participate in all pray and so that he can also spread Islam to other parts of the World*. These candidates created their purpose of creation which are not known in the society, hence failed to provide the correct responses.

Other candidates explained on how Allah created man and universe. They argued that; *Allah's created the earth and universe for six days, Allah created Adam as the only man and derived Hawa as the only woman from Adam, Allah is the one who created everything in the World, man did not change from the chimpanzee but created by Allah and the origin of world is Allah only* These candidates conceived the phrase “purpose of creation” to mean the processes of creation hence led them to provide irrelevant responses. Extract 15.2 is a sample of a script of a candidate who answered wrongly in this question.

G	To provide equality to the people.
	Due to the existence of purpose of creation -
	the people can equal, because they know that
	all have same purpose.
	To eradicate evils in the universe. The
	purpose of creation lead the people to be far
	away with evils such as shirk.
	To show the sovereignty of Allah
	(s.w). The man in the universe, due
	to the purpose of creation, can know that
	only Allah (s.w) should be worshipped by
	all living things.
	To provide peace, unity and love in
	the universe. If the having not any purpose
	in the world, the peace, unity and love of
	can destroyed.

Extract 15.2: A sample of a wrong response from question 6

In Extract 15.2 a candidate explained how good Muslim should behave on the earth in order to please Allah (s.w) instead of explaining Islamic reasoning on the purpose of creation of man and universe.

3.2 SECTION B

This section comprised of three (3) essay questions. The candidates were required to answer two questions from this section. Each question carried 20 marks, making a total of 40 marks.

3.2.1 Question 7: Islamic Legal Science and Criminal Laws

This question required the candidates to present six crimes with their respective punishments which has been ordained in the Qur'an basing on Islamic sharia (law). This question is from the topic Islamic Legal Science and Criminal Laws.

The question was attempted by 587 (87.7%) candidates out of 675 who sat for this examination. The data analysis shows that, 390 (66.4%) candidates scored 12 to 20 marks. Also, 111 (18.9%) scored 7 to 11.5 marks. Additionally, 86 (14.7%) scored 0 to 6.5 marks among them, 30 (5.1%) scored 0 mark. Figure 16 shows the performance of candidates in this question.

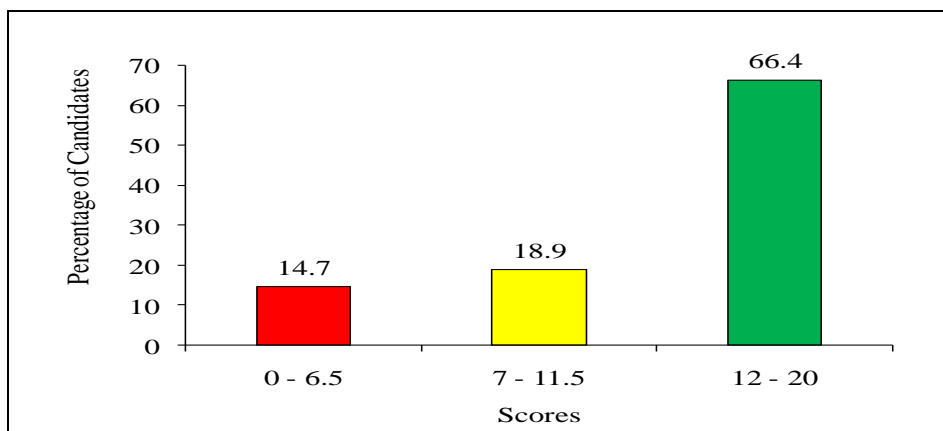


Figure 16: Performance of candidates in Question 7

The performance of candidates in this question was good because 501 (85.3%) candidates scored 7 to 17 marks. Further analysis revealed that this is among the question which candidates' performed well. This is due to the fact tha 501 (85.3%) candidates scored above 3.5 marks out of 587 who attempted this question. For the 390 (66.4%) candidates who scored 12 to 20 marks, were able to meet the requirement of the question correctly. They had enough knowledge on Islamic Legal Science and Criminal Laws. The crimes with their respective punishments which has been ordained in the Qur'an explained by these candidates were; *Al-zinaa (adultery and fornication) its punishment is a stones to death for adultery is stoned to death and 100 sticks for fornication, Al Qadhf- its punishments is to be stripped 80 lashes, As-sariqah (the theft) its punishment is to cut off the hand, High way robbery its punishment is to be killed not crucified from the one who kill, to be crucified or killed for the one who killed and take property, to cut hand and leg for the one took property only, and to be exiled for the one just frightened, Albaghi Its punishment is to cut off the head, taking alcohol -Its punishment is 40/80 lashes, Riddah – Its punishment is to be judged to death after rejecting Qadhi advice.* Those candidates also had good English skill. Their difference in score was the

result of their strength and weakness of their answers. Extract 16.1 is a sample of a correct response from a candidate in this question.

7.	<p>Crimes is the wrong action that Allah (S.W.) forbid/prohibited people to do like theft robber etc. Also there are some kind of crimes that have been mentioned in the Qur'an and it is regarded to be the biggest crimes. Six points that will show crimes - that mentioned in the Qur'an with their punishment are the following :-</p> <p><u>Theft</u>; This is the crime where by a person taking other property of another person without telling that person, and he take with the intention of stole.</p> <p>So the Qur'an mentioned the punishment of that crime is to cut the hand of the person who practice this crime of theft.</p> <p><u>Fornication / adultery</u>; Also this is the crime - where by married purpose person or unmarried - one practice sexual intercourse with another person in illegal way.</p> <p>Also the Qur'an mention the punishment of such crime for the person who is not married - is to beat one hundred (100) lashes. And for the married person to be stoned up to death.</p> <p><u>Drinking alcohol</u>; Also this is the one among the crimes that mentioned in the Qur'an - because alcohol it change the state of mind of person from normal to abnormal and make that person to do evils like rape.</p> <p>The punishment for the person who drink alcohol is some of the scholar they say to be beaten 40 flog and other say 80 flog. So - the drinker person will be given either 40 or 80 flog.</p>
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7.	<p>False accusation, This is the situation of speaking lie of the person who has good behaviour and proclaim that he/she has bad behaviour.</p> <p>So the punishment of false accusation crime is to be beaten the person who speak lie - 80 flog.</p> <p>Apostasy; This is the crime whereby a person who was muslim leave his/her islamic religion and follow the religion which is not muslim islam.</p> <p>The punishment of the apostasy person is to cut down/off his/her head.</p> <p>Al-baghi (rebellion), Also this is the crime whereby person or group of person are going against their leader that govern their country by wanting to protest and make the leader to not lead the country.</p> <p>The punishment of al-baghi is to cut off his/her head.</p> <p>So I conclude to say that muslim are not supposed to practice this crime in order to avoid getting their punishment and make their society to be in a peacefully way.</p>
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Extract 16.1: A sample of a correct response on question 6

In Extract 16.1 a candidate presented crimes correctly with their respective punishments which as ordained in the Qur'an.

Additionally, the analysis showed that 111 (18.9%) candidates who had average performance (7 to 11.5 marks), provided less crimes in relation to its punishments required. Also some candidates did not provide detailed explanation of the crimes and their respective punishment. Others mixed correct with incorrect crime. The incorrect crimes mixed with right crimes were; *Man and woman having sex and for a person who does not fulfill his or her promise*

Further analysis showed that 86 (14.7%) candidates scored 0 to 6.5 marks because of misinterpreting the demand of the question. These candidates explained conditions to be fulfilled before the punishments of theft to be implemented. They explained that; *property must be taken secretly, property must have not resemblance (shubha), property must have been*

value, property who have stolen must be out of possessive, person who have been stilled must be stolen, must be legal the things who have stolen, property who have stolen must be under the possession of crime and property who have been stolen should have used with illegal evils. These candidates provided above responses because of misunderstanding the demand of the question.

Other candidates explained businesses which are prohibited in Islam. They argued that; selling of good for high price, killing small fish in the ocean, reduce goods during "weighting" selling of bad goods, selling goods with interest selling unknown commodities, selling unlawful thing and business which involving the storage of goods. These candidates conceptualized the term 'crime' as 'unlawful business' in Islam. Extract 16.2 is a sample of an incorrect response of the candidate

~~7~~ The selling of goods in two prices; When the person tend to sell the goods there is no any allowable chance to enable his or her to sell the goods in two prices; for example, some people to buy with a certain price while other to buy with another price. in the sharia of Islam that business is not being allowable therefore when the any person will practice this there is the punishment to the God.

Also, the selling of goods with interest; The business which involve the interest, is not allowed with the Islamic Law, for that reason the person should practice his or her business by purchasing and selling the goods without the interest. Hence when anyone will go against this shariah there is the punishment to his or her God the exalted.

Also, the Unequalization of the weight of the goods in the Measurement. When a person will measure the goods without the exactly Measure ment due to the weight of whatever, there is the punishment to God the exalted because of going against the shariah.

Also, the selling of Unknown Commodities When the person tend to establish the business hear he is not allowed to do the business which involve the selling and buying of the Unknown

	goods. Example: The selling of birds in air and etc.
	Also; the business which involving the selling of an allowable things (Haram). The any person does not allowed to sell or to buy the Haram for example: The selling or buying of alcohol, the dead Meat and etc. Therefore when the person will practice that type of business, there is the punishments from the God the exalted.
	Also, the business which involving the storage of goods, and to involve the selling of those goods with high prices when there is the scarcity of that goods. Therefore according to Islamic Shariah that type of business is not allowed to practice, when anyone will go against that Shariah, there is the punishment from the God the exalted.
	Therefore, in order to be safe without the any punishment, there is no practicing of those type of business which are being mentioned above.

Extract 16.2: A sample of incorrect response on question 7

Extract 16.2 is a sample of a response of a candidate who explained businesses which are prohibited in Islam instead of presenting six crimes with their respective punishments which has been ordained in the Qur'an.

3.2.2 Question 8: Belief in Allah (S.W) and its Implications

The candidates were required to give six evidences to the claim that practical life of Prophet Muhammad (S. A. W) proves the existence of Allah (S.W). The question covered the topic Belief in Allah (S.W) and its Implications.

A total of 579 (85.8%) candidates attempted this question out of which, 94 (16.2%) scored 12 to 17 marks. Also 199 (34.4%) scored 7 to 11.5 marks. On top of that, 286 (49.4%) scored 0 to 6.5 marks among them, 51 (8.8%)

candidates scored 0 mark. There was no candidate who scored all 20 marks. Figure 17 shows the performance of candidates in this question.

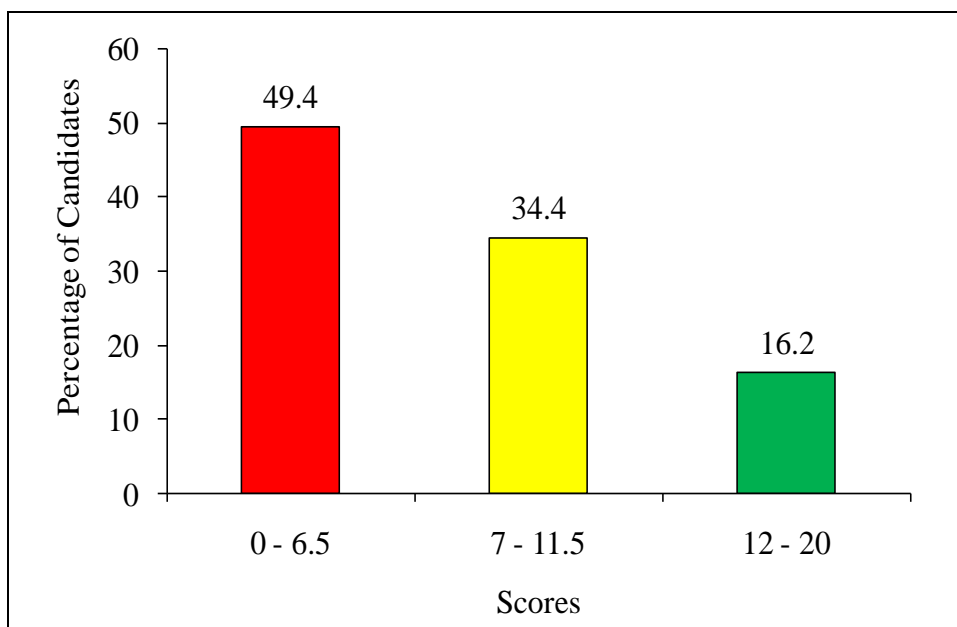


Figure 17: Performances of Candidates in Question 8

The general performance of candidates in this question was average as 293 (50.6%) candidates scored 7 to 17 marks. The analysis shows that 94 (16.2%) candidates who scored from 12 to 17 marks met the requirement of the question. Also they had good knowledge on Belief in Allah and its Implications. Hence they answered the question correctly. These candidates gave evidences to the claim that practical life of Prophet Muhammad (S. A. W) proves the existence of Allah (S.W). The evidences given by these candidates were: *Prophet Muhammed (S. A. W) was not influenced by his environment, Prophet was given sign to prove his prophet hood as the true messenger of Allah (S.W), Prophet Muhammed (S. A. W) was very strong to endure calamities', the Prophet always emerged Victorious and could defeat his enemies, the Prophet Muhammed (S.A.W) didn't went returns for the work he performed from his people and Prophet Mohammed (S.A.W) depended on the helps of Allah (S.W).* Extract 17.1 is a sample of a response from a script of a candidate answered right.

Existence Believe in Allah refers to the faith of believing that there is existence of one God who created everything including universe and human kind due to his supernatural power. It is true that the life of prophet Muhammad (s.a.w) shows or proves the existence of Allah (s.w). The following are the evidence to show that Allah (s.w) exist through the life of prophet Muhammad (s.a.w):

His miracles to prove he is a prophet: first prophet Muhammad (s.a.w) did many miracles like when he took a cup and divide it into two equal parts and make those parts to prostrate before him, and also when he went Jirra and Mithraj, all these things show that Allah (s.w) exist.

He never influenced with his environment, since he was born he never influenced either ~~Physsa~~ in the way or another, he remained with his behaviour which was amazing that was known by all people of Makkah, so this shows the existence of Allah (s.w) through the life of prophet Muhammad (s.a.w).

His confidence in front of his enemies: they were very confident even in front of enemies like in the battle of Badri, which were few in number but he did not give up that to fear their number, rather he continued to fight till he won the battle. So this was his confidence make people to realize that there is existence of Allah (s.w) since he never stopped to say there is only one true God who is Allah (s.w).

08 He used to win different battles and every plan planned by his enemies; this also shows that there is a help from other place in which could be stopped by a normal human being and that help was from Allah (s.w) hence shows the existence of Allah (s.w). for example in battle of Badri and Uhayd, muslim won the battle due to the existence of almighty.

He used to help people and need nothing as a payment from them; he was doing for the sake of Allah (s.w) hence this shows that there is only one Allah (s.w). The people used to beg many things from him he used to give them though he was not enough economically but he tried his level best to make people happy.

This patient and amazing behaviour of the prophet; prophet Muhammad (s.a.w) had a patient with his heart as well as a beautiful behaviour which was admired by all people of Makkah he was more thankful, honest, humble a great thinker and so many of them so all these show the existence of Allah (s.w).

Therefore Allah (s.w) exist and he said in holy quran that we have to worship him alone. and his presence is found in many different areas like from a man himself the history of the life of prophets and the universe, heaven and earth, within them there are light, dark, rainfall and so many that shows the existence of Allah (s.w).

Extract 17.1: A sample of a correct response in question 8

Extract 17.1 is a response from one of the candidate who gave evidences to the claim that practical life of Prophet Muhammad (S. A. W) proves the existence of Allah (S.W).

Analysis also showed that, 199 (34.4%) candidates scored 7 to 11.5 marks, mixed relevant with irrelevant responses. Example of irrelevant evidences given by these candidates were; *Prophet was not heartbroken and disappointed, Prophet Muhammad is the last Prophet and Prophet Muhammad follows Allah's commands*

On the other hand, the data analysis revealed that 286 (49.4%) candidate who scored 0 to 6.5 failed to meet the demand of the question. Some candidates explained the signs of existence of Allah from the universe and man himself rather than life of Prophet (S.A.W). they argued that; *existence of mountains and hill, nature of human being himself, existence of ocean, existence of Animals and existences of moon and stars and existence of earth*. These candidates responded this question by referring to the word practical life to mean things which are found in our environment hence provided incorrect answers.

Others elaborated biography of Prophet (S. A. W) from his birth to his death. They explained that; *He was born as an orphan, He was looking after by his uncle, his parents won't enter paradise, he lived poor life and he was normal person before his Prophethood*. These candidates thought that they were required to explain biography of the Prophet by relating to the term practical life of Prophet Muhammad (s.a.w).

Yet, some candidates provided other signs for existence of Allah (S.W) rather than how practical life of Mohammed (S.A.W) proves Allah's existence. They gave such points as; *the evidence form man itself, the evidence from the universe, evidence from life of prophet as well as evidence from history of man*. following the misconception of the phrase "existence of Allah" by candidates it led them to explain the signs which depict the existence of Allah contrary to the requirements of the question, hence scored poorly. Extract 17.2 shows a sample of a wrong answer in this question.

8	<p>Patrick is a new converted muslim. He was eager to clear his doubt on why muslims claim that practical life of prophet Muhammad (s.a.w) proves the existence of Allah (s.w)</p> <p>Existence of Jannah and Hell, One among the evidence on the existence of Allah (s.w) is the presence of Jannah and Hell.</p> <p>Nature of human being, Also another evidence on the existence of Allah (s.w) is the nature of human being is created by soil.</p> <p>Existence of Ocean, rivers and so on, Also another evidence on the existence of Allah is due to the presence of Ocean, river and so many others.</p> <p>Existence of Animals, Also another evidence on the existence of Allah is due to the presence of animals such as lion and many others.</p> <p>Existence of moon and stars, Also another evidence of the existence of Allah is due to the presence of moon and stars.</p>
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8	Existence of Earth, Another
	last but not least evidence
	is that due to the presence
	of earth it give evidence
	on the existence of Allah (sw)
	In general Allah (S.W)
	is the most powerful beca
	use he is the one who cre
	ate everything in this world
	with no assistance.

Extract 17.2: A sample of a weak response on question 8

Extract 17.2 shows a sample of a response from a candidate who explained signs for existence of Allah from universe instead of evidences to the claim that practical life of Prophet Muhammad (S. A. W) proves the existence of Allah (S.W).

3.2.3 Question 9: Rationale of Islamic and the Concept of Worship

This question required the candidates to describe six facts related to the concept of sovereignty of Allah (S.W) and vicegerent on pushing community to exercise Islam. The question covered the topic Rationale of Islam and the Concept of Worship.

The question was attempted by 182 (27%) candidates. Out of which, 42 (23.1%) candidates scored 12 to 19 marks. Also 46 (25.3%) scored 7 to 11.5 marks. Yet, 94 (51.6%) scored from 0 to 6.5 marks among them, 45 (24.7%) scored 0 mark. Figure 18 shows the performance of candidates in this question in percentage wise.

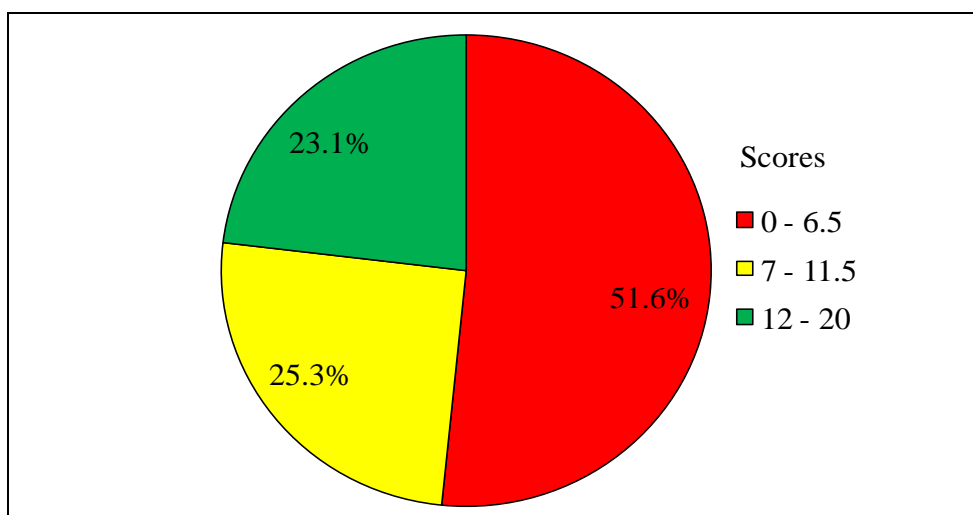


Figure18: *Performance of Candidates in Question 9*

The performance of candidates in this question was average because 88 (48.4%) candidates scored 6.5 to 16 marks. The analysis of candidates' performance shows that, 42 (23.1%) candidates who scored from 12 to 19 had good performance on this question. They described correctly facts related to the concept of sovereignty of Allah (S.W) and vicegerent on pushing community to exercise Islam. They explained that; *the universe is neither creation of many gods nor chance creation, the law of Allah on man is natural and he has to abide them, to realize that existence of Allah (S.W) through reasoning and not dogmatism, to realize the purpose of creation, the status of man on Earth and man should follow the injunctions of his creator*. Good performance of the candidates in this question proved that the question was well understood by the respective candidates and had enough knowledge on rational of Islam and the concept of worship. Extract 18.1 is a sample of a response from the candidates who scored high marks in this question.

09	anything happened in the world.
	Example Allah has ability in changing ones destiny (qadar), also Allah has
	ability of making impossible to be possible as it is claim in the holy Quran.
	Allah The universe is neither creation of many gods nor chance of creation; Allah (swt) created universe and make it sustainable to human needs. And Allah created universe in order to test human beings, to get the piety and the evil doers.
	Another side is for no regeneration of man;
	Man has to realize his position here on earth; that is a "khalifa" of Allah, a man works as a representative of God. Hence he/she should establish good and eradicate evil and unjust deeds by completing all his needs and affairs
	Man has to realize his objective here on earth; the objective of man is to fulfil his basic mission and that is to obey Allah in performing ibadat. Allah (swt) claim in the holy Quran in Suratul - al-hasyat, says that "and we did not create human race, and jins

	except for obeying Allah (S.W.)".
	Man has to believe Allah
	through reason and not dogmatically.
	The reason for believing in Allah
	is through the universe itself,
	through man himself, through
	life of prophet and history of
	prophets. Example different signs
	and miracles given to the prophet
	indicate existence of Allah (S.W.).
	Generally, in Islam there is
	cardinal articles of faith that
	is Imaan, and it is simply comprise
	of believing Allah's books, angels,
	Allah, prophets, the day of judgement
	and Qadar. Also there is six
	5 five pillars of faith. That is
	Shahadat, performing daily five
	prayers, Zakaat, fasting the holy
	month of Ramadhan and visit
	pilgrimage for one who afford.

Extract 18.1: A sample of a correct response on question 9

In extract 18.1 a candidate managed to describe facts related to the concept of sovereignty of Allah (S.W) and vicegerent on pushing community to exercise Islam.

Moreover, 46 (25.3%) candidates scored 7 to 11 marks had average performance. These candidates mixed incorrect facts within the correct responses. Example of incorrect facts describes by these candidates were; *Man must be fear for the sake of Allah, Man must be a God conscious and Allah will put in paradise for those who are doing good deeds*

Apart from that, other candidates provided fewer facts than required by the question as they also lacked detailed explanations for the mentioned fact. Hence they scored average marks.

On the other hand, 94 (51.6%) candidates scored 0 to 6 marks. They had insufficient knowledge on respective topic. They failed to meet demand of the questions; most of their responses were wrong. Some candidates explained test that makes Islam to be true religion rather than the facts on the concept of sovereignty of Allah and vicegerent on how pushes man to follow Islam. They explained that; *it is the true religion; it is not the exploitative religion, it teaches the moral values, is the religion which makes the equality, is the religion which makes men to be obedient and is the religion which abolished the evil matters*. These candidates misinterpreted the term ‘facts’ as test for true religion therefore provided features of islam as a true religion.

On the contrary, other candidates described obligatory to believers whereby every Muslim should perform it. They argued that; *practice swalat, emphacision on the provision of zakat, emphasizing fasting, emphasizing on pilgrimage, provision of relief to those in needs and emphasize on the seek of knowledge on education*. These candidates were misled by the term ‘facts’ and they thought that it means obligatory acts to Muslims, hence they provided wrong responses. Extract 18.2 is a sample of a response from the candidates who answered correctly in this question.

9	Sovereignty. This is the process of
	Government to Govern It self. The following
	are the facts on the Islamic religion
	It is the true religion, The Islam
	is the true religion which make the
	Muslim to be submited to Allah (sw)
	to all the time
	It is not the exploitative religion, so
	the Islamic religion It is not the
	exploitative religion It deals with
	the equality, fraternity and liberty,

9	<p>hases kind and create equality to all people, it teach the moral value or way of life. The Islamic religion is the among of the institution which teach the moral value especially for the young generation.</p> <p>is the religion which make the equality to all people. Also the Islam is the especial religion which make the equality among the people in the society by creating social value to the people.</p> <p>is the religion which make man to be obedient. Also this was the religion which make man to be follower or obedient to Allah (S.W) or the leader which lead them.</p> <p>is the religion which abolished the evil matter, also the Islam is the religion which discouraged the evil matter like killing people and other things.</p> <p>Generally all above are the fact about the true religion which is Islamic religion.</p>
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Extract 18.2: A sample of a correct response in question 9

In extract 18.2 a candidate described characteristics for true religion (test for true religion) instead of describing facts related to the concept of sovereignty of Allah (S.W) and vicegerent on pushing community to exercise Islam.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The Islamic Knowledge Advanced Certificate of Secondary Examination of 2022 had eighteen questions which were constructed from fifteen (15) topics. The analysis of the candidates' responses in each topic shows that the candidates scored high marks in the *Qur'anic Concept of Religion*

(80.8%), *Authenticity of the Holy Qur'an* (80.4%), *Qur'anic Concept of Education* (80%), *Islamic Legal Science and Criminal Law* (64.2%), *Islam in East Africa* (61.65%), *The Purpose of Life and Life after Death* (60.3%) and *The Islamic State in Madina* (60%) topics. The candidates performed well in these topics because of their ability to follow the required instructions, identify the demands of the questions and good mastery of the subject matter. Moreover, most of these candidates demonstrated good proficiency of English language in answering questions that required explanations as they produced grammatically correct and meaningful sentences and adhered to a well logically arranged essays.

The candidates performed averagely in the topics of *The Teachings of Selected Verses* (55.3%), *Sunnah and Hadith* (50.3%), *Rationale of Islam and the Concept of Worship* (48.4%), *Islamic Way of Life* (48.3%) and *The Islamic Family Law* (43.9%). The reasons which made the candidates to get average performance in 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.

Moreover, the candidates had weak performance in some topics such as *Belief in Allah (s.w) and its Implications* (27.7%), *The History of Universe and Mankind* (24.1%) and *The Six Pillars of Faith* (12.1%). The analyses on the candidates' answers suggest that this weak performance in these topics was a result of 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 2022 is summarized in Appendix I.

The comparison of comparing candidates' performance between 2021 and 2022 shows that, in 2021 the performance was good in 4 topics, average in 6 topics and weak in 6 topics while, in 2022 it was good in 7 topics, average in 5 topics and weak in 3 topics. Therefore, the performance of the candidates in Islamic Knowledge Advanced Certificate of Secondary Education Examination (ACSEE) 2022 topic wise has increased. The candidates' performance has not changed in topics of *Purpose of Life and Life after* which was good, and *Belief in Allah (s.w) and its Implications* which was weak in the two years.

In addition, there was an increase of performance of the topics of *the Islamic State in Madina* from average 2021 to good in 2022, *Qur'anic Concept of Religion and Qur'anic Concept of Education* from weak in 2021 to average 2022. However, there was a decline of performance of topic of *The Six Pillars of Faith* from good in 2021 to weak performance in 2022. On top of that, the topics of *History of Universe and Mankind* declined from average in 2021 to weak in 2022.

The comparison of the analysis of the candidates' performance in each topic for 2021 and 2022 is summarized in Appendix II, where by green colour indicates topics with good performance, yellow colour indicates topics with average performance and red colour indicates topics with weak performance.

5.0 CONCLUSION

Generally, the performance of Islamic Knowledge Examination for Advanced Certificate Secondary Examination (ACSEE) 2022 was 53.18 percent which is average. This indicates that, majority of the candidates were not able to answer correctly most of the question due to inadequate knowledge on the topics tested. Most of the candidates had problems in responding to question 1 in paper 1 which was set from the topics of the *History of Universe and Mankind*. Also the candidates failed to answer question 4 and 5 of paper 2 which were set from the topics of *Six Pillars of Faith* and *Belief in Allah and its implications* respectively.

Furthermore, a thorough analysis on both papers shows that the candidates performance was good in paper 1 compared to paper 2. The candidates with good performance were able to answer the questions correctly by addressing the tasks of questions and showing competences in the subject matter. They wrote and organized well their essays. Their level of English language proficiency was comprehensible.

Also the analysis revealed that, the candidates with weak response proved to have a number of challenges such as; mixing up relevant with irrelevant concepts, provision of less than required points on the particular questions, failure to meet or to misinterpreted the demand of question, lack of enough knowledge on the various topics and failure to provide satisfactory explanations

It is expressed 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 Islamic Knowledge subject and therefore future candidates will have better performance.

6.0 RECOMMENDATIONS

In order to improve the performance of prospective candidates, this report recommends the following:

- (i) The teachers should prepare the Islamic Knowledge Examination by considering the table of specifications (T.O.S). This will help the teacher to realize to what extent one topic contributes the questions in the Examination. This practice will abolish the habit of some teachers to favour some topics and neglect others.
- (ii) Transferring from content based to competence based way of teaching learning and assessing. The Islamic teachers should apply the learner approach rather than teacher centered approach in order to open the doors for students' participation and involvement in the acquisition of knowledge. As a result, they will internalize various concepts of Islamic Knowledge on such topics as *Belief in Allah (s.w) and its Implications, The History of Universe and Mankind (and The Six Pillars of Faith)*.
- (iii) An Islamic knowledge teacher should concentrate in teaching the topic as indicated in Islamic knowledge syllabus; this includes the number of periods.
- (iv) Islamic knowledge teachers must teach Islamic knowledge by using proper terminologies used in the discipline. For instance, the terms like vice gerent should be used as it is and not use term like leader, circumcision instead of rounding. This will help to prepare competent Islamic students.
- (v) Teachers are advised to apply appropriate teaching and learning techniques like role-playing, case studies, group projects, think-pair-share, peer teaching, debates, Just-in-Time Teaching, and short demonstrations followed by class discussion. The use of appropriate

technique will increase learners' motivation and enhance the acquisition and construction of knowledge. As a result, they will master various concepts of Islamic Knowledge on such topics as *Qur'anic concept of education, Qur'anic concept of Religion Evolution of Islamic State in Meccan Era, the History of Islamic State after Caliphate Era, Belief in Allah (s.w) and its implications and Nations Mentioned in the Qur'an* which had weak performance.

- (vi) Students may be encouraged and helped to write essays in English language. This will help them to acquire writing skills which inculcate into them an ability to write good essay logically and develop critical thinking and argumentation. More efforts are needed in the teaching and learning process in order to build candidates ability to understand the demand of the questions, to present strong arguments and to write well organised essay. Students should be given more exercises so as to reinforce them in understanding of the subject matter and skills of answering questions.

Appendix I

Analysis of Candidates' Performance in Each Topic of ACSSE 2022

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an Average of 35% or Above	Remarks
1	Qur'anic Concept of Religion	1	80.8	Good
2	Authenticity of the Holy Qur'an.	1	80.4	Good
3	Qur'anic concept of education	1	80	Good
4	The Islamic Legal Science and Criminal law.	2	64.2	Good
5	Islam in East Africa	2	61.65	Good
6	The Purpose of Life and Life After Death	1	60.3	Good
7	The Islamic state in Madinah	1	60	Good
8	The Teachings of Selected Verses		55.3	Average
9	Sunnah and Hadith		50.3	Average
10	Rationale of Islam and the Concept of Worship.		48.4	Average
11	Islamic way of Life	1	48.3	Average
12	The Islamic Family Law	1	43.9	Average
13	The Belief in Allah (s.w) and its implications	1	27.7	Weak
14	The History of Universe and Mankind	1	24.1	Weak
15	The Six Pillars of faith	1	12.3	Weak

Appendix II

COMPARISON OF CANDIDATES' PERFORMANCE IN TOPICS BETWEEN YEAR 2021 AND 2022

S/N	Topic	2021			2022		
		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	Qur'anic Concept of Religion	1	26.9	Weak	1	80.8	Good
2.	Authenticity of the Holy Qur'an.	1	75.8	Good	1	80.4	Good
3.	Qur'anic concept of education	1	30.8	Weak	1	80	Good
4.	The Islamic Legal Science and Criminal law.	1	51.6	Average	2	64.2	Good
5.	Islam in East Africa				2	61.65	Good
6.	The Purpose of Life and Life After Death	1	65.2	Good	1	60.3	Good
7	The Islamic state in Madinah	1	37	average	1	60	Good
8.	The Teachings of Selected Verses					55.3	Average
9.	Sunnah and Hadith					50.3	Average
10.	Rationale of Islam and the Concept of Worship.					48.4	Average
11.	Islamic way of Life	2	54.3	average	1	48.3	Average
12	The Islamic Family Law	2	57.2	Average	1	43.9	Average
13	The Belief in Allah (s.w) and its implications				1	27.7	Weak
14	The History of Universe and Mankind	1	48.5	Average	1	24.1	Weak
15	The Six Pillars of faith		60.7	Good	1	12.3	Weak

16	The Five Pillars of Islam	1	94.3	Good			
17	The Islamic State in Caliphate Era	1	52.1	average			
18	Evolution of Islamic State in Meccan Era	1	10.1	weak			
19	Netions Mentioned in the Qur'an	1	3.2	Weak			
20	The History Islamic State After Caliphate Era	1	7.5	Weak			

