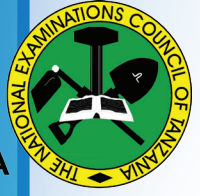




**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(ACSEE) 2023**

ISLAMIC KNOWLEDGE



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115 ISLAMIC KNOWLEDGE

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FOREWORD

This report on the Candidates Item Reponse on the 2023 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 public in general on the performance of candidates and the extent to which the instructional goals and objectives/competences were met.

The analysis shows that, general performance of the candidates in ACSEE 2023 for this subject was average (53.1%) where by 5 topics had good performance, 7 topics had average performance and 3 topics had weak performance out of 15 topics examined.

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.

The Council believes that this report will stimulate various stakeholders to take the measures required to enable an effective teaching and learning processes in order to improve candidates' performance in the future examination administered by the council.

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



Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Islamic Knowledge for the Advanced Certificate of Secondary Examination (ACSEE) 2023. The Islamic Knowledge examination had 2 papers namely; 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 540 candidates were registered for 2023 examination, among them 517 sat for this examination. This is a decrease of 150 candidates compared to 667 candidates who sat for ACSEE examination 2022. The ACSEE 2023 Islamic Knowledge performance shows that, 67.89 per cent of the candidates passed. This performance has increased by 2.07 per cent compared to that of 2022 in which, 65.82 per cent of the candidates passed. The results showed that 351 candidates passed with the following grades; grade B 6 (1.71%), grade C 38 (10.83%), grade D 108 (30.77%), grade E 133 (37.89%) and grade S 66 (18.80%). A total of 166 candidates performed weakly by obtaining grade F.

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 per cent and above the marks allocated to the question. The candidates who scored an average of 60 to 100 per cent fall under good category, those who scored from 35 to 59 per cent fall under an average category while those who scored from 0 to 34 per cent 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.

An analysis of individual question is also presented. The presentation highlights the requirements of each question, the way the candidates attempted them and analysis of responses. Extract for both good and weak responses from candidates' scripts have been inserted to exemplify 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 (9) questions. Section A consisted of six (6) 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 eight (8) questions, making a total of 100 marks.

2.1 SECTION A: SHORT ANSWER

This section analyses the performance of candidates in each question. It shows the number of candidates who attempted each question and explains the quality of their responses. In this section, the candidates were supposed to answer all six (6) questions briefly. The questions were set to measure candidates' competences abilities such as understanding, applying, analysing and evaluating. Each question in this section carries 10 marks, making a total of 60 marks.

2.1.1 Question 1: Qur'anic Concept of Religion

The candidates were required to criticize the view of some contemporary Marxists scholars who believe that a religion is not of the necessity and man can live without religion. This question was derived from the topic *Qur'anic Concept of Religion* in the subtopic *Necessity of Religion to Man*.

The question was attempted by 517 (100%) candidates. The candidates who scored 6 to 10 marks were 271 (52.4%). Also, 68 (13.2%) candidates scored 3.5 to 5.5 marks and 178 (34.4%) candidates scored 0 to 3 marks of which, 76 (14.7%) candidates scored 0 mark. Figure 1 illustrates the performance of candidates in this question.

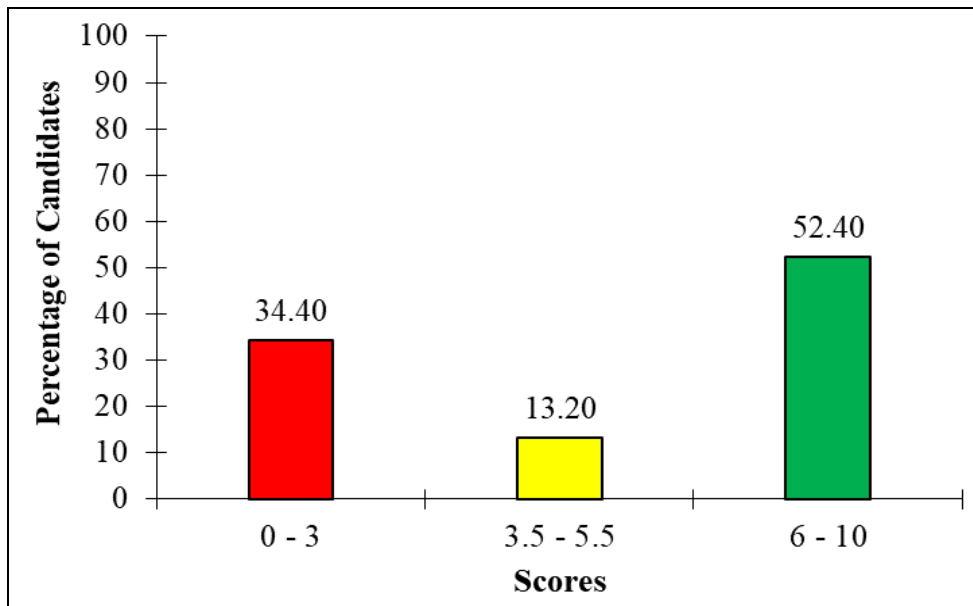


Figure 1: *Performance of Candidates on Question 1*

General performance in this question was good as 339 (65.6%) candidates scored above 3 marks. Analysis of candidates' answers revealed that 271 (52.4%) candidates scored from 6 to 9.5 marks which is good performance. These candidates were able to criticize the view of some contemporary Marxists scholars who believe that religion is not of the necessity and man can do without it. They explained in Islamic point of view the reasons which show that man cannot live without religion even a fraction of a second. Some of the reasons explained by these candidates were: *meaning of religion, religion is innate in man, human nature, real needs of man as well as high degree of consciousness in man compared with the rest of creation*. Through these answers, it is evident that these candidates had relevant knowledge concerning Qur'anic Concept of Religion. Not only that, but also these candidates showed their English Language ability since they wrote grammatical accurate and meaningful sentences. Extract 1.1 is a sample of a correct response from a script of a candidate.

1. (i) The meaning of religion itself.

This is the way of life that a man himself chooses to follow, so abruptly a man cannot live without religion because it is the way he lives in personal and in community by conducting different roles.

(ii) Religion is innate to man.

A man cannot live without religion because it is natural inborn within man himself that everything he does is according to the religious conduct and even if he tries to live without it but he cannot at the end is that religion guides a man.

(iii) The real needs of man.

A man has many things that he/she needs so that to satisfy his life but these needs of man are within the religion example when a person needs some thing he/she will face God and ask him to grant his wishes also if a person faces problems he will want help from God this proves that only religion satisfy human need.

(iv) The high degree of Intelligence that a man is created with.

The man is the most intelligent person than any other creature on earth and this is a God reward to man and due to this intelligence the man's thoughts always go back to the creator meaning that man without religion is nothing.

Extract 1.1: A Sample of a Correct Response to Question 1

Extract 1.1 is a sample of correct responses from a candidate who criticized the view of some contemporary Marxists scholars who believe that religion is not of the necessity and man can do without it.

Furthermore, 68 (13.2%) candidates scored average marks (3 to 6 marks) because they mixed correct and incorrect responses. For example, one candidate explained that; *process of production in man as well as man's mind is limited in thinking*. Some candidates had average score due to insufficient responses, inproficiency Language and few of them explained two or three points out of the required number. So far, some of the candidates repeated the same points in different paragraphs.

On the other hand, some candidates performed weakly in this question. It's evidenced by the fact that, 178 (34.4%) candidates scored below 3.5 of which, some of them scored 0 mark. These candidates did not understand the demand of the question. Instead of criticizing the view of contemporary Marxists scholars who believe that religion is not of the necessity and man can live without religion, they came up with wrong responses. Some of them explained positive roles of religion by explaining benefits which man get by following certain belief. Among the answers given were; *from the religion it helps the people to change the behaviour from bad behaviour to good behaviour, through religion it may lead to have peace and unity, through religion it promotes education as well as through religion it promotes equality and make the believers fulfill submission of Allah (s.w)*. Other candidates explained how religion is helpful in assisting man to achieve his goals. For example, one candidate responded that; *religion helps man to accomplish his needs, religion helps man to practice good morals, religion helps man to build faith with his Lord and religion helps man to know his religion very well*.

Other candidates elaborated negative roles of religion to man. These candidates confused the term necessity by thinking that the question required them to provide the roles of religion. For example, one candidate provided points such as: *Religion is exploitative in nature, religion is the source of slave as existed, religion is the source of classes and also religion is the source of laziness*. The candidate didn't concentrate on the word criticize which is the key part of the question.

In addition, some of the candidates explained the purpose of creation of man according to secular and moral philosophers. They mixed between reasons for existence of religion and the purpose of creation according to secular and moral philosophers which are contrary to the requirement of the question. Some of the responses were: *Existence of religion for self actualization, existence of religion for satisfaction of sexual desire as well as existence of religion for happiness*

Other candidates elaborated the reasons that man can not formulate the way of life which is suitable to the needs of human being. For example, one candidate explained that; *He is affected by arrogance, he is affected by his sensory organs, he is affected by environment and he is controlled by his emotional ideas.*

Some of candidates provided the weaknesses of man-made religion such as: *some of the religions are not open to the reason, some of religious they contradict itself as well as some of the religion are not proper way of life.*

Moreover, other candidates explained the misconception of conceptualization of religion according to disbelievers. Some of them argued that: *Marx believe religions comes from human activities in life, marx believe that religion is exploitative and oppressive, marxist believe that religion is only performed religious rituals as well as marxist believe that religious is the way only believe of super natural power and existence of God.* They provided such responses due to misinterpretation of the requirement of the question. However, these answers were wrong as they did not meet the demand of the question.

Nevertheless, some candidates in this group provided different responses contrary to the demanded answers. For example, one candidate responded as; *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.* Extract 1.2 is a sample of incorrect response from a script of a candidate.

Q1.	<p>Religion is the ways in which human follow for the aim of building her life. The religion it includes Islamic religion according to Marxists scholars believe that religion is not of the necessity and man can live without called the religion.</p> <p>On briefly the arguments to criticize the view.</p> <p>Religion is exploitative in nature, some of scholars it argued that the Islam used as a source of exploit others as it existed because people not get the what it called equal rights. It is the view of some Marxists that is the exploitative in nature.</p> <p>Religion is source of slave as existed some of them used the religion as a source of occurrence of slave. It means that the religion it need must on the human bring life. It be used as a slave source on the human life. It has seen that no importance of the Islamic religion.</p> <p>Religion is the source of classes, some class existed due to what it called religion. It means that the religion it need must stop on some religion include - class because it is the source of classes in the community.</p> <p>Religion is the source of laziness to the society. It means that the some society still laziness due to the existence of the religion as why the Marxist it believed that the value of the religion on the society it not existed because it caused laziness.</p>
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Extract 1.2: A Sample of Incorrect Response to Question 1

In extract 1.2 the candidate explained the functions of religion according to the Materialistic point of view instead of criticizing the view of some contemporary Marxists scholars who believed that religion is not of the necessity and man can do without it.

2.1.2 Question 2: The Teachings of Selected Verses

The candidates were required to explain briefly the responsibilities of believers as stipulated in Suratul Al-Imran (3:100-120). The question derived from the topic *The Teachings of Selected Verses* in subtopic *Themes of Selected Verses*.

The question was attempted by 517 (100%) candidates. The candidates who scored 6 to 9.5 marks were 90 (17.4%). Also, 190 (36.8%) candidates scored 3.5 to 5.5 marks and 237 (45.8%) candidates scored 0 to 3 marks of which, 53 (10.3%) candidates scored 0 mark. Figure 2 illustrates the performance of candidates in this question.

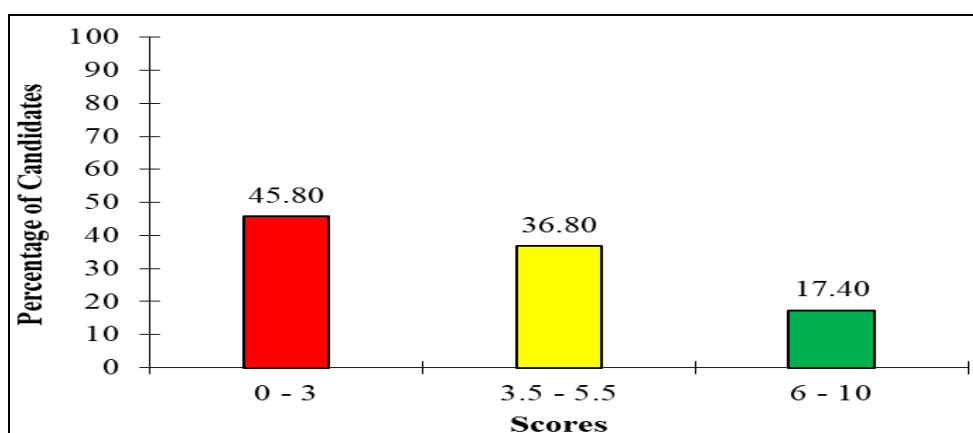


Figure 2: Performance of Candidates on Question 2

The general performance of candidates in this question was average as 280 (54.2%) candidates scored above 3 marks. The 90 (17.4%) candidates who scored 6 to 9.5 marks in this question understood the demand of the question and had enough knowledge of Teachings of Selected Verses. These candidates with good performance were able to explain briefly the responsibilities of believers as stipulated in Suratul Al-Imran (3:100-120). Answers provided by these candidates were; *to invite people into good deeds, to enjoin good deeds, to forbid evils, to believe on Allah (s.w), to disobey disbelievers in Allah's prohibition, to fear Allah (s.w), to promote unit and solidarity as well as to avoid friendship with disbelievers in religious matters*. These candidates proved to have knowledge of responsibilities of believers as stipulated in suratul Al-Imran (3:100-120). Also, they showed their competence in English Language as they were able

to construct meaningful sentences. Extract 2.1 is a sample of a correct response from a script of a candidate.

2.	<p>Allah (sw) created two kinds of people according to Koran "He is the one who had created you, and amongst you believers and amongst you the deniers" - andu (Qur'an) The so stated believers have number of duties amongst them are stipulated on suratul imran (3:100 - 120)</p>
	<p>i) To establish union by a strong group. "And from you should be a group" - (3:107). Muslims especially believers are commanded to create a strong group of awared people who knows the aim of their aim of creation. which will be ambassadors. (vicegerents) of Allah in the earth.</p>
	<p>ii) To call people to islam. Allah demands that the formulated group should call people to islam by using number of strategies strategies when he says - "which calls people to the Khayr (goods)" - (3:107).</p>
	<p>iii) To enjoin doing good deeds. - Amongst the duties of believers is to make sure that they enjoin one another in their communities to do good deeds all of what pleases Allah (sw).</p>
	<p>iv) To forbid doing what is sinful and evil. "You are the best of people arose from people ... yo forbid what is sinful (3:110). Amongst the duties of the believers and the group which was formulated for the aim of establishment of kingdom of Allah (sw) as stipulated on verse no 107 and 110 is preventing people from doing filthy and evil doings.</p>

Extract 2.1: A Sample of a Correct Response to Question 2

In extract 2.1 the candidate correctly explained briefly the responsibilities of believers as stipulated in suratul Al-Imran (3:100-120).

Moreover, 190 (36.8%) candidates scored 3.5 to 5.5 marks because of mixing correct and incorrect responsibilities. Some of the incorrect responses provided were: *Glorify Allah (s.w) and to purify garments and soul.*

More analysis shows that, 237 (45.8%) candidates who scored low marks, some of them, misinterpreted the question and therefore provided different responses. Others elaborated the articles of faith of Islam. For example, one candidate argued that; *believers should be responsible about presence of angels; believer should be responsible on believing book of Allah as well as believers should be responsible on believing day of judgement.* The candidate provided such answers due to their failure to differentiate between the responsibilities of believers and features of believers. In this group also there were candidates who had English language barriers as well as insufficient knowledge on the topic *Teachings of Selected Verses.*

Also, some candidates elaborated five pillars of Islam. For example, one candidate explained with points such as; *to perform congregational prayers, to pay zakat, pilgrimage to Mecca as well as fasting.* This shows that, the candidate had knowledge of pillars of Islam, hence he/she mixed between pillars of Islam and responsibilities of believers as required in the particular question. Generally, the candidates in this category lacked knowledge on the topic *Teachings of Selected Verses* as a result, they failed to meet the demands of the question.

Others elaborated the responsibilities of believers from other chapters apart from the required suratul Al- Imran (100:120). For example, one candidate explained with points such as; *to fight for the sake of Allah (s. w), to depend on Allah (s. w), to be patient as well as to do the things that saying.* This candidate had no knowledge on the respected chapter. That is why they provided responses which contradicted the demand of the question.

Nevertheless, other candidates in this category provided verses from different chapters. For example, one candidate responded that; *believers are not participating any kind of shirk, believers are participating and stand prayer for everyday, believers are live in Islamic religion in their life as*

well as believers are not worshipping anything than Allah (s.w). The candidates lacked knowledge of *Teachings of Selected Verses*. They provided guesed answers only, which resulted to weak performance (0 to 3.5 marks). Extract 2.2 is a sample of a response from a candidate who responded incorrectly in this question.

Qn.2	Believers: The believers is the man which believes about the existence of god. The following are the responsibilities as stipulated in Suratul Al-Imran these are:- To perform five congregational prayer; Also this show that the believer he/she performing their responsibilities as what stipulated in the Suratul Al-Imrani. To pay Zakkat; Also this is the another responsibilities of the believers because if man pay zakkat they can facilitate to him to have the faith. The pilgrimage to Mecca; Not only that but also the pilgrimage it is very important to have this is because it shows that the same man is believer Fasting; Also the fasting during the month of Ramadan it facilitate to show that a man is believers this is because the fasting it facilitate to man to be a believers Therefore these it is very important to man to have because it facilitate to be a believer.
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Extract 2.2: A Sample of an Incorrect Response to Question 2

In extract 2.2 a candidate provided sign from the universe which depict existence of Allah instead of briefly explaining the responsibilities of believers as stipulated in Suratul Al-Imran (3:100-120).

2.1.3 Question 3: The Authenticity of the Holy Qur'an

The candidates were required to briefly reveal the evidences from within the Qur'an to convince the world that it is the book of Allah (s.w). The question came from the topic *The Authenticity of the Holy Qur'an* in the subtopic *Critical Review on the Theories on the Authorship of Qur'an*.

The question was attempted by 517 (100%) candidates who sat for this examination. Out of which 301 (58.2%) candidates scored 6 to 10 marks. Also 108 (20.9%) candidates scored 3.5 to 5.5 marks and 108 (20.9%) candidates scored 0 to 3 marks of which, 40 (7.7%) candidates scored 0 mark. Figure 3 depicts the performance of candidates in this question.

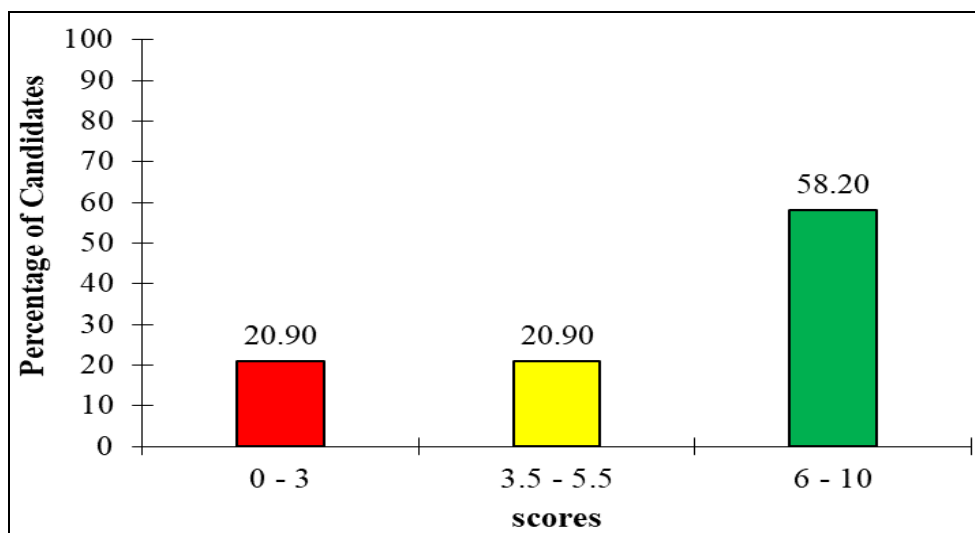


Figure 3: Performance of Candidates in Question 3

The general performance of candidates in this question was good as 409 (79.1%) candidates scored above 3 marks. The analysis of candidates' answers in this question revealed that, 301 (58.2%) candidates scored 6 to 10 marks which is good performance. These candidates understood the requirement of the question and had mastered the topic the *Authenticity of the Holy Qur'an*. They managed to briefly reveal the evidences from within the Qur'an to convince the world that it is the book of Allah (s.w). some of the responses given by these candidates were: *Qur'an itself declare that is the word of Allah (s.w), the prophecies mentioned in the Qur'an, it was revealed in peace meal, challenges given to man kind, the Prophet Muhammad (s.a.w) was unlettered, the Qur'an points out the mistake of Prophet (s.a.w), attitude of Prophet towards revelation, arrangement of the holly Qur'an as well as the message of Qur'anic attraction*. Extract 3.1 is a sample of response from a script of a candidate who answered correctly in this question.

<p>93)</p> <p>i) Qur'an itself declares is the best word of Allah (swt) This is proved from surahul Baqrah (2:2) that Qur'an says, it is the book with no doubts inside it Hence due to this factor, Qur'an is the book of Allah (swt)</p>
<p>ii) The gradual revelation of the Qur'an for twenty three (23) years. Qur'an are the words of Allah towards the prophet (swt) through Jibril (swt) for the period of the 23 years for the purpose of guiding people. So due to this reason, since then the Qur'an came down slowly by slowly until it accomplish the period of 23 years. Hence Qur'an is the book of Allah (swt)</p>
<p>iii) Qur'an points out the mistakes of the prophets. It is only Qur'an as the revelation book, that points out the mistake of the prophets and correct up their mistakes. A good example when prophet (swt) forbid the use of honey just because his wife does not like it. Hence when Qur'an come for him, it pointed it as the mistake and corrected him.</p>
<p>iv) Attitude of the prophet. Prophet (swt) received Qur'an from Jibril (swt). During the first time the prophet receives Qur'an, he did not know how to read. But what happened he was forced to read even though he is not educated. Hence this created for him chance or fear until he became a well qualified how read it all</p>

Extract 3.1: A Sample of Correct Response to Question 3

In Extract 3.1 the candidate briefly revealed the evidences from within the Qur'an to convince the world it is the book of Allah (s.w).

On the other hand, 108 (20.9%) candidates who scored 3.5 to 6 marks had some knowledge on the *Authenticity of the Holy Qur'an*. However, they failed to give detailed explanations and some of them mixed wrong with correct answers. Some of the wrong answers given by a candidate is: *through the suratul mudathir and muzzamil from verse 1 up to verse 6 when Allah (s.w) tells his Prophet to wake up during the midnight and praying to Allah (s.w).*

Moreover, the analysis of responses of candidates also revealed that 108 (20.9%) of candidates who responded to the question scored low marks. Some of these candidates provided the arguments which show that Qur'an is the complete book instead of revealing evidences from within the Qur'an to convince the World it is the book of Allah (S.W). For example, one candidate gave the point as: *All science is taken from Qur'an, all system of administatrion in the society is taken from the Qur'an, all system of life for Human taking them in the Qur'an and all education of the environment and the things which surrounding are taking from the Qur'an.* The candidates in this category thought that the question required them to show the aspects found in the Qur'an which prove its completeness. As such they mixed between the proof of Qur'an as the word of Allah and Qur'an as complete book.

Some candidates explained the reasons provided by disbelievers that Muhammad fabricated Qur'an. For example, one candidate provided the points as: *Economic gain, glorification and power, unification of Arabs as well as moral reformation.* In another example, a candidate provided the use of Qur'an with the points such as: *It is a universal book, it used in Swalaa, it has proper conduct within as well as Qur'an expresses about the real life.*

Others provided the difference between Qur'an with other books instead of briefly revealing the evidences from within the Qur'an to convince the world it is the book of Allah (S.W). For example, one candidate argued that: *Qur'an is specific book compared to other books, people can't establish Qur'an but people can establish other books, the language of Qur'an is different to other books as well as Allah promised to protect Qur'an but don't promise other books.* This showed that these candidates had knowledge on the topic *the Authenticity of the Holy Qur'an* but they misunderstood the demands of the question.

Furthermore, some candidates explained different arguments which were contrary to the demands of the questions. For example, one candidate gave argument such as: *Existence all over the world, static, to teaching people reality of life as well as system of organization conducted by God's law and regulation.* In another example, a candidate provided points such as: *The presence of different history in the Qur'an, the presence of different lessons from the Qur'an as well as the completing book, Qur'an is different from other books, Qur'an helps to cure Qur'anic diseases as well as it was sent to Muhammad.* These candidates showed that they had no sufficient knowledge on the respective topic which led them to provide wrong responses which contradict the requirements of the question. Extract 3.2 is a sample of script of a candidate who performed weakly in this question.

03	<u>3/ Economic gain</u>
	→ Prophet Muhammad is not the author and publisher of a particular book but Allah the real author and publisher is Allah (s.w) because Muhammad live better life than after being the prophet hawal - hence muhammad is not the one who write the Quran because of economic gain.
	<u>ii/ Glorification and power</u>
	→ Materialist say that muhammad was write the Quran because he was the power manager but this is not true because muhammad was universal and able to persuade people to make his name great as worship place hence through this it help to show that muhammad is not the real author of a particular book.
	<u>iii/ Unification of Arabic.</u>
	→ Also materialist postulate that muhammad is the author of Quran because he was want to unite arabi together but this is not true because in Quran there is no any verse talking some about unification of race and nationalities. hence through this it help to show that muhammad is not the real author of a particular book.
	<u>iv/ Moral reformation.</u>
	→ Materialist postulate that prophet muhammad (s.w) he was the author of a particular book because there is no any single verse in Quran they said that muhammad was want to change the behaviour of Arabs but this is not true because there is no any verse in Quran talking about Arab's hence through that it help to ^{convince} that the world it is the book of Allah (s.w)

Extract 3.2: A Sample of a Weak Response to Question 3

In Extract 3.2 is a sample of a response from a candidate who explained the theories on the authorship of Qur'an and functions of religion instead of revealing evidences within the Qur'an to convince the world it is the book of Allah (s.w).

2.1.4 Question 4: The Islamic State in Caliphate Era

The question required the candidates to assess briefly leadership behaviours and intergrity of contemporary Muslim leaders by reffering to Caliph Abubakar (r.a). The question came from the topic *The Islamic State in Caliphate Era* in subtopic *Administration, Development and Disintergration of Islamic State*.

The question was attempted by 517 (100%) candidates. The candidates who scored 6 to 10 marks were 84 (16.3%). Also, 178 (34.4%) candidates scored 3.5 to 5.5 marks and 255 (49.3%) candidates scored 0 to 3 marks of which, 43 (8.3%) candidates scored 0 mark. Figure 4 illustrates the performance of candidates in this question.

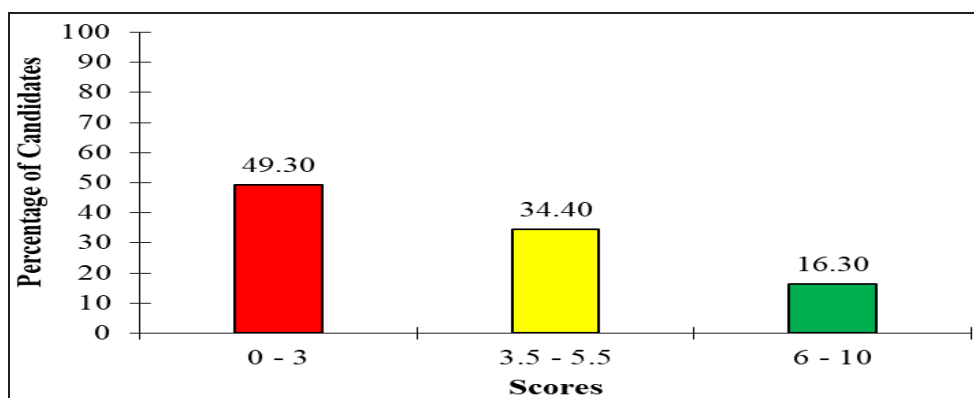


Figure 4: Performance of Candidates on Question 4

The general performance of candidates in this question was average as 262 (50.7%) candidates scored above 3 marks. Analysis of candidates' answers revealed that, 84 (16.3%) candidates scored from 6 to 9.5 marks which is good performance. These candidates were able to meet demand of the questions and had good knowledge of the Islamic State in Caliphate Era because they assessed briefly leadership behaviours and intergrity of contemporary Muslim leaders by reffering to Caliph Abubakar (r.a). Some beahvour and integrity of Abubakar (r.a) explained by these candidates

were: *Abubakar had strong utmost faith in Allah (s.w), he never took anything unlawful, he never spoke any obscene language in any situation, he never spoke harsh word to anybody, as well making friendly relationship with all good people was his hobby.* These candidates organized their answers well and they had mastered English Language due to logically structured sentences and vivid example provided. Extract 4.1 is a sample of response from a script of a candidate who answered correctly in this question.

4	<p>To be in a position of truthful and fruthworth: Every leaders should follow the leadership behaviour so as to maintain the good governance in their leadership forexample the caliph Abu Bakr he was truthful and fruthworth for every thing that he talk is true.</p>
	<p>To establish justice: Also the leaders should establish justice to their members that they should make sure that all people should treated equal forexample in giving education all muslim are equal as caliph prophet Abu Bakr was do.</p>
	<p>To Sacrifies the wealth and soul for the sake of Allah (s.w) : In the history of the previous leaders who believe in Allah they were sacrifices their wealth and soul for seeking Allah's pleasure forexample leaders should use his wealth to help poor people as caliph Abubakar was do also to sacrifices their soul for the sake of Allah's pleasure.</p>
	<p>To promote unity and solidarity: The muslim ummah should unite together for the seeking of there defence against their enemies by leading for the leaders forexample the leaders should make military so as to save their life against their enemies.</p>

Extract 4.1: A Sample of a Correct Response to Question 4

In Extract 4.1 the candidate assessed briefly four leadership behaviours and integrity of contemporary Muslim leaders by referring to Caliph Abubakar (r.a) and therefore, scored high marks.

Further analysis revealed that, 178 (34.4%) candidates with average performance (3.5 to 5.5 marks) mixed right and wrong arguments. Some of them provided unsatisfactory explanations for the rightly mentioned arguments. This situation led them to lose some marks as a result they scored average. For example, some of wrong arguments mixed with right given by one of the candidates were: *To participate into battle as well as to remove and punish those who return into kafir.*

Moreover, 255 (49.3%) candidates performed weakly in this question. Some of them explained features of believers found in different chapters of the Qur'an. For example, one of the candidates provided points such as: *struggling and fight against non Muslims, getting pain when others conduct evils, they are faithful and accountability as well as they maintained peace and security.* These candidates mixed between the word features and responsibilities. Also they had no sufficient knowledge on the behaviour and integrity of Abubakar (a.s) which led them to guess the responses.

Others provided the criteria which made Abubakar (r.a) to be selected as the first Caliph of Islam after demise of the Prophet (S.A.W). One candidate from this category argued that: *He was the first Muslim adult to believe message of prophet, he was the Imam of prophet, he was the worship Allah (S.W) and he was nearest the prophet (s.a.w).* This candidate had knowledge on the topic concerned but failed to understand the demand of the question.

Some candidates elaborated the general features of a good leader. For example, one of the candidates mentioned; *Strong, patient, hospitality as well as protector.* This candidate had some knowledge on the respective topic but provided the characteristics of any leader while the question needed candidates to explain on Islamic leader and specific to Abubakar (r.a). In this case they failed to relate those features related to him.

Other candidates provided the contributions of Abubakar Siddiq (r.a) to the Islam as the first Caliph contrary to the demand of the question. For example, one of the candidates provided points such as; *He was collected*

taxes, he was established the defense, he established place for improving the training as well as he established justice. Candidates in this category had some knowledge on the topic *The Islamic State in Caliphate Era* but mixed between the term ‘contribution’ with the word ‘habit’ and ‘intergrity’ of Caliph Abubakar hence provided wrong responses contrary to the needs of the question. Extract 4.2 shows a sample of a script of candidate who had weak response in this question.

4	✓ leader should have ability in decision making, leader should take action and me decide to do anything without external force.
	✓ leader should have confidence. this is very important. thus leader should have confidence thus he/she not allowed to have any intergrance.
	✓ leader should be polite and wise. In order someone to be a leader must have wisdom and using polite language when he/she talk to others.
	✓ leader should be educated thus through education we get that we call awareness therefore in order someone to be a leader automatically should be educated in order to get awareness.

Extract 4.2: A Sample of a Wrong Response to Question 4

In Extract 4.2 the candidate explained qualities of secular leader instead of assessing briefly four leadership behaviours and intergrity of contemporary Muslim leaders by referring to Caliph Abubakar (r.a).

2.1.5 Question 5: Evolution of Islamic State in Meccan Era

The candidates were required to explain briefly the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summayyah, Bilal and others from Quraysh disbelievers. The question derived from the topic of Evolution of Islamic State in Meccan Era in subtopic of Islamization Process in Mecca.

The question was attempted by 517 (100%) candidates who sat for this examination. The analysis shows that, 193 (37.3%) candidates scored 6 to 10 marks. Also 152 (29.4%) candidates scored 3.5 to 5.5 marks and 172 (33.3%) candidates scored 0 to 3 marks of which, 58 (11.2%) candidates scored 0 mark. Figure 5 illustrates the performance of candidates in this question.

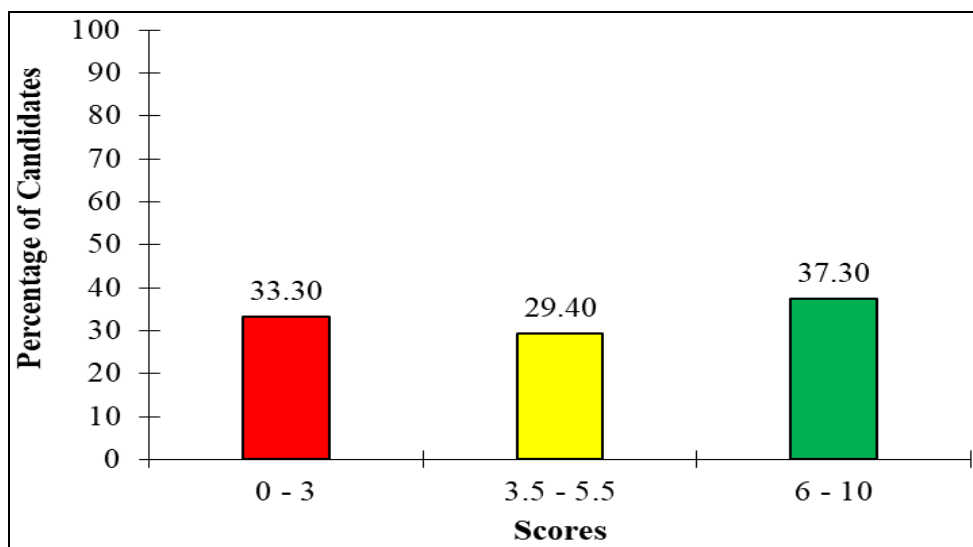


Figure 5: Performance of Candidates on Question 5

The analysis revealed that, the performance of candidates in this question was good. This can be proved by the fact that 345 (66.7%) candidates scored from 3.5 to 10 marks. A thorough analysis of candidates' answers in this question revealed that, 193 (37.3%) candidates who scored from 6 to 10 marks had enough knowledge on the Islamic State in Meccan Era. They were able to explain briefly the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summayyah, Bilal and others from Quraysh disbelievers. Some of correct responses provided were; *Existence of struggle between islam and anti- Islamic forces to dooms day, paradise can not be realized easily, Muslims faith is to be tested everyday, to struggle anti-religion becomes for Allah alone, patience and perseverance and the true faith is not from the mouth but is within the heart.* Extract 5.1 is a sample of a candidate who answered in accordance with requirements of the questions.

5.	During the early period of Islam in Mecca, muslims faced challenges from Quraysh disbelievers due to their submissiveness toward Islam. The
	following are lessons we get from those muslims like Ammar, Yasir, Sumaiyyah and Bilal:-
	We learn to have patient in any circumstances. These muslims have the patient to any challenges of Quraysh disbeliever with knowing that Allah (swt) alone will pay them for their good patients.
	Muslims today learnt to sacrifice their life for the sake of Allah's pleasure. The history shows that Lady Sumaiyyah was killed by the Quraysh disbelievers but she died in the way of Islam and she sacrifice her life so as to be lover of Allah (swt).
	To be tested is one among the fundamental of Islam. Contemporary muslims learnt to be greatfull to Allah (swt) in any test and not to do kufu because we are here in the universe so as to be tested by Allah.
	Contemporary muslims learn to be aware with disbelievers because they can't stop to annihilate Islam and muslims untill dooms days, so we have to be aware with disbelievers.

Extract 5.1: A Sample of a Correct Response to Question 5

In Extract 5.1 the candidate explained briefly the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summaiyyah, Bilal and others from Quraysh disbelievers.

Further analysis shows that, 152 (29.4 %) candidates scored average marks due to mixing up correct and incorrect lessons that can be learnt through the challenges that faced Ammar, Yassir, Summaiyyah, Bilal and others from

Quraysh disbelievers. Examples of incorrect responses were: *To follow the commandments of Allah (s.w) and to follow the teachings of the prophet.* Some of them provided unsatisfactory explanations to the correct mentioned criteria.

On the other hand, 172 (33.3%) candidates performed weakly in this question. Among them, 58 (11.2%) scored 0 mark. The candidates in this category did not master well subject matter on the Islamic State in Meccan Era as a result they failed to meet the demand of the question hence, answered wrongly. Some candidates explained the lessons from the major battle fought by the prophet (s.a.w). some of the points provided were: *Always those who believes in Allah (s.w) becomes victorious, Allah fulfill his promise according to them facing difficulties in Islamic religion, to maintain unity and solidarity as well as to fight for the sake of Allah (s.w).* These candidates failed to realize the demands of the question hence, answered contrary to the requirement of the question. They mixed between the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summayyah, Bilal and others from Quraysh disbelievers to the lesson obtained from the major battle fought during the time of Prophet (s.a.w).

In addition, some candidates provided articles of faith with the points such as; *Believe in Allah (s.w), believe in revelation, believe life after death as well as believe in unseen.* On top of that, some candidates explained the way a believer is supposed to live in daily life. For example, a candidate responded that: *To live in truth and reality, to live in proper conduct, following comprehensive principles as well as to live in universal religion.* These candidates guessed the responses, it indicated that they had no enough knowledge on respective topic.

Also, some candidates provided responses which were not related to the demand of the question. For example, one candidate provided points such as; *It teaches us that islam can not stand without many people, it teaches us that Qur'an is book of Allah as well as it teaches us that Allah used to sent prophets.* This response indicated that, the candidate lacked sufficient knowledge on the Islamic State in Meccan Era as well as did not understand demands of the question hence provided wrong responses. Extract 5.2 shows a sample of a script of a candidate who failed to meet the demand of the question.

05 during the early period of the Islam in Mecca Muslims include Anas, Yasser, Summayyah, Bilal and others. It faced with more challenge from the Quraysh dis-believers and the main of reason was due to their total submission to the principle of Islamic religion.

The lessons which it can learn from the learnt it include the following: believed and love Allah with the principles of Islamic religion, they could learn it include principle of Islam. It has occurred it because they have not believe on principle of Islam but they could learning from their fellow Anas, Yasser and Summayyah. Leading Qur'an and paying Sadaqah. It what means that the leading of Qur'an it can lead a person to believe and get faced to have a good behavior. It include to taggung what it called the Moral value decay.

play shalat and submit to will of Allah. It what was their learning. It to play to god and the sun to submit complete to the will of the Allah as why sayed that the lesson called learn it include to believe in deep learning to avoid the Moral Value decay. The same fact that the Moral/ value decay it can cause distraction to the community as they if occurred on avoiding that the Islamic religion it must important on building the strong state and to avoiding the problem include ruff, immoral sex and drugs and other problem.

To control the society it also need more knowledge of Islam. For the aim of build civilized thimk. These education it most important it because its education from Allah and Allah commanded Nuh to leading all type of education and with one type of the education.

Extract 5.2: A Sample of a Weak Response to Question 5

In Extract 5.2 the candidate explained the conditions which made the early Muslims to face challenges from disbelievers instead of explaining briefly the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summayyah, Bilal and others from Quraysh disbelievers.

2.1.6 Question 6: The History of Islamic State after Caliphate Era

The candidates were required to justify briefly the administrative structure which reshaped by Umar Abdul Aziz as the Caliph of Islamic state. The question derived from the topic The History of Islamic State after Caliphate Era in subtopic of Revivalist Movements.

The question was attempted by all 517 (100%) candidates who sat for this examination. The performance shows that, 384 (74.6%) candidates scored 0 to 3 marks, among them 215 (41.7%) candidates scored 0 mark. Also 64 (12.4%) candidates scored 3.5 to 5.5 marks and 67 (13%) candidates scored 6 to 10 marks. Figure 6 exemplifies the performance of candidates in this question.

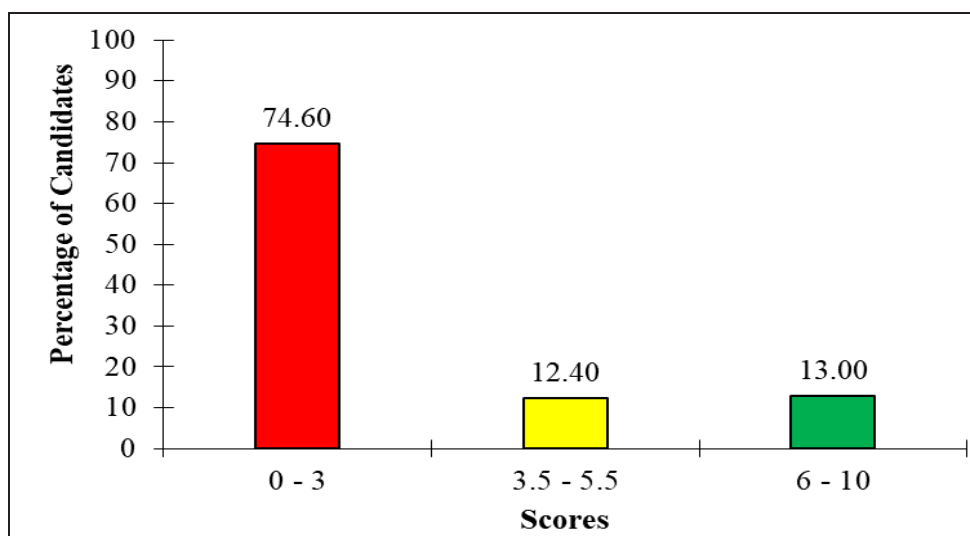


Figure 6: Performance of Candidates on Question 6

The general performance of candidates in this question was weak as only 67 (13%) candidates scored above 3 marks. An analysis of candidates' answers revealed that, 384 (74.6%) candidates who scored 0 to 3 marks did not meet demand of the question. On top of that 215 (41.7%) candidates

scored 0 mark in this question. Some of these candidates provided the political institutions formed by the Prophet (s.a.w) when he arrived at Madinah instead of justifying the reshaped administrative structure and integrity of contemporary Muslim leaders. Some of the points provided were: *Construction of mosque, shurah sytem, formation of Madinah charter, the strengthening of economic system as well as fraternization of Muslim ummah.* These candidates lacked knowledge on The Islamic State after Caliphate Era which led to their failure to meet the demand of the question since they responded on the development of Islamic state during prophetic era.

Other candidates in this category contradicted the contribution of Umar Abdulaziz in infrastructures with reshaping administration. For example, candidate wrote: *Construction of restaurant, Omar tend to construct the house of court, Omar tend to construct hotel and accommodation place, construction of mosques and madrasa as well as construction of hospital centre.* These candidates had knowledge on the topic but they misunderstood the demand of the question a situation which led them to provide responses contrary to the needs of the question. Extract 6.1 shows a sample of a response from a candidate who did not meet the demand of the question.

6	
	(i) Capitation tax
	through the administrative were
	encouraged by the capitation of
	tax in the Islamic state.
	(ii) Land tax
	through the Islamic state should
	be encouraged the land tax
	in the administrative system.

(d) 1st	through the Islamic state have been to encourage the administrative system through the 1st.
(e) The body	through the land owned should be administered by the Islamic so this encouraged the growth of Islamic state.
(f) Establishment of Army	This was used to enforce and record all information of Islamic during the reign of its very latter

Extract 6.1: A Sample of an Incorrect Response on Question 6

In Extract 6.1 the candidate explained tax imposed to the citizens of Islamic state instead of justifying briefly the administrative structure which was reshaped by Umar Abdul Aziz as the Caliph of Islamic state.

Further analysis also showed that, 64 (12.4%) candidates got average performance (from 3.5 to 5.5 marks). They provided unsatisfactory explanations for the correctly mentioned administrative structure initiated by Umar Ibn Abdul-Azizi. Also, some of those candidates mixed up correct and incorrect arguments on administrative structure initiated by Umar Ibn Abdul-Azizi. Some of the incorrect administrative structure given by these candidates were: *Caliph Umar Abdul Aziz initiated that first position of leadership is for himself and also A governor after the first position pointed second position to be the governor.*

Nevertheless, 67 (13%) candidates scored high marks (6 to 10) in this question. The analysis revealed that, these few candidates understood the requirements of the question, so they were able to justify briefly the administrative structure of Islamic State which was reshaped by Umar Abdul Aziz as the Caliph of Islamic State. Some of correct responses were: *He inaugurated his rule with the sale of the horse of the royal stables and the deposited the proceeds the public treasury, he restored to the jews and Christians their synagogues and church which has been unlawful taken away by his predecessors, he abolished the foul and most un Islamic practices of denouncing Ali and his descendants from the members and*

mosques, with a warning of stern punishment to those who violate this, he directed all his governors and officers to deal severely with the breach of law, immoral practices and cruel or oppressive acts of injustice, he abolished the illegal taxes, he restored the payment of client soldiers, he enforced the application of Islamic sharia in his administration as well as he used the hierarchical system of Prophet administration. Extract 6.2 shows a sample from a script of a candidate who attempted the question correctly.

6	Administrative structure by Umar bin Abdul Aziz
	<p>i) Umar bin Abdul-Aziz reshaped Islamic state by prohibiting unlawful tax collection</p> <p>- This was one among of his structure initiated by him as a caliph so as to reshape the Islamic state leadership as Islamic law and sharia prohibits every unlawful activity therefore Umar bin Abdul Aziz he also prohibited unlawful tax collection by regarding that unlawful tax collect will lead to up growing of bad Islamic state.</p>
	<p>ii) Umar bin Abdul-Aziz reshaped Islamic state by removing an unfair governors & leadership</p> <p>→ Umar bin Abdul Aziz he removed unfair governors or leader on his state as he knewed that those unfair governors they could support to bad behaviour on his state therefore he reshaped his Islamic state during his reign</p>
	<p>iii) Umar bin Abdul-Aziz reshaped Islamic state by establishing of peace and harmony on his</p> <p>- Umar bin Abdul-Aziz established established peace and harmony on his administration as so as to reshape the behaviour & insecurity among people in the society</p>
	<p>iv) Umar bin Abdul-Aziz reshaped Islamic state leadership on his reign by on establishing equality among people</p> <p>- This is among administrative structure initiated by him as caliph as he made sure that there is equality among people as equality bring unity</p>

	Umar bin Abdul-Aziz reshaped Islamic state & leadership during
	his reign by promoting law which could not undermine
	non muslim in his state.
	- He did this as his administrative structure as he knew that
	as even non muslim has got right to live peacefully in his state

Extract 6.2: A Sample of a Correct Response to Question 6

In Extract 6.2 the candidate justified briefly the administrative structure which was reshaped by Umar Abdul Aziz as the Caliph of Islamic State and therefore scored high marks.

2.2 SECTION B: ESSAY

This section comprised 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. The questions were set to measure candidates' competences such as applying, analysing, evaluating and creating.

2.2.1 Question 7: Qur'anic Concept of Education

The Question required candidates to explain the impacts of Juma decision of stopping his son to attend Madrasa as wastage of time after joining secondary school to the Muslim community. This question is from the topic Qur'anic Concept of Education in subtopic of Misconception on Education and their Impact.

A total of 514 (99.4%) candidates attempted this question. Among them, 63 (12.2%) candidates scored 12 to 19.5 marks, 155 (30.2%) candidates scored 7 to 11.5 marks and 296 (57.6%) candidates scored 0 to 6.5 marks among which, 47 (9.1%) candidates scored 0 mark. There was no candidate who scored all 20 marks. Figure 7 shows the performance of candidates in this question percentage wise.

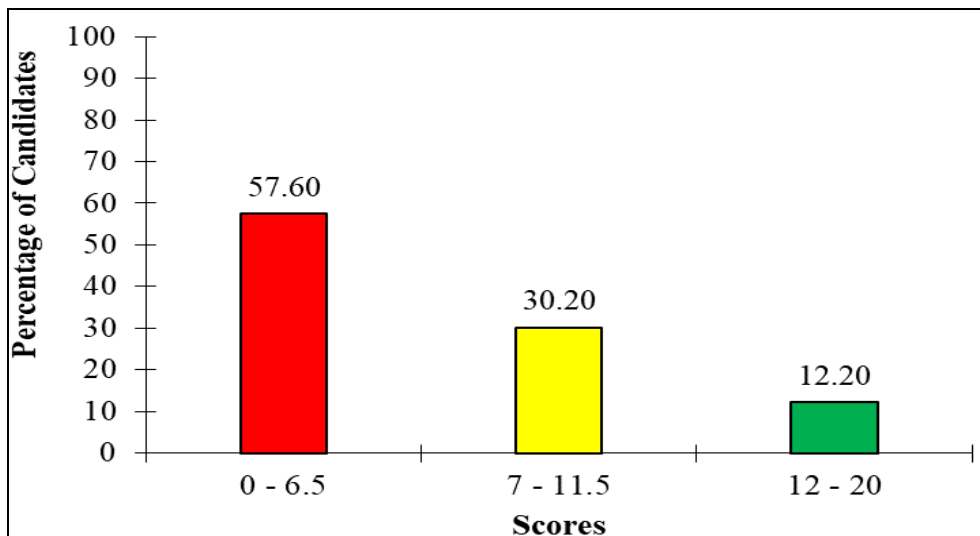


Figure 7: Performance of Candidates on Question 7

The general performance of candidates in this question was average. This is because 218 (42.4%) candidates scored above 6.5 marks. The analysis on the candidates' responses revealed that, 63 (12.3%) candidates scored 12 to 19.5 marks. These candidates were able to meet the requirement of the question. Also, they mastered well the topic Qur'anic Concept of Education and had English Language proficiency as well. They were able to write a very good essay on the impacts of Juma's decision of stopping his son to attend Madrasa as wastage of time after joining secondary school. Some responses were: *It supports the rise of kinship and stagnate the rise of Islamic state, duality in education leads to the rise of two camps those, religion and secular, muslims have remained apathy to culturally, economic, politically and social laws envisaged in Qur'an, the knowledge gathered from religious education system does not make the muslim to be qualified nor critically hence the task of establishing the kingdom of Allah is at stake as well as muslims religious knowledge alone will make insights with the environment.* Extract 7.1 is a sample of a right response from a candidate in this question.

7 Education is the systematic training of knowledge and abilities, development of characters and mental power resulting from such training. Duality in Education is operation of two systems or kinds of Education one is religious Education and other is secular Education, where by in religious education people learn ^{like} on how to perform rituals, fiqh and tauheed and nothing about their environment while in secular education people learn subjects such as physics and biology and nothing about their creator. The decision of stopping attending Madrasa as a result of duality has the following impacts to the Muslim community:

Secular graduates formulate rules, laws and policies that do not relate with the guidance of Quran as a result whole life is secularized, since secular graduates have been chosen to be leaders or policy makers due to lack of insight on God laws they formulate rules and principles that go against the teachings of Quran and Hadith leading to secularization of life. For example, Allowing homosexual relations or legalization of alcohol, since lacks religious education which is insight of Allah's rules and laws.

Muslims value the so called religious education as a result they lack insight of their environment, Muslims society could value so called religious education by only

7 studying religious studies like Quran, Hadeeth and Tauheed while ignoring other subjects like chemistry, Geography and physics as they consider them as for secular students as a result they would lack insight of their environment.

Division of the World into two Camps, One is religious life camp and the other for secular life, as a result in religious life camp man concentrate much in worshipping and care not about his environment while in worldly camp life man concentrate only in world enjoyment and care not about his creator due to lack of insight of God Laws.

Muslims lacks knowledge of their environment and becomes no critical as a result their task of establishing Kingdom of Allah's way here on the earth is at stake; Since Muslims who have such responsibility have no insight of environmental education that means would fail to cope with the environment hence making their task of establishing Kingdom of Allah the exalted here on the earth be at stake.

May contribute to fall of Islamic state, The fall of Islamic states and rise of Kinship had its roots on duality in education since secular Leaders with their people lacks insight about God Laws and principles hence fail to follow Islamic way of leadership and

	life in general, hence: can contribute much
	to the fall of Islamic states in the world.
	All in all, There is no duality in edu-
	cation, Allah (sw) divided education as environ-
	ment education and direction education whereby
	Muslims have to study both at once, since
	Islam enjoins much people to search for education
	since the holy Qur'an praises much those
	who have education, Qur'an (39:9) and first
	revelation found in Qur'an (96:1-5) was
	insisting in searching Education.

Extract 7.1: Shows a Sample of a Correct Response to Question 7

In Extract 7.1 the candidate explained correctly the impacts of Juma's decision of stopping his son to attend Madrasa as wastage of time after joining secondary school to the Muslim community.

Further analysis also revealed that, 155 (30.2%) candidates who performed averagely (7 to 11.5 marks) provided less points than required. Some candidates listed points without explanations while some of them repeated differences. Moreover, other mixed correct with incorrect differences. The incorrect responses given by some of these candidates were: *Muslims can not know the sunnah and Hadith which will direct them to know social, political and economic law as explained in Islam as well as generally muslim behaviours should ensure invite disbelievers in Islamic religion in order to strengthen Islamic state.*

Furthermore, 296 (57.6%) candidates scored weak performance (0 to 6.5 marks) because of the misinterpretation on the demand of the question. Some of them explained the importance of education in accordance with Islam. For example, one candidate argued: *It helps to increase thinking capacity, it helps to increase more knowledge, it helps to increase show on*

learning, it helps to show the existence of Allah (s.w), education it helps learner o fulfill basic mission of life, it helps learner to know right and wrong, help learner to know life span and life after death, it helps to establish kingdom of Allah, it helps people to know sign of Allah as well as it helps to generate way of life by using Qur'an and sunnah.

Other candidates explained negative effects of Juma's son stopping from attending madrasa. Some of the responses provided were; *it leads Muslim acted as bad example to the society, it made juma to depending on one religion, it leads Juma to be affected by globalization, it leads Juma to be creating bad groups as well as emphasizing moral decay.* The candidate had knowledge of the topic concerned but failed to understand the demand of the question.

On top of that, other candidates provided their responses contrary to the demand of the question. For example, one candidate gave the points such as: *Existence of false religion, emergency of misunderstanding, existance of immoral behaviours as well as misconceptualization of religion.* Others explained: *Juma did not know the real object of of study or finding the education, the reject the order of Allah (s.w) to find for knowledge, the contribute to drops the isramic state from standing up as well as he failure to know the Allah and religion.* Candidates in this category did not familiarize themselves with the topic Qur'anic Concept of Education hence provided wrong responses. Extract 7.2 shows a sample of incorrect responses from a candidate.

07	<p>Muslim Community; refers to the people man and women that were follow the rules and principle of the holy Qur-an. The following were the ^{Impact} reason why juma stopped to continue attending Madrasah on the ground of wastage of time to continue learning both education.</p>
	<p>It led to the muslim acted as bad example to the society; juma were looked like the muslim so when the juma stopped attend in madrasah other people were the influencing to do not attending also its made the Muslim people looked as weak and they do not have education so muslim were the bad example towards people in the society.</p>
	<p>Its made juma to depending on one religion, by that when juma stopped attending to Madrasah the aim was to make him depending on one education and which is the environmental education and that let a big effect because the children were affected to the development of science and technology.</p>
	<p>Its led juma to be affected by the globalization; globalization is the situation where by the big world are seems to be like the small village. due to that the juma were affected because he do not have the moral education on at Madrasah as boy so the technology made him to continue depending on one side.</p>
	<p>Its led juma to creating the bad groups; this refers to the groups that were regarded them self on practicing bad behaviours. juma were affected because after the school time and because he do not attending at madrasah has made the son juma to creating the bad peer pressure that can affecting him because he do not have the enough education during Madrasah and he stopped to attending in Madrasah.</p>

	Emphasizing Moral decay; this is the behaviour that were
	not acceptable to the society. the moral decay is due to the
	development of science and technology example the use of
	Smart phone for study, the student used phone to study and
	that made them to moral decay for Juma he can also
	go beyond and looking the bad videos (Photograph) and oth
	er that made him to have bad behaviour
	Generally; parents should make sure that their childrens
	has the responsibility to study both education Macrausech and the
	environmental education that help and creating the full confid
	ence that made he to be in a good way of life.

Extract 7.2: A Sample of Incorrect Response to Question 7

In Extract 7.2 the candidate elaborated the importance of Muslim children to study both education (dual education) instead of explaining the impacts of Juma decision of stopping his son to attend Madrasa as wastage of time after joining secondary school to the Muslim community.

2.2.2 Question 8: The History of Universe and Mankind

The candidates were required to use Qur'anic verses to prove that man did not originate from apes. The Question was extracted from *The History of Universe and Man kind* in the subtopic *The Origin of Universe and Mankind*.

A total of 211 (40.8%) candidates attempted the question. Among them, 154 (73%) candidates scored 0 to 6.5 marks among which, 44 (20.9%) candidates scored 0 mark. Also, 48 (22.7%) candidates scored 7 to 11 marks and 9 (4.3%) candidates scored 12 to 17 marks. There was no candidate who scored all 20 marks. Figure 8 shows the performance of candidates in this question percentage wise.

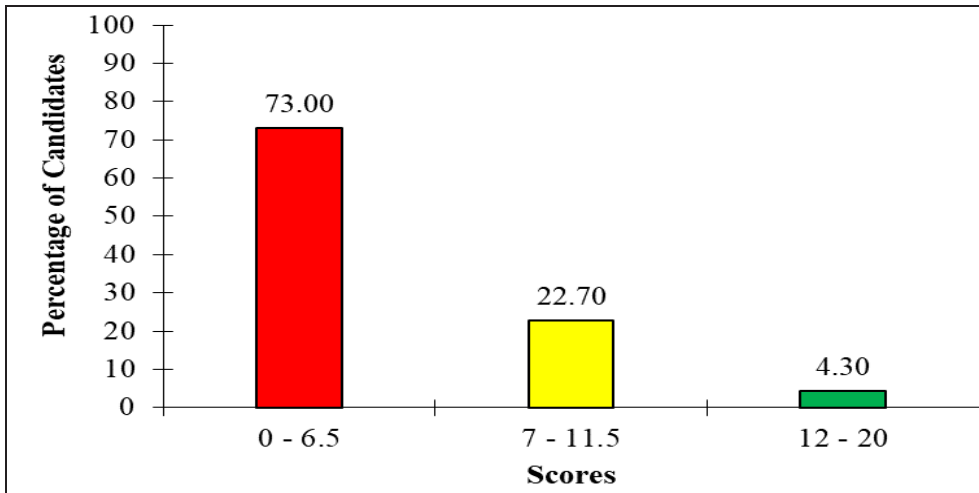


Figure 8: Performance of Candidates on Question 8

The performance of candidates in this question was weak as 57 (27%) candidates scored from 7 to 17 marks. The analysis revealed that 154 (73%) candidates who scored 0 to 6.5 misinterpreted the question which led them to provide wrong responses. Some of them had no enough knowledge of *The History of Universe and Mankind* and they failed to meet the demands of the question.

There were candidates who provided signs for existence of Allah (s.w) through man himself with the points such as: *The act of speech of man, the high degree of intelligence of man, creation of man with different height as well as differences in colour*. These candidates misunderstood the term ‘prove’ as it has been used in the question so they explained effects, instead of giving reasons to justify the argument that man did not originate from monkeys. They thought that the term ‘effect’ and ‘prove’ were similar. This misunderstanding, led them to go out of the question demand.

Moreover, some candidates provided differences between Human beings and animals. For example, one candidate responded with the points such as: *different skills, ability to think, the shape of man is quite different from that of monkey, ability of man categorizes time, place and different tasks to perform as well as they differ on body and structure*. Other candidates provided arguments not related to the demand of the question. For example, one candidate responded with the points such as: *man has to search for knowledge, has to worship Allah, man can establish the Islamic state, man*

has to believe in Prophet and his angels as well as man has to fear on evils and feel pain to his society and companions. The wrong responses provided was due to the lack of knowledge of The History of Universe and Mankind. Extract 8.1 is an example of weak response of a candidate in this question.

08	According to the god and his
	holy book Qur-an telling people the firstly
	man was created by soil and gives power
	to be a man he was Adam and then givey
	their partner Hava. Man did not originated
	from monkey for The following points.
	Birth of Adam and Hava. This
	is the one evidence that taught people about
	the original of first man who is Adam
	he created by god through soil and then
	gives power of man.
	Existence of day of judgement.
	also this day can tell the original of man
	from Allah's sand or soil and not monkey
	because gods Creates man and angels to
	be proud of him so the original of man
	was not existed by monkey.
	Existence of gods. gods said
	in their holy book Qur an "he ⁴ Creates
	man and angels to prayed for him" so
	it is clear message to prove the original
	of man comes from the soil.
	Existence of Qur an books. This
	holy book of god proved that the firstly man
	was originated by soil and not monkey
	gods creates man by using sand so
	it is clear words to prove firstly man
	was originated by sand.
	Existence of gods angels. also
	god said he creates Man and angels
	to prays for him so means the firstly
	man did not created by monkey by-

	by soil and then gives power have a man,
	Therefore through the existence of
	god, his prophet Muhammad and existence
	of Quran books it is enough to prove the
	Firstly human have originated into soil
	and not monkey.

Extract 8.1: A Sample of Incorrect Response to Question 8.

In Extract 8.1 a candidate provided wrong reasons to prove that man did not originate from monkeys.

The analysis also showed that 48 (22.7%) candidates performed averagely by scoring 7 to 11 marks. These candidates provide insufficient explanation on Qur'anic verses that disapprove the fallacy that man originated from monkeys. Some of them repeated the same points in different paragraphs. Others mixed correct and incorrect responses. Some of the wrong points given by these candidates were: *Existence of monkeys, if man originated from monkey why monkey of today does not change into man as well existence of monkeys in Eden in where adam and Hawa lived there were monkeys also but not changed into man as wel as Allah prove that men are clever and intelligent in the World.*

Furthermore, the analysis of the candidates' responses indicated that, very few candidates (4.3%) had good performance in this question. These candidates were able to use Qur'anic verses to prove that man did not originate from monkeys. Some of the responses given by these candidates were: *Allah s.w) has declared that it is He who created human being, the first human being was created as a real human being (3:59, 23:12), the second human being was created from the first human being (4:1), the rest human beings were created from sperms, Allah has shown different stages which used to create human beings (Adam) as well as science has proved the existence of human development in the womb explained by Qur'an (23:14, 22:5).* Extract 8.2 is an example of the correct answer from a candidate in this question.

8

Quran is the holy book from Allah (s.w). Quran says that man has created by Allah (s.w) and not originated from monkeys as many materialist scholars says. They say that a first man was monkey and monkey change gradually to the man. This is not true. Quran says that man created by Allah and through soil. Then through first man and woman is where the all other people came from. Thus, by using the Quranic verses, the following are the proves, showing that man did not originate from monkeys.

Quran through surat Alaq verse number three Allah says that a man created by using a piece of meat. When Allah (s.w) was tell prophet Muhammad to read. "read in the name of your God. who create (s) Created a man by using a piece of meat. There fore this shows that a man created by Allah and not originated from monkey.

The first man to be created was Adam (a.s) and his wife Hawa. This revealed in suratul baqarah. When Allah (s.w) say to tell angels that he need to create a leader to the world. And that leader was a man. And he created Adam and Haws first. And the all people in the world came from them two.

Quran also says that a man has created by using water which are sperms. This revealed in surat atwaaliq. When Allah (s.w) tell human being to look from which thing he has created. Then Allah says he has created by using sperms. There fore this also shows that a man did not originated from monkey.

	Quran says that a man has
	originated and created by using soil. This is
	when Allah says "thruit we have created you, and
	to it we will return you". There fore this means that
	man has created using soil and after death. A man
	will be returned to sand soil again. (burned).
	Quran says that man has -
	created by Allah (s.w) and using his hands. This
	revealed in Quran when Allah sayed at surat Arah-
	man in verse ^{three} four "the one who created a man"
	there fore this also show that a man has
	created by God.
	Generally, a man has created by
	man. And the creation of main was nit by.
	chance. There is is a purpose of creation. And the
	purpose is to worship Allah(s.w). There fore
	man should ensure that he worship God an order
	to establish the Kingdom of Allah.

Extract 8.2: A Sample of a Correct Response to Question 8

In Extract 8.2 the candidate proved correctly by using Qur'anic verses that man did not originate from monkeys and therefore scored high marks.

2.2.3 Question 9: Evolution of Islamic State in Meccan Era

This question required the candidates to analyze six roles of Aqaba treaties to the formation of Islamic state in Madina. The question came from the topic Evolution of Islamic State in Meccan Era in the subtopic Islamization Process in Mecca.

The question was attempted by 307 (59.4%) candidates out of 517 who sat for this examination. The data show that 213 (69.4%) candidates scored 0 to 6.5 marks, among which 17 (5.5%) candidates scored 0 mark. Also, 77 (25.1%) candidates scored 7 to 11.5 marks and 17 (5.5%) candidates scored

12 to 16.5 marks. Figure 9 illustrates the candidates' performance in this question.

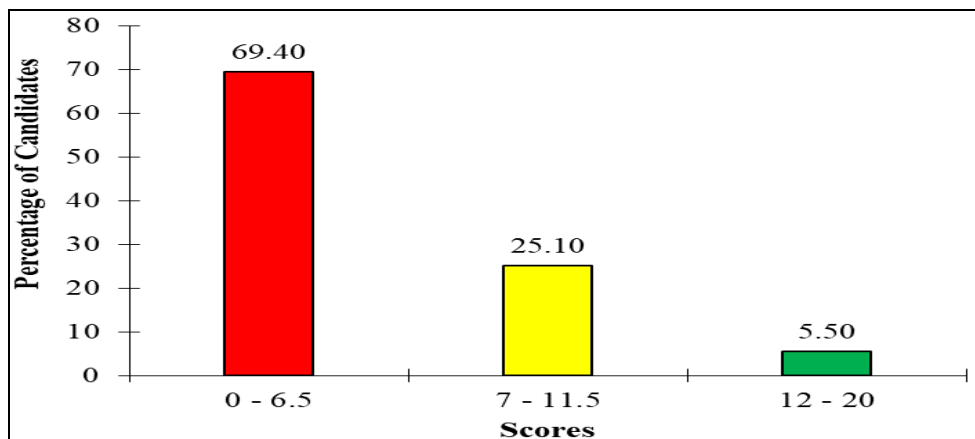


Figure 9: Performance of Candidates on Percentage on Question 9

The performance of candidates in this question was weak as only 94 (30.6%) candidates scored from 7 to 16.5 marks. The 213 (69.4%) candidates who scored 0 to 6.5 marks, either misinterpreted the question or failed to meet the demand of the question. Some of them explained the roles of mosque rather than Aqaba as treaty in the establishment of Islam with the points such as; *Aqaba is the place where by Muslim go to worship, used as school and madrasa, used as court centre, used as parliamnet as wel as used as guest house*. These candidates had some knowledge of the topic concerned but were confused with the term of Qaaba and Aqaba. In their mind they thought that these terms are related as they know that Qaaba is the place where people go to worship during the Hajj which is within the Holy mosque of Mecca hence, provided roles of mosque which were contrary to the requirements of the question.

Other candidates conceived Aqaba as Islamic organs which provided Muslims with certain assistance. For example, a candidate argued that: *Aqaba was used to provide land for the Islamic state, aqaba was used to collect the taxes in the muslim community, aqaba also was used to provide potential social services, aqaba was used to provide zakka as well as aqaba used to get advice for the people who wants to start economic activities*.

On top of that, some candidates came with their own responses which were against the demand of the question like; *Provide false and congress and Islamic state, lead to provisional of social services, creation of administrative infrastructure, provisional of moral and mutual support in protecting stability training in Islamic state as well as formation of organizations.* Others responded that; *The treaties strengthened the formation of Islamic state, the treaties created strong economic base of Islamic state, the treaties strengthened out the formation of Islamic institus, the treaties improved standard of living, the treaties emphasized out the good relationship between the people as well as the treaties influenced peace and security.* Candidates in this group lacked knowledge on the topic of Islamic State in Meccan Era, hence provided irrelevant answers contrary to the requirements of the question. Extract 9.1 shows a sample of a script of an irrelevant response.

9	<p>Aqaba:- is the place where all over the world muslim people worship or there direction if they want to worship is in that place alqaba. The following are the roles of Aqaba treatise to the formation of Islamic State in madina.</p> <p>Place where people worship Allah (sw) but they direction is Aqaba in all place of over the world people they seven part of their per body the direct to the aqaba because its commandment of and rule of Allah Allah (sw)</p> <p>Meeting place this means that every year there is special month people meeting together for those who have wealth they must go only once for every person have wealth this mean all part of the world go because is special meeting of muslim peoples.</p> <p>Education centre:- This means that in that place is the place where people get knowledge different knowledge this mean people get education from different system of life.</p> <p>Cultural centre:- This means that is the place where people make the culture it because allowed by Allah (sw) because even prophet muhammad (sw) (sw) done Example: Celebration if people who want to get marriage should be done at that place.</p> <p>Court centre:- This means that at this make people to find the solution of they problems example conflict between mother and father should be done then get solution in order</p>
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	to avoid divorce because Allah (s.w) is the thing hate which done by person.
	Military Centre: This means that is the place where training the and or make the fighting in order to be active and make victory or win between muslim and Quraysh people this force muslim to introduce military centre in order to find the police or active people
	Generally Apart from that also we must practice well the Islam and also we must spread Islam over the world also to establish justice and remove evils and sins

Extract 9.2: A sample of incorrect response to question 9

In Extract 9.2 a candidate explained the functions of Holy Mosque of Mecca instead of analyzing six roles of Aqaba treaties to the formation of Islamic state in Madina.

Further analysis revealed that, 77 (25.1%) candidates who 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, some of them mixed relevant and irrelevant contributions. Some of the Irrelevants contributions mixed with relevants were; *To show existence of Allah (s.w), to show that source of victory is Allah (s.w) as well as to show that Muslims and non muslims could not cooperate in religious matters.*

On the other hand, further analysis revealed that, 17 (5.5%) candidates who attempted this question scored 12 to 16.5 marks. These candidates had good performance in this question. They were able to analyze six roles of Aqaba treaties to the formation of Islamic state in Madina. Also, they provided detailed explanations with examples and had English Language proficiency as well. However, their scores differed due to their degree of clarity of points provided as well as number of roles explained. Some roles explained were; *it created personal purifications or character and behaviour, it created unity and solidarity, it created the rule of law, muslim are required to exercise the pledge of loyalty, muslim are required to keep secret as well the question of leadership is pre-requisite factor in Islam.* Extract 9.2 is a sample of a correct response from a script of a candidate.

9	<p>Agaba Treaties this was the agreement between prophet Muhammad (SAW) and the people from Tathrib. This agreement performed at the place known as Agaba. This agreement (Agaba) has several roles the following are among of the roles of Agaba;</p>
	<p>To give way for muslim to migrate from Mecca to Madina; This means that the treaties of agaba insure that give muslim simple way which help them to enter at Madina easily that is why Prophet Muhammad (SAW) decided to make agreement with people from Madina, so as to insure that they perform good relations with them. Example, when Prophet (SAW) appoint Musrab bin Ummair to go at Madina so as to teach the people of Tathrib Islamic religion, so this lead good way for muslim to migrate from Mecca to Madina.</p>
	<p>To make unity and solidarity; This also was the role of agaba where by Prophet (SAW) insure that there will be unite and solidarity among the people of Mecca and the people of Madina that is why allowed them to make agreement which help them to make good relations. Example, To make and follow islam practically. And the end success to make people of Madina and the people of Mecca to have good relations.</p>
	<p>To make personal purification; This means that this agaba insure that every one from Mecca and Madina has purified his/her person</p>

9	<p>ality. Example, To have good knowledge about the existence of Allah (sw), To remove and not done evils and others. That is why people of Madina promise Prophet (sw) to stop in perform evils like, robbery caravans, killed their daughters and others. So Aqaba treaties insure that every one purified his/her soul.</p> <p>To show the important of leader in the world; This means that the Aqaba treaties insure that every where should be the leader who will stand up to insure equality and justice of his/her fellow.</p> <p>Example, Prophet Muhammad (sw) when appointed Musrab bin Umair to stand as a leader of people of Madina so as to teach them the knowledge of Islam. So this show that leader is very important every corners.</p> <p>To give out the strategies of spread and transmission of Islam; This means that Aqaba treaties insure that muslim use and find good strategies of teach and spread Islam.</p> <p>Example, Prophet Muhammad (sw) use secret way of spread Islam to them people of Yathrib secretly at the night at place of mountain Aqaba and insure that disbeliever not know every thing about that. So this show that muslim should use good strategies of spread Islam as done by prophet Muhammad (sw).</p> <p>To insure that muslim full-fill their promises This means that Aqaba treaties insure that muslim they full-fill their promise soon after they make agreement as done by people of Madina when they enter in Islam.</p> <p>Promise prophet Muhammad (sw) and find they full-fill it. Example, To obey only one God to stop killed their daughters, to follow Islam practices and others. So through this give muslim ways of full-fill their promise.</p> <p>By conclude that Aqaba treaties is very important for muslim learners so every muslim should learned different thing from it so as to spread and protect our religion.</p>
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Extract 9.2: A Sample of a Correct Response to Question 9

In Extract 9.2 a candidate analyzed six roles of Aqaba treaties to the formation of Islamic state in Madina.

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 (9) questions. Section A consisted of a six (6) compulsory short answer questions and section B consisted of essay questions. The candidates were required to attempt two (2) questions in section B. Hence, they were demanded to answer eight (8) questions in general, making a total of 100 marks.

3.1 SECTION A: SHORT ANSWERS

This section analyses the performance of candidates in each question. It shows the number of candidates who attempted each question and explains the quality of their responses. In this section, the candidates were supposed to briefly answer all questions provided. The questions were set to measure candidates' competences such as understanding, applying analysing and evaluating. Each question in this section carried 10 marks, making a total of 60 marks.

3.1.1 Question 1: Rationale of Islam and the Concept of Worship

This question required the candidates to explain briefly the impacts of Imamu Ujugu's speech to the audience that insisted Islam is of five fundamentals and in performing them a believer can wash away all sins. The question was constructed from the topic Rationale of Islam and the Concept of Worship in subtopic the Concept of Worship (Ibada) in Islam.

A total of 516 (99.8%) candidates attempted this question. The candidates who scored 0 to 3 marks were 375 (72.7%) of which, 264 (51.2%) candidates scored 0 mark. Also, 93 (18%) candidates scored 3.5 to 5.5 marks and 48 (9.3%) candidates scored 6 to 9 marks. Figure 10 depicts the performance of candidates in question 1.

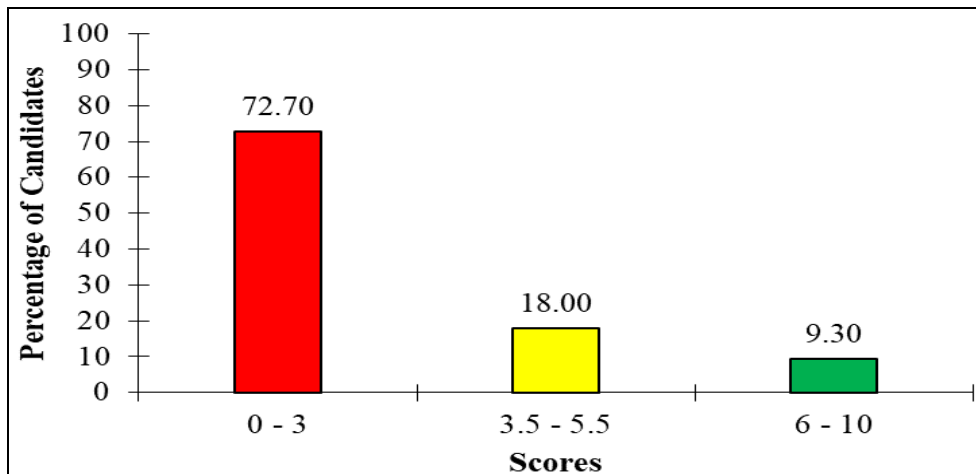


Figure 10: *Performance of Candidates on Question 1*

Generally, the performance of candidates in this question was weak. This is because only 141 (27.3%) candidates scored 3.5 to 9 marks. Furthermore, the analysis of responses revealed that 375 (72.7%) candidates scored from 0 to 3 marks. On top of that, 264 (51.2%) candidates who attempted this question scored 0 mark which is weak performance. They either had misconception on the demands of the questions or lacked knowledge on topic Rationale of Islam and the Concept of Worship. Some of them provided arguments from pillars of faith instead of explaining briefly the impacts of Imamu Ujugu's speech to the audience that insisted Islam is of five fundamentals and in performing them a believer can wash away all sins. Some of their points were: *to make people to worship Allah alone, to believe in the holy Qur'an, to believe in prophet teachings, to believe the last day as well as to believe the existence of Allah (s.w)*. This candidate lacked enough knowledge on the topic Rationale of Islam and the Concept of Worship hence he/she failed to identify the demand of the question which led to provide wrong responses.

Other candidates came with responses contrary to the demand of the question. For example, one candidate responded that: *Make audience purified from a member of a satan, make audience to avoid threat of a satan, make audience to avoid injustice and population accuse as well as makes audience to practice swalat at night time*. Some wrote wrong impacts because they were not able to translate the key concepts in the imamu's speech. Another candidate provided that: *It has made people to worship Allah (s.w) who follows his authority, it has brought people done*

to Allah (s.w) as well as it has increases belief in Allah (s.w). In another example a candidate responded that; Increase fear of Allah (s.w), provision of zakat will reduce poverty in the society, enable people to establish the kingdom of Allah, fasting of Ramadhan promote faithful and patient to people as well as promote unity and awareness to people. The candidates in this group, were not able to meet the demand of the question, hence provided wrong responses. Extract 10.1 shows a sample of an irrelevant response of candidate.

01	To make believer to worship Allah alone; This
	means through the speech of Imamu Yyugus
	make the believer to worship Allah only this
	is because the Imamu teaching and memorizing
	about the the existence of Allah only.
	To believe in Holy Qur-an; This means
	the Imamu speech insisting about the holy
	Qur-an to read. This is because through reading
	Qur-an it make to believe about teaching of
	Allah to his people.
	To believe the prophet teaching;
	Allah (s.w) sent prophet in the world in order
	to spread about the existence of Allah and
	also prophet (s.w) teaching the way in which
	Muslim should be and also through prophet
	Muslim should glorify Allah.
	To believe the last day and life after
	the death; This means through the Imamu speech
	make the believer to believe about the
	last day and life after death and also
	due to believe about the last day and life
	after death people glorify Allah alone.
	To believe about the existence of Allah
	This the Imamu insisting about the existence
	of Allah in the world and people should pray
	for Allah only and existence about worship Allah
	alone and Imamu emphasized the Muslim
	to believe about Allah and Allah teaching
	which show way of life.

Extract 10.1: A Sample of an Incorrect Response to Question 1

In Extract 10.1 the candidate explained the importance of Muslims to follow the six Pillars of Faith, instead of explaining briefly the impacts of Imamu Ujugu's speech to the audience that insisted Islam is of five fundamentals and in performing them a believer can wash away all sins.

Moreover, 94 (18%) candidates who scored averagely (3.5 to 6 marks), mixed correct and incorrect responses. Some of incorrect responses provided by these candidates were; *Islam is not built by five fundamentals only as well as people tends to neglect the prophet Sunnah*. These candidates also lacked detailed explanations for the rightly mentioned impacts.

Further analysis on candidates' responses revealed that 48 (9.3%) candidates who scored from 6 to 10 marks performed good in this question. These few candidates were able to explain briefly the impacts of Imamu Ujugu's speech to the audience that insisted Islam is of five fundamentals and in performing them a believer can wash away all. These candidates had enough knowledge on Rationale of Islam and Concept of Worship. For example, one candidate explained that; *It will make them live in two systems of life, Islamic and non Islamic, it will lead to moral decay, the task of establishing the kingdom of Allah (s.w) will not be realized, as well as the teaching of this preacher may lead violation of human rights*. Well organized work with good English helped candidates in this category to score high marks. However, the disparity of performance from one candidate to another depended on clarity of explanation of the impacts demanded. Extract 10.2 shows a sample of a response from a script of a candidate who provided a relevant response.

1.	<p>It lead to repeat the evils':</p> <p>This is among impact of bad concept of ujugus speech because when believe the five fundamental is wash away from all sin lead many of the people to repeat evils for believe are forgiveness by Allah but is wrong concept.</p> <p>It lead muslim non realized the purpose of creation: Also this among impact of concept of ujugus speech because when believe five fundamental lead some of evil to repeat and ignore other worship hence lead non realize the purpose of life.</p> <p>It lead muslim to ignores some of worship: Also this among the impact of the believe only five fundamental and wash aware from sins this lead to ignore some worship like funeral activities and other</p> <p>It lead increasing of the mischief in the society: Also this is among the impact of this bad concept because lead many muslim to do evils or mischief for believe Allah forgive for believe fundamental hence lead increasing of mischief in the society like using drug, alcohol, fornication and other mischief.</p>
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Extract 10.2: A sample of a correct response to question 1

In Extract 10.2 the candidate explained briefly the impacts of Imamu Ujugu's speech to the audience that insisted Islam is of five fundamentals and in performing them a believer can wash away all sins.

3.1.2 Question 2: The Belief in Allah (s.w) and its Implications

This question required candidates to give indicators of convincing non believers to accept the existence of Allah (s.w) through the lives of his Prophets. The question covered the topic The Belief in Allah (s.w) and its Implications in subtopic Existence of Allah (s.w).

The question was attempted by 516 (99.8%) candidates. The candidates who scored 6 to 10 marks were 162 (31.4%). Also 91 (17.6%) candidates scored 3.5 to 5.5 marks and 263 (51%) candidates scored 0 to 3 marks of which, 127 (24.6%) candidates scored 0 mark. Figure 11 illustrates the performance of candidates in this question.

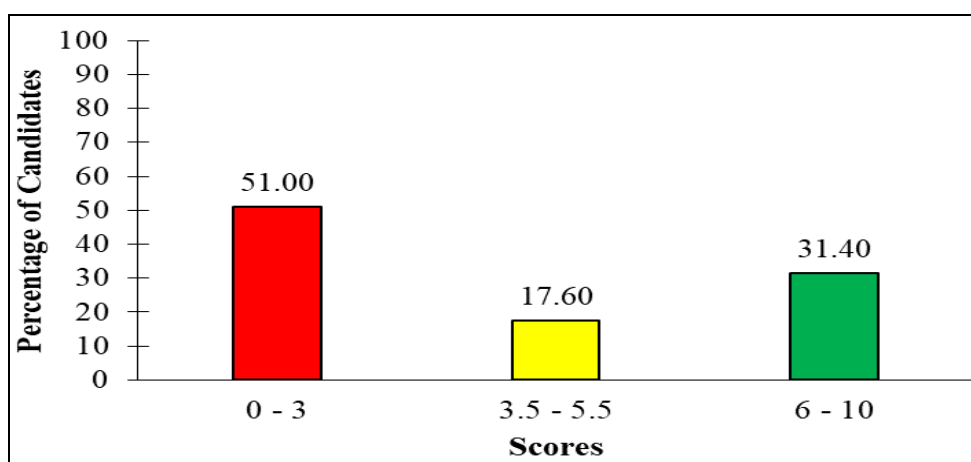


Figure 11: Performance of Candidates on Question 2

The general performance of candidates in this question was average as 253 (49%) candidates scored above 3 marks. The analysis of the candidates' performance revealed that 162 (31.4%) candidates with good performance 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 Belief in Allah (s.w) and its Implications. Some of the correct responses they provided were; *The advent of Prophet, prophets were not influenced by the environment, the prophet were also given signs (miracles), the calamities they faced for the sake of Allah (s.w), they defeated their enemies as well as they demanded no pay for all difficulties and calamities faced.* Extract 11.1

shows a sample of a response from a candidate who answered this question correctly.

2... Like Hud, Nuh, Muhammad are all from Allah (s.w). Allah had brought them to in order to remove all forms of injustice.
The calamities they faced, The prophets had gone through a lot of calamities like they they were tortured, frightened and some were also killed. For example prophet Muhammad (s.w).
They demanded no pay, The prophets were not paid as they were sent by Allah (s.w) with their specific mission. And they also demanded no pay after all the work they did.
They defeated disbelievers, The prophets had always defeated disbelievers through the help of Allah (s.w). For example the prophet Nuh had defeated his disbelievers. also Hud through their lifetime.
They were not influenced by their environment, The prophets were always preserved from committing sins. For example prophet Muhammad was not influenced by his environment although his people committed adultery and also drinking alcohol.
Generally, Allah had always helped his prophets through various ways. And there are also other things that prove the existence of Allah like the signs of the whole universe like presence of mountains, clouds, oceans and variety of fruits.

Extract 11.1: A Sample of a Correct Response to Question 2

In Extract 11.1 the candidate managed to give correct indicators of convincing non believers to accept the existence of Allah (s.w) through the lives of his Prophets.

On the other hand, 91 (17.6%) candidates with average performance (3.5 to 5.5 marks) provided less than the required arguments. Some candidates mixed between correct and incorrect responses. For example, one candidate wrote: *oneness message of Prophet in the life of Prophet as well as reveled about his followers and the Islamic education is given the first priority.*

Further analysis revealed that, 162 (31.4%) candidates scored 0 to 3 marks which is a weak performance due to the misconceptions they encountered. They failed to understand the requirements of the question so they were not able to relate the scenario in the question with real situation.

Some candidates in this category explained the signs for existence of Allah (s.w) through the universe and man himself. For example, one candidate wrote the signs like: *The universe, the existence of both sexes, different colours, different tribe and nation as well as day and night.* This candidate had knowledge on the required topic but misunderstood the demand of the question which led him/her to provide signs for existence of Allah (s.w) through the universe instead of signs from the lives of Prophets.

Other candidates provided different Prophets of Allah (S.W) with their miracles. For example, one candidate provided points such as: *a question of Prophet Muhammad (s.a.w) to divide the moon into two pieces, a question of Prophet Issa (a.s) to give back life to death people, the question of Prophet (s.a.w) to predict future, a question of Prophet Ibrahim to live safe in fire as well as a question of prophet Mussa and his stick.* This response is the elaboration of the signs (miracles) contrary to the requirements of the question.

Nevertheless, some candidates in this group provided different responses which were not related with question. For example, one candidate argued that; *the way of pursuit or receive knowledge, their way to receive revelation, their living style as well as their teachings.* Another candidate provided points as: *after one prophet failed or death Allah has sent another prophet, every nation Allah has sent a messenger, was the one who live with the good behaviour as well as they were fear.* The candidate had inadequate knowledge on the belief in Allah (s.w) and its implications which led him/her to provide guess answers. Extract 11.2 shows a sample of a response from a candidate who had weak performance in this question.

02.	<p>“Existence of Allah is without doubt” because Allah shows many indicators to show its existence through the lives of his prophets. as follows:</p> <p>The sign given to prophet; This was among the indicators through the lives of his prophets show the existence of Allah because there are different signs Allah show like Day and night, Universe, colour, tribe and so on.</p> <p>The Universe: This was among the indicators to prove existence of Allah whereby Allah stand the universe without use pillars so this prove the existence of Allah.</p> <p>The existence of both sexes; Also</p>
	<p>This is another indicator to prove the existence of Allah because Allah create man and women in the world hence due to existence of both sexes prove the existence of Allah.</p> <p>Different colours; Also this was the indicator prove existence of Allah whereby Allah create people with different colours for example there are Black people and white-people so this is indicator which prove existence of Allah.</p>
	<p>Different tribes and nation; also this was the indicator to prove existence of Allah whereby Allah create different people and different tribes so due to many existence of Allah hence proved the statement.</p>
	<p>Day and night; Also this was another indicator prove the existence of Allah because during day the sun is light and during night the moon is light hence this prove existence of Allah.</p>
	<p>Therefore; These are indicators which show existence of Allah also according to prophet proofs the evidence was Advent of prophet, calamities given to prophet, The sign of prophet and defeat of enemy.</p>

Extract 11.2: A Sample of Incorrect Response to Question 3

In Extract 12.2 the candidate explained sign from universe and from man which depicts existence of Allah instead of giving indicators to convince

non believers to accept the existence of Allah (s.w) through the lives of his Prophets.

3.1.3 Question 3: The Six Pillars of Faith

The question required the candidates to examine motives behind Bi Mwati of Zanzibar to respond *Inna lillahi wa inna ilayhi rajiun* after losing all of her five children and husband when Mv Spice Islander sank. The question was derived from the topic The Six Pillars of Faith in subtopic descriptions and implications of each pillar of faith Belief in Qadar.

Candidates who attempted this question were 517 (100%). The data analysis show that, 99 (19.2%) candidates scored 6 to 10 marks, 104 (20.1%) candidates scored 3.5 to 5.5 marks and 314 (60.7%) candidates scored 0 to 3 marks of which, 141 (27.3%) candidates scored 0 mark. Figure 12 illustrates performance of the candidates in this question.

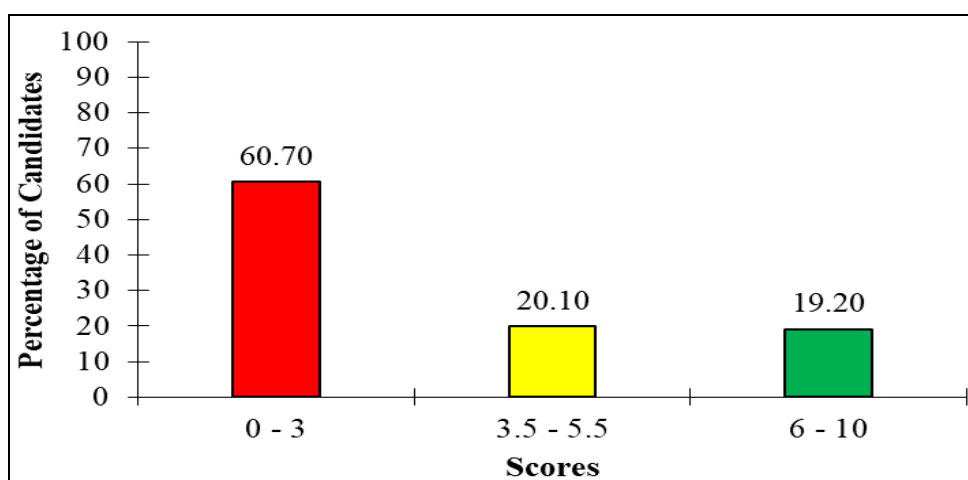


Figure 12: Performance of Candidates on Question 3

The general performance of candidates in this question was average due to the fact that, only 203 (39.1%) candidates scored above 3 marks. The analysis of answers in this question shows that, 99 (19.1%) candidates who scored 6 to 10 marks, had good performance. This is because they had sufficient knowledge on Six Pillars of Faith. Also, they encountered the requirement of the question. Some of responses provided by these candidates were: *Believing in Qadar help towards contentment and trust in Allah, total submission to Allah only, she believes in Qadar which makes*

her not to waste time in unnecessary condolence, also Qadar helps to focus on positive thinking to Allah so to get a good end as well as it inspires bravery to her. Extract 12.1 is a sample of a correct response from a candidate in this question.

Q3: (i) Makes believer to trust Allah (s.w). believing in qadar of Allah (s.w) makes one to trust that anything that happens to him is from Allah (s.w) and not human's ability
(ii) It creates god-conscious person; trusting the ability of Allah and his lordship and generally his ability to act and control everything in universe enables one to acknowledge existence of Allah
(iii) It creates bravery in man; believing in unlimited power of Allah (s.w) makes one to be brave because he has been able to trust existence of something that is not perceivable but has no doubt due to presence of indicators to prove its presence
(iv) Makes one to never associate Allah with any partner; the belief that what ever whatever happens is from Allah then a person will find it non-sense to ask help from other gods whose power is limited and can not help him with anything but only Allah (s.w) can do so.
(v) It enables one to be tolerant and pass different tests from Allah; when one is tested by Allah, he will pass the tests because the disappointments we witness aim to test us as he promise he will not only let us say in words that we believe but rather our actions will prove.

Extract 12.1: is the Sample of a Correct Response to Question 3

In Extract 12.2 the candidate examined motives behind Bi Mwati of Zanzibar to respond *Inna lillahi wa inna ilayhi rajiun* after losing all of her five children and husband when Mv Spice Islander sank.

Further analysis also revealed that, 104 (20.1%) candidates who score 3.5 to 5.5 marks performed averagely. Some of them mixed correct and incorrect points. Some of the wrong motives mixed by these candidates were; *She want mercy of Allah (s.w) as well as she believes in here after*. Moreover, other candidates did not manage to explain in detail the mentioned right arguments and therefore scored averagely.

On the other side, the analysis also revealed that 314 (60.7%) candidates, who scored 0 to 3 marks had weak performance. They provided wrong answers. Some of them provided pillars of faith instead of explaining the motives of believing in Qadar specifically. For example, one candidate provided points such as: *She believes Allah's angels, she believes on Allah's book, she believes here after as well as she believes Allah's qadar*. Other explained the power of Allah (s.w). Also, another candidate for example, responded that: *It shows the existence of Allah (s.w), Allah is the one who gives life to people, Allah provides children in the family, believes in that Allah (s.w) is there to remind human through having the brain as well as every person die*. This indicated that the above candidate confused the term 'motives' hence provided incorrect responses contrary to the demand of the question.

On top of that, other candidates provided the acts of widow during waiting period (Idda). Some of the points provided were; *She must be living in eda for four months and ten days, she getting the half of wealth of her husband, she getting wealth of her children, after four months and ten days if she wants to marriage with another husband she married as well as thehoods of her husband is to support her all period of eda by giving food, shelter*.

In addition, other candidates provided different responses because they were not familiar with topic Six Pillars of Faith. This made them guess the answers. For example, one candidate provided such points as: *Allah is together with all believers, the calamity is the party of true believer, make the believer to love and depend only Allah (s.w) as well as Allah (s.w) is there to remind human through having the brain*. This candidate lacked knowledge of the respective topic and failed to realize the demand of the

question therefore, provided wrong responses. Extract 12.2 shows a sample of incorrect response from a script of a candidate.

3.	(i) She must be to living in eda for four months and ten days. This mean that not marriage for this period.
	(ii) she getting the half of wealth of her husband and half for others like his mother, father of her husband.
	(iii) she getting the wealth of her childrens
	(iv) After four months and ten days - If she want to marriage with another husband, she married.
	(v) The hoods of her husband must be to - surprise her the all period of eda. by giving the edda food, shelter, clothers and all needed.

Extract 12.2: A Sample of Incorrect Response to Question 3

In Extract 12.2 the candidate explained obligations for the Muslim women who lost her husband instead of examining motives behind Bi Mwati of Zanzibar to respond *Inna lillahi wa inna ilayhi rajiun* after losing all of her five children and husband when Mv Spice Islander sank.

3.1.4 Question 4: Islamic Way of Life

The question required the candidates to briefly suggest ways that can be adopted by the Government and the society to alleviate poverty, illiteracy and disease according to Islamic perspectives. This question was from the topic Islamic Way of Life in subtopic Islamic Social and Political System.

The question was attempted by 517 (100%) candidates who sat for this examination. The analysis shows that, 379 (73.3%) candidates scored 6 to 10 marks. Also 87 (16.8%) candidates scored 3.5 to 5.5 marks and 51 (9.9%) candidates scored 0 to 3 marks of which, 20 (3.9%) candidates scored 0 mark. Figure 13 illustrates the performance of candidates in this question.

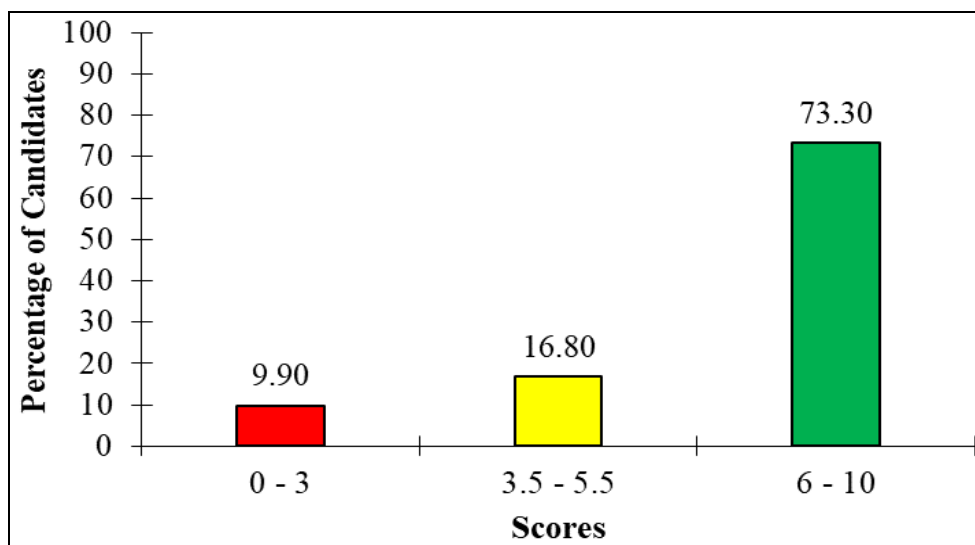


Figure 13: Performance of Candidates on Question 4

Generally, the performance of candidates in this question was good because 466 (90.1%) candidates scored above 3 marks. The analysis of the candidates' responses in this question revealed that, the 379 (73.3%) candidates scored from 6 to 10 marks which is a good performance. They correctly suggested ways that can be adopted by the Government and the society to alleviate poverty, illiteracy and disease according to Islamic perspectives. Some of responses provided were: *encouraging the giving zaka and sadaqa, insisting on the importance of education, forming cooperative union and business partnership, provision of loans without interest as well as encouraging people to work hard and engage themselves in economic activities*. These candidates mastered the topic of Islamic Way of Life. Extract 13.1 shows a sample of a response from a candidate who performed well in this question.

4	<p>a) Provision of beneficial education to citizens and children, education is a key to success in Islam when you educate a woman, it's like you've educated 10 other people besides that woman so this help to rises economy, fight against poverty and illiteracy</p> <p>b) Improvement of government policies, the government policies shall be improved like industrialization so as to rise the economy of the country.</p> <p>c) Prohibition of corruption corruption like bribery or frauds hinders development of the country as people sees public officers for private gain that hence leads to underdevelopment so when prohibiting corruption leads to prosperity.</p> <p>d) Encourage science and technology, this leads to better construction of hospitals to encourage good health status of workers as also good and strong infrastructures like roads for transportation hence country's development</p> <p>e) Encourage people to do work In Islam, Allah says that who do not do work is not pleased with so this is why Allah says hate (Riba) interests which encourages laziness so by doing work the countries economy works well.</p>
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Extract 13.1: A Sample of a Correct Response to Question 4

In Extract 13.1 the candidate suggested ways that can be adopted by the Government and the society to alleviate poverty, illiteracy and disease according to Islamic perspectives and therefore scored high marks.

The analysis also revealed that, 87 (9.9%) candidates who scored average marks (3.5 to 5.5), mixed the relevant responses with irrelevant ones. Examples of some incorrect responses mixed were: *By believing in God, by peace and security as well as by promoting unity and security.*

Further analysis revealed that 51 (9.9%) candidates who scored 0 to 3 marks misunderstood the demand of the question, as result they got weak performance. Some of them, explained sources of revenue during the life of

Prophet Muhammad (S.A.W) and Caliphate with the points such as; *Sadaqat, zakat, ushr, Al-Ghzwa and Al-fayi*. These candidates understood the demand of the question but all the points provided based on a single component of fighting against poverty and left a side issues related to illiteracy and diseases and this was contrary to the demand of the question which demanded the candidates to advise the government on how to alleviate them. As a result, they scored low marks.

On top of that, some candidates came with advice to the government on political and social affairs so as to have good well being of citizens. For example, one candidate argued that; *The government and society should avoid the presence of the democracy, the government and the society should the presence of multiparty system as well as the government and the society should adopt the presence of polytheism*. In another example a candidate argued; *To make the usage obtained income by government, to conduct the normal punishment presented by Islam as well as always be enroll in making the provision of leadership to law of Islam*. Another one provided the points such as: *To live according with the Qur'an and Sunnah, Government should obey the law of Islamic state as well as it should to depend from Allah (s.w) only*. These candidates lacked knowledge of true believers of Allah (S.W) in their practical life which made them to fail to meet the demand of the question. Extract 13.2 shows a sample of a candidate who answered this question incorrectly.

00	i/ To create the trade that have equality
04	the government to alleviate the poverty, illiteracy and disease according they should create the trade that equal to both and not depending on one side example the goods that they should be solded in the same price and not one high and other low
	ii) To educate people accordingly the Islamic education
	- This aimed to educating people
	iii) To create peoples consciousness
	iv) To increase Islamic elites
	v) To be excused from the corruption

Extract 13.2: A sample of incorrect response to question 4

In Extract 13.2 the candidate explained people’s awareness and education as the solution for the better life instead of suggesting ways that can be adopted by the Government and the society to alleviate poverty, illiteracy and disease according to Islamic perspectives.

3.1.5 Question 5: The Islamic Legal Science and Criminal Law

The question required the candidates to analyze briefly effects a man’s family may encounter due to his alcohol drinking habit. The Question covered the topic The Islamic Legal Science and Criminal Law in subtopic Islamic Criminal Law and Court Procedures.

The question was attempted by 517 (100%) candidates who sat for this examination. The analysis shows that, 440 (85.1%) candidates scored 6 to 10 marks. Also 57 (11%) candidates scored 3.5 to 5.5 marks and 20 (3.9%) candidates scored 0 to 3 marks of which, 13 (2.5%) candidates scored 0 mark. Figure 14 exemplifies the performance of candidates in this question.

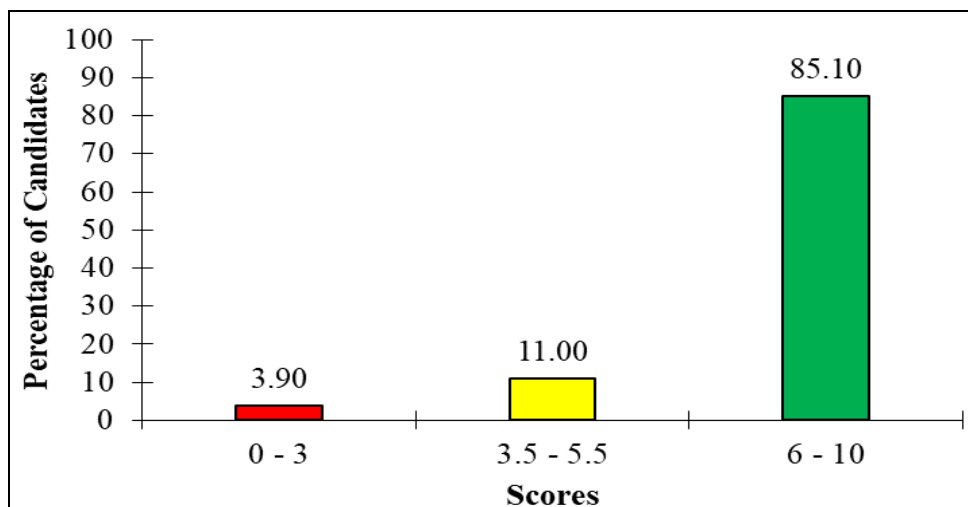


Figure 14: Performance of Candidates on Question 5

This is among the best performing question in this paper. This is the case because evidently 497 (96.1%) candidates scored from 3.5 to 10 marks. Also, 440 (85.1%) candidates who scored from 6 to 10 marks, performed well. This indicates that they had knowledge of Islamic Legal Science and Criminal Law hence were able to analyze briefly effects a man’s family may encounter due to his alcohol drinking habit. Apart from well explained

alcoholic effects given, these candidates were able to give tangible examples in real life. Some the effects provided were: *Drinking habit may cause disputes within the family which may end to family disintegration, unnecessary poverty is created due to wastage of resources, wastage of time, drinking alcohol is the key source of other evils according to Prophet (s.a.w), one who drinks loses self respect and respect of others, as well as drinking alcohol is helthy hazards.* Extract 14.1 is a sample of a response from a candidate who had good performance in this question.

5	<p>i) Famil Separation of Family. Through drinking alcohol it cause separation of family so due to that it cause strict children in the society. etc so due to that we should avoid alcohol because in Islam they prohibite that habit because Allah (s.w) dislike also it led underdevelop meet in islamic economy.</p>
	<p>ii) poverty. also the effect of drinking alcohol it cause poverty in the family because it can cause cannot afford their basic needs like Food, shelter, clothes. so due to that we should avoid drinking alcohol in order to fight against poverty in order bring changes in the family.</p>
	<p>iii) Moral decay. Also in the family the effect of alcohol is cause moral decay in the family so due to that we should avoid that because is bad behaviour.</p>
	<p>iv) disease. You know that drinking alcohol it bring disease which cause death of people in the society. so due to that we should avoid that in order to avoid disease which cause death in family.</p>

5	Q. Misunderstanding:
	also through drinking alcohol it cause
	conflict in the society which cause
	disappearing of peace and harmony in
	the family also love etc so due to that
	we should avoid that.

Extract 14.1: A Sample of a Correct Response to Question 5

In Extract 14.1 a candidate managed to analyze briefly effects a man's family may encounter due to his alcohol drinking habit.

Furthermore, 30 (4.4 %) candidates who scored average marks (3.5 to 5.5 marks) some of them failed to provide detailed explanations for the right effects a man's family may encounter due to his alcohol drinking habit mentioned. For example, one candidate provided incorrect responses such as *Allah's angels did not enter in that house as well as increase of devils to live for that family.*

On the other hand, the analysis shows that 20 (3.9%) candidates who scored 0 to 3 marks had weak performance. These few candidates failed to meet the demands of the question. Some of these candidate came with responses which were contrary to the demand of the question. For example, one candidate provided points such as: *Loss of weight of the body, it leads to the decline of shura and principles of Islamic community family as well as it leads to the destruction of Islam to the community family.* Other candidates hinted punishment which must be imposed to the drinkers. For example, one candidate provided such as: *They can't pray for timely, they should be getting 80 lashes as well as they can not inter into paradise. They must be dsmised in leadership in the family, they do not participate in the meeting as well as family will not listening their advice.* Another candidate had the following explanation; *to get punishment of Allah, they didn't know the existence of Allah as well as they don't worship Allah.* The candidates in this group lacked enough knowledge on the topic hence provided incorrect responses which led them to score low marks. Extract 14.2 shows a sample of wrong answer from a candidate.

05	<p>i) They don't worshipping Allah (s.w), The man's family may encounter due to his all alcohol drinking they don't worshipping Allah (s.w) This is the effects because they don't know which time to worship Allah (s.w). So this is the bad habit.</p> <p>ii) To get punishment of Allah (s.w); The punishments of Allah (s.w) is not easy so it is better to stop the drinking all alcohol.</p> <p>iii) Increasing of poverty; Among the effects of a man's family due to drinking alcohol is to increase the poverty because majority of people who don't drinking alcohol they get disease and poverty to occur, because money they use to buying alcohol.</p> <p>iv) They don't know the existence of Allah (s.w) and if they know don't fear the Allah (s.w) According to this get many punishment from Allah (s.w) if they don't drink alcohol they know may the existence of Allah (s.w).</p> <p>v) Spread of disease and street children; This is the common effects of man's family may encounter due to his alcohol drinking habit. Majority of people drink so much alcoholism that can lead to occur of zuma and to get disease with street children.</p>
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Extract 14.2: A Sample of Incorrect Response to Question 5

In Extract 14.2, the candidate explained reasons for the people to have drinking habit instead of analyzing briefly effects a man's family may encounter due to his alcohol drinking habit.

3.1.6 Question 6: The Purpose of Life and Life After Death

The candidates were required to explain briefly weaknesses of teachings of Biology teacher who taught students on no possibility of giving life to a decomposed body and dry bones. The question was from the topic The Purpose of Life and Life after Death in subtopic Life after Death.

A total of 512 (99%) candidates attempted this question. The candidates who scored 0 to 3 marks were 441 (86.1%) of which, 301 (58.8%) candidates scored 0 mark. Also, 42 (8.2%) candidates scored 3.5 to 5.5 marks and 29 (5.7%) candidates scored 6 to 9 marks. Figure 15 depicts the performance of candidates in question 6.

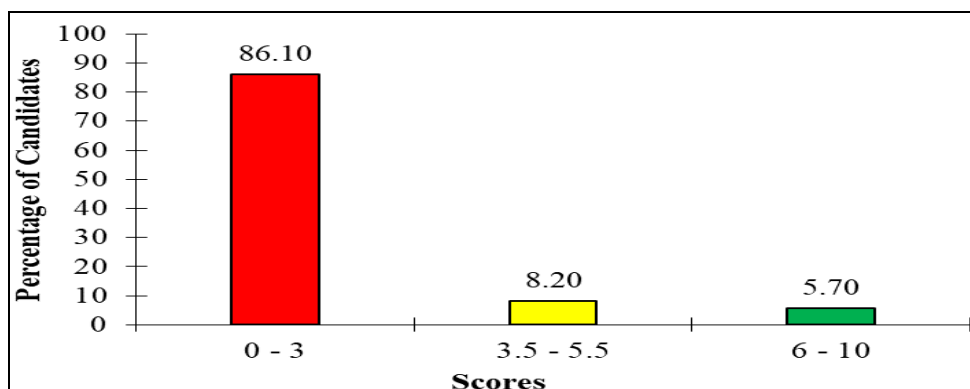


Figure 15: Performance of Candidates on Question 6

This is among the worst performed question in this paper. It can be evidently shown by the fact that only 29 (5.9%) candidates scored from 3.5 to 10 marks. The 441 (86.1%) of the candidates had weak performance (0 to 3 marks) as they misunderstood the requirement of the question. They provided different responses contrary to the demand of the question, as a result they scored low marks. Majority of the candidates 301 (58.8%) who scored 0 mark misinterpreted the demand of the question and therefore provided different responses. For example, a candidate responded that: *mens disease, the children that are born, the origin of life as well as the died of trees and coming back again*. This candidate created his/her own responses due to failure to realize the needs of the question hence provided the wrong answer.

Another candidate provided the evidence to prove the inevitability of life after death through practical life. Some of them explained: *Every living thing will be resurrected in the day of judgement, they are many historical evidences that dead body become alive, the sleeping and awakening of man life as well as decaying and decomposing of dead plant*.

On the other hand, some candidates provided the necessity of life after death. For example, one of the candidates argued that; *the something which*

have end did not lack origin, all living things they had been punished according to his or her deeds, reveal reality as well as Allah (s.w) giving man lives in order to provide justice.

In addition, other candidates mixed the responses of necessity of life after death and evidence to prove life after death. Some of their points were; *the life after death is for punishing all wrong doers, to be awarded for the good doers, all the rights of a living organisms to be returned, the life after death is possible as shown in the Qur'an through different historical evidences as well as the life after death is important as it is one among the six pillars of faith in Islam.* The candidates in this category had little knowledge on the topic and therefore mixed between evidences to prove life after death through practical life with necessity of life after death. Extract 15.1 is a sample of a script of a candidate who answered incorrectly in this question.

6	i) There is a day of judgment, so in this day all people will be alive in order to provide punishment to those people who do evils and to those believers to go ahead to paradise or Jannah.
	ii) There is life after death, After people die there is life after after death.
	iii) It is not true due to Qadar of Allah (s.w) . Due to Qadar of Allah (s.w) all people will be alive after death.
	iv) It is not true due to Books of Allah (s.w) . Because in Quran explained that after death of people all people will be alive and that day will be for judgement.
	v) It is not true due to the prophets. Because prophets like prophet Muhammad said that there is a day for all people who are died they will be alive and that day will be Qiyam.

Extract 15.1: A Sample of an Incorrect Response to Question 6

In Extract 15.1 the candidate explained the Pillars of faith instead of explaining weaknesses of teachings of Biology teacher who taught students on no possibility of giving life to a decomposed body and dry bones.

Moreover, 42 (8.2%) candidates who scored average marks (3.5 to 6 marks) had varied ways of responding to this question. Some of them failed to provide detailed explanations while others mixed correct with incorrect weaknesses. Some of the wrong responses provided were; *the justice will be realized, those who good deeds to be reward as well as to punish those who do bad deeds.*

Furthermore, the analysis revealed that, 29 (5.7%) candidates had good performance. These candidates scored from 6 to 10 marks. They correctly explained weaknesses of the teachings of biology teacher who taught students on no possibility of giving life to a decomposed body and dry bones. For example, one candidate responded that; *This stand is illogical since life at any stage is not in mans control, it is obvious that He who controls life can take it away and can restore it, men knows only one form of creation he does not know other forms of creation, Allah answers the disbelievers allegation by exposing hi unlimited power in creation by asking man to consider how he came to life from nothingness and life less objects as well as the arguments presented by Allah (s.w) in the reply to disbelievers is in the form of drawing men attention to the unlimited power in the creation.* Extract 15.2 is a sample of a response from a candidate who gave a relevant answer for this question.

Life is not controlled by man: Allah (r.w) is the creator and he gives man life so also he may bring life to a dead one as he gives us death. Example children of 'Israd'.

The creation of universe is difficult than man: so Allah (r.w) sayed that to create a universe it need million of years but to create a man is easy so man Allah (r.w) can bring a life to a dead man. Example Prophet Adam (A.C).

Allah is origiator and has the power, also Allah (r.w) have create everything also have the power of done everything that he want so is easy to bring a life to a dead one for his power. Example the people of cave.

Allah (r.w) give us life also give us death; Allah (r.w) give the life man and come in to the universe also have give death the man and so bring life to man so as to judge in the day of judgement. Example All man.

Life is not controlled by man; there is no any people that know how coming on earth and also don't know the day that has die so Allah also bring life to a dead one without knowing.

Intelligent of man: also man should use his intelligent so as to know the life of here after. There are many sign in the universe that prove the existance of here after through our sense organ. Example day and night, decrease and increase of sea water prove the there is life after death.

Extract 15.2: A Sample of a Good Response to Question 6

In Extract 15.2 the candidate managed to explain weaknesses of teachings of Biology teacher who taught students on no possibility of giving life to a decomposed body and dry bones.

3.2 SECTION B: ESSAY

This section comprised of three (3) essay questions. The candidates were required to answer two questions from this section in an essay form. Each question carried 20 marks, making a total of 40 marks. The questions were set to measure candidates' competences such as applying, analysing, evaluating and creating.

3.2.1 Question 7: Islamic Way of Life

This question required the candidates to relate the achievements of objective of Islamic economy with good relationship among the people in the Islamic society. This question is from the topic of Islamic Way of Life in subtopic Islamic Economic System.

A total of 255 (49.3%) candidates attempted this question. Out of which, 41 (16.1%) candidates scored 12 to 20 marks. Also 48 (18.8%) candidates scored 7 to 11.5 marks. On top of that, 166 (65.1%) candidates scored 0 to 6.5 marks, among them, 26 (10.2%) candidates scored 0 mark. Figure 16 shows the performance of candidates in this question.

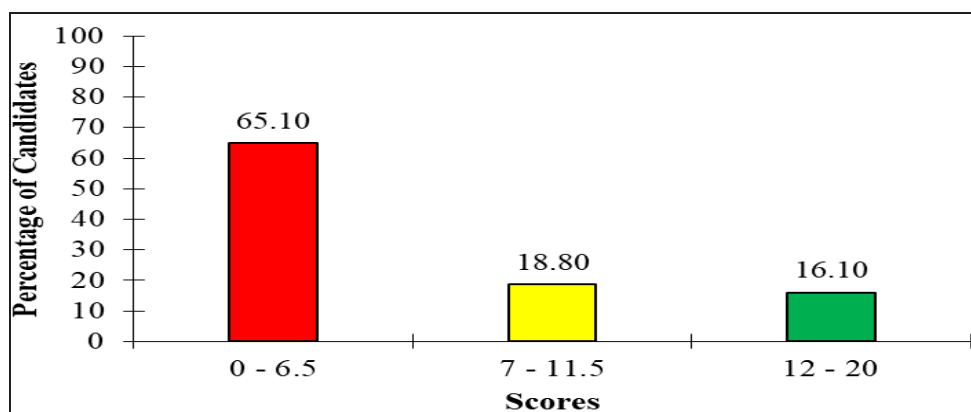


Figure 16: Performance of candidates on Question 7

The performance of candidates in this question was average since only 89 (34.9%) candidates scored 7 to 17 marks. The analysis revealed that, 41 (16.1%) candidates who scored 12 to 20 marks which is good performance, were able to relate the achievements of objective of Islamic economy with good relationship among the people in the Islamic society meet the

requirement of the question and had enough knowledge on the Islamic Way of Life. Some of the correct responses provided were: *Decentralization of wealth, transfer of resources and achievements of social and economic justice, the Islamic economics and to achieve social and economic justice within the Ummah, economic well being within the frame work of moral norms of Islam, ultimate objectives of Islamic economy are to see that in equality in its various consequences is reduced and human relation are built on concrete foundation of social justice, elimination of riba (interest) as well as private ownership.* These candidates had enough knowledge on Islamic Way of Life and good English proficiency. Their differences in score was the result of their strengths and weaknessess of their answers. Extract 16.1 is a sample of a correct response from a candidate in this question.

17	<p>Islamic economy - is the system of life which is considered to act in a well economic system it had many objectives including elimination of riba-classer and allocation of resource - the following are the achievement of objective of Islamic economy with good relationship among the people in the Islamic society.</p> <p>Private ownership; it is one among of the achievement of the objectives of Islamic economy since even nowadays there is private ownership of property not only resource which is related to among of people in the Islamic society hence private ownership is practices till now since it playes a great job.</p> <p>Elimination of riba; it is one among of the objectives of Islamic economy with relationship among the people in the Islamic society since due to among of the objectives of Islamic economy is to eliminate riba which has lead to many outcome hence one among the objectives of Islamic economy is to eliminate riba.</p> <p>Decentralization of wealth; it is one among of the objectives of Islamic economy since it relate with people among the Islamic community that the achievement of the objectives of Islamic economy is the decentralization of wealth which is good thing and it is practiced till now.</p> <p>Economic well being; it is one among of the relationship among people in the Islamic society that the achievement of objectives of the Islamic economy with and relationship.</p>
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7	<p>Transfer of resources and achievement of social political and economic system; among of the achievement of objectives of Islamic economy with good relationship among the people in the Islamic society due to the transfer of resources from one generation to another which is relating to the new generation that the transfer of resources plays a great role toward the achievement of social political and economic system.</p> <p>Generally; above are the achievement of objectives of Islamic economy with good relationship among the people in the society the following are the shortcomings like exploitation, emergency of classes, corruption which lead to an obstacle.</p>
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Extract 16.1: A Sample of a Correct Response to Question 6

In Extract 16.1 the candidate managed to relate the achievements of objective of Islamic economy with good relationship among the people in the Islamic society and therefore scored high marks.

Furthermore, the analysis indicated that 48 (18.8%) candidates who performed averagely (7 to 11.5 marks), provided less responses than required points. On top of that, some of these candidates did not provide detailed explanations. Others mixed correct with incorrect achievements. For example, one candidate gave the following incorrect responses; *The Islamic economy led to the development of trade and business because it allows the movement of people as well as achieved in helping the special group.*

Further analysis on the candidates' responses showed that 166 (65.1%) candidates scored 0 to 6.5 marks which had weak performance because of misunderstanding on the demand of the question. Some of them explained different ideas which did not correlat to the question while others explained duties of Islamic leaders in Islamic state. They were influenced by the last part of the question which linked the achievement of objective of Islamic economy with good relationship among the people in the Islamic society.

For example, one candidate wrote that: *the duty of Islamic leaders were help promotion of of peace and security, help to promote justice in the society, help promote good relation between members in the family and emphasize people to work hard.*

Some candidates also explained the uses of revenue in Islamic State. They argued that; For example, one of the candidates argued; *good and fair uses of of revenue among the members of society will boost good relationship among them and by doing so peace will prevail.* In another example, a candidate provided points such as: *the fair uses of revenue in the society will manage to stop exploitation between members of Islamic State, will provide equal services to the people in the society and will cement relationship between business owners and buyers.*

On top of that, one candidate related the question with five Pillars of Islam. The candidate responded that: *It led to performing worship of pilgrimage, increase the capacity of giving zakat, lead both development of trade, promoted development of strong state as well as promoted the spread of Islamic religion.* The candidates in this group did not master well the topic of Islamic Way of Life. Hence, they provided wrong responses because they misunderstand the demand of the question. Extract 16.2 is a sample of an incorrect response of a candidate.

7	<p>Islamic economy, this is the level of wealth-reached by muslims within different Islamic community, due to the Islamic economy rise due to the various trade activities, the following are the relations of the achievement of objective of Islamic economy with good relationships among the people in the Islamic society</p>
	<p>It lead to performing worship of pilgrimage, the people within the Islamic societies after the improve of their economy the people went Mecca for performing worship and of pilgrimage which is among of pillars of Islam so within this the people increased good relations</p>
	<p>increased the capacity of giving zakat, the muslims were very responsibly in ensuring they pay zakat like society so within giving zakat like societies the people's good relations it expanded this is due to payment of zakat it purify the society and the soul of society</p>
	<p>lead to the development of trade, this refers to the exchange between goods for goods or goods for money but although time they were more based on money goods for goods so the good relations among the people it expanded through the trade relations and share of various ideas</p>
	<p>promoted establishment of strong states, the muslims society after being improved in the sector of economy the good and strong states were established that situation led to the establishment of strong and good relations and the people within the Islamic communities</p>
	<p>promoted the spread of Islamic religion, the Islamic religion due to the good wealth accumulation</p>

7	The Islamic religion is spreaded within various places such thing managed the good relationship among muslim people
	Generally, in order the people to increase the good relation within the societies they must wish to follow the Islamic laws and principles because Islam is didn't leave anything. because even happy comes from Islamic religion

Extract 16.2: A Sample of Incorrect Response to Question 7

Extract 16.2 is the sample of a response of a candidate who explained the importance of Islamic economy in the Muslims community instead of relating the achievements of objective of Islamic economy with good relationship among the people in the Islamic society.

3.2.2 Question 8: The Islamic Family Law

The candidates were required to analyze rights that a husband should give his wife to resolve the challenges of marriage. The question covered the topic of The Islamic Family Law in subtopic of Legality of Marriage.

The question was attempted by 446 (86.3%) candidates out of 517 who sat for this examination. The analysis shows that, 223 (50%) candidates scored 12 to 20 marks. Also, 147 (33%) candidates scored 7 to 11.5 marks. Additionally, 76 (17%) candidates scored 0 to 6.5 marks among them, 29 (6.5%) candidates scored 0 mark. Figure 17 shows the performance of candidates in this question.

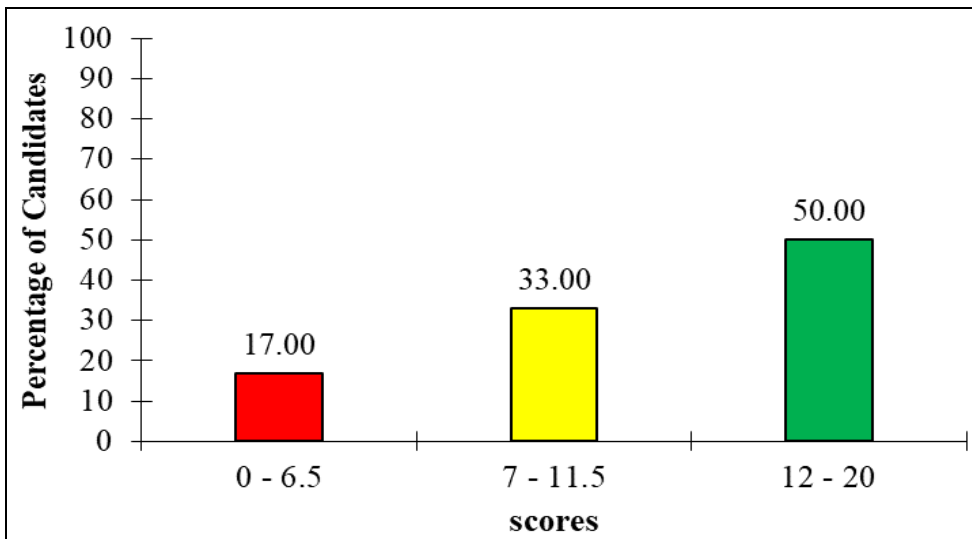


Figure 17: Performances of Candidates on Question 8

The general performance of candidates in this question was good as 370 (83%) candidates scored 7 to 20 marks. The analysis of candidates' responses revealed that 223 (50%) candidates who scored from 12 to 20 marks had good performance. They were able to meet the requirement of the question as well as had good knowledge of Islamic Family Law. They were able to analyze rights that the husband should give his wife to resolve the challenges of marriage. Some responses given by these candidates were: *To treat her kindly, to educate her, to make justice in case of polygamy, provision of basic needs, to accompany her in enjoyment, and Rwegasira should not be too strict in order to make his wife comfort to his views.* Extract 17.1 is a sample of a response from a script of a candidate who answered this question correctly.

08.	<p>Marriage is the social relationship between a male and female as a wife husband and wife.</p>
	<p>"Rwegasira and Mwanakombo are husband and wife for</p>
	<p>five years now. However, their marriage faces some challenges</p>
	<p>because each one feels to have more rights than the other."</p>
	<p>The following are the rights Rwegasira should give his</p>
	<p>wife to resolve their challenges;</p>
	<p>Right to be loved. A wife has a right to be</p>
	<p>loved by her husband as it is the responsible to</p>
	<p>him to do so, so that Rwegasira should love his</p>
	<p>wife.</p>
	<p>Right to be respected. This is a right to</p>
	<p>every member in the marriage including wife and</p>
	<p>husband, every one have to respect another in any case</p>
	<p>so that Rwegasira should respect his wife in order</p>
	<p>to resolve their challenges.</p>
	<p>Right to be educated. A husband is resp</p>
	<p>onsible to his wife to give education either</p>
	<p>directly or indirect by wing the teachers. By</p>
	<p>doing so, their challenges in their marriage would</p>
	<p>be resolved effectively because a wife has enough</p>
	<p>educated.</p>
	<p>Right to be defended. It is a right of</p>
	<p>a wife to get a defence from her husband</p>
	<p>such as a husband should ensure that his</p>
	<p>wife is at a good condition and she is safe.</p>
	<p>Right to get the sexual needs. A wife</p>
	<p>has a right to get the sexual needs from her</p>
	<p>husband as if there is no any circumstance</p>
	<p>that would made them uneffectively to do it</p>
	<p>Right to get the daily requirements.</p>
	<p>This including food, clothes and shelters in what</p>

08	which she could get them from her husband.
	Generally, all the wife and husband has the
	rights and responsibilities from one to another. So
	that also husband has his rights from his wife
	such as he could be respected, a wife should take
	care of her husband as well as with his properties
	and also to give the birth of the children for
	husband.

Extract 17.1: A Sample of a Correct Response to Question 8

Extract 17.1 is a response from a candidate who correctly analyzed rights that husband should give his wife to resolve the challenges of marriage and therefore scored high marks.

The analysis also showed that, there were 147 (33%) candidates who scored 7 to 11.5 marks which is average performance. These candidates mixed relevant with irrelevant responses. Some of irrelevant responses given by these candidates were: *rights to own property in family matter, right to own income or money in family as well as right to get work or employment.*

Further analysis revealed that 76 (17%) candidates who scored 0 to 6.5 marks had weak performance because they failed to meet the demand of the question. Some candidates explained the importance of marriage in the society. For example, one of the candidates explained that; *Solve problem among the people in the society, solve moral decay in the society, reduction of prostitution, reduction of poverty as well as increase of brotherhood in the society.* These candidates had knowledge on the topic but failed to understand the needs of the question hence they provided incorrect responses.

Others elaborated rights of women in Islam. Some of the responses given were: *right to choose husband she loves, right to own properties, right to freedom of expression, right to get inheritance, right to seek knowledge as well as equal rights to seek partner.* This candidate thought that, the question wanted him/her to explain rights of women in Islam so he/she

invested much efforts in explaining those right. This candidate was misled by the term ‘right’ used in the question.

Yet, some candidates provided different responses which in one way or another did not correctly answer the question. One candidate responded that: *Rwegasira should give her the right of marrying, rwegasira should lead his wife in everything, rwegasira should give her some gifts, rwegasira should not do anything that will break the heart of his wife.* Extract 17.2 shows a sample of a wrong answer in this question.

8.	<p>Rights ; Is the laws of Allah (s.w) which people develops in the society. The following are the rights Rwegasira should give his wife to resolve the challenges</p> <p>Increase love ; Rwegasira should increase love for the solve the challenges among people in the society</p> <p>Solve problem among the people in the society ; also the Rwegasira should solve problem among the people in the society for give his wife to solve the challenges.</p> <p>Solve moral decay in the society ; also Rwegasira should solve moral decay in the society for give his wife.</p> <p>Reduction of prostitution ; also Rwegasira should reduction of prostitution to give his wife.</p> <p>Reduction of poverty ; the poverty is the situation of people or Rwegasira to solve for the give his wife.</p> <p>Increase brotherhood in the society ; also Rwegasira should solve this problem to give his wife.</p> <p>Generally ; This are the rights which should Rwegasira for the solve problems. Include Increase of love, Reduction of poverty, Reduction of prostitution</p>
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Extract 17.2: A Sample of a Weak Response to Question 8

Extract 17.2 is the sample of a response from a candidate who explained advantages/importances of marriage in Islamic perspective instead of analyzing the rights that husband should give his wife to resolve the challenges of marriage and therefore scored low marks.

3.2.3 Question 9: The Purpose of Life and Life after Death

This question required the candidates to justify the reality of life of hereafter by referring to historical facts from the Holy Qur'an. The question covered the topic The Purpose of Life and Life after Death in the subtopic Life after Death.

The question was attempted by 328 (63.4%) candidates out of 517 who sat for this examination. The analysis shows that, 219 (66.7%) candidates scored 12 to 20 marks. Also, 36 (11%) candidates scored 7 to 11.5 marks. Additionally, 73 (22.3%) candidates scored 0 to 6.5 marks among them, 22 (6.7%) candidates scored 0 marks. Figure 16 shows the performance of candidates in this question.

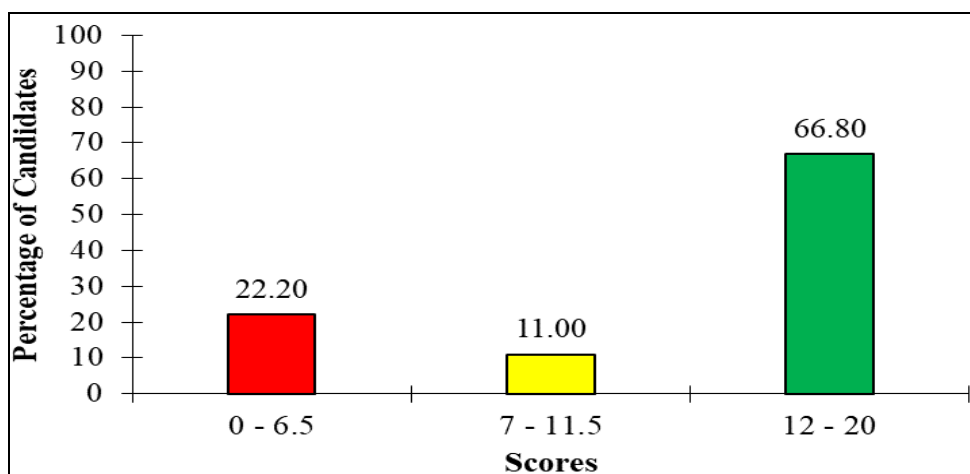


Figure18: *Performance of Candidates on Question 9*

The performance of candidates in this question was good since 255 (77.7%) candidates scored 6.5 to 20 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 were able to justify the existence of life of hereafter by referring to historical facts from the Holy Qur'an. Some of

these candidates responded that: *Prophet Ibrahim politely asked his creator how he brings the dead into life, Allah (s.w) brought the life for men who passed away for 100 years, the children of Israel gave Moses condition that they can not believe him until they see Allah with their own eyes, Prophet Isa brought back dead bodies, another incident when man was killed as well as Ashabil kahf which is explained in suratul kahf (18:25). Good performance of many candidates in this question proved that the question was well understood by and they had enough knowledge of Purpose of life and Life after Death. Extract 18.1 is a sample of a response from a candidate who scored high marks in this question.*

9.	<p style="text-align: center;">According to Islamic religion, there is another life after here. Although other mankind argue by saying that there is no possibility of life of hereafter by various arguments. These arguments of non-believers are crushed in Islam through various evidences from the Holy-Qur'an. The following are some of the historical facts from holy Qur'an which justify the reality of life of hereafter :</p> <p style="text-align: center;">Back to life the four birds of Prophet Ibrahim (a.s): As history tells us that, the four birds of Prophet Ibrahim were brought alive after being cuted by him. This occurred when Prophet Ibrahim needs to purify his Iman by seeing how Allah (s.w) can brough a dead soul to life again, Allah (s.w) direct him to take four birds and give them names, then he have to cut them all in small pieces and mix together and then to separate them, after that he were required to call them by their names. When he called them the four birds joined together and back to life again.</p> <p style="text-align: center;">Back to life the Children of Bani Israil: In Islamic history there is a story of the Children of Bani Israil who were brought up to life after dying, when they wanted to see - Allah (s.w). They were dead then they were brougkt to life again.</p>
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9.	<p>A story of a man who passed away for hundred years then back to life: In the previous time, there was a man with his donkey. Both of them died then after hundred years, Allah (s.w) brought them alive. This event shows clearly that there is life after hereafter.</p> <p>Ability of Prophet Issa (a.s) to brought a dead person to life: Prophet Issa (a.s) was given a power and ability from Allah (s.w). He was able to make dead person into original life. He wasn't doing this by his own ability but from Allah's power. This was among the miracle given Prophet Issa (a.s). This miracle support the ability of Allah (s.w) also shows that there is life after hereafter.</p> <p>The story of people of As-habul-Kahf; As-habul-kahf were the people of the cave. They were in the cave sleeping for more than three hundred years. Allah (s.w) is able to give live to people who slept for more than three hundred years so life after hereafter is possible.</p> <p>Back to life a person died by who were killed during Period of Prophet Mussa (a.s); The story of a person who were killed by his fellow, and Allah (s.w) brought him alive so as to point the one who killed him. After mentioning the one who killed here his fellow, he died again.</p> <p>Generally, There -</p> <p>are alot of reasons and evidences which support the possibility of life after death. The life after here hereafter is inevitable since Allah (s.w) is the creator and controller of everything in the universe.</p>
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Extract 18.1: A Sample of Corrected responses to question 9

In Extract 18.1 the candidate managed to justify the reality of life of hereafter by explaining historical facts from the Holy Qur'an which explains giving back of life in some occasion after death.

Moreover, 36 (11%) candidates scored 7 to 11.5 marks which is an average performance. These candidates mixed incorrect facts within correct responses so they had average performance. For example, one candidate explained incorrect facts such as; *A question of Dhul Qurnain the man was dead for almost one hundred years and then turned back as well as the question of Ibrahim (a.s) who was killed by using fire but was given life by Allah (S.W)*. Some candidates provided fewer facts than required as well as lacked detailed explanations for the mentioned facts. Hence they scored the average marks.

On the other hand, 73 (22.3%) candidates scored 0 to 6 marks which is weak performance. They had insufficient knowledge on respective topic. Some of them failed to meet demand of questions and their responses were wrong. Some candidates explained necessity of life after death instead of justifying the reality of life of hereafter by referring to historical facts from the Holy Qur'an. These candidates misinterpreted the word 'reality' used in the question. They translated the word to be necessity while aimed to sight those historical facts in the Qur'an which means to bring back life. As a result, they described the life of human being from the death to the day of resurrection. For example, one candidate explained that; *to establish justice, to reveal the right path, to punish those who conduct evils, to reward the good evils as well as one to be asked about the bounties given by Allah (s.w)*.

On top of that some candidates explained relationship between death and day of judgement. Some of the answers explained by these candidates were: *The grave become among the place of Jannah to those who follow the things which Allah told us to do in the Islam, The grave become among the place of punishment those who was against with Islamic orders, the life of non believer after death (Christians) and other religion with the punishment forever, the day of judgement will be heavy day where by no one will be able to know another, your good thing and bad things will be measured in order for you to me given what you suppose to get, as well as Allah will make shadow to those who are conduct good things which Allah told Islamic ummah to do*. These candidates lacked knowledge on the respective topic as a result they provided guessed responses. Extract 18.2 is a sample of a response from a candidate who answered incorrectly in this question.

9	<p>Holy Qur'an Is the holy book of Allah (s.w)</p>
	<p>Comes in order to recover Islamic religion in Our life in a every day life. Through holy Qur'an helps to reduce non-believers and promotes believers in the Islam. The following are the points which show the reality of life of hereafter by referring to six historical facts from the holy Qur'an which are:</p>
	<p>Barzakh life, are life which were people live after death. Through reality of life of hereafter it consists Barzakh life which helps to show human being if either in the heavenly or in the fire.</p>
	<p>Day of judgement, is the day which are people know effectively if they live in the heavenly or in the fire through day of judgement it can make people either happy or sadness, through day of judgement.</p>
	<p>Revive of people, It means that after death it can get revive of people, in this period it can revive for right hand or left hand which helps to know if you are in the heaven or in the fire through revive of people.</p>
	<p>Heaven / fire's life, It means that the period which people did judgement either to live in the heaven or in the fire. Through this period led people to be happy or sadness for choices of their life.</p>
	<p>Through prophet Muhammad (s.a.w), It shows that have a life of hereafter through Our prophet Muhammad (s.a.w) it he explained every things about this saying because helps people to be aware.</p>
	<p>Therefore, life of hereafter it can make achievements or weaknesses which can led to live</p>
	<p>for their life and can get good relationship among</p>
	<p>muslims and also can get believers and can make</p>
	<p>people to promote their life and encourage relationship</p>
	<p>is among them.</p>

Extract 18.2: A Sample of Incorrect Response in Question 9

In Extract 18.2 the candidate explained the stages human being is supposed to pass after death to heaven instead of justifying the reality of life of hereafter by referring to historical facts from the Holy Qur'an.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The Islamic Knowledge Advanced Certificate of Secondary Examination of 2023 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 topics; *The Islamic Legal Science and Criminal Law (96.1%)*, *The Islamic Family Law (83%)*, *Authenticity of the Holy Qur'an (79.1%)*, *Evolution of Islamic State in Meccan Era (66.7%)*, *Qur'anic Concept of Religion (65.6%)* and *Islamic Way of Life (62.5%)*. The candidates performed well in these topics because of their ability to follow the 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 the questions that required explanations as they produced grammatical correct and meaningful sentences as well as logical arrangement of essays.

The candidates performed averagely in the topics; *The Teachings of Selected Verses (54.2%)*, *The Islamic State in Caliphate Era (50.7%)*, *The Belief in Allah (s.w) and its implications (49%)*, *Evolution of Islamic State in Meccan Era (48.6%)*, *The Purpose of Life and Life After Death (45.8%)*, *Qur'anic Concept of Education (42.4%)* and *The Six Pillars of faith (39.3%)*. The reasons which made the candidates get average performance on these topics were providing fewer points than instructed, mentioning of correct points without satisfactory explanations, mixing up correct with incorrect concepts and insufficient English Language skills.

Further analysis indicates that, candidates had weak performance on the topics; *Rationale of Islam and the Concept of Worship (27.3%)*, *The History of Universe and Mankind (27%)* and *The History of Islamic State after Caliphate Era (25.4%)*. The analysis of the candidates' responses suggests that this weak performance on those topics was a result of failure to meet the demand of the question, misconception and misinterpretation of the requirements of the questions and insufficient knowledge of the topics examined. The candidates' performance on the topics for ACSEE 2023 is summarized in Appendix I.

The comparison of candidates' performance between 2022 and 2023 showed that, in 2022; the performance was good in seven (7) topics, average in five (5) topics and weak in three (3) topics while, in 2023 it was good in five (5) topics, average in seven (7) topics and weak in three (3) topics. Therefore, in comparison with 2022 examination, the performance of the candidates in Islamic Knowledge Advanced Certificate of Secondary Education Examination (ACSEE) 2023 topic wise has slightly decreased. However, in 2022 examination questions were constructed from fifteen (15) topics the same as in 2023. The candidates' performance has not changed in topics of *Qur'anic Concept of Religion, Authenticity of the Holy Qur'an and The Islamic Legal Science and Criminal law* which were good. While the topics of *The Teachings of Selected Verses* which was average and *The History of Universe and Mankind* which was weak for two years.

In addition, there was an increase of performance of the topics of *Islamic Way of Life* from average in 2022 to good in 2023, *The Belief in Allah (s.w) and its Implications and Six Pillars of Faith* from weak in 2022 to average in 2023. There was a decline of performance on topic *Qur'anic Concept of Education* and *The Purpose of Life and Life After* from good in 2022 to average performance in 2023. On top of that, the topic *Rationale of Islam and the Concept of Worship* declined from average in 2022 to weak in 2023.

However, there were four (4) topics which were tested in 2022 but were not tested in 2023. These are *Islam in East Africa, The Islamic State in Madina, Sunnah and Hadith* and *The History of Universe and Mankind*. Apart from that, there were also four (4) topics which were tested in 2023 but were not tested in 2022. These are *The Islamic State in Caliphate Era, Evolution of Islamic State in Meccan Era, The History of Universe and Mankind* and *The History of Islamic State after Caliphate Era*.

The comparison of the analysis of the candidates' performance on each topic for 2022 and 2023 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) 2023 was average since 53.18 per cent had good performance. This indicates that, nearly half of the candidates were not able to answer correctly due to inadequate knowledge on the topics tested. Most of those candidates had problems in responding to question 6 and 8 in paper 1 which were set from the topics of the *History of Islamic State after Caliphate Era* and *The History of Universe and Mankind* respectively. Also, the candidates failed to answer question 1 and 6 of paper 2 which were set from the topics of *Rationale of Islam and the Concept of Worship* and *The Purpose of Life and Life after Death* respectively.

Furthermore, a thorough analysis of 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. Moreover, they wrote and organized well their essays due to their high level of English Language proficiency.

However, the analysis also revealed that, the candidates with weak responses proved to have a number of challenges such as mixing up relevant with irrelevant concepts, provision of less than required points on that particular questions, failure to meet or misinterpret the demands of the question and lack of enough knowledge on the various topics tested.

It is expected that the 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. Therefore; future candidates will have better performance.

6.0 RECOMMENDATIONS

In order to improve the performance in this subject, the following are recommended;

- (i) Teachers have to use interactive methods of teaching where learners participate fully on the teaching and learning process in order to familiarize with different concepts of the subject.
- (ii) Teachers should give more tests using different action verbs and terminologies in measuring different levels of understanding of the subject matter.
- (iii) Students should be encouraged to do a critical review of different topics comparatively especially *The Purpose of Life and Life after Death, Islam and the Concept of Worship* and *the History of Islamic State after Caliphate Era* by doing a library research.
- (iv) The Islamic knowledge teachers and students should adhere to the paradigm change in education from mere cramming the facts (contents) to realization of the facts studied (competence).

APPENDIX I

ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an Average of 35% or Above	Remarks
1	The Islamic Legal Science and Criminal law.	1	96.1	Good
2	The Islamic Family Law	1	83	Good
3	Authenticity of the Holy Qur'an.	1	79.1	Good
4	Qur'anic Concept of Religion	1	65.6	Good
5	Islamic way of Life	2	62.5	Good
6	The Teachings of Selected Verses	1	54.2	Average
7	The Islamic State in Caliphate Era	1	50.7	average
8	The Belief in Allah (s.w) and its implications	1	49	Average
9	Evolution of Islamic State in Meccan Era	2	48.6	Average
10	The Purpose of Life and Life After Death	2	45.8	Average
11	Qur'anic Concept of Education	1	42.4	Average
12	The Six Pillars of faith	1	39.3	Average
13	Rationale of Islam and the Concept of Worship.	1	27.3	Weak
14	The History of Universe and Mankind	1	27	Weak
15	The History of Islamic State after Caliphate Era	1	25.4	Weak

Appendix II

COMPARISON OF CANDIDATES' PERFORMANCE IN TOPICS BETWEEN YEAR 2022 AND 2023

S/N	Topic	2022			2023		
		Number of questions per topic	Percentage of Candidates who scored an average of 35% or above	Remarks	Number of questions per topic	Percentage of Candidates who scored an average of 35% or above	Remarks
1	The Islamic Legal Science and Criminal law.	2	64.2	Good	1	96.1	Good
2	The Islamic Family Law	1	43.9	Average	1	83	Good
3	Authenticity of the Holy Qur'an.	1	80.4	Good	1	79.1	Good
4	Qur'anic Concept of Religion	1	80.8	Good	1	65.6	Good
5	Islamic way of Life	1	48.3	Average	2	62.5	Good
6	The Teachings of Selected Verses	1	55.3	Average	1	54.2	Average
7	The Islamic State in Caliphate Era				1	50.7	average
8	The Belief in Allah (s.w) and its implications	1	27.7	Weak	1	49	Average
9	Evolution of Islamic State in Meccan Era				2	48.6	Average
10	The Purpose of Life and Life After Death	1	60.3	Average	2	45.8	Average
11	Qur'anic Concept of Education	1	80	Good	1	42.4	Average
12	The Six Pillars of faith	1	12.3	Weak	1	39.3	Average
13	Rationale of Islam and the Concept of Worship.	1	48.4	Average	1	27.7	Weak
14	The History of Universe and Mankind	1	24.1	Weak	1	24.1	Weak
15	The History of Islamic State				1	12.3	Weak

	after Caliphate Era						
16	Islam in East Africa	2	61.65	Good			
17	The Islamic State in Madina	1	60	Good			
18	Sunnah and Hadith	1	50.3	Average			
19	The History of Universe and Mankind	1	24.1	Weak			

