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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (ACSEE) 2020

115 ISLAMIC KNOWLEDGE

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FOREWORD

The Islamic Knowledge examination was set to assess the competences and knowledge acquired by the candidates in accordance with 2019 Examination Format. This examination was administered in July 2020. The report on Islamic Knowledge Candidates Item Response Analysis for the Advanced Certificate of Secondary Education (ACSEE) of 2020 is aim at providing feedback to educational stakeholders in general on how the candidates answered the questions.

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

Islamic Knowledge is among the subjects that had average performance. The report has therefore, revealed a number of factors that might have attributed to the candidates average performance. Such factors include insufficient knowledge, inability to express themselves in English Language and misinterpretation of the requirement of the questions.

The feedback provided will enable education administrators, students, teachers, parents, policy makers and all educational stakeholders in general to take appropriate measures in order to improve candidates' performance in future examinations.

Finally, the National Examinations Council would like to thank all who participated in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report intends to evaluate the performance of candidates in Islamic Knowledge for the Advance Certificate of Scondary Examination (ACSEE) 2020. The Islamic Knowledge examination had two papers; 1 and 2. Each paper consisted of two sections; A and B, with six and three questions respectively. The candidates were required to answer all questions from section A and two questions from section B. Each question in section A carried 10 marks while each question in section B carried 20 marks.

A total of 1,058 candidates were registered for 2020 examination, among these 1,017 candidates sat for this examination. This is an increase of 154 candidates compared with 863 candidates who did the examination in 2019. The results showed that 717 candidates passed with the following grades; grade C 9 (0.88%), grade D 117 (11.50%), grade E 368 (36.20%) and grade S 223 (21.92%). A total of 300 (29.50%) candidates performed weakly by obtaining grade F. The ACSEE 2020 Islamic Knowledge performance shows that, 70.5 percent of the candidates passed. This performance has increased by 1.1 percent compared to 2019 in which 69.4 percent of the candidates passed.

The report provides feedback to stake holders on the performance of candidates by stating candidates' strengths and weaknesses in responding to the questions. In analyzing the candidates' performance in each question, the performance was graded as good, average and weak. The pass rate of each question was 35 percent and above the marks allocated to the question. The candidates who scored an average of 60 to 100 percent fall under good category, those who scored from 35 to 59 percent fall under an average category while those who scored from 0 to 34 percent fall under the weak category. The candidates'performance is summarized in the attached appendix, whereby green colour presents good performance while yellow and red colours presents average and weak performances respectively.

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

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

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

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section had six (6) short answer questions. Candidates were required to answer all the given questions. Each question carried 10 marks making a total of 60 marks.

2.1.1 Question 1: Evolution of Islamic State in Meccan Era

Candidates were required to compare five practices of atheism during the life time of the Prophet Muhammad (s.a.w) with practices of disbelievers of contemporary world. The question was derived from the topic of Evolution of Islamic state in Meccan Era.

The question was attempted by 902 (88.7%) candidates out of 1,017. The performance shows that, 743 (82.4%) candidates scored from 0 to 3 marks, among those, 191 (21.2%) candidates scored 0 mark. Also, 142 (15.7%) candidates scored from 3.5 to 5.5 marks and 17 (1.9%) candidates scored from 6 to 9 marks. There was no candidate who scored all 10 marks. Candidates performed weakly in this question as 159 (17.6%) candidates scored from 3.5 to 9 marks as it shown in Figure 1.
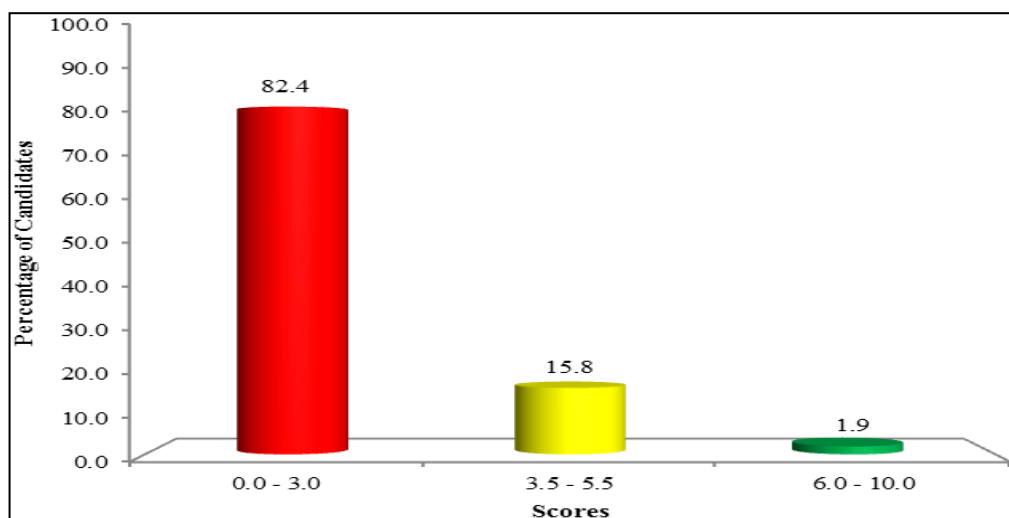

Figure 1: *Performance of Candidates in Percentage in Question 1.*

This performance implies that the majority of candidates (82.4%) who scored 0 to 3 marks lacked knowledge of evolution of Islamic State in Meccan Era especially on comparison between practices of Atheism during life time of the Prophet Muhammad (s.a.w) with practices of disbelievers of contemporary world. Some candidates deviated from the focus of the question by providing responses contrary to the required one. They explained mechanisms employed by disbelievers to annihilate Islam. The mechanisms explained by these candidates were; *ignored of the Prophet, they wanted to kill the Prophet, Fitna and challenging to the Prophet*. Other candidates analysed life style of Jahiliyya people before advent of the Prophet Muhammad (s.a.w) such as; *people of Jahilliya period were very weak and committed general sins like Adultery, believed in gods and godes, they loved barbaric life, and women were not allowed to own property*. Some candidates did not answer this question. They left empty space even if it was compulsory. All these shows that they lacked knowledge of Evolution of Islamic state in Meccan Era. Extract 1.1 is a sample of a weak response from the script of a candidate.

Extract 1.1: A sample of weak response.

In extract 1.1 a candidate analysed features and life style of Jahiliyya people before the advent of the Prophet Muhammad (s.a.w) instead of comparing five practices of Atheism during life time of the Prophet Muhammad (s.a.w) with practices of disbelievers of contemporary world.

Candidates (1.9%) who scored from 6 to 9 marks responded correctly according to the demands of the question. They managed to compare five practices of Atheism during life time of the Prophet Muhammad (s.a.w) with practices of disbelievers of contemporary world. The comparisons explained by these candidates were; *both deny Allah's existence, killing and torturing the Muslims, compromise and bargaining, threats, the Atheists and Muslim have been discriminated in all spheres of life by atheist especially in sharing the national cake*. These candidates expressed themselves well in English Language. Extract 1.2 is a sample of a good response from the script of a candidate.

1. The practises of Atheism during life time of prophet muhammad (P.b.u.h) with practices of disbelievers of contemporary world are as follows;

(i) Malicious propaganda during the life time of prophet muhammad (P.b.u.h) was through laughing and winking at the believers connecting to the contemporary world propaganda are still going on in which there are some people (disbelievers) who laugh and provoke words to the believers and undermining them

(ii) The killing of muslims during the life time of prophet muhammad (P.b.u.h) was through the disbelievers killing muslims with no proper reason so as to terminate islam, connecting it with the contemporary world the practise of muslims being killed is still going. Example the mass killings in 1989 during mwembe chai killings so as to annihilate islam.

(iii) Economic sanctions; during the life time of the prophet, one of the practise to annihilate islam was through the economic sanctions in which the prophet was not given an social service same applies to the contemporary world in which through suspending people from acquiring the social services so as to annihilate islam and make people (muslims) to shift to their side.

(iv) Threats; These are words which make someone to be afraid of something leading to making decisions of their own. during the prophet people were threated example the uncle of prophet who was Abumtwalid was threated to warn his-nephew muhammad to stop fighing for islam same applies to the contemporary world many people are threatened to shift to other religions from islam hence annihilating islam.

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Extract 1.2: shows a sample of relavant responses.

Furthermore, 15.8 percent of the candidates with average performance mixed up correct and wrong answers. These incorrect comparisons of practices of Atheism during life time of Prophet Muhammad with practices of disbelievers of contemporary world were; *both were called their people liar and both they killing their Prophet.* Some candidates had an average perfomance because they explained less than the required points. Also Most of these candidates proved to have insufficient English Language skills hence their explantions were not clear.

2.1.2 Question 2: Authenticity of the Holy Qur'an

The candidates were required to give four evidences to prove that Qur'an was a complete book during the life time of Prophet Muhammad (s.a.w). The question was derived from the topic of Authenticity of the Holy Qur'an.

A total of 982 (96.6%) candidates attempted this question. The candidates who scored from 0 to 3 marks were 965 (98.3%), among those, 660 (67.2%) candidates scored 0 mark, 16 (1.6%) candidates scored from 3.5 to 5 marks and 1 (0.1) scored 6 marks. There was no candidate who scored all 10 marks. The general performance of candidates in this question was weak as only 17 (1.7 %) candidates scored above 3 marks. Figure 2 shows the performance of candidates in this question.
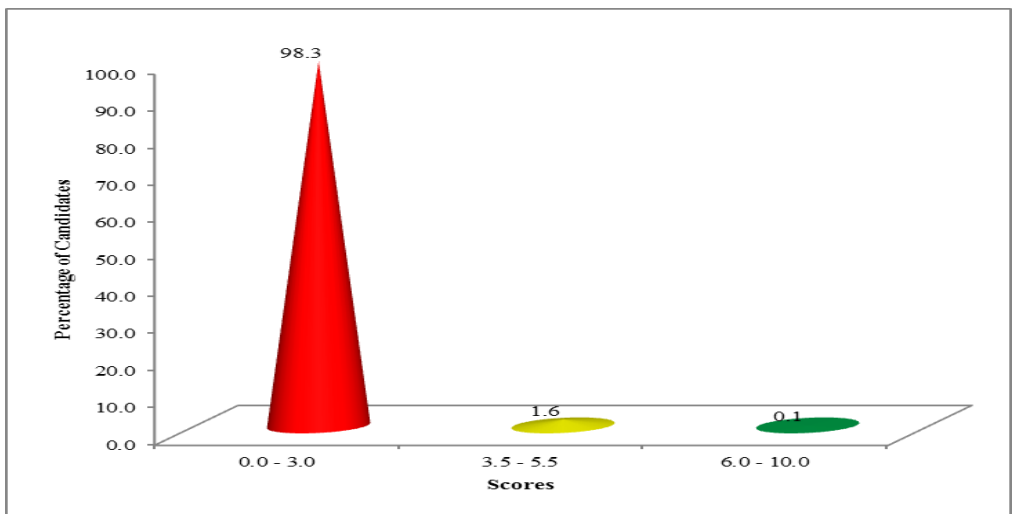
Figure 2: *Performance of Candidates in Percentage in Question 2*

The analysis shows that 67.2 percent of the candidates scored 0 mark. This performance implies that, these candidates misinterpreted the question. They explained internal evidences to prove that Qur'an as the word of Allah (s.w) instead of giving four evidences to prove that Qur'an was a complete book during the time of Prophet Muhammad (s.a.w). The internal evidences which were provided by these candidates were; *no one can produce similitude of the Qur'an, the Qur'an point out Prophetic mistake, through gradualy revelation and Prophet was illiterate*. Other candidates explained external evidences which prove that Qur'an is the word of Allah (s.w) like; *the appearance of Angel Jibril, falling down of the She-Camel during revelation and changing of appearance of Prophet Muhammad (s.a.w).* Some candidates gave different between Qur'an and other previous books. Such differences were: *The missions of Allah (s.w) completed through Prophet (s.a.w), Qur'an has covered all parts of life, Qur'an had no any interpolation, Qur'an was revealed to all mankind.* All these wrong interpretation of a question led the candidates either to score below 3 marks or 0 mark. Extract 2.1 is a sample of a response from a script of a candidate who misinterpreted the question.

- Qur-an cover all spheres of life.
That is qur-an did not leave anything, each
and everything about social, political and economical
aspect were mentioned in the qur-an. This
indicate that Quran was a complete book before
during the time of prophet Muhammad (J.a.w).

- Historical events.
There are some event which took place befoH
the birth of prophet Muhammad (J.a.w), but
during they were noted in the Qur-an. This
indicate that Qur-an was already a complete
book during the life of prophet Muhammad
(J.a.w)

- Evidence from Q.
- Challenge given to mankind.
Allah(J.w) provided the challenge that if any
man is capable of producing a book which is
similar like of the holly qur-an to produce, but
non did so. This indicate that there was no
need to produce any other guiddine rather
than qur-an because it is a complete book.

Extract 2.1: A sample of a weak response.

In extract 2.1 a candidate explained internal evidences which prove that Qur'an is the word of Allah instead of evidences to prove that Qur'an was a complete book during the life time of Prophet Muhammad (s.a.w).

Conversely, the candidate who scored 6 had an average performance. This is because he/she explained four evidences to prove that Qur'an was a complete book during the the life time of Prophet Muhammad (s.a.w). However, at times, this candidate provided both correct and incorrect arguments. Some of incorrect evidences given by this candidate were; *Authenticity of Qur'an itself*

and Muhammad was illiterate. Also this candidate proved to have insufficient English Language skills hence scored average marks.

Correct evidences which prove that Qur'an was a complete book during the life time of Prophet Muhammad (s.a.w) are: *Qur'an is a book for recital for all Muslims, Qur'an itself explains as a book, approval of Prophet Muhammad, completing of religion and Qur'an had been perfected in every aspect before the Prophet Muhammad demise.* Extract 2.2 shows a sample of the average response from a candidate.

Extract 2.2: A sample of average response.

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In the xtract 2.2 a candidate gave four evidences to prove that Qur'an was a complete book during the life time of the Prophet Muhammad (s.a.w). Apart from mixing correct and incorrect evidences his/her explanations for correct evidences were not enough to score high marks.

2.1.3 Question 3: Qur'anic Concept of Education

The candidates were required to to explain facts to justify that education is given the first priority in Islam. The topic covered in this question is Qur'anic concept of education.

The question was attempted by 994 (97.7%) candidates out of 1,017 who sat for this examination. The data analysis show that, 404 (40.6%) candidates scored from 6 to 9 marks, 439 (44.2%) candidates scored from 3.5 to 5.5 marks and also, 151 (15.2%) candidates scored from 0 to 3 marks, among these, 7 (0.7%) candidates scored 0 mark. There was no candidate who scored all 10 marks. The performance of candidates in this question was good because 843 (84.8%) candidates scored from 3.5 to 9 marks. Figure 3 shows the analysis of data on the performance of candidates in question 3.
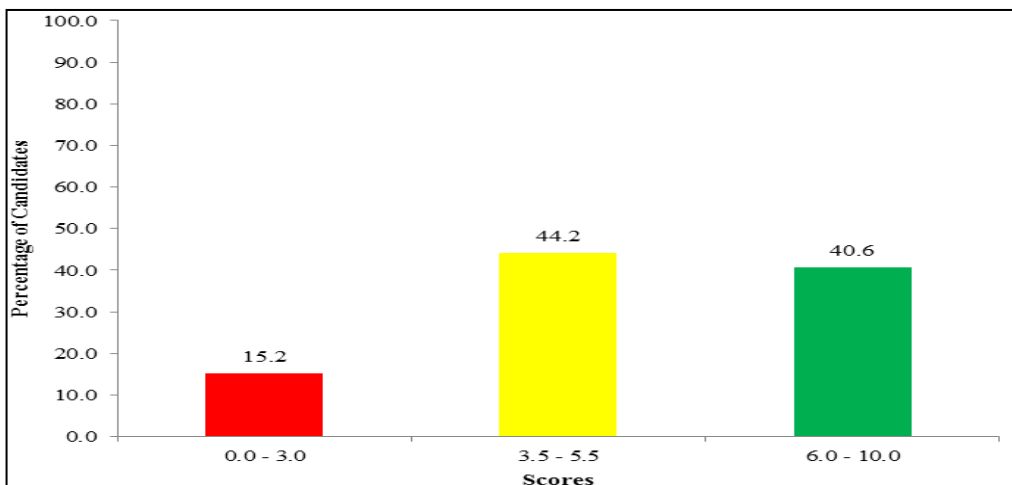
Figure 3: *Performance of Candidates in Percentage in Question 3.*

The candidates who scored 6 up to 9 marks in this question understood the demand of the question and had enough knowledge of the Qur'anic concept of education. These candidates explained clearly and briefly facts to justify that in Islam, education should enjoy the first priority. Candidates explained that; *the first revelation given to the Prophet (s.a.w) in Islam was education, the Angels were commanded to prostate before Adam, education increases thinking capacity, and fearing people are the knowledgeable ones and it help to fulfilling the purpose of life.* Good organisational skills and coherent

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English sentences were attributed to the candidates' performance. Extract 3.1 is a sample of a response from a script of a candidate who performed well in this question.

```
2  i) replied that he knows nothing but the angel Jibril(a.s)
      continued telling him to read. Thus, if the Prophet
      Muhammad (s.a.w) who is the role model to all
      muslims was first commanded to read meaning to
      search education, muslims must also give first
      priority education in their lives hence education
      is given first priority in Islam.

   ii) Angels were commanded to prostrate before
      Adam (a.s) because he was more knowledgeable
      than them.
      → After Allah (s.w) have created Adam (a.s), he
      commanded all the angels to prostrate before him
      (Adam (a.s) since they failed to mention the names
      of the things they were asked to, but Adam mentioned
      all of the names of those things correctly meaning
      that he was more knowledgeable than the angels.
      This implies that Allah (s.w) have given a very
      high value education that is why a prostrate
      was done before it. Since Allah (s.w) is the creator
      and all muslims (true believers) believe and follow
      his path, then that is why education is given
      first priority in Islam also.

   iii) Searching for knowledge is obligatory according
      to the hadith of the Prophet Muhammad (s.a.w).
      → One of the hadiths of the Prophet Muhammad
      (s.a.w) it is reported that the Prophet (s.a.w) once
      said "Seeking for knowledge is obligatory to all
      muslim women and muslim men". Since the
      Prophet (s.a.w) is a role model of all muslims,
      then that is why education is given first

3  iii) priority in Islam as muslim follow what the Prophet
      Muhammad (s.a.w) have said.
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Extract 3.1: A sample of a good response.

Candidates who scored beween 3.5 to 5.5 marks were 44.2 percent. These candidates were able to mention correct facts to justify that in Islam education should enjoy the first priority but failed to give exhaustive explanations. Other candidates mixed incorrect and correct answers. Such incorrect facts were; *it is taught by all Prophets and it tells the truth about the reality.* Apart from mixing up correct and incorrect answers, the candidates in this group failed to express themselves in English Language

Further analysis show that, 15.2 percent of the candidates who had weak (0 to 3 marks) perfomance responded contrary to the requirement of the question. For instance, some candidates explained the necessity of education in Islam instead of facts to justify that in Islam education should enjoy the first priority. For example, one candidate provided benefits of education. This candidate argued that; *education provides good doctors, good traders and good family.* These misconceptions led the candidates to score low or 0 mark. Extract 3.2 is a sample of a candidate who performed weakly in this question.

Extract 3.2: A sample of a weak response.

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In extract 3.2 a candidate explained the purpose of creation for human being instead of facts to justify that in Islam education should enjoy the first priority in Islam.

2.1.4   Question 4: Nations Mentioned in the Qur'an

The topic covered in this question was Nations Mentioned in the Qur'an. The question comprised of two parts; (a) and (b). In part (a), the candidates were required to explain briefly why and how Ad, Thamud, Median, Luth and the Noah people were punished by Allah (s.w). In part (b) the candidates were required to give two reasons as to why Allah (s.w) do not punish people nowdays like in the previous.

This question was attempted by 962 (94.6%) candidates out of which 209 (21.7%) candidates scored from 6 to 10 marks, 387 (40.2%) candidates scored from 3.5 to 5.5 marks, 366 (38.1%) candidates scored from 0 to 3 marks, among these, 29 (3%) candidates scored 0 mark. The performance of candidates in this question was good because 596 candidates (61.9%) scored above 3.5. Figure 4 shows the analysis of data on the performance of candidates in question 4.
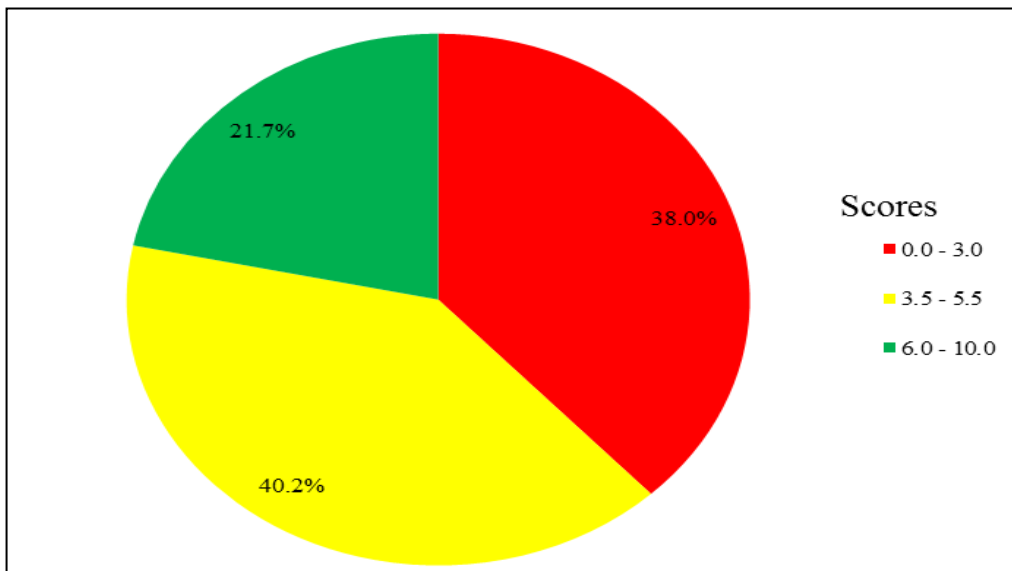

Figure 4: *Performance of Candidates in Percentage in Question 4.*

The candidates who scored 6 to 10 marks were in line with the demand of the question and had knowledge of Nations Mentioned in the Qur'an. In part (a), the candidates explained briefly why and how Allah (s.w) punished the Ad, Thamud, Median, Luth and the Noah people. For example, one candidate explained that;

Ad people were the people of Prophet Hud (a.s) and were punished due to their arrogant, rejected messages of Allah (s.w), plundered the wealth of weak, the Ad was destroyed in the lengthy terrible wind, to the Thamud Allah (s.w) sent Saleh (a.s) they reject the massage of Allah (s.w), they plot to kill the she Camel and they killed it, the Thamud was punished with a dreadful earthquake, Shuayb was the Prophet raised to the Madyan, they were atheisms, they were arrogance, they ewre reducing the measurements, they were highway robbery they were punished by the overshadowing gloom that drove them into their homes then the earthquake finished them, Lut (a.s) his people used to commit homosexuality, they were also arrogant and threatened to cast Prophet Lut if he will continue to warm them. The lut people were punished with the shower of brimstones and Noah people were polytheisms, reject the message of Noah (a.s), they demanded.

In part (b), candidates provided the reasons why Allah (s.w) does not punish people nowdays. These reasons were; *the Noah people were destroyed in the flood. this is the most best ummah compared to those ummah that were previously sent on the earth and Prophet Muhammad (s.a.w) asked Allah (s.w) not to destruct this Ummah until the day of judgement.* These candidates had good organisational skills and logical flew of English sentences. However, the variation of scores of candidates in this question dipended on clarity and exhaustiveness of points demanded. Extract 4.1 is a sample of a response from a script of a candidate who performed well in this question.

(a) Thamud People.

These were the people of prophet Saleh (A.S) they were great people, they came after the destruction of Ad people. They rejected the message from Allah (s.w) and they were sent with miracle of female camel from the cave and they were told by prophet Saleh not to kill the camel and they killed it, then they refused to seek for forgiveness and demanded the punishment, the reason for their destruction are

(i) They were arrogant.

(ii) They reject the message from Allah (s.w)

(iii) They kill the female camel

(iv) They plotted to kill prophet Saleh (A.S)

(v) They demanded the punishments

They were punished by strong wind withheld on 7 days and 8 nights.

04(a) (iii) Median people.

These are were people of prophet Shuaib (A.S), they were atheisms, and are characterized by conducting business, they were foxing out or reducing the measurement in their business, the reasons for punished,

(i) They were arrogance

(ii) They were reducing the measurements

(iii) They reject the message of prophet Saleh (A.S)

(iv) They were atheisms.

They were punished by the earth quakes and that was their ending,

(iv) The Luth people.

These were the people of the prophet Lut (A.S) their main characteristics were committing adultery and homosexuality in the public, the main reason for their punishments were,

(i) They were Atheisms.

(ii) They committ homosexuality.

(iii) They committ adultry and evils in the public

(iv) They plot to harm the angles of Allah (s.w)

They were punished burning their land on up site down and leave them under ground, they were living in Sodoma and Gomora,

(v) Noah people.

These were the people of the prophet Noah (A.S), Their main characteristics were polytheisms, the main reason for their punishment were;

(i) They were polytheisms

(ii) They rejected the message of Noah (A.S)

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Extract 4.1: *A sample of a good response.*

Further analysis shows that, 40.2 percent of the candidates with average performance provided correct reasons as to why and how Allah (s.w) punished the Ad, Thamud, Median, Luth and the Noah people in part (a). However, in part (b) these candidates failed to give reasons to why Allah (s.w) do not punish people now days as it was in the previous time. Some candidates in this category mixed up correct and incorrect reasons which led them to score average marks.

Moreover, analysis revealed that 40.2 percent of the scored 0 to 3 mark. The weak performance of some candidates in this question was attributed to their failure to understand the requirements of the question. Some of these candidates explained background, location and characteristics of these communities. Also some of them combined Ad, Thamud, Median, Luth and the Noah people as a one community and as a result they gave general reasons for punishments. They argued that all five communities were punished by Allah because to; *they were evils, ignorants and disobeyed Prophet did not follow the message sent to them to prove existence of Allah and they were punished by earthquake*. Since every community had its own reasons for punishments the question did not demand the candidates to generalize reasons of punishment for all five communities. Extract 4.2 shows a sample of a script of a candidate who had good performance.

4. (a) The each nation were punished during the Ad, Thamud, Median, Luth and noah people due to their ~~Ignorant~~ Ignored the rule of laws which given by the Allah (s.w). Also those people did not accept the existence of Allah which encourage them to be punished.

(B)

i/ Nowdays people did not punished due to the following the Laws and ~~complete~~ comprehensive principles given by Allah (s.w). Also people were obeyed the Allah (s.w) by prayers, Following the Faith of Islam.

ii/ Due to the Antithenticity believe in the existence of Allah (s.w) and his ~~book~~ Qur-an book. Also the people of Nowadays did not punished as previous due to ~~true~~ believe in the existence of Allah (s.w)

4 b/ and also existence of prophet (s.a.w) which teach the true about the book of Qur-an and the ~~people~~ existence of Allah (s.w).

Extract 4.2: *A sample of a weak response.*

In extract 4.2 a candidate combined wrong reasons for punishement of people of Ad, Thamud, Median, Luth and the Noah people by Allah (s.w). The candidate also gave wrong reasons to why Allah (s.w) do not punish people nowdays like in the previous.

2.1.5 Question 5: Evolution of Islamic State in Meccan Era

In this question, candidates were required to explain briefly five elements in Muhammad's early life proving that Prophets were guided by Allah before they were commissioned with the ministry of the Prophet hood. The topic covered in this question was Evolution of Islamic State in Meccan Era.

A total of 956 (94%) candidates attempted this question. Out of which 325 (34%) candidates scored from 6 to 10 marks, 295 (30.9%) candidates scored from 3.5 to 5.5 marks and 336 (35.1%) candidates scored from 0 to 3 marks, among these, 87 (9.1%) candidates scored 0 mark. The performance of candidates in this question was good because 620 candidates (64.8%) scored from 3.5 to 10 marks. Figure 4 shows the analysis of data on the performance of candidates in percentage.
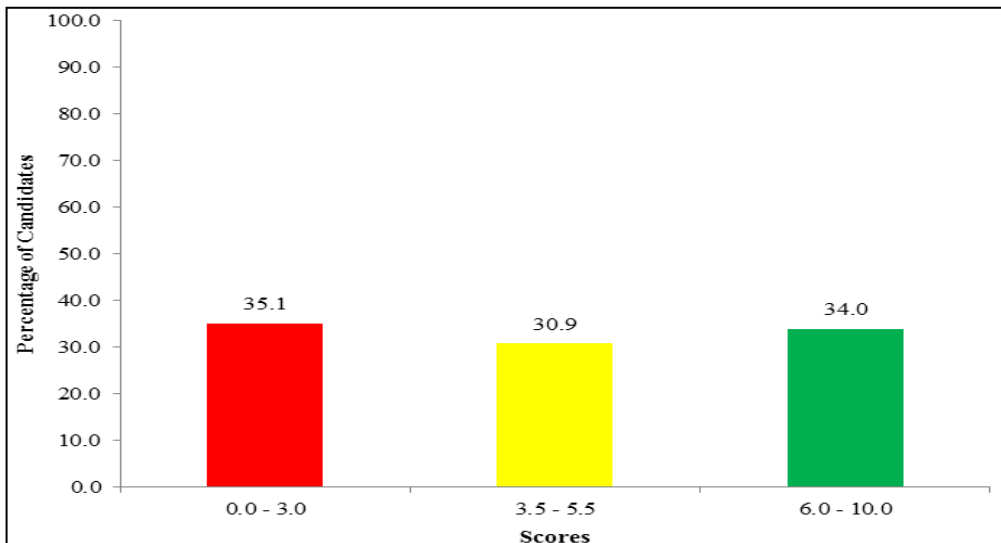
Figure 5: *Performance of Candidates in Percentage in Question 5.*

Candidates with 6.5 to 10 marks had a relatively adequate knowledge of the Evolution of Islamic State in Meccan Era specifically on Muhammad's early life. Also they had sufficient English Language skills. These candidates were able to explain five elements in Muhammad's early life proving that Prophets were guided by Allah before they were commissioned with the ministry of the Prophet hood. Some of the elements explained by these candidates were; *His life was contrary to his societies who were idolatrous, He was after equality, justice and brotherhood, He was preserved from committing major sins, He was much worried and pained about the evils done by his people and society, He never dreamed a dream but the truth of it was seen in the day*. Extract 5.1 shows a sample of a candidate who answered according the requirements of the question.

5.

i/ Our prophets was more worried and pained about the evil pre-sented by people of his society. - for example; Aldutery, killing of doreghters and Gambling.

ii/ His life was contrary to the life of other people.
- for example; Our prophet was not engaged on the bald issues, He was helping each other on various all ities such as construction of the various things.

iii/ - He was preserved from comm-itting the great sins
- the great sins such as aldutery fornication drunkeness and others

iv/ He was more honest and trestful is burness and given the name "Alsadiq - Al amin" means "trestful"

v/ He was more intelligent to solve the various disputes. for example; The case of put the black stone is its place. He decided to choose the person from each tribe then rese piece of closer to retun the stone in its place.

Extract 5.1: A sample of a good response.

Some of the candidates with average performance (30.93%) mixed up relevant and irrelevant facts. Examples of irrelevant answer mixed by these candidates were; *he was not affected by the pollution, when he reached the age of six years Allah (s.w) send Angels to remove bad part of his heart*. These candidates, apart from mixing up correct and wrong answers, they also had insufficient explanations.

Moreover, 35.1 percent of the candidates who scored from 0 to 3 marks had weak performance in this question. They failed to explain five elements in Muhammad's early life proving that Prophets were guided by Allah before

they were commissioned with the ministry of the Prophet hood. Some candidates misunderstood the demands of the question, so they explained signs from the Prophet to depict the existence of Allah (s.w). The signs explained by these candidates were; Prophets *were given miracles, defeated their enemies, requested no wages and feared non but Allah.*

In addition, other candidates explained the islamization principles given by Prophet Muhammad (s.a.w) in the early stage of his Prophet hood. They argued that; *Prophet were required to purify clothes, required to stand at night, required to recite Qur'an, conducted Daawa, and to glorify Allah.* These candidates failed to answer the question as required and therefore, they ended up with weak pefromance. Extract 5.2 shows a sample of a candidate who failed to meet the requirements of the question.

> 5 Qur-an book before they were commissioned
> with the ministry of prophet hood.
>
> v/ Qur-an point out the mistake of the
> holy prophet (s.a.w), Also the holy prophet
> were guided by the Allah (s.w) because
> when the Qur-an revealed to the muslim
> did not tell the ~~truth~~ ~~of~~ book which
> ~~the~~ was written by prophet (s.a.w) ~~total~~
> but Allah (s.w).

Extract 5.2: *A sample of a weak response.*

In extract 5.2 a candidate explained reasons which justify that Muhammad was true Prophet of Allah (s.w) instead of five elements in Muhammad's early life proving that Prophets were guided by Allah before they were commissioned with the ministry of the Prophet hood.

2.1.6 Question 6: The Islamic State in Madinah

This question required the candidates to explain briefly five causes for the second battle in the history of Islam. The question covered the topic of the Islamic state in Madinah.

Candidates who attempted this question were (85%) 864. Out of which (70.1%) 606 candidates scored from 0 to 3 marks, among these, (16.4%) 14 candidates scored 0 mark, 233 (27%) candidates scored from 3.5 to 5.5 marks and 25 (2.9%) candidates scored from 6 to 9 marks. There was no candidate who scored all 10 marks. The general performance of candidates in this question was weak due to the fact that 258 (29.9%) candidates scored above 3 marks. Figure 2 shows the analysis of data on the performance of candidates in this question.

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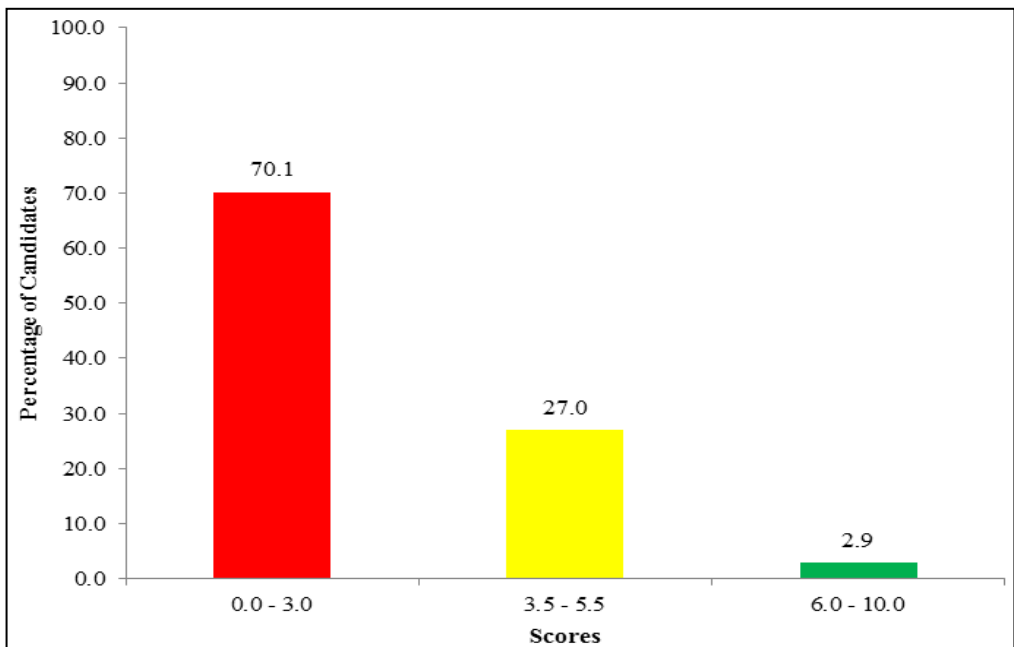
Figure 6: Performance of Candidates in Percentage in Question 6.

The candidates who scored low marks (70.1%) failed to grasp the demand of the question. Most of these candidates explained mechanisms used by disbelievers in their attempt to Annihilate Islam in Meccan era instead of causes for the second battle in the history of Islam. Mechanisms explained by these candidates were; *they wanted to kill the Prophet, killing of Muslims; they wanted to stop Islamic faith which were spread by Prophet Muhammad (s.a.w), threat, violences and Fitna*. Other candidates explained the causes for the destruction of Ad and Thamud community like; *they were idol worshipers, they killed She-Camel, regarded their Prophet as powerless, misuse favor of Allah, refuse teachings of their Prophets and misuse the favor of Allah (s.w)*. The weak performance in this question is a result of misconception of the question and candidates' inadequate knowledge on the Islamic state in Madina. These candidates did not grasp the demand of the question, so they failed to recognize the second battle in the history of Islam. Extract 6.1 shows a sample of a candidate who did not meet the demand of the question.

6.

a) They idol worship. This is the first reason which influence the establishment of the second battle of Islam because people of this society were idol worship they were not worship Allah (S.w) but also due to the death of Hadar's father and other relatives is another factor which influence the establishment of this. It was needed as Uhud war where by many muslims lost their life due to the lack of best tools and knowledge of fighting. against their enemies hence led to the establishment of second battle in the history of Islam.

b) They killed the camel. Also this is another reason for the establishment of second battle in the history of Islam because their people had the version of drinking water some day they drink them and another day camel also due to there situation they decided to kill this camel so as to get money water for their own use and later on led to the rise of second battle in the history of Islam.

c) They regarded their prophet as powerless or useless. This also led to the rise of second battle in the history of Islam because this people, they never respected their prophet as their leader due to their weakness and thought that they never command them

Extract 6.1: *A sample of a weak response.*

In extract 6.1 candidate explained causes for the destruction of Ad and Thamud community instead of the five causes for the second battle in the history of Islam.

Further analysis revealed that 2.9 percent of the candidates who scored from 6 to 9 marks understood the demand of the question and therefore, were able to identify the second battle as Uhud. They were able to explain briefly causes for the battle of Uhud. Some of the correct five causes for the battle of Uhud explained by those candidates were; *to suppress Islam and Prophet (s.a.w) in particular, the Quraysh revenge to their defeat in the battle of Badr, The Quraysh wanted to re-establish its supremacy among the Arabs that got lost during the battle of Badr, the Quraysh wanted to secure safety for its caravan route to Syria (Sham), the Quraysh wanted to remove humiliation it suffer at Badr and the Quraysh intended to remove Muslims from their faith.* Extract 6.2 shows a sample from a script of a candidate who attempted this question correctly.

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6.   Second battle in the history of Islam;
The second battle was known as Uhud where
as the first battle was badr whereby the muslims
were the winners of the battle but in this second
battle Muslims were the losers and Quraish
were the winners. The causes of the second
battle in the history of Islam were as follows;
    Quraish wanted to revenge; They needed to
do so since in the first battle they were
defeated alot by muslim since muslims had
great cooperation and teamwork during the battle
and also great consultation within themselves.
hence Quraish planned another battle for the real
revenge to muslim actually most muslims were
dead.
    Quraish wanted to destroy Islam and
make it the end; but also since quraish they
had no belief in Islam they intended to
destroy and end the Islamic rules and principles
to their community and return and remain in their
darkness, hence they cause the second battle.
    Quraish wanted to secure their caravans;
Caravans during that era they have had no any
technological means of transportation such as
cars, racts, trains or aeroplane hence they had
caravans therefore during the first battle their
caravans were destroyed by Islam hence they
establish another battle which knows as Uhud.
    Quraish wanted to supremacy their
powers; After defeated in the first battle.
they were very mad hence they intend to
show the existance of their great powers and

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6	They said they can not be defeated hence emergence of war or battle.
	Quraish wanted to bring respect to the society; during the meccan era quraich were the important before any state since has a lot of wealth and power. But after the occurance of the second battle in the history of Islam there was no any respects to the quraishi since had no power, and even wealth has totaly dissappear.
	Generally; Second battle in the history of Islam was led to great pains to Islam since prominent muslims like Hamza was shooted and his body was destroyed done by the wife a Abu Sufiyan known as Hindu.

Extract 6.2: *A sample of good response.*

Further analysis showed that, 27% candidates got an average performance because they explained less than five causes for the second battle in the history of Islam as directed by the question. Other candidates mixed up between correct and incorrect causes for the second battle in the history of Islam. Those incorrect reasons were; *Hindu wanted to kill Hamza, Allah wanted to show a true Muslim.*

2.2   SECTION B : ESSAY QUESTIONS

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

2.2.1   Question 7: The Islamic State in Madinah

In this question, candidates were required to analyse six administrative hierarchy of the Islamic state in Madina before the demise of the Prophet Muhammad (s.a.w). This question is from the topic of The Islamic state in Madinah.

The question was attempted by 498 (49%) candidates out of 1,017 who sat for this examination. A total of 363 (72.9%) candidates scored from 0 to 6.5 marks, among these, 70 (14.1%) candidates scored 0 mark. Also, 117 (23.5%) candidates scored from 7 to 11.5 marks and 18 (3.6%) candidates scored from 12 to 16 marks. There was no candidate who scored all 20 marks. The performance of candidates in this question was weak because only (27.1%) 135 candidates scored from 7 to 16 marks as it shown in Figure 4.
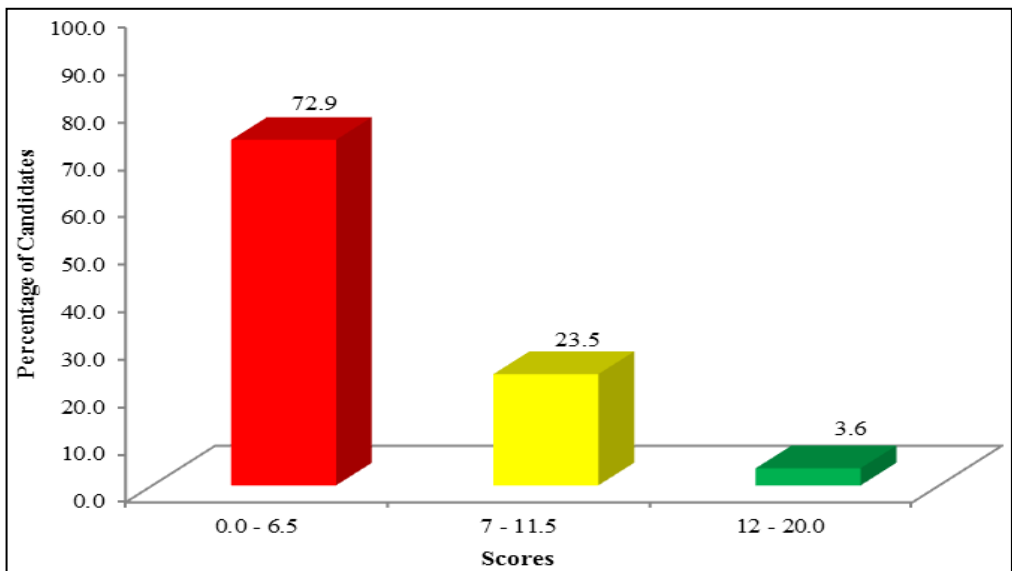
Figure 7: *Performance of Candidates in Percentage in Question 7.*

Some candidates (72.9) scored 0 to 6.5 marks. They misinterpreted the question, hence they could not respond according to the demands of the question. They provided wrong answers which were not related to the demand of the question. This justifies these candidates had a guess work. They came up with charecteristics of people who live during jahiliyya period. They explained that; *people of Madina killed their children, people of Madina lacked freedom of worship, people of Madina worshiped God created with tree, people of Madina faced with a lot of evils, women denied right to inherit and they misused bounties of Allah (s.w).* There were also some of the candidates who were confused by the terminology "hierarchy" used in the question. These candidates translated it as a mechanisms used by disbelivers in annihilating Islam in Madina. They explained that; *people of Madina had no justices, no equality, oppressed others, no peace and tranquility, their leader have no knowledge, they have no planning which have improve the Islamic state in Madinah.* Other candidates explained political institutions which were established by Prophet Muhammad (s.a.w) in Madina instead of analyzing administrative hierarchy of the Islamic state in Madina before the demise of Prophet Muhammad (s.a.w). They wrote that; *building the mosque, fraternization of Muslim Ummah, Madina charter, source of income, foreign diplomacy, patrolling system and secretariat.* Other candidates analysed the life style of Jahiliyya people before the advent of the Prophet Muhammad. They argued that; *during Jahiliyya, people of Madina believed in idol worship, drinking alcohol, adultery and fornication,g ambling, slavery and robbery.* It seems that majority of the candidates under this category did not understand the demand of this question and lacked enough knowledge on the

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administrative hierarchy of the Islamic state in Madina. Hence they provided guess answers. Extract 7.1 shows a sample of an irrelevant answer from a candidate.

Extract 7.1: A sample of weak response.

In extract 7.1 a candidate explained the evils of the people of Madina before the demise of the Prophet Muhammad (s.a.w). This candidate misunderstood the meaning of the word demise as it was used in the question. The candidate translated the word "demise" as advent while in reality the word meant "death"

Furthermore, analysis shows that, 3.6 percent of the candidates who scored 12 to 16 marks were able to analyse six administrative hierarchy of the Islamic state in Madina before the demise of the Prophet Muhammad (s.a.w). Some of correct responses explained by those candidates were; *Allah was the ruller of the state, The Prophet was a representative of Allah (s.w) in matters of running the state, consultative committee (Shurah), under the Prophet (s.a.w) the state was divided into provinces, the Prophet appointed Zakat collectors, and the Prophet appointed the Qadhi.* These candidates also had good essay organisational skills and logical flow of English sentences. Extract 7.1 is a sample of a response from a script of a candidate who performed well in this question.

7   Administrative hierarchy these are the steps which followed after certain leadership position when by there is high rank (high step) and low rank (low step). In Islamic religion administrative hierarchy was south introduced during the Madina Era where by there was high administrative and low administrative. There are administrative hierarchy during the lifetime of prophet (S.A.W). The following are administrative hierarchy in Madina state during lifetime of prophet (S.A.W).

       Allah Almighty, this was the first leader in Madina state during lifetime of prophet (S.A.W). Allah acted as revelator of Qur'an through jibril (A.S). Thus Allah was the owner of the state of Madina. Also Allah was revelated different laws to guide people in Medina state. Example laws like punishment of thieft is to chop him his hand is from Qur'an. Thus this was administrative hierarchy during life of prophet.

       Prophet Muhammad (peace upon him), after Allah (s.w) followed by the prophet of Allah. The prophet (S.A.W) acted as receiver of revelation from Allah as well as he acted as role model to other people through his sunnah. Example sunnah of wearing clothes that are not reach up to legs (down legs) to men. Also prophet acted as war declare against disbelievers. Example the

Extract 7.1: *shows a sample of a good response.*

Further analysis shows that, 23.5 percent of the candidates with average performance of 7 to 11.5 marks, they provided less than six administrative hierarchy of the Islamic state required in this question. Also they mentioned them without explanations or mixed up correct and incorrect administrative hierarchy. Examples of incorrect administrative hierarchy of the Islamic state mixed with correct points were; *source of revenue, Diplomacy, Army and Mosque.*

2.2.2 Question 8: Islam in East Africa

In this question, candidates were required to explain why Islam took so long to spread from the coast to the interior of East Africa. The question covered the topic of Islam in East Africa.

The question was attempted by 735 (72.3%) candidates out of 1,017 who attempted this examination. Candidates who scored from 0 to 6.5 were marks 631 (85.9%), among these, 46 (14.1%) candidates scored 0 mark, 99 (13.5%) candidates scored from 7 to 11.5 marks and 5 (0.7%) candidates scored from 12.5 to 15 marks. There was no candidate who scored all 20 marks. The analysis made on the candidates' responses revealed that, the general performance of candidates in this question was weak. This is because only 104 (14.1 %) candidates scored from 7 to 15 marks. Figure 8 depicts the the performance of candidates in this question.
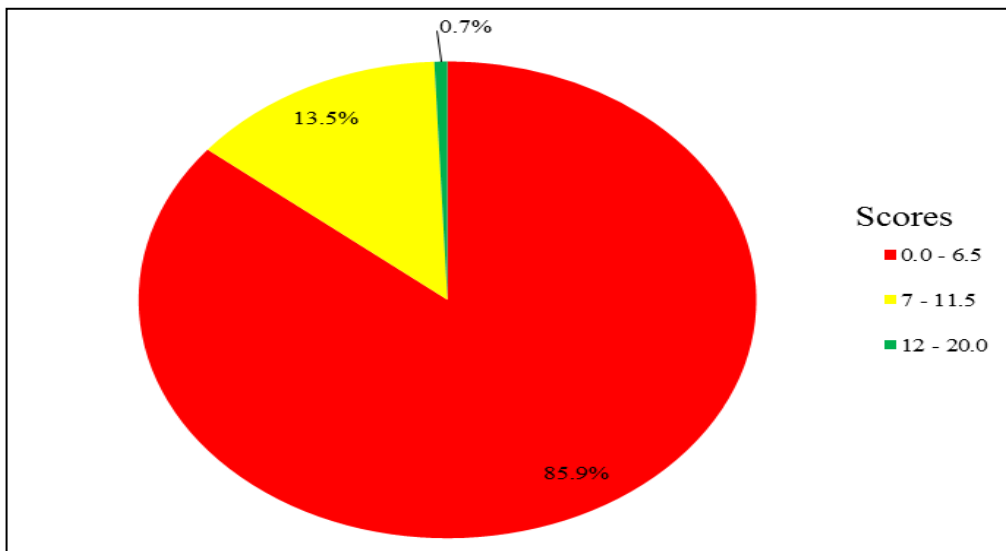
Figure 8: *Performance of Candidates in Percentage in Question 8.*

Some candidates (85.9%) who scored from 0 to 6.5 marks misinterpreted the question. They gave reasons why Islam took so long to spread from the coast to the interior of East Africa. Reasons given by these candidates were; *Trade, intermarriage, the role of Sheikh/Islamic leaders and education.* Other candidates gave obstacles for the development of Islam in Tanzania such as*; corruption among the Muslim, Poverty, lack of capital, Hypocracy, Dis-unity among the Muslims, lack of financial support, conflict among the people and lack of sound education*. Some candidates gave reasons which justify Islam to be perfect religion to human kind. They explained that; *Islam is a perfect way of life, Islam is a proper conduct in a life, Islam satisfies human nature, Islam taught by all Prophets, Islam uphold equality and humanity and Islam consider reward and punishment.*

Moreover, the analysis shows that there were also few candidates who explained the reasons for expansion of Islam during the life time of Prophet and Caliphs. This was contrary to question which needed them to explain reasons why Islam took so long to spread from the coast to the interior of East Africa. These reasons were; *Islamic state was expand in different area in the world after the Prophet Muhammad waged war by different Kingdom and state, Sending the letters to the different leaders and Kings, making treat of establish peace in the different state and Prophet and Caliphet allowed non muslim to live in Muslim land.* These arguments indicated that the candidates neither had knowledge of the Islam in East Africa nor recognized the demands of the question. Extract 8.1 shows a sample of a candidate who failed to explain why Islam took so long to spread from the coast to the interior of East Africa.

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8	Islam expand and reached in East Africa in the time of prophet and the time of Caliph were more expanded in all East Africa. This is because of the follow- ing reasons.
	Firstly, The expantion of Islamic state. Islamic state was expand in different area in the world after the prophet Muhammad to waged war by different kingdom and state.
	Secondly, Islam reached in different area due the prophet Muhammad it received the letter the leader of all state to follow the Islam and established in his state and all citizen must follow Islamic law.
	Thirdly, In all state it receive the messager from the prophet Muhammad inorder to establish Islam is the state and all citizen must follow the message that received to the messager of prophet Muhammad.
	Also, Prophet Muhammad and Caliph waged war by different state and kingdom inorder to establish Islam is their area and expand. the Islamic state in long area
	Then, Their make treat of establish peace in the area by different state. Due to this treat the Islamic state expand and reached in different state expecially in East African.
	Finally, Their allow the non-muslim to live in muslim land. This thing establish peace and security in the area and becau cause the Islamic state to expand and reached in different area.
	To conclude that, Islam is the true religion, so it expand and reached in differe- nt place in the world and all people must follow Islamic law.

Extract 8:1: A sample of candidate's weak response

In extract 8.a candidate explained the reasons of expansion of Islam in the world from the life time of Prophet (s.a.w) up to now instead of being specific from the coast to the interior of East Africa.

Furthermore, the analysis in this question shows that, 0.7 percent of the candidates who scored from 12 to 15 marks had enough knowledge of Islam in East Africa. Therefore, they were able to explain why Islam took so long to

spread from the coast to the interior of East Africa. Reasons given by these candidates were; *early Arabs did not have active missionaries compared to the Christians, fear that Islam is too strict and harsh, lack of means of transport, hostile communities, language barrier and the decline of the power of the Sultan of Zanzibar due to Portuguese invasion.* Extract 8.2 is an example of an answer which shows good performance of a candidate in this question.

8	Islamic religions it was started to spread in Coast of Africa before others areas in Africa like East. Islamic religions it was spead in Coast because the Arabs were used navigation to rivals in Africa So that only place which Arabs were settled was Coast of East Africa this was because their Created Camps in all Coast regions such as Kilwa, Zanzibar, Lamu, Mombasa, and Bagamoyo. So that the following was the real reasons which Caused Islamic religion took So long to spread from the Coast to the interior of East Africa.
	Geographical factors, This was among the reasons which hindered the work was of spread Islamic religion in interior of East Africa. Because most area of East Interior of East were scarted so that it was make in hard situation for all religion preachers to follow spread islam for easly in interior of East African such as Uganda, in Tanzania. like Iringa, mbeya as well as Kilimanjaro.
	Poor infrastructure, This is among the factor which was obstacle for Arabs to spread the Islamic religion in the interior of East Africa because that time there was not enough infrastructure for them to penetrate in the interior for aim of spreading Islamic religion.
	Strong opposition from natives, This was the among factor which Create obstacle for penetration of Islam in Interior of East Africa because the native that time there was believing their religion to and God such as Sun, Stone, trees - So that this is the difficult for to allow any religion to penetrate for them —

8	So that this was among of reason which make Islamic religion to take so long to spread from the coast to the interior of East Africa.
	
	   Wild animals, This was among of factors which make or hindered the Islamic religion to faced with strong obstacle to penetrated in interior of East Africa. Because the Islamic preachers was fear to cross in the thick forest that time because their fear to lost their life such of animal is lion, cheeter, and tiger so that this was among factors which caused Islam to spread in speed in interior of East Africa.
	
	   Inadequate of proffessional teacher, This was among of reasons, Because that time this religion in East Africa was faced with this challenges because there was lacked of enough teacher to teaching and speado it for easily. So that this was among of reason which make Islamic religion to delayed to penetrated in interior of East Africa.
	
	   Religious factors, This was among of reason which under the penetration of Islamic religion in Easter interior of Eastern Africa because in many area there save society their didn't need to leave or ignore their religion and follow Islamic. So that this was make hardship to penetrate of Islami to interior.
	
	   In general Islamic religion was faced in many obstacle in his penetration but but it was succeeded to spread many area in East Africa and it here huge developed in flat areas.

Extract 8.2: *A sample of a good response*

Further analysis revealed that 13.5 percent of the candidates who scored 7 to 11.5 marks in this question either lacked satisfactory explanation or mixed correct factors with incorrect ones. For example, one candidate provided incorrect factors such as; *presence of other religions, poverty during that period of time and Arabs established settlement in coastal area.*

2.2.3 Question 9: Sunnah and Hadith

In this question, candidates were required to assess six criteria of a good Matin. This question is from the topic of Sunnah and Hadith.

The question was attempted by 523 (51.4%) candidates out of 1,017 who sat for this examination. The candidates who scored from 0 to 6.5 were 405 (77.4%), among these, 38 (14.1%) candidates scored 0 mark, 92 (17.6%) candidates scored from 7 to 11.5 marks and 26 (5%) candidates scored from 12 to 17.5 marks. There was no candidate who scored all 20 marks. The general performance of candidates in this question was weak because 118 (22.6%) candidates scored from 6.5 to 17.5 marks. Figure 9 shows the performance of candidates in question 9
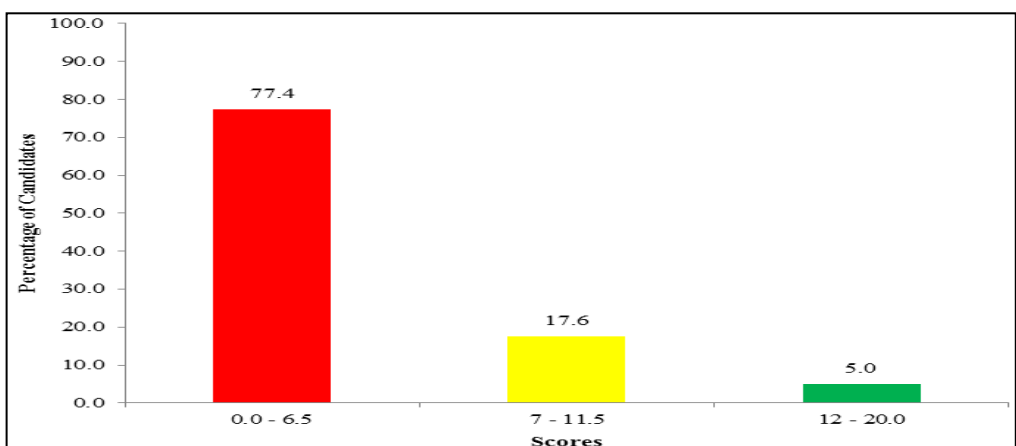
Figure 9: Performance of Candidates in Percentage in Question 9.

The candidates (77.4%) who scored from 0 to 6.5 marks misinterpreted the question or failed to understand the demands of the question. They failed to differentiate between Matin and Isnad since both are concerned with science of classifying Hadith. Some of them provided criteria of a good Isnad instead of Matin. They explained that; *Matin Should be a clear chain of narrators, the narrator should not have speaking or heaving problem, Narrator should not be liar, narrator should not be people with bad behavior, should not be among the six big compiler of Hadith.*

Some candidates used six Imams who wrote books of Hadith as criteria of good Matin. They regarded those Hadith which were obtained from Bukhary and Muslim as the criteria of a good Matin. They argued that; *it should be accepted by Bukhar and Muslim, it should be agreed by Bukhar, it should be narrated by the competent people, it should be accepted by Muslims and the Matin should fulfill the criteria of Bukhar and Muslim.* Other candidates

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created their own answers which justify that, they were guessing. Example of the guessed criteria provided by these candidates were; *must have evidence, come from the member of Islam, must have receivers, taken from Prophet and written from the neighbours of the prophet.* Due to this misconception of concept of Matin, the candidates failed to explain criteria of good Matin and therefore they scored low or 0 mark. Extract 9.1 shows a sample of an irrelevant answer from a candidate.

Extract 9.1: *A sample of weak response.*

In extract 9.1 a candidate assessed criteria of good narrators of Hadith instead of assessing six criteria of a good Matin.

Furthermore the analysis on this question shows that, 5 percent of the candidates who scored from 12 to 17.5 marks were able to assess the six criteria of a good Matin. Some of correct response explained by those candidates were; *Matin should not go aganist the Qur'an, Matin should not contradict with approved Hadith, Matin should not tell any liar upon Prophet (s.a.w), Matin should not go against with the truth facts approved by History, Matin should not have mixture of falsehoods and Matin should not give out severe punishment for small offence or promise a wonderful reward for small good deeds.* Extract 9.2 is a sample of a response from a script of a candidate who performed well in this question.

9.	Matin can be defined as the text which contain the specific words of prophet Muhammad (SAW) as heard by narrator. For example of Matin. Abuu huraira reported that; prophet (SAW) said " Islam has built in five pillars - - - - - - - - ." By considering the science of Hadith, Criteria of a good matin are explained below:-
	It should not go against with the Holly book of Qur-an. There are words have been created by people themselves and try to use as a matin of a curtain hadith but when you cross cheek, they are not going directly with the Qur-an says about that thing.
	It should not tells lie upon the prophet Muhammad (SAW). During the Compilation of prophets sayings, some people decided to create fouls words which were going to say, lie upon the propheet. As a result juridischctories Classify hadith called Maudhu,
	It should not promise severe punishment for small offense and reward wonderful prize for small deeds. This discovered even during the period of companion of prophet. (SAW) and now days. For example people say "Whoever eats fish on friday will enter into paradise "
	It should not go against with the facts or true, approval by History. This criteria used so as to words which are not truth according to history tells about such thing. As a result, leads to reduction of unrequired facts.

9. The message of hadith should be open and clear so as to avoid false matin. Any hidden secret should be open but if it is hidden make that matin to be disqualified.

Matin should not have mixture of false words. This is because matin is very essential for reader to catch up the concept of what hass been said by prophet (SAW) so that he or she can follow those words to act like prophet (SAW) in his daily life.

Conclusively; Matin which is good has facilitated people nowday to understand about their religion well because it translates the message obtained from the Qur-an, directly and get more knowledge about Islam.

Extract 9.2: *A sample of good response*

Further analysis shows that, 17.6 percent of the candidates with average performance who scored from 7 to 11.5 provided less than six criteria, mentioned them without explanations or mixed up correct and incorrect criteria. Examples of the incorrect criteria mixed with correct criteria were; *it should be demonstrate good deeds, Matin should elaborate the reality about life of Prophet and it is not go against the pious people.* Some of them provided less than six criteria of a good Matin which making them to score average marks.

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

This was a three hours paper and consisted of sections A and B with a total of nine questions. Section A consisted of short answer questions and section B consisted of essay question. The candidates were required to answer 8 questions making a total of 100 marks.

3.1 SECTION A

This section had six (6) short answer questions. Candidates were required to answer all given questions. Each question carried 10 marks making a total of 60 marks.

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

The question comprised of two parts; (a) and (b). In part (a) the candidates were required to explain briefly Islam in its broad term. In part (b) candidate were required to analyse four divergent views on conceptualization of the concept of worship in Islam. The question is from the topic of Rationale of Islam and the concept of Worship.

A total of 897 (88.3%) candidates attempted this question. The candidates who scored from 0 to 3 were 588 (65.6%) marks, among these, 90 (10%) candidates scored 0 mark, 169 (18.8%) candidates scored from 3.5 to 5.5 marks, and 140 (15.6%) candidates scored from 6 to 9 marks. There was no candidate who scored all 10 marks. Generally, the performance of candidates in this question was weak because 309 (34.4%) candidates scored above 3.5 marks. Figure 10 depicts the performance of candidates in question 1.
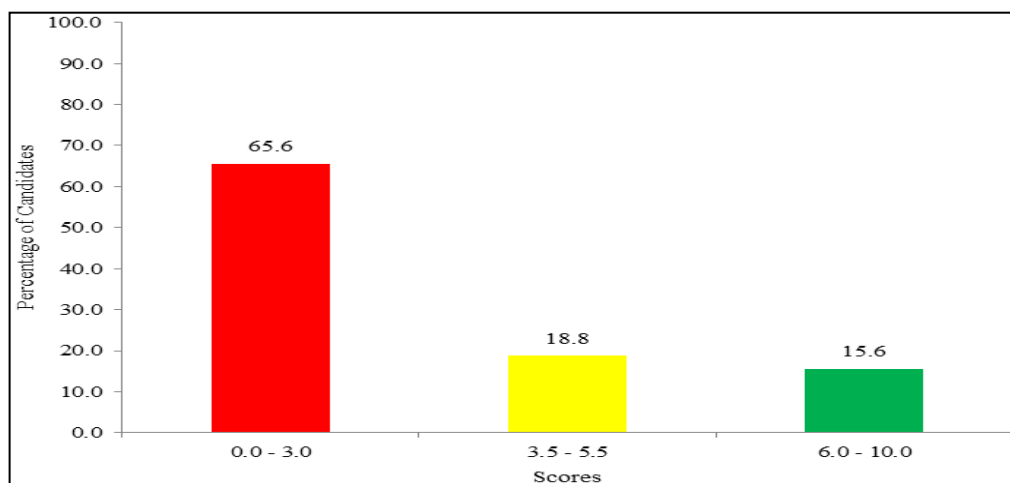
Figure 10: *Performance of Candidates in Percentage in Question 1.*

Candidates (65.6%) who scored 0 to 3 marks lacked knowledge of Rationale of Islam and Concept of worship. Some of these candidates in part (a), defined Islam as religion formed by Muslims, religion which follows Sunnah and Hadith or is a religion that go direct to Prophet Muhammad (s.a.w) which were incorrect explanation of Islam.

In part (b), Some candidates did not understand the demand of the question, so they explained six pillars of faith instead of divergent views on conceptualization of concept of worship in Islam, those six pillars given by candidates were; *existence of Allah (s.w), existence of Angels, Existence of Prophet and existence of books.* Other candidates came with primary and

secondary sources of law. They mentioned them as Qur'an, Sunnah, Ijtihad and Ijmaa.

In addition, one candidate analysed pre-requicities of five prayers. He argued that; *the concept of worship in Islam includes cleanness, time of prayer/worship, covering of body during the worship and to face the Qibla.* Due to these misinterpretations of the question, candidates either scored low or 0 mark. Extract 10.1 shows a sample of a candidate who failed to meet the requirements of this question.

Extract 10.1: *A sample of a weak response.*

In extract 10.1 a candidate discussed negative effects of belief of the unity of God in human life. This candidate misinterpreted the word "broad" used in the question as he/she conceived it as negative results.

Furthermore, the analysis revealed that, 15.6 percent of the candidates who scored form 6 to 9 performed well in this question. These candidates were able to explain briefly Islam in its broad term. They also analyzed well four divergent views on conceptualization of the concept of worship in Islam. This is due to the fact that, they understood the demands of the question and had enough knowledge of Rationale of Islam and the concept of Worship. In part (a), candidates explained Islam in its broad meaning. They agued that; *literary, Islam is Arabic word which means obedience, submission, peace and harmony while Technically, Islam is a total submission to the will of Allah and obedience to his law. Religiously Islam is a divine religion revealed by Allah as a complete way of life.*

On the other hand, in part (b), these candidates were able to analyse four divergent views on the concept of worship in Islam. Their arguments were; *in the Islamic point of view worship have a broad meaning, the divergent views on conceptualization of the concept of worship include those who maintain that is confined to the five fundamentals (rituals), there are those who take worship/Ibada as the means of washing away sins, there are those who think worships are means to certain end and not end in themselves.*

These candidates had good organisational skills and logical English sentences. However, the variation of scores of candidates in this question depended on clarity and exhaustiveness of points demanded. Extract 10.2 shows a sample of a response from a script of a candidate who performed well in this question.

1	a) Islam – Is the best way of life from Allah to humankind through its prophets. Allah proposed islam to humankind so that they would attain the purpose of their creation. All prophets from Adam to Mohammad (s.a.w) taught islam, though Mohammad (s.a.w) is the one who completed the religion (dinn) as spitulated in suratul Muzamil " I have completed your religion today - - - - - -".
	b) The following are the divergent views on conceptualization of concept of worship in islam.
	– The first group argue that worship is just about the five fundamental principles of islam ie shahada, prayer, fasting, sadaqa and hija pritgimage. According to the view of this group is that on performing the five principles only then one had worshiped already.

1 b - The other view on worship is that worshiping is a large course which can not be accomplished by comtemporary people so they suggest to reduce some worshiping activities to satisfy their needs forexample such people tend to reduce the number of daily prayers from 5 to 2 arguing that the 3 prayers (afternoon/daytime) are excempted so as to give man an ample time to do productive stuffs like work, farming.

- Another view is that worship is just about washing our sins. According to people with this view is that when one has commited a sin the repend and regret on why one did that is worship. This class of people tend to repeat the same mistakes (sins) every now and then because they know that they will repend and to them that is worship.

- Another view is that worship is associated with Godly matters like praying and reciting Quran. They loose focus that even their normal daily routines are also forms of worship forexample eating, talking, walking

Conclusively; the truth about worship is that it is associated with whatever man does in his day to day life by considering Allah's teachings on the specific activity. For example, eating while sitting with our right hands property is also worship.

Extract 10.2: *A sample of a good response*

Candidates (18.8%) who scored from 3.5 to 5.5 mixed up some relevant and irrelevant points. For example, some candidates provided correct arguments in

part (a), but failed to come with relevants points in part (b). On other hand, some candidates provided correct answers in both parts but failed to elaborate them as a result they ended up scoring average marks.

3.1.2 Question 2: Qur'anic Concept of Religion

This question required candidates to suggest five approaches in which government can create and maintain harmony among members of different religions in Tanzania. This question was from the topic of Qur'anic Concept of Religion.

The question was attempted by 946 (93.1%) candidates out of 1,017 who sat for this examination. The data analysis show that, 604 (63.9%) candidates scored from 6 to 10 marks, 269 (28.4%) candidates scored from 3.5 to 5.5 marks, 73 (7.7%) candidates scored from 0 to 3 marks, among these, 18 (1.9%) candidates scored 0 mark. Generally, the performance of candidates in this question was good because 873 (92.3%) candidates scored from 3.5 to 9 marks. Figure 11 shows the performance of candidates in question 2.
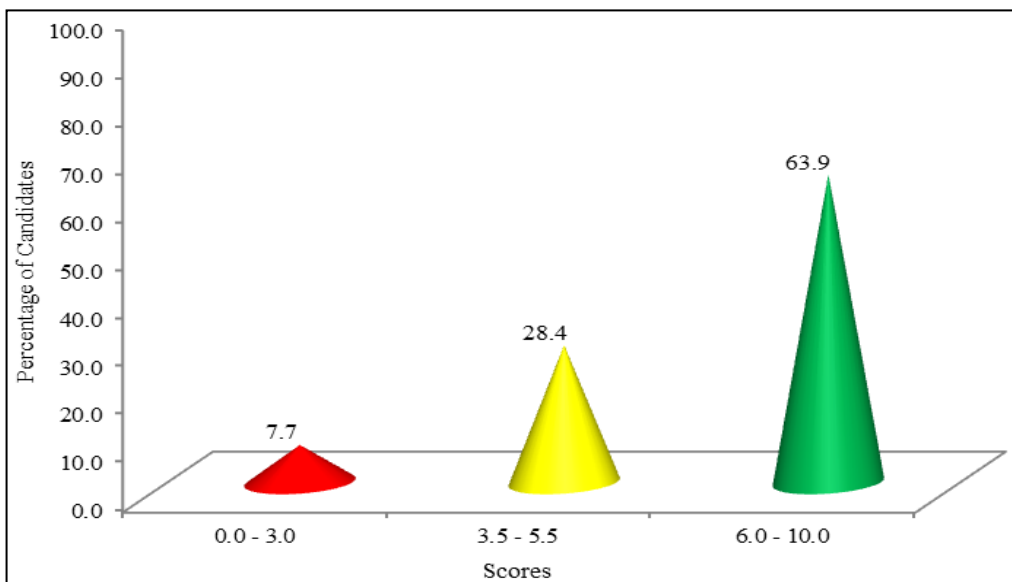
Figure 11*: Performance of Candidates in Percentage in Question 2.*

Majority of the candidates (63.8%) who scored from 6 to 10 marks were able to suggest five approaches in which government can create and maintain harmony among members of different religions in Tanzania. This is due to the fact that, they understood the demands of the question and had enough knowledge of Islamic social and political system. Approaches suggested by these candidates to the government were; *the government should allow the freedom of worship in the actual sense, should allow the freedom of*

associations, has to ensure equal accessibility of state media to the religious groups, to avoid segregation in the government posts, employment opportunity in general, and to provide security to all citizens regardless of their religious affiliation. Extract 11.1 shows a sample of a response from a script of a candidate who performed well in this question.

2. Government is the group of people who are responsible to control a state.

X Ways in which government can create and maintain harmony among members of different religions in Tanzania.

i/ Provision of freedom of worship, the government should provide people with freedom of worship in such a way that people worship according to their belief and custom

ii/ Equal opportunity in terms of employment, The government should provide equal opportunity to both members of different religions without any favour

iii/ Separate from religious matter, the government should not interfere with religious matter and allow them to solve their religious matter peacefully.

iv/ Equal access in preaching their religious, The government should provide equal access to members of different religion in preaching and spread their religion

Extract 11.1*: A sample of good response.*

The candidates who scored 3.5 to 5.5 marks provided less than five approaches required in this question. Some of them mixed up correct and incorrect approaches. Examples of these approaches were; *unity, cooperation and success*.

Besides, the analysis shows that, 7.7 percent of the candidates scored from 0 to 3 since they misunderstood the demands of the question. Instead of suggesting five approaches in which government can create and maintain harmony among members of different religions in Tanzania, they explained tests for true religion such as; *it should be the religion of whole universe, it should satisfy the claim of human nature, it should be taught by all Prophets*. Furthermore, some candidates pointed out five pillars of Islam such as; *the oness of God, Praying, pay out Zakkah, fasting during Ramadhan and Pilgrimage to Mecca*. Due to the lack of knowledge, some candidates provided incorrect suggestions such as; *establishment of strong Islamic state, to invite people into Islam, to perform night prayer and to establish one religion in the whole world*. Extract 11.2 shows a sample of a response from a script of a candidate who had weak performance in this question.

Extract 11.2: *A sample of a weak response.*

In extract 11.2 a candidate explained sources of Islamic laws like Ijmaa, Ijtihad Qiyas and Rai, instead of suggesting five approaches in which government can create and maintain harmony among members of different religions in Tanzania

3.1.3 Question 3: Belief in Allah (s.w) and its Implications

In this question, candidates were required to elaborate five effects of the belief in the existence of Allah (s.w). The question was derived from the topic of the Belief in Allah (s.w) and its Implications.

The question was attempted by 946 (93.1%) candidates. Out of which, 234 (24.8%) candidates scored from 6 to 10 marks, 337 (35.6%) candidates scored from 3.5 to 55 marks, 375 (39.6%) candidates scored from 0 to 3 marks among these, 189 (20%) candidates scored 0 mark. Generally, the performance of candidates in this question was average because 571 (60.4%) candidates scored from 3.5 to 10 marks. Figure 12 shows the analysis of data on the performance of candidates in percentage.
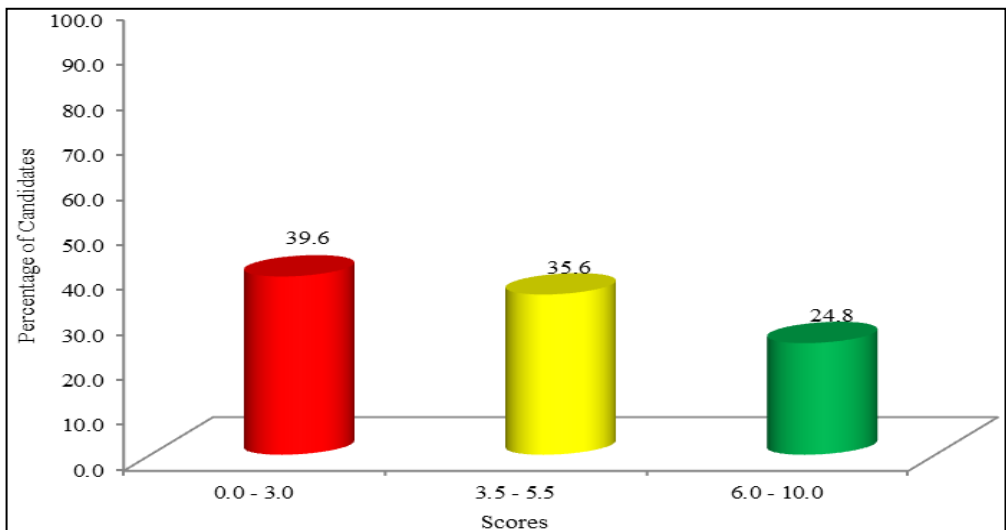
Figure 12: *Performance of Candidates in Percentage in Question 3.*

Candidates who scored from 6 to 10 marks had knowledge of the Belief in Allah (s.w) and its implications. They also understood the demand of the question and therefore were able to give five effects brought by the Belief in Allah (s.w). Although the question used a case study of Hafsa, these candidates were able to apply it in the real situation and managed to elaborate effects of believing in Allah (s.w). Some of the effects given by these candidates were; *she is a believer in the existence of Allah (s.w), she acquires highest degree of self-respect and self-esteem, she acquires a sense of modesty and humbleness, she becomes virtuous and upright and she develops degree of determination, patience, perseverance and trust in Allah (s.w).* Extract 12.1 is a sample of a response from a script of a candidate who performed well in this question.

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3	- Belief in Allah makes one couragious, because she is sure that everything happen when Allah wants so and no one can change the fact.
	- Belief in Allah makes one kind and humble, because she knows that what ever she posses is Allah's blessing and she has to use it according to Allah's ways like giving sadaqah, helping the poor.
	- Belief in Allah makes one posses high degree of determination. It enables one to know who she is, how, where she originated and what is the purpose of her creation.

Extract 12.1: *is a sample of a good response.*

Moreover, the analysis revealed that, 35.6 percent of the candidates who scored from 3.5 to 5.5 marks mixed up some of relevant and irrelevant effects of belief in Allah (s.w). For examples, one candidate elaborated the following irrelevant effects*; to fear the day of judgement and help to know that Allah (s.w) is a source of life.* Additionally, some candidates had managed to mention five effects brought to Hafsa's belief but failed to elaborate them. They also had insufficient English Language skills since some of them wrote meaningless sentences.

Furthermore, the analysis showed that, 39.6 percent of the candidates who scored from 0 to 3 marks, failed to grasp the demand of the question as a result, they provided the wrong answer. Most of these candidates seemed to be confused by the terminology 'witchdoctor' used in this question. As a result they came up with incorrect response. They explained the effects of belief in witchdoctor instead of explaining the effects of Belief in the existence Allah (s.w). They failed to apply the concept of witchdoctor used in the question in relation to the effects of believing in Allah (s.w) the creator. Effects of believing witchdoctor provided by these candidates were; *It reduce God consciousness, It reduce obey of commandment of Allah, It create laziness, It reduce fear of punishment of Allah and it reduce sacrify for the sake of Allah.*

Some candidates gave signs which depict the existence of Allah such as; *sign from universe, sign in the history of man, sign from man himself, History of Prophets and teaching of Prophets*. On top of that, other candidates instead of elaborating effects brought by believe of Allah, they analysed pillars of faith. They wrote that; *She believed existence of angels, She believed the book of Allah, She believed the message of Prophets, she believed the day of judgement and she believed befall of Qadar*. Extract 12.2 shows a sample of a response from a script of a candidate who performed weakly in this question.

Extract 12.2: *A sample of a weak response.*

In extract 12.2 a candidate explained signs for existence of Allah (s.w) from the lives, teaching and history of prophets instead of explaining the effect of belief in the existence of Allah (s.w).

3.1.4 Question 4: The Six Pillars of Faith

Candidates were required to explain five benefits Muslims get by believing that angels are created by Allah (s.w). The question was from the topic of the six Pillars of Faith.

The question was attempted by 986 (97%) candidates out of 1,017 who sat for this examination. The data show that, 406 (41.2%) candidates scored from 6 to 10 marks, 407 (41.3%) candidates scored from 3.5 to 5.5 marks, 173 (17.6%) candidates scored from 0 to 3 marks, among these, 14 (1.4%) candidates scored 0 mark. The performance of candidates in this question was good because 813 (82.5%) candidates scored from 3.5 to 10 marks. Figure 12 shows the analysis of data on the performance of candidates in percentage.
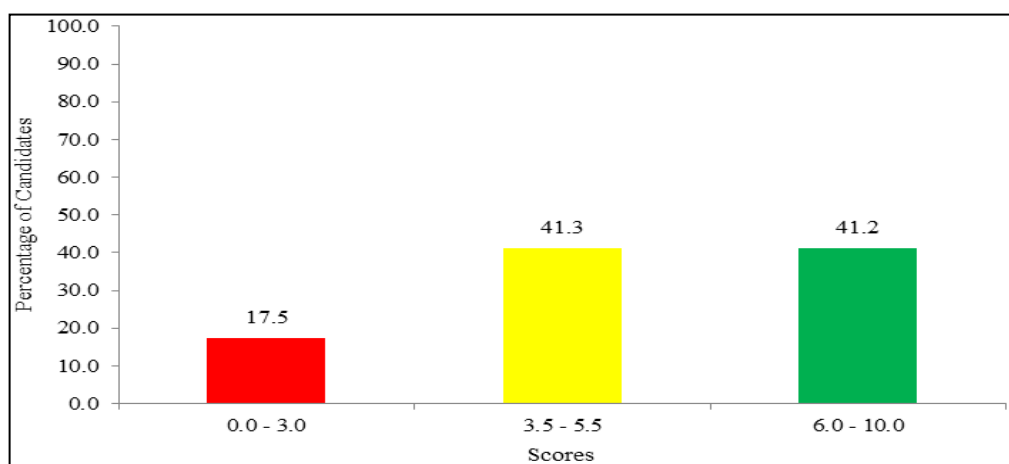
Figure 13: *Performance of Candidates in Percentage in Question 4*

The analysis of performance shows that 41.2 percent of the candidates who scored 6 to 10 marks, managed to explain five benefits Muslims get by believing that angels are created by Allah (s.w). Their arguments were; *it makes believer to know that Allah (s.w) has many creatures which obey him, it makes a believer to be very conscious in whatever he/she does for being aware that everything is being recorded, it makes the believer to understand the strength of divine punishments against the wicked on the Day of Judgement, it creates strength and boldness to the Muslims against the enemies by expecting support from Allah's angels and Angels will intercede on behalf of believers through prayer on the Day of Judgment.* These candidates had enough knowledge on the topic of pillars of faith and also understood the demands of

the question. Extract 13.1 shows a sample of a response from a script of a candidate who had good performance in this question.

04. i) To know that Allah needs has many creatures such as angels and therefore, man's ill behaviour does not Affect Allah, The Angels of Allah are creatures who do not go against the wishes of Allah and do what they are told to. Man is the one who needs Allah.

ii) By believing in the Angels of Allah, Man is informed on how Revealation has been sent down since the time of immemori This is seen Through The Angel Jibril (as) who has been, since immemorial, the one who sends Revealation from Allah to Mankind.

04. iii) To make Muslims concsious of their deeds; Since the Angels of Allah write every single deed of people, Man gets the information of being aware on what he or she does, for, every deal is recorded in their books, be it small or big.

iv) To strengthen Muslim's souls; Through the belief in Allah's Angels, Muslims get to be brave since Allah sends His Angels to strengthen and give Power to a Believer while he or she does a task. This is proven in the Battle of Badr when the Few Muslims defeated Large Number of Disbelievers with the help of Angels of Allah.

v). To know that the Fresh dead will be questioned By Believing in the Angels of Allah, Muslims get to know that Fresh deads will be questioned in the Graves, by Allah's Angels, Munkar and Nakir, In order to avoid the Punishment of failing to Answer the Questions, A Muslim should be virtous and Worshipping Allah.

Extract 13.1: *A sample of a good response.*

Extract 13.1 is a sample of a good response from a script of a candidate who explained well the benefits Muslims get by believing that angels are created by Allah (s.w).

Further, the analysis informs that, 41. 3 percent of the candidates, who scored from 3.5 to 5.5 marks, mixed up relevant and irrelevant benefits. Examples of irrelevant points elaborated by one of candidate were*: it helps Muslims to know that Angels are created from light and also enable Muslims to understand the duties of different Angels.* Other candidates provided less than five benefits needed.

On the other hand, the analysis on the responses of candidates revealed that, 17.5 percent of the candidates who scored 0 to 3 marks failed to interpret the demands of the question. Some of them explained the attributes of Angels instead of benefits Muslims get by believing that angels are created by Allah. The candidates wrote that; *Angels are sinless, Angels are invisible, Angels are neither female nor male, and Angels are created by light.* Some candidates explained works of Angels and their characteristics such as; *different in Talent, they have miracles, they send message from Allah, they are doing proper things that impress Allah and they benefit on solving defferent dispute.* Due to these misinterpretations of the question and lack of knowledge of the subject matter, the candidates either scored low or 0 mark. Extract 13.2 shows a sample of a response of a candidate with weak performance in this question.

i) They don't have the sexual desire.
The Allah can created the Angles but he can not give them the sexual desire like the human being so that is the benifit.

ii) They don't have the gender.
because Allah alone have the power to create the person who have not any gender, so the Angles they don't have any gender either men or women.

iii) They don't sleeping.
The Angles they don't sleep because they don't tired and all the time can done the work of Allah, but other people if they tired they take rest.

iv) They don't feel hungry.
The Angles in all their lives they don't eat anything like other people, so that is the benifit in believing that Angles are created by Allah.

v) They don't do any sins.
But the people in the universe can make the different bad deeds, but the Angles can not do any sins because they fear the punishment of Allah.

Extract 13.2: *A sample of weak response.*

Extract 13.2 indicates a sample of a response from a candidate who explained characteristics of Angels instead of benefits Muslims get by believing that angels are created by Allah (s.w).

3.1.5   Question 5: Islamic Family Law

This question was divided into two parts; (a) and (b). In part (a), the candidates were required to differentiate two types of divorce (Khul'u and Mubaarah). In part (b) the candidates were required to give two conditions for the (mubaraarah) divorce initiated by the wife to be valid. The question covered the topic of Islamic Family Law.

Candidates who attempted this question were 814 (80.1%). The candidates who scored from 0 to 3 marks were 565 (69.4%) among these, 179 (22%) candidates scored 0 mark, 199 (24.5%) candidates scored from 3.5 to 5.5 marks and 50 (6.1%) candidates scored from 6 to 9 marks. There was no candidate who scored all 10 marks. The general performance of candidates in this question was weak due to the fact that, only 249 (30.6%) candidates scored above 3 marks. Figure 14 depicts performance of the candidates in this question.
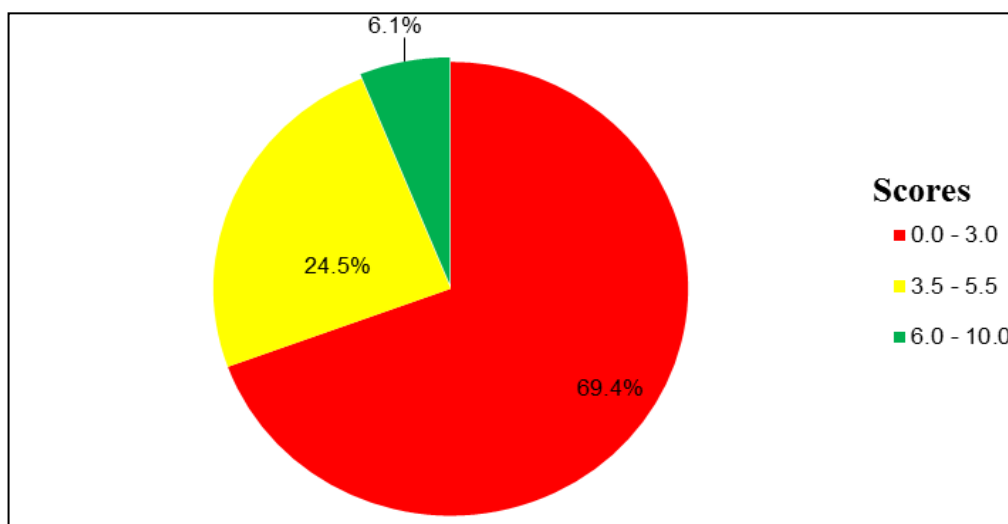
Figure 14: *Performance of Candidates in Percentage in Question 5.*

Candidates (69.4%) who scored 0 to 3 marks failed to grasp the demand of the question. As a result, they came up with the conditions which women are supposed to observe on the waiting period (Iddah) instead of explaining briefly difference between divorce initiated by wife and the one which wife and husband agreed to break up their marriage by mutual consent. The conditions of Iddah which were provided by these candidates were; *Sophia must wait period of Iddah, Sophia must be stay in house of husband and Sophia must wait period of three months.* Some candidates provided incorrect type of divorce for Sophia and Asha as; *Sofia divorce is irrevocable and Asha's divorce can be termed as revocable divorce.*

In part (b) these candidates gave conditions for irrevocable divorce for both Sophia and Asha. Among these conditions were; *if the husband has not seen Sophia for a long period of time with no communication and if the husband was captured by war captive.* Because of these discrepancies in their explanations, they scored low marks. Extract 14.1 shows a sample of an answer from a script of a candidate who had weak performance in this question.

5a.	Sophia's divorce to Muhammad.
	This type of divorce was the Irrevocable third divorce, whereby after divorce, Sophia and Muhammad were to
5a.	totally separate from one another. and were not allowed to get back together again. only if Sophia was married again and received an irrevocable divorce to from that new husband.
	Asha's divorce.
	Asha's divorce can be termed as a revocable divorce, in which the husband would still support his wife with basic needs. In this type of divorce, the two partners can still come back together.
5b.	Conditions for Sophia's divorce to be valid:
	i) If the husband have not seen Sophia for a long period of time with no communication.
	ii) If the husband was captured by war captives.

Extract 14.1: *A sample of a weak response.*

In extract 14.1 a candidate who explained revocable and irrevocable divorce and their conditions and the wrong conditions for divorce to be valid.

Candidates who scored 6 to 9 marks had a relatively adequate knowledge of Family law in Islam. In this case, they were able to differenciate between divorce initiated by wife and the one which wife and husband agreed to break up in mutual consent. In part (a), these candidates explained that; *Sophia's divorce is called Khul'u which is a type of divorce initiated by the wife to her husband if she is unhappy in her marriage for her own reasons while Asha's divorce is called Mubaarah as a mutual bilateral agreement to terminate the marriage and to be free each other from the marital bond, it is a mutual consent to separate.*

Also, in part (b), these candidates managed to give two conditions for the divorce initiated by the wife to be valid. They argued that; *satisfaction and the wife who seeks a compensation from husband and not otherwise.* Extract 14.2 is a sample of a response from a script of a candidate who had high performance in this question.

5. (a.) These two divorce are mutual valid or differ becouse the first divorce Sophia emphasized Mohammed and paid to him so as to be divorced and becouse of different reasons. So due to that It seen to be like (divorce Khul) To means that women emphasized much men to break up their marriage becouse of different reason. And men can be not accepted that divorce becouse is the one who write or talk about It. WHILE another hand Asha agreed her self with her husband to break up from their marriage becouse of mis-understand and different conflicts that ried in the marriage and It is divorce Lian. To means that Asha can be divorced becouse of that concept she agree.

(b) The condition which Sophia's divorce to be valid is.

- Mohammed should accept It, but if did not accept It that divorce is not valid is Islamic Sharia. Becouse is not women who divorce

- There should be a serious problems and conflits which make two of them to be divorced like long time without seen to each other, wors, poverty

and other problems which make Sophia's to talk and to revamp this her divorce. So due to that condition the divorce of Sophia's can be valid on that two condition.

Extract 14.2: *A sample of good response.*

Candidates who scored from 3.5 to 5.5 marks were not able to differenciate in detail, despite the fact that, they mentioned correct differences. Also some

candidates mixed up some relevant and irrelevant points for conditions of divorce initiated by the wife to be valid.

3.1.6 Question 6: Islamic Way of Life

This question focused on the topic of Islamic way of Life. In this question the candidates were required to analyse six business transactions prohibited in Islam.

The question was attempted by 925 (91%) candidates out of 1,017 who sat for this examination. The data analysis show that, 331 (35.8%) candidates scored from 6 to 10 marks. Also 280 (30.3%) candidates scored from 3.5 to 5.5 marks, 314 (33.9%) candidates scored from 0 to 3 marks, among these 28 (3%) candidates scored 0 mark. The performance of candidates in this question was good because 611 (66.1%) candidates scored from 3.5 to 9 marks. Figure 15 shows the performance of candidates in question 6
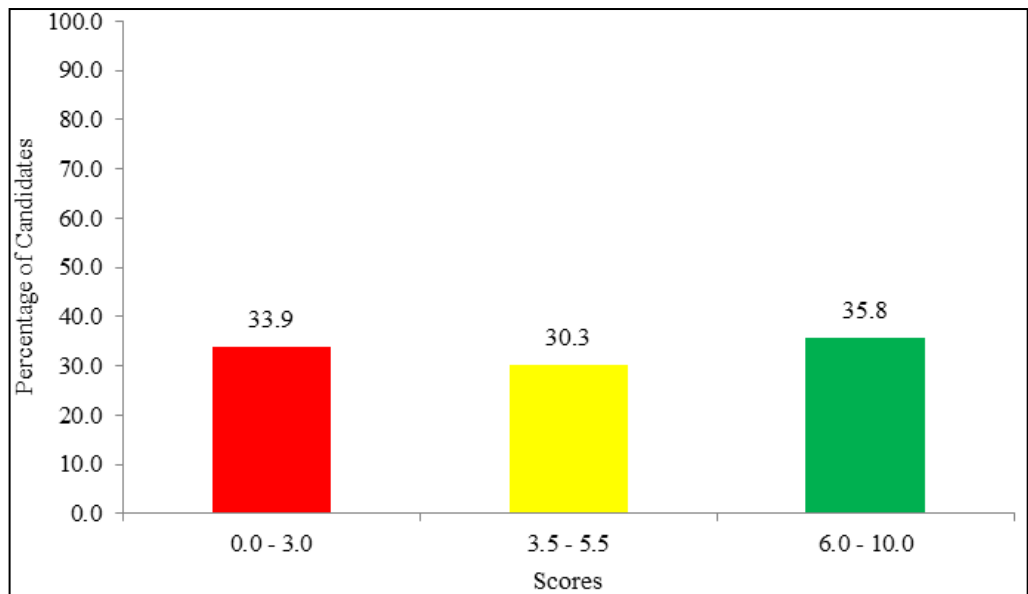
Figure 15: *Performance of Candidates in Percentage in Question 6.*

Candidates (35.8%) who scored from 6 to 10 marks managed to analyse six business transactions prohibited in Islam. Their responses were; *selling of haram or unlawful goods, in business and trading there should be no uncertainty, it is unlawful to manipulate price in the business, no one is allowed to hoaed goods or money and rising income from unlawful trasactions like prostitution, exploitation, theft and fraud.* Extract 15.1 is a sample of a response from a script of a candidate who performed well in this question.

6/ i/ selling unknown goods.

This is the business transaction prohibited in Islam, whereby a person used to sell goods which are not known example selling of foetus in the womb or selling a bird while flying or selling fish in the water.

ii/ selling of haram goods.

This also is prohibited in Islam, The person used to sell things which are not allowed in Islamic religion. example cigarvate, alcohol. These goods are prohibited in Islamic system of life so when a person will practise it he/she will not going according to Islam.

iii/ Hoarding

This is the business transaction which is prohibited in Islamic system. This is whereby a person used to store goods at a certain period of time and came to use it when there is scarcity of that good and used to sell at higher price.

iv/ price Manipulation

This is whereby a person buy a goods at small price and came to sell it at higher price to the people. for the aim of getting a higher profit so it is no prohibited in Islamic system.

v/ Interference in free market.

This is the situation whereby a person is come up with his/her price in a certain market while the was free selling of goods before.

6/ vi/ selling of stolen goods

This is the situation whereby a person stolen a good at a particular area then he/she came and sold it to another person in a certain price.

Extract 15.1: *A sample of a good response.*

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On the other hand, 30.3 percent of the candidates who scored 3.5 to 5.5 marks, mixed up the right and wrong business transactions prohibited in Islam. Some of incorrect responses which mixed up with correct responses by these candidates were; *gambling and paying debt.* Others showed less than six transactions in their responses. In addition to that, some candidates made repetition of the same business transaction in different explanation. Other candidates mentioned the correct business transactions prohibited but failed to explain them.

Further, the analysis show that, some of the candidates with 0 to 3 marks failed to grasp the demand of the question as a result, they provided incorrect answer. For instance, one candidate instead of analysing six business transactions prohibited in Islam, he/she misinterpreted the word "prohibited" and conceptualized it as a lawful or allowed in Islam. The candidate argued that; *Trade of animal is allowed in Islam, Trade of Qur'an is agreed trade, trade of food, Trade of shoes, Trade of clothes and buy slave in order to improve the power of Islam.*

Moreover, some candidates came with business ethics such as; *loans and draft should be written, measure and weight should be maintained correctly, all transactions should be in writing form, any fraud dealing is haram, no selling things which are useless and not selling commodities into two price.* In addition, some candidates provided sourses of Income during the life time of Prophet. They explained that; *weak rate (Zakat), land tax and Booty.* Also, some of the candidates by using guess method, analysed modes of Islamic finance such as; *Mudharaba, Musharaka, Bai-salam, Ijara and Murabaha.* Extract 15.2 is a sample of a script of a candidate who performed weakly in this question.

Extract 15.2: *A sample of weak response.*

In extract 15.2 a candidate explained modes of Islamic finance instead of analysing six business transactions prohibited in Islam.

3.2 SECTION B:

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

3.2.1 Question 7: Islamic Legal Science and Criminal Law

This question required the candidates to give six advantages of Islamic laws over man made laws. The question was from the topic of the Islamic legal science and Criminal law.

The question was attempted by 668 (65.7%) candidates out of 1,016 who sat for this examination. The data analysis shows that, 141 (21.1%) candidates scored from 12 to 17 marks, 422 (63.2%) candidates scored from 7 to 11.5 marks, 105 (15.7%) candidates scored from 0.5 to 6.5 marks. There was no candidate who scored all 20 marks. The performance of candidates in this question was good because 563 (84.3%) candidates scored from 7 to 17 marks. Figure 16 shows the performance of candidates in this question.
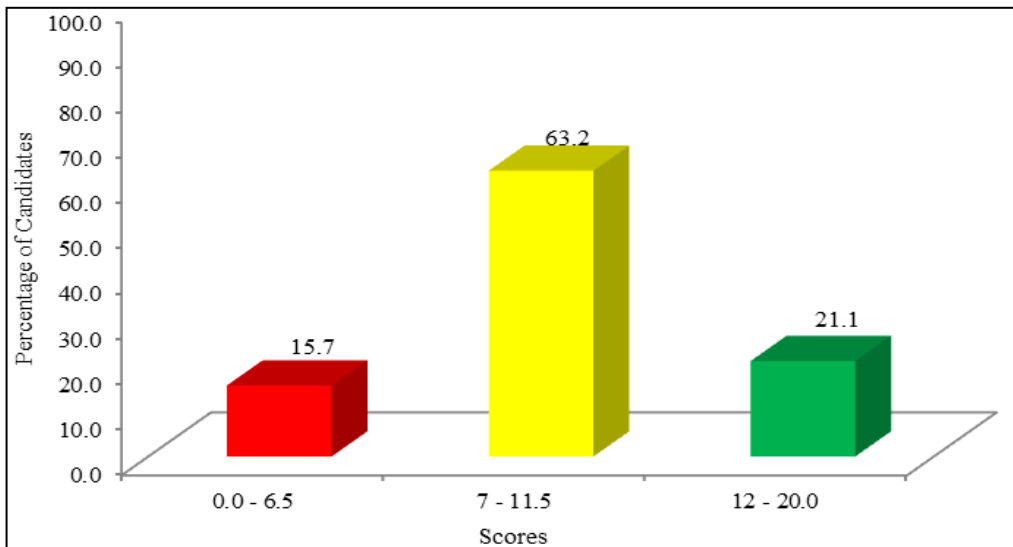
Figure 16: *Performance of andidates in Percentage in Question 7.*

The analysis of candidates' performance shows that, 21.1 percent of candidates who scored from 12 to 17 marks managed to give six advantages of Islamic laws over man made laws. The Advantages given by candidates were; *Islamic law is a divine law from Allah (s.w), Islam cares for physical and spiritual need of mankind, it is through establishing Islamic laws that real justice may be established, the practicing of Islamic law will enable mankind to fulfill the purpose of being created, Islamic laws inculcate peace and harmony in the society and Islamic laws may lead to salvation here and hereafter.* Good performance of the candidates in this question proved that, those candidates understood the question correctly and had adequate knowledge of the concept of Islamic legal science and Criminal law. Extract 16.1 is a sample of a response from a script of a candidate who performed well in this question.

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Islamic laws are rules and regulation (shariah) which follows the will of Almighty Allah (s.w). Have been categorized from primary sources and secondary source. Develops from Qur'an, hadith and scholars from Prophethood. Islamic laws are more better than manmade laws. Man-made laws are note on constitution. The following are advantages of Islamic laws over man-made laws.

Islamic laws are based on thruth. Usually a facts as been analyzed by Allah and messengor or Prophet. Islamic laws can never go wrong or mislead the majority compared to man-made laws. Islamic laws has no any doubt to the majority as compared to man-made.

Islamic laws maintain justice. Does not favour power or person status in public. It follows ~~chrotonolo~~ straight forward view. As whatever punishment That wrong doers has to be given has to be applicable regardless of anything. Example cutting wrist on thieves.

Islamic laws is applicable globally. Never discriminate by colour, race or nationality. All Muslims, within the earth surface follow and obeys the laws enacted. Compared to man-made laws which differs within nationality, races, colours and people within global level.

Islamic laws are Allah's words and orders. Orders from the creator are supposed to be followed within the universe. Islamic laws are not generated from man influence in enacting his or her own laws that could favour oneself. Thus Allah's word does not favour on anybody.

Islamic laws determine the past, present and future. It not only comprise of rules which could be used in the past. But also comprise of law which are intended to be used currently and future. But man-made describes present and whenever changes occur also change which lead to contradictory views among people in the society.

Islamic laws lead to moral preservation. As against social evils which could lead to punishment. Also against corruption compared to man-made law which one can take corruption and conducting injustice to innocents. Islamic laws always regard on moral views and standard which are good within the society.

Conclusively; An individual following Islamic laws always gain fruitful life in life here after. As against any evils and practices for humanity.

Extract 16.1: A sample good response.

Extract 16.1 shows a sample of a response of a candidate who gave six advantagies of Islamic laws over man made laws.

Further analysis shows that, 63.2 percent of the candidates who scored from 7 to 11.5 marks mixed up the correct and incorrect responses. Others provided less than six points in their responses. Examples of incorrect responses

provided by these candidates were; *it provides the right of Muslims, It is teach people how to elect leaders and it provide education.*

On the other hand, 15.7 percent of the candidates failed to grasp the demand of the question as a result, they provided incorrect answer. For example, they elaborated punishments given for those who commit evils instead of giving six advantages of Islamic laws over man made laws. The punishments given by these candidates were; *in Islamic law the thief must be cut his hand, in Islamic law the one who commit Adultery should beaten with stone to death, in Islam the one who drinking Alcohol beaten fourty sticks and in Islam the one who commit fornication must beaten one hundred sticks and the one who argues other without any evidence should be beaten eighty sticks.* All of these examples show that, the candidates in this category did not understand the demand of the question which resulted into scoring low or 0 marks. Extract 16.2 shows a sample of a response from a script of a candidate who performed weakly in this question.

A sleeping man until he /she awakes. Even if it is a prayer time but Unfortunately a man is at sleeping he /she could not be punished or getting a Sin until he /she awakes, because by that time a man is abnormal not voluntary so he /she could not get Sin but if a man is normal and disobey ing prayer the Sins would be Upon him /her So Islamic laws Opened the door that soon after sleeping a man should Conduct prayer.

07. A man can not be punished Up to the practising of the illegal things. Advanta ges of Islamic laws is that a man can not be punished up to the practicing the bad things which will make him /her to be punished, because Islamic religion is the peaceful religion so there is no bad practises which are conducted under the carpet.

All in all, Islamic laws over m-an made laws, in Islam there is no dogma because each and everything are conducted by following the guidance that is Qur-an and Hadith so there is no reclamation that in Islam there is Favouratism.

Extract 16.2: *A sample of weak candidate.*

Extract 16.2 is a sample of a response of a candidate who explained groups of people who are exempted by Islamic law from been given punishment.

3.2.2 Question 8: Islamic Family Law

In this question, candidates were required to explain six social problems that can be solved by the authorization of polygamy. The question was from the topic of Islamic Family Law.

A total of 621 (61.1%) candidates attempted this question. Out of which 85 (13.7%) candidates scored from 12 to 17 marks. Also 367 (59.1%) candidates scored from 7 to 11.5 marks, 169 (27.2%) candidates scored from 0 to 6.5 marks among these, 5 (0.8%) candidates scored 0 mark. There was no candidate who scored all 20 marks. The general performance of candidates in this question was good since 452 (72.8) candidates scored from 7 to 17 marks. Figure 17 shows the analysis of data on the performance of candidates in percentage.
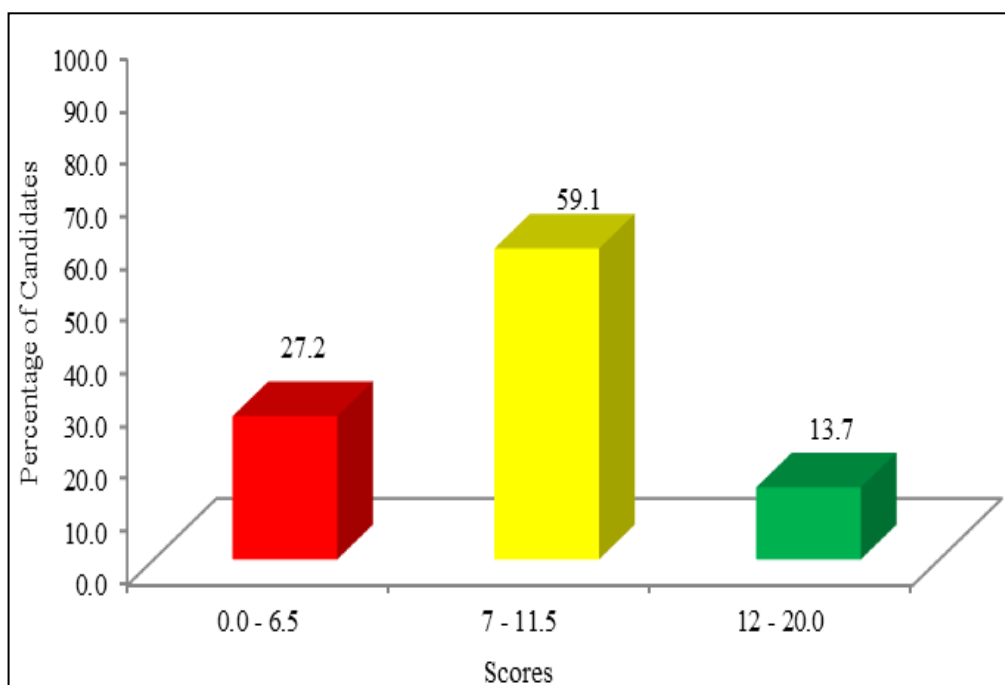
Figure 17: *Performances of Candidates in Percentage in Question 8.*

The candidates (13.7%) who scored from 12 to 17 marks understood the demand of this question. Also they had enough knowledge of Islamic law which enabled them to answer accordingly. Social problems that can be resolved by the authorization of polygamy as explained by candidates were; *polygamy may take care of the problem of orphanage, polygamy creates more chances for women to be married, polygamy will solve the problem of adultery and fornication, desire to have children for both men and women, protecting the society having street children and lack of human resources.* Extract 17.1 is a sample of a response from a script of a candidate who performed well in this question.

5. Polygamy is the situation where by a man marry more than one wifes this system of marriage Allah commanded to all man. but in the society there are many problems but we can be resolved by the authorization of polygamy among of them as a follows:-

Problem of Orphans: In the society there are many number of Orphans who have no father and they have no mother, so when a man marry more than wife leads to Protecting Orphans and to get their basic need such as food, clothes and shelter.

Problem of widow: also this Problem can be solved by the authorization of polygamy. In the society there are woman who have no husband etherdie or divorced. so woman couldn't able to get his need, but when a man marry mae than wife this problem will be resoled in the society.

Problem of fornication: When the authorization of polygamy done in the society it can reduce fornication in the muslims socie because there are many number of woman who have no husband this why decided to done fornication, but this problem resolved by authorization of polygamy.

Problem for desire of the Childrens: In the society there are man need, many number of children and the one wife can not berth. many children, so man marry mere than one wife in order to get children and

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8. to be happy in his life and increasing of muslims in the society,

Problems of Out Number of Womans In the Earth there are many number of woman Compare with man, this situation lead another womans couldn't get husband if there is the system of one wife, but this Problem can be resolved by authorizatio of polygamy.

Problem of children out of the marriage, In the society there are many Number of children who is Out of the marriage this problems lead to children to Ungeted his right such as Inheritance that father left. but this problem can be resolved by the authorization of polygamy;

To sump up In the society there are many problems, but all problem can be resolved by the authorization of polygamy, So woman should give their husband permission to marry more than one wife in Order to solve those problem that I explain above. and also to Implement the commandment of Allah (Sw) excample in Suratul Nisai.

Extract 17.1: *A sample of good response.*

Extract 17.1 is a sample of a response from a candidate who explained six social problems that can be solved by the authorization of polygamy.

Further analysis shows that, 59.1 percent of the candidates who scored 7 to 11.5 marks mixed up the correct and incorrect responses. Examples of incorrect answer which were mixed with the correct response were: *Existence of disease and having small number of children.* Other candidates managed to mention social problems but failed to elaborate them

On the other hand, most of the candidates (27.2%) who scored from 0 to 6.5 marks failed to grasp the demands of the question and therefore they brought the problems caused by polygamy instead of social problems that can be

resolved by the authorization of polygamy. Among problems explained by these candidates were; *Conflict among the family, increase level of poverty, breaking down the marriage, separation of family, increase level of dependent.* Other candidates came up with negative impacts of polygamy. They argued that*; polygamy reduce thirsty, poligamy increase conflict, The polygamy increase migration of people, The polygamy increase beggers, The polygamy increase weak family planning and increase high number of diseases.* Extract 17.2 shows a sample of an answer with weak performance in this question.

8 ... same one married due to their conflict causes me to beat his wife against the islamic laws so that this problem solved by the authority of polygamy and make to the same body to treaty all the his wife equally and beating is not the willing or islamic shariah. so that this is another social problem resolved by authorization of polygamy, lack of basic needs to the marriage, this is another social problem which resolved by the authorization of polygamy like shelter, clothes and so on. This happen when the husband married other wife forget about the first wife and based to one wife without caring the first wife so that this is another social problems solved by the authorization of polygy. lack in participation in decision - making in the marriage, so that this is another social problem which resolved by authorization of polygamy, this happen when same one prohibited one or wifes in the decision making. so that this is anoth er social problem which resolved by authorization of polygamy.

Show of prestige, this is another social problem which resolved by the authorization of polygamy because same people or men married for show off in order to show their strength to own more than one people but real is the

Extract 17.2*: A sample of a weak response.*

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Extract 17.2 shows a sample of a response from a candidate who elaborated wisdom behind divorce instead of elaborating the causes of divorce.

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

This question required the candidates to analyse six contributions of believing in the day of judgement and hereafter in the shaping of behavior of peace in the Muslims society. The question was from the topic of The Purpose of Life and Life after Death

The question was attempted by 696 (68.5%) candidates. Out of wich, 446 (64.1%) candidates scored from 12 to 18 marks. Also 209 (30%) candidates scored from 7 to 11.5 marks. Also 41 (5.9%) candidates scored from 0 to 6.5 marks among these, 5 (0.7%) candidates scored 0 mark. There was no candidate who scored all 10 marks. The performance of candidates in this question was good because 655 (94.1%) candidates scored from 6.5 to 17 marks. Figure 18 shows the analysis of data on the performance of candidates in percentage.
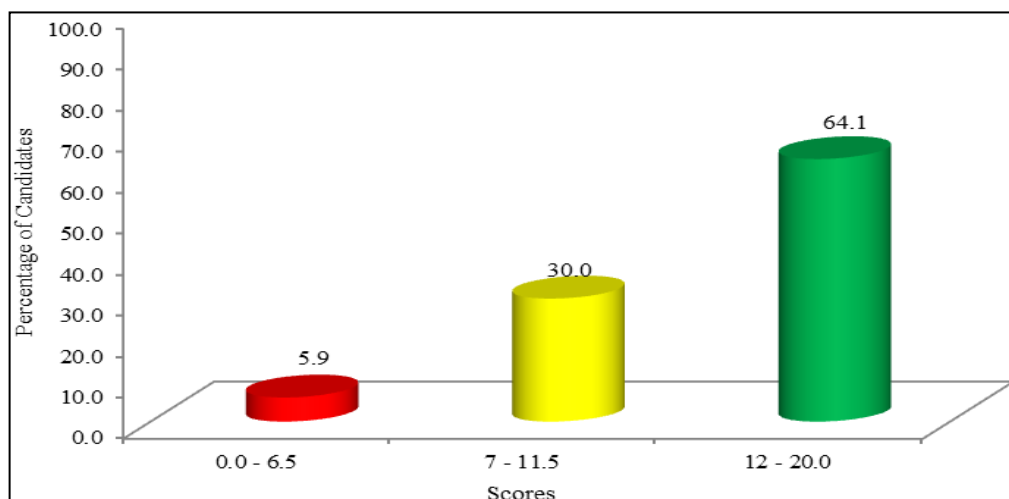
Figure18*: Performance of Candidates in Percentage in Question 9*

The analysis of candidates' performance shows that, 64.1 percent of the candidates who scored from 12 to 18 marks, responded to the question as it demanded. They analysed six contributions of believing in the day of judgement and hereafter in the shaping of behavior of peace in the Muslims society. They argued that; *belief in Day of Judgment is a deciding factor in the current life of man, give rise to people with love in the creator, render the wordly life meaningful due to the expectation of recompense to the given for whatever he have done, it produce individuals with highest degree of self-respect and self-esteem, beatifying with good characteristics and inculcating*

of doing righteous deeds. Good performance of the candidates in this question proved that, the candidates understood the question correctly and had adequate knowledge of the concept of six Pillars of faith. Extract 18.1 is a sample of a response from a script of a candidate who performed well in this question.

9. Day of judgment; this refers to the last day the day of doom where by every one is going to be judged according to her/his deeds on the earth. Fact is that no any human being no knows the day of judgment will occur on which time but it's there. Where are human being no will be judge. According to how we know the day of judgment and their punishment, we have to know how practically, on the believers, the following are the contribution

It is a deciding factor to a man, that it is how it contribute that it is a deciding factor, this is due to the believer him/her self to decide in doing good deeds so that he/she can't get the forgiveness to Allah(s.w) but through this enable a man not to do sins and make him to fear about the punishment of Allah(s.w), so it make the believer decide good way or wrong way.

Make's a believer to posses the highest degree of self respect and esteem; also through the day of judgment, it may make to a man to posses the highest degree of respect and esteem because a person is aware of how the day of judgment is so he decide to have respect to every one and maintaino in a very polite way so that he can get good deeds to Allah (s.w). So the other contribution of self respect./ judgment.

A believer maintain practical life. other contribution is that through believing on the day of judgment makes

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Extract 18.1: *A sample of a good response.*

Extract 18.1 shows a sample of a response of a candidate who managed to analyse six contributions of believing in the day of judgement and hereafter in the shaping of behavior of peace in the Muslims society.

The analysis shows that, 30 percent of the candidates who scored from 7 to 11.5 marks mixed up the correct and incorrect contributions. Example of incorrect contributions mixed up with correct ones were; *to be rewarded in the day of judgement, to be punishing all wrong doers and to be asked on the use of bounties of Allah (s.w). Also* some candidates gave less than six contributions in their responses that led to average marks.

On the other hand, 5.9 percent of the candidates who scored 0 to 6.5 marks failed to grasp the demand of the question. Instead of analyzing six contributions of believing in the Day of Judgement and hereafter in the shaping of behavior of peace in the Muslim society these candidates provided the historical events which prove the existence of day of judgemant. They argued that; *there must be a day of judgement due to the historical events like the story of Uzairu and his Donkey, the four birds of Ibrahim, the story of people of cave and the fourty days of Prophet Moses.* Other candidates analysed six inevitability of the day of Judgement. Their arguments were; *to be rewarded, to punish the wrong doers, to be asked on the use of bounties of Allah (s.w), to fulfill Allah's promise and establishment of justice.* Also other condidates brought their own arguments which went contrary to the demand of question. These wrong contributions were; *sending Wahy to the Prophet, the Angles who ask question in the grave, the story of Adam and Hawa and being*

the Angle who has the work. Extract 18.2 shows a sample of a response from a script of a candidate who performed weakly in this question.

Qn 9.

Day of Judgment:- Is the last day to human and all creature where by each one will receive his/her result of the life time lived. The following are the Contribution of believing in the Day of Judgement and here after in the shaping behaviour of peace in the Muslims society as follows;

THE HOLY BOOK Que-AN:- This is one among the Contributions on the day of judgement since in the holly book Qur-an There is some verses declare and provide the evidence due to the presence of the day of djudgement Example in The surah Qiyam (62:2) So due to that these shows The Contribution of the day of Judgement.

ADVENT OF ATI PROPHET:- Also this is another Contribution of the believing to day of judgement. Simply because all phase prophet come with the same Advent of worshiping Allah (s.w) and to believe the day of Judgement which make them to receive their result above all people on that day so due to that also these advent of prophet It's play as one among the Contribution of believing the day of Judgement.

Believe in hell fire and Paradice:- also these is one among The Contribution of believing the day of judgement and here after Shape muslims beehaviour. Since all people who believe that These is the paradice and hell fire for bad people. while paradice of good people they also used to believe the day of Judgement. In one way and another.

Believe in Life After death:- Also these is one among the Contribution in believing the day of judgement. Simply because. If person Believe that there is Life after death she/he must believe the day of judgement since when people will return or as before what will goes on except the day of judgement so It's ensurely that the Believe of life after death have also a believe that there is The day of Judgement.

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Extract 18.2: *A sample of a weak response.*

Extract 18.2 is a sample of a response of a candidate who explained reasons for inevetability of life after death instead of analysing six contributions of believing in the day of judgement and here after in the shaping of behavior of peace in the Muslims society.

4.0   ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The Islamic Knowledge Advaned Certificate of Secondary Examination of 2020 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 of *Purpose of Life and Life After Death (94.1%), Qur'anic Concept of Religion, Qur'anic Concept of Education (84.8%), The Islamic Legal Science and Criminal Law (84.3%), The Six Pillars of Faith (82.5%) and Islamic Way of Life (66.1%).* The candidates performed well in these topics because of their ability to follow the required instructions, identify the demands of the questions and good mastery of the subject matter. Moreover, most of the candidates demonstrated good proficiency of English language in answering questions that required

explanations as they produced grammatical and meaningful sentences. The candidates performed averagely *in the topics of Nations Mentioned in the Qur'an (62%), Belief in Allah and its Implicatios (60.4%), The Islamic Family Law (51.7%) and Evolution of Islamic State in Meccan Era (41.2%).* The reasons which made the candidates to get average performance in these topics were; providing fewer points than instructed, mentioning of correct points without satisfactory explanations, mixing up correct with incorrect concepts and insufficient English Language skills.

However the candidates had weak performance in the topics *of Rationale of Islam and Concept of Worship (34.4%), The Islamic State in Madina (28.5%), Sunnah and Hadith (22.6%), Islam in East Africa (14.1%) and Authenticity of the Holy Qur'an (1.7%).* The analysis on the candidates' answers revealed that, the reasons which made candidates to have weak performance in these topic were; failure to meet the demand of the question, misconception and misinterpretation of the requirements of the question and lack of knowledge of the topic. The candidates' performance on the topics for ACSEE 2020 is summarized in appendix A.

The comparison of candidates' performance between 2019 and 2020 shows that in 2019 the performance was good in 11 topics, average in 3 topics and weak in 1 topic while in 2020 it was good in 6 topics, average in 4 topcis and weak in 5 topics. Therefore in comparison with 2019 examination, the performance of the candidates in 2020 Islamic Knowledge Advanced Certificate of Secondary Education Examination (ACSEE) topic wise has decreased.

The candidates' performance has not changed in, *Qur'anic Concept of Education, The Six Pillars of Faith*, *Islamic Way of Life* and *Purpose of Life and Life After Death* in the two years. In addition, there was an increase of performance of *The Islamic Legal Science and Criminal Law* from average in *2019 to good in 2020.* The comparison of the analysis of the candidates' performance in each topic for 2019 and 2020 is summarized in appendix B, 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) 2020 was 52.66 which is

average. This indicates that, majority of the candidates were not able to answer correctly most of the questions due to inadequate knowledge on the topics tested. Most of the candidates had problems in responding to question 1, 2, and 8 in paper 1, which has topics of *Evolution of Islamic state in Meccan Era, Authenticity of the Holy Qur'an* and *Islam in East Africa.*

The analysis for both papers shows that the candidates' performance was good in paper 2 compared to paper 1. The candidates with good performance were able to answer the questions correctly by addressing the tasks of the questions and showing competence in the subject matter. They were able to write well organised essays with English language proficiency.

The analysis revealed that, the candidates with weak response proved to have a number of challenges which include; mixing up relevant with irrelevant concepts, provision of less than required points on that particular question, failure to meet or to misinterpret the demand of the question, lack of enough knowledge on the topics concerned and failure to provide satisfactory explanations. For the purpose of improving performance in the coming examinations, more efforts are needed in the teachings and learning process in order to build candidates ability to understand the demand of the questions, to present strong arguements and to write well organized essay with English language proficiency.

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

6.0   RECOMMENDATIONS

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

(a)   Learning and teaching processes should be improved in all the topics especially *Evolution of Islamic state in Meccan Era, Authenticity of the Holy Qur'an* and *Islam in East Africa* which had weak performance. Teachers should apply appropriate teaching and learning techniques that will increase students' motivation in the learning process so as to help them to acquire and develop critical thinking and argumentation in writing skills.

(b)   Teachers should provide enough exercises to the students so as to reinforce the understanding of the subject matter and skills of answering

questions. For example, teachers should build the culture of interpreting key Islamic teminoligies or instructional words to the students during classroom sessions. This will make candidates familiar with special terminologies and will enable them to understand when used in the examination. The candidates will be able not only conceptualize Islamic concepts but also be familiar with the approaches of answering questions correctly.

(c)   The candidates should be encouraged to participate in different Islamic knowledge discussions especially in the areas that they find difficulty to understand. Candidates are advised to revise all topics in Islamic Knowledge syllabus when preparing for ACSEE examination.

(d)   The teachers should guide the students and encourage them to read various Isalmic knowledge books and pamphlets especially on the Sunnah and Hadith, Evolution of Islamic state in Meccan Era, Authenticity of the Holy Qur'an and Islam in East Africa so as to widen and improve their knowledge and skills. Also students must read Qur'an daily so as to have good memory of various Qur'anic verses.

(e)   Guest speaker may be invited in schools to deliver lectures on different topics about Islam.

Appendix A

S/N	Topic	Number of Questions per Topic	Percentage of Candidates who Scored an Average of 35% or Above	Remarks

1	The Purpose of Life and Life After Death	1	94.1	Good
2	Qur'anic Concept of Religion	1	92.3	Good
3	Qur'anic concept of education	1	84.8	Good
4	The Islamic legal science and Criminal law.	1	84.3	Good
5	The six Pillars of faith	1	82.5	Good
6	Islamic way of Life	2	66.1	Good
7	Nations Mentioned in the Qur'an	1	62	Average
8	The Belief in Allah (s.w) and its implications	1	60.4	Average
9	The Islamic Family Law	2	51.7	Average
10	Evolution of Islamic State in Meccan Era	1	41.2	Average
11	Rationale of Islam and the concept of Worship	1	34.4	Weak
12	The Islamic state in Madinah	2	28.5	Weak
13	Sunnah and Hadith	1	22.6	Weak
14	Islam in East Africa	1	14.1	Weak
15	Authenticity of the Holy Qur'an.	1	1.7	Weak

Analysis of Candidates' Performance in Each Topic

COMPARISON OF CANDIDATES' PERFOMANCE IN TOPICS BETWEEN YEAR 2019 AND 2020

S/N	Topic	2019			2020		
		Number of questions per topic	Percentage of Candidates who scored an average	Remarks	Number of questions per topic	Percentage of Candidates who scored an average of 35% or above	Remarks
1.	The Five Fundamentals of Islam	1	90.8	Good			
2.	Qur'anic Concept of Education	1	86.8	Good	1	84.4	Good
3.	The Teachings of Selected Verses of Qur'an	1	78	Good			
4.	History of the Universe and Mankind	1	77.6	Good			
5.	Nations Mentioned in the Qur'an	1	71.7	Good	1	62	Average
6.	The Islamic Family Law	1	70	Good	2	51.7	Average
7	The Six Pillars of Faith	1	66.7	Good	1	82.5	Good
8.	Islamic Way of Life	1	66.7	Good	2	66.1	Good
9.	Belief in Allah (s.w) and its implication	1	66.5	Good	1	60.4	Average
10.	The Purpose of Life and Life After Death	1	64.7	Good	1	94.1	Good
11.	The History of Islam After Caliphate Era	1	61.5	Good			
12	The Evolution of Islamic State-the Maccan Era	1	50.1	Average	1	41.2	Average
13	Sunnah and Hadith	1	47.8	Average	2	22.6	Weak
14	The Islamic Legal Science and Criminal Law	1	38.8	Average	1	84.3	Good
15	The Islamic State in Caliphate Era	1	21.6	Poor			
16	Qur'anic Concept of Religion				1	92.3	Good
17	Rationale of Islam and the concept of Worship				1	34.4	Average
18	The Islamic state in Madinah				2	28.5	Weak
19	Islam in East Africa				1	14.1	Weak
20	Authenticity of the Holy Qur'an.				1	1.7	Weak