

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
ADVANCED CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION**

115/1

ISLAMIC KNOWLEDGE 1

(For Both School and Private Candidates)

Time : 3 Hours

ANSWERS

Year : 2019

Instructions

1. This paper consists of sections A and B with a total of **nine (9)** questions.
2. Answer all questions in section A and **two (2)** questions from section B.
3. All writing should be in **blue** or **black** ink.
4. Communication devices and any unauthorised materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer two (2) questions in this section

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

The first group is the believers (Mu'minin). They have faith in the unseen, establish regular prayers, and spend from what Allah has provided.

The second group is the disbelievers (Kafirun). They reject faith completely, and it makes no difference whether they are warned or not because their hearts are sealed.

The third group is the hypocrites (Munafiqun). They pretend to believe but conceal disbelief, deceiving themselves. They are characterized by dishonesty, double-faced behavior, and causing corruption on earth.

2. Given Prophetic Hadith which said that "seeking knowledge is obligatory to every Muslim man and woman". Refer that prophetic Hadith to give five reasons why seeking knowledge is emphasized in Islam.

Knowledge helps a Muslim to understand Allah's commands and fulfill obligations correctly, such as prayer, fasting, and zakat.

It protects believers from ignorance, superstition, and innovations that may lead them away from true Islam.

Seeking knowledge elevates the status of a Muslim in society and brings them closer to Allah, as the Qur'an says those with knowledge are not equal to the ignorant.

Knowledge equips Muslims with the ability to serve humanity, through professions like medicine, law, and teaching, which are beneficial for society.

It also strengthens the Muslim Ummah by producing scholars, leaders, and thinkers who can defend Islam and guide future generations.

3. Analyse five factors which led to the destruction of people of Thamud.

The people of Thamud disobeyed Allah's messenger, Prophet Salih, and rejected his call to worship one God.

They committed acts of arrogance and pride, boasting of their strength and advanced stone-carved dwellings.

They practiced oppression and corruption in society, causing injustice and spreading mischief on the land.

They killed the she-camel, which was a clear sign from Allah, out of defiance and rebellion against His command.

They persisted in disbelief despite repeated warnings, which led Allah to punish them with a mighty earthquake and thunderbolt that destroyed them.

SECTION B (60 Marks)

Answer three (3) questions from this section

4. Analyse six factors which led to the decline of Islamic state during the Caliphate era.

Internal divisions and conflicts, especially after the assassination of Caliph Uthman, weakened unity among Muslims.

The rise of sects such as the Kharijites and Shia created political and religious fragmentation.

Economic mismanagement and luxury weakened leaders and distracted them from Islamic principles.

Territorial expansion made governance difficult, and corruption spread within the administration.

Dynastic politics emerged, where leadership became hereditary rather than based on merit and piety.

External attacks from enemies exploited these weaknesses, further destabilizing the state.

5. (a) Give three reasons why Sunnah and Hadith are significant in Islam.

They explain and elaborate on the Qur'an, showing how its teachings are to be practiced in daily life.

They provide rulings on matters not explicitly detailed in the Qur'an, guiding Muslims in worship, law, and ethics.

They serve as a model for Muslims, as the Prophet's life is the best example to follow.

(b) Give three reasons why Hadith was restricted during the lifetime of Prophet Muhammad (s.a.w).

There was a fear that people might mix Hadith with the Qur'an, leading to confusion.

The Qur'an was the primary focus of preservation, so the Prophet emphasized memorization and recording of it first.

Prophet Muhammad wanted to ensure authenticity, so Hadith transmission was initially limited to avoid fabrications.

6. Explain six lessons the contemporary Muslims get from the initial principles of Islamization process in Mecca.

Muslims learn the value of patience and perseverance, as early Muslims endured persecution for their faith.

They learn the importance of da'wah, spreading Islam peacefully despite challenges.

The emphasis on tawheed (oneness of Allah) teaches Muslims to avoid shirk and remain steadfast in belief.

Muslims are reminded of the importance of brotherhood and unity, as the small Meccan community relied on solidarity.

They learn to endure sacrifices for the sake of Allah, including wealth, status, and comfort.

It also teaches reliance on Allah, as ultimate victory comes only through His support.

7. Explain six reasons why there was necessity for Allah (s.w) to send prophets to mankind.

Prophets guided mankind to worship Allah alone and avoid shirk.

They brought divine laws and regulations to govern human life in justice and morality.

Prophets served as role models in character, patience, and leadership for the believers.

They warned people against sin and its consequences, protecting societies from destruction.

They gave glad tidings of Paradise to the righteous and warnings of Hell to the disbelievers.

Prophets reminded people of accountability in the Hereafter, shaping moral responsibility.

8. Explain six factors which contributed to the fall of Umayyad dynasty.

The dynasty faced internal revolts from groups such as the Abbasids, who opposed their rule.

They were accused of corruption, luxury, and neglecting Islamic principles of justice.

The expansion of the empire made it difficult to govern effectively, leading to weak administration.

They marginalized non-Arab Muslims (mawali), causing resentment and rebellion.

Leadership disputes and succession struggles weakened the dynasty from within.

Strong opposition movements, including the Shia, exploited these weaknesses, leading to the Abbasid takeover.