

**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 : 2022**

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**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 (60 Marks)

Answer all questions in this section

1. Differentiate between materialistic and the Islamic point of view on origin of mankind.

The materialistic point of view claims that mankind originated through natural processes such as evolution, where life developed from simple organisms to complex beings without divine intervention. It denies the role of God in creation.

The Islamic point of view states that Allah created man directly, beginning with Prophet Adam (A.S) from clay, and then breathed into him His spirit. This shows mankind's origin is divine and purposeful, not accidental.

Thus, materialism explains man through chance and science, while Islam emphasizes creation by Allah with wisdom and intention.

2. Analyze socio-economic factors that led to the spread of Islam in East Africa between 6th to 7th centuries AD.

Trade played a major role, as Muslim merchants from Arabia established trading posts along the East African coast, bringing Islam through interactions with local people.

The economic prosperity of coastal towns like Mombasa, Lamu, and Kilwa encouraged acceptance of Islam since it was associated with wealthy traders.

Intermarriage between Arabs and local people also spread Islamic practices and culture, blending with African traditions.

Islam offered fair laws in trade and justice, which attracted many Africans to embrace it as a moral and social guide.

3. Criticize the disbelievers who are claiming that Muhammad ordered Muslims to collect revenue, so as to get income for his personal expenditure by showing four expenditures of revenues in Islamic state.

Revenues collected in the Islamic state were used to support the poor and needy, fulfilling the principle of zakat, not for the Prophet's personal use.

They were spent on maintaining and equipping the army to defend the Islamic community.

Revenues were also allocated to build infrastructure such as mosques and other public services.

They were used to pay salaries of public servants and administrators managing state affairs.

This shows that revenue collection served the community, not Prophet Muhammad's personal life, as he lived a simple lifestyle.

4. Provide four arguments to refute the claim that author of holy Qur'an might be Prophet Muhammad (S.A.W) himself because he was the one who taught it to his companions.

Prophet Muhammad (S.A.W) was illiterate and could not read or write, making it impossible for him to author such a comprehensive and eloquent book.

The Qur'an contains scientific knowledge and prophecies far beyond the understanding of a 7th-century man, showing it is divine.

The style and language of the Qur'an are unique, unmatched by poetry or prose of his time, proving it is not man-made.

The Qur'an itself challenges mankind to produce a chapter like it, and no one has succeeded, proving it is from Allah.

5. Assess the extent to which Muslims abide to the criteria of true believers in the society as mentioned in Qur'an (2:1-5).

True believers are those who have firm faith in the unseen, yet many Muslims today struggle with weak iman and doubt.

The Qur'an emphasizes performing salah, but while many Muslims observe it, others neglect regular prayers.

Believers are required to spend from what Allah has provided, but charity is still limited among some Muslims despite the wealth Allah has granted them.

The Qur'an highlights belief in revelations and the Hereafter, and while many Muslims uphold this, some are influenced by worldly desires, showing a gap between the ideal and practice.

6. Educate parents on the stance (importance) of Islam on education. The question was composed from the topic of Qur'anic Concept of Education.

Islam places great importance on education, as the first revelation "Iqra" emphasized reading and knowledge. Parents must encourage both secular and religious education.

Education builds moral character, guiding children to live according to Qur'an and Sunnah, and protecting them from immorality.

Knowledge equips children with skills for worldly success while preparing them for the Hereafter, making education a duty for both boys and girls.

Parents are therefore responsible for ensuring their children are well-educated in both Islamic and worldly knowledge.

### **SECTION B (40 Marks)**

Answer two (2) questions from this section

7. Explain the differences between Qur'an and Hadith Al-Qudusy.

The Qur'an is the word of Allah revealed directly to Prophet Muhammad (S.A.W) through Angel Jibril, while Hadith Al-Qudusy is a saying of the Prophet in which Allah's meaning is conveyed but in the Prophet's own words.

The Qur'an is recited in prayers and has a fixed text preserved without change, while Hadith Qudusy is not used in prayers and its transmission depends on narrators.

The Qur'an is considered miraculous and inimitable, while Hadith Qudusy, though sacred, does not carry the same level of linguistic challenge.

Thus, both are divine, but the Qur'an is supreme, while Hadith Qudusy complements its teachings.

8. Analyze ill-effects of man-made ways of life.

Man-made ways of life often promote immorality such as alcoholism, gambling, and sexual permissiveness, leading to moral decay.

They encourage materialism and selfishness, neglecting the spiritual and communal responsibilities emphasized in Islam.

They create social injustices, as man-made laws often favor the rich and powerful while oppressing the weak.

They also cause instability, since systems not based on divine guidance lead to corruption, exploitation, and inequality.

9. Examine six contributions of Muslim organizations to Islam and Muslims in East Africa since their establishment.

Muslim organizations have built schools and madrassas, promoting both secular and religious education.

They established health centers, ensuring medical care for Muslim communities.

They provide charity and welfare services, supporting orphans, widows, and the poor.

They organize religious programs, including Qur'an competitions and dawa activities, spreading Islamic knowledge.

They advocate for Muslim rights, representing the community in political and social matters.

They also encourage unity among Muslims through cooperation, conferences, and inter-community support.