

**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 : 2023

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. Criticize the view of some contemporary Marxists scholars who believe that a religion is not of the necessity and man can live without religion.

The Marxist view that religion is unnecessary overlooks the spiritual and moral needs of human beings. Religion provides guidance on ethical behavior, justice, and accountability before Allah, which are essential for social order.

Religion offers inner peace and purpose in life, while Marxist materialism focuses only on economic and social factors, neglecting the spiritual dimension.

History shows that societies that abandoned religion often fell into moral corruption, lawlessness, and oppression, proving that religion remains a necessity for human survival and harmony.

2. Explain briefly the responsibilities of believers as stipulated in Suratul Al-Imran (3:100-120).

Believers are instructed to hold firmly to the rope of Allah and avoid division, emphasizing unity among Muslims.

They are reminded to fear Allah and maintain taqwa, for success lies in piety and righteousness.

Believers are also called to enjoin good, forbid evil, and remain steadfast in their faith, resisting the influence of disbelievers and hypocrites.

These responsibilities highlight the importance of unity, moral responsibility, and trust in Allah's guidance.

3. Briefly reveal the evidences from within the Qur'an to convince the world that it is the book of Allah (s.w).

The Qur'an challenges mankind to produce a chapter like it, proving its divine origin as no one has been able to meet this challenge.

It contains accurate scientific knowledge, such as descriptions of embryonic development and natural phenomena, revealed long before modern discoveries.

The Qur'an also preserved its originality without alteration for over 1,400 years, unlike other scriptures, showing it is the true word of Allah.

4. Assess briefly leadership behaviours and integrity of contemporary Muslim leaders by referring to Caliph Abubakar (r.a).

Caliph Abubakar demonstrated humility by living a simple life despite being a leader, teaching that Muslim leaders should avoid extravagance.

He showed justice and fairness, ensuring that decisions were based on Qur'an and Sunnah rather than personal interests.

He maintained strong faith and courage, defending Islam during crises such as the apostasy wars, proving that leaders must be firm and God-fearing.

5. Explain briefly the lessons that can be learnt through the challenges that faced Ammar, Yassir, Summayyah, Bilal and others from Quraysh disbelievers.

The patience of these companions teaches Muslims the virtue of steadfastness in faith despite trials and persecution.

Their sacrifices remind believers that the path of truth requires endurance, courage, and reliance on Allah.

Their struggles also highlight the importance of resisting oppression and remaining committed to Islamic principles under all circumstances.

6. Justify briefly the administrative structure which reshaped by Umar Abdul Aziz as the Caliph of Islamic state.

Umar Abdul Aziz emphasized justice by abolishing oppressive taxes and returning unjustly seized wealth to rightful owners.

He reformed governance by ensuring that leaders were accountable and that public funds were spent fairly on welfare, education, and infrastructure.

He promoted equality and inclusiveness by treating Muslims and non-Muslims justly, proving that leadership must be based on fairness, piety, and responsibility.

SECTION B (40 Marks)

Answer two (2) questions from this section

7. Explain the impacts of Juma decision of stopping his son to attend Madrasa as wastage of time after joining secondary school to the Muslim community.

Stopping the child from attending Madrasa weakens his Islamic knowledge, making him vulnerable to immorality and forgetting religious duties.

It deprives the Muslim community of future scholars and leaders who could preserve and spread Islamic teachings.

This decision contributes to the erosion of Islamic culture and identity, as secular education alone cannot provide moral and spiritual guidance.

8. Use Qur'anic verses to prove that man did not originate from apes.

The Qur'an clearly states in Surah Al-Hijr (15:28-29) that Allah created man from clay and breathed into him His spirit, showing man's divine origin.

In Surah Al-Mu'minun (23:12-14), Allah describes the stages of human creation in the womb, proving man's unique creation process.

These verses refute Darwinian evolution and confirm that man was directly created by Allah, not descended from apes.

9. Analyze six roles of Aqaba treaties to the formation of Islamic state in Madina.

The Aqaba treaties secured the pledge of support from the people of Madina, giving Prophet Muhammad (s.a.w) a safe base to establish Islam.

They ensured military protection for Muslims against Quraysh aggression, strengthening the security of the new state.

They created political unity between Muslims of Makkah and Madina, paving the way for brotherhood between Muhajirun and Ansar.

The treaties legalized the migration of Muslims to Madina, protecting them from persecution in Makkah.

They laid the foundation for collective decision-making, as pledges involved consultation and commitment to shared goals.

Finally, they marked the beginning of Islamic governance in Madina, leading to the establishment of the first Islamic state under Prophet Muhammad (s.a.w).