P235/2

Islamic Religious Education

Paper 2

July - August, 2024

2 ½ Hours



## UGANDA MUSLIM TEACHERS' ASSOCIATION UMTA JOINT MOCK EXAMINATIONS - 2024 UGANDA ADVANCED CERTIFICATE OF EDUCATION

## **Islamic Religious Education**

(Hadith and Fiqh)

Paper 2

2 hours 30 minutes

## **INSTRUCTIONS TO CANDIDATES:**

- This paper is made up of two Sections A and B.
- Attempt four questions taking at least one from each section.

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## **SECTION A – Hadith (Traditions of the Prophet.)**

1. (a) To what extent have the modern scholars of Hadith emulated the methods of dissemination of the companions.	of Hadith (13 marks)
(b) Explain the methods sanctioned by the Prophet in the collection of Hadith?	? (12 marks)
2. (a) Examine the unique features of Sahih Muslim.	(12 marks)
(b) What lessons can Muslims learn from the life history of Imam Muslim?	(13 marks)
3. (a) Account for the inclusion of Imam al-Nasai among the celebrated <b>six</b> sound	compilers. (12 marks)
(b) What challenges did the <b>six</b> sound compilers face while collecting Hadith?	(13 marks)
4. (a) Explain the conditions that relegate a Hadith to the Maudhu category?	(13 marks)
(b) What makes Mutwatir hadith different from Ahad hadith?	(12 marks)
5. (a) Examine the distinction between Dhaif and Hasan Hadith.	(13 marks)
(b) Give the importance of Hadith classification.	(12 marks)
6. Compare Hadith al Qudsi with the holy Qur'an.	(25 marks)
<b>SECTION B: Fiqh (Practices)</b>	
7. (a) Justify the development of the sources of sharia during the era of the Tabius	n and Tabi
7. (a) Justify the development of the sources of sharia during the era of the Tabiun.	n and Tabi (13 marks)
Tabiun.	(13 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.	(13 marks) (12 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.  8. Analyse the significance of Qiyas as a source of Islamic law.	(13 marks) (12 marks) (25 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.  8. Analyse the significance of Qiyas as a source of Islamic law.  9. To what extent are Faradha and Wajib acts similar.	(13 marks) (12 marks) (25 marks) (25 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.  8. Analyse the significance of Qiyas as a source of Islamic law.  9. To what extent are Faradha and Wajib acts similar.  10. (a) Account for the emergence of the Sunni Schools of thought.	(13 marks) (12 marks) (25 marks) (25 marks) (13 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.  8. Analyse the significance of Qiyas as a source of Islamic law.  9. To what extent are Faradha and Wajib acts similar.  10. (a) Account for the emergence of the Sunni Schools of thought.  (b) Explain the impact of their emergence on the Muslim community.	(13 marks) (12 marks) (25 marks) (25 marks) (13 marks) (12 marks)
Tabiun.  (b) Explain the impact of these developments to the Muslim Ummah.  8. Analyse the significance of Qiyas as a source of Islamic law.  9. To what extent are Faradha and Wajib acts similar.  10. (a) Account for the emergence of the Sunni Schools of thought.  (b) Explain the impact of their emergence on the Muslim community.  11. (a) Discuss the Islamic teachings on the management of orphans' property.	(13 marks) (12 marks) (25 marks) (25 marks) (13 marks) (12 marks) (13 marks) (13 marks)

**END** 

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