

**P235/2**

**ISLAMIC RELIGIOUS**

**EDUCATION**

**(Hadith and Fiqh)**

**Paper 2**

**Nov./Dec.2010**

**2 $\frac{1}{2}$  hours**



**UGANDA NATIONAL EXAMINATIONS BOARD**

**Uganda Advanced Certificate of Education**

**ISLAMIC RELIGIOUS EDUCATION**

**(Hadith and Fiqh)**

**Paper 2**

**2 hours 30 minutes**

**INSTRUCTIONS TO CANDIDATES:**

*This paper is divided into two sections; A and B.*

*Answer four questions, taking at least one from each section.*

*All questions carry equal marks.*

*Any additional question(s) answered will not be marked.*

## **SECTION A**

1. "The companions of the prophet trans Hadith out of commitment to the faith but not out of necessity". Discuss.
2. Examine the contribution of Imam Muslim to Hadith compilation.
3. Account for the fabrication of Hadith despite prophet's stern warning.
4. "Despite its weakness Dhaif class of Hadith is to great value to the scholars of Hadith. Discuss.
5. To what extent is Hadith Nabawi a valuable source in the Muslim faith and practice.
6. Justify the inclusion of Ibn Majah among the six compilers of Sahili Hadith books.

## **SECTION B**

7. Examine the stages of development of Islamic law (sharia).
8. "It was unfortunate that a broad source of law like ijthihad should have been reduced to Qiyas, a mere analogy". Assess the validity of this statement.
9. Explain the difference between Haram and Makruh.
10. Account for the development of Sunni schools of law.
11. Examine the teaching of Islam on disobedience to parents.
12. Discuss the strategies to be adopted in order to apply Sharia in countries like Uganda.

**END**