



JINJA JOINT EXAMINATIONS BOARD

MOCK EXAMINATIONS 2022

IRE P235 – 2

MARKING GUIDE

1. a) Discuss the challenges encountered during the collection and compilation of hadith after the death of the prophet.

✓ **Define Hadith.**

- ✓ Lack of writing materials
- ✓ High level of Illiteracy
- ✓ Death of memorizers
- ✓ Lack of commitment by the companions
- ✓ Language barrier
- ✓ Emergency of Forgery of hadith
- ✓ Death of the prophet
- ✓ Competition from other religions
- ✓ Revelation of the holy Quran
- ✓ Involvement in wars
- ✓ Poor transport and communication means
- ✓ Harsh desert conditions
- ✓ The companions over trusted the memories
- ✓ The companions had much interest in Quran than hadith
- ✓ Threats from the enemies of Islam
- ✓ Prophets prohibition of writing

1.b) Account for the increased need to collect and compile Hadith by the later generations

- ✓ Death of Prophet Muhammad
- ✓ Expansion of the Islamic Empire
- ✓ Availability of uniform and suitable writing materials
- ✓ Emergency of forged Hadith

- ✓ Increased number of people who could read and write
- ✓ Need to preserve Hadith for posterity
- ✓ Need to explain different verses of the Quran.
- ✓ Desire to hold high the status of the prophet
- ✓ Need to use Hadith in solving day to day issues in the Islamic state.
- ✓ The revelation of the Quran had ended
- ✓ Many people could now find time to concentrate on Hadith after end of wars
- ✓ Desire to get rewards by reporting and compiling Hadith.

2.a) Why was the book of Hadith not compiled during the Prophet's time?

- ✓ **Candidates should give reasons for inability of the companions of the Prophet to**
- ✓ **compile any book of Hadith during the life time of the Prophet.**
- ✓ Hadith refers to the sayings, actions and silent approvals of Prophet Muhammed (Pbuh).
- ✓ The following are the reasons for failure of the companions to compile Hadith during the
- ✓ Prophet's time.
 - ✓ - The presence of the Prophet who would always solve the prevailing problems.
 - ✓ - Restrictions put in place by the Prophet towards recording of Hadith.
 - ✓ - Lack of suitable and uniform writing materials.
 - ✓ - Involvement of the companions in battles especially with the pagan Quraysh.
 - ✓ - Inability of many companions to read and write.
 - ✓ - High retentive memory of many Arabs made them reluctant to write down Hadith.
 - ✓ - Lack of interest among many Arabs to collect Hadith.
 - ✓ - Poor communication network hindered their movements to collect and compile Hadith.
 - ✓ - Revelation of the Quran which attracted the attention of many companions.
 - ✓ - Lack of time to venture into Hadith collection and compilation.
 - ✓ - The population of the Muslims was still very low.
 - ✓ - Involvement of many companions in trade and commerce.
 - ✓ - Allah's restrictions to the companions to access the home of the Prophet.

(12x1=12 marks)

2b) In what ways was Hadith disseminated during the life time of Prophet

- ✓ **Muhammad (Pbuh)? (12 marks)**
- ✓ Hadith was spread in the following ways;
- ✓ Through
 - ✓ - Transmission

- ✓ - Practical demonstration
- ✓ - Preaching or sending teachers
- ✓ - Study circles
- ✓ - Building schools/madrasas
- ✓ - Memorization
- ✓ - Recording
- ✓ - Promising rewards or incentives to those who actively spread Hadith
- ✓ - Threats and punishments promised to those who neglected Hadith.
- ✓ - Through silent approval or the Prophet being non-committal
- ✓ - Sometimes the Prophet instructed his companions to do certain things.
- ✓ - Women were encouraged by the Prophet to consult his wives.
- ✓ - Sending letters to different lands

12x1=12 marks

3.(a) Write the early life of Ibn Shihab AL-Zuhuri.

- ✓ His real names were Muhammad bin Muhsin Ubaidullah bin Shihab al-Zuhuri.
- ✓ He was born in 58 AH in the city of Medina and lived in Medina.
- ✓ He belonged to the Quraish tribe, the tribe of the prophet (P.b.u.h)
- ✓ His father died in the straggle against the Umayyads.
- ✓ He was very brilliant right from childhood and possessed a very strong memory.
- ✓ He began his studies at an early age where he was instructed in Quran and Hadith
- ✓ He travelled to many places in search of knowledge especially hadith.
- ✓ He equally had a chance to learn from some of the outstanding scholars of the time e.g. Abdallah bin Zubair, Urwa bin Zubair etc.
- ✓ He also taught many such as Sufian bin Uyain.
- ✓ Zuhur had a strong memory which enabled him to memorize the holy Quran in only 80 days.
- ✓ He is also remembered to have been the pioneer of Hadith compilation.
- ✓ He also encouraged some of the early works such as al qatadaya of Ali son of Abs Twalib.
- ✓ He died in 123 AH and was buried near the road so as to attract prayers from Muslims passing by as per his request.

8x1 $\frac{1}{2}$

3.b) Explain his methods of collection and compilation of Hadith.

- ✓ Al-Zuhuri's methods of collection and compilation of Hadith were as follows: -
- ✓ He travelled widely consulting people and collecting hadith.
- ✓ He was also the first person to pay attention to the isnad or chain of narrators of hadith.
- ✓ He was a member of one of the best four chains connecting to the prophet.
- ✓ He allowed his compilations to be used by other compilers to simplify their work.
- ✓ His work led to the beginning of the science of hadith (usul al hadith)
- ✓ He also pioneered the work of Isnad (chain of narrators)
- ✓ He recorded very many hadith out of the many collections.
- ✓ His formed of work gave procedure to the later compilers i.e. Zuhuri's work was a foundation for later compilation.
- ✓ He standardized earlier compilations of hadith.
- ✓ It's strong equally enabled him to memorize about 2000 hadiths.

$$8 \times 1\frac{1}{2} + 1$$

4. Examine the methods used by the following in the collection and compilation of Hadith

(a) Imam Muslim.

- ✓ His full name was Abu Huseein Muslim bin Hajjaj al Nisaluri
- ✓ He was born in 204AH at a place called Nishapur
- ✓ He travelled widely in Muslim world in search of Hadith.
- ✓ He collected over 300,000 traditions out of that number he compiled 4000 Hadith
- ✓ He wrote one of the most authentic book of Hadith called sahih Muslim
- ✓ His work was more organized than that of Imam Bukhar.
- ✓ He never repeated Hadith
- ✓ Arranged his book according to the themes addressed by Hadiths.
- ✓ He was very strict in following the criteria of accepting hadith
- ✓ His work is just next to that of Imam Bukhar.
- ✓ He took greater care in using particular wording in the narrator.

- ✓ He taught many students and the most prominent was Musa Bin Haroona.

$8 \times 1\frac{1}{2} + 1$ marks

(b) Nasai

- ✓ His name is Abdul Rahman Ahmed bin Ali bin Shuaib bin Bahr bin Sinan.
- ✓ He was born in 215 AH. He started his journey of collecting Hadith when he was still young.

Methods

- ✓ He collected Hadith which were in agreement with the Quran.
- ✓ Collected Hadith that were in line with the traditions of the prophet.
- ✓ Travelled widely to verify Hadith with different scholars.
- ✓ Never included any baseless Hadith
- ✓ Did not include in his book any hadith reported by a person he never trusted.
- ✓ He collected some weak Hadith but never explained their weakness.
- ✓ Adopted the methods of Bukhar and Muslim
- ✓ Never included any hadith if there was controversy between reporters at a particular stage.
- ✓ He took time in search of Hadith and went to many places which enabled him get a variety of Hadith.
- ✓ Tried to be accurate in most of his traditions because he never wanted to be considered a weak reporter.
- ✓ He corrected the mistakes of the early collector.
- ✓ He chaptalized his work which made it easy to read.
- ✓ Made extensive consultations before recording any hadith
- ✓ He was not very critical in his collection and targeted authentic traditions.
- ✓ He mainly collected Hadith from pious people.

$8 \times 1\frac{1}{2} + 1$ marks

5. Examine the characteristics of a weak Hadith

- ✓ A weak Hadith lays in the third class according to the degree of accuracy.
- ✓ It is below Swahih and Hassan
- ✓ It has a broken chain of narrators
- ✓ Sometimes reported by people whose memorizing capacity is low.
- ✓ Usually reported by narrators who were not devoted Muslims
- ✓ Not traceable up to the Prophet.
- ✓ May have a companion missing from the chain.
- ✓ May have two successive reporters e.g companion and Tabien missing.
- ✓ The compilers of such Hadith may not have guarded their work against forgery.
- ✓ Sometimes ambiguous / not clear
- ✓ They contain exaggerations
- ✓ The content may not be in agreement with historical facts.
- ✓ Not in line with common sense
- ✓ Not in line agreement with the holy Quran.
- ✓ Usually reported by very few people.
- ✓ Have information of a general nature but reported by very few people.
- ✓ Mainly considered if the topics spiritual.
- ✓ They are considered if they have support of other Hadith.
- ✓ They are used in absence of other authentic Hadith.
- ✓ They mis a dependable narrator in their chain.
- ✓ Their wording is not consistent to the wording of the Prophet.
- ✓ They in most cases blame a certain group of people.
- ✓ They lack support of the holy Quran.

16 X 1 ½ + 1 = 25

6.a) Examine the characteristics of Hadith Nabawi.

A candidate should explain Hadith Nabawi then give its features

Hadith Nabawi refers to Prophetic sayings or actions and salient approvals which have a religious bearing

The features include;

- ✓ Both wording and meanings of such Hadith are from the Prophet
- ✓ They start with phrases, “ The Prophet said.....
- ✓ They are many in number compared to Hadith Qudus
- ✓ They are easily forged
- ✓ They are sometimes ambiguous/unclear and may need explanation
- ✓ They do not contradict with the Quran
- ✓ They are ranked below Quds

- ✓ Not recited in prayer
- ✓ Not acting on them does not make one an infidel
- ✓ They were committed to memory by senior companions of the prophet
- ✓ They provide guidance to mankind
- ✓ They were compiled by the Muhadithiin
- ✓ They supplement the Quran
- ✓ Acting by their teachings attracts rewards from Allah. **12x1+1 marks**

(b) Give the similarities between Hadith Quds and Nabawi.

- ✓ Both were accepted to be used in Islam
- ✓ Both give more information of the revealed message of the Quran
- ✓ Both were transmitted from the prophet to the rest of mankind
- ✓ Both were meant for the admonition of mankind
- ✓ Both have wording from the Prophet
- ✓ Both have attributes of divine inspiration
- ✓ Both act as 2nd sources of Islamic law next to Quran
- ✓ Both were attempted to be forged
- ✓ None of them is recited in prayers
- ✓ Both are classified as Sahih, Hassan, Dhaif.
- ✓ Repudiation of either of the two does not make one a kafir (nonbeliever)
- ✓ Both are less authentic compared to Quran
- ✓ Acting upon them i.e their teachings attracts rewards from Allah. **12x1 marks**

7. Assess the significance of Hadith as a source of Islamic law.

- ✓ Hadith can be defined as sayings, actions and silent approvals of Prophet Muhammad (Pbuh).
- ✓ It is the second source of Islamic law next to the Holy Quran.
- ✓ The significance of Hadith as a source of Islamic law can be assessed as follows;
 - ✓ Hadith provides details about the Prophet's life style which Muslims must copy.
 - ✓ Prophet Muhammad (Pbuh) was the practical living example which makes Hadith practical.
- ✓ Hadith plays an important role in interpreting the Quran which is the first and major source of Islamic law.

- ✓ All general teachings of the Quran, were made clear through the Prophets initiative.
- ✓ Still the nuclear or ambiguous verses of the Quran were made clear by Prophet Muhammad using his own words which is Hadith.
- ✓ The Prophet once said my word is law my examples are doctrine and my statement is truth.
- ✓ This explains the importance of Hadith as a source of law. Muslims are supposed to simply implement the dos and donts of the Prophet.
- ✓ Hadith also helps to supplement sharia. This is done by making additional laws. E.g stoning the adulterers to death.
- ✓ In Qn 53: 3-5 Allah says that the Prophet did not speak out of his own desire its inspiration sent down to him.
- ✓ This therefore means that whatever the messenger said was message from Allah the most high.
- ✓ Sometimes Allah would send to the Prophet message directly through inspiration.
- ✓ Hadith supports the truthfulness of other sources of Islamic law such as Quran Ijma and Qiyas.
- ✓ The Prophet said during the farewell sermon. I have left among you two things onto which if you adhere you will never go astray, the book of Allah (Quran) and what you hear from me.
- ✓ He also said, the Quran abrogates my sayings but my sayings cannot abrogate the Quran.
- ✓ Here the Hadith provides authority to the Quran as the first source of Islamic law.
- ✓ As regards Ijma (general consensus) the Prophet said. My people will never agree in

8(a) Discuss the features of Haram acts

- ✓ Haram acts are acts which are absolutely forbidden in Islam. They are punishable on this would
- ✓ They mainly attract hellfire as the punishment.
- ✓ They are usually not performed in the open but in hiddinh or secrecy.
- ✓ They are prohibited and discouraged both in the Quran and hadith.
- ✓ Many of them attract more sinning e.g. baking of alcohol
- ✓ They are generally not acceptable in society e.g. murder, Zina, magic etc.
- ✓ They are much advocated for by Shaitwan or Satan.
- ✓ Most of haram consumables are harmful & people's health e.g. alcohol.
- ✓ Some lead to contraction of some diseases e.g. Zina

$$8 \times 1\frac{1}{2} + 1$$

8(b) Of what significance is the classification of legal acts to the Muslim community.

- ✓ Classification of acts is significant to the muslims community in the following ways;
- ✓ It helps in knowing the weight of different acts in Islam.
- ✓ It helps one to focus on doing good deeds and avoid bad ones.
- ✓ Contributed to the development of Islamic laws(sharia).
- ✓ Helps in guiding muslims to avoid wrong doing.
- ✓ Helps muslims to work hand via lawful acts and get rewards
- ✓ It shows the flexibility of Islam e.g. categorization like Muaha are not mentioned in Quran and Sunna.
- ✓ It helps in identifying categories of crimes in Island.
- ✓ Law enforcer and judges are guided on how best to accommodate justice before the muslim community.

8x1 $\frac{1}{2}$

9. a) Give the background of Imam Ahmed bin Hambal.

- ✓ His real names were Abu abdallah Ahmed bin Muhammad bin hambal
- ✓ He was born in 164AH in the city of Bagdad
- ✓ His father Muhammad was a warrior and his mother was known as swafiyya
- ✓ He is remembered to have been a very bright boy and very intelligent right from childhood
- ✓ He travelled far and wide in search of knowledge and went to places like Syria, Hejaz, Kufah, Yemen, Basra etc.
- ✓ He was very knowledgeable in Quran and the traditions of the prophet and this earned him a name called "imam sunnah "
- ✓ He wrote his work entitled as musnad al imam Ahmed
- ✓ This book was compiled by his son abdallah
- ✓ He was a famous teacher whose students turned into outstanding scholars of hadith e.g. imam bukhari and Imam Muslim
- ✓ Like other imams, Imam Ahmed bin hambal accepted the use of ijma and qiyas as a source of Islamic law
- ✓ His school was mainly on four principles i.e. Quran and sunnah

- ✓ He also considered dhaif hadith other than ones reasoning
 - ✓ He never accepted qiyas except after serious research
 - ✓ The Hambal School is today the official school of the kingdom of Saudi Arabia
 - ✓ He died in 241AH in the city of Bagdad
 - ✓ Studied from people like Imam ShafieYahya bin Saud bin Qaltan etc.
- (8 X 1 ½+1 = 13marks)

9b) Explain his contribution to the development of jurisprudence.

- ✓ He founded the Hambalite School of law
- ✓ He compiled books on Islamic jurisprudence e.g. kitabtafsir, kitabswallah, kitab Sunnaetc.
- ✓ He rejected human reasoning as source of law in favor of Quran and hadith
- ✓ He challenged the mutazillites with their philosophical ideas which were against some ideal teachings of Islam
- ✓ He influenced the emergency of some other schools of law
- ✓ He travelled widely in search of knowledge
- ✓ He declined political appointments for compromising the teachings ofIslam
- ✓ He taught many people who later turned to be outstanding scholars of the time
- ✓ He defended Quranand hadith as the major sources of Islamic law
- ✓ He was bold and critical to the extent of challenging some caliphs who acted against the ideal teachings of Islam
- ✓ He was so pious and faithful which gave people confidence
- ✓ He is also remembered to have encouraged good doing

(8 X 1 ½=12 marks)

10(a) Examine the causes of human sacrifice in Uganda

- ✓ Human sacrifice refers to the killing of human beings in order to please the gods and acquires materials gains.
- ✓ Below are some of the causes
- ✓ Economic hardships and frustrations
- ✓ Massive level of unemployment
- ✓ Exposure to very dirty films/ movies which inspire people to kill others
- ✓ Lack of faith weak religious base

- ✓ Involvement in witchcraft
- ✓ Interpersonal conflicts
- ✓ Weak judicial system
- ✓ Hostile environment in which many people live
- ✓ Poor upbringing which leads to creation of merciless people
- ✓ Loss of hope in formal religious groups
- ✓ Habits
- ✓ Unjust leadership
- ✓ Lack of formal and informal education

Gender based violence

8X 1 ½+1=13 marks

(b) Explain the teachings of Islam against the above evil practice

- ✓ Teachings of Islam against human sacrifice
- ✓ One man's murder is considered the murder of all human race Q5: 35
- ✓ Do not kill a soul which Allah has made sacred Q6: 151
- ✓ One who kills a believer intentionally will go to hell Q4: 93
- ✓ Do not kill your children out of fear of poverty Q1 7:31
- ✓ The prophet said;
- ✓ Your blood is made completely forbidden upon one another. (Bukhar)
- ✓ A believer remains within the scope of his religion as long as he does not kill any one unlawfully. (Bukhar)
- ✓ Allah may forgive every sin except in case of one dies a muslirik or one who kills a believer intentionally (Abu Dauda Ibn hibbar)
- ✓ If two Muslims fight and one kill the other both will go to hell.
- ✓ None of you should remain in a place where a man is being killed unjustly? (Tabarani)
- ✓ Be aware let it not happen after me that you begin to take each other's lives and be it the category of unbelievers.

8X 1 ½=12 marks

II. Discuss the conditions in the Muslim world that has brought about the contradiction of the majority of Muslims condemn Riba but in practice very few Muslims keep away from it.

- ✓ Riba is defined as excess or additions charged over and above the principle amount of cash rent. It can also be charged on commodities many Muslims do not keep away from it. The cause of Riba includes:
- ✓ Lack of Islamic financial institution that can give interest free loans
- ✓ Poverty which continues to torture people forces muslims to take Riba
- ✓ Need to get access to money for survival by some muslims leads to interest/Riba
- ✓ Lack of faith among many muslims, they practice it with no fear
- ✓ Deliberate government policy to charge people to earn an income
- ✓ Ignorance of principles of Riba by many muslims
- ✓ Influence of the western world with an aim to exploit muslims
- ✓ Desire for worldly pleasure by many muslims force them to ask for money with interests
- ✓ Desire for rich to exploit the poor by charging them extra
- ✓ Need to establish social and economic class by some muslims
- ✓ Excess bargaining leads to Riba
- ✓ Lack of experts to give interest free loans
- ✓ Existence of inflation and desire to consider the value for money

12x2+1=25 marks

12 Examine the approaches used by the western world to frustrate the application of Sharia.

- ✓ Various methods have been employed by the Western world to frustrate the application of sharia such as;
- ✓ Orientalism, they have sponsored people to study Islam with the objective of the misrepresenting facts in Islam through publication.
- ✓ Influencing muslims to misrepresent Islamic values e.g. through provision of scholarship in their countries, indoctrinate them and in the end Islamic values dropped

- ✓ Branching Sharia practicing countries and those struggling to implement as terrorist countries so as to justify their action of failing them.
- ✓ Influencing the creation of sects in the muslim community so as to negatively impact on the ideal principles of Islam e.g. Ahmadiyyamuslim mission, Jamal Tabliq etc.
- ✓ Breeding Immorality in muslim countries e.g. popularity practice like formation poor dress code, alcoholism etc.
- ✓ Confusing the minds of the youth, e.g. through misleading publications, mass media and related journal.
- ✓ Planting agents in different countries to ensure that Sharia practices are suffocated.
- ✓ Increased criticism against muslim numbers i.e. talking ill against the big families of muslims, polygamy etc.
- ✓ Economic degeneration methods e.g. deliberate planning of poverty in muslim countries like popularizing riba(usury) destroying muslim business establishments etc.
- ✓ Proving the women folk e.g. talking ill against Islamic dress (Hijab), Indicating to the muslim women that they are being pressed.
- ✓ Establishment of contrivances in muslim countries with the objective of weakening them e.g. conflicts which existed between Iraq and Kuwait.
- ✓ Deliberate efforts to stop the propagation of Islam e.g. misinforming the public that Islam is only for the Arabic speakers.
- ✓ They have widened their missionary areas so as to penetrate into the social clusters and vocations e.g. via distributing Christian literature free of charge etc.

12x2+1

END