**WAKISSHA JOINT MOCK EXAMINATIONS**

**SCORING GUIDE**

**UGANDA CERTIFICATE OF EDUCATION**

**IRE 225/1**

**2024**

**Item one.**

Introduction

The scenario introduces us to hot cake collage school where the Moslem faith is at stake. Their commitment to god is low. The Muslim attribute this to the hostile environment, recently Muslim students expressed the need to practice their religious doctrines. The doctrine bellow will restore Moslem community to their GOD.

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| NO | IDEA | EXPLANATION | LINKING IDEA TO THE SCENARIO/ APPLICATION |
|  | The moslem students wish to make adhan | Q 62;9 | This will help them to remember the time of prayer which is one of the Islamic practice |
|  | The moslem students wish to pray | God gave us five dairy prayers to be performed as qn 2:45 | After performing them it will raise learners commmitiment to allah |
|  | The moslem students wish to recite the holy books like quran, injil ,zabur tauret | Four were reviealed ang quran is the mother of all as qn4:136 | This book covers all aspects of life on every thing which can help to bring solution amidst all challenges |
|  | The moslem students wish to do DAWA | Quran 5:2,58:11 | This will help them to remember them to know more and influence others to join the religion. |
|  | The moslem students wish to give Islamic charity like sadaka and zakat | Quran 5:32 | This will help them to remember them to solve the problems of the poor muslims |
|  | The moslem students wish to fast saum | Quran 2:183 | This will help them to remember the Islamic laws which existed before us hence obeying Allah |
|  | The mosliem students wish to practice Islamic code of dress | Quran 7:31 | This will help them to avoid problems which can evolve as a result of poor dress code. |

**1. (B) HOW SHOULD MUSLIM STUDENTS CO-EXIST WITH OTHER STUDENTS ILLUSTRATED IN THE SCENARIO?**

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| NO. | IDEA | EXPLANATION | APPLICATION |
|  | Muslim students should respect students of other faith. | Allah instructed people to live as brothers and sisters qn49:10. Qn4:36 | They will attract respect hence reduce on tension @ school. |
|  | Muslim students should be truthfully to the students of other faith | Quran 2:42 | When you speak ur mind ,unity will come hence reducing the tension at school. |
|  | Muslim students ought to love those of other faith/religions | Quran /hadith “***none of you can be a believer unless he loves for his brother what he wishes/loves for himself”*** | This will genuinely bring respect, unity hence no tension. |
|  | Muslim students should council and guide the students of other faith. | ***“Believers are like parts of the building, each part supports the other”*** *buhar.*  *Quran3:31.* | With this unity will be achieved hence reducing tension in the school. |
|  | Muslim students greet and respond greeting of the students of other faith. | Since greeting its self is an act of worship in Islam, Allah says qn10:25.qn 4:94. | The exchange of greeting will calm down the anger hence reducing tension in the school. |
|  | Muslim students should share with the students of other faith | Use the hadith of the prophet when he reached medina. | With this unity will be achieved hence reducing tension in the school. |
|  | Muslim students should reconcile with the students of other faith. | Quran 3:54,  8:30 and  27:50-51 | This process brings unity, peace hence reducing their anger in the school. |

**Conclusion.** In all, Muslim students ought not to be extremists, liberal but calculative. They should observe their obligations to the students of other faith as instructed by Allah. This will calm down anger of Muslim parents who will not take away their children from this school. The Muslim students will develop pride of their for this school. The school administration will base on the conduct of the small Muslim community, to develop interest in them which will gradually bring a lasting solution to their grievance so as to retain them.

**ITEM TWO.**

**Introduction.**The scenario introduces a couple of uthman and fatuma.the couple seems incompatible the wife very demanding which exceeds the economic level of uthman who is trying his level best to fulfill his obligations though his wife is not appreciative .despite all that, uthman is persisting with the marriage.below are the Islamic teachings that fatuma should be reminded about.

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| NO. | IDEA | EXPLANATION | APPLICATION |
|  | **F**atuma should be reminded to **respect** her husband. | **Quran 4:19**  **4:34** | If she implements this love will be fostered in the family. |
|  | **F**atuma should be reminded of her duty to **offer sex** | **As Quran 2:223.** | **It’s** punishable by Allah to deny a man sex.when fatuma gives, it will restore love, fairness hence happiness in the family. |
|  | **F**atuma should **comfort her husband.** | **Quran9:17** | **This will restore peace, love and happiness.** |
|  | **F**atuma should be reminded to pray for her husband.(religious obligations) | **Quran 74:38** | **This can help both of them on earth and hereafter.** |
|  | **F**atuma should be reminded to be tolerate and considerate. | **Quran 94:5** | This will help fatuma to be withstanding the weak financial status of the man hence love in the family. |
|  | **F**atuma should be reminded to keep her marriage affairs as secrets. | Quran 39:73 | **This will reduce on the wrangles in home hence promoting love in the family.** |
|  | **F**atuma should stop over demanding from the husband | **Quran 65:7** | This will help fatuma to be withstanding the weak financial status of the man hence love in the family. |

**2. (b) the lessons the young couple today can learn from uthman.**

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Married couples learn to be patient | **Quran 19:65** | **Learn that Any challenge can come to pass.** |
|  | Married couples learn that its not bed of roses | **Quran 3:134.**  **2:280** | **Learn that Hardships are part of life but one shouldn’t give up.** |
|  | Married couples learn to love | **Quran 25:74.**  **13:38.**  **30:21** | **Learn that Love has to be there regardless of the circumstances.** |
|  | Married couples learn to be hard working | **Quran 31:13,**  **53:39** | **Learn that working is compulsory for everyone.** |
|  | Married couples learn to endure and tolerate | **Quran 29:62** | **Learn that** |
|  | Married couples learn to keep marriage secrets | **Quran 25:72.**  **“whoever keeps asecret,Allah will keep his secrets in the hereafter” (**ibn majah**)** | **Learn that keeping secrets is part of our duties.** |
|  | Married couples learn to consider the qualities of a good wife material. | This talks about beauty, family background and status. As **Quran 3:118.** | **Learn that if you consider them, you can choose the rightful partner who is easy to maintain.** |

**In conclution** uthman ought to walk an extra mile and provide for the family to satify the wife while fatuma should also swallow her pride and put her negativity aside as she becomes patient with the husband as they entrust ALLAH who is the provider of all that in heaven and on earth which will restore love,tolerance and unity in the family.

**Item three.(3)** **Part a.**

**Introduction.**The scenario introduces a young man adam who despises work,too luxuriant and has apoor financial discipline .this has cost his financial progress and needs guidance to improve his way of life in Islamic perspective as shown below;

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Adam should that he must work hard to earn a living. | 11:93 | One can dominate the god given world |
|  | Adam should set up other business | 62:10 | One can dominate the god given world |
|  | Adam should pay zakat and sadaq out of his wealth. | Quran 57:18 | God will give blessings |
|  | Adam should value work. | 25:70 | One can dominate the god given world |
|  | Adam should get married | Quran 4:3,  Quran 24:33 | So that he spends his wealth Islamicaly. |
|  | Adam should know the value of work | Quran 27:70. | One can dominate the god given world |
|  | Adam should consider explorering environment. | Quran 28:77 | It will help to increase on his wealth to dominate the earthly life. |

**(3)Part b**

**The traditional African views that can help Adam**

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Adam can join politics | Men had a role in administration as they held different posts. | This instills in the spirit of responsibilities hence become a better man. |
|  | Adam can engage in fishing. | Africans used to practice it for food and leisure. | He earns more income and save hence become a better man. |
|  | Adam can do various games | They used to do wrestling “**ekigwo**”**, “kakebe” for** socialization. | He utilizes his leisure time hence become a better man. |
|  | Adam can engage in hired labour | They tried various potentials to beef up their dairy income. | This will help his income than despising work hence become a better man. |
|  | Adam can seek guidance from elders | They learnt many virtues and they prepared their children for future. | When he does it ,he becomes well informed. |
|  | Adam can respect cultural norms of the society. | Africans used to study their set ups which was categorized in terms of preparing future men and women. | Teaches him on how to handle leisure in the society hence becomes a better man. |
|  | Adam can use family support. | This was all about a sense of belonging which was very vital for every member of the clan. | When Adam does it he will have social-economic empowerment hence become a better man. |

**In conclusion,** if Adam tries the above views, he will have respected work, diversity and exploration in various resources. This will make him to invest and save with the intentions of becoming the role model youth who spends his leisure time resourcefully free.

**Item four**.(4) **Part a**

**Introduction; the** scenario introduces Najib who is a lazy man; he wishes to use the status of his ego to sell and cheat the wealth of his siblings. There is betting option to get free money which has made other children worried and have sought that their brother be guided to save their wealth. Below are the Islamic views that can save Nakamatte’s wealth.

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Najib can work harder to earn a living. | Qn 29:6  Qn 53:39 | This will help najib not to sell the wealth of his brothers. |
|  | The wealth can be divided equally among the siblings | Qn 4:11-12  Qn 4:8 | This will play a big role of not losing the wealth of the young ones. |
|  | Najib has to look for lawful jobs like fishing, mining. | Qn 16:114.  Qn 4:32 | He will earn and forget selling nakamatte’s wealth |
|  | Najid should know that theft is prohibited in Islam. | Qn 4:29 | This will help najib not to sell the wealth because Allah forbids it. |
|  | He has to know that Allah recommended trust worthy dealings | **Qn 33:72**  Prophet said “***Allah will not look at three people nor purify them on the day of resurrection; one of them is a person who swears to the truth while lying about merchandize.”*** *Buhar.* | This will help najib to avoid nakamatte’s wealth. |
|  | He should know that Allah discouraged begging | The hadith say that “***the upper hand is better than the lower one*** ” buhar | This can help najib to revise himself on matters of selling nakamatte’s wealth. |
|  | Gambling is not allowed in Islam | Qn 5:90. | This will help najib not to indulge in betting |

**(4)Part b**

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Najib can have family meetings | These family members can withdraw the wealth from najib and they take full control of it | Hence saving nakamatte’s wealth from being sold. |
|  | Having property trustees | These will help in looking after the property /wealth so that there is no access to it by najib. | This will prevent najib from selling the wealth hence saving it. |
|  | Involving courts of law | They will apply court laws which will safeguard the wealth from the greedy najib. | This will prevent najib from selling the wealth hence saving it. |
|  | Having financial literacy |  |  |
|  | Digital asset management | These are things which will need all the siblings to digitalize the wealth and in absence of one of the beneficiallies ,no one can access the properties | This will prevent najib from selling the wealth hence saving it. |
|  | Najib should do other businesses | This will help najib to explore other avenues and to get his own wealth. | When he gets one of these business, najib will get money and sell nakamatte’s wealth. |
|  | Najib can practice and invest in agriculture. |  | Cash crops like coffee will yield huge sums of money thus najib foregoing nakamatte’s wealth. |

**In conclusion.** The above views and measures will help najib to transfer his hardworking experience, earn him income, gain respect from siblings as they will not be threatening him. This will help him to be held responsible man thus nakamatte’s wealth will be saved from being sold by najib.

**Item five (5) Part a**

**Introduction,**the scenario introduces two brothers badiru and ibrahimwho are at conflict.Badiru is so furious to his brother Ibrahim for faiture to pay back the debt in time while Ibrahim is determined to even hurt his brother who confiscated the motorcycle and has not returned it.the bothers are looking forward for Islamic approaches of resolving the conflict so that peace is regained.

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | Ibrahim should stick on the truth. | Qn 9:119 | This can help in paying back hence restoring peace. |
|  | The two brothers should sign an agreement. | Qn 8:58 | This can help on the repayment schedule hence reconciling |
|  | The two brothers should tolerate each other | Qn 70:5 | This will help the two brothers to be patient with each other as they won’t hurt themselves because of just disagreement hence peace prevailing |
|  | Badiru and Ibrahim should know that they are brothers | Qn 49:10  “***none of you can be believers unless he loves for his brother what he loves for himself***” prophet said  Buhar | When these brothers understand the level that Islam has on kinship, they will resolve their differences without hurting each other. |
|  | The two brothers should respect each other | The prophet said “***believers are like parts of one building to one another ,each part supports each other.***” Buhar | They will resolve their differences without hurting anyone. |
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**(5)Part b**

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | They should engage family brothers | In A.T.S the child belonged to the society so Badiru and Ibrahim couldn’t be just looked at hence other brothers had to come in | These children used to analyze the source of quarrel and find ways of solving it. |
|  | They should seek guidance from other relatives | The parents could be engaged in and with this much integrity and respect was a command from the quarraling brothers to help them and resolve the problem | With the help of the relatives,the anger would be reduced hence resolving the dispute. |
|  | They should engage religious leaders | This was for the imam and his team and this could remind the siblings that there is no retaliation | This can help the two brothers badiru to return Ibrahim’s property hence resolving the disputes |
|  | They should engage the local authorities | This was for the chairman and his team on the council who used their authority so that Ibrahim pays back. | When Ibrahim pays back, there will be restoration of harmony. |
|  | They should exercise patience. |  |  |
|  | They should value cultural beliefs and norms. |  |  |
|  | They can use traditional courts. |  |  |

**In conclusion,** the two brothers can be interrogated and handled through the above ways.this will enable Ibrahim pay back while badiru will be patient ah his brother looks for money to pay back.at the end of it all the two brothers will not hurt each other and peace will be restored.

Item six. (6)**Part a**

**Introduction,** the scenario bring our attention to a leader who is unjust and has no integrity because he failed to move the talk. His failure to fulfill his promises has sparked off discontent. The youth are also losing patience and are furious @him. Below are Islamic views that can help the above society live in harmony.

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | The youth should forgive him(the leader) | Qn 24:22  64:14  45:14 | When the youth forgive their leader, they will accept the prize of the goat he gave them hence having peace |
|  | The youth should obedient to the leader | Qn 4:59 | When the youth obey their leader as GOD said in the quran,they will accept the prize of the goat without compromise. hence having peace |
|  | The leader should be trustworthy. | Qn 4:58  31:22  9:50 | When the leader is trustworthy and expects to appear to his lord for judgement,he will give the rightful reward to the youth hence harmony will be fostered |
|  | The leader should also ensure justice among his subjects | Qn 16:91  49:9  4:58  4:135 | If the leader opts for fairness, he will give the youth their prize hence bringing peace |
|  | The youth should know that it’s their role defend their nation | Qn 4:104 | With the grate love for their nation, the youth won’t be discouraged by the little prize from the leader to sabotage the programs of their leaders. This at the end will restore harmony. |
|  | The youth should also exercise patience. | Qn 2:155-156 | When the youth exercise patience, they will be grateful for the next program which will restore harmony in the sub-county |
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**(6)Part b**

**The contemporary views that can help the people of matanga to live harmoniously**

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| **NO.** | IDEA | EXPLANATION | APPLICATION |
|  | The leader should give the youth their prize which he promised. | He should give their money plus their bull to motivate them more. | If the youth are given their prizes as promised, it will cool down their anger they have towards their leader. |
|  | The youth should conduct a peaceful demonstration. | They can hold banners including words of discontentment move towards the offices of their leaders. | This will remind the leaders to meet their promises of giving the prizes to the youth. |
|  | The youth and the leader should consider mediation | The boys should meet the leader, the leader will derive means of their full prize in installment | This can bring the two parties into agreement. |
|  | The youth should be reminded to work hard | The youth and the leader can get a third party who can help to reach a win-win situation. | In this case the youth will agree that the prize be reduced a bit thou should be above that of the goat hence will bring back harmony. |
|  | The youth should manage their emotions. | They should use their youthful age to engage in various activities both formal and informal hence earning income. | When the youth get involved in different work, they will get contented, peace of mind when such community games are organized hence changing the attitude of the youth hence a compromising harmony in the society. |
|  | The youth and the leader should engage in dialogue | The two parties can sit and get one common interests. | When this happens, everyone will air out the grievance which will culminate into a resolution hence arriving @peace. |
|  | The youth and the leader should have open communication which is effective | The effective communication will help both parties to understand each other. | This will prevent non violet incidences which a raise as a result of poor/a gap in communication hence harmony prevails. |

**In conclusion,** though the above views, anxiety and anger from the youth will calm down.it will give the leader time to look or find the appropriate prize /gift to give the youth which at the end bring the two conflicting parties will gradually come to reconciliation hence live in harmony.

**SCORE GRID FOR CBC OF IRE MONK EXAMS 2024.**

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| **NO.** | **DISCRIPTION** | **IDEA( ID)** | **EXPLANATION(EX)** | **APPLICATION(A)** | **SCORES** |
|  | A learner scores 1for identifying the problem, key figures and the theme. | **This is will look like the introduction of the attempted item of the scenario.** | | | **01** |
|  | A learner scores 3 for one point which is having the three qualities. | **01**  **Identifies the idea/appoint.** | **01**  **Explains with**  **Evidence and a fact** | **01**  **Applies and connects the knowledge to the scenario.** | **03** |
|  | A learner scores 2 for one point which is having the two qualities | **01**  **Identifies the idea/appoint.** | **01**  **Explains with**  **Evidence and a fact** | **00**  **Applies and connects the knowledge to the scenario.** | **02** |
|  | A learner scores 1 for one point which is having the one qualities | **01**  **Identifies the idea/appoint.** | **00**  **Explains with**  **Evidence and a fact** | **00**  **Applies and connects the knowledge to the scenario.** | **01** |
|  | A learner scores 00 for not achieving the required qualities. | **00**  **Fails to Identify the idea/appoint.** | **00**  **Nothing to explain.** | **00**  **No application.** | **00** |
|  | A learner scores 01 for concluding or summarizing the attempted item and it **MUST** be done at the last part of the item e.g. **part b**, if the item has part ‘ **a**’ and ‘ **b**’, then last paragraph if the item has one side. | This is will look like the conclusion of the attempted item which **MUST** be connected to the scenario while showing its relevance or the problem which you have solved. | | | **01** |

**Score summary**

1. **Introduction………………………………………………………………………..01**
2. **Islamic views……………….3x3…………………………………………………. .09**
3. **Contemporary views ………3x3……………………………………………………….09**
4. **Conclusion ………………………………………………………………………………..…01**
5. **Total ……………………………………………………………………………… ………..….20**