

225/1
ISLAMIC
RELIGIOUS
EDUCATION
Paper 1
2024
2½ hours



UGANDA NATIONAL EXAMINATIONS BOARD
Uganda Certificate of Education
ISLAMIC RELIGIOUS EDUCATION

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

*This paper consists of **two** sections; **A** and **B**. It has **six** examination items.*

*Respond to **four** examination items in all.*

*Section **A** has **two** compulsory items.*

*Section **B** has **two** parts; **I** and **II**. Respond to **one** item from each part.*

*Any additional item(s) responded to will **not** be scored.*

All responses must be written in the booklet(s) provided.

SECTION A

Respond to all the items in this section.

Item 1.

Rashid Obbo is an adult wealthy Muslim who lives in Jiiya Town. At the end of every year, he goes to his village to perform Traditional African worship practices of praying to ancestral spirits and making offerings to gods in shrines expecting to get fame and good health. Recently, on his return from the village, he explained the details of his Traditional African worship practices to a friend who told him that the practices are against the teachings of Islam. Rashid wishes to change his life to uphold Islamic worship practices and know how to relate with his relatives in the village who believe in Traditional African worship practices.

Tasks:

- (a) Explain the practices of worship that Rashid should uphold given his circumstances in the scenario.
- (b) How can Rashid relate with his relatives in the village who are described in the scenario?

Item 2.

Muzamil has been in marriage with Rukia for 10 years and they have one child. This marriage is characterised by; domestic violence, neglect, disrespect and denial of the right to sex against Rukia. Despite all that, she still values her marriage and looks forward to a time when her husband will also value their marriage.

Tasks:

Basing on the scenario, explain;

- (a) the intentions of marriage in Islam that Muzamil should consider in his marriage with Rukia.
- (b) lessons that married people today learn from Rukia's conduct.

SECTION B

*This section has **two** parts; I and II.*

Part I

*Respond to **one** item from this part.*

Item 3.

Bilal is a new Manager in a company where employees work from 8:00am to 5:00pm from Monday to Saturday. When he took over as Manager, he stopped the company's provision of lunch to employees and also removed the television that they used to watch during their lunch break. In addition, Bilal pays the employees late, gives them a lot of work and deducts money from their monthly salary due to some mistakes such as reporting late for work. As a result, the workers have low morale and some have left the company.

Task:

Using Islamic and contemporary views, how can Bilal improve the company's situation in the scenario?

Item 4.

Hassan Begene is an energetic and skilled person. However, he does not want to work and spends most of the day time sleeping. He begs for money and other necessities from his friends. When he gets the money, he spends it in night clubs, sports betting and other games of chance.

Tasks:

Explain the;

- (a) Islamic views that can address Hassan's attitude towards work.
- (b) Traditional African ways of using free time that can be of help to Hassan.

Part II

*Respond to **one** item from this part.*

Item 5.

Ali offered land to a charitable organisation to construct a borehole so that the community could benefit from it. After sometime, Ali complained that the residents make noise whenever they come to fetch water. So, he rudely chased the residents away and even decided to build a fence around the borehole to prevent them from ever accessing it again. Some residents protested and removed the fence. Ali tried to resist but some community members beat him up. The incident divided the community members, some supporting Ali while others were against his actions. The division caused the community members to fight amongst themselves.

Task:

Explain the Islamic and Traditional African Society views that can be used to make people in the above community live in harmony.

Item 6.

At Hujura secondary school, two students had a disagreement resulting from one stealing the other's property in the dormitory. This turned into a bitter quarrel during which the two students exchanged unpleasant words. All this led to hatred. The two students stopped greeting and even avoided each other. The classmates have shown concern about what is happening between the two students and would like the disagreements to be resolved.

Task:

Basing on your Islamic Religious Education knowledge, explain ways in which the two students in the scenario above can resolve the disagreements.

225/1
ISLAMIC
RELIGIOUS
EDUCATION
Paper 1
2024



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

ISLAMIC RELIGIOUS EDUCATION

Paper 1

SCORING GUIDE

Item 1.

Rashid Obbo is an adult wealthy Muslim who lives in Jiiya Town. At the end of every year, he goes to his village to perform Traditional African worship practices of praying to ancestral spirits and making offerings to gods in shrines expecting to get fame and good health. Recently, on his return from the village, he explained the details of his Traditional African worship practices to a friend who told him that the practices are against the teachings of Islam. Rashid wishes to change his life to uphold Islamic worship practices and know how to relate with his relatives in the village who believe in Traditional African worship practices.

Tasks:

(a) Explain the practices of worship that Rashid should uphold given his circumstances in the scenario.

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Rashid should believe in the Oneness of Allah.	This is because Islam teaches that, all Muslims should believe in only one God Allah the most merciful, the most compassionate worthy of worship as commanded in Surat al-Baqarah (2):163 .	When Rashid believes in the Oneness of God, he will have no faith in the gods in shrines. He will focus on Allah alone who is worthy to be worshipped and all forms of worship are directed towards Him.
2.	Rashid should Pray to Allah alone.	Islam commands Muslims to perform prayers as an act of worshipping Allah. This is emphasised in Surat al-Baqarah (2):43 ; <i>“Establish worship, pay the poor’s due and bow your heads with those who bow (in worship).”</i>	Instead of Rashid praying to ancestral spirits as indicated in the scenario he should perform different types of prayer, for example the compulsory prayers like the five daily prayers and optional ones like Tahajud prayers to only Allah and nothing else. If he does this, he will be following the Islamic way of worship.
3.	Rashid should pay Zakat.	The Qur’ān commands Able Muslims to give part of their wealth to specific categories of people as stated in Surat al-Baqarah (2):262 Allah says; <i>“Those who spend their wealth in the way of Allah and then do not follow up what they have spent with reminders (of it) or (other) injury will have their reward with their</i>	Rashid ought to stop making offerings to gods in shrines hoping to increase wealth, but give Zakat as commanded in the Qur’ān to purify and multiply his wealth. He will do this for the sake of Allah and not the gods.

		<i>Lord and there will be no fear concerning them nor will they grieve.”</i>	
4.	Rashid should visit Holy places of worship like Mecca during Hajj and Umrah period.	This shows commitment and sincere love Muslims have for Allah by sacrificing their wealth and time towards Him. The Qur’ān commands in Surat al-Baqarah (2):196; <i>“And complete the Hajj and Umrah in the service of Allah.”</i>	Rashid should stop his annual visits to his village purposely to fulfill Traditional African worship practices. He should consider visiting the Holy house of worship the Kaaba in Mecca at least once in his life time. Through this visit, Rashid will uphold to the Islamic worship practices and perform so many other recommended acts in Mecca.
5.	Rashid should Worship Allah in a mosque or any clean place.	Islam teaches that prayers to Allah should be conducted in the mosque or any clean place. Abu Hurairah reported, that the Prophet said; “Whoever goes to the mosque in the morning and in the evening, Allah will prepare for him a place in paradise for every morning and evening.” Agreed upon.	If Rashid does this, he will stop worshipping in the shrines as presented in the scenario.
6.	He should give Sadaqah (Charity).	Rashid should voluntarily give part of his wealth or time in the service of Allah. Prophet Muhammad (PBUH) said; “Charity is incumbent on every Muslim.” Bukhari.	If Rashid focuses on giving sadaqah there will be no reason for him to make offertory to the gods in shrines.
7.	Rashid should believe in Allah ‘s Pre-determination.	Islam teaches that Muslims should believe in God’s absolute power or determination of events. Surat al-Qamar (54):49 says; “We have created everything in a determined measure.”	Rashid should know that all things good or bad come from Allah. He should therefore believe in Allah’s pre-determination regarding him being famous and having good health in life.
8.	Make supplication.		

Examination Item	Bases of Assessment	Scoring Criteria		
		Score Allocation		Total Scores
1(a)	Practices of worship that should be upheld.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 practices of worship. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 practices of worship. 	3	
		<ul style="list-style-type: none"> Gives and explains practices of worship but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the practices of worship but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

(b) How can Rashid relate with his relatives in the village who are described in the scenario?

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Rashid should maintain respect for his relatives.	<p>He should value and appreciate his relatives for who they are. Islam teaches in Surat al-An'am (6):108;</p> <p><i>“And insult not those whom they (disbelievers) worship besides Allah, lest they insult Allah wrongfully without knowledge.....”</i></p>	<p>Despite the fact that Rashid no longer follows Traditional African worship practices like his relatives, he should acknowledge the religious differences, have open conversations about the different religions, uphold his religion but always respect the relatives though they differ in beliefs.</p>

2.	Rashid should be at peace with his relatives.	He should live in harmony with his relatives. This is because Islam is very emphatic on keeping kinship ties even with non-Muslims family members. Allah says; <i>“But those who save the covenant of Allah after contracting it and sever that which Allah has ordered to be joined (kinship) and spread corruption on earth – for them is the curse and they will have lost the home.” Surat al-Ra’d (13):25.</i>	Rashid should know that misunderstandings may arise as a result of contradiction between his worship and that of the relatives. He should be ready to live at peace with his relatives despite their differences in worship. He should be exemplary in committing to family ties. He should not denounce his family.
3.	Rashid should exercise patience with the relatives.	Rashid should bear living with the relatives who believe in Traditional African worship practices. Surat al-Baqarah (2):153 emphasises that Allah is with the patient.	For as long as Rashid’s relatives do not interfere with his faith, he should endure, understand their beliefs and the differences therein. This will help him stay more focused on Islamic worship as he continually prays to Allah for them to embrace Islam.
4.	He should be tolerant to his relatives.	Islam teaches that a person’s faith is their business. Allah says in the Qur’an; <i>“And say, the truth is from your Lord, so whoever wills let him believe and whoever wills let him disbelieve.” Surat al-Kahfi (18): 29.</i> In another verse He says; <i>“To you be your religion and to me be mine.” Surat al-Kafirun (109):6.</i>	If Rashid embraces diversity, be aware of the differences in worship with his relatives as described in the scenario. He will be able to understand that they have different views regarding worship but should co-exist, each following their own worship practices even if they disagree.
5.	Obedience to his parents is mandatory whether they are Muslims or not.	He Must follow his parents in all worldly affairs even if they are non-Muslim except when they invite him to worship in a way contrary to the Islamic teachings.	If Rashid obeys his parents despite the difference in beliefs, he will be in good terms with them and he will even earn their blessings.
6.	Love the relatives.		

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
1(b)	Values that should be exhibited.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 values. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 values. 	3	
		<ul style="list-style-type: none"> Gives and explains values but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the values but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

Item 2.

Muzamil has been in marriage with Rukia for 10 years and they have one child. This marriage is characterised by; domestic violence, neglect, disrespect and denial of the right to sex against Rukia. Despite all that, she still values her marriage and looks forward to a time when her husband will also value their marriage.

Tasks:

Basing on the scenario, explain;

(a) the intentions of marriage in Islam that Muzamil should consider in his marriage with Rukia.

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Muzamil should focus on procreation in their marriage.	Islam teaches that marriage is purposely for producing of children in order to get off springs and survival of generations. Prophet Muhammad (PBUH) advised Muslims to marry and increase in number so that he will take pride of the Muslim numbers on the day of judgement.	Since Muzamil has been married for 10 years, he ought to have more than one child with Rukia. The marriage environment Muzamil has created does not favour the couple to have more children.
2.	Muzamil should be a companion to Rukia.	Islam teaches that Allah created men and women as company for one another. Allah says; <i>“They are a clothing for you and you are a clothing for them.”</i> Surat al-Baqarah (2):18, meaning companionship and support.	According to the scenario the character of neglect seen in Muzamil’s marriage is prohibited in Islam. He should consider comforting and having joyful moments with Rukia.
3.	Muzamil should show love to his wife.	Muzamil married with the intention of love. It is his duty to love Rukia. In Surat ar-Rum (30):21 Allah says; <i>“And among His signs is this, that He created for you wives from among yourselves that you may find repose in them, and He has put between you affection and mercy. Verily, in that are indeed signs for people who reflect.”</i>	Muzamil no longer shows any love to Rukia in the above scenario yet Muslims should marry with the intent of love. Since Rukia was Muzamil’s choice, he should consider showing love and care to her. The verse mentions three purposes of marriage namely which Muzamil fails to observe as per the scenario that is repose or tranquility, love and mercy. So, he should rethink and change his behaviour.
4.	Muzamil should satisfy the sexual needs of Rukia.	Allah rewards couples when they have sex in their marriage. Having legal sex through marriage	In the above scenario, Muzamil denies Rukia the right to sex yet marriage is meant for legalisation of sex between the married couple. Muzamil needs to avail himself to Rukia when desire for

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
		differentiates human beings from animals.	sex arises in order to fulfil this social right that Rukia deserves.
5.	Muzamil should give comfort and joy to Rukia.	Allah says in the Qur'ān Surat al-Furqan (25):74 ; <i>“Our Lord grant from among our spouses and offspring comfort to our eyes and make us an example for the righteous”</i> .	Muzamil should think about the comfort and joy married couples should have. In times of hardship, one needs a comforting partner and in times of happiness one needs a partner to share the joy with.

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
2(a)	Intentions of marriage.	<ul style="list-style-type: none">Gives, explains and applies at least 3 intentions of marriage.	4	
		<ul style="list-style-type: none">Gives, explains and applies 1-2 intentions of marriage.	3	
		<ul style="list-style-type: none">Gives and explains intentions of marriage but does not apply any.	2	
		<ul style="list-style-type: none">Gives the intentions of marriage but does not explain and apply any.	1	
		<ul style="list-style-type: none">Wrong/no response.	0	
				04

(b) lessons that married people today learn from Rukia's conduct.

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Married people learn to always forgive each other.	Islam teaches that in marriage partners should always restrain anger and instead pardon each other. According Surat al-Imran (3):134 Allah says; <i>“Those who spend (freely), whether in prosperity or in adversity, who restrain anger and pardon (all) men, for Allah loves those who do good.”</i>	In marriage, couples intend to make a happy family but at times a partner can fail to fulfil this obligation like Muzamil's way of behaviour in the above Scenario. Rukia put this teaching in mind and she kept on forgiving Muzamil for all the time they have spent in marriage. This is a good attribute for married couples as it helps them to reap benefits of a stable marriage.
2.	The married people also learn to endure in all circumstances.	Islam encourages married couples to always persist and continue with their marriage despite the pain and distress they go through. Surat ash-Shura (42):43 says; <i>“And indeed, he who (endures) patiently and forgives, surely that is indeed (an act of true) resolve concerning His commands.”</i>	Rukia has gone through a hard situation according to the scenario for a long time, but has not given up on the marriage. This earns her rewards from Allah and respect from the society which is a learning experience for married people.
3.	The married learn that marriage is meant to last.	Separation/divorce is one of the accepted but most hated acts in Islam. In a Hadith by Abdallah bin Umar, the Prophet said; “The most hated of permissible things to Allah is divorce.”	Rukia has value for her marriage and therefore gives it no chance to break. This is an aspect married couples should emulate from Rukia. Divorce should not be the first solution to marital challenges.
4.	Married couples learn to resolve differences that	Muslims are encouraged to involve third parties in a marriage relationship if things are not going	Marriage differences can always be resolved rather than running away from them. Some of the means to resolve marriage challenges are given in the Holy Qur'ān for example the need to

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
	arise in marriage.	well. Allah says in Surat al-Nisa (4):35 ; “ <i>And if you fear dissension between the two (married people) send an arbitrator from his people and an arbitrator from her people. If they both desire reconciliation Allah will cause it between them.</i> ”	involve impartial relatives who should be wise men and wise women for arbitration in a marriage conflict which can contribute to a peaceful settlement of misunderstanding and strengthen the family bond. Rukia still looks forward to this which is a good lesson for the couples.
5.	Commitment.		
6.	Selflessness.		
7.	Secrecy.		

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
2(b)	Lessons that married people learn from Rukia.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 lessons. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 lessons. 	3	
		<ul style="list-style-type: none"> Gives and explains lessons but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the lessons but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

Item 3.

Bilal is a new Manager in a company where employees work from 8:00am to 5:00pm from Monday to Saturday. When he took over as Manager, he stopped the company's provision of lunch to employees and removed the television that they used to watch during their lunch break. In addition, Bilal pays the employees late, gives them a lot of work and deducts money from their monthly salary due to some mistakes such as reporting late for work. As a result, the workers have low morale, and some have left the company.

Task:

Using Islamic and contemporary views, how can Bilal improve the company's situation in the scenario?

Islamic views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Bilal should pay employees promptly.	Islam commands that if an employee has done work and accomplished it, he or she should be paid as soon as the work is complete. Prophet Muhammad (PBUH) said; “The wages of a labourer should be paid before his sweat dries up.” Ibn Majah.	The employees at the company in the scenario have lost morale of working because Bilal pays them late. He should consider paying employees on time. If this is done, they will be motivated and boosted to work which will improve the company's operations.
2.	Bilal should be considerate when giving employees workload.	Prophet Muhammad (PBUH) recommended that employers should not give the employees too much work that is beyond what they can ably do and if the work is too heavy employers should help them.	According to the scenario Bilal gives the employees work that is beyond their capability. Bilal should consider giving employees work that they can ably do. This will lead to employees loving and producing quality work which will lead to smooth operations of the company.
3.	Bilal should stop deducting the salary of employees because this could be a breach of	Exploitation of employees by taking their money they have worked for unlawfully is highly discouraged by Islam. Allah says; “Oh you who believe, fulfill all contracts” Surat al-Maidah (5):1. The verse	Employees may not be fined for some mistakes, done like Bilal is doing according to the scenario. He should use other means when handling mistakes done by employees like warning them. Employees ought to get all the money they have worked for because it is in the contract. This will raise

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
	contract.	emphasizes the importance of all contracts including employment agreements. Employers should honor their commitments to the employees and vice versa.	their morale to work comfortably for the company.
4.	Bilal should be kind and considerate to his employees.	The Prophet said; <i>“When your servant brings you a meal let him sit with you. If not, at least give him a morsal or two as he prepared it.”</i>	In the scenario above Bilal does not have any kindness to his employees. He treats them without mercy or consideration of their needs. He should for example start thinking of giving them some extras such as bonuses for their work to motivate them.

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
3(i)	Islamic views on ethics of work.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 Islamic views on ethics of work. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 Islamic views on ethics of work. 	3	
		<ul style="list-style-type: none"> Gives and explains Islamic views on ethics of work but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the Islamic views on ethics of work but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

Contemporary views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Bilal should give employees work leave.	Employees need to have time off work annually which they are entitled to by law or by contract to rest. The Uganda Employment Act of 2006 provides for annual leave for employees.	Giving employees time to rest and refresh yearly will give them time to de-stress, regain focus and re-energise. This will improve their efficiency in their operations.
2.	Bilal should offer health and wellness activities to employees.	These activities may include fitness classes, sports activities like football, net ball, walking, running and checking eating habits.	Such activities contribute to physical, mental and social wellbeing of the employees which will boost their working and productivity of the company.
3.	Bilal should recognise and reward employees.	This can be done through promotions, giving special privileges, bonuses and words of appreciation to employees who have done well.	Through recognizing and rewarding employees, customer satisfaction will improve because of the reward that employees expect from Bilal as opposed to the penalties he gives according to the above scenario.
4.	Bilal should provide counseling sessions to employees.	Bilal should contract professional counsellors to discuss and solve issues / problems that employees face at the work place.	In so doing employees will find work more manageable and enjoyable. This will increase employee retention as opposed to the employee turnover described in the scenario above.
5.	Bilal should stop deducting the employees' wages as a way of punishment.	Employers like Bilal who make unauthorized deductions from employees' wages may face legal consequences. Section 45 (2) of Uganda's employment act prohibits making deductions of employees' wages as a form of punishment. According to the same law, if an employer fails to pay the required remuneration or violates any conditions of employment, they commit an offense and are liable for a fine.	If Bilal follows the law and stops deducting employees' salaries, they will be motivated and production at the company will have minimal setbacks compared to what is experienced in the above scenario.

6.	Bench mark.		
----	-------------	--	--

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
3(ii)	Contemporary views to improve the company.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 contemporary views to improve the company. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 contemporary views to improve the company. 	3	
		<ul style="list-style-type: none"> Gives and explains contemporary views to improve the company but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives contemporary views to improve the company but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

Item 4.

Hassan Begene is an energetic and skilled person who does not want to work and spends most of the day time sleeping. He begs for money and other necessities from his friends. When he gets the money, he spends it in night clubs, sports betting and other games of chance.

Tasks:

Explain the;

(a) Islamic views that can address Hassan's attitude towards work.

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Hassan should find lawful work to do.	According to Bukhari Prophet Muhammad (PBUH) said; “No body has ever eaten a better meal than that which one has earned by working with ones’ own hands. The Prophet of Allah, David used to eat from the earnings of his manual labour.”	Since Hassan in the scenario is energetic, he should thus engage in acceptable activities such as being a porter at a construction site, pushing a wheelbarrow, fetching water for pay, digging or currying luggage for pay.
2.	Hassan should stop begging.	Hassan asks for money and necessities from friends. Islam discourages begging. Prophet Muhammad (PBUH) said; “Its far better for one to take his rope, cut wood and sell it in order to eat and give charity other than to beg others whether he is given or not.”	This implies that it is better for Hassan to work and be able to support himself rather than him begging friends to have something to eat. Begging lowers the beggar's self-esteem or self-confidence.
3.	Hassan should stop	Hassan is involved in playing games of	The scenario presents Hassan as a person who indulges in

	gambling.	chance for money like the sports betting. Islam has prohibited such kinds of gambling according to Surat al-Maidah (5):90 which says; <i>“O you who believe intoxicants and gambling (dedication of) stones and (divination by) arrows, are an abomination of Satan’s hard work eschew such (abomination) that you may prosper.”</i>	gambling to get some money which he should avoid. He should therefore instead invest the money he uses to gamble in some gainful enterprise however little or small it may be.
4.	Hassan should learn to respect work of any nature.	Islam teaches that it’s better for a Muslim to take his rope and cut wood to sell it to get what to eat. The Prophet said; “By whom in whose hand is my life, it is better for anyone to take a rope and cut the wood (from the forest) and carry it over his back and sell it, rather than to ask a person for something whether the person gives him or not.”	If Hassan uses resources in his environment like water, forests, minerals, etc., he will get work to do for example fetching water and collecting fire wood for domestic use which will enable him to earn a living.
5.	Spend leisure time in an Islamic way.	Allah says; “And when the prayer has been conducted, disperse within the land and seek from the bounty of Allah and remember Allah often that you may succeed.” Surat al-Jumu’ah (62):10. After congregational prayers believers are encouraged to disperse and engage in lawful activities seeking Allah’s blessings even it was to take a tour.	Hassan should therefore involve in lawful leisure activities like sports and games, touring, craft making, reading and socializing with people rather than in the night clubs.

Examination Item	Bases of Assessment	Scoring criteria	
		Score Allocation	Total

				Score
4(a)	Islamic views on work.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 Islamic views on work. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 Islamic views on work. 	3	
		<ul style="list-style-type: none"> Gives and explains Islamic views on work but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the Islamic views on work but does not explain and apply any. 	1	
		<ul style="list-style-type: none"> Wrong/no response. 	0	
				04

(b) Traditional African ways of using free time that can be of help to Hassan.

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Hassan should engage in sports and games.	In Traditional African Society, people spent leisure time engaging in various games and sports such as wrestling, “Omweso”, floor and finger pool (Duulu) for relaxation.	By using this Traditional African Society approach Hassan will benefit through developing talents, refreshing and being physically fit instead of spending most of the day time sleeping as presented in the scenario.
2.	Hassan should make hand crafts.	According to Traditional African Society the people made hand craft items during their free time such as necklaces, decorations, baskets, mats, woven products, and toys.	If Hassan employs ways as those used in Traditional African Society, he will get opportunity to explore many things, exercise and even earn income which will enable him spend his time meaningfully unlike when he wastes it in night clubs, sleeping and playing games of chance.
3.	He should socialise.	In Traditional African Society, people spent free time interacting with each other in the community.	If Hassan uses the Traditional African Society means, he will learn values and many aspects that are required in society and also spend his free time usefully.

		They visited elders, friends, and relatives to converse and share life experiences.	
4.	Hassan should attend ceremonies.	The people in Traditional African Society spent their leisure time attending ceremonies like marriage, those marking harvest and childbirth for relaxation.	By applying ways like those of the people in Traditional African Society, Hassan will be exposed to many ceremonies from which he will learn many acceptable practices and interact with many people who can be of help to him. This will enable him to use his free time constructively.
5.	Be involved in community activities.	There are many activities that can bring people together to accomplish a task such as cleaning wells or water resources, roads and supporting surveillances during times of insecurity.	By engaging himself in such activities Hassan may discover himself. He may realize the potential he has if only what he does with the community can be done for himself for a reward.
6.	Resolve conflicts.		

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
4(b)	Traditional African ways of using free time.	<ul style="list-style-type: none"> Gives, explains and applies at least 3 Traditional African ways of using free time. 	4	
		<ul style="list-style-type: none"> Gives, explains and applies 1-2 Traditional African ways of using free time. 	3	
		<ul style="list-style-type: none"> Gives and explains Traditional African ways of using free time but does not apply any. 	2	
		<ul style="list-style-type: none"> Gives the Traditional African ways of using free time but does not explain and 	1	

		apply any.		
		• Wrong/no response.	0	
				04

Item 5.

Ali offered land to a charitable organisation to construct a borehole so that the community could benefit from it. After sometime, Ali complained that the residents make noise when they come to fetch water. So, he rudely chased the residents away and even decided to build a fence around the borehole to prevent them from ever accessing it again. Some residents protested and removed the fence. Ali tried to resist but some community members beat him up. The incident divided the community members, some supporting Ali while others were against his actions. The division caused the community members to fight amongst them themselves.

Task:

Explain the Islamic and Traditional African Society views that can be used to make people in the above community live in harmony.

Islamic views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	Ali should tolerate the noise because his donation shall benefit him in the hereafter in a great way. It is a sadaqatul jaariyah (Continuous flowing charity).	When a Muslim donates something for the use of the community, it is as if he has given it to Allah. In fact, Allah refers to it as a goodly loan to Him. He says; "...and establish the prayer and pay zakat and advance to Allah a goodly loan. And whatever good you will send ahead for your own selves you will find it with Allah much better in condition and much greater in reward." Surat al-Muzzammil (73):20.	The action of Ali blocking the public from accessing the well harm his original intention to please Allah and so his reward may not be realised. He should bear the noise, allow the residents to fetch water and his reward shall be immense. Acting in such a way will bring peace in the community.
2.	The Villagers and Ali should restrain themselves from	When the community resorts to violence to resolve small issues in an unfriendly way, they become weak as a community.	The community in the scenario should focus on issues that bring them together and avoid those that divide them. There should be some people or elders or wise men

	quarreling because it weakens the community.	Allah says; <i>“Obey Allah and His messenger and do not quarrel with one another for you will despair and your strength shall reduce.”</i> Surat al-Anfal (8): 46.	and women who should talk to Ali to avoid unruly behavior. Their conduct shows they are weak although some of them may think violence is a form of strength.
3.	The villagers should stop taking the law in their hands.	Mob justice has no measure and appropriateness of punishment or fair judgment. Allah says; <i>“And if you were to harm, then harm with the like thereof, but is you show patience it is certainly better for the patient.”</i> Surat al-Nahl (16):126.	The villagers in the scenario are seen as an impatient and intolerant group. They were expected to exercise patience and restraint even in the face of harm rather than seeking revenge or taking matters in their own hands. They had no point in beating up Ali. They should at least have taken him to police.
4.	The people should engage in Peace talks.	Islam commands Muslims to live a peaceful life. Prophet Muhammad (PBUH) said; <i>“Never aspire for confronting your enemies (in a fight). Pray to God to be among those who seek living peacefully with others.....”</i> Bukhari, Muslim and Abu Dawoud.	Such talks will help the community find a peaceful solution to the problem of noise making and access to the water point.
5.	They should be patient with each other.	Islam teaches Muslims to always stand pain and have self-control. Allah commands in Surat an-Nahl (16):126 that if one punishes, he should do it with the like of that with which one was afflicted but if one endures patiently, it is better for the patient. Similarly, Prophet Muhammad (PBUH) once said that he would exhibit patience if he was faced with a calamity.	In the above scenario, the people in the community got angry and fought each other. They ought to cease the fighting, and tolerate each other’s ways in order to live in peace.
6.	The people should have respect for each other.	Islam recommends treating others with dignity. One of the vital points in social life is regard for the dignity of human	According to the scenario, all the parties need to avoid acts of violence and value each other in order to have peace in the community.

		beings which is an integral part of Islamic law. Prophet Muhammad (PBUH) said; <i>“He who does not show mercy to our young ones or show respect for our elders is not one of us.”</i>	
7.	They should engage in dialogue.	Prophet Muhammad (PBUH) said; <i>“Putting things right between people is more excellent in degree than voluntary fasting, prayer and alms giving (Sadaqah).” reported by Abu Dawud.</i>	All the affected parties in the scenario need to come together and build mutual understanding on the causes of conflict, address them, and agree to live in peace. Quarrels and ill feelings destroy humanity, so maintaining good relations and resolving disputes are highly valued.

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
5(i)	Islamic views on harmony.	<ul style="list-style-type: none">Gives, explains and applies at least 3 Islamic views on harmony.	4	
		<ul style="list-style-type: none">Gives, explains and applies 1-2 Islamic views on harmony.	3	
		<ul style="list-style-type: none">Gives and explains Islamic views on harmony but does not apply any.	2	
		<ul style="list-style-type: none">Gives the Islamic views on harmony but does not explain and apply any.	1	
		<ul style="list-style-type: none">Wrong/no response.	0	
				04

Traditional African Society views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	The community should involve Mediators to help resolve the issue.	According to Traditional African Society, elders were considered trusted Mediators who guided, counseled and fairly arbitrated between conflicting parties.	In doing this, the community will easily reach out to Ali through Mediators and extend their views. Mediators will help strike a balance that will help end the disagreement.
2.	Ali should relearn the values of communal facilities such as wells, roads and footpaths, grazing land etc.	In the Traditional African Society certain infrastructure was known to be owned communally. For example, no one could claim to have a well as private property. The entire village owned such facilities.	The elders, wise men and women should continue to educate Ali and the community members about the value of communal responsibility and ownership of such facilities like the water source in the scenario. Once Ali and the residents are knowledgeable, conflicts of such nature will cease to happen.
3.	They should seek support of adjudicators to end the disagreement.	In Traditional African Society elders would be selected to give a ruling over cases in the community.	Similarly, the parties in the scenario should seek fair judgement from the elders on the disputed matter in order to resolve it amicably.
4.	The community members should be reconciled.	The people in Traditional African Society would have a committee of elders given the responsibility of making the conflicting people to become friendly again after the disagreement.	Reconciliation will help the community members to bind the broken relationship and restore harmony rather than to punish the guilty.
5.	Negotiation.		

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
5(ii)	Traditional African Society views on harmony.	<ul style="list-style-type: none">Gives, explains and applies at least 3 Traditional African Society views on harmony.	4	
		<ul style="list-style-type: none">Gives, explains and applies 1-2 Traditional African Society views on harmony.	3	
		<ul style="list-style-type: none">Gives and explains Traditional African Society views on harmony but does not apply any.	2	
		<ul style="list-style-type: none">Gives Traditional African Society views on harmony but does not explain and apply any.	1	
		<ul style="list-style-type: none">Wrong/no response.	0	
				04

Item 6.

At Hujura secondary school, two students had a disagreement resulting from one stealing the other's property in the dormitory. This turned into a bitter quarrel during which the two students exchanged unpleasant words. All this led to hatred. The two students stopped greeting and even avoided each other. The classmates are concerned about what is happening between the two students and would like the disagreements to be resolved.

Task:

Basing on your Islamic Religious Education knowledge, explain ways in which the two students in the scenario above can resolve the disagreements.

Islamic views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	The students should ask for forgiveness.	The students need to release the feelings of anger after the misunderstanding. Allah says in Surat al-Hijr (15):85 “...so <i>forgive, (O Muhammad), with a gracious forgiveness.</i> ”	In the above scenario, the two students have angered each other and they all ought to pardon each other in order to live in peace.
2.	The students should live in a brotherly manner.	Prophet Muhammad (PBUH) said; “ <i>Do not desert (stop talking to) one another, do not nurse hatred towards one another, do not be jealous of one another, and become as fellow brothers and slaves of Allah. It is not lawful for a Muslim to stop talking to his brother (Muslim) for more than three days.</i> ” Bukhari and Muslim.	The behaviour of the two students in the scenario is worrying and therefore they need to be taught about brotherly ways of living which will help them calm down and live with shared interests, and in peace.
3.	The students should have a fair judgement.	Islam teaches Muslims to exercise fairness in accordance with what is right and true. Surat an-Nisa (4):58 Allah	According to the scenario above, there is need to discuss the issue of the two students and make a ruling in their matter. In this the wrong doer will be identified and

		says; “...and when you judge between man and man that you judge with justice...”	measures will be taken to resolve the disagreement.
4.	The students should pray to Allah for guidance.	According to a hadith Prophet Muhammad (PBUH) after seeing two people angry at one another guided that; They should seek refuge with Allah from the shaytaan, and all the anger will go away. reported by Bukhari.	The act of the two students quarrelling and hating each other in the above scenario calls for intervention from Allah to heal their anger, to calm down their feelings and to end their misunderstanding. Anger between people is often fueled by Satan.
5.	The students should repent.	Islam teaches that the best way to refine our souls is to turn to our God in repentance for our sins. Prophet Muhammed (PBUH) said; “Every son of Adam sins and the best of those who sin is those who repent.” al-Tirmidhi.	The two students need to change their mind about the misunderstanding with sincere regret. In this way their disagreement will be resolved.
6.	The students’ body should reconcile the two angry colleagues	Allah says; “ And if two parties among the believers fall to fighting, make peace between them ... ” Surat al-Hujurat (49):9.	The case of students in the scenario can be linked to two parties who are fighting. The Qur’ān recommends those not party to the conflict to make peace between the warring parties.

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
6(i)	Islamic views on resolving disagreements.	<ul style="list-style-type: none">Gives, explains and applies at least 3 Islamic views on resolving disagreements.	4	
		<ul style="list-style-type: none">Gives, explains and applies 1-2 Islamic views on resolving disagreements.	3	
		<ul style="list-style-type: none">Gives and explains Islamic views on resolving disagreements but does not apply any.	2	
		<ul style="list-style-type: none">Gives Islamic views on resolving disagreements but does not explain and apply any.	1	
		<ul style="list-style-type: none">Wrong/no response.	0	
				04

Traditional African Society views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	The students should be guided and counselled.	In Traditional African Society elders would not even wait for a formal reporting of cases of conflict before they intervened.	Using a similar approach, even student leaders could intervene to provide a solution. This would be a way of training leaders among young people.

2.	They should agree to end the misunderstanding.	According to Traditional African Society, when problems arose involving different parties the elders would intervene and come up with terms that the parties approved to resolve issues.	In doing this the students will air out their grievance and terms will be put in place for them to follow. This will end the misunderstanding, bind their relationship and help them to harmonious stay at school.
3.	The students should seek support from their leaders.	In Traditional African Society leaders in the community were entrusted to solve the matters because of their impartiality, integrity and independent judgement.	If this is done this way, student leaders will use their powers and regulations that are in place to console, direct and support the students to end the disagreement.
4.	The students should apologise to each other.	According to the people in Traditional African Society, when misunderstanding arose between members in the community, the parties involved were always required to show regret for the wrong done.	Similarly in saying sorry they will all show respect for each other's feelings and value peaceful ways of living.

Contemporary views

No.	IDEA	EXPLANATION	APPLICATION/LINKING IDEA TO THE SCENARIO
1.	The students should engage the school disciplinary Committee.	The team in charge of those who go against the set rules should intervene.	It should analyse the disagreement and find solutions to the problems.
2.	The students should seek advice from the class teacher.	Such cases ought to be presented to the teaching staff in charge of the class for guidance.	Hearing from the students the cause of the misunderstanding and addressing it will help to resolve their differences.
3.	The students should follow the school rules and regulations.	The school set code of conduct and behaviour needs to be implemented.	Application of the set guidelines by the school will help to ensure harmonious wellbeing of the students.
4.	The students should contribute to replace the missing item.	There is need for another item to substitute the lost property.	The students should raise funds to buy the item that caused the conflict. This can reduce the anger of the student who lost the property and the one accused of stealing hence resolving the disagreement.

Examination Item	Bases of Assessment	Scoring criteria		
		Score Allocation		Total Score
6(ii)	Traditional African Society /contemporary views of resolving disagreements.	<ul style="list-style-type: none">Gives, explains and applies at least 3 Traditional African society /contemporary views of resolving disagreements.	4	
		<ul style="list-style-type: none">Gives, explains and applies 1-2 Traditional African society /contemporary views of resolving disagreements.	3	
		<ul style="list-style-type: none">Gives and explains Traditional African society /contemporary views of resolving disagreements but does not apply any.	2	
		<ul style="list-style-type: none">Gives Traditional African society /contemporary views of resolving disagreements but does not explain and apply any.	1	
		<ul style="list-style-type: none">Wrong/no response.	0	
				04