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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.