



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Advanced Certificate of Education

P235/2
ISLAMIC
RELIGIOUS
EDUCATION

SCORING GUIDE
FOR THE SAMPLE PAPER

Item 1 (a)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (Qur'ānic text and task). Present each response in a paragraph containing **three** attributes; The **idea** on responsible leadership drawn from the texts. **Explanation** of the idea presented. **Link** the presented information to the Qur'ānic texts.*

POSSIBLE RESPONSES

The above text guides leaders to exercise justice when executing their responsibilities. They should treat all people fairly regardless of color, status, religion or race since they are chosen to lead the people. This is derived from Surah An-Nisa 4:58 which states, "...When you judge between people to judge with justice..."

The above text guides leaders on trustworthy leadership. They should speak the truth and provide safe custody of items they are entrusted with such as land, money, documents safely since they are custodians of the respective offices. This is in line with Surah An-Nisa 4:58 which states, "...Allah commands you to render trusts to whom they are due...."

Item 1 (b)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (Qur'ānic text and task). Present each response in a paragraph containing **three** attributes; The **idea** on leadership practices demonstrated by Prophet Muhammad (PBUH) that reflects the guidance in the texts. **Explanation** of the leadership practice of Prophet Muhammad (PBUH), **Connect** the presented information **to** the Qur'ānic texts.*

POSSIBLE RESPONSES

Prophet Muhammad (PBUH) exercised justice, was fair in his words, decisions, leadership and treatment of people. For example, when a woman from the noble tribe of Banu Makhzum was found guilty of theft. Despite requests to spare her because of her status, he insisted that the law be applied equally declaring that even his daughter Fatimah bint Muhammad would receive the same treatment if she committed the same offence. This is similar to Surah An-Nisa 4:58 which guides that when you judge between people judge with justice.

The Prophet exercised trustworthiness. He was reliable, honest, faithful, sincere, responsible and truthful. The Prophet was entrusted with valuables by the people of Mecca including his enemies. However, before migration to Medina, he returned the valuables faithfully to the rightful owners through Ali-bin Abu-Talib. He was given the title of Al-Amin (the trustworthy). This is in line with Surah An-Nisa that guides 4:58 which states, “...Indeed, Allah commands you to render trusts to whom they are due...”

Item 2 (a)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (scenario and task). Present each response in a paragraph containing **three** attributes; The **idea** on a hindrance faced by the Uganda Muslim Supreme Council (UMSC). **Explanation** of the idea. **Implication** on the work/effort of the Uganda Muslim Supreme Council.*

POSSIBLE RESPONSES

UMSC faces limited financial resources in transforming Muslim communities. The Council largely depends on donations, charity organisations, and voluntary contributions from Muslims, which do not always provide stable and sufficient funds to sustain large community development programmes. This limits its ability renovate mosques, improve health services, and support vulnerable groups within communities.

UMSC faces a shortage of skilled personnel needed to support community transformation programmes. Many qualified teachers, health workers, counsellors, and Islamic scholars prefer working in urban areas where remuneration, facilities, and working conditions are more favourable. This reduces the availability of competent personnel required to provide effective education, health care, and religious guidance in rural Muslim communities, limiting service delivery.

Item 2 (b)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (scenario and task). Present each response in a paragraph containing **three** attributes; The **idea** on a civilization policy practiced by Abbasids that is relevant to the challenges highlighted in the scenario. **Evaluation /making judgement** of the ways in which the identified policy contributed to the transformation of their society. Relating the identified policy to the situation in the scenario, showing how its adoption can contribute to positive transformation in the communities.*

POSSIBLE RESPONSES

The Abbasids promoted the establishment of schools and centres of learning. They established famous institutions such as Bayt al-Hikmah (House of Wisdom) in Baghdad, where scholars studied and translated books in subjects such as medicine, astronomy, mathematics, and Islamic studies. Communities described in the scenario, should borrow a leaf, construct schools, libraries, and learning centres to educate children and adults, to reduce on illiteracy and improve social and intellectual development within the Muslim communities.

The Abbasids promoted the construction and proper management of mosques. They built and expanded mosques such as the Great Mosque of Samarra that served as centres for worship, Islamic teaching, and community guidance. The communities described in the scenario should renovate the weak mosques and properly utilise them as centres for religious guidance and social development.

Item 3 (a)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (scenario and task). Present each response in a paragraph containing **three** attributes; The **idea** on an Islamic practice relied on by Muteesa 1 that is relevant to the challenges highlighted in the scenario. **Explanation** of the Islamic practice. **Connect** ways in which the practice addressed the challenge.*

POSSIBLE RESPONSES

Muteesa 1 Promoted Islamic values in the kingdom. As a Muslim, he emphasised honesty, modesty, discipline and respect for elders among his followers. This served to deal with the challenges that undermine moral, cultural and social foundations in the scenario, promoting respect for elders in society.

Muteesa 1 built mosques in the kingdom. He allowed establishment of a mosque in his palace and in other parts of the kingdom. This served to deal with the challenge of inadequate infrastructure such as mosques, increasing access to religious education in the kingdom.

Item 3 (b)

*To attain the highest level of achievement, a candidate is expected to read and interpret the Item (scenario and task). Present each response in a paragraph containing **three** attributes; The **idea** on a civilization policy practiced by Umayyads that is relevant to the challenges highlighted in the scenario. **Evaluation/making judgement** on the ways in which the identified policy contributed to the transformation of their society. **Showing how** its adoption can address the identified challenges, enhancing development in the communities.*

POSSIBLE RESPONSES

The Umayyads invested in religious education by building mosques and appointing scholars to teach Islam for-example the Great mosque of Damascus. These teachings reduced religious ignorance on the understanding of their obligations. Ugandan communities should therefore strengthen religious literacy by constructing mosques and training knowledgeable people to provide religious guidance.

The Umayyads established schools where knowledge and skills were acquired. cities like Damascus, Khufa became centers of knowledge and religious teachings for example Basra became the world center of linguistics, while Damascus became a hub for architecture and political science which contributed to its development. Uganda communities should adopt the policy of establishing schools to equip the people with knowledge and skills that will lead to development of their communities.