



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



ISLAMIC RELIGIOUS EDUCATION ASSESSMENT GUIDELINES



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2026

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CURRICULUM

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ASSESSMENT GUIDELINES

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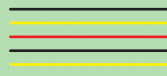
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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1. Introduction

The end-of-cycle assessment for Islamic Religious Education for the Advanced Secondary Curriculum will be guided by assessment objectives based on the constructs. A construct is an abstract representation of a unifying theme that brings coherence to an assessment task. It serves as a generalized concept that combines a cluster of related learning outcomes or competencies—each contributing to a common learning ability. Acquisition of learning outcomes/competencies in a construct enables the learner to demonstrate mastery in a way that supports real-life functionality and application.

1.1 Assessment Objectives

The end of Cycle assessment for Islamic Religious Studies will be guided by two assessment objectives focusing on the learner's ability to:

A01: demonstrate an appreciation for the nature of divine revelation and the prescribed acts of worship as guided by the Qur'an and Hadith and apply this understanding to achieve spiritual guidance and personal growth in Islam.

A02: demonstrate an understanding of the sources, principles, and processes of Islamic law while analysing how this guide ethical decision-making, and apply them to contemporary issues to promote justice, accountability, and moral integrity in daily life.

A03: analyse Islamic teachings on social relations, evaluating their significance for promoting justice, compassion, peaceful coexistence, and apply these principles to address real-life social issues in addition to building harmonious communities.

A04: analyse the principles of responsible leadership and governance in Islam, evaluating their relevance to contemporary contexts, and apply these teachings to demonstrate ethical, just, and accountable leadership in daily life.

A05: analyse the key contributions of Islamic civilisation, evaluating their impact on global heritage and contemporary society, and apply this understanding to draw lessons that inspire innovation, cultural appreciation, and responsible citizenship today.

1.2 Linkage Between Assessment Objectives, Constructs and Syllabus

The table below shows a linkage between the assessment objectives, the constructs and the topics that contribute to the construct.

Table 1: Table showing relationship between assessment objectives, constructs and the topics in the syllabus

Assessment Objective	Construct	Construct Description	Topics in the Syllabus
A01: Demonstrate an appreciation of the nature of divine revelation and the prescribed acts of worship as guided by the Qur'an and Hadith, and applying this understanding for spiritual guidance and personal growth in Islam.	Divine revelation and worship as guided by the Qur'an and Hadith.	Appreciating the nature of divine revelation and worship as guided by the Qur'an and Hadith for spiritual guidance in Islam	1) The Revelation of the Qur'an 2) The Preservation of the Holy Qur'an 3) Spiritual Teachings of the Qur'an 4) Selected Surahs from the Holy Qur'an
A02: Demonstrate an understanding of the sources, principles, and processes of Islamic law while analysing how these guide ethical	Islamic law and ethical decision-making.	Appreciating Islamic Law and Ethical Decision-Making	1) Collection of Hadith 2) Compilation of Hadith 3) Evaluation of Hadith

decision-making, and apply them to contemporary issues to promote justice, accountability, and moral integrity in daily life.			4) Classification of Hadith 5) Islamic Law (Sharia) 6) The Development of Islamic Law (Sharia) 7) Classification of Legal Acts in Islam 8) Fundamental Teachings of Islamic Law (Sharia) 9) Challenges to the Application of Sharia in the Contemporary World
A03: Analyse Islamic teachings on social relations, evaluating their significance for promoting justice, compassion, and peaceful coexistence, and apply these principles to address real-life social issues and build harmonious communities.	Islamic teachings on social relations in daily life.	Appreciating Islamic teachings on social relations and their application in daily life.	1) Social teachings

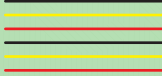
A04: Analyse the principles of responsible leadership and governance in Islam, evaluating their relevance to contemporary contexts, and apply these teachings to demonstrate ethical, just, and accountable leadership in daily life.	Leadership and governance in line with Islamic teachings.	Demonstrating responsible leadership and governance based on Islamic teachings	1) Islamic Teachings on Political Life 2) The Life of Prophet Muhammad (PBUH) AD 570-632 3) Orthodox Caliphate (AD 632-660)
A05: Analyse the key contributions of Islamic civilisation, evaluating their impact on global heritage and contemporary society, and apply this understanding to draw lessons that inspire innovation, cultural appreciation, and responsible citizenship today.	Islamic civilisation and its contemporary contributions.	Appreciating Islamic civilisation and its contributions in the contemporary world	1) Muslim Dynasties (AD 661–1258) 2) The Spread of Islam in the Interior of East Africa (Uganda)

2. Table of Constructs

The table below details the constructs for IRE, i.e. the competencies / learning outcomes that make up the construct, the expected learner abilities and what assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Learning Outcome The learner should be able to:	Abilities The learner can:	Indicators of Mastery The learner:	Level of Complexity
Divine revelation and worship as guided by the Qur'an and Hadith.	discuss the reasons behind the revelation of the Qur'an in shaping Islamic teachings and values.	a) explain the purpose of the Qur'an as a source of guidance, legislation, and moral instruction. b) identify key reasons for its gradual revelation (e.g., addressing emerging issues, easing memorisation, spiritual development).	i) accurately describes the divine objectives of Qur'anic revelation as mentioned in key verses (e.g., Qur'an 16:89, 17:9). ii) explains the wisdom in its gradual revelation over 23 years. iii) shows understanding of how the Qur'an guides personal conduct, societal laws, and spiritual growth.	Medium

Divine revelation and worship as guided by the Qur'an and Hadith.		c) analyse how these reasons influenced the structure, delivery, and application of Islamic teachings. d) reflect on how the Qur'an continues to shape Muslim beliefs, practices, and values.	iv) provides examples of core Islamic values (e.g., justice, mercy, piety) derived from Qur'anic teachings.	
Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the reasons for the Qur'an's revelation in Makkah and Madinah, in order to appreciate its significance in shaping personal spirituality and social structures within the early Muslim community.	a) distinguish between the themes of Makkah and Medina revelations and their context. b) explain why certain teachings were revealed in Makkah and others in Madinah.	i) correctly identifies characteristics of Makkah and Madinah surahs with examples ii) describes the gradual development of individual and communal responsibilities	Medium

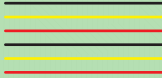


		iii) demonstrates understanding of how Qur'anic revelations addressed changing needs and challenges iv) connects these historical contexts to lessons in building balanced spiritual and social lives today.	
c) analyse how Makkah verses focused on spiritual development, faith, and moral foundations. d) analyse how Medina verses addressed community life, law, and governance. e) reflect on how this dual context helped shape the early Muslim community's spiritual growth and social organization.			

Divine revelation and worship as guided by the Qur'an and Hadith.	categorise the modes of divine revelation to appreciate the nature of divine message for spiritual guidance.	a) identify and define the different modes through which divine revelation was conveyed to the Prophets of Allah. b) explain examples of each mode, such as inspiration, dreams, angelic communication, and direct speech. c) analyse the significance of each mode in preserving the authenticity and clarity of the message. d) reflect on how understanding	i) lists the modes with accurate definitions and supporting Qur'anic or Hadith references. ii) gives clear examples (e.g., revelation through Angel Jibreel, visions in sleep, direct revelation during Isra and Mi'raj). iii) demonstrates understanding of how different modes strengthened the Prophet's mission. iv) reflects on how the process of revelation inspires trust and reverence for divine guidance.	Medium
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Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the miraculous nature of the Qur'an for upholding its integrity and deepening spiritual understanding.	these modes deepens one's appreciation of the Qur'an's divine origin and its role as guidance. a) explain what makes the Qur'an miraculous, including its language, content, and inimitability. b) identify examples of features that demonstrate its divine nature (e.g., prophecies, scientific insights, literary excellence).	i) accurately describes miraculous nature of Qur'an with relevant examples and scholarly views. ii) cites verses and scholarly opinions that highlight its unique style, coherence, and timeless relevance. iii) demonstrates understanding of how the Qur'an's miraculous nature	High
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Divine revelation and worship as guided by the Qur'an and Hadith.	examine how the Qur'an was protected and preserved by Allah against corruption and distortions, to foster a deeper spiritual connection to its teachings.	c) analyse how the miraculous aspects ensure its preservation from distortion. d) reflect on how this recognition strengthens personal faith and encourages deeper spiritual connection.	safeguards its integrity. iv) provides thoughtful insights on how this inspires reverence, devotion, and motivation to study the Qur'an.	
		a) describe the divine promise of preservation as stated in the Qur'an (e.g., Qur'an 15:9) b) Explain the historical methods used to preserve the Qur'an during	i) accurately cites relevant verses confirming divine protection of the Qur'an. ii) describes key historical events and figures involved in its preservation.	High



		the Caliphates of Abu Bakr and Uthman, such as memorisation and compilation. c) analyse the significance of these efforts in maintaining the Qur'an's authenticity and reliability. d) reflect on how this preservation fosters trust, reverence, and a deeper spiritual bond with its teachings.	iii) demonstrates understanding of the impact of hifz culture on Muslim communities. iv) provides personal or communal reflections on how preservation supports spiritual confidence and continued guidance.	
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Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the methods used to maintain the authenticity of the Holy Qur'an, in order to appreciate their significance in preserving its message for human guidance.	a) identify and describe key methods used to preserve the Qur'an, such as memorisation, written compilation, and standardised recitation. b) explain the historical role of the Prophet's companions and early caliphs in safeguarding the text. c) analyse how these methods prevented corruption and ensured accurate transmission across generations.	i) accurately describes oral and written preservation techniques with supporting historical examples. ii) explains the importance of the compilation under Caliph Abu Bakr and standardization under Caliph Uthman. iii) demonstrates understanding of the role of recitation schools in maintaining the Qur'an's authenticity. iv) provides insights into how this authenticity strengthens faith in the Qur'an's divine guidance.	High
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Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the concept of Islamic monotheism (Tawhid), distinguishing its unique characteristics and evaluating its role in shaping a Muslim's beliefs and actions.	d) reflect on how these preservation efforts highlight the Qur'an's reliability as a timeless guide for humanity.		
	a) define Tawhid and explain its core components, such as Tawhid al-Rububiyah (Oneness of Lordship), Tawhid al-Uluhiyyah (Oneness of Worship), and Tawhid al-Asma wa Sifat (Oneness of Allah's Names and Attributes).	i) clearly defines and categorises the aspects of Tawhid with supporting Qur'anic evidence (e.g., Qur'an 112:1–4). ii) describes how Tawhid shapes acts of worship, reliance, and rejection of shirk (associating partners with Allah). iii) demonstrates understanding of the impact of Tawhid on		High

		moral behaviour and social conduct. iv) reflects on how the concept provides spiritual guidance and grounds a Muslim's sense of purpose.	
b) distinguish Tawhid from other forms of monotheism or polytheistic beliefs. c) analyse how Tawhid influences a Muslim's worldview, worship, and daily ethical choices. d) evaluate the role of Tawhid in strengthening faith, identity, and accountability to Allah.			
Divine revelation and worship as guided by the Qur'an and Hadith.	discuss the concept of Tawhid (monotheism) as the cornerstone of Islamic belief; explore its implications for	a) define Tawhid and explain its centrality in Islamic belief. i) accurately defines Tawhid with references from Qur'an and Hadith (e.g., Surah Ikhlas).	Medium

individual spirituality, societal ethics, and the development of a strong Islamic identity.	b) describe how Tawhid shapes a Muslim's relationship with Allah, self, and society. c) analyse how belief in Tawhid influences personal piety, humility, and reliance on Allah. d) evaluate how Tawhid promotes ethical behaviour, social justice, and unity within the Muslim community.	ii) describes practical implications of Tawhid for individual spirituality, worship and moral conduct. iii) demonstrates understanding of how Tawhid underpins social ethics such as fairness and accountability. iv) reflects on how Tawhid strengthens Muslim identity, resisting polytheistic or secular influences.
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Divine revelation and worship as guided by the Qur'an and Hadith.	examine the three primary components of Tawhid to understand how these components emphasise unity, sovereignty, and worship of Allah as central tenets of Islamic faith.	a) describe the three main aspects of Tawhid: Tawhid al-Rububiyah (Oneness of Lordship), Tawhid al-Uluhiyyah (Oneness of Worship), and Tawhid al-Asma wa Sifat (Oneness of Allah's Names and Attributes). b) explain how each component affirms Allah's uniqueness and absolute authority. c) analyse how these aspects guide a Muslim's acts of worship, belief system, and moral behaviour.	i) defines each aspect clearly with relevant Qur'anic references (e.g., Surah Al-Ikhlās, Surah Al-Fatihah). ii) demonstrates understanding of the practical impact of Tawhid on daily worship and ethical living. iii) provides examples of how these components shape reliance, gratitude, and submission to Allah. iv) reflects critically on how Tawhid sustains a strong, unified Islamic faith and identity.	Medium
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		d) reflect on how understanding these components deepens spiritual conviction and guards against shirk (associating partners with Allah).		
Divine revelation and worship as guided by the Qur'an and Hadith.	critically analyse the Islamic concepts of reward and examine their role in motivating righteous behaviour.	a) identify key Qur'anic and Hadith teachings about divine reward (thawab) for good deeds. b) Explain the conditions and types of rewards promised for acts of worship, charity, and ethical conduct.	i) accurately cites relevant Qur'anic verses and Prophetic traditions on rewards for actions (e.g., Qur'an 2:25, 18:107). ii) demonstrates understanding of how reward systems encourage spiritual growth and social responsibility.	High

i) accurately cites relevant Qur'anic verses and Prophetic traditions on rewards for actions (e.g., Qur'an 2:25, 18:107).
ii) demonstrates understanding of how reward systems encourage spiritual growth and social responsibility.

Islamic law and ethical decision-making.	critically analyse the various forms of punishment prescribed in Islam; evaluate their purposes, ethical	c) analyse how the concept of reward inspires accountability, self-discipline, and consistent righteous behaviour. d) reflect critically on the balance between intrinsic faith, fear of punishment, and hope for reward in shaping Muslim morality.	iii) provides examples of how the hope for reward motivates individual and communal good deeds. iv) shows thoughtful reflection on how reward expectations strengthen ethical standards and spiritual sincerity.	
		a) identify the main categories of punishment in Islamic law, such as Hudud (Fixed	i) accurately defines and distinguishes between Hudud, Qisas, and Ta'zir with examples (e.g., theft, murder,	High

implications, and effectiveness in promoting justice and individual accountability.	Punishments), Qisas (Retaliation), and Ta'zir (Discretionary Punishments) b) explain the conditions, objectives, and limits placed on each form of punishment. c) analyse the ethical rationale behind Islamic penal measures and their role in upholding justice. d) evaluate how these punishments aim to protect society, deter crime, and	discretionary penalties). ii) demonstrates understanding of safeguards like evidence requirements and opportunities for repentance. iii) provides examples of how Islamic punishments balance deterrence, reformation, and community welfare. iv) reflects critically on the ethical debates and modern challenges related to implementing these punishments.
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Divine revelation and worship as guided by the Qur'an and Hadith.	critically examine the Islamic teachings on the nature of the soul to appreciate the complexity and depth of Islamic beliefs regarding the soul's journey and ultimate destination.	encourage individual accountability while maintaining mercy and fairness. a) define the Islamic concept of the soul (ruh) with references from the Qur'an and Hadith. b) explain stages of the soul's journey, including creation, life in the world, death, the grave, and the hereafter. c) analyse different scholarly views on nature, development, and accountability of the soul.	i) accurately cites key verses (e.g., Qur'an 17:85) and Prophetic traditions about the soul. ii) describes the stages and experiences the soul undergoes according to Islamic teachings. iii) demonstrates understanding of theological and ethical implications of soul-related beliefs.	High
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		d) reflect on how these teachings deepen spiritual understanding, moral responsibility, and preparation for the afterlife.	iv) provides personal or contextual reflections on how these shapes one's spiritual priorities and action.	
Divine revelation and worship as guided by the Qur'an and Hadith.	critically analyse the factors that determine destiny of the soul; draw on Islamic teachings and principles to appreciate the role of faith, deeds, and divine mercy in shaping one's eternal fate.	a) identify the main factors in Islamic belief that influence the soul's fate, such as belief (iman), righteous actions (amal salih), and divine mercy (rahmah). b) explain the balance between personal effort and Allah's	i) cites relevant verses (e.g., Qur'an 3:185, 39:53) and Hadiths on judgement and divine mercy. ii) demonstrates understanding of how faith and good deeds are rewarded and sins are forgiven. iii) explains how Muslims are encouraged to balance fear of	High

Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the concept of life after death in Islamic teachings; evaluate its significance for personal	will in determining one's destiny. c) analyse Qur'anic and Hadith evidence on accountability, forgiveness, and intercession. d) reflect on how understanding these factors inspires ethical living, repentance, and hope in Allah's mercy.	punishment with hope for mercy. iv) shows thoughtful reflection on applying this understanding to daily moral and spiritual choices.	
Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the concept of life after death in Islamic teachings; evaluate its significance for personal	a) explain the Islamic belief in life after death (Akhirah) with references from the Qur'an and Hadith.	i) accurately cites relevant verses (e.g., Qur'an 2:281, 75:3-4) and Hadiths about the hereafter.	High

accountability and ethical living.	b) describe key stages such as death, the grave, resurrection, judgement, and the hereafter. c) analyse how belief in the hereafter promotes personal accountability, moral choices, and social responsibility. d) evaluate the impact of this belief on daily behaviour, repentance, and striving for righteousness.	ii) describes how awareness of the life after death influences decisions and ethical conduct. iii) demonstrates understanding of how accountability affects justice, honesty, and self-discipline. iv) provides reflective insights on applying this belief to strengthen faith and community trust.
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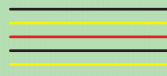
Divine revelation and worship as guided by the Qur'an and Hadith.	critically examine the concepts of resurrection and judgement; assess their role in shaping a Muslim's worldview, moral responsibility, and preparation for the hereafter.	a) explain the Islamic beliefs about resurrection and judgement. b) critically analyse their theological and ethical significance. c) evaluate how these beliefs influence a Muslim's worldview and choices. d) assess how these beliefs encourage personal accountability and preparation for the hereafter.	i) provides accurate references from Qur'an and Hadith regarding resurrection and judgement. ii) presents a critical reflection linking beliefs to ethical conduct. iii) uses examples showing how these beliefs shape Muslim identity and moral decisions. iv) demonstrates ability to relate eschatological beliefs to real-life preparation (e.g., acts of worship, repentance, accountability).	High
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Appreciates divine revelation and worship as guided by the Qur'an and Hadith.	analyse the concepts of Qadar (divine decree) and free will in Islamic teachings; evaluate their relationship and impact on personal responsibility, ethical decision making and spiritual growth.	a) define Qadar and free will based on Islamic teachings. b) explain the theological basis of both concepts using Qur'an and Hadith. c) analyse the apparent tension or harmony between divine decree and human choice. d) evaluate how belief in Qadar influences a Muslim's sense of accountability and ethical decisions. e) reflect on the role of these concepts in nurturing spiritual maturity.	i) cites Qur'anic verses and a Hadith explaining Qadar and free will. ii) demonstrates understanding of diverse scholarly interpretations. iii) provides examples of how Muslims balance divine will with personal effort. iv) shows thoughtful reflection on how these beliefs shape personal discipline, trust in Allah, and moral actions.	High
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Islamic teachings on social relations in daily life.	analyse Qur'anic teachings on marriage and divorce; evaluate their ethical implications and significance to foster respect, responsibility and harmony in family life.	a) identify key Qur'anic verses related to marriage and divorce. b) explain the ethical foundations of marriage and divorce in Islam. c) analyse how these teachings promote fairness, compassion, and mutual responsibility. d) evaluate their relevance in fostering stable family life and social harmony.	i) correctly references and interprets Qur'anic teachings on marriage and divorce. ii) draws out ethical themes such as mutual respect, justice, and accountability. iii) demonstrates ability to apply these principles to contemporary family contexts. iv) presents reflective insights on how Qur'anic teachings guide personal and social behaviour.	High
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Islamic teachings on social relations in daily life.	distinguish Islamic marriage from prohibited ones based on Qur'anic teachings; then evaluate the rationale and principles that inform these differences.	a) identify the Qur'anic criteria for a valid Islamic marriage. b) list and describe prohibited forms of marriage as stated in the Qur'an. c) analyse the ethical and social wisdom behind these prohibitions. d) evaluate the relevance of these rulings in maintaining social and moral order.	i) correctly cites Qur'anic verses outlining valid and prohibited marriages (e.g., Qur'an 4:22–24). ii) clearly explains reasons such as prevention of immorality, protection of kinship, and upholding family structure. iii) shows ability to apply rulings to hypothetical or contemporary cases. iv) reflects on how Islamic teachings aim to uphold human dignity and family cohesion.	Medium
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Islamic teachings on social relations in daily life.	analyse the concept of mahr (dowry) in Qur'anic teachings, focusing on its significance in fostering fairness, respect, and responsibility within marriage, while evaluating how this requirement supports the rights and dignity of both spouses.	a) define mahr as outlined in the Qur'an. b) explain its role and purpose in Islamic marriage. c) analyse how mahr promotes fairness, mutual respect, and responsibility. d) evaluate its contribution to protecting the rights and dignity of spouses, especially women.	i) accurately references relevant Qur'anic texts. ii) demonstrates understanding of mahr as a form of honour and commitment. iii) explains how the concept discourages exploitation and promotes mutual respect. iv) applies the concept to real or hypothetical marital scenarios with fairness and insight.	Medium– High
	examine the conditions and ethical principles surrounding polygamy in Qur'anic teachings; focusing on fairness,	a) identify the Qur'anic conditions under which polygamy is permitted.	i) cites relevant Qur'anic verses (e.g., Qur'an 4:3) and explains their meaning.	High



justice and responsibility while assessing the social implications of these principles in modern contexts.	b) explain the ethical principles such as fairness, justice, and responsibility that must govern polygamous marriages. c) assess how these principles aim to protect the rights and dignity of all parties involved. d) evaluate the relevance and social impact of polygamy in contemporary societies through an Islamic ethical lens.	ii) demonstrates understanding of the moral responsibility required in polygamous arrangements. iii) critically discusses real or hypothetical modern-day implications (e.g., women's rights, family cohesion, legal challenges). iv) shows balanced analysis grounded in both textual sources and contemporary realities.	
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Islamic teachings on social relations in daily life.	examine the Qur'anic teachings on divorce and its conditions; analyse how these guidelines foster ethical responsibility, fairness and compassion while evaluating their influence on the rights and well-being of all parties involved.	a) identify Qur'anic verses that address divorce and its conditions. b) explain the procedures and ethical expectations outlined in the Qur'an regarding divorce. c) analyse how these teachings promote justice, compassion, and mutual respect during the process. d) evaluate the impact of these principles on protecting the rights and emotional well-being of all parties involved.	i) accurately cites and interprets relevant verses (e.g., Qur'an 2:226-232, 65:1-2). ii) describes the required waiting period (iddah), reconciliation efforts, and financial fairness. iii) illustrates understanding through practical examples that emphasise ethical responsibility and emotional care. iv) reflects critically on how Islamic divorce guidelines serve to maintain dignity and prevent harm.	High
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Islamic teachings on social relations in daily life.	analyse the Qur'anic perspective on the position of women in society; examine how these teachings promote respect, equality, and empowerment.	a) identify key Qur'anic verses addressing the role and status of women. b) explain the Qur'anic principles that affirm the dignity, rights, and roles of women. c) analyse how these teachings promote respect, equity, and societal contribution. d) evaluate how the Qur'anic model supports women's empowerment in family, community, and spiritual life.	i) cites relevant verses (e.g., Qur'an 4:1, 33:35, 9:71) and explains their implications. ii) distinguishes between cultural practices and authentic Islamic teachings. iii) provides examples of women's rights in areas like education, work, inheritance, and worship. iv) demonstrates insight into how these teachings challenge gender bias and promote moral equality.	Medium– High
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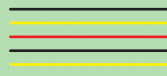
Islamic teachings on social relations in daily life.	analyse the role of women in society as guided by Islamic teachings to appreciate their contribution to family and community well-being.	a) identify the different roles of women in Islam within the family and community. b) explain how Islamic teachings uphold and guide these roles. c) analyse the social and moral value of women's contributions based on Islamic guidance. d) reflect on the importance of these roles in sustaining family harmony and social development.	i) references relevant to Qur'anic and Hadith texts (e.g., Qur'an 33:35, 9:71). ii) describes women's responsibilities and rights in areas such as parenting, education, leadership, and community service. iii) gives examples of notable Muslim women and their societal impact. iv) demonstrates appreciation of the balance between spiritual, familial, and civic responsibilities as guided by Islam.	Medium
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analyse Qur'anic teachings on inheritance in supporting the equitable distribution of wealth within families.	a) identify key Qur'anic verses that outline inheritance laws. b) explain the principles behind the Islamic system of inheritance. c) analyse how these teachings ensure justice and equity in wealth distribution. d) evaluate the impact of inheritance laws on family cohesion and financial responsibility.	i) accurately cites relevant verses (e.g., Qur'an 4:7-12, 4:176). ii) demonstrates understanding of the rationale for specific shares and entitlements. iii) illustrates how the Qur'anic system prevents conflict and ensures financial balance. iv) provides contextual reflections on how these rules promote fairness and family unity.	Medium-High
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Leadership and governance in line with Islamic teachings.	analyse the concept of leadership, identifying key qualities and ethical principles essential for effective and responsible leadership in various contexts.	a) define leadership from an Islamic perspective. b) identify and explain key leadership qualities such as justice, integrity, consultation (shura), and accountability. c) analyse how these qualities apply to different leadership contexts (e.g., family, community, governance). d) reflect on the ethical responsibilities of leaders in Islam.	i) clearly defines leadership using Islamic sources (e.g., Qur'an 28:26, Hadith references). ii) lists and explains qualities like trustworthiness, wisdom, humility, and fairness. iii) provides examples of leadership in various domains demonstrating ethical application. iv) shows ability to link Islamic teachings to real-life leadership scenarios.	Medium– High
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Leadership and governance in line with Islamic teachings.	critically, examine Qur'anic leadership teachings; focus on how these concepts promote justice, accountability, and community service; then apply them to current leadership difficulties.	a) identify Qur'anic principles related to leadership (e.g., justice, accountability, service to others). b) explain the moral foundation of leadership in Islam. c) analyse how these teachings address common leadership challenges. d) apply Qur'anic concepts to assess and offer solutions to contemporary leadership issues.	i) accurately cites relevant Qur'anic verses (e.g., Qur'an 4:58, 38:26). ii) demonstrates deep understanding of ethical leadership standards in Islam. iii) connects leadership teachings to real-world political, social, or organisational challenges. iv) proposes context-sensitive applications based on Islamic ethical frameworks.
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Leadership and governance in line with Islamic teachings.	critically analyse the shared obligations between citizens and the government as guided by Islamic teachings to promote; justice, accountability, and mutual support.	a) identify the roles and responsibilities of both citizens and government in Islam. b) explain the Qur’anic and Hadith-based principles that guide governance and civic duty. c) analyse how mutual obligations contribute to justice, accountability, and good governance. d) evaluate the implications of fulfilling or neglecting these responsibilities in a modern state.	i) cites relevant sources (e.g., Qur’an 4:59, 5:8) to outline civic and governmental duties. ii) demonstrates understanding of key concepts such as obedience, consultation (shura), and public trust. iii) provides real or hypothetical examples showing the importance of cooperation between leaders and the governed. iv) reflects critically on the ethical consequences of power abuse or civic neglect.	High
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Leadership and governance in line with Islamic teachings.	analyse the terms, relations, and pacts/agreements and how they fit into the larger picture of promoting moral and international relations based on the lessons of the Qur'an.	a) identify Qur'anic guidance on treaties, agreements, and international relations. b) explain the moral principles such as justice, honesty, and trustworthiness that underlie these teachings c) analyse how these values shape ethical international cooperation. d) evaluate the relevance of Islamic guidance to contemporary global diplomacy and peacebuilding.	i) cites Qur'anic verses (e.g., Qur'an 8:61, 9:4) that deal with treaties and peaceful coexistence. ii) demonstrates understanding of historical Islamic treaties and their ethical significance. iii) draws links between Qur'anic principles and modern international norms (e.g., mutual respect, non-aggression). iv) applies Islamic ethical teachings to current global issues such as conflict resolution and international agreements.	High
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Leadership and governance in line with Islamic teachings.	critically evaluate Qur'anic teachings on international relations; assesses how its principles guide interactions between nations and apply these principles to contemporary global challenges.	a) identify Qur'anic principles that govern international relations (e.g., peace, justice, fulfilment of treaties). b) explain the ethical foundations of these principles in promoting global harmony. c) evaluate the application of these teachings in addressing contemporary global challenges (e.g., war, diplomacy, environmental crises).	i) Accurately references relevant Qur'anic verses (e.g., Qur'an 5:8, 8:61, 60:8-9). ii) clearly articulates the moral vision of Islam in international engagement. iii) analyses current global challenges through the lens of Qur'anic ethics iv) proposes ethical solutions or responses based on Islamic teachings.
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Leadership and governance in line with Islamic teachings.	critically analyse Qur'anic teachings on oppression and suppression; evaluate how these principles promote justice and equality to protect human dignity.	d) apply Islamic principles to real-world scenarios involving international cooperation and conflict. a) identify Qur'anic verses that address oppression and suppression. b) explain the Islamic stance on justice, equality, and the sanctity of human dignity. c) analyse how these teachings guide Muslims in resisting injustice and supporting the oppressed.	i) cites relevant Qur'anic verses (e.g., Qur'an 4:75, 5:8, 42:42). ii) clearly articulates the Qur'anic view on moral responsibility toward the oppressed. iii) connects Islamic principles to real-world efforts to combat inequality and injustice. iv) demonstrates critical insight into how Islamic teachings	High
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Leadership and governance in line with Islamic teachings.	examine the concept of Jihad in Islam in promoting justice, self-discipline, and harmony in society.	d) evaluate the applicability of these principles in promoting social justice today. a) define the concept of Jihad in its spiritual, social, and physical dimensions. b) explain how Jihad promotes inner struggle for righteousness and external efforts for justice. c) analyse how the proper understanding of Jihad contributes to self-discipline and societal harmony.	uphold human dignity across societal contexts.	Medium–High
			i) cites Qur’anic verses and Hadiths relevant to the concept of Jihad (e.g., Qur’an 22:39–40, 25:52). ii) explains different types of Jihad (greater and lesser). iii) illustrates examples of Jihad promoting social justice and ethical conduct. iv) critically distinguishes between authentic and distorted interpretations of Jihad.	

Islamic teachings on social relations in daily life.	critically examine Qur'anic teachings on racism and slavery in promoting equality, justice, and human dignity to combat social injustice.	d) evaluate the misuse and misinterpretation of Jihad in contrast to its true Islamic teaching. a) identify Qur'anic verses that address human equality, racial dignity, and the treatment of slaves. b) explain how the Qur'an condemns racism and encourages humane treatment and emancipation of slaves. c) analyse how these teachings promote justice, social	i) accurately cites relevant verses (e.g., Qur'an 49:13, 90:12-13, 2:177). ii) explains the Qur'anic view of human equality regardless of race or status. iii) discusses historical and modern implications of Qur'anic reforms on slavery and racism. iv) reflects critically on how Islamic teachings can be applied to	High
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Divine revelation and worship as guided by the Qur'an and Hadith.	interpret the key themes in Surat Al Fatiha for divine guidance on the straight path, and be able to apply its lessons for their own personal reflection and prayer practices.	a) identify and explain the central themes of Surat Al Fatiha (e.g., monotheism, mercy, guidance, worship, accountability). b) reflect on the meaning and relevance of these themes to personal life and worship.	modern social justice struggles.	Medium
		d) evaluate the role of these teachings in addressing contemporary forms of social injustice.	integration, and the elimination of racial and class-based discrimination.	
			i) accurately interprets verses and themes such as Tawhid, divine mercy, supplication for guidance. ii) makes personal, reflective connections between the surah and daily prayer.	

Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the circumstances that led to the revelation of Surahs; Al-Dhuha, Al-Inshirah, and Al-Kauthar; explain their Qur'anic teachings; focusing on hope, tolerance, blessings, humility; and develop critical thinking and problem-solving skills.	c) apply the teachings of the surah in shaping one's spirituality, mindset, and prayer life. d) demonstrate how the surah serves as a foundation for Muslim belief and practice.	iii) demonstrates insight into how the surah influences behaviour, humility, and dependence on Allah. iv) uses examples of how themes from the surah inform ethical and spiritual decision-making.	
	a) describe the historical and emotional context surrounding the revelation of the three surahs. b) explain the key messages of each surah, including hope after hardship, divine support, and gratitude.		i) accurately recounts the background of the Prophet's experiences during the revelation of the surahs. ii) explains thematic lessons such as resilience, gratitude, and divine care.	Medium-High

Divine revelation and worship as guided by the Qur'an and Hadith.	examine the circumstances surrounding the revelation of Surah Al-Tin (95), to reflect on ethical conduct and the importance of striving for righteousness.	c) analyse how these teachings cultivate personal virtues like humility and tolerance. d) apply the surahs' messages to develop critical thinking and problem-solving approaches to life's challenges.	iii) connects Qur'anic teachings to moral development and emotional well-being. iv) demonstrates ability to reflect critically and apply the lessons to real-life problems or spiritual struggles.	Medium
	a) describe the historical and spiritual context of Surah Al-Tin's revelation. b) interpret the central themes of the surah, such as human dignity, moral responsibility, and accountability.	i) accurately describes the background and setting of the surah. ii) interprets verses in relation to human nature, reward for righteousness, and consequences of moral decline.		

	iii) connects the surah's message to Islamic values and everyday behaviour. iv) provides reflective insights into striving for personal growth and ethical living.	c) reflect on how the surah promotes ethical behaviour and righteousness. d) apply its teachings to personal and communal moral conduct.			Medium–High
Divine revelation and worship as guided by the Qur'an and Hadith.	interpret the themes of Surahs Al-Qadr (97) and Al-Asr (103) by analysing their messages to enhance personal reflection, spiritual growth, and effective time management in daily life.	a) summarize the key messages of Surah Al-Qadr and Surah Al-Asr. b) analyse how the themes relate to divine mercy, the value of time, and righteous living. c) reflect on how these surahs guide personal development and spiritual awareness.		i) accurately interprets verses related to Laylat al-Qadr, divine guidance, and the urgency of righteous deeds. ii) draws personal lessons on prioritizing meaningful actions and avoiding time wastage.	

Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the circumstances surrounding the revelation of Surahs; Al-Fil (105), Al-Lahab (111), and Al-Nasr (110) and analyse their moral and spiritual lessons to reflect on ethical conduct for divine protection.	d) apply the teachings to improve time management, discipline, and consistent spiritual growth.	iii) demonstrates reflective insight on how the surahs foster mindfulness and consistent worship. iv) applies Qur'anic values to daily routines and self-improvement practice.	
	a) describe the historical context and events related to the revelation of each surah. b) interpret the moral and spiritual themes found in the surahs (e.g., divine justice, protection, consequences of arrogance and opposition to truth).		i) accurately narrates the background of each surah and its relevance to the Prophet's mission. ii) explains themes such as divine intervention (Al-Fil), consequences of hostility to truth (Al-Lahab), and victory and humility (Al-Nasr)	Medium-High

Divine revelation and worship as guided by the Qur'an and Hadith.	demonstrate an understanding of the principles, methodologies, and challenges of Hadith collection; explain its purpose in ensuring authenticity and preserving the	c) reflect on how these teachings promote ethical conduct, trust in Allah, and humility. d) apply the surahs' messages to personal character development and understanding of divine wisdom.	iii) connects lessons to real-life examples of moral and spiritual struggles. iv) demonstrates reflective thinking on trusting Allah and upholding ethical conduct.	
		a) describe the principles and criteria used by Hadith scholars in verifying narrations. b) explain the methodologies of major Hadith compilers (e.g., Bukhari, Muslim).	i) clearly explains concepts such as isnad (chain of transmission) and content analysis. ii) describes methods used by compilers to authenticate Hadith (e.g., biographical evaluation).	High

	teachings of Islam for continued relevance.	c) identify historical and contextual challenges faced during Hadith collection. d) evaluate how these efforts contributed to preserving the Sunnah and maintaining the integrity of Islamic teachings.	iii) discusses specific challenges such as forgery, loss of narrations, and political interference. iv) demonstrates understanding of the relevance of Hadith preservation in contemporary Islamic scholarship and practice.	
Divine revelation and worship as guided by the Qur'an and Hadith.	analyse the methods used by Bukhari and Muslim in Hadith compilation; evaluate the characteristics and reliability of their works, to appreciate their impact on Islamic scholarship and	a) describe the criteria and processes Bukhari and Muslim applied in selecting authentic Hadiths.	i) accurately explains technical terms used in the authentication of hadith. ii) highlights key features such as strict narrator conditions and sequence of transmission.	High

	preservation of the Prophet's traditions from misinterpretation and distortion.	b) compare the methodological differences and similarities between the two scholars. c) evaluate the reliability and scholarly significance of Sahih Bukhari and Sahih Muslim. d) reflect on the contribution of their compilations in safeguarding the Sunnah and Islamic teaching.	iii) differentiates the levels of rigour applied by Bukhari and Muslim. iv) demonstrates appreciation of their role in preserving authentic Prophetic teachings and combating fabricated reports.	
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Divine revelation and worship as guided by the Qur'an and Hadith.	examine the criteria for accepting Hadith to appreciate the mechanisms for safeguarding their authenticity.	a) identify and explain the main criteria used by Hadith scholars to assess authenticity (e.g., integrity of narrators, continuity of the chain, agreement with established Islamic principles). b) describe the importance of each criterion in filtering authentic reports from weak or fabricated ones. c) analyse how these standards contribute to the preservation of Islamic teachings.	i) lists and explains criteria such as trustworthiness, accuracy, unbroken chain, and absence of contradiction. ii) gives examples of how a Hadith may be accepted or rejected based on scholarly evaluation. iii) demonstrates understanding of the role of Hadith classification in Islamic jurisprudence and theology. iv) shows appreciation for the scholarly rigour applied to protect the authenticity of the Sunnah.	Medium– High
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		d) reflect on the significance of these mechanisms in maintaining the credibility and authority of Hadith literature.		Divine revelation and worship as guided by the Qur'an and Hadith.
	i) accurately defines each Hadith class with examples. ii) describes the implications of using or rejecting certain Hadith in legal and doctrinal matters. iii) demonstrates understanding of how scholars use Hadith classification to support Islamic rulings.	a) identify the main classifications of Hadith (e.g., Sahih, Hasan, Da'if, Mutawatir, Ahad). b) explain the criteria that distinguish each class in terms of authenticity and strength. c) analyse how different classes of Hadith are used in deriving legal rulings and theological concepts	analyse the different classes of Hadith to understand their distinctions and significance in Islamic jurisprudence and theology.	
				Medium-High

		d) reflect on the significance of Hadith grading in ensuring sound Islamic practice and belief.	iv) connects Hadith grading to the broader effort of preserving the integrity of Islamic teachings.	
examine the unique attributes of Hadith Al-Qudsi and Hadith Nabawi, highlighting their significance in Islamic theology, morality, and practice.	a) explain Hadith Al-Qudsi and Hadith Nabawi, noting key differences in wording and source. b) describe the theological and spiritual nature of Hadith Al-Qudsi as the words of Allah conveyed by the Prophet.	i) clearly distinguishes Hadith Al-Qudsi from Hadith Nabawi in terms of origin and content. ii) provides examples of each type with an explanation of their meanings. iii) demonstrates understanding of their relevance to core Islamic concepts (e.g., mercy, justice, worship).	Medium	

	c) explain the practical and instructional role of Hadith Nabawi in guiding daily religious conduct. d) analyse how both types of Hadith contribute to Islamic beliefs, moral values, and rituals.	iv) shows ability to apply their teachings to moral and spiritual practice.	
Islamic law and ethical decision-making.	examine the stages of Islamic law development to appreciate the values of Islamic legal practices.	a) identify and describe the key historical stages in the development of Islamic law (e.g., Prophetic, Rightly Guided Caliphs, Early Schools of Thought, Codification periods). i) accurately outlines major historical phases and their characteristics. ii) demonstrates understanding of how each period contributed to shaping Islamic jurisprudence.	

		iii) connects legal developments to core Islamic values like equity, mercy, and public welfare. iv) provides examples of evolving legal reasoning in response to new contexts.	
b) explain how Islamic legal sources (Qur'an, Hadith, Ijma, Qiyas) were applied and refined across these stages. c) analyse the values embedded in Islamic legal evolution, such as justice, flexibility, and ethical responsibility. d) reflect on the continuity and adaptability of Islamic law over time.			

Islamic law and ethical decision-making.	analyse the Qur'an as the primary source of Islamic law and evaluate how other sources support its teachings in formulating legal principles.	a) explain the role of the Qur'an as the foundational source of Shariah. b) identify examples of legal rulings derived directly from the Qur'an. c) analyse how other sources—Hadith, Ijma (consensus), and Qiyas (analogy)—complement and expand upon Qur'anic guidance. d) evaluate the interaction between these sources in developing coherent legal rulings.	i) correctly identifies and interprets key legal verses (e.g., on inheritance, contracts, punishments). ii) describes the supporting role of Hadith in elaborating Qur'anic rulings. iii) demonstrates understanding of Ijma and Qiyas in addressing issues not directly mentioned in the Qur'an. iv) illustrates how jurists integrate all sources to derive practical and ethical legal outcomes.
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Islamic law and ethical decision-making.	examine the role of Hadith in interpreting the Qur'an to appreciate its guidance in Islamic law and practice.	a) explain the complementary relationship between the Qur'an and Hadith in Islamic jurisprudence. b) identify examples where Hadith clarifies, specifies, or expands on Qur'anic rulings. c) analyse how Hadith provides practical application of Qur'anic principles. d) reflect on the necessity of Hadith for a comprehensive understanding of Shariah.	i) accurately cites examples (e.g., Hadith explaining prayer times, zakat rates, or legal punishments). ii) demonstrates understanding of how Hadith resolves ambiguities or generalities in the Qur'an. iii) shows ability to apply Hadith-supported rulings to real-life issues. iv) reflects on the value of Prophetic tradition in legal and moral guidance.	Medium– High
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Islamic law and ethical decision-making.	examine the role of Ijma (consensus) in Islamic law, including arguments for and against its application and demonstrate its significance in the development of legal rulings.	a) define Ijma and explain its foundational basis in Islamic legal theory. b) describe historical examples of Ijma and its use in classical jurisprudence. c) analyse arguments supporting and opposing its use, particularly in contemporary contexts. d) evaluate its contribution to legal consistency, unity, and adaptability in Islamic law.	i) accurately defines Ijma with reference to scholarly positions and textual support (e.g., Hadith: “My ummah will never agree upon an error”). ii) explains how Ijma was applied by early jurists in cases such as inheritance and public welfare. iii) critically engages with modern debates on the legitimacy and applicability of Ijma. iv) demonstrates understanding of how Ijma reinforces legal authority and communal consensus in Shariah.	High
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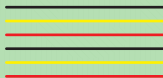
Islamic law and ethical decision-making.	examine the basis, development, and application of Qiyas to understand its role in Islamic legal processes.	a) define Qiyas (analogical reasoning) and explain its basis in Islamic jurisprudence. b) describe the historical development of Qiyas as a legal tool among early jurists. c) explain the process of deriving rulings through analogy by identifying original and new cases. d) analyse the role of Qiyas in addressing new legal issues not explicitly covered in primary sources.	i) accurately defines Qiyas and its essential components. ii) cites classical examples (e.g., alcohol prohibition extended to drugs). iii) demonstrates understanding of how Qiyas bridges revealed sources with evolving contexts. iv) applies analogical reasoning to hypothetical legal cases, showing logical consistency.	High
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Islamic law and ethical decision-making.	analyse the categories of legal acts in Islam, explaining scholarly opinions; and demonstrate critical thinking while appreciating the values of justice and ethical guidance in Islamic law.	a) identify and explain the five main categories of legal acts in Islam (fard/wajib, mustahabb, mubah, makruh, haram). b) compare scholarly views on these categories and their implications in different schools of thought. c) analyse the ethical significance of each category in guiding Muslim behaviour. d) critically reflect on how these classifications promote justice, responsibility, and spiritual discipline.	i) accurately defines each legal category with appropriate examples (e.g., prayer as fard, charity as mustahabb). ii) presents differing views from major madhahib (e.g., Hanafi vs. Shafi'i on certain rulings). iii) connects legal categories to broader ethical principles in Islam (e.g., harm reduction, benefit maximisation). iv) demonstrates critical thinking in applying classifications to real-life or hypothetical cases.	High
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Islamic law and ethical decision-making.	explain the Islamic penal code, to identify Hudud and Ta'zir punishments; and analyse their application in promoting justice, accountability, and ethical values.	a) define the Islamic penal code and distinguish between Hudud and Ta'zir punishments. b) identify specific offences and corresponding penalties under Hudud (e.g., theft, adultery) and Ta'zir (discretionary penalties). c) analyse the ethical foundations and societal aims of these punishments. d) evaluate how these penalties are intended to uphold justice, deter wrongdoing, and ensure accountability.	i) clearly differentiates between Hudud and Ta'zir with textual and legal references. ii) provides examples of offences and conditions required for implementation. iii) demonstrates understanding of the objectives of Shariah (Maqasid al-Shariah), such as protection of life, property, and dignity. iv) critically discusses challenges in application and the emphasis on due process and evidence.	High
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	explain the concept of grave sins in Islam to appreciate spiritual growth, moral behaviour, and social wellbeing.	a) Identify the grave sins considered in Islam. b) analyse the reasons why Shirk, abuse of orphans' property and magic are considered as grave sins in Islam.	i) correctly identifies the verses of the Qur'an, explaining the grave sins in Islam. ii) discusses the dangers of getting involved in grave sins.	High
Islamic law and ethical decision-making.	explain the challenges of application of Sharia in the modern world; analyse their impact, and develop critical thinking and ethical values to address these issues.	a) identify contemporary challenges in implementing Sharia (e.g., legal pluralism, secularism, human rights debates, misinterpretation). b) analyse how these challenges affect the perception, implementation,	i) describes major legal, political, and cultural barriers to Sharia application in different contexts. ii) evaluates the implications of these challenges on Muslim communities and legal systems. iii) demonstrates balanced reasoning	High

Islamic law and ethical decision-making.	examine the factors influencing the partial or non-application of Sharia and assess their impact on its implementation.	and relevance of Islamic law. c) critically reflect on how Islamic principles can respond to modern concerns without compromising core values. d) propose ethical and context-sensitive strategies to address these challenges while maintaining justice and integrity.	rooted in Islamic ethics and adaptability. iv) suggests practical ways of reconciling Islamic law with contemporary societal frameworks.	
		a) identify historical, political, legal, and socio-cultural factors contributing to the limited application of Sharia in some contexts.	i) describes relevant external and internal influences hindering full application of Sharia. ii) demonstrates understanding of how these factors alter or	High

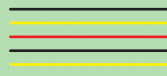


		b) explain how colonial legacies, globalisation, legal reforms, and public misconceptions influence Sharia’s implementation. c) assess the effects of these factors on the perception, authority, and practical execution of Islamic law. d) reflect on the implications for Muslim identity, governance, and ethical standards.	dilute Islamic legal practices. iii) provides case examples showing the impact on Muslim-majority societies or minority contexts. iv) evaluates potential consequences and responses through an Islamic ethical lens.	
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Islamic teachings on social relations in daily life.	explain the key events in the early life of Prophet Muhammad (PBUH); and appreciate his character as a model of ethics, integrity, resilience, and leadership.	a) identify major events in the Prophet's early life (e.g., birth, orphanhood, upbringing, trade, marriage to Khadijah). b) describe how these experiences shaped his moral and leadership qualities. c) reflect on how his conduct exemplified values such as honesty, patience, and responsibility.	i) narrates key biographical events from authentic sources. ii) highlights values and traits such as Al-Amin (the trustworthy), perseverance, and fairness. iii) draws connections between historical context and the Prophet's role as a moral exemplar. iv) applies lessons from his life to contemporary ethical or leadership challenges.	Medium
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Islamic teachings on social relations in daily life.	explain the key events of the Makkan period (AD 610–622); analyse the challenges faced by Prophet Muhammad (PBUH) and his followers; and evaluate their significance in shaping Islamic principles to address contemporary issues of faith, perseverance, and social justice.	d) appreciate the relevance of his early character in guiding ethical leadership and personal conduct today.		
	a) identify and describe key events during the Makkan period (e.g., first revelation, persecution, boycott, early migration). b) analyse the hardships faced by the Prophet and his followers, and their responses to oppression and resistance.		i) accurately outlines significant historical events of the Makkan period. ii) describes specific challenges such as social exclusion, torture, and resistance. iii) demonstrates understanding of Islamic values like sabr (patience), tawakkul (trust in God), and adl (justice).	

Leadership and governance in line with Islamic teachings.	analyse key events of the Madinah period (AD 622–632) and evaluate their role in shaping Islamic principles of leadership, justice, and community cohesion, while fostering critical	c) evaluate how these events contributed to the formation of Islamic teachings on resilience, patience, and justice. d) apply the lessons from this period to modern struggles related to faith, social reform, and human rights.	iv) draws meaningful parallels between early Islamic experiences and current issues facing Muslims or marginalised communities.	
		a) identify significant events during the Madinah period (e.g., Hijrah, Constitution of Madinah, major battles, Treaty of Hudaibiyah).	i) accurately recounts key Madinah events and their historical context. ii) explains the political, legal, and social impact of the Prophet's leadership during this period.	High



	thinking and values of unity and ethical leadership.	b) analyse how these events contributed to the development of Islamic governance, legal justice, and social harmony. c) Reflect on the leadership qualities demonstrated by the Prophet in building an inclusive and ethical society. d) apply these lessons to contemporary leadership and community development issues.	iii) demonstrates understanding of foundational principles such as consultation (shura), rule of law, and interfaith coexistence. iv) connects events and principles to current challenges in leadership and ethical governance.	
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Leadership and governance in line with Islamic teachings.	analyse Caliph Abu Bakar's leadership, focusing on accountability, unity, and stability, to appreciate ethical governance.	a) identify key leadership actions and decisions taken by Caliph Abu Bakar during his caliphate. b) analyse how his leadership helped maintain unity, stability, and public trust in the early Muslim community. c) explain how his accountability and justice reflect core Islamic leadership principles. d) appreciate his legacy in shaping ethical models of governance in Islam.	i) describes major events such as the Ridda Wars, compilation of the Qur'an, and military expeditions. ii) demonstrates understanding of how Abu Bakar upheld justice, transparency, and public welfare. iii) draws connections between his leadership style and foundational Islamic governance values. iv) reflects on his relevance as a model for responsible and ethical leadership today.	Medium – High
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Leadership and governance in line with Islamic teachings.	analyse Caliph Umar bin Khattab's leadership, focusing on his justice and fairness qualities to appreciate good leadership in Islam.	a) identify key administrative and judicial reforms introduced by Caliph Umar. b) explain how his actions demonstrated justice, equality, and public accountability. c) analyse the impact of his leadership in strengthening governance and upholding the rights of all citizens. d) appreciate his legacy as a model of ethical and principled leadership in Islamic history.	i) cites reforms such as public treasury (Bayt al-Mal), appointment of judges, and fair treatment of non-Muslims. ii) demonstrates understanding of specific cases showing Umar's fairness (e.g., dealing with governors, citizens' complaints). iii) explains how his leadership promoted inclusive justice and social equity. iv) reflects on the relevance of his leadership style to contemporary governance challenges.	Medium – High
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Leadership and governance in line with Islamic teachings.	analyse Caliph Uthman bin Affan's leadership qualities, evaluating his contributions to unity, governance, and stability, to appreciate good leadership in the Islamic state.	a) identify key administrative and religious initiatives under Caliph Uthman's rule. b) explain how his leadership contributed to unity, particularly through the standardisation of the Qur'an. c) analyse his role in expanding governance structures and maintaining internal stability. d) evaluate his leadership qualities in the face of emerging political tensions.	i) describes major achievements such as the compilation of the Qur'an and territorial expansion. ii) highlights traits like generosity, humility, and organisational vision. iii) demonstrates understanding of governance reforms and delegation practices. iv) reflects on how his leadership upheld Islamic values despite internal opposition and unrest.	Medium – High
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Leadership and governance in line with Islamic teachings.	analyse the leadership of Caliph Ali bin Abu Talib (AD 656–660) highlighting his contributions to moral courage, integrity, and justice, while reflecting on his role in promoting peace, fairness, and ethical leadership in shaping Islamic values.	a) identify key events and decisions during Caliph Ali's leadership, especially amidst internal conflict. b) explain how his leadership exemplified moral courage, integrity, and adherence to Islamic justice. c) analyse his efforts to uphold peace and fairness during times of division. d) reflect on the enduring ethical lessons from his leadership for contemporary Muslim governance and personal conduct.	i) accurately describes events such as the Battle of the Camel and the Battle of Siffin. ii) demonstrates understanding of Ali's stance on justice, truth, and reconciliation. iii) provides examples of his decisions that reflected ethical leadership despite political opposition. iv) connects his legacy to Islamic teachings on fairness, humility, and principled governance.	High
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Islamic civilisation and its contemporary contributions.	explain the contributions of the Umayyads to Islamic civilisation, to appreciate their impact on the broader Islamic world and global heritage.	a) identify key political, architectural, cultural, and administrative achievements of the Umayyad dynasty. b) explain how their contributions expanded and consolidated Islamic civilisation. c) reflect on the lasting influence of Umayyad institutions and innovations on global heritage.	i) describes key developments such as Arabic as the official language, expansion of the Islamic empire, and architectural landmarks like the Dome of the Rock. ii) demonstrates understanding of how the Umayyads fostered urban development, scholarship, and administrative systems. iii) connects historical contributions to their enduring influence in contemporary Islamic and global contexts.	Medium
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Islamic civilisation and its contemporary contributions.		d) appreciate the role of the Umayyads in shaping Islamic identity and cultural development.	iv) shows appreciation for the cultural and civilisational legacy of the Umayyads.	
analyse the Abbasid dynasty's contributions to Islamic civilisation, focusing on their role in advancing education, science, and intellectual growth; then evaluate their influence on the broader intellectual world.	a) identify major educational, scientific, and cultural achievements of the Abbasid dynasty. b) explain how institutions like Bayt al-Hikmah (House of Wisdom) fostered intellectual growth. c) analyse the dynasty's	i) describes specific advancements and scholars supported by the Abbasid caliphs (e.g., Al-Khwarizmi, Ibn Sina, Al-Farabi). ii) demonstrates understanding of how Abbasid patronage nurtured interdisciplinary learning and translations of Greek and Persian works.		High

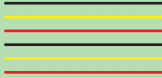
Islamic civilisation and its contemporary contributions.		contributions to fields such as mathematics, medicine, astronomy, and philosophy. d) evaluate the Abbasids' impact on both Islamic civilisation and the development of global knowledge systems.	iii) explains the long-term effects of Abbasid contributions on European and global scholarship. iv) reflects on how this period shaped a legacy of inquiry, tolerance, and knowledge in Islamic history.	
Islamic civilisation and its contemporary contributions.	analyse the Fatimid dynasty's contributions to Islamic civilisation, highlighting their role in establishing Cairo as a centre of intellectual and artistic activity; evaluate their influence	a) identify key contributions of the Fatimid dynasty to education, arts, architecture, and governance.	i) describes achievements in areas like architecture (e.g., mosques, palaces), education, and cultural policy.	High

	on cultural identity and the broader Islamic world.	b) explain how Cairo emerged as an intellectual and cultural hub under Fatimid patronage. c) analyse the role of institutions such as Al-Azhar University in promoting Islamic scholarship and cultural identity. d) evaluate the broader influence of the Fatimid legacy on Islamic civilisation and global heritage.	ii) demonstrates understanding of the founding and role of Al-Azhar in Islamic thought. iii) connects the Fatimid emphasis on pluralism, intellectual dialogue, and artistic expression to wider Islamic identity. iv) assesses the dynasty's contributions in shaping regional and transregional cultural and intellectual networks.	
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Islamic civilisation and its contemporary contributions.	analyse pre-Islamic religious and social conditions in Uganda, to appreciate Islam's contribution towards religious, social, and cultural transformations.	a) describe the dominant religious beliefs and social practices in Uganda before the arrival of Islam. b) identify specific Islamic contributions that influenced religious thought, social behaviour, and cultural identity. c) analyse the extent to which Islam transformed or coexisted with indigenous traditions.	i) provides an accurate comparison between traditional and Islamic religious and social values. ii) cites examples of changes in education, moral conduct, family systems, and religious practices. iii) demonstrates understanding of Islam's role in enhancing social cohesion and cultural expression. iv) shows appreciation of how Islam promoted ethical standards and social development in Ugandan communities.	Medium– High
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Islamic civilisation and its contemporary contributions.	examine the role of Muteesa I in the spread of Islam in Uganda to appreciate his contributions to religious and cultural development.	d) reflect on how Islam contributed to shaping a pluralistic and ethically grounded society in Uganda. a) describe the historical context of Muteesa I's reign and his openness to foreign religions. b) explain the actions and decisions taken by Muteesa I that supported the spread of Islam in Buganda. c) analyse the religious and cultural impact of his policies on Ugandan society.	i) describes how Muteesa I invited Arab traders and welcomed Islamic teachers. ii) explains his diplomatic and political strategies that enabled Islam to take root. iii) demonstrates understanding of how his reign influenced religious tolerance and cultural transformation.	Medium
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		d) reflect on his legacy in fostering religious pluralism and intercultural exchange.	iv) provides examples of long-term effects of his leadership on Uganda's religious landscape.	
Islamic civilisation and its contemporary contributions.	analyse Islam's contributions to Uganda after independence, focusing on its role in education, culture and the efforts of the Uganda Muslim Supreme Council (UMSC) to appreciate its impact on spiritual growth, social harmony, and national identity.	a) identify key areas where Islam has contributed to Uganda's post-independence development. b) describe the role of the Uganda Muslim Supreme Council (UMSC) in religious organization, education, and community development.	i) provides examples of Islamic schools, charities, and cultural programs established after independence. ii) describes initiatives by UMSC in areas such as religious leadership, conflict resolution, and education reform. iii) demonstrates understanding of how Islamic values promote peace, ethical conduct, and civic engagement.	High



		c) analyse how Islamic institutions have influenced cultural identity, spiritual values, and social cohesion. d) evaluate the impact of these contributions on national development and interfaith harmony.	iv) reflects on Islam's role in strengthening Uganda's national identity and moral framework.

3. Structure of the Assessment Papers

Islamic Religious Education shall be assessed through two examination papers, namely Paper One and Paper Two.

Paper One

Paper 1 will have two sections, A and B. Section A will comprise of **two** compulsory items, drawn from Constructs 1 and 2. Section B will have **two optional** items, drawn from Construct 3. A candidate is required to respond to **one** Item from Section B.

All items in the paper will be scenario-based, and the entire examination will take 3 hours.

The duration of the paper shall be three (3) hours, and all items shall carry equal marks.

Paper Two

Paper 2 will have two sections, A and B. The items in Section A will be drawn from construct 4, while the items in Section B will be drawn from construct 5. Sections A and B will comprise optional items. A candidate is required to respond to one item from each Section.

All items in the paper will be scenario-based, and the entire examination will take 2 hours.

Islamic Religious Education**Paper I**

November 2025

Time: 3 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION**SAMPLE EXAMINATION PAPER****ISLAMIC RELIGIOUS EDUCATION****Paper I**

3 Hours

INSTRUCTIONS TO CANDIDATES

- 1) This assessment paper consists of two sections, Section A and Section B.
- 2) Section A contains two (2) compulsory items.
- 3) Section B contains two (2) optional items.
- 4) You are required to attempt one (1) in Section B only.
- 5) All items carry equal marks.
- 6) Any additional item(s) attempted beyond the required three (3) items shall not be marked.

Section A

ITEM 1:

Ahmad a young Muslim living in a rural Ugandan community, has grown up with little awareness to the teachings of Islam. Although he is a Muslim, he practices traditional beliefs and lacks understanding of the teachings of Qur'an and Hadith and how they guide spirituality and personal relationship with Allah.

Despite regular efforts by the local Imam to educate him while quoting verses like ***“Say He is Allah the one and only, Allah the eternal, the absolute, He begets not nor is He begotten and there is none like unto Him. (Surat Ikhlas 112)*** Ahmad remains Negative. He treats the Qur'an with disrespect, sometimes storing it carelessly or even tearing out pages without realising its Holiness and originality as a divine revelation.

He also doubts its teachings about the next world and how it influences one's daily life. His community worries that without proper awareness of the divineness of Qur'an, Ahmad risks going astray, getting lost further from the path of righteousness.

Task

Analyse teachings from the Qur'an and Hadith to guide and create awareness to Ahmad on the issues in the scenario.

ITEM 2:

Either

Following the sudden death of Mustapha, his estate was left unadministered and his wife and children expected rightful shares. However, the distribution process was taken over by family elders, who allocated the wealth exclusively to Mustapha's brothers with their justifications. They claimed that the wife had been verbally divorced the night before Mustapha's death due to alleged arrogance one of the sons was born to a wife from another tribe thereby dismissing him for not being their pure kin and the daughters were completely excluded on the basis of their gender.

The Muslim judge (Qadhi) intervened, to address the legal and ethical violations. He cited **Qur'an 4:7**, affirming that *"For men is a share of what the parents and close relatives leave, and for women is a share... be it little or much an obligatory share."* he also reminded them of the prophet's rebuke to a man who made a casual pronouncement of divorce: *"Are you playing with the book of Allah while I am among you?"* (Musnad Ahmad).

the Qadh's reminders were however not listened to which has led to a deep family conflict and a community wide debate over the subject matter

Task

Analyse the Islamic teachings that can guide the parties in the above scenario

Section B

ITEM 3

Either

In the busy city of Mbale, Mariam, a respected Muslim businesswoman, manages a successful wholesale food supply company. Recently, she signed a profitable contract to deliver grain to a government relief programme aimed at supporting vulnerable communities during a prolonged drought.

A week before the delivery, her supplier informed her of a chance to make extra profit by selling the high-quality grain to a foreign buyer willing to pay double the agreed price. The supplier suggested replacing the relief programme's order with cheaper, lower-grade grain, assuring Mariam that "no one would notice" and that it was "just business."

At the same time, Mariam faced mounting personal expenses: her father needed urgent surgery abroad, her company vehicle had broken down, and she was struggling to pay her employees on time. Friends and colleagues advised her to take the deal, citing her financial pressures and the fact that "others in the industry do worse than she was yet to do."

Mariam recalled the Qur'anic injunction, *"And establish weight in justice and do not make deficient the balance"* (Qur'an 55:9), and the Prophet's (PBUH)

warning that *“He who cheats us is not of us”* (Sahih Muslim). However, she also felt the urgent responsibility to take care for her father and her employees.

The decision she makes will not only affect her livelihood, but also her reputation, faith, and the well-being of hundreds of families depending on the relief aid.

Task

Assess Mariam’s situation by applying principles of Islamic Law and Ethics.

Or

Abdu was suspected of stealing from another villager. The matter was brought before the Muslim Judge (Qadhi)’s court by community members. The Muslim Judge (Qadhi) allowed the members to share their opinions before Abdu could respond. The Muslim elders cited Qur’an, Surat Al-Maidah 5:38: *“As for the thief, male or female, cut off their hands; a punishment by way of example from Allah for their crime. And Allah is Exalted in Power, Wise.”* They insisted that the punishment should be applied.

However, the youth requested thorough investigations into the incident, questioning how the elders had reached such a conclusion. Secular leaders and non-Muslims opposed any implementation of Sharia in this case, citing its many sources and describing it as outdated and unjust. They instead supported their constitution, which prescribes imprisonment and forgiveness, even for those who commit grave sins. They also pointed out a loophole in which individuals with wealth or ties to influential families could evade the law.

This position was rejected by the Muslim elders, who referred to a hadith of the Prophet (PBUH): *“By Allah, if Fatimah, the daughter of Muhammad, were to steal, I would cut off her hand.”* (Sahih al-Bukhari 6788; Sahih Muslim 1688)

Task

Critically evaluate Abdu’s theft case to provide guidance to the community in upholding justice, fairness, and ethical integrity.

END

Islamic Religious Education**Paper II**

November 2025

Time: 2 hours**UGANDA ADVANCED CERTIFICATE OF EDUCATION****SAMPLE EXAMINATION PAPER****ISLAMIC RELIGIOUS EDUCATION****Paper II**

2 Hours

INSTRUCTIONS TO CANDIDATES

*This examination paper consists of **two** sections; **A** and **B**.*

*Respond to **Two** items in All, taking **One** from each section.*

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

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

*Start each **Item** on a fresh page.*

Section A

Either

ITEM 1

Kanyogoga, a rural Muslim village, has been experiencing a leadership crisis. The village chairperson and council members have been accused of corruption, favouritism, and misuse of communal resources meant for improving the mosque, school, and water system. Disputes between different clan leaders have divided the community, leading to neglect of the poor and marginalised families.

The leaders often make independent decisions without consulting the community, fuelling mistrust and hatred. Elders who try to speak out are ignored, and young people are increasingly cut off from community programmes.

Some residents recall how Prophet Muhammad (PBUH) and the Orthodox Caliphs led the Muslim community while ensuring that no group was excluded. Others believe that principles from Islamic teachings could guide the village.

Task

Analyse the Islamic teachings on leadership that can address the situation in Kanyogoga Village.

Or

ITEM 2

The Students' Leadership Forum has invited a delegation of young leaders from Uganda to a continental summit on Responsible Leadership and Ethical International Relations. Among the Ugandan representatives is Aisha, a final-year A-level Islamic Religious Education student known for her critical thinking and community activism.

During the summit's preparatory workshops, participants review historical leadership models, including Prophet Muhammad's (PBUH) governance in Madinah, the Orthodox Caliphs' administrative and consultative systems, and their approaches to justice, accountability, and citizen-government relations.

Special attention is given to the Prophet's administrative skills and management model in addressing the current leadership difficulties in Uganda and the East African region.

Task

Evaluate the administrative skills and management model in the scenario and how they can address the current leadership and diplomatic challenges in Uganda and East Africa.

Section B

ITEM 1

Masagazi Tourism Institution is in the process of establishing a prestigious National Heritage Centre in Jinja to showcase the historical transformations that have shaped human civilisation. As part of the preparations, they invited various dignitaries, including Muslim scholars, to contribute to the vision and content of the Centre.

During one of the presentations, the focus was heavily placed on European contributions to global civilisation, with minimal or no mention of the rich intellectual, political, and cultural legacies of historical cities such as Baghdad, Damascus, and Cairo. This omission sparked controversy among the attending Muslim scholars. They argued that these cities were not only centres of innovation, governance, and cultural advancement, but also played a central role in influencing global progress.

The scholars stressed that omitting such civilisations from the narrative undermines the authenticity and inclusivity of the heritage project. They insisted that integrating the achievements of these cities into the Centre's exhibitions would provide a more accurate, diverse, and inspiring portrayal of civilisation's history—one that future generations could learn from to address contemporary challenges.

Task

Analyse the ways in which civilisation in the cities reflected in the scenario above can be utilised to improve the situation in all aspects of life today.

Or

ITEM 2

Nasser, has been invited to participate in the *Muslim Heritage Week* symposium aimed at reviving the contribution of Islamic civilisation in Uganda and its transformative legacies of Islamic history.

The programme examines the intellectual, cultural, and governance achievements of the classical middle east and the North African civilisation, as well as the pivotal central role of Kabaka Muteesa I in introducing and promoting Islam in Uganda. Sessions highlight how they have influenced Uganda's transformation.

Nasser's role in this symposium is to present a policy-oriented youth strategy that not only celebrates these civilisations' achievements, but also proposes actionable ways to include their principles into contemporary community development.

SUPPORT: Symposium is a formal meeting of sharing knowledge and insights by experts.

Task

Analyse the key issues that should be included in the presentation to support the contribution of the civilization talked about and their significance to contemporary development.

END

Paper One Scoring Rubric

ITEM 1

Expected Output: Essay on the nature of the Qur'an and spirituality

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Demonstrates understanding of the task and context	Demonstrates comprehensive understanding of the task by accurately identifying all major issues affecting Ahmad; and clearly situating them within the Islamic worldview, showing deep awareness of the nature, authority, holiness, and spiritual guidance of the Qur'an.	Demonstrates good understanding of the task by identifying most relevant issues and relating them appropriately to the Islamic context, with minor omissions or limited depth in some aspects.	Demonstrates basic understanding of the task by identifying some relevant issues, but connections to the Qur'an and Hadith are limited and the analysis lacks depth or breadth.	Demonstrates very limited understanding of the task, with few or unclear issues identified. References to the Qur'an and Hadith are minimal or absent, and the response shows little analysis with weak or unclear connections between ideas

b) Generates and connects ideas using Islamic sources (<i>Qur'an, Hadith, Islamic historical facts</i>)	Generates well-developed and relevant ideas on the authority, preservation, holiness of the Qur'an, Tawhīd, and the Hereafter, supported by multiple appropriate Qur'anic verses, Hadith, and Islamic historical facts. Ideas are insightfully connected to Ahmad's situation and analysed with depth and accuracy.	Generates relevant ideas supported by appropriate Qur'anic verses, Hadith, or Islamic facts. Connections to Ahmad's situation are clear, though some explanations may lack depth or full elaboration.	Generates generally relevant ideas, though some are underdeveloped or lack sufficient textual evidence. Connections between Islamic teachings and the scenario are present but limited.	Generates few relevant ideas, many of which are unclear or poorly developed, with little or no support from the Qur'an or Hadith. Connections between Islamic teachings and the scenario are minimal or unclear.
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c) Presents ideas coherently and forms a reasoned conclusion	Presents ideas in a coherent, fluent, and well-structured essay, culminating in a highly informed and insightful conclusion that offers spiritually grounded, empathetic, and practical Islamic guidance to Ahmad.	Presents ideas clearly with logical organisation and forms a reasoned conclusion supported by relevant Islamic teachings, though the guidance may lack depth or insight in some areas.	Presents ideas in a generally understandable manner and forms a relevant conclusion, but organisation, reasoning, and application are moderate and lack strong justification.	Presents ideas unclearly, with weak organisation and reasoning. The conclusion is unclear or poorly justified, and the application of ideas is limited.
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ITEM 2

Expected Output: Essay on Islamic guidance regarding inheritance, justice, and fairness

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates comprehensive understanding of the task by accurately identifying all major issues concerning Islamic distribution of inheritance, rights of women and wives, racism, and the proper Islamic procedure for divorce. Clearly positions the discussion within Islamic teachings using appropriate Qur'anic verses, Hadith, and Islamic historical facts.	Demonstrates good understanding by identifying most relevant issues and linking them clearly to Qur'an, Hadith, and Islamic historical facts, with minor omissions or shallow treatment of one or two issues.	Demonstrates basic understanding by identifying some relevant issues, but the explanations using Qur'an, Hadith, or Islamic historical facts are limited and lack depth or breadth.	Demonstrates limited understanding, identifying few or unclear issues. Explanations using the Qur'an, Hadith, or Islamic teachings are minimal, inaccurate, or absent.

b) Generation and connection of ideas using Islamic teachings (<i>Qur'an, Hadith, Islamic historical facts</i>)	Demonstrates comprehensive analysis by generating well-developed and relevant ideas on Islamic distribution of inheritance, rights of women, prohibition of racism, and Islamic divorce procedures. Ideas are strongly supported with multiple appropriate Qur'anic verses, Hadith, and Islamic historical facts and are insightfully linked to Mustapha's estate and the disputing parties. Presentation is coherent, fluent, moreover well-structured.	Generates relevant and well-developed ideas supported by Qur'anic verses, Hadith, or Islamic historical facts. Connections between Islamic principles and the disputing parties are clear, though some explanations may lack full depth. Presentation is mostly coherent with clear flow.	Addresses the task with generally relevant ideas, though some are underdeveloped or lack sufficient textual evidence. Logical connections to Mustapha's estate are minimal or unclear, and the presentation is poorly organised.	Addresses the task with few or unclear ideas, with little or no textual evidence. Connections to Mustapha's estate are minimal or unclear, and the presentation is poorly organised.
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c) Coherence, ethical judgement, and conclusion	Forms a highly informed and insightful conclusion that provides clear, logical, and morally grounded Islamic guidance to promote justice and fairness among the parties, demonstrating strong ethical judgement and empathy.	Forms a clear and reasoned conclusion supported by relevant Islamic teachings, demonstrating sound understanding of the problem, though guidance may lack depth or insight.	Forms a generally relevant conclusion based on Islamic knowledge, but reasoning and application are moderate and lack strong justification in guiding the parties.	Forms an unclear or weak conclusion, with limited reasoning and application of Islamic knowledge, providing little guidance to the parties.
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Item 3

Either

Expected Output: Essay on ethical decision-making and Islamic law guiding Mariam as a businesswoman

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates comprehensive understanding of Mariam's situation by accurately identifying ethical and legal issues and applying Islamic principles of honesty (Şidq), trust (Amānah), prohibition of cheating (Ghish), and justice ('Adl), supported by appropriate evidence	Demonstrates good understanding of the task by identifying Mariam's situation and applying key Islamic ethical principles with relevant evidence. The argument is clearly linked to the context, though some aspects lack depth or completeness.	Demonstrates basic understanding by identifying Mariam's situation and applying some Islamic ethical principles with limited evidence. Links to the business context are present but lack depth and precision.	Demonstrates very limited or no understanding of Mariam's situation, with minimal or unclear application of Islamic ethical principles. Links to the business context are weak or unclear.

b) Analysis and application of Islamic teachings (<i>Islamic law, commercial ethics, and sources of law</i>)	from the Qur'an, Hadith, and Islamic historical facts. Clearly positions the discussion within Mariam's business context with a coherent and convincing line of argument.			
	Demonstrates comprehensive analysis by generating well-developed ideas on Islamic commercial ethics, sources of Islamic law, prohibition of ḥarām practices, and ribā. Shows strong, logical connections between Islamic teachings and	Generates relevant and well-developed ideas addressing Mariam's situation, supported by Qur'anic verses, Hadith, and Islamic historical facts. Connections to the context are logical, though some explanations may lack depth.	Addresses the task with generally relevant ideas and some Islamic evidence, but analysis is moderate, and some points are underdeveloped. Connections to the context are present	Addresses the task with few or unclear ideas and little or no Islamic evidence. Analysis is very limited, connections to the context are weak, and the organisation lacks clarity

c) Ethical judgement and conclusion	Mariam's business practices, with depth of analysis and synthesis. Ideas are presented clearly, logically, and fluently.	Presentation is mostly coherent with clear sequencing.	but lack precision. Organisation is understandable but uneven.	
	Forms a highly informed, insightful, and well-reasoned opinion or conclusion based on comprehensive understanding and application of Islamic law and ethical decision-making, offering clear and practical guidance to Mariam.	Forms a clear and logical conclusion supported by relevant Qur'anic, Hadith, and historical evidence, demonstrating sound understanding though evaluation may lack depth.	Forms a generally relevant conclusion based on Islamic teachings, with adequate reasoning but limited justification or depth.	Forms a weak or unclear conclusion with limited reasoning and minimal reference to Islamic teachings.

Expected Output: Essay on ethical decision-making and Islamic law guiding a fair judgement in Abdu's suspected theft case

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates comprehensive understanding of the task by accurately identifying and applying the principle of justice ('Adl), analysing the conditions required before executing punishment, examining opposition to Shari'ah, and explaining global attitudes towards Shari'ah. Uses appropriate evidence	Demonstrates good understanding by identifying and applying key principles of justice, analysing most required conditions before punishment, and discussing opposition to Shari'ah and global attitudes with relevant Islamic evidence. The argument is clearly linked to Abdu's	Demonstrates basic understanding by identifying some principles of justice and conditions before punishment, with limited discussion of opposition to Shari'ah and global attitudes. Uses some Islamic evidence, but links to Abdu's	Demonstrates very limited understanding, identifying few principles of justice. Islamic evidence is minimal or absent, and links to Abdu's case are weak or unclear.

	from the Qur'an, Hadith, and Islamic historical facts, and clearly positions the argument within Abdu's case with a coherent and convincing line of reasoning.	case, though some aspects lack depth.	case lack depth and precision.	
b) Analysis and application of Islamic legal principles (<i>procedures, conditions, and ethical reasoning</i>)	Demonstrates comprehensive analysis by generating well-developed procedures for fair judgement based on Islamic law, including conditions for punishment, ethical safeguards, and justice considerations. Shows strong, logical connections between Islamic legal principles and Abdu's case; demonstrating	Generates relevant and well-developed analysis of Islamic legal procedures and ethical reasoning, supported by Qur'anic, Hadith, and historical evidence. Connections to Abdu's case are logical, though some explanations may lack full depth. Presentation is mostly coherent.	Addresses the task with generally relevant analysis of Islamic legal principles and procedures, but some ideas are underdeveloped or partially explained. Connections to Abdu's case are present but limited and organisation is uneven.	Addresses the task with few or unclear ideas about Islamic legal principles and procedures. Connections to Abdu's case are minimal or unclear, and the organisation lacks clarity.

	synthesis, balance, and depth of understanding. Presentation is clear, logical, and fluent.			
c) Ethical judgement and conclusion	Forms a highly informed, insightful, and well-reasoned opinion or judgement grounded in comprehensive understanding and application of Islamic law, clearly demonstrating justice, fairness, and ethical integrity in resolving Abdu's case.	Forms a clear and logical opinion supported by relevant Islamic evidence, demonstrating sound understanding in addition to evaluation of Islamic legal principles, though judgement may lack depth.	Forms a generally relevant opinion based on Islamic legal knowledge, with adequate reasoning but limited justification or ethical reflection.	Forms an unclear or weak opinion, with limited reasoning, minimal justification, and little ethical reflection based on Islamic legal knowledge.

Paper Two Scoring Rubric

ITEM 1

Either

Expected Output: Essay analysing Islamic teachings on leadership crisis in Kanyogoga Village

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates comprehensive understanding of the task by accurately identifying key Islamic teachings on good governance, justice, unity, accountability, shūrā (consultation), and responsible leadership. Clearly positions the	Demonstrates good understanding of the task by identifying most key Islamic teachings on governance and leadership that are clearly linked to Qur'an, Hadith, and Islamic historical facts. Minor omissions or	Demonstrates basic understanding of the task by identifying some relevant Islamic teachings on leadership and governance, with limited links to Qur'an, Hadith, or Islamic history and the analysis lacks depth.	Demonstrates very limited understanding of the task, identifying few Islamic teachings on leadership and governance. Links to the Qur'an, Hadith, or Islamic history are minimal or absent, and the analysis is very limited.

	leadership crisis in Kanyogoga within Islamic teachings using relevant Qur'anic verses, Hadith, and Islamic historical facts, with a clear and coherent line of argument.	limited depth are evident, but the connection to the scenario is clear.		
b) Analysis and application of Islamic leadership principles (<i>justice, consultation, accountability, unity, compassion</i>)	Demonstrates comprehensive and logical analysis of the task by generating well-developed ideas on Islamic leadership principles, supported by multiple appropriate Qur'anic verses, Hadith, and Islamic historical facts. Principles are	Generates relevant and well-developed ideas on Islamic leadership principles supported by appropriate Islamic sources. Connections to the leadership crisis are clear, though some explanations may	Addresses the task with generally relevant ideas on Islamic leadership and governance, though some are underdeveloped or lack sufficient textual evidence. Connections to the leadership crisis are present but limited	Addresses the task with few or unclear ideas on Islamic leadership and governance, with little or no textual evidence. Connections to the leadership crisis are minimal or unclear, and the organisation lacks clarity.

	insightfully applied to the leadership crisis in Kanyogoga, offering clear guidance for good governance. Presentation is highly coherent, fluent, and well-structured.	lack depth. Presentation is mostly coherent with good organisation.	and organisation lacks smooth transitions.	
c) Ethical judgement and conclusion	Forms a highly informed, insightful, and morally grounded conclusion that offers clear Islamic guidance to the leaders and community of Kanyogoga, promoting ethical leadership, accountability, unity, and resolution of the leadership crisis.	Forms a clear and reasoned conclusion supported by relevant Islamic teachings, demonstrating sound understanding of the leadership problem, though guidance may lack depth.	Forms a generally relevant conclusion based on Islamic knowledge, with adequate reasoning, but limited depth in guiding the community and leadership.	Forms a weak or limited conclusion, with minimal Islamic grounding and superficial guidance on resolving the leadership crisis.

OR

Expected Output: Essay analysing Islamic teachings on administrative skills and management models in the scenario

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates comprehensive understanding of the task by accurately identifying key Islamic teachings on governance, accountability, citizen–government relations, justice, and the consultative system (shura); grounded in the teachings of the Prophet (PBUH) and	Demonstrates good understanding of the task by identifying most relevant Islamic teachings on governance, accountability, justice, consultation, and public leadership, clearly linked to Qur’an, Hadith, and Islamic historical facts. Minor	Demonstrates basic understanding of the task by identifying some Islamic teachings on governance and leadership, but links them to limited Qur’an, Hadith, or Islamic historical facts, but the analysis lacks depth or breadth.	Demonstrates very limited understanding of the task, identifying few Islamic teachings on governance and leadership. Links to the Qur’an, Hadith, or Islamic history are minimal or absent, and the analysis is very limited.

b) Analysis and application of Islamic governance and leadership models (<i>Prophetic and Caliphal models</i>)	Demonstrates comprehensive logical analysis by generating well-developed ideas on Islamic governance, accountability, justice, consultation, and citizen-government relations. Ideas are strongly supported by multiple appropriate Qur'anic verses, Hadith, and Islamic historical facts, and insightfully applied to the current leadership and diplomatic challenges in Uganda and East Africa. Presentation is clear, fluent, and well-structured.	Generates relevant and well-developed ideas supported by Qur'anic verses, Hadith, and Islamic historical facts. Connections between Islamic leadership models and the current challenges are clear, though some explanations may lack depth. Presentation is mostly coherent with good organisation.	Addresses the task with generally relevant ideas on Islamic governance and leadership, though some are underdeveloped or lack sufficient textual evidence. Logical connections to the current challenges are present but limited, and organisation lacks smooth transitions.	Addresses the task with few or unclear ideas on Islamic governance and leadership, with little or no textual evidence. Connections to current challenges are minimal or unclear, and the organisation lacks clarity.
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c) Ethical judgement and conclusion	Forms a highly informed, insightful, and well-reasoned conclusion that offers clear Islamic guidance on responsible leadership and ethical international relations. Demonstrates strong judgement grounded in Islamic teachings to address leadership challenges in Uganda and East Africa.	Forms a clear and reasoned conclusion supported by relevant Islamic teachings, demonstrating sound understanding of the leadership challenges, though guidance may lack depth.	Forms a generally relevant conclusion based on Islamic knowledge, with adequate reasoning, but limited depth in addressing leadership and diplomatic challenges.	Forms a weak or unclear conclusion, with limited reasoning and little application of Islamic knowledge to leadership and diplomatic challenges.
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ITEM 2

Either

Expected Output: Essay analysing Islamic civilisation during the dynastic period

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and historical context	Demonstrates comprehensive understanding of the task by accurately identifying major contributions of the Islamic dynasties associated with Baghdad, Damascus, and Cairo to global civilisation. Clearly positions these contributions within Islamic historical	Demonstrates good understanding of the task by identifying most key dynastic contributions and linking them to relevant Islamic historical facts. Minor omissions or limited depth are evident, but the historical context and controversy are clearly addressed.	Demonstrates basic understanding of the task by identifying some dynastic contributions, but links to Islamic historical facts are limited and the analysis lacks depth or breadth.	Demonstrates very limited understanding of the task, identifying few dynastic contributions. Links to Islamic historical facts are minimal or absent, and the analysis is very limited.

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
	context using accurate and relevant historical facts, addressing the controversy regarding neglect of dynastic contributions.			
b) Analysis and application of Islamic historical contributions (<i>Baghdad, Damascus, Cairo</i>)	Demonstrates a comprehensive and logical analysis by generating well-developed ideas on the contributions of the Islamic dynasties to science, governance, culture, education, and	Generates relevant and well-developed ideas supported by appropriate Islamic historical facts. Connections between dynastic contributions and the controversy are clear, though some	Addresses the task with generally relevant ideas on dynastic contributions, though some are underdeveloped or lack sufficient historical evidence. Logical connections	Addresses the task with few or unclear ideas on dynastic contributions, with little or no historical evidence. Connections to the controversy are minimal or unclear,

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
	civilisation. Ideas are strongly supported by multiple relevant Islamic historical facts and insightfully applied to address the controversy between Muslim scholars and Masagazi Tourism Institution, with clear relevance to improving people's lives today. Presentation is highly coherent and well-structured.	explanations may lack depth. Presentation is mostly coherent with good organisation and flow.	to the controversy are present but limited and organisation lacks smooth transitions.	and the organisation lacks clarity

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
c) Judgement and conclusion on contemporary relevance	Forms a highly informed, insightful, and well-reasoned conclusion that clearly demonstrates the relevance of Islamic dynastic contributions to contemporary society. offers a balanced and historically grounded guidance to address the controversy and promote livelihoods today.	Forms a clear and reasoned conclusion supported by relevant Islamic historical evidence. Demonstrates sound understanding of the controversy though guidance may lack depth.	Forms a generally relevant conclusion based on Islamic historical knowledge, with adequate reasoning, but limited depth in addressing the controversy and contemporary relevance.	Forms a weak or unclear conclusion, with limited reasoning and little reference to Islamic historical knowledge or contemporary relevance.

OR

Expected Output: Essay on the contribution of Islamic civilisation guiding Nasser's presentation at the Muslim Heritage Week symposium

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
a) Interpretation of the task and context	Demonstrates a comprehensive understanding of the task by accurately identifying the major contributions of the Umayyads, Abbasids, and Fatimids to Islamic civilisation. Clearly positions these contributions within Nasser's presentation purpose, showing a coherent and persuasive line of argument relevant	Demonstrates a good understanding by identifying most key contributions of the Umayyads, Abbasids, and Fatimids. Positions them clearly within the presentation context, though some aspects lack depth or completeness.	Demonstrates basic understanding by identifying some important contributions of the Umayyads, Abbasids, and Fatimids, but links to the presentation purpose and contemporary context lack depth and precision.	Demonstrates very limited understanding, identifying few contributions of the Umayyads, Abbasids, and Fatimids. Links to the presentation purpose and contemporary context are minimal or unclear.

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
	to contemporary community development and Uganda's transformation.			
b) Analysis, synthesis, and presentation of ideas (<i>achievements and contemporary relevance</i>)	Demonstrates comprehensive analysis by generating well-developed ideas on Umayyad achievements in art, architecture, and textiles; Abbasid contributions in education, intellectual life, science, and medicine; and Fatimid	Generates relevant and well-developed ideas on the major achievements of the Umayyads, Abbasids, and Fatimids, with clear connections to contemporary community development and Uganda's transformation.	Addresses the task with generally relevant achievements of the three dynasties, though some ideas are underdeveloped or partially explained. Connections to contemporary relevance are present but limited	Addresses the task with few or unclear achievements of the three dynasties, with limited explanation. Connections to contemporary relevance are minimal or unclear, and the organisation lacks clarity.

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
	contributions in education, art, architecture, and textiles. Shows strong synthesis by clearly linking these achievements to their transformative legacies for contemporary community development and Uganda's transformation. Presentation is coherent, fluent, and well-structured.	Some explanations may lack depth, but organisation and flow are mostly coherent.	and organisation lacks smooth transitions.	

Basis of Evaluation with Indicators	Score 4	Score 3	Score 2	Score 1
c) Informed judgement and conclusion	Forms a highly informed, insightful, and well-reasoned opinion proposing clear, actionable ways in which the contributions of Islamic civilisation can inform contemporary community development, demonstrating strong judgement and relevance to Uganda's context.	Forms a logical and well-supported opinion based on relevant evidence of Islamic civilisation's contributions, showing sound understanding and some evaluation, though depth may be limited.	Forms a generally relevant opinion based on Islamic civilisation's contributions, with adequate reasoning but limited depth or justification.	Forms a weak or unclear opinion, with limited reasoning and little justification based on Islamic civilisation's contributions.

4. Final Islamic Religious Education Subject Grading

Islamic Religious Education (IRE) learning outcomes and competencies have been amalgamated to form IRE Analysis. The candidates' overall performance per construct will be identified and recognised using five letter grades from A to E in a descending order and are meant to differentiate achievement levels as follows;

SUBJECT: Islamic Religious Education (IRE)

Construct	Performance Level	Descriptor
Appreciates the nature of divine revelation and worship as guided by the Qur'an and Hadith for spiritual guidance in Islam	Excellent	Excellent demonstrates profound appreciation and understanding of the nature of divine revelation as the foundation of Islamic faith and worship. Clearly explains the nature of the Qur'an, Hadith and <i>Islamic historical facts</i> . Guides all aspects of spiritual life, and consistently applies these teachings in personal reflection and practice.
	Outstanding	Satisfactorily shows strong appreciation and understanding of the nature of divine revelation as the foundation of Islamic faith and worship. Explains the nature of the Qur'an and how the Qur'an and Hadith guide most aspects of spiritual life and demonstrates consistent respect and application in daily conduct.

	Satisfactory	Moderately demonstrates a <i>good</i> understanding and respect of the nature of divine revelation as the foundation of Islamic faith and worship. Correctly uses selected Qur'anic verses or Hadith to support explanations while showing a respectful attitude towards the nature of the Qur'an and spiritual teachings though with reasonable personal application.
	Basic	Fairly demonstrates a basic awareness of Islamic spiritual teachings and the nature of divine revelation as the foundation of Islamic faith and worship, but struggles to explain them. Shows minimal evidence, limited interpretation or misapply examples of personal reflection or spiritual appreciation guided by Qur'an and Hadith.
	Elementary	Minimally exhibits an understanding of the nature of the Qur'an and Islamic Spiritual teachings and its guidance in worship. Can recall some facts or verses, but demonstrates weak comprehension or inconsistent connection to the nature of the Qur'an and Islamic Spiritual teachings. Displays limited or no spiritual insight or personal application.

Appreciates Islamic teachings on social relations and their application in daily life	Excellent	Excellent demonstrates a comprehensive appreciation and application of Islamic teachings on social relations for respect, justice, cooperation, compassion, and equality. Consistently applies these teachings in daily interactions, promotes harmony, and provides insightful examples from the Qur'an, Hadith and Islamic historical facts.
	Outstanding	Satisfactorily demonstrates a strong appreciation and regular application of Islamic teachings on social relations for respect, justice, cooperation, compassion, and equality. Clearly explains key Islamic values guiding social relations and regularly applies them. Cites relevant Qur'anic verses, Hadith or facts from Islamic history and demonstrates a strong interpersonal behaviour based on Islamic ethics.
	Satisfactory	Moderately shows a <i>good</i> understanding <i>and occasional</i> application of Islamic principles of social relations and occasionally applies them in daily interactions. Shows respect and cooperation with reasonable evidence from Qur'anic verses, Hadith or facts from Islamic history for deeper reflection or consistent practice.

	Basic	Fairly generates and demonstrates a basic <i>and inconsistent application</i> of Islamic teachings on social relations and struggles to connect them to daily life. Sometimes exhibits positive behaviour, but often lacks consistency or clear awareness of Islamic guidance from Qur'anic verses, Hadith or facts from Islamic history.
	Elementary	Minimally generates and exhibits no appreciation and application of Islamic teachings on social relations. Rarely applies Islamic values in interactions and is unable to relate Qur'anic verses, Hadith or Islamic historical facts-based principles to everyday life.
Islamic Law and Ethical Decision-Making	Excellent	The learner demonstrates comprehensive understanding of Islamic Law, insightful ethical reasoning, profound mastery of the sources, principles, and objectives of Islamic Law (Shariah). Critically analyses complex moral issues and makes sound ethical decisions guided by Qur'an, Hadith, Ijma and Qiyas in real-life contexts with depth and balance.

	Outstanding	The learner shows a strong appreciation and regular application of the major sources and principles of Islamic Law and applies them effectively to moral situations. Shows good ethical reasoning based on Qur'an, Hadith and Islamic historical facts with occasional reference to scholarly interpretations. Demonstrates consistent moral judgment and fairness.
	Satisfactory	The learner shows a good understanding and moderate ethical reasoning on the basic principles and sources of Islamic Law and can apply them to common moral issues with some accuracy. Demonstrates reasonable ethical judgment though occasionally lacks depth or confidence in applying principles to complex cases.
	Basic	The learner demonstrates a basic and inconsistent understanding and reasoning about Islamic legal and ethical concepts. Can recall sources of the law, but struggles to connect them to moral decision-making. Ethical reasoning is inconsistent, often relying on personal opinion rather than Islamic principles.

	Elementary	The learner exhibits minimal or no appreciation and application of Islamic law or ethics. The learner shows little awareness of the foundations or principles of Islamic Law and is unable to apply Qur'anic or Hadith guidance to ethical issues. Moral reasoning is weak, uninformed, or inconsistent with Islamic values.
Demonstrates responsible leadership and governance based on Islamic teachings	Excellent	The learner demonstrates responsible and visionary leadership guided by Qur'an, hadith and Islamic religious facts. Shows a comprehensive and deep understanding of Islamic principles of leadership and governance such as justice (adl), consultation (shura), accountability (amanah), and service to others (Khidmah); while demonstrating strong moral, integrity, empathy, and fairness in decision-making.
	Outstanding	The learner shows strong appreciation and regular application of Islamic leadership principles and applies them effectively in their leadership roles. Occasionally provides Qur'anic or Hadith-based justification for leadership choices.

	Satisfactory	The learner shows a good understanding and reasonable application of Islamic leadership principles and responsibility. The learner understands good qualities of Islamic leadership and governance and tries to apply them in group settings. Occasionally shows fairness and respect with minimal consistency or depth in applying Qur’anic or Islamic historical facts or Prophetic guidance to leadership challenges.
	Basic	The learner demonstrates a basic understanding and inconsistent reasoning about Islamic leadership principles and values, but struggles to apply them. Leadership behaviour is sometimes influenced by personal interest or emotion rather than Islamic ethical principles based on Qur’an, Hadith or Islamic historical facts.
	Elementary	The learner exhibits minimal or no understanding or demonstration of Islamic leadership principles. The learner shows minimal awareness of Islamic teachings on leadership and governance. Fails to apply justice, responsibility, or accountability in leadership situations, and demonstrates weak moral or ethical commitment.

Appreciates Islamic civilisation and its contributions in the contemporary world	Excellent	The learner demonstrates deep appreciation and insightful analysis of Islamic civilization and its vast contributions to knowledge, science, art, and moral values. Analyses their influence on the modern world with critical insight, and connects them to contemporary challenges and solutions. Shows pride and respect for Islamic heritage, while promoting intercultural understanding.
	Outstanding	The learner shows strong appreciation, clear understanding and meaningful appreciation of key aspects of Islamic civilization such as; scholarship, governance, architecture, trade, and education, then relates them to current global development. Demonstrates respect and pride in the achievements of Muslim scholars and societies in the contemporary world.
	Satisfactory	Shows good understanding and appreciation of the major contributions of Islamic civilization (e.g., in science, medicine, or law) and recognizes their importance to human development. Shows positive attitude toward Islamic heritage with reasonable explanation of its contemporary relevance.

	Basic	The learner demonstrates limited understanding and superficial appreciation or fragmented understanding of Islamic civilization and struggles to link its achievements to the modern world. Appreciation is minimal, often limited to memorized facts without reflection on their significance.
	Elementary	The learner shows little or no understanding of Islamic civilization or its contributions to global progress. Fails to connect Islamic history to contemporary contexts and demonstrates weak or no appreciation of its value in today's world.



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