

Term 2 - 2022
ISLAMIC RELIGIOUS EDUCATION

PAPER 2 (314/2)
FORM FOUR (4)
Time: 2 ½ Hours
MARKING SCHEME

1. (a).Discuss the measures put by Islam to guard the society against zinaa. (10 marks)

- i. Islamic teaching emphasises that Muslim who attain the age of puberty should marry to avoid Zina.
- ii. Prohibition of free mixing of sexes; men and women are not allowed to mix freely. e.g. in the mosques men and women pray in separate areas.
- iii. Prohibition of acts that may lead Muslims to commit fornication adultery e.g. consumption of alcohol, engaging in dancing etc.
- iv. Muslim men are allowed to marry a maximum of four wives, in case a man fell in love with another woman he should marry her instead of committing zina.
- v. Harsh punishment has been prescribed in the Quran on fornicators and adulterers (Q 24 2-3).
- vi. Muslim women should dress decently i.e. they should cover their bodies with the exception of the hands and face. This reduces the evil of temptation which can lead to zina.
- vii. Restrictions on men from visiting other men's homes in their absence, a man cannot visit another man's house if it's only the wife who is at home.
- viii. Islam allows divorce in case a couple are unable to reconcile their differences to enables both parties choose suitable/ appropriate spouse.
- ix. Muslim women should be accompanied by Muhrim when going on a journey.
- x. Islam prescribes reward for those who keep away for zina.
- xi. Muslims are encouraged to practices piety to prevent them from engaging in immoral acts.

(10 x 1 = 10 marks)

(b) State the manners of visiting the toilet according to Islam. (5 marks)

- i. When entering toilet one should use the left leg first
- ii. When coming out one should use the right leg first
- iii. One should read dua while entering and coming out from the toilet
- iv. One should not read or recite Holy Quran in the toilet
- v. One should not play or look at the private parts
- vi. One should not mention the name of Allah in the toilet

(5 x 1 = 5 marks)

(c) What is the rationale for the prohibition of *Israf*?

(5 marks)

- i) Allah (SWT) hates those who are wasteful. Allah (SWT) says, “*O children of Adam! Wera your beautiful apparel at every time and place of prayer: eat and drink: But waste not by excess, for Allah loves not the wasters.*”[Q 7:31]
 - ii) Israf is a sign of ungratefulness to the creator who has put all His creation in the service of man.
 - iii) Israf is a sinful act that will lead a person to hell fire.
 - iv) It promotes vices such as greediness, pride and selfishness.
 - v) Islam is a religion of moderation yet Israf is against the principles of moderation.
 - vi) It breeds irresponsibility and lack of care for those who do not have.
 - vii) It brings about envy and jealousy to those who do not have thus destroying good relationship among people in the society.
 - viii) Wastage of resources deprives others who may be in need an opportunity to benefit from the blessings of Allah (SWT) and lead to poverty.
 - ix) Allah removes his blessings among those who are wasteful.
- (5 x 1 = 5 marks)**

2. (a) State the conditions for *nikah*.

(5 marks)

- i. The consent of the couples who are to marry one another
 - ii. The couples should not be people whose marriage is forbidden e.g. brother and sister.
 - iii. The guardian (wali) of the woman must also give his consent.
 - iv. Presence of witnesses during the marriage ceremony to witness the vow.
 - v. The husband should pay dowry (an obligatory gift given to the bride).
 - vi. The couples should be Muslims who are mature and sane
- (5 x 1 = 5 marks)**

(b) Identify reasons that may force a husband and wife to divorce each other (7 marks)

- i. If the husband is cruel to his wife, either physically or emotionally.
- ii. Muslim man or woman may seek divorce if the partner is unchaste or proven for having committed Zina.
- iii. If the husband is physically and mentally able to earn a living but is not a good provider for his wife (and any children they have).
- iv. A woman can also leave her husband if she finds him not sufficiently religious, failing to follow the traditional rules and protocols of Islam.
- v. Desertion by either of the spouse provided a sufficient period has elapsed between the abandonment and the request for divorce.
- vi. Failing to meet conjugal needs, if physically able by either of the spouses.
- vii. Physical or mental defect or deformity if not present or known about at the start of the marriage can also instigate a divorce.

(7 x 1 = 7 marks)

(c) Explain the different types of eddat in Islam

(8marks)

- i. Edat for a widow or divorced woman who has passed menopause and those who are underage is three months.
- ii. Edat for a widow or divorced woman who is pregnant is until the baby is born.
- iii. Edat for a widow or divorced woman who is in the productive stage is four month and ten days.
- iv. For a woman where there has been no consummation of marriage there is no Edat.

(4 x 2 = 8 marks)

3. (a) Identify five illegal ways of earning money according to Islam.

(5marks).

- i. Stealing
- ii. Robbery
- iii. Gambling
- iv. Usury (Riba)
- v. Cheating
- vi. Bribery
- vii. Trading in Prohibited goods/items
- viii. Forgery
- ix. Prostitution

(5 x1 = 5 marks)

(b) Give the conditions that an agreement has to fulfill for it to be binding to two Parties according to Islam. (8marks)

- i. The agreement must be mutual.
- ii. Term and conditions must be clear/ should have no ambiguity.
- iii. Must be done with god intensions.
- iv. Should be flexible.
- v. All conditions of the agreements must be in conformity with Islam.
- vi. It must be written (if possible).
- vii. It should be on permissible things/ items.
- viii. It must have witnesses.
- ix. Must be binding to both parties.
- x. Must be contracted by mature and sound adults.
- xi. The two parties should clearly understand the terms of the agreement and its legal implications.

(8 x 1 = 8mks)

(c) Describe the Islamic teachings on co-existence with non-Muslims. (7 marks)

- i. Muslims should treat non-Muslims with fairness and justice.
- ii. Muslims should show tolerance to the behavior and lifestyle of non-Muslims
- iii. Should keep a good relationship with them eg greet them, visit them
- iv. Exist with them in a peaceful way. Avoid aggression with against peaceful non-Muslims
- v. Muslims can conduct trade transactions with people of other faiths in halal ways
- vi. Muslims should help non-Muslims in any way they can
- vii. They should be allowed to profess their faith freely
- viii. Muslims can eat the meat of the followers of the book
- ix. Muslims can marry persons of other faith after they convert to Islam
- x. Non-Muslims should not be compelled to convert to Islam
- xi. Muslims may accept invitations from non-Muslims
- xii. Muslims can visit non-Muslims when they are sick
- xiii. They should be treated with respect.

(7 x 1 = 7 marks)

4. (a) Explain five challenges Kenyan Muslims face in education. (10 marks)

- i. Inadequate schools sponsored by Muslims or owned by them.
- ii. Shortage of Muslim teachers and not enough trained and qualified teachers.
- iii. School and other institutions of learning lack adequate facilities.
- iv. Lack of tertiary institutions in the country where Muslims can continue with higher education.
- v. Schools situated in remote areas are far apart and inaccessible; children have to walk long distances to and from school. This affects their performance and attendance.
- vi. Poverty prevents many parents from sending their children to school as they cannot afford the fees and other levies.
- vii. Lack of awareness by some parents on the value of educating their children especially girl child.
- viii. Ineffective leadership which does not promote and encourage education among Muslims.
- ix. Political interferences and controversies in running schools.
- x. Muslims children also attend Madrassa and Duksi along alongside formal education so they tend to be overworked and overburdened.
- xi. Marginalization of the regions predominantly occupied by Muslims in all areas of development including education.
- xii. Indifference and apathy by Muslims towards education as a result of marginalization.
- xiii. Lack of funds to build school and other educational facilities.
- xiv. Lack of infrastructure in the areas occupied by Muslims makes it impossible to attract teachers' education sponsor to them.

(5 x 2 = 10 marks)

(b) Give reasons why Sayyidina Uthman Ibn Affan was elected Caliph (8marks)

- i. He was one of the early Muslims who migrated to Abyssinia and then to Madina.
 - ii. He was one of the ten companions of the Prophet (s.a.w) to whom the prophet gave the good tidings of Heaven.
 - iii. He was of gentle character, soft spoken, kindhearted and compassionate.
 - iv. Was one of the first ten people who believed in the Prophets (p.b.u.h).
 - v. He was a companion of the Prophet (p.b.u.h) throughout the Prophet's life.
 - vi. He donated generously to the cause of Islam whenever the Prophet (p.b.u.h) needed help / funded the Islamic army especially the battles of Tabuk.
 - vii. He was married to two daughters of the Prophet (p.b.u.h) (one after the other)
 - viii. He was one of the writers of the Revelation.
 - ix. The Prophet (p.b.u.h) had praised him and indirectly pointed to him after Abu Bakr and Umar as top companion.
 - x. He was unanimously proposed as the next Caliph to succeed Umar by the panel of six companions appointed by Umar.
- (5 x 1 = 5marks)**

(c) Mention five contributions of Caliph Umar bin Khattab to the development of Islam. (5marks)

- i. He established the the "Baitul Maal" (People's treasury for the state and public).
 - ii. He set up judicial courts in the country where Judges and Magistrates handled all cases.
 - iii. He established an army headquarters for the defense of the country.
 - iv. He suggested to caliph Abubakar (RA) to compile the Qur'an
 - v. He constructed roads, canals and mosques in the state and the conquered areas.
 - vi. He established Madrassas and learning centers and facilitation of the salaries for Imams, Mu'adhins and Ustaadhs.
 - vii. He constructed and improved the Mosques with facilities for the pilgrims in Makkah and Madina.
 - viii. He built police Stations and prisons.
 - ix. Introduction of the first Islamic Lunar calendar beginning from the Hijrah.
 - x. He introduced of Proper weights and measures in business.
 - xi. Writing down of several hadith which he sent for compilation and publication.
 - xii. Construction of orphanages and welfare homes for the elderly.
 - xiii. Establishment proper punishment system and banning slavery.
- (5 x 1 = 5 marks)**

5. (a) Mention the contribution made by the Abbasids to education. (6marks).

- i. The Abbasids encouraged Education by Establishing madrassas, schools, colleges and other institutions of learning in the empire; they ensured that a library was attached to every mosque where they learn Quran and other elements of religion.
- ii. They established schools in private houses where the rich had private tutors in their houses.
- iii. Education system was well organized into lower level/primary where pupils learnt how to read the Quran, middle level/ secondary where students learnt meaning and interpretation of Quran, Hadith, literature, fiqh and logic, advance level /college where students learnt Maths, Geography, philosophy, Geometry and Music.
- iv. Khalifa Maamun established Bait-ul-Hikmah (House of Wisdom) which was an important learning centre.
- v. Works of scholars such as Plato Aristotle and Galileo were translated into Arabic.
- vi. Islamic fiqh development based on the Quran and Hadith, the four schools of thought evolved during this time.
- vii. Encourage and financed research and writing of books in logic, astronomy, maths, Chemistry, history and literature.
- viii. Improved art of creative writing and books were availed to the public at affordable prices.
- ix. Improved science of medicine and surgery e.g. Ali Ibn Rabaan wrote the book “Paradise of medicine” which contributed a lot in the field of medicine, there were also great physicians such as Al-majlus and Ibn Sina.
- x. Abbasids encourage women to seek for knowledge.
- xi. Abbasids era produced great philosophies such as Al-Kindi, Al-Farabi, Ibn Sina.
- xii. Improvement in the field of mathematics e.g. Musa Ibn Khawarizin compiled the first book of algebra.
- xiii. Khalifa Mamun encouraged astronomy by constructing two observatories.
- xiv. Produced famous geographers at the time. E.g. Al-Yakuq wrote a book Kitab-al-Buldan the book of the country which contained information on different counties features and economic background.
- xv. Sahihul Sitta was compiled during the Abbasid era.
- xvi. Level of literacy was improved.

(6 x 1 = 6 marks)

(b) Explain ways through which Prophet Muhammad (p.b.u.h) eliminated racism.

(7marks)

- i. Created a sense of brotherhood among believers by teaching that all Muslims are brother regardless of color or race.
- ii. Preached on equality among all races e.g. he appointed Bilal who was a slave as a Muadhin.
- iii. He preached to people of all races e.g. he sent missionaries to preach to people of non-Arab origin e.g. Abyssinia, Roman Empire, and Persian Empire.
- iv. He prescribed a heavy punishment to those who practice racism.
- v. Preached/ emphasized practice of humility which describe as the act of racism.

- vi. Islamic teachings as a whole discourage racism and encourage unity of Muslims e.g. performance of Hajj, giving out zakat.
 - vii. He married and encouraged Muslims to marry from different races to discourage racism e.g. he married Maria Qibtiya from Egypt, Bilal was married to the sister of Abdurrahman Ibn Auf.
- (7 x 1 = 7 marks)**

(c) Discuss the factors that led to the fall of the Ummayyads (7marks)

- i. Succession disputes which led to fights and also unqualified rulers contributed to the fall of the Ummayyads.
 - ii. Vastness of the empire made some governors autonomous and they created their own governments and disregarded the central government, this brought about divisions which led to their fall.
 - iii. Over taxation of the people made them lose confidence in the Ummayyad rule.
 - iv. There was no standing army to defend the state this led to the weakening of the state.
 - v. Harsh rule of the Ummayyads led to revolts.
 - vi. They lost many battles leading to the weakening of the empire.
 - vii. The underprivileged group which consisted of the dhims, mawali alids, Kharijities felt oppressed and rebelled against the Ummayyads.
 - viii. Secularization of the state where the state was no longer ruled according to the teachings of Quran and Hadith and immorality was condoned.
 - ix. Ummayyads believed in the exclusiveness of the Arab race and excluded other races who rebelled and fought against them.
- (7 x 1 = 7 marks)**

6. (a) Discuss four ways in which Islamic culture has influenced the Kenya society.(8 marks)

- i. Language – Kiswahili (mixture of Arabic and Kenyan languages) is the national language of Kenya. It is spoken in every part of Kenya. Arabic or Kiswahili loan words have their way in every language. (Including English) and dialect spoken in Kenya.
- ii. A big population of Kenya is made up of Muslims who continue to make Reverts/converts. This means that Muslims are found in every city and town in Kenya and even in the rural areas where they continue to influence the way people live and behave.
- iii. Food and methods of cooking e.g. Pilau, Biriani, Kaimati, Mahamri, use of spices in cooking.
- iv. Etiquettes – manner, behavior, speech.
- v. Dress – mode of dress, buibui, kangas, kanzu.
- vi. Architecture and design – design of house and use of building materials and way of building.
- vii. Education- Madrassa, school and colleges built and run by Muslims, Muslims history.
- viii. Tourism – attract tourists to come and see historical sites built by Muslims teaching of Muslim culture and celebrations e.g. Maulid.

- ix. Urbanization – coastal urban centres founded and built by Muslims and mostly inhabited by Muslims, their contribution in developing other urban centres in North Eastern and other areas.
 - x. Intermarriages – intermarriages with other people continues to spread Islam. Islamic culture and influence to more areas.
 - xi. Politics – Muslim have always been involved in the Kenyan politics as elected members of Parliament, Ministers and Assistance Ministers, elected councilors and Mayors leaders and members of the trade union movement, have been involved in the struggle for independence, for human rights and democracy.
 - xii. Public service – working as civil servants, in judiciary.
 - xiii. In Commerce and Industry – involved in manufacturing as factory owners or workers, as business owners or employers and in other sectors such as Matatu, business, import and export etc.
 - xiv. Agriculture – involved in farming activities as owners of shambas employers, members of co-operative societies.
- (4 x 2 = 8 marks)**

(b) State Ibn Khaldun's views in education.

(7marks)

- i. Quran is the basis of Islam and source of Islamic knowledge hence should be studied with understanding.
- ii. Aim of education is to develop firm religious belief and good morals in children.
- iii. Teachers should acquire knowledge and master the art of teaching.
- iv. Teachers should know the psychology of pupils and their levels of ability.
- v. Memorization without understanding as a form of teaching should be discouraged.
- vi. Students should be encourages to engage in debate and arguments ina scientific way.
- vii. Teachers should make necessary preparations for the lesson.
- viii. Education of youngsters should be based on generalization of knowledge at the beginning and specification should come later.
- ix. Secular education is important.
- x. Recommended continuity in learning.
- xi. Quran should only be taught when the child acquires a certain degree of intelligence, other religious subjects should be taught early.
- xii. Punishments as an incentive to learning should be a last resort to the teacher.
- xiii. Teaching in the earlier stages should be in mother tongue.
- xiv. Arts and craft should be included in the curriculum and should be perfected.
- xv. Advocated for teaching of languages which are found in modern education.
- xvi. Advocated for progressive and modern system of education.

(7 x 1 = 7 marks)

(c) Identify five contributions of Ibn Sina to medicine.

(5 marks)

- i. Ibn Sina wrote the canon of medicine, which is his most celebrated book in medicine, presents a summary of all the medical knowledge of his time
- ii. He wrote a complete section about kidney calculi in his book. Totally, 65 herbal, 8 animal, and 4 mineral medicines are mentioned in his book as beneficial drugs for dissolving, expelling, and preventing kidney calculi.
- iii. Ibn-Sina introduced very advanced drug designing based on drug delivery, targeting the organ, deposition in the site of action, pain control, wound healing, clearance after action, and supporting the organ.
- iv. Using Ibn-Sina's ideas help scientists to choose better drugs with a historical background to reduce the cost of therapies and research projects.
- v. Discovery of sexually transmitted diseases
- vi. First detailed description of skin problems, perversions and nervous ailments
- vii. First description of Meningitis
- viii. First known treatment of cancer. Discovery of cancer as a tumor.
- ix. Discovery of the causes of bleeding and hemorrhage
- x. First descriptions of bacterial and viral organisms
- xi. Description of working of heart as a valve
- xii. First diagrams of the cranial sutures
- xiii. Discovered that madness is a disorder of reason with its origin in the middle part of the brain.
- xiv. Introduction of quarantine for contagious diseases
- xv. Identification of tuberculosis and phthisis as contagious
- xvi. First description of the surgical procedure of intubation
- xvii. Discovered the cerebellar vermis and the caudate nucleus (Neuroanatomy)

(5 x 1 = 5 marks)