

KENYA CERTIFICATE OF BASIC EDUCATION
SENIOR SCHOOL ASSESSMENT
TERM 2: ENDTERM ASSESSMENT JUNE 2026



GRADE 10 – ISLAMIC RELIGIOUS EDUCATION

Time: 2 Hours

LEARNER'S DETAILS

Name: _____

School: _____

Assessment Number: _____

Date: _____

School Code: _____

Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your details as required above
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers **MUST** be written in the spaces provided in the paper.
6. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Three learners—**Zubair, Sumaiya, and Omar**—at **Sheikh Khalifa Senior School** are discussing the history of the Quranic text.

X

Y

(a) **Identify** the specific diacritical marks (tashkil) labeled **X** and **Y** in the scriptural image below. (2 mks)

X: _____

Y: _____

(b) **List** two reasons why Caliph Uthman (R.A.) ordered the standardisation of the Quran. (2 mks)

- i. _____
- ii. _____

(c) **Describe** the role of **Zaid bin Thabit** during the compilation process under Caliph Abubakar (R.A.). (2 mks)

- i. _____
- ii. _____

(d) **Distinguish** between **Muhkamat** (clear) and **Mutashabihat** (allegorical) verses using one example for each. (4 mks)

Muhkamat	mutashabihat

2. *Fatuma*, a learner from **Garissa High School**, is examining a scroll containing a Prophetic tradition.

HADITH

A

B

(a) **Identify** the parts of the Hadith labeled **A (Isnad)** and **B (Matn)** in the diagram. (2 mks)

A: _____

B: _____

(b) **State** whether the following is **True or False**:

A *Muhaddith* must possess a strong memory and high integrity. [_____] (1 mk)

(c) **Outline** the criteria used to determine if a Hadith is *Sahih* (authentic). (3 mks)

- i. _____
- ii. _____
- iii. _____

(d) **Explain** the teaching of the Hadith on **Kinship** regarding one's provision and lifespan. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

3. *It is the morning of **Idd-ul-Fitr** in **Nyeri Town**. The local mosque is preparing for the congregation.*



(a) **Identify** the ritual action being performed by the Imam in the picture above. (1 mk)

(b) **Compare** two conditions for the validity of *Swalatul Jum'a* versus *Swalatul Idd*. (4 mks)

- i. _____
- ii. _____

(c) **Mention** the number of extra *Takbirat* performed in the first and second rak'ah of Idd prayer. (2 mks)

- i. _____
- ii. _____

(d) **Define** *Fardh Kifayah* in the context of funeral rites. (3 mks)

SECTION B: [50 MARKS]

Answer ALL questions in this section.

4. Learners at **Kamagambo Senior School** are simulating the preparation of a deceased person for burial.

(a) **Identify** and **Name** the four stages of funeral rites. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

(b) **Describe** the correct procedure for wrapping the *Kafan* for a male deceased. (3 mks)

- i. _____
- ii. _____
- iii. _____

(c) **Explain** why it is important for the community to participate in *Swalatul Janaza*. (2 mks)

- i. _____
- ii. _____

(d) **Distinguish** between the types of divorce: **Li'an** and **Faskh Nikah**. (3 mks)

Li'an	Faskh Nikah

5. The **Kenya Zakat Fund** is assessing challenges in the distribution of funds to the needy in **Isiolo County**.

(a) **Calculate** the Zakat payable if a businessman in **Eastleigh** has 800,000 KES in savings for a full lunar year (Assume Nisab is 600,000 KES and rate is 2.5%). (3 mks)

(b) **Identify** two challenges facing the administration of Zakat in Kenya today. (2 mks)

- i. _____
- ii. _____

(c) **Explain** the feature of **Shura** (consultation) in Islamic governance. (3 mks)

- i. _____
- ii. _____
- iii. _____

(d) **Describe** the rights of an **Employee** regarding wages according to Islamic labor relations. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

6. A health inspector in **Kisumu** is explaining the Islamic rationale for dietary laws.

(a) **Identify** the prohibited food item shown in the diagram below. (1 mk)



(b) **Examine** the rationale for the prohibition of **Carrion** (Maytah) and **Blood**. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

(c) **List** three manners of **Walking** as taught in the Quran (Surah Luqman/Surah Al-Furqan). (3 mks)

- i. _____
- ii. _____
- iii. _____

(d) **Distinguish** between **Hasad** and **Kibr** and their effects on social harmony. (4 mks)

Hasad	Kibr

(e) **State** two rules governing Islamic **Clothing** for males. (2 mks)

- i. _____
- ii. _____

7. *Musa, a student at Nairobi School, is researching the Umayyad Dynasty and East African scholars.*

(a) **Identify** the caliph who is famously known as the "Fifth Rightly Guided Caliph" shown in the portrait. (1 mk)



(b) **Assess** the contributions of **Abdulmalik ibn Marwan** to the development of Islamic administration. (3 mks)

- i. _____
- ii. _____
- iii. _____

(c) **Describe** three factors that led to the decline of the **Umayyad Dynasty**. (3 mks)

- i. _____
- ii. _____
- iii. _____

(d) **Explain** the role played by **Sheikh Abdallah Saleh Al-Farsy** in the spread of Islamic knowledge in East Africa. (3 mks)

- i. _____
- ii. _____
- iii. _____

(e) **Name** one contribution of **Aisha Lemu** to Islamic education. (2 mks)

- i. _____
- ii. _____

THIS IS THE LAST PRINTED PAGE

MARKING SCHEME

ISLAMIC RELIGIOUS EDUCATION (IRE) — GRADE 10

SECTION A: [30 MARKS]

1:

- (a) **Identification:** X – Fatha (vowel mark); Y – Sukun (sign of stillness/no vowel). (2 mks)
- (b) **Reasons for Standardisation:** To prevent variations in recitation due to different dialects; to unite the Muslim Ummah under one official script (Mushaf Al-Imam). (2 mks)
- (c) **Role of Zaid bin Thabit:** He was the head of the compilation committee; he was chosen for his intelligence, youth, and because he was a primary scribe of the Prophet (S.A.W.). (2 mks)
- (d) **Distinction:**

Muhkamat: Verses with clear, direct meanings (e.g., laws of inheritance, Oneness of Allah). (2 mks)

Mutashabihat: Verses whose ultimate meaning is known only to Allah or require deep interpretation (e.g., the "Hand of Allah" or abbreviated letters like *Alif-Lam-Mim*). (2 mks)

2:

- (a) **Parts:** A (Isnad) – The chain of narrators; B (Matn) – The actual text or speech of the Prophet. (2 mks)
- (b) **True/False:** True. (1 mk)
- (c) **Criteria for Sahih Hadith:** The chain must be continuous (Muttasil); narrators must be of upright character ('Adl); narrators must have accurate memory (Dhabit); it must be free from hidden defects ('Illah) or contradictions (Shadh). (Any 3 - 3 mks)
- (d) **Explanation:** Maintaining ties of kinship (Silat-ul-Rahim) leads to *Barakah* (blessings) in wealth and an extension of one's life/good reputation after death. (4 mks)

3:

- (a) **Ritual Action:** Delivering the *Khutba* (Sermon). (1 mk)
- (b) **Comparison:**
- Swalatul Jum'a:** Requires a minimum congregation (e.g., 40 men); the Khutba is delivered *before* the prayer. (2 mks)
- Swalatul Idd:** Can be performed in open grounds (Musalla); the Khutba is delivered *after* the prayer. (2 mks)
- (c) **Takbirat:** 7 Takbirat in the first rak'ah; 5 Takbirat in the second rak'ah (excluding the opening/transition Takbir). (2 mks)
- (d) **Fardh Kifayah:** A collective obligation. If a few members of the community perform the task (e.g., funeral prayer), the rest of the community is absolved of the sin. (3 mks)

SECTION B: [50 MARKS]

4:

- (a) **Naming Stages:** 1. Ghusul (Washing); 2. Kafan (Shrouding); 3. Janaza (Prayer); 4. Dafan (Burial). (4 mks)
- (b) **Procedure (Male):** Use three white sheets of cloth; place the deceased on them; wrap the left side then the right side; tie with strips at the head, waist, and feet. (3 mks)
- (c) **Importance:** It is a way of seeking forgiveness for the deceased and showing solidarity with the bereaved family. (2 mks)
- (d) **Distinction:** **Li'an** is divorce involving an oath of imprecation (usually regarding adultery); **Faskh Nikah** is the judicial dissolution of marriage by a Kadhi's court due to valid reasons like neglect. (3 mks)

5:

- (a) **Calculation:** $800,000 \times 2.5\% = 20,000$ KES. (3 mks)
- (b) **Challenges:** Lack of awareness among the wealthy; lack of centralized collection bodies; trust issues regarding distribution. (2 mks)
- (c) **Shura:** The principle of consultation where leaders seek the opinions of the experts or the community before making major decisions. (3 mks)
- (d) **Employee Rights:** Right to a fair wage paid on time ("before the sweat dries"); right to work in a safe environment; right to clear contract terms. (4 mks)

6:

- (a) **Prohibited Item:** Pork / Pig. (1 mk)
- (b) **Rationale:** **Carrion** may contain toxins/diseases from unknown causes of death; **Blood** is a medium for bacteria and waste products. (4 mks)
- (c) **Walking:** Walk with humility (not arrogantly); lower the gaze; walk at a moderate pace. (3 mks)
- (d) **Distinction:** **Hasad** is wishing for someone to lose their blessing; **Kibr** is looking down on others while feeling superior. Both destroy social bonds and lead to hatred. (4 mks)
- (e) **Rules (Male):** Must cover from the navel to the knees; must not wear pure silk; must not wear gold jewelry. (Any 2 - 2 mks)

7:

- (a) **Caliph:** Umar ibn Abdulaziz. (1 mk)
- (b) **Abdulmalik ibn Marwan:** Standardised the Arabic language in administration; minted the first official Islamic coins; built the Dome of the Rock. (3 mks)
- (c) **Decline:** Internal tribal rivalries; heavy taxation; emergence of the Abbasid movement; luxurious lifestyles of later caliphs. (3 mks)
- (d) **Sheikh Al-Farsy:** Translated the Quran into Kiswahili; served as Chief Kadhi of Kenya/Zanzibar; authored several religious books. (3 mks)
- (e) **Aisha Lemu:** Founded the Islamic Education Trust (IET); authored widely used Islamic textbooks for schools. (2 mks)