

KCSE PAPER 2 2010 MARKING SCHEME

MARKING SCHEME

OCT/NOV 2010

1. a) *Reasons why Muslims advocate Abstinence in the Prevention of HIV/AIDs.*

- i. Quran condemns Zina (adultery and fornication) and advocates abstinence. Failure to abstain from illicit sex is going against Islamic teachings and morality.
- ii. Fear of Allah. Those who fear Allah will not engage in acts that are forbidden.
- iii. It should be the responsibility of every Muslim to protect him/herself from (HIV/ AIDs infection as it is incurable. "Prevention is better than cure."
- iv. Abstinence helps to safeguard a person's iman.
- v. According to Islamic principles of morality, the unmarried should wait until they are married and the married be faithful to their spouses.
- vi. Indulgence in Zina leads to other vices e.g. drug and alcohol abuse, lying, cheating, family breakdown diseases, fights and quarrels and even death. Abstinence not only gives protection against HIV/AIDs but against other vices.
- vii. Abstinence is in Keeping with the teaching of the Prophet (p.b.u.h).
- viii. Even those who are infected should abstain in order to avoid further infection and from infecting others.
- ix. Use of condoms is not acceptable to Muslims. It might lead to promiscuity in society.
- x. Abstinence instills self discipline and responsibility to the Muslims.
- xi. It was practiced by prophet and their companions.
- xii. Muslims advocates abstinences as it was a message of all the prophets of Allah.

(5 x 2 = 10mks)

b) *Reasons why Islam condemns Israaf.*

- i. Israaf is against the teachings of the Quran and the Sunnah of the Prophet / against Islamic morality.
- ii. It is an irresponsible use of resources /against the conservation of resources.
- iii. Denies other members of the family/ community use of resources / rightful livelihood.
- iv. Develops greed, meanness, selfishness and craving in an individual.

- v. Creates a division between the haves and have nots/ the rich and the poor.
- vi. One spends the wealth/ resources at the expense of others e.g. family members.
- vii. May lead to mistrustful feelings/ hatred in a family between individual and the community.
- viii. Leads to forgetting/neglecting of religious obligations e.g. paying, zakat and giving Sadaqa.
- ix. Leads to indulgence in unacceptable behaviour/ acts e.g. gambling, Zinaa, corruption.
- x. May lead to bankruptcy and poverty.
- xi. It shows lack of gratitude/ appreciation to Allah.

(5 x 1 = 5 marks)

c) *Rules on walking according to Islamic teaching.*

- i. Muslims should walk humility, not with pride Q 31:18, Q 17:37.
- ii. Muslims should be moderate in their walking, should neither rush nor be too slow, and should take the middle path Q 31:19.
- iii. When one comes across undesirable element when walking, should lower his/her gaze Q 24:30-31. Should not stare directly at undesirable elements e.g. a naked mad man.
- iv. Those walking to greet those seated.
- v. Remove unwanted obstacles on the way e.g. thorns, nails, large stones banana peelings etc.
- vi. Should walk with genuine purpose.
- vii. Women's style of walking should not attract the attention of men.
- viii. Should not stand on the way and block others.
- ix. Women should always walk behind men so as to guard their modesty.

(5 x 1 = 5 marks)

2. a) *Effects of divorce on Children.*

- i. Children go through a traumatic experience/shock/ confusion.
- ii. Children suffer psychologically and even tend to blame themselves for the divorce.
- iii. Children may develop resentment for both parents or for one of them.
- iv. Children may also be divided/ torn between the mother and the father/ tears the family apart.
- v. Children may develop juvenile tendencies and other antisocial behaviour e.g. drugs and alcohol addiction.

- vi. They suffer from lack of identity.
- vii. May develop aggression, they throw tantrums, suffer withdrawal syndrome hatred resentment.
- viii. May develop criminal tendencies as a defense mechanism.
- ix. Their performance in school and other in other activities may suffer/ develop lack of concentration in school and in other activities.
- x. May not be able to sustain relationships e.g. friendship because of lack of trust.
- xi. May develop suicidal tendencies as a result of bitterness.
- xii. May lead to homelessness for the children.
- xiii. Leads to poverty and want/ hopelessness and despair.
- xiv. Children suffer from lack of confidence / self esteem.
- xv. Children become vulnerable to exploitation and abuse.

(10 x 1 = 10 marks)

b) *Conditions under which polygamy is allowed in Islam.*

- i. If the first wife is unable to bear children/ barren.
- ii. If the first wife is sick.
- iii. If the wife cannot meet the conjugal rights of the husband.
- iv. If the man is in a position to provide for the wives/ satisfy their material and emotional needs.
- v. If the husband should be ready to treat all the wives equally/ equitable/ justly.
- vi. When the population of women is higher than that of men.
- vii. To take care of widowed women.
- viii. To eradicated single parenting.

(5 x 1 = 5 marks)

c) *Right of the Muslim girl child.*

- i. To be educated.
- ii. To be provided with basic necessities.
- iii. To inherit from her father, brother.
- iv. To play with peers/ friends.
- v. To be protected from harm/ injury e.g. FGM, early marriage.
- vi. To be brought up in an Islamic way.
- vii. Right to own property.
- viii. Right to life
- ix. Right to health care.

- x. Right to express herself.

3. a) *Ways in which Muslims in Kenya help in the reduction of poverty in their community.*

- i. By the payment of Zakat. The payment of Zakat is obligatory as it is one of the five pillars of Islam. Muslims pay a certain fixed proportion of their wealth and on every kind of property liable for Zakat annually for the benefits of the poor in the community.
- ii. The payments of Sadaqa. This is alms (or anything) given in charity to help the poor and needy in the community.
- iii. The application of Islamic Sharia to protect the property of the most vulnerable in the society e.g. widows and orphans. They also safeguarded against exploitation and protected against human right abuses that could leave them destitute.
- iv. The work of Muslim charity organizations and non-Governmental organizations whose programmes are tailored to eradicate poverty and to help the less fortunate to improve their standards of living.
- v. Muslims provide, promote and encourage the education and training of the youths so that they can be equipped with relevant knowledge and skills for gainful employment and for the development of the community. Education and training also enhance equity, economic growth and expansions of employment opportunities.
- vi. Muslim organizations and individuals provide bursaries and scholarship to Muslims children who cannot afford school fees. This helps all Muslims youths regardless of their class to benefit from education.
- vii. By providing polytechnics and other post school institutions where schools leavers can be trained in technical/ industrial/ vocational and entire entrepreneurship knowledge and skills for job employment or self-employment.
- viii. The contribution of Muslim entrepreneurs in commerce and industry. These help in the creation of wealth and provision of employment for Muslims.
- ix. Through civic education where Muslims are sensitized in strategies of wealth creation e.g. entrepreneur skills, proper management and use of resources, dignity of work, evils of corruption; preservation and conservation of the environment and natural resources.
- x. Application of Islamic commercial law and ethics in business to safeguard the poor (and ignorant from being exploited and cheated/ the poor are accorded justice.

- xi. Muslims politicians and human rights activists have calling for and advocating for equitable distribution and allocation of resources and for the development (hence economic growth) and provision of necessary infrastructure and basic services (necessary bedrock in areas which had been neglected in the past.) This will greatly benefit Muslims who live in those areas economically.
- xii. Muslims have formed self-help groups which initiate income generating projects. These projects allow members to exploit their gifts, skills, talents, creativity and potential for self development and the development of the community.
- xiii. Muslims are involved and participate in community development activities meant to bring development in the community e.g. water projects, co-operative movements agriculture/ animal keeping projects which are catalysts to economic growth and development.

(5 x 2 = 10 marks)

b) *Reasons why Record keeping is important in Business transactions.*

- i. To determine the profitability of a business; by keeping proper records, the profit or loss made by the business can be easily calculated.
- ii. To maintain proper financial control of the business in order to maximize profit. Caution must be exercised when handling revenue and expenses of the business.
- iii. Consequently, proper record keeping will help determine whether or not the resources of the business are being managed efficiently.
- iv. To be able to provide financial information about the business that assist in making informed decisions about the business.
- v. To provide the government with the necessary information to file a tax return as well as to furnish the relevant information if your business is being audited.
- vi. Accurate and complete records enable you, or your accountant, to identify all your business assets, liabilities, income and expenses. That information helps you pinpoint both the strong and weak phases of your business operations.
- vii. Record keeping is an essential source of evidence to detect business losses, internal fraud and theft.
- viii. Businesses are expected to put in place a record keeping system to ensure that your Income Tax or/and Goods & Services Tax (GST) declarations are duly supported with the required documents.
- ix. Failure to keep and retain records may be subjected to penalties under the Income Tax Act.

(6 x 1 = 6 marks)

c) *Rules to be observed by a Muslims before taking a loan from a bank.*

- i. Ensure that the bank is Sharia compliant
- ii. Ensure that the loan to be taken will not attract any interest.
- iii. Prove that the money given as loan has been generated through lawful means i.e. the bank should not engage in haram acts to make profits.
- iv. Ensure that there are witnesses to the loan transaction.
- v. The agreement on the loan between him/her and the bank should be written down.
- vi. Managers/ custodians of the bank should be Muslims who understand the Shariah regarding loan transactions.
- vii. Should understand the terms of the agreement before signing for the loan.

(4 x 1 = 4 marks)

4.a) *Social conditions prevailing in Makka when the prophet was born.*

- i. Women were down trodden and oppressed and denied any rights.
- ii. They were treated as property.
- iii. Baby girls were buried alive.
- iv. The weak and physically challenged had no rights
- v. Wine drinking and wild parties were the order of the day.
- vi. Immorality, prostitution and indecency were prevalent in the society.
- vii. Rich men married as many wives as they possibly could and kept women / mistresses
- viii. Makka was the centre of trade /trade flourished as a consequence there was prosperity
- ix. Makka used to receive many visitors from other parts of Arabia who came to worship in the Kaaba and to visit the well of Zamzam.
- x. Slavery was practiced and slaves were ill-treated and had no rights
- xi. The haves/ rich did not show compassion or consideration to the have nots/ poor and the unfortunate in the society.
- xii. There were strong social based tribal affiliation and loyalties.
- xiii. Among the Arabs lived a few Christians and Jewish communities.
- xiv. The Makkans also believed there were innumerable, jinn and ghouls who inhabited object of nature and society.

(8 x 1 = 8 marks)

b) *Effect of the Battle the Badr on the Prophet mission.*

- i. The defeat of non-Muslims by Muslims strengthened their confidence in Muhammad a prophet of Allah.
- ii. It strengthened the Muslim's faith in Allah and in Islam.
- iii. Muslims considered the victory over non-Muslims a victory from Allah/ favour from Allah.
- iv. The security of Muslims was assured.
- v. The victory was a symbol of defeat of falsehood and victory of truth/ victory of truth over falsehood.
- vi. The victory strengthened the prophet's position as an efficient and able religious and political leader.
- vii. The Prophet gained more followers from those who were on the periphery as the victory was an assurance that Muhammad was indeed Allah's prophet.
- viii. The victory of Muslims was very essential to the future of Islam.
- ix. The victory limited plots and conspiracies against the Muslims from the internal front.
- x. It gave the oppressed Muslims in Makka hope and confidence of freedom..
- xi. The victory gave Muslims confidence and courage to engage in future battles.
- xii. It distinguished the hypocrites from true believers.

(7 x 1 = 7 marks)

c) *Contributions of Ali bin Abi Talib to the development of Islam.*

- i. Knowledge and among the best commentators of the Quran and master of the Arabic language.
- ii. Brave warrior who took part in all the battles fought by the prophet (p.b.u.h)
- iii. Acted as the prophet's secretary during the treaty of Hudaibiya.
- iv. During his caliphate, he followed the pattern established by the first 3 Khalifas.
- v. Was among the compilers of the Quran/ Hadith.
- vi. Memorized the Holy Quran and many Hadith.
- vii. Was left behind in Makka by the prophet to return properties to the rightful owners.
- viii. The first young person to accept Islam.
- ix. Was very simple honest and contributed generously to the cause of Islam.
- x. Was just and treated his enemies fairly.
- xi. Was a man of strong will power and determination was always ready to defend Islam.

(5 x 1 = 5 marks)

5.a) Reason the led to the fall of the Fatimid Dynasty

- i. Vastness of the empire made it difficult to administer law and order this created division which led to the downfall.
- ii. Khalifa Al-Qaim sold government offices to the highest bidders' thus encouraging corruption in the administration.
- iii. Khalifa Al-Qaim used the oppression policy which resulted in revolts and this contributed to the Fatimid's.
- iv. Disunity between Sunnis and Shia contributed to the weakening of the Fatimid's.
- v. Khalifa Al-Hakim was not tolerant towards other religions, he enforced Christians and Jews to convert to Islam hence creating discontentment.
- vi. Khalifa Al-Qaim enforced the Ismail doctrines on everyone, and increased taxes this created discontentment.
- vii. Al-Hakim introduced very strict measures e.g. he suppressed women, banned alcohol and gambling and this made him unpopular especially among the Christian and Jews.
- viii. Khalifa Al-Hakim took pleasure in killing and torturing people and this led to the rise of the crusaders who campaigned against the Fatimid rule.
- ix. Turkish slaves kept as body guards by the Fatimid's rulers gained power and overthrew the Fatimid's.
- x. Khalifa Al-Aziz patronized the Christians and Jews e.g. allowed them freedom of religion and gave them high offices, this made him unpopular among the orthodox Sunni who lost faith in the Fatimid rule.
- xi. Some rulers were weak and immature e.g. Al-Hakim hence could not control the empire effectively.

(5 x 2 = 10 marks)

b) Challenges Kenyan Muslims Face in Education

- 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.

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ISLAMIC RELIGIOUS EDUCATION

Paper 2

Oct./Nov. 2011

2 ½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ISLAMIC RELIGIOUS EDUCATION

Paper 2

2 ½ hours

Instructions to candidates

This paper consists of six questions.

Answer any **five** questions in the answer booklet provided.

1. a) Explain the Islamic measures put in place to guard the society against *zina*.

(10mks)