



12.0 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2006 KCSE examination, Islamic Religious Education (IRE) was tested in two papers. *Paper 1(314/1)* consisted of six essay questions and candidates were required to answer five. The paper tested the *Quran, Hadith/Sunnah, Devotional Acts* and *Pillars of Iman*. *Paper 2 (314/2)* also had six essay questions of which candidates were required to answer five. This paper tested *Akhlaq, Muamalat, History of Islam* and *Muslim Scholars*. Both Paper 1 and Paper 2 were marked out of a maximum of 100 marks each and the time allocation for each paper was 2 hours and 30 minutes. Each question in the papers carried a maximum of 20 marks.

The questions in the IRE examination tested candidates’:

- Knowledge of the factual materials relevant to each of the topics contained in the IRE secondary school syllabus;
- Understanding of the meaning and interpretation of each of the topics;
- Ability to express themselves on the basis of evidence and argument;
- Appreciation and evaluation of the materials studied in each topic
- Ability to analyze and synthesize materials studied in each topic;
- Ability to respond and apply the religious, moral and social issues raised in each topic.

12.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows candidates performance in IRE for the last four years.

Table 15: Candidates Overall Performance in IRE in the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2003	1		100	56.92	14.80
	2		100	51.70	20.33
	Overall	4,235	200	108.62	32.65
2004	1		100	65.86	16.02
	2		100	56.16	17.67
	Overall	4,638	200	122.02	31.00
2005	1		100	59.50	17.20
	2		100	64.57	18.31
	Overall	5,488	200	123.99	32.00
2006	1		100	60.34	17.34
	2		100	56.76	17.77
	Overall	6,105	200	117.10	31.00

The following observations can be made from the table above:-

- (i) The candidature in the IRE examination has been rising steadily over the four year period with the year 2006 registering the highest number of candidates (**6,105**).
- (ii) In the year 2006, candidates’ performance in Paper 1 (314/1) was better than in Paper 2 (314/2).
- (iii) There was a slight drop in the overall mean score in the IRE examination in the year 2006 (**117.10**) as compared to overall mean in the year 2005 (**123.99**).

This report analyses the candidates’ general performance in the year 2006 KCSE IRE

examination papers, paying special attention to the questions where candidates' performance was relatively poor. An attempt has been made to highlight possible causes of the poor performance. The report also gives samples of expected responses and makes suggestions to the teachers of IRE with the hope of helping them evaluate and improve their teaching methods and approaches in the teaching of the subject with the aim of improving candidates' performance in future.

12.2 PAPER 1 (314/1)

The questions in which the candidates' performance was relatively poor in the year 2006 KCSE IRE paper 1 (314/1) examination were 2(a), (b), 3(b) and 6(a).

Question 2(a)

State the teachings of Suratul Hujuraat

The question expected the candidate to know the subject matter of Suratul Hujaraat (Q. 49) for them to be able to deduce the teachings from it. Suratul Hujaraat is in the form four syllabus and the specific objective is that learners should be able to explain the teachings of this Surah.

Weaknesses

The candidates who performed poorly in question 2(a) simply did not have the facts to answer the question. This shows that they did not know the contents of Suratul Hujaraat which points to inadequate coverage of the syllabus during teaching.

Expected Responses

- Communities should show respect to their leaders.
- Quarrels should be avoided.
- Mutual respect and confidence should be upheld.
- People should not ridicule, fault or use biting words against each other.
- Spying on others is beneath a Muslim.
- A person's honour depends on piety and not race, wealth or power.
- Faith is a matter of practice and not words. One should strive in the way of Allah by doing His will.
- Islam condemns scandals and slandering of other people.
- Suspicions and curiosity about other people's affairs is prohibited.
- Islam is a privilege given to Muslims and they should not take it for granted but strive to live according to its teachings.
- Muslims must live by the teachings of Allah in their manner and behaviour.

Question 2(b)

Give six guidelines on how to worship Allah.

The question was on Devotional Acts specifically set on Swalat. Although there are many guidelines on how to worship Allah the candidates were only asked to give six.

Weaknesses

Some candidates gave the times when the five daily prayers are performed, while others gave the steps of performing wudhu.

Expected Responses

- Oneness of the Worship of Allah. To believe that none has the right to be worshipped but Allah.
- Not associating partners with Allah.
- Must have intention (Niyyat).
- Worship in sincerity/ not worshipping to be noticed.
- Must have faith.
- Must have humility/not showing off in worship.
- Must be clean/ pure physically and spiritually/ritual purification and use of prayer mats.
- Should be consistent in prayers.
- Must face the Kaaba.
- Must perform prescribed prayers, prostrations and recitation of Quranic verses.

Question 3(b)

What is the subject matter of Hadith Qudsi?

The question expected the candidates to know the subject matter of Hadith Qudsi.

Weaknesses

Some candidates gave the definition of Hadith. Others repeated the answer to Question 3 (a) by giving the importance of Hadith.

Expected Responses

- Affirmation of the doctrine of the Unity of Allah and guarding against polytheism.
- The majesty of the Creator and His uniqueness.
- Proper discharge of religious observances.
- Attainment of proper standards of morality.
- Kindness to parents, relatives, humanity, animals and plants.
- Good behaviour towards other people.
- Self-dedication to the cause of Allah.
- Preparation for the Day of Judgement.

Question 6 (a)

What are the differences between sin and crime according to Islam?

The concept of sin and crime is in the form four syllabus and the specific objectives state that learners should be able to differentiate between sin and crime.

Weaknesses

Candidates who performed poorly in this question defined what sin and crime is without bringing out the differences and gave classifications of crime. There is not doubt that candidates knew what sin and crime are but lacked the needed skills to point out and bring out the differences between them.

Expected Responses

- Sin is rejecting /breaking the Laws of Allah but crime is breaking the law of the land/nation/state/ community.
- Sin in the eyes of Allah can be forgiven but the state authority does not pardon crime.

- Sin is punished by Allah or others directed by Allah but crime is punished according to the law of the state.
- Sin is judged by Allah but crime is judged by the court of law.
- Sin cannot be hidden from Allah but crime can be concealed from the state.
- Sinners will definitely be punished in the hereafter but criminals get their punishment in the world.
- Parts of the body testify against sin but this does not happen in crime.

12.3 PAPER 2 (314/2)

The questions in which candidates' performance was relatively poor in the year 2006 KCSE IRE Paper 2 (314/2) examination were 3 (b), (c), 6 (a), (b) and (c).

Question 3 (b)

Identify four human rights issues in the Madina constitution that are found in modern charters and constitutions.

Candidates were expected to apply their knowledge of the Madina constitution to the emerging issue of human rights.

Weaknesses

Although the candidates knew the terms of the Madina Constitution, they were unable to relate them to human rights in modern charters and constitutions. They ended up giving the terms of the Madina.

Expected Responses

- Sanctity of life.
- Prisoners of war should be treated humanely.
- Peaceful co-existence of people of different religions and groups.
- Freedom of worship was guaranteed.
- Freedom of association was guaranteed

Question 3 (c)

State the functions of the Chief Kadhi's court in Kenya.

Weaknesses

It was expected that candidates knew a lot about the Chief Kadhi's court. Their responses to this question proved the contrary. Their knowledge of the functions of the Chief Kadhi's court was very limited. Most candidates only came up with a few points.

Expected Responses

- Deals with issues pertaining to Islamic marriages and family life according to Sharia.
- Deals with matters of inheritance among Muslims according to Sharia.
- Works in liaison with judicial courts and the government.
- Gives legal direction on issues affecting Muslims according to Sharia.
- Consulted by the government on Islamic legal issues.
- Offers conflict solutions on social, political and economic issues.
- Gives guidance to Muslims.
- Is looked upon/regarded as a unifying factor by Muslims as they seek counsel and

- guidance on matters related to their faith and practices.
- Helps to promote Muslim identity/uniqueness and their place in the Kenyan society.

Question 6

- (a) Give reasons for the rise of the Jamaa in Hausaland under Shehu Uthman Dan Fodio.
- (b) Describe Shehu Uthman Dan Fodio's administrative structure.
- (c) What actions were regarded as war crimes by Shehu Uthman Dan Fodio?

Weaknesses

Shehu Uthman Dan Fodio appears in the form three syllabus under Muslim scholars. Candidates were expected to know his life history, his works and contributions. This question was unpopular and the candidates who attempted it had scanty information and they therefore ended up scoring very low marks. It seems that this sub-topic was left out all together by most schools and the few who taught it just scratched the surface.

Expected Responses

- a)
- The conviction of the people through the teachings and the exemplary life of Shehu Uthman Dan Fodio.
 - The feeling of freedom by the masses who had been enslaved by the emperors. The Hausa peasants felt emancipated from the injustice and oppressive rule of the Hausa rulers.
 - Shehu Uthman Dan Fodio advocated and lived a simple way of life which made people follow him /made him attract followers to him.
 - Shehu Uthman Dan Fodio established a strong army, which overran neighbouring states who joined his movement.
 - The Shehu involved people in decision-making and in the affairs of the state/ established democracy.
 - The Hausa appreciated the new efficient system of government that kept them united and ensured peace and stability /establishment of a strong united empire.
- b)
- Shehu's administration was made up of different arms of government with defined functions and powers relating to central authority.
 - On top of the Administration was the Caliph.
 - Directly under the Caliph was Waziri (Prime Minister)
 - Then there were Governors who were advisors to the Caliph.
 - Then there were justice and law enforcement officers.
 - To manage the finances were revenue collectors whose duty was also to distribute Zakat and Ghanimah (booty)/ economic and welfare officers.
 - Then there were officers who managed different services in the empire - roads, judiciary (judges), prisons, Limans (Imams)
- c)
- Killing of children.
 - Killing of women.
 - Rape.
 - Destruction of property, animals, farms and buildings.
 - Personalizing booty (ghanimah).

23.10 ISLAMIC RELIGIOUS EDUCATION

23.10.1 Islamic Religious Education Paper 1 (314/1)

314/1

ISLAMIC RELIGIOUS EDUCATION

Paper 1

Oct./Nov. 2006

2½ hours



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THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ISLAMIC RELIGIOUS EDUCATION

Paper 1

2½ hours

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

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Turn over

1.
 - a. Give reasons why the Quran is the Last and Final Word of God. (12 marks)
 - b. Why is it important to memorise the Quran? (8 marks)

2.
 - a. State the teachings of *Suratul Hujuraat*. (14 marks)
 - b. Give six guidelines on how to worship Allah. (6 marks)

3.
 - a. Discuss the importance of *Hadith*. (8 marks)
 - b. What is the subject matter of *Hadith Qudsi*? (8 marks)
 - c. Explain any four methods by which *Hadith* was transmitted during the life of Prophet Muhammad. (P.B.U.H.) (4 marks)

4.
 - a. Discuss the significance of *Tawheed*. (10 marks)
 - b. Identify five forms of *Shirk al-Akbar*. (5 marks)
 - c. List five qualities of an Imam (5 marks)

5.
 - a. What is *Sijdatu Tilawa*? (6 marks)
 - b. Identify types of prayers for special occasions. (5 marks)
 - c. Discuss the importance of *Sadaqa* in Islam. (9 marks)

6.
 - a. What are the differences between sin and crime according to Islam? (10 marks)
 - b. State the categories of legal acts according to *Sharia*. (5 marks)
 - c. Give examples of *Huduud*. (5 marks)

23.10.2 Islamic Religious Education Paper 2 (314/2)

**314/2
ISLAMIC RELIGIOUS EDUCATION
Paper 2
Oct./Nov. 2006
2½ hours**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
ISLAMIC RELIGIOUS EDUCATION
Paper 2
2½ hours**

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

6044

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Turn over

1.
 - a. Discuss the effects of sexual perversion on society. (10 marks)
 - b. Give five reasons why abortion is prohibited in Islam. (5 marks)
 - c. State any five deeds that lead to piety and righteousness. (5 marks)

2.
 - a. Why is *riba* prohibited in Islam? (8 marks)
 - b. State lawful acts in commercial trade. (7 marks)
 - c. Give reasons why agreements and contracts have to be documented. (5 marks)

3.
 - a. State the un-Islamic social practices that characterised the *Jahiliya* period in Arabia. (8 marks)
 - b. Identify four human rights issues in the Madina constitution that are found in modern charters and constitutions. (4 marks)
 - c. State the functions of the Chief *Kadhi's* court in Kenya. (8 marks)

4.
 - a. Describe the relationship between the *Muhajirin* and the *Ansar*. (7 marks)
 - b. Discuss Sayyidna Umar Ibn al-Khattab's contribution to the cause of Islam during the Prophet's time. (8 marks)
 - c. What are the benefits of Muslim brotherhood? (5 marks)

5.
 - a. Identify the social achievements of Prophet Muhammad (P.B.U.H.) during his life time. (9 marks)
 - b. Outline five achievements of the *Fatimid* Dynasty. (5 marks)
 - c. Discuss the effects of the first Muslim contact with the coast of East Africa. (6 marks)

6.
 - a. Give reasons for the rise of the *Jamaa* in Hausaland under Shehu Uthman Dan Fodio. (8 marks)
 - b. Describe Shehu Uthman Dan Fodio's administrative structure. (7 marks)
 - c. What actions were regarded as war crimes by Shehu Uthman Dan Fodio? (5 marks)

24.10 ISLAMIC RELIGIOUS EDUCATION

24.10.1 Islamic Religious Education Paper 1 (314/1)

1. (a) Reasons why the Quran is the Last and Final Word of God
- The Quran is a miracle, it is beyond human power.
 - The Quran is addressed to the whole mankind whereas the previous revelations were addressed to a particular people.
 - The message of the Quran is universal and eternal/ for all times.
 - It guards the previous revelations and restores eternal truth thus guiding humanity to the straight path.
 - The teaching of the Quran is all encompassing, dealing with all aspects of life e.g. moral, legal, political, social, economical, international relations.
 - It teaches about the histories of the past nations and their prophets.
 - The other revealed books were revealed before the Qurán, so it was the last and final revelation.
 - The Quran incorporates messages contained in the other revealed books.
 - Prophecies in the other revealed books find their fulfilment in the Quran.
 - Other Prophets were sent to their own nations to give guidance but the message of Prophet Muhammad (P.B.D.H) was for all humanity.
 - The Quran is a complete book of guidance.
 - Prophet Muhammad to whom the Quran was revealed is the Seal of the prophets, the final decisive Prophet after whom no more will come. He is Allah's decisive messenger to whom the revelation of Quran was vouchsafed

(6 x 2) = 12 marks

- (b) Why it is Important to memorise the Quran
- To keep it safe from any additions and subtraction as it is the Word of Allah.
 - To protect it from any fabrications.
 - The Prophet (P.b.U.H) encouraged its memorisation.
 - Memorisation of the Quran is rewarded by Allah.
 - Those who memorise the Quran are held in high esteem in the Ummah.
 - It improves literary skills.
 - Improves knowledge and command of Arabic language.
 - It helps in remembering and understanding the content of the Quran.
 - To maintain accuracy of the message of the Quran.
 - Those who have memorised the Quran are highly sought after and valued by the Islamic learning institutions and universities and the world of scholarship.

(8 x 1 = 8 marks)

2. (a) Teachings of Suratul Hujurat
- Communities should show respect to their leaders.
 - Quarrels should be avoided.
 - Mutual respect and confidence should be upheld.
 - People should not ridicule, fault or use biting words against each other.
 - Spying on others is beneath a Muslim.
 - A person's honour depends on piety and not race, wealth or power.
 - Faith is a matter of practice and not words. One should strive in the way of Allah by doing His will.
 - Islam condemns scandals and slandering of other people.
 - Suspicions and curiosity about other people's affairs is prohibited.
 - Islam is a privilege given to Muslims and they should not take it for granted but strive to live according to its teachings.
 - Muslims must live by the teachings of Allah in their manners and behaviour.

(7 x 2 = 14 marks)

- (b) Guidelines on the Worship of Allah
- Oneness of the Worship of Allah. To believe that none has the right to be worshipped but Allah.
 - Not associating partners with Allah.
 - Must have intention (Niyat).
 - Worship in sincerity/not worshipping to be noticed.
 - Must have faith
 - Must have humility/not showing off in worship.
 - Must be clean/ pure physically and spiritually.
 - Should be consistent in prayers. (6 x 1 = 6 marks)

- 3 (a) The Importance of Hadith
- They explain the Quran.
 - They are a second source of Sharia next only to the Quran.
 - Help Muslims in determining the proper way to behave.
 - Help Muslims to be closer to Allah by doing what He wills and abstaining from what He forbids.
 - Give direction on the performance of Sunnah acts.
 - They are a source of knowledge for Muslims.
 - Helps Muslims to know the details regarding the Prophet's life and teachings.
 - They affirm the position held by the Prophet in Islam.
 - Confirm the Prophet's opinion on various religious issues. (8 x 1 = 8 marks)

- (b) Subject Matter of Hadith Qudsi
- Affirmation of the doctrine of the unity of Allah and guarding against polytheism.
 - The majesty of the Creator and His uniqueness.
 - Proper discharge of religious observances.
 - Attainment of proper standards of morality.
 - Kindness to parents, relatives, humanity, animals and plants.
 - Good behaviour towards other people.
 - Self-dedication to the cause of Allah.
 - Preparation for the Day of Judgement. (4 x 2 = 8 marks)

- (c) Methods of Transmission of Hadith during Prophet Muhammad's Time
- Through the verbal teachings by the Prophet and the Sahaba.
 - Through practical demonstration by the Prophet.
 - Through recitation by those who had memorised them.
 - Through written medium.
 - Through lectures in Mosques.
 - Through centres of learning (Sufahaa).
 - Through recitations during gatherings and festivals. (4 x 1 = 4 marks)

4. (a) The significance of Tawheed
- It is the basis on which mankind can unite.
 - Unity of the creator leads to the unity and brotherhood of man.
 - It liberates man from the worship of fake Gods.
 - It establishes direct link between Allah and man.
 - Helps one to live in accordance with the limits set by Allah.
 - Helps one gain respect and trust as one solely depends on Allah.
 - Helps increase the believer's Taqwa (piety).
 - Enhances the acceptance of Allah's commands without questions. (5 x 2 = 10 marks)

- (b) **Forms of Shirk**
- Idolatry/idol worship.
 - Taghoot / associating Allah with creatures.
 - Witchcraft/sorcery/magic.
 - Taking human life outside God's command/murder.
 - Soothsaying.
 - Fortunetelling.
- (5 x 1 = 5 marks)**
- (c) **Qualities of an Imam**
- Piety.
 - Tolerance.
 - Learned and knowledgeable/wisdom.
 - Patience.
 - God fearing.
 - Leadership qualities.
 - Communication skills.
 - Public relations/friendly/warm.
 - Trustworthiness/honesty/integrity.
 - Ability to make good judgement and decision.
- (5 x 1 = 5 marks)**
5. (a) **Sijdatu Tilawa**
- Prostration performed when one is reading / reciting the Quran and comes across the word Sijda e.g. 13: 15 & 32: 15.
 - It is a form of submission to Allah.
 - It is a siljda showing respect to the Quran.
- (3 x 2 = 6 marks)**
- (b) **Types of Prayers for Special Occasions**
- Salatul Safar.
 - Salatul Taqdim.
 - Salatul Qasr.
 - Kusuf wal khusuf (Prayers during eclipse).
 - Istisqa (prayers for rain).
- (5 x 1 = 5 marks)**
- (c) **Importance of Sadaqa**
- It is a form of Zakat which is not compulsory and which is voluntarily given.
 - It helps in promoting love, peace, unity and harmony in society.
 - Creates a sense of satisfaction in the giver and gives hope to the receiver.
 - Helps in poverty elevation.
 - It is a way of sharing resources.
 - Help to bridge the gap between the rich and the poor/ the haves and have-nots.
 - It is a form of ibadah rewarded by paradise.
 - Giving Sadaqa is an act of Sunnah.
 - Helps in over-coming misery/puts a smile on others' faces.
- (9 x 1 = 9 marks)**
6. (a) **Differences Between Sin and Crime.**
- Sin is rejecting/ breaking the Laws of Allah but crime is breaking the law of the land / nation/ state/ community.
 - Sin in the eyes of Allah can be forgiven but the state authority does not pardon crime.
 - Sin is punished by Allah or others directed by Allah but crime is punished according to law of the state.
 - Sin is judged by Allah but crime is judged by the court of law.
 - Sin cannot be hidden from Allah but crime can be concealed from the state. .
 - Sinners will definitely be punished in the hereafter but criminals get their punishment in the world.
 - Parts of the body testify against sin but this does not happen in crime.

(5 x 2 = 10 marks)

(b) Categories of Legal Acts

- Farah and Wajib.
- Sunnah.
- Sahih and batil.
- Halal.
- Makruh.
- Mubah.

(5 x 1 = 5 marks)

(c) Examples of Huduud

- Shirk.
- Theft.
- Zinaa.
- Murder.
- Abortion.
- Highway robbery.
- Slander.

(5 x 1 = 5 marks)

24.10.2 Islamic Religious Education Paper 2 (314/2)

- 1 (a) Effects of sexual perversion on society
- May lead to divorce as a result of one partner's feeling and dignity being hurt by perverted sexual behaviour of the partner.
 - May lead to broken homes and families.
 - May lead to delinquency of children/street children.
 - Leads to unwanted pregnancies and unplanned for children
 - May lead to single parenthood as a result of rape or sex outside marriage
 - Leads to committing criminal acts such as rape, abortion, damping of babies and infanticide.
 - Leads to poverty as a result of having children outside marriage to support and cost of treatments for diseases contracted.
 - Contributes to rise and spread of STD and HIV/AIDS.
 - Causes mistrust and suspicions in the society.
 - Leads to people neglecting their religious obligations as they sink deeper into the vice.
 - Might end up being expensive for the nation and families as they seek to provide the people suffering from STD or HIV/AIDS with medicine and food.
 - Leads to mistrust and suspicions leading to disharmony in families and society.
 - May lead to other vices e.g. drug and alcohol abuse, abortion and even murder/suicide. *(10 x 1 = 10 marks)*
- (b) Reasons why abortion is prohibited in Islam.
- It is against the teachings of Allah.
 - It can be fatal/injurious to health of the mother.
 - It is an act of Shirk. Only Allah gives life and only Allah has the right to take it away.
 - It is murder. Results in the death of the baby and may result in the death of the mother too.
 - It is anti-social and shameful act which results in an individual losing respect.
 - It is against the law of the land/it is breaking the law/a criminal act.
 - Life is sacred and nobody has the right to take it away.
 - It is against the right of the child. Deprives the unborn child right to live.
 - The experience causes trauma and psychological suffering to the perpetrators. *(5 x 1 = 5 marks)*
- (c) Deeds that lead to piety and righteousness
- Giving sadaqa.
 - Paying zakat.
 - Praying consistently.
 - Making honest and just judgements.
 - Saying what is acceptable.
 - Feeding orphans and wayfarers.
 - Exercising self control.
 - Being content with what one has.
 - Practicing/showing patience in difficult times. *(5 x 1 = 5 marks)*
2. (a) Why Riba is prohibited in Islam
- It is a form of exploitation/leads to misappropriation of other people's property without giving anything in return.
 - It prevents people from working to earn money lawfully.
 - It widens the economic gap between the rich and the poor/the haves and the havenots.
 - It leads to inequality between the rich nations and poor nations.
 - It encourages speculation which may lead to gambling.
 - It keeps individuals and countries in a vicious cycle of poverty.

- Creates bad blood between the lender and the borrower/may lead to suspicion, mistrust, resentment and hatred between the lender and the borrower.
- May cause suffering/hardship to the borrower and his/her family.
- May lead to corruption as the borrower strives to pay off/looks for ways and means of paying off. (8 × 1 = 8 marks)

(b) Lawful Acts in Commercial Trade

- Trade in genuine wares and commodities/trade should not be in fake commodities.
- Use of standards in trade e.g. weights, measures scales to determine quality/quantity.
- There must be mutual trust/honesty between the buyer/customer and seller.
- Records of business transactions must be kept e.g. agreements.
- Source of seed money to start business must be legitimate/halal entrepreneurship.
- There should be no monopoly of business.
- Prices of commodities should not be fixed.
- Customers who cannot pay promptly should be given time to pay.
- No swearing in extracting business.
- There should be mutual consent between buyer and seller.

(7 × 1 = 7 marks)

(c) Reasons why Agreements and Contracts have to be documented.

- Helps to clear doubt.
- Maintains original terms of agreement/contract to the end.
- Documented agreements/contracts help to arrest such vices as trickery, deceit and cheating.
- It is an instruction from Allah.
- In fear of Allah.
- Promotes trust and honesty.
- Proves reliability and validity of the agreement/contract.

(5 × 1 = 5 marks)

3. (a) The UnIslamic practices in the Jahiliya period

- Burying of girl children alive.
- Women were despised and neglected in society/discrimination against women.
- Lack of ethics in business/corrupt business deals.
- People practised worship of deities/idols.
- There was disunity among tribes/clanism characterised by tribal wars and raids.
- Slavery was practiced.
- There was caste systems/discrimination on status of an individual/classification of people according to status
- The weak and marginalised had no rights/disregard of human rights.

(8 × 1 = 8 marks)

(b) Human rights issues in the Madinan Constitution found in modern Constitutions

- Freedom of worship was guaranteed.
- Freedom of Association.
- Sanctity of life.
- Prisoners of war should be treated humanely.
- Peaceful co-existence of people of different religions and groups.

(4 × 1 = 4 marks)

(c) Function of the Kadhi's Courts in Kenya

- Deals with issues pertaining to Islamic marriages and family life according to Sharia.
- Deals with matters of inheritance among Muslims according to Sharia.
- Works in liaison with judicial courts and the government.
- Gives legal directions on issues affecting Muslims according to Sharia.
- Consulted by the government on Islamic legal issues.

- Offers conflict solutions on social, political and economic issues.
 - Gives guidance to Muslims.
 - Is looked upon/regarded as a unifying factor by Muslims as they seek counsel and guidance on matters related to their faith and practices.
 - Helps to promote Muslim identity /uniqueness and their place in the Kenyan society. *(8 × 1 = 8 marks)*
4. (a) Relationship between the Muhajirin and Ansar
- They demonstrated the spirit of brotherhood in terms of the way they assisted each other.
 - The Ansar provided the Muhajirin with shelter and other basic needs.
 - They practiced sharing whatever they had/each Muhajirin was paired with an Ansar.
 - They prayed and propagated Islam as a united front.
 - Both accepted the Prophet (P.B.U.H) as their spiritual and social leader.
 - They formed an alliance/unity of purpose against any external forces/aggression. *(7 × 1 = 7 marks)*
- (b) Umar Ibn al-Khattab's contribution to the cause of Islam during the Prophet's Time
- His conversion to Islam strengthened Islam and was a big blow to the unbelievers because he had been an adamant opponent of Islam and the Prophet.
 - Because of Umar, Muslims were able to perform salat publicly.
 - He was the first to declare his faith openly to the Quraysh.
 - He asked the Prophet to offer salat in the Kaaba.
 - He had great love for Allah and the Prophet.
 - He took part in most of the battles on the Muslim's side.
 - He gave half of his wealth in the Tabuk expedition for the sake of Allah/gave his belongings for the cause of Allah. *(4 × 2 = 8 marks)*
- (c) Benefits of Brotherhood in Islam
- Promotes and enhances peace and harmony.
 - Enhances economic development and prosperity.
 - Contributes to religious development and growth.
 - Promotes social, political and intellectual tolerance.
 - Promotes and enhances social equality among Muslims. *(5 × 1 = 5 marks)*
5. (a) Social Achievements of Prophet Mohammad (P.B.U.H.)
- He brought about and promoted religious tolerance.
 - Advocated and promoted peaceful co-existence of people of diverse tribes/clans and nations.
 - Developed the Madinan constitution the first of its type which created a new social order in Madina and is still regarded as the archetypal model for Muslims everywhere.
 - The rise and spread of Islam as a universal and complete religion.
 - Defined and promoted the status of women in society/human rights for women.
 - Advocated eradication of slavery/freedom of slaves.
 - Taught equality of mankind.
 - Advocated and promoted racial equality.
 - He united all the Arab tribes/peoples. *(9 × 1 = 9 marks)*
- (b) Achievements of the Fatimid Dynasty
- Division of provinces into districts.
 - Measures were taken to increase wealth, promote trade and improve agriculture.
 - There was flourishing textile industries.

- Established special industrial wing for Kiswah.
- Started manufacturing warships. *(5 x 1 = 5 marks)*

(c) Effects of the First contact of Muslims with the East Coast of Africa

- Trade was established between the East African Coast and the Arab world.
- Muslim traders settled along the coast and their settlements developed into city states.
- Brought Islam to the coast of East Africa/Islamisation of the inhabitants of the region.
- Intermarriages between the local population and Muslim traders resulted in the Swahili people, culture and language.
- Established centres of learning in the region.
- Built mosques and madrassa.
- They introduced new ways of architecture which was adopted by the local people.
- Opened East Africa to the rest of the world/made East Africa known by the rest of the world.
- Brought in/introduced new crops/food to the region.

(6 x 1 = 6 marks)

6. (a) Reasons for the Rise of Jamaa in Hausaland under Uthman Dan Fodio

- The conviction of the people through the teachings and the exemplary life of Shehu Uthman Dan Fodio.
- The feeling of freedom by the masses who had been enslaved by the emperors. The Hausa peasants felt emancipated from the injustice and oppressive rule of the Hausa rulers.
- Dan Fodio advocated and lived a simple way of life which made people follow him/made him attract followers to him.
- Dan Fodio established a strong army which overrun neighbouring states who joined his movement.
- The Shehu involved people in decision making and in the affairs of the state/established democracy.
- The Hausas appreciated the new efficient system of government that kept them united and ensured peace and stability/establishment of a strong united empire.

(4 x 2 = 8 marks)

(b) Shehu Uthman Dan Fodio's Administrative Structure

- Shehu's administration was made up of different arms of government with defined functions and powers relating to central authority.
- On top of the administration was the Caliph.
- Directly under the Caliph was Waziri (Prime Minister).
- Then there were Governors who were advisors to the Caliph.
- Then there were justice and law enforcement officers.
- To manage the finances were revenue collectors whose duty was also to distribute Zakat and gimima (booty)/ economic and welfare officers.
- Then there were officers who managed different services in the empire - roads, judiciary (judges), prisons, Limans (Imams).

(7 x 1 = 7 marks)

(c) Actions Regarded as War crimes by Uthman Dan Fodio.

- Killing of children.
- Killing of women
- Rape.
- Destruction of property, animals, farms and buildings.
- Personalising booty (gimina).

(5 x 1 = 5 marks)