

**ISLAMIC RELIGIOUS EDUCATION MOCK MARKING SCHEME**  
**MARCH/APRIL 2018**

1a) Teaching of Surah an-Nas (Q: 114)

- i) Allah is the only protector, who can protect everybody from evil.
  - ii) Allah is the creator of the seen and unseen
  - iii) Allah is the lord of mankind
  - iv) He is the King of mankind
  - v) We should worship him and depend on him for everything
  - vi) His knowledge is complete about seen and unseen
  - vii) We should seek refuge in Allah from all evils
  - viii) Among men and jinn are evil ones out to cause harm, to God's good people
  - ix) We should not seek protection from other creatures or medium e.g. Jinns, spirits, ancestors
- 4x2=8mks

b) Advantages of memorization method

- i) Quran leads itself to memorization
  - ii) Memorized surahs can be used in daily prayers and other practice
  - iii) It encourages learners participation
  - iv) Serves to vary stimulation in class
  - v) Useful in assessing pupils attention capacity
  - vi) Memorization leads to recitation methods
- 3x2=6mks

c) Privileges accorded / given to a traveler

- i) Can be exempted from fasting
  - ii) Perform Tayammum
  - iii) Allowed to receive Zakat in case of hardship
  - iv) Can forward/postpone prayers
  - v) Can shorten prayers
  - vi) Can combine 0prayers
  - vii) Is allowed to eat harmful in case of hardships
  - viii) His due is accepted
  - ix) Thawab is recorded for him/her for regular deeds before journey i.e Sunnah prayers, daily recitation
  - x) Pray anywhere i.e on the roadside
- 3x2=6ms

2a) Appropriate learning resources that can be used in teaching the topic "Spread of Islam in East Africa".

- i) Wall map of East Africa
- ii) Compass direction
- iii) Atlas
- iv) Reference books
- v) Charts with routes of the spread from the original land i.e Arabia
- vi) Resources persons
- vii) Audio-visual aids i.e cassettes
- viii) Journals, pamphlets
- ix) Pictures 8x1=8mks

b) Problems faced by Muslims in Makkan period

- i) Muslims were not allowed to worship in th Al-Kaaba
- ii) Thorns were laid in the way of the Prophet to harm ho,
- iii) People followed the prophet and Muslims shouting, clapping, jeering and abusing
- iv) They were chased out of Makkah from their homes during the boycott
- v) Various temptations were presented to the prophet in terms of money power and land
- vi) Some Muslim converts, like slaves were killed, others tortured in the burning/hot sand
- vii) They were discriminated
- viii) They were robbed of their property and belonging 6x1=6mks

c) Mode of Islamization in the interior of East Africa

- i) Intermarriages between local and Arab merchants
- ii) Building of Madarassa and mosque as a center of attraction to the natives
- iii) Establishment of small trading centers which attracted trader who as they interact, spread Islam to the people 3x2=6mks

3a) Significance of Surah Al-Fatiha to Muslims

- i) All praises should be directed to Allah undoubtedly.
- ii) Mercy comes from Allah/blessing either
- iii) It's the opening chapter of the Holy Quran
- iv) It has been called the prayer of muslims in which one ask for Allah's guidance
- v) It contains the attributes of Allah i.e Ar-Rahman
- vi) From the surah we seek of Allah's help whenever in problems 4x2=8mks

b) Advantages of project methods

- i) Pupils are actively involved
- ii) Pupils are encouraged to use their own initiatives

- iii) Unites pupils knowledge in many fields
- iv) Breaks barrier between other subjects
- v) Provides the opportunity to learn outside the school
- vi) The subjects of curriculum are seen to be connected with real life
- vii) Reduces fragmentation of lessons
- viii) Peoples are able to work at their own pace following their own interest  
6x1=6mks

c) By the end of the lesson learners should be able to:-

- i) State the significance of surah Fatiha
- ii) Define surah fatiha

Pupils will/may

- i) Appreciate the significance of surah fatiha to a Muslim
- ii) Value the surah as a prayer 3x2=6mks

4. Challenges /problems of implementing IRE in primary schools

- i) Negative attitude by the teachers, parents, pupils concerning the teaching of IRE
- ii) Inadequate learning resources i.e syllabus, recommended text books
- iii) Shortage of properly trained teachers for IRE
- iv) Lack of refresher course and in-service course for teachers of IRE
- v) There is too much work to be covered within a limited time
- vi) The urge to cover syllabus content and prepare pupils for examination forces
- vii) Administrative problems e.g lack of rooms, lack of teachers, influence of politics  
etc
- viii) Conflicts of values in what is being practiced outside the class conflicts with  
what is being taught 8x1=8mks

b) Advantages of life-approach method

- i) Encourages child – centred learning
- ii) Helps pupils improve in communicating skills
- iii) Helps pupils become aware of the environment and appreciate it
- iv) Helps create interest and motivation in pupils
- v) Enables pupils to reflect on their experience of other learners and make them  
their own
- vi) Encourage teacher/pupils rapport and pupils-pupils dialogue
- vii) Pupils share their experiences and enhances mutual understanding
- viii) Retention rate is highest 6x1=6mks

c) Ominde Commission of 1964 recommendations

- i) Religious organization should continue to participate in the religious life of the school
  - ii) IRE should be academically taught
  - iii) IRE should be taught on educational lines
  - iv) IRE should be taught by professional trained teacher
  - v) IRE should be taught according to the national goals of education
  - vi) IRE should be examinable
  - vii) There should be no state religion
  - viii) IRE should play a vital role towards the growth of moral behaviour
- 6x1=6mks

5. Muslims/Islamic beliefs on the prophets of Allah (A.S)

- i) They are chosen by Allah (SW) from people
- ii) They are human beings
- iii) They are trustworthy
- iv) They all carried the same message to the people
- v) They have perfect human taints i.e they were healthy, strong, handsome and brave
- vi) They are sinless
- vii) They are guided by Allah (SW) either through inspirations or revelations
- viii) They practiced what they taught, preached and lived simple lives
- ix) They never asked for wages and salaries or payment for the mission
- x) They are protected by Allah
- xi) They sacrificed to the utmost for success of their mission
- xii) They lead their communities of followers e.g Ibrahim, Musa (AS) Mohammed (SAW)

8x1=8mks

b) Islamic teachings on rewards and punishments

- i) Rewards encourages people to do good in the society's acceptable norms
  - ii) Punishment discourages people from doing evil
  - iii) There is a reward for every good deed and punishment forbad deeds
  - iv) Forgiveness is better then punishment
  - v) Complainant feels satisfied when justice is meted
  - vi) punishment must be fair and rightly corresponds with the crime committed
  - vii) Justice and mercy under pins Islamic system of reward and punishing
- 6x1=6mks

c) Leadership qualities of Caliph Ali (R.A)

- i) He was responsible
- ii) He was brave
- iii) He was courageous
- iv) He was obedient

- v) He was trustworthy
- vi) He was knowledgeable
- vii) He was pious
- viii) He was generous
- ix) He was resilient
- x) He was sincere
- xi) He forgives
- xii) Firm and just in judgment
- xiii) Tolerant perseveres/endures 6x1=6mks

6a) Duties of children towards parents

- i) Respect and obey parents
  - ii) Should show kindness and provide comfort
  - iii) Should not neglect them or show contempt
  - iv) Pray for them
  - v) Take care of them with old age
  - vi) One should not raise his/her voice above parents
  - vii) Show gratitude towards them
  - viii) One should not cut or suffer relationship with them
  - ix) Bring about a respectful, honourable and harmonious relationship in the family
- 4x2=8mks

b) The merits of reliance on Allah (Tawakul)

- i) Strengthens one's faith in Allah (SW)
- ii) It's a means of getting pleasure of Allah (SW)
- iii) One develops fear of Allah
- iv) One realizes Allah (SW) omnipresent
- v) It is a means of deserving Allah (SW) sustenance (rizq)
- vi) One gets in a positive beneficial relationship with Allah (SW)
- vii) One's heart becomes focused on Allah (SW)
- viii) Helps one sustain his worship of Allah (SW)
- ix) Helps in developing patience and resilience in face of adversity and problem
- x) One becomes guided 3x2=6mks

c) Activities carried out on the day of Iddul-fitr

- i) Performing Idd prayers in congregation
- ii) Giving out zakatul – fitr before the prayers
- iii) Visiting relatives and friends
- iv) Families get together for a feast
- v) Khutba (sermons) before the prayer 3x2=6mks