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SET 2

GRADE 10 END OF YEAR EXAMS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

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

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. Two Grade 10 learners at **Mama Ngina Girls High School** in **Mombasa** are discussing the preservation of the Quran.

   Farid: "During the time of Caliph Abubakar (R.A), the Quran was compiled into a single volume because many *Huffaz* (memorisers) died in the Battle of Yamama."

   Zahra: "Later, Caliph Uthman (R.A) standardised the recitation into the Quraishi dialect to prevent confusion among Muslims in new territories."

(a) Identify the specific reason for compilation mentioned by Farid. (2 marks)

_____

(b) **Identify and Name** the types of diacritical marks used in the Quranic verse shown below: (4 marks)



X



Y

i. Mark X : _____
ii. Mark Y : _____

(c) **State** whether the following are **True or False** regarding types of verses: (4 marks)

i. *Muhkamat* verses have a clear, direct meaning. [_____]
ii. *Mutashabihat* verses are open to multiple interpretations. [_____]
iii. *Al-Am* refers to verses with a specific, narrow meaning. [_____]
iv. *Al-Khaas* refers to verses with general applications. [_____]

2. (a) **Distinguish** between *Swalatul Jum'a* and *Swalatul Idd* by matching the feature to the prayer: (4 marks) *Features: (Weekly, Bi-annually, Two Khutbahs after prayer, Two Khutbahs before prayer)*

   1. Swalatul Jum'a: _____ and _____
   2. Swalatul Idd: _____ and _____

(b) **Identify** FOUR steps in the funeral rites: (4 marks) ,

i. _____
ii. _____
iii. _____

iv. _____

(c) **Define** the term *Nisab* as used in Zakat administration. (2 marks)

_____

_____

3. a) **Identify** the prohibited foods: (3 marks)

i. _____
ii. _____
iii. _____

(b) **Mention** three features of Islamic governance that were prominent during the Umayyad Dynasty. (3 marks)

i. _____
ii. _____
iii. _____

(c) **Name** the two scholars whose biographies you studied: (4 marks)

i. (1912-1982) from Zanzibar: _____
ii. (1940-2019) focused on Women's rights: _____

SECTION B (50 MARKS)

Answer ALL questions in the spaces provided.

4. A learner at **Garissa High School** finds a verse and asks the teacher why it was revealed. The teacher explains it was a response to a specific question asked by a companion.

(a) **Define** the term *Asbabu al-Nuzuul*. (2 marks)

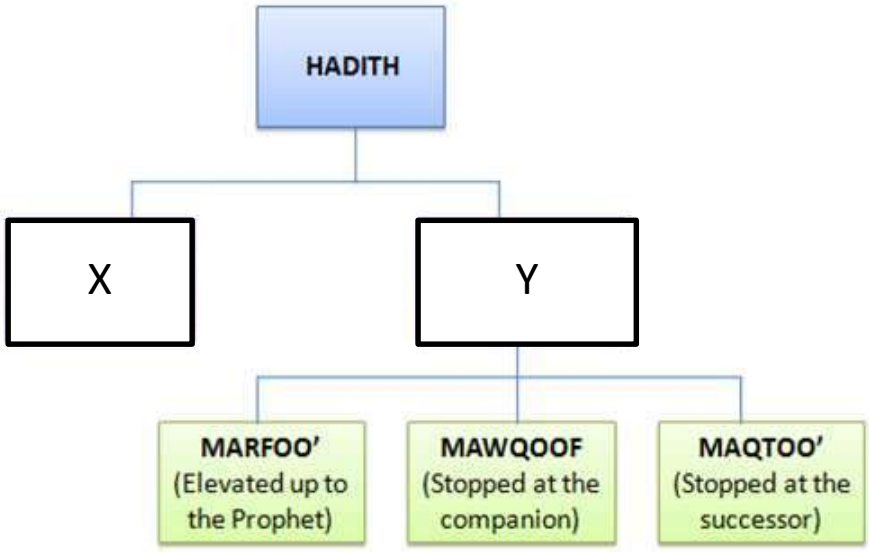
_____

_____

(b) **List** three benefits of knowing the *Asbabu al-Nuzuul* for a student. (6 marks)

i. _____
ii. _____
iii. _____

(c) **Identify** the parts of the Hadith structure (X and Y) in the diagram below: (4 marks)



X: _____

Y: _____

(d) **Explain** one quality of a *Muhaddith* that ensures reliability. (3 marks)

_____

_____

5. (a) **Calculate** the Zakat payable for a businessman in **Eastleigh, Nairobi** who has 400 grams of Gold. (Assume Nisab is 85g and rate is 2.5%). (4 marks)

(b) **Identify** the types of divorce described by these three learners: (3 marks)

i. **Ali:** "A divorce initiated by the wife by returning the mahr." _____
ii. **Fatma:** "A divorce involving an oath of imprecation/accusation." _____
iii. **Omar:** "An annulment of marriage by a Kadhi's court." _____

(c) **Outline** three rights of an **employee** in a labor contract according to Islam. (6 marks)

i. _____

ii. _____
iii. _____

(d) **Mention** two ways to care for widows in the community to safeguard their dignity. (2 marks)

i. _____
ii. _____

6. (a) **Identify and Name** the Islamic code of dressing for males and females from the illustrations: (4 marks) ,

i. Female requirements: _____
ii. Male requirements: _____

(b) **Describe** the Islamic manners of walking based on the teachings of Surah al-Furqan (Q. 25:63). (4 marks)

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

(c) **Explain** the difference between *Hasad* and *Kibr*. (4 marks)

Hasad	kibr

(d) **List** four factors that led to the spread of Islam in **Uganda** and **Tanzania** up to the 19th century. (4 marks)

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

(e) **Summarize** two major achievements of the Umayyad Dynasty in terms of architecture or administration. (4 marks)

i. _____
ii. _____

Alliance High School

GRADE 10 END OF YEAR EXAMS

CHETI CHA ELIMU YA MSINGI KENYA (KCBE)
TATHMINI YA SHULE YA UPILI YA JUU
GREDI YA 10 – KISWAHILI
Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina: _____ Shule: _____

Nambari ya Tathmini: _____ Tarehe: _____

Nambari ya Shule: _____ Sahihi: _____

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako katika nafasi ulizopewa hapo juu.
2. Andika jina la shule yako na darasa lako katika nafasi ulizopewa.
3. Andika nambari yako ya usajili na tarehe ya tathmini katika nafasi ulizopewa.
4. Karatasi hii ina sehemu mbili: A na B.
5. Jibu maswali yote katika sehemu A na sehemu B.
6. Jibu maswali kwa lugha ya Kiswahili.
7. Majibu yote LAZIMA yaandikwe katika nafasi ulizopewa kwenye karatasi hii.
8. USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali.

ALAMA ZA MWANAFUNZI

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI12
KIWANGO CHA ALAMA	ALAMA 30	ALAMA 50		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI			8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI	
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU YA KWANZA: (ALAMA 30)

Swali la 1: Kusikiliza na Kuzungumza (Alama 10)

(Mwalimu atamsomea mwanafunzi kifungu kifupi kisha mwanafunzi ajibu maswali yafuatayo kwa sauti/maandishi)

(a) Taja sauti mbili zinazopatikana katika maneno haya: **Bwawa**, **Mbwa**. (Alama 2)

1. _____
2. _____

(b) Wewe ni kiongozi wa wanafunzi katika shule ya **Kiriaini**. Unatakiwa kuwashawishi wenzako kuhusu umuhimu wa kutunza mazingira. Toa hoja mbili utakazotumia. (Alama 4)

1. _____
2. _____

(c) **Mjadala:** "Matumizi ya simu shuleni yana faida kuliko hasara." Toa msimamo wako na sababu moja. (Alama 2)

_____
_____
_____

(d) Tofautisha kati ya sauti **/b/** na **/mb/** kwa kutoa mifano miwili ya maneno. (Alama 2)

sauti **/b/**	sauti **/mb/**
Mifano	

Swali la 2: Ufahamu wa Kusoma (Alama 10)

Soma kifungu kifuatacho kisha ujibu maswali.

Katika mji wa Eldoret, kulikuwa na kijana mmoja kwa jina Zuma aliyekuwa akisoma katika Shule ya Upili ya Strathmore. Zuma alikuwa mwanafunzi mwenye bidii sana katika masomo yake na alipenda kutumia muda wake mwingi kusoma vitabu mbalimbali. Kati ya masomo yote aliyoyasoma, Kiswahili ndicho kilichomvutia zaidi. Alifurahia kusoma hadithi, riwaya, tamthilia, ushairi na aina nyingine za fasihi simulizi. Kila alipokuwa na muda wa ziada baada ya masomo, angeonekana katika maktaba ya shule akisoma au kutafuta vitabu vipya vya kuongeza maarifa yake.

Siku moja, alipokuwa akifanya utafiti kuhusu tamaduni mbalimbali za jamii za Kenya, aligundua kuwa maktaba ya shule ilikuwa na vitabu vichache sana vya lugha ya Kiswahili. Vitabu vingi vilivyokuwapo vilikuwa vya masomo mengine kama vile Sayansi, Hisabati na Jiografia. Hali hiyo ilimfanya ahuzunike kwa sababu wanafunzi wengi walikosa nafasi ya kusoma vitabu vya ziada vya Kiswahili ambavyo vingewasaidia kuboresha lugha yao, kuongeza msamiati na kukuza uwezo wao wa kufikiri kwa kina.

Baada ya kutafakari kwa muda, Zuma aliamua kutafuta suluhisho la tatizo hilo. Alizungumza na walimu wa Kiswahili pamoja na uongozi wa shule kuhusu umuhimu wa kuongeza idadi ya vitabu vya Kiswahili katika maktaba. Walimu walimpongeza kwa wazo lake na wakamshauri kuanzisha kampeni ya kuchangisha vitabu kutoka kwa wazazi, wanafunzi wa zamani wa shule hiyo na wanajamii waliokuwa tayari kusaidia elimu.

Zuma alianzisha kamati ya wanafunzi iliyokuwa na jukumu la kuhamasisha uchangiaji wa vitabu. Wanafunzi walitengeneza mabango, waliandika matangazo na hata kutumia mitandao ya kijamii kuwafikia watu wengi zaidi. Kampeni hiyo ilipata mafanikio makubwa kuliko walivyotarajia. Baada ya miezi michache, mamia ya vitabu vya Kiswahili vilikuwa vimekusanywa na kuongezwa katika maktaba ya shule.

Kutokana na juhudi hizo, wanafunzi wengi walipata hamu ya kusoma vitabu vya Kiswahili. Matokeo ya somo hilo yakaanza kuimarika, na shule ikajulikana kwa kuwa na mojawapo ya maktaba bora zaidi katika eneo hilo. Zuma alitambua kuwa mtu mmoja mwenye maono na dhamira anaweza kuleta mabadiliko makubwa katika jamii yake. Kitendo chake kilikuwa mfano mzuri wa uongozi, uwajibikaji na kujitolea kwa maendeleo ya elimu.

(a) Eleza jinsi tabia ya Zuma ilivyochangia kuboresha elimu katika shule yake. (Alama 1)

_____

_____

(b) Unafikiri ni kwa nini wanafunzi wengi hawakuwa wakisoma vitabu vya Kiswahili kabla ya kampeni ya Zuma? Toa sababu mbili. (Alama 2)

_____

_____

(c) Kama ungekuwa mkuu wa shule hiyo, ungechukua hatua gani nyingine ili kukuza utamaduni wa usomaji wa vitabu miongoni mwa wanafunzi? (Alama 2)

_____

_____

(d) Je, kampeni ya Zuma ilikuwa na manufaa gani kwa wanafunzi na shule kwa ujumla? Toa hoja mbili. (Alama 2)

_____

_____

(e) Ni maadili gani mawili yanayojitokeza kutoka kwa Zuma? Fafanua. (Alama 2)

_____

_____

(f) Kwa maoni yako, ni changamoto zipi ambazo Zuma angeweza kukumbana nazo wakati wa kuendesha kampeni ya kuchangisha vitabu? (Alama 2)

_____

_____

(g) Ikiwa shule yako ingekuwa na tatizo kama hilo, ungewezaje kushirikiana na wenzako kulitatua? (Alama 2)

_____

_____

(h) Tathmini kauli hii: "Mtu mmoja anaweza kuleta mabadiliko makubwa katika jamii." Tumia mifano kutoka kwenye kifungu kuthibitisha jibu lako. (Alama 3)

_____

_____

_____

_____

(i) Eleza ujumbe mkuu wa kifungu hiki na umuhimu wake kwa vijana wa leo. (Alama 3)

_____

_____

(j) Andika muhtasari wa kifungu hiki kwa sentensi tatu ukionyesha tatizo, suluhisho na matokeo yake. (Alama 4)

_____

_____

(c) Toa kisawe cha neno: Kuanzisha. (Alama 1)

_____

_____

Swali la 3: Jaribio la Kujaza Mapengo **(Alama 10)**

Jaza pengo kwa neno lifaalo zaidi.

Hapo zamani za kale, palikuwa (1)_____ mzee mmoja aliyekuwa na hekima sana. Aliishi katika kijiji (2)_____ Kilgoris. Kila (3)_____ vijana walipokuwa na matatizo, walimtembelea (4)_____ ushauri. Mzee huyo (5)_____ aliwafunza vijana (6)_____ bidii na heshima. Alisema kuwa (7)_____ ni siri ya mafanikio. Siku hizi, (8)_____ wengi wamesahau maadili _____(9). Ni muhimu _____(10) lugha yetu na utamaduni wetu.

SEHEMU YA PILI: SARUFI NA INSHA (ALAMA 50)

Swali la 4: Sarufi na Matumizi ya Lugha (Alama 30)

(a) **Aina za Maneno:**

Tambua aina ya maneno yaliyopigiwa mstari. (Alama 4)

"**Yeye** (i) _____ alikimbia **haraka** (ii) _____ kuelekea **shuleni** (iii) _____ na **yule** (iv) _____ rafiki yake."

(b) **Ngeli za Nomino:** Weka nomino hizi katika ngeli zao. (Alama 4)

i. Mtoto: _____
ii. Kiti: _____
iii. Meza: _____
iv. Ufunguo: _____

(c) **Nyakati na Ukanushaji:**

Kanusha sentensi ifuatayo katika wakati uliopita. (Alama 4)

"Mwanafunzi alisoma kitabu jana."

_____

(d) **Mnyambuliko:**

Nyambua kitenzi **'Soma'** katika kauli hizi: (Alama 4)

i. Kutendea: _____
ii. Kutendwa: _____

(e) **Sentensi:** Ainisha sentensi hii (Sahili, Ambatano au Changamano). (Alama 2)

"Mama anapika chakula na baba anasoma gazeti."

(f) **Viakifishi:**

Sahihisha sentensi hii kwa kutumia herufi kubwa na alama za nukuu. (Alama 4)

"mwalimu alisema, mwanafunzi soma kwa bidii."

(g) **Isimujamii:**

Taja sifa mbili za **Sajili ya Sokoni**. (Alama 4)

i. _____
ii. _____

(h) **Kinyume:**

Toa kinyume cha maneno haya. (Alama 4)

i. Keti: _____
ii. Mrefu: _____

Swali la 5: Insha (Alama 20)

Chagua mada MOJA na uiandikie insha isiyopungua maneno 200.

1. **Barua ya Kirafiki:** Andika barua kwa rafiki yako anayeishi **Mombasa** ukimweleza kuhusu maisha yako katika shule mpya ya Gredi ya 10.
2. **Insha ya Picha:**



Angalia picha ifuatayo ya soko la **Maasai Market** kisha uandike insha ya masimulizi kuhusu tukio lililotokea hapo.

3. **Insha ya Wasifu:** Mwandikie wasifu mwalimu wako unayempenda zaidi shuleni.

_____

_____

_____

_____

_____

_____

_____

_____