

KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

MARKING SCHEME

GRADE 10: I.R.E – TERM 1 – JANUARY 2026

SECTION A: (40 Marks)

1. Compilation of the Qur'an under Caliph Abu Bakr (R.A.)

a) Circumstances leading to compilation

- i. Many Huffaadh (memorizers of the Qur'an) were killed during the Battle of Yamamah, leading to fear of losing the Qur'an.
- ii. The rapid expansion of the Muslim Ummah increased the need for a written copy to preserve authenticity.

b) Qualities of Zayd ibn Thabit (R.A.)

- i. He was a young, intelligent, and competent scribe of the Prophet (PBUH).
- ii. He had memorized the Qur'an and was proficient in Arabic grammar.

2. Standardization under Caliph Uthman (R.A.)

a) Circumstances leading to standardization

- i. Muslims in different regions (Sham, Iraq, Hijaz) were reciting the Qur'an with pronunciation differences.
- ii. Conflicts arose due to variations in recitation, threatening unity among Muslims.

b) Significance for the Ummah

- i. Preserved the correct recitation and authenticity of the Qur'an.
- ii. Promoted unity and prevented disputes among Muslims.

3. Compilation Process

a) Steps under Caliph Abu Bakr (R.A.)

- i. Collection of Qur'anic verses from parchments, bones, leaves, and memorizers.
- ii. Verification of verses by cross-checking with Huffaadh.
- iii. Compilation into a single manuscript by trusted scribes.

b) Steps under Caliph Uthman (R.A.)

- i. Formation of a committee led by Zayd ibn Thabit (R.A.).
- ii. Preparation of copies of the Qur'an based on Abu Bakr's compilation.
- iii. Distribution of standardized copies to major Islamic cities.

4. Diacriticalization of the Qur'an

a) Circumstances

- i. Non-Arab Muslims found it difficult to read Qur'anic words correctly due to lack of vowel marks.
- ii. Al-Hajjaj ibn Yusuf introduced diacritical marks to ensure proper pronunciation.

b) Significance

- i. Facilitated correct recitation of the Qur'an.
- ii. Reduced errors and misinterpretations.

5. Qur'anic Verses Classification

a) Difference between Muhkamat and Mutashabihat

- ✓ **Muhkamat verses:** Clear, unambiguous verses with definite meaning (e.g., laws of inheritance).
- ✓ **Mutashabihat verses:** Ambiguous or allegorical verses requiring interpretation (e.g., verses about the unseen).

b) Difference between al-'Aam and al-Khaas

- ✓ **al-'Aam (general) verses:** Apply to all Muslims (e.g., obligation to pray).
- ✓ **al-Khaas (specific) verses:** Apply to specific individuals or groups (e.g., directives to the Prophet's companions).

6. Asbaab al-Nuzuul (Reasons for Revelation)

a) Kinds

- i. **Specific cause:** Revelation prompted by a particular incident or question.
- ii. **General cause:** Verses revealed for guidance without reference to a specific event.

b) Benefits of studying Asbaab al-Nuzuul

- i. Helps understand the context of Qur'anic verses.
- ii. Prevents misinterpretation of the text.
- iii. Facilitates correct application of Qur'anic teachings.
- iv. Enhances knowledge of Islamic history and moral lessons.

SECTION B: (60 Marks)

7. Preservation of the Qur'an

a) Significance of compilation under Abu Bakr (R.A.)

- i. Prevented loss of Qur'anic text after the death of Huffaadh.
- ii. Maintained authenticity of revelations.
- iii. Served as a reference for all future generations.
- iv. Promoted unity among Muslims.
- v. Facilitated teaching and memorization of the Qur'an.

b) Characteristics of Companions involved

- i. Strong memorization skills (Huffaadh).
- ii. Honesty and trustworthiness.
- iii. Knowledge of Arabic language and grammar.
- iv. Experience with the Prophet (PBUH) and his practices.
- v. Commitment to Islam and the preservation of its teachings.

c) Ways modern Muslims can preserve the Qur'an

- i. Memorization (Hifz) and teaching others.
- ii. Printing and distribution of Qur'anic copies.
- iii. Use of digital platforms for Qur'an access.
- iv. Translating Qur'an accurately while maintaining meaning.
- v. Establishing Qur'an schools and institutes.

8. Standardization under Caliph Uthman (R.A.)

a) Reasons for producing a standard copy

- i. Resolve differences in recitation among various regions.
- ii. Prevent distortion of Qur'anic text.

- iii. Ensure uniformity in worship practices.
- iv. Strengthen unity among Muslim communities.
- v. Facilitate teaching and memorization.

b) Steps taken by Zayd ibn Thabit (R.A.)

- i. Verification of Abu Bakr’s manuscript.
- ii. Preparation of several official copies.
- iii. Assigning companions to write copies.
- iv. Sending copies to major Islamic centers.
- v. Burning conflicting versions to prevent errors.

c) Impacts on Muslim unity

- i. Reduced disputes over Qur’anic text.
- ii. Ensured consistent religious practices.
- iii. Enhanced mutual understanding among Muslims.
- iv. Strengthened identity of the Ummah.
- v. Preserved Qur’anic authenticity for future generations.

9. Qur’anic Verse Categories

a) Characteristics of Muhkamat verses

- i. Clear and direct meaning.
- ii. Provide definitive legal or moral guidance.
- iii. Easily understood without context.
- iv. Serve as the basis for Islamic laws.
- v. Cannot be interpreted arbitrarily.

b) Characteristics of Mutashabihat verses

- i. Ambiguous or allegorical.
- ii. Require interpretation by scholars.
- iii. May contain symbolic language.
- iv. Teach moral or spiritual lessons.
- v. Encourage reflection and study.

c) Significance of al-‘Aam and al-Khaas

- i. Helps apply Qur’anic guidance correctly.
- ii. Prevents general rules from being misapplied.
- iii. Enhances understanding of context-specific directives.
- iv. Guides scholars in interpretation.
- v. Ensures justice and fairness in applying the law.

10. Asbaab al-Nuzuul in Modern Tafsiir

a) Roles in understanding Qur’an

- i. Explains context and circumstances of revelation.
- ii. Clarifies ambiguous verses.
- iii. Guides correct interpretation of laws.
- iv. Preserves historical context of events.
- v. Helps apply Qur’anic teachings in modern life.

b) Challenges without Asbaab al-Nuzuul

- i. Misinterpretation of verses.
- ii. Ignoring historical and social context.
- iii. Wrong application of Islamic laws.



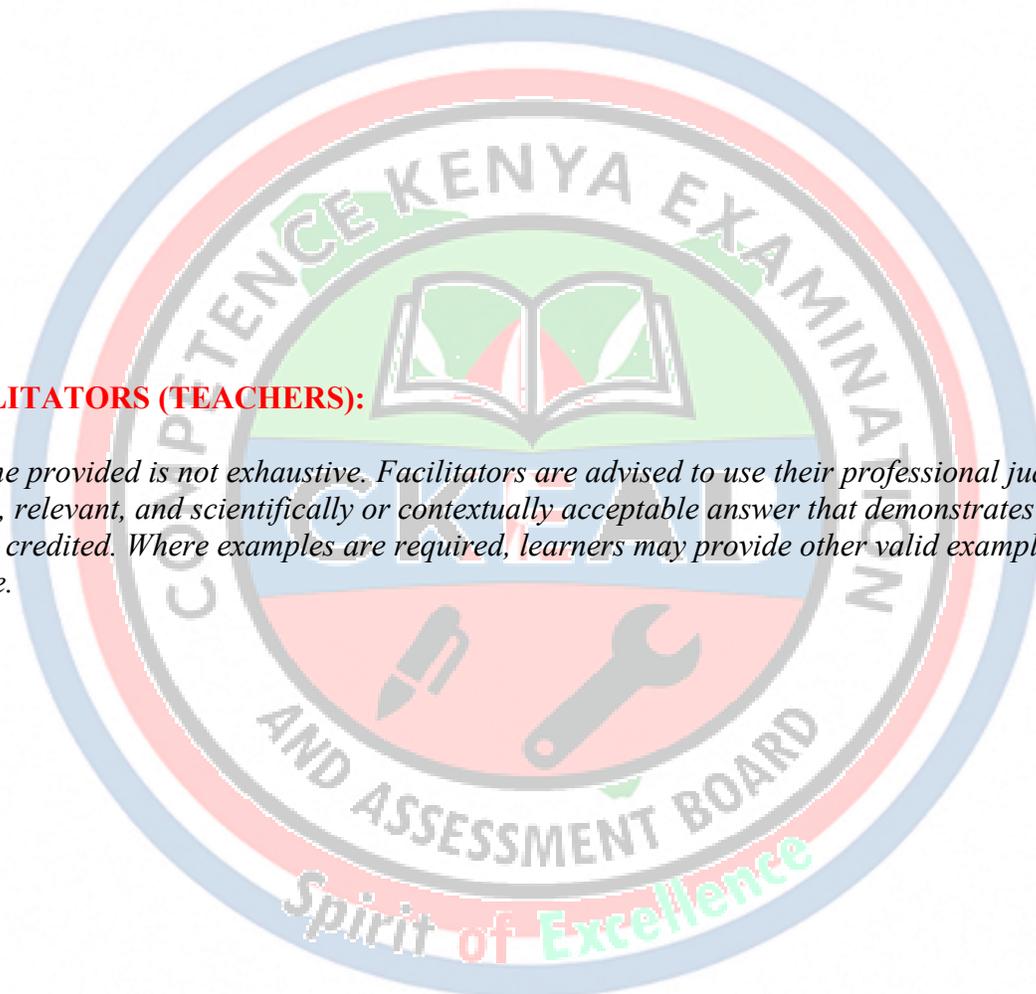
- iv. Confusion among learners and scholars.
- v. Potential conflicts in religious practices.

c) Benefits of applying lessons from Asbaab al-Nuzuul

- i. Promotes moral and ethical behavior.
- ii. Helps resolve contemporary social issues.
- iii. Guides decision-making in personal and community life.
- iv. Strengthens faith and understanding.
- v. Enhances relevance of Islamic teachings in daily life.

NOTE TO FACILITATORS (TEACHERS):

The marking scheme provided is not exhaustive. Facilitators are advised to use their professional judgment when awarding marks. Any correct, relevant, and scientifically or contextually acceptable answer that demonstrates understanding of the concepts should be credited. Where examples are required, learners may provide other valid examples apart from those listed in the scheme.



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