

GRADE 10 END TERM 3 2026
ISLAMIC RELIGIOUS EDUCATION (IRE)
MARKING SCHEME

Total: 80 marks | Duration: 2 hours 30 minutes

Coverage basis: The supplied KICD Grade 10 Islamic Religious Education Curriculum Design. The assessment is cumulative across the full design, including all strands and sub-strands shown in the curriculum summary.

QUESTION 1 — 4 MARKS

Any four: preservation after deaths of memorizers; concern about loss/mixing of recitation; compilation during Abubakar (R.A.); differences in recitation during Uthman (R.A.); need for a standardised written copy; preservation for an expanding Muslim community.

QUESTION 2 — 4 MARKS

(a) Any two: correct pronunciation/recitation; distinguish similar Arabic letters; reduce ambiguity; support non-Arabic readers. 1 mark each. (b) Mukhamat are clear/definite verses; mutashabihat are verses whose meanings are less explicit and require deeper interpretation. 2 marks.

QUESTION 3 — 4 MARKS

(a) Any two: provides context; assists interpretation; explains circumstances addressed; helps correct application. 1 mark each. (b) Any two from Surah al-Furqan 25:61–77: humility in walking; moderation in spending; modesty in speech; avoidance of non-beneficial confrontation; bearing false witness/avoiding falsehood; sexual morality. 1 mark each.

QUESTION 4 — 4 MARKS

(a) Isnad = chain of transmitters; matn = text/content of the Hadith. 2 marks. (b) Any two: reliability/integrity of narrators; continuity of chain; accuracy/precision; soundness/consistency of text. 1 mark each.

QUESTION 5 — 4 MARKS

Any four: care/protection of environment; maintaining kinship; brotherhood; compassion/mutual support; responsible use of resources; avoiding harm. 1 mark each.

QUESTION 6 — 4 MARKS

Any four: unity/brotherhood; communal worship; remembrance of Allah; learning through khutbah; social interaction/consultation; significance of Friday/Eid prayer. 1 mark each.

QUESTION 7 — 4 MARKS

Ghusul—washing/cleansing; kafan—shrouding; swalah—Salatul Janazah; dafan—burial. 1 mark each.

QUESTION 8 — 4 MARKS

(a) Any two challenges: inadequate awareness; collection/distribution inefficiencies; identifying eligible recipients; accountability/transparency issues; inadequate structures; uneven compliance. 1 mark each. (b) Any two: assists needy; reduces poverty/inequality; supports socio-economic development; social welfare; solidarity. 1 mark each.

QUESTION 9 — 4 MARKS

Award 1 mark each for four relevant explanations showing the role of l'an, mubar'at and faskh nikah in resolving recognised marital difficulties under Islamic procedures. Accept accurate descriptions of each process and its appropriate purpose.

QUESTION 10 — 4 MARKS

Any four: dignity/respect; material/social support; protection from neglect/exploitation; emotional/community support; assistance with needs; inclusion; fair treatment/compassion. 1 mark each.

QUESTION 11 — 4 MARKS

(a) Any two: shura—consultation; accountability; justice; participation. 1 mark each. (b) Any two: honesty, discipline, transparency, fairness, accountability, consistency, reliability, humility. 1 mark each.

QUESTION 12 — 4 MARKS

Any four: valid labour contract; fair treatment; agreed/fair remuneration; respect for rights; safe/ethical conditions; prompt payment; dispute resolution; protection from exploitation. 1 mark each.

QUESTION 13 — 4 MARKS

Any four: peaceful/respectful communication; wisdom and good counsel; no coercion; appropriate language; patience; sincerity; adequate knowledge; respect; avoiding insults/conflict. 1 mark each.

QUESTION 14 — 4 MARKS

Any four curriculum-supported reasons: safeguards health; promotes good eating habits; observes Islamic dietary rules; prevents harmful/impure consumption; protects moral/spiritual wellbeing; distinguishes lawful and prohibited consumption. 1 mark each.

QUESTION 15 — 4 MARKS

Any four: observe Islamic modesty; proper covering; avoid inappropriate/excessive display; cleanliness/decency; observe Islamic regulations on adornment; avoid prohibited forms. 1 mark each.

QUESTION 16 — 4 MARKS

(a) Any two: humility/modesty; avoid arrogance; considerate/safe conduct; avoid harmful/risky walking. 1 mark each. (b) Any two: builds trust; responsible character; stronger relationships; reduces corruption; supports a just ethical society. 1 mark each.

QUESTION 17 — 4 MARKS

Any four: damages relationships; creates hatred/conflict; reduces cooperation; causes arrogance; harms character; social division; undermines peace; harmful competition. 1 mark each.

QUESTION 18 — 4 MARKS

Any four factors supported by the curriculum: political/leadership developments; organisation/administration; military expansion; political consolidation; territorial expansion; other valid curriculum-supported factors. 1 mark each. One contribution of Muawiya ibn Abu Sufyan, Abdulmalik ibn Marwan or Umar ibn Abdulaziz: 1 mark. Maximum 4.

QUESTION 19 — 4 MARKS

(a) Any two: trade/commercial contacts; Muslim traders; East African coastal interaction; migration/settlement; Islamic teaching/scholars; political/social contacts. 1 mark each. (b) Any two social, political or economic impacts supported by the curriculum. 1 mark each.

QUESTION 20 — 4 MARKS

Any four valid contributions/lessons from Sheikh Abdallah Saleh Al-Farsy and/or Aisha Lemu: Islamic heritage/reform; education; scholarship/writings; social reform; role modelling; dedication to Islamic learning; service; responsibility; commitment to reform. 1 mark each.

CURRICULUM COVERAGE / TRACEABILITY

Question	Curriculum strand / sub-strand(s)	Marks
1	1.1 Compilation and standardisation of the Qur'an	4
2	1.2 Diacriticalisation; 1.3 Types of verses	4
3	1.4 Asbaabu an-nuzuul; 1.5 Selected verses Surah al-Furqan (Q.25:61–77)	4
4	1.6 Ulum al-Hadith: Isnad and Matn	4
5	1.7 Selected Hadith	4
6	2.1 Prayers on special occasions	4
7	2.2 Funeral Rites: ghusul, kafan, swalah, dafan	4
8	2.3 Administration of Zakat	4
9	2.4 Types of divorce	4
10	2.5 Care for widows	4
11	2.6 Governance in Islam	4
12	2.7 Labour Relations in Islam	4
13	2.8 Ethics of Da'wa	4
14	3.1 Foods and drinks	4
15	3.2 Islamic clothing and adornment	4
16	3.3 Manners of walking; 3.4 Honesty	4
17	3.5 Prohibitions in Islam	4
18	4.1 Muslim Dynasties / Umayyad Dynasty	4
19	4.2 Islam in Tanzania and Uganda	4
20	4.3 Muslim scholars	4

MARKING GUIDANCE

- Accept technically and religiously correct alternative answers supported by the supplied curriculum design.
- Where explanation is required, award the mark for a relevant explained point rather than a bare name.
- Do not double-award repeated ideas.
- Accept equivalent wording where the intended concept is clear.
- The assessment is cumulative across the complete Grade 10 IRE Curriculum Design, not restricted to Term 3 content only.
- The curriculum design lists written/oral assessment, observation and portfolio assessment; this paper uses written assessment while retaining the curriculum terminology and learning-outcome focus.

TOTAL-MARK CHECK: 20 + 32 + 16 + 12 = 80 marks.