

14.0 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2011, Islamic Religious Education (IRE) was tested in two papers. *Paper 1(314/1)* consisted of six structured 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 structured essay questions of which candidates were required to answer five. This paper tested *Akhlaq, Muamalat, History of Islam and Muslim scholars*. Both Paper 1 (314/1) and Paper 2 (314/2) were marked out of a maximum of 100 marks each and time allocation for each paper was 2 hours and 30 minutes (2½ hours). Each question in the two papers carried a maximum of 20 marks.

The questions in the IRE examination tested candidates:

- Knowledge of the factual materials relevant to each topic in the 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 respond and apply the religious, moral and social issues raised in each topic.

14.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows candidates' performance in IRE at the KCSE level for the last four years.

Table : 25 Candidates' Overall Performance in IRE in the last four years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2008	1	8,622	100	61.43	16.99
	2		100	48.01	17.68
	Overall		200	109.42	31.39
2009	1	9,026	100	49.77	18.99
	2		100	47.31	18.98
	Overall		200	96.23	36.28
2010	1	10,773	100	49.21	19.12
	2		100	44.65	18.81
	Overall		200	93.35	35.80
2011	1	13,319	100	41.13	15.19
	2		100	45.04	21.15
	Overall		200	86.13	33.60

The following observations can be made from the table above:

12.1.1 The candidature in the KCSE IRE examination has been rising steadily over four year period, with the year 2011 registering the highest number of candidates (13,319) compared to the year 2010(10,773) a percentage increase of **19.11**

12.1.2 In the year 2011 candidates' performance dropped in Paper 1 (314/1) and improved slightly in Paper 2 (314/2).

12.1.3 The year 2011, registered the lowest overall mean of **86.13** in the four years under review.

This report analyses the candidates' general performance in the year 2011 KCSE IRE examination papers, paying special attention to the questions where candidate's 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 with the aim of improving candidate's performance in future.

PAPER 1 (314/1)

The general performance of candidates in IRE Paper 1 (314/1) examination dropped from a mean of **49.21** in the year 2010 to a mean of **41.13** in 2011. The questions in which candidates' performance was relatively poor in the year 2011 KCSE IRE Paper 1(314/1) examination were **4(a), 4(b), and 5(a)**

Question 4(a)

Give an account of the Day of resurrection

The question expected the candidates to describe the events that will occur on the day of resurrection

Weaknesses

The candidates were writing the stages of Yaumul Qiyama

Expected Response

- Blowing of the trumpet by angel Israfil will signify the day of resurrection
- There will be a violent quake and the earth, buildings, mountains will move from their foundation
- People will come out of their graves in their true form
- Heights, depths, will all come to one level
- The heaven will split asunder and become a lifeless body
- The sun and stars will fade
- The rivers will be set on fire

- Rain will pour down from heaven
- Human beings will be like flying kites
- The second and final trumpet will be sounded
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Advice to Teachers

Teachers need to teach the sub topic 'belief in the day of judgment' systematically, elaborating all the stages in details so as to enable candidates answer questions effectively

Question 4 (b)

Describe the relevance of Tawheed in the life of a Muslim

The candidates were expected to explain the role of Tawheed in the life of a Muslim

Weaknesses

Candidates defined the concepts of Tawheed.

Expected Responses

- Tawheed generates a sense of modesty and humility, and removes arrogance and pride in Muslims
- Encourages Muslims to live upright lives because they know that success and salvation is only through Allah
- Instills in Muslims firm belief in Allah
- Consoles Muslims in times of hardships and fills their hearts with hope and satisfaction
- Creates a strong degree of determination and trust in Allah because one is assured of His support
- Inspires bravery and removes cowardice
- Instills an attitude of peace and contentment
- Muslims obey Allah's laws, strive to do good and abstain from evil

Advice to Teachers

Teachers should train candidates on how to tackle application questions.

Question 5 (a)

Discuss how the performance of Hajj creates unity among Muslims

Weaknesses

The candidates gave the general benefits of Hajj, instead of explaining how the performance of Hajj creates unity among Muslims.

Expected Responses

- All Muslims perform same rituals and follow the same regulations symbolising unity
- Uniformity of dress (ihram) is a sign of unity
- Prohibitions during Hajj apply to all pilgrims e.g. they are prohibited from destroying vegetation, use of perfume
- Observance of humility and simplicity of dress and food applies to all pilgrims hence creates unity
- All pilgrims engage in the same spiritual activities e.g. chanting of labayk hence symbolises unity
- Muslims from all over the world gather in one place to worship Allah
- The rite of slaughtering performed by Muslims all over the world symbolises unity
- Congregating at Arafat is a symbol of unity
- Performance of Hajj itself is a symbol of unity

Advice to Teachers

Teachers should train candidates on how to tackle application questions

14.2 Paper 2 (314/2)

The paper tested the syllabus adequately and all questions were within the syllabus. There was average performance by candidates. Questions which posed challenges to candidates were **1(a)** and **4(b)**.

Question 1(a)

Explain the Islamic measures put in place to guard the society against zinaa

.Weaknesses

Candidates were giving the effects of zinaa, instead of the measures which help prevent zinaa

Expected Responses

- Islamic teachings emphasize that those who attain the age of puberty should marry to avoid zinaa
- Prohibition of free mixing of sexes e.g. in the mosque, men and women pray in separate areas
- Prohibition of acts that may lead Muslims to commit zinaa e.g. consumption of alcohol
- Men are allowed to marry a maximum of four wives, instead of committing zinaa
- Harsh punishment has been prescribed in the Qur'an for adulterers and fornicators
Q24:2-3
- Muslim women should dress decently i.e they should cover their bodies, this reduces the evil of temptation which can lead to zinaa

- Restrictions on men from visiting other men's homes in their absence, a man cannot visit another man's home if its only the wife who is at home
- Islam allows divorce in case a couple is unable to resolve differences so as to enable both parties choose suitable/ appropriate spouses
- Muslim women should be accompanied by muhrim when going on a journey
- Islam prescribes reward for those who keep away from zinaa
- Muslims are encouraged to practice piety to prevent them from engaging in immoral acts

Question 4(b)

Explain ways through which the Prophet eliminated racism

Weaknesses

Candidates substituted racism with slavery

Expected Responses

- He created a sense of brotherhood among the believers by teaching that all Muslims are brothers regardless of colour or race
- Preached on equality among all races e.g. he appointed Bilal who was an Abyssinian slave as the muadhin
- He preached to people of all races e.g. he sent missionaries to preach to people of non Arab origin like Abyssinians, Romans, Persians.
- He emphasized on equality of all human beings before Allah, none is better in the eyes of Allah except the pious
- He preached against all forms of racism e.g. when Abu Dhar insulted Bilal, he reprimanded him Q49:13
- He prescribed a heavy punishment for those who practice racism
- Preached/emphasized the virtue of humility which discourages racism
- Islamic teachings as a whole discourages racism and encourages unity of Muslims e.g. in the performance of Hajj, giving out Zakat
- He married and encouraged Muslims to marry from different races to discourage racism e.g. he married Mariya Qibtiya from Egypt, Bilal married the sister to Abulrahman ibn Auf.

Advice to Teacher

- Students should be trained in higher order thinking skills e.g. application, analysis, synthesis and evaluation. It is evident from the answers given that majority of I.R.E students are only exposed to questions that require them just to recall answers.
- Teachers should use the recommended text books by K.I.E, and not the revision books that have flooded the market, because they tend to have wrong information that mislead the students.
- Teachers require training in the setting of I.R.E examination questions.