

### 3.4 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2017, 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.

#### 3.4.1 GENERAL CANDIDATES' PERFORMANCE

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

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

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2014	1		100	53.55	18.81
	2		100	40.90	17.77
	<b>Overall</b>	<b>19,271</b>	<b>200</b>	<b>94.44</b>	<b>54.48</b>
2015	1		100	49.35	15.81
	2		100	39.15	16.16
	<b>Overall</b>	<b>22,020</b>	<b>200</b>	<b>88.49</b>	<b>30.08</b>
2016	1		100	41.14	19.99
	2		100	33.10	19.47
	<b>Overall</b>	<b>23,941</b>	<b>200</b>	<b>73.95</b>	<b>37.48</b>
2017	1		100	34.87	17.63
	2		100	42.27	18.86
	<b>Overall</b>	<b>25,512</b>	<b>200</b>	<b>77.38</b>	<b>34.31</b>

Observations can be made from the table above:

- (i) The candidature increased from **23,941** in 2016 to **25,512** in 2017, a percentage increase of 6.15%.
- (ii) In the year 2017, candidates' performance dropped in Paper one and improved in paper two.
- (iii) The overall mean improved from **73.95** in 2016 to **77.38** in 2017

This report analyses the candidates' general performance in the year 2017 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.

### **3.4.2 IRE Paper 1 (314/1)**

The general performance of candidates in IRE Paper 1 (314/1) examination dropped from a mean of **41.14** in the year 2016 to a mean of **34.87** in 2017. The questions in which candidates' performance was relatively poor in the year 2017 KCSE IRE Paper 1(314/1) examination were **2 (c), 4 (c) and 6 (c)**.

#### **Question 2(c)**

State the supplication (dua) as stated in the last verse of Surah Baqarah

#### **Weaknesses**

Majority of the candidates gave the teachings of the last verse and not the dua

#### **Advice to Teachers**

Teachers need to teach the selected surahs thoroughly

#### **Expected Responses**

- i. Our Lord! punish us not if we forget or fall into error
- ii. Our Lord! lay not on us a burden like that which you did lay on those before us.
- iii. Our Lord! put not on us a burden greater than we have strength to bear.
- iv. Pardon us and grant us forgiveness
- v. Have mercy on us
- vi. Give us victory over the disbelieving people.

#### **Question 4(c)**

State seven rights that a Muslim should accord other people

The question expected the candidates to give the rights of other people not necessarily other Muslims.

#### **Weaknesses**

Candidates gave the rights of other Muslims.

#### **Advice to Teachers**

Teachers should teach the topic of devotional acts exhaustively.

#### **Expected Responses**

- i. A Muslim should preserve the life of other people by according them the right to live Q 17:33
- ii. Other people have a right to feel safe, a Muslim should ensure peaceful co-existence with other people
- iii. A Muslim should allow others to worship freely Q.2:226,
- iv. Q 6:108, Q 22:67, Q 10:99

- v. A Muslim should not restrict other people's movement Q 29:20
- vi. Right to own property, no one has a right to take away or destroy property belonging to other people Q 8:27
- vii. Right to honour and dignity; it is not allowed to defame a person through wrong accusations Q 24:4
- viii. Right to privacy; Muslims should respect the privacy of other people, they should be allowed to enjoy their privacy. Q 24:27-29
- ix. Right to choose occupation and earn a livelihood; a Muslim should allow other people to conduct businesses and economic activities of their choice without interference and work in any profession Q 4:32

**Question 6(c)**

Give the meaning of each of the following attributes of Allah

- (i) Arrahim
- (ii) Al-Ghaffar
- (iii) Arrazaq
- (iv) Al-Hayyu
- (v) Al-Qayyum
- (vi) As-Swamad

**Weaknesses**

Candidates lacked content and could not give the correct meaning of the attributes

**Advice to Teachers**

Teachers need to teach the meaning of the attributes of Allah correctly not just explaining the teachings.

**Expected Responses**

- i. Arrahim – the most merciful
- ii. Al- Ghaffar – the forgiver
- iii. Arrazaq – the sustainer
- iv. Al- Hayyu – the living/alive
- v. Al- Qayyum – the existing
- vi. As- swamad – the self sufficient

**3.4.3 IRE Paper 2 (314/2)**

The paper tested the syllabus adequately and all questions were within the syllabus, the performance improved from a mean of **33.10** in 2016 to **42.27** in 2017 Questions which posed challenges to candidates were **2(a)**, **5(a)**, and **6(b)**.

**Question 2(a)**

Explain six measures that can be adopted by Muslims to guard against terrorism.

**Weaknesses**

Candidates were giving effects of terrorism

### **Advice to Teachers**

Teachers have to teach emerging issues exhaustively, terrorism is a global concern and does not just affect Muslims alone, they can use the internet which has a lot of information on causes, effects and ways of curbing acts of terrorism.

### **Expected Responses**

- (i) Muslims should always be the first to speak and condemn acts of terror because Islam is a religion of peace.
- (ii) Creating public awareness through the mass media so as to enlighten the society on the ills of terrorism and also the Islamic stand on terrorism.
- (iii) Reporting any persons suspected to be supporting or engaging in acts of terrorism to the relevant authorities.
- (iv) Terrorism as a topic taught in IRE in schools, this inculcates the knowledge on terror and its effects in the children.
- (v) Muslims should neither support nor engage in acts of terrorism as it is both a crime and a sin, they should be beyond reproach.
- (vi) Organizing campaigns, seminars, workshops, and talks to advice and counsel the youth against radicalization which leads to acts of terrorism.
- (vii) Muslim should cooperate and work hand in hand with government agencies, provide useful information that can guard against terrorism.
- (viii) To lobby the government to address the root cause of terrorism e.g. creating employment opportunities for the youth.

### **Question 5(a)**

In what ways did the battle of Badr affect the Prophet's mission?

### **Weaknesses**

Very few candidates were able to come up with the correct responses; most of them gave the results of the battle, they could not explain how the results affected the mission of the Prophet (P.b.u.h).

### **Advice to Teachers**

Teachers should teach learners on how to differentiate between, effects, results and lessons of events in the History of Islam. Learners need to be exposed to evaluation questions

### **Expected Responses**

- (i) The victory at Badr strengthened the Muslims and the Prophet (P.b.u.h.).
- (ii) The victory of Badr strengthened the Muslims faith in Allah and Islam.
- (iii) Muslims were very happy when they won the battle and considered it a victory and favour from Allah.
- (iv) As a result of the victory, the Muslims were now secure and could worship freely and with confidence.
- (v) As a result of the victory, more people embraced Islam.
- (vi) The victory at Badr motivated the Prophet (P.b.u.h). He was able to concentrate on his mission of spreading Islam.
- (vii) The victory at Badr gave Muslims in Makka confidence and hope for freedom.
- (viii) It assured the continued existence of Islam. Had Muslims been defeated, it would have marked the end of Islam.
- (ix) Through the victory at Badr, the Prophet (P.b.u.h) was able to establish himself on an able and great leader of the Muslims.

### **Question 6(b)**

State seven contributions of the Muhajirun to the development of Islam.

#### **Weaknesses**

Candidates confused the Muhajirun and the Ansar and gave the contributions of the Ansar.

#### **Advice to Teachers**

Teachers need to teach the role of both the Muhajirun and Ansar to the development of Islam

#### **Expected Responses**

- (i) The Muhajirun were the emigrants who migrated from Makka to Madina with the Prophet, they willingly fully converted to Islam.
- (ii) They persevered the persecution and suffering from the Quraish of Makka, they never wavered in their belief.
- (iii) They greatly sacrificed by leaving their belongings, wealth, relatives in Makka so as to migrate to Madina with Prophet (P.b.u.h.) to ensure continuity of Islam.
- (iv) They contributed all that they had to the cause of Islam e.g. AbubakarAssidiq.
- (v) They went to great lengths to protect the Prophet (P.b.u.h.) and Islam e.g. they participated in battles in defense of Islam.
- (vi) They established a brotherhood with the Ansar and worked together for the cause of Islam.
- (vii) Joined hands with the Ansar to propagate Islam as a united front.
- (viii) Supported and accepted the Prophet (P.b.u.h.) as their spiritual leader thus enabling him to carry on with his mission.
- (ix) They remained steadfast in their faith in Islam and support for the Prophet amidst many challenges facing them in Madina.

#### **Advice to Teachers**

- ❑ 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.C.D, and not the revision books that have flooded the market, because they tend to have wrong information that misleads the students.
- ❑ Teachers require training in the setting of I.R.E examination questions.
- ❑ Teachers must go an extra mile and teach these candidates on how to answer application questions.

#### **Conclusion**

- ❑ Teachers in IRE require in-servicing so as to acquire techniques and BEST practices in the teaching and examining of IRE.
- ❑ All teachers handling KCSE candidates need to acquire this feedback report so as to know the weaknesses of the previous candidates and prepare theirs better.
- ❑ The Kenya Institute of Curriculum Development need to ensure that the IRE course books are accessible to all schools that offer IRE.
- ❑ Teachers should strive to teach all topics as stated in the syllabus, not just give students answers to possible examination questions.