



13.0 HINDU RELIGIOUS EDUCATION (315)

In the year 2006 KCSE examination, Hindu Religious Education (HRE) was tested in two papers. *Paper 1 (314/1)* consisted of six essay questions and candidates were required to answer five. The paper tested the content areas of *Attributes of Paramatma, Manifestations of Paramatma, Scriptures, Principles of Dharma* and *Yoga*. The other paper, *Paper 2 (315/2)* consisted of six essay questions of which candidates were required to answer five. Paper 2 tested the content areas of *Rites and Rituals, Utsav, Law of Karma, Places Pilgrimage, Historical Development* and *Hindu Heritage*.

Both Papers 1 (314/1) and 2 (314/2) were marked out of a maximum of 100 marks each and the time allocation for each of the papers was 2 hours and 30 minutes. Each question in both papers carried a maximum of 20 marks.

The questions in the HRE examination were set to test candidates' knowledge of the factual materials relevant to each of the topics contained in HRE secondary syllabus, understanding of the meaning and interpretation of each of the topics, ability of candidates' to express themselves on the basis of evidence and arguments, appreciation and evaluation of materials studied in each topic, ability to analyse and synthesise materials studied in each topic and ability to respond and apply the religious, moral and social issues raised in each topic.

13.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows the candidates' performance in HRE for the last four years.

Table 16: Candidates' Overall Performance in HRE in the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2003	1		100	45.19	17.35
	2		100	50.80	15.34
	Overall	26	200	95.99	29.06
2004	1		100	43.33	11.49
	2		100	49.40	9.44
	Overall	15	200	92.73	18.00
2005	1		100	54.87	21.17
	2		100	51.13	14.02
	Overall	15	200	106.00	32.00
2006	1		100	59.23	8.27
	2		100	59.62	10.14
	Overall	13	200	118.85	16.00

The following observations can be made from the table above:

- i) Candidates scored the highest overall mean in the year 2006 in the four years under review.
- ii) Candidates registered the best performance in both Papers 1 (315/1) and 2 (315/2) over the four years under review in the year 2006.
- iii) The year 2006 registered the lowest overall standard deviation in the four year period.
- iv) The candidature dropped from 15 in the year 2005 to 13 in the year 2006.

This report analyses the candidates' general performance in the year 2006 KCSE HRE examination papers paying special attention to the questions where performance was relatively

poor. An attempt has been made to highlight possible causes of the poor performance. The report also gives samples of the expected responses and makes suggestions to teachers with the hope of helping them evaluate and improve their methods and approaches in the teaching of HRE in order to further improve the candidates' performance in the subject in the future.

13.2 PAPER 1 (315/1)

The questions in which candidates performance was relatively poor in the year 2006 KCSE HRE paper 1 (315/1) examination were Questions *1(a), (b)* and *4 (b)*.

Question 1 (a)

State the attributes of Parmatma according to Gita chapter 13: 15 - 17.

The question required the candidates to know the contents of Gita 13: 15 - 17. The question expected candidates to know this passage which is found in the form III HRE Syllabus under Attributes of Paramatma).

Weaknesses

Most candidates had no knowledge of Gita 13: 15 - 17 and were therefore unable to answer the question.

Expected Responses

- All pervading.
- Animate and inanimate.
- Subtle.
- Indivisible.
- One and many.
- Creator.
- Preserver.
- Destroyer.
- Eternal light/ sat, chit, anand.
- Knowledge.
- Resides in all.
- Causeless.
- Consciousness.

Question 1(b)

Explain the role of Sagun Sakar Parmatma in Kurma Avatar.

The question expected the candidates to know what happened in the second avtar of Vishnu - Kurma.

Weaknesses

Unfortunately, majority of the candidates did not have adequate knowledge of the avtar to answer the question satisfactorily.

Expected Response

- He sustained the world on his back.
- He dived into the depth of the ocean and acted as base to support Mt. Mandara.
- He churned the ocean and the churning produced 14 treasures: Kamdhenu cow, poison and amrit, Airawat, medicine and Kalpavruksha.
- He gave Amrit to the Devas.

Question 4 (b)

Discuss the ways in which the Sikh practice of Wand Shakana would help those living with HIV / AIDS in Kenya.

The question required candidates to apply their knowledge of Wand Shakana to the emerging issue of HIV/AIDS.

Weaknesses

Most candidates described what the Wand Shakana entails and failed to apply it to HIV/AIDS. Teachers should ensure that their students learn to apply the religious and moral principles to life and to emerging issues.

Expected Responses

- Donation of food to the AIDS orphans.
- Donation of medicine to those who are infected.
- Paying visits to those infected.
- Giving moral support to the infected and affected.
- Giving psychological support to the infected.
- Offering guidance and counselling to the affected and infected
- Educating the victims on how to live positively with the disease.
- Offering shelter to the AIDS orphans.
- Opening our homes for HIV/AIDS orphans.
- Making contributions to hospices.
- Giving home based care to AIDS victims.
- Giving money to the AIDS victims, that is, the affected and infected.

13.3 PAPER 2 (315/2)

In this paper, candidates had difficulties in Questions 5(a), (b) and 6 (b).

Question 5 (a)

Discuss the contribution made by Chaitanya Mahaprabhu in the spread of Bhakti Cult during the medieval period.

Weaknesses

The question expected the candidates to know the biography of Chaitanya Mahaprabhu, one of the enlightened souls selected for study in the content area of Hindu Historical Development (Form III Syllabus). Unfortunately, the majority of candidates had scanty knowledge on the life of Chaitanya Mahaprabhu to be able to answer the question adequately.

Expected Responses

- He allowed everyone to join in the worship/opened worship to all castes, creeds and races.
- He preached devotion to Hari, Rama and Krishna.
- He preached that devotion is the only way to God.
- He made it easy for people to perform worship since there were no elaborate rites and rituals prescribed.

- He introduced dancing while singing during worship and this attracted people.
- He taught equality, tolerance and consideration for all.
- He sent out people to spread his teachings.
- He compared the relationship between Krishna and a devotee to that between Krishna and Radha.

Question 5 (b)

Describe how the Hare Krishna movement has influenced the Kenyan Society

Weaknesses

Majority of the candidates described the development of the movement and were unable to connect its influence on the Kenyan society. This again, points to the inability of the candidates to apply knowledge to modern society. Teachers should take note that candidates should be trained to see the relevance of what they learn to the society.

Expected Responses

- Kenyans, irrespective of race, color, sex, tribe and religion have joined the movement.
- Chanting of "*Hare Rama*" in groups is a common sight in the cities of Kenya.
- All can come and see the cultural, religious programmes, drama and also participate in them.
- Kenyans have benefited from charitable activities, such as feeding programmes for the poor, medical camps and dispensaries.
- The devotees with their distinctive features: shaven heads, mala, pouch tilak can be spotted from the rest.
- Preachings and teachings are carried out in ISKCON temples built by the Movement for all.

Question 6 (b)

Describe the role of musical instruments in the singing of Bhajan and Kirtan.

Weaknesses

Some candidates chose to write on the importance of singing Bhajan and Kirtan and not the role musical instruments play in the singing of Bhajan and Kirtan as the question required. These candidates lost marks for being irrelevant. Candidates should be advised to read questions carefully and understand their demands before writing down their responses.

Expected Responses

- Bring rhythm in the singing.
- Draw and sustain the attention of devotees.
- Help in concentration.
- Give rest to singers.
- Liven up the surrounding/singing becomes alive
- Add melody to Bhajan/Kirtan songs.
- Energize the atmosphere.
- Enrich spiritually/enrich worship.
- Help singers to keep in tune/rhythm.
- Create harmony in singing.