



12.0 ISLAMIC RELIGIOUS EDUCATION (314) .

In the year 2009 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.

12.1 GENERAL CANDIDATES' PERFORMANCE

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

Table 17: Candidates' Overall Performance in IRE in the last four years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1	6,105	100	60.34	17.34
	2		100	56.76	17.77
	Overall		200	117.10	31.00
2007	1	7,100	100	64.51	17.91
	2		100	58.42	16.98
	Overall		200	122.93	31.00
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

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 2009 registering the highest number of candidates (9,026) compared to the year 2008(8622) a percentage increase of 4.47%.
- 12.1.2 In the year 2009 candidates' performance dropped in both Paper 1 (314/1) and Paper 2 (314/2).
- 12.1.3 The year 2009 registered the lowest overall mean of 96.23 in the four years under review.

This report analyses the candidates' general performance in the year 2009 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.

12.2 PAPER 1 (314/1)

The general performance of candidates in IRE Paper 1 (314/1) examination dropped from a mean of **61.43** in the year 2008 to a mean of **49.77** in 2009. The questions in which candidates' performance was relatively poor in the year 2009 KCSE IRE Paper 1(314/1) examination were 1(b), 3(a).

Question 1(b)

Describe the background to the revelation of Surah Hujurat.

The question expected that the candidates knew the history behind the revelation of Surah Hujurat.

Weaknesses

The candidates gave the teachings of Surah Hujurat instead of describing the history behind its revelation.

Expected Responses

- After the conquest of Makkah, many desert Arab tribes (Bedouins) sent emissaries to the Prophet (p.b.u.h) to make allegiance and accept Islam.
- The Bedouins appeared unpolished in their manner of dress and speech.
- They spoke loudly and in a manner which was disrespectful to the prophet.
- Their approach to the Prophet displeased Allah.
- The Surah was revealed to reprimand them/to lay down general code of behavior for Muslims and for all people.

Advice to Teachers

Teachers should emphasize on the background of Surah and not just their teachings and significance.

Question 3(a)

Discuss ways in which Hadith help muslims regulate their behavior.

The candidates were expected to discuss how Hadith can help Muslims in regulating their behavior.

Weaknesses

Candidates gave the importance of Hadith.

Expected Responses

- Muslims are supposed to get their ways of behavior from the Prophet (p.b.u.h).
- The Prophet taught by word and deed on how Muslims should behave.
- The Prophet's whole life was exemplary for Muslims to emulate.
- Hadith give guidance on how to behave in daily life and under different situations and circumstances.
- Hadith give guidance on how people in society should relate e.g. members of the family, neighbours, relatives, Muslims and non-Muslims, rich and poor etc.
- Give guidance on how Muslims should treat those who need help e.g widows, orphans, travelers.
- Spell out the etiquettes to be observed by Muslims e.g manners of eating, sleeping, toileting, greetings.
- Spell out how Muslims should relate to their leaders.
- Spell out the values/virtues that Muslims should keep e.g humility, respect, honesty, cleanliness, patience, tolerance, simplicity.
- Illustrate moral ideals e.g relationship between men and women.
- When Muslims are faced with a moral decision/dilemma they turn to Hadith for guidance.
- Spell out how Muslims should relate to their creator.

Advice to Teachers

Teachers should train candidates on how to tackle application questions.

12.3 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 4(b) and 6(b).

Question 4(b)

Give reasons why Sayyidna Uthman Ibn Affan was elected Caliph.

Candidates were expected to explain the reasons why Uthman Ibn Affan was elected to the Caliphate.

Weaknesses

Candidates gave the achievements of Khalifa Uthman.

Expected Responses

- He was one of the early Muslims who migrated to Abyssinia and then to Madina.
- He was one of the ten companions of the Prophet (p.b.u.h) to whom the Prophet gave the good tidings of Heaven.
- He was of gentle character, soft spoken, kindhearted and compassionate.
- Was one of the first ten people who believed in the Prophet (p.b.u.h).
- He was a companion of the Prophet (p.b.u.h) throughout the Prophet's life.
- He donated generously to the cause of Islam whenever the Prophet (p.b.u.h) needed help/funded the Islamic army especially the battle of Tabuk.
- He was married to two daughters of the Prophet ((p.b.u.h) (one after the other).
- He was one of the writers of the Revelation.
- The Prophet (p.b.u.h) had praised him and indirectly pointed to him after Abu Bakr and Umar as top companion.
- He was unanimously proposed as the next Caliph to succeed Umar by the panel of six companions appointed by Umar.

Advice to Teachers

Teachers should teach the topic on History of Islam exhaustively.

Question 6(b)

In ways have Muslims in Kenya helped in the provision of medical services?

Candidates were expected to explain how the Muslims in Kenya have assisted in the provision of medical services.

Weaknesses

Majority of the candidates could not give the correct answers.

Expected Responses

- Muslims have built hospitals, dispensaries, health centres and clinics in which they treat the sick and provide other health/medical services.
- There are Muslim doctors, nurses and other health workers providing medical care/services in health institutions throughout Kenya.
- Muslims also run mobile clinics in the remote parts of Kenya.

- Muslim lecturers/tutors/teachers training medical personnel e.g. doctors, nurses, pharmacists to serve the Kenyans.
- Muslim authors have written medical books and newspapers/magazines to educate the Kenyans on health matters.
- Muslim organizations which provide free medicine
- Muslim organizations and activists educate the public on HIV/AIDS, malaria, tuberculosis and other health issues.
- Muslim work in the administration and management of medical services e.g. Ministry of Health, medical colleges, hospitals etc.
- Muslims pay taxes which are used to provide services including medical services.
- Muslim industrialists/factory owners who produce medical material for use in hospitals and by doctors.
- Muslim pharmacists who run chemists/pharmacy to provide medicine and other medical materials to those who need them.
- Use of electronic and print media to teach the public on matters of health.
- Islamic teachings on matters of health, hygiene, cleanliness, dietary rules also help provide information on healthy living.

Advice to Teachers

Students should be guided on how to answer application questions. It is evident that the sub-topic “Contributions of Muslims in East Africa” is neglected during teaching. Teachers of IRE should ensure that all topics in the syllabus are covered exhaustively.