

### 3.4 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2012, 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 11: Candidates' Overall Performance in IRE in the last four years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2009	1		100	49.77	18.99
	2		100	47.31	18.98
	<b>Overall</b>	<b>9,026</b>	<b>200</b>	<b>96.23</b>	<b>36.28</b>
2010	1		100	49.21	19.12
	2	<b>10,773</b>	100	44.65	18.81
	<b>Overall</b>		<b>200</b>	<b>93.35</b>	<b>35.80</b>
2011	1		100	41.13	15.19
	2	<b>13,319</b>	100	45.04	21.15
	<b>Overall</b>		<b>200</b>	<b>86.13</b>	<b>33.60</b>
2012	1		100	36.42	16.61
	2	<b>17630</b>	100	27.91	15.11
	<b>Overall</b>		<b>200</b>	<b>64.29</b>	<b>29.59</b>

Observations can be made from the table above:

- 3.4.1.1 The candidature in the KCSE IRE examination has been rising steadily over the four year period, with the year 2012 registering the highest number of candidates (17,431) compared to the year 2011(13,319) a percentage increase of 23.59%.
- 3.4.1.2 In the year 2012 candidates' performance dropped in both Papers.
- 3.4.1.3 The year 2012, registered an overall mean of **64.29**.

This report analyses the candidates' general performance in the year 2012 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 **41.13** in the year 2011 to a mean of **36.42** in 2012. The questions in which candidates' performance was relatively poor in the year 2012 KCSE IRE Paper 1(314/1) examination were **1 (b), 2 (a) and 5 (c)**

#### **Question 1(b)**

Explain seven lessons that Muslims can learn from the last three verses of surah Al- Baqarah Q2:284-286

The question expected the candidates to know the last three verses of Al- Baqarah so as to be able to derive the lessons.

#### **Weaknesses**

The candidates were giving the lessons of Ayatul Qursi and surah An-Nur

#### **Expected Response**

- (i) Muslims should exercise humility because all they own belongs to Allah
- (ii) Allah is the owner of all that is in the heavens and earth. Muslims should shun pride and show off.
- (iii) Muslims should seek for forgiveness from Allah because its Allah who forgives at His own will and punishes at His own will
- (iv) Muslims should trust and rely on Allah only because He has full control of all things.
- (v) Muslims should believe/follow the teachings of the Quran revelation from Allah.
- (vi) Muslims should follow/imitate the prophet (p.b.u.h) because he had the highest standard/level of faith in the message of Allah.
- (vii) A true believer should believe in the articles of faith i.e. belief in Allah, Angels, messengers, books etc.
- (viii) Muslims will gain complete faith when they believe in all of Allah's messengers without any distinction . To disregard any of Allah's messengers is disbelief.
- (ix) Muslims should submit fully to the will of Allah , Allah's will is superior to the will of human beings.
- (x) Muslims should always supplicate to Allah and seek for His forgiveness.
- (xi) Believers should turn to their creator
- (xii) Allah is merciful because He does not burden a person beyond his capabilities
- (xiii) Believers are punished and rewarded for what they have done because Allah is just.
- (xiv) Allah has favoured Muslims by giving them lenient obligations as compared to Jews and Christians.
- (xv) Allah is the giver of victory.

### **Advice to Teachers**

Teachers need to teach the selected surahs and verses exhaustively, so that the candidates master the meaning and teachings/lessons of the verses.

### **Question 2(a)**

State four differences between the compilation and standardisation of the Quran.

The question expected the candidates to differentiate between the compilation and standardisation of the Quran.

### **Weaknesses**

Candidates were giving the circumstances that led to the standardisation of the Quran

### **Advice to Teachers**

Teachers should train candidates on how to tackle application questions.

### **Expected Responses**

- (i) Compilation was done during the reign of Khalifa Abubakar (R.A) and standardisation was done during the reign of Khalifa Uthman(R.A).
- (ii) In the compilation of the Quran there was only one scribe, Zaid bin Thabit but in the standardisation of the Quran there were four scribes, Zaid bin Thabit, Abdullahi Ibn Zubair, Said Ibn Aas and Abdulrahman Ibn Harith.
- (iii) Compilation was done at the advice of Umar Al- Khattab while standardisation was done at the advice of Hudhaifa bin Al- Yaman.
- (iv) Reasons for compilation was because of the fear of the loss of Quran while standardisation was for fear of disunity among Muslims.
- (v) Compilation involved collecting different portions of Quran in to a single volume while standardisation involved the unification of pronunciation of Quran.
- (vi) Compilation resulted into one official copy while standardisation resulted into six official copies distributed to the six provinces.

### **Question 5 (c)**

Give five reasons why Qiyas is an important source of Shariah to Muslims

Candidates were expected to give reasons why Qiyas is used by Muslims as a guide in Shariah matters.

### **Weaknesses**

Majority of the candidates did not have an idea of what Qiyas is; they were taking it to be a form of measurement.

## Expected Responses

- (i) Through Qiyas, Muslims are able to solve issues that are not directly mentioned in the Quran, Hadith or Ijmah.
- (ii) Use of Qiyas encourages analytical and positive thinking among Muslims so as to be able to solve issues affecting them.
- (iii) Makes it easy to understand/use and apply the Islamic law/Shariah
- (iv) Use of Qiyas leads to better understanding of Islam.
- (v) Simplifies the understanding of Quran and Hadith as sources of Shariah
- (vi) Assists Muslim scholars make decisions affecting Muslims and pass injunctions/fatwa.
- (vii) It gives a precise way of ruling on a case, e.g. intoxicants.
- (viii) Qiyas as a source of Shariah assists Muslims in solving issues that come up at different times and places.
- (ix) Qiyas is the most widely used of the four sources, in Shariah applications.

## Advice to Teachers

Teachers must teach the four sources of Shariah as stated in the syllabus, majority teach only Quran and Hadith.

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

The paper tested the syllabus adequately and all questions were within the syllabus, however performance was poor. Questions which posed challenges to candidates were 1(a), 4(b) and 6(a)

#### Question 1(a)

Discuss ways through which Muslims can discourage gambling in the society.

#### Weaknesses

Candidates were giving the effects of gambling

#### Expected Responses

- (i) Guidance and counselling should be undertaken in madrassas, schools and mosques to enlighten the Muslims on the evils of gambling
- (ii) Creating employment for the youth to act as a substitute for the vice especially for those who are unemployed and are out to make quick money.
- (iii) Appealing to authorities to ban gambling, this will discourage many people from engaging in the vice.
- (iv) Establishing recreation facilities e.g. swimming pools, IT centres, gym facilities, play grounds to engage the youth and keep them busy.
- (v) Parents to ensure that the youth are engaged in meaningful activities while at home so as to avoid idleness which can lead to the vice.
- (vi) Muslim individuals/organisations to offer loans to other Muslims to start income generating projects which will discourage the vice.
- (vii) Gambling as a vice is taught in the IRE syllabus in schools and madrassas and this equips the youth with relevant knowledge to avoid the vice.
- (viii) Creating awareness about the vice through the mass media

- (ix) Organising workshops and seminars for experts to strategise on the best way forward of containing/fighting gambling.

#### **Question 4 (b)**

Elaborate on five challenges faced by Sayyidna Uthman Ibn Affan during his caliphate.

#### **Weaknesses**

Candidates only talked about the allegations levelled against him, this was only one of the challenges.

#### **Expected Responses**

- (i) Accusations of administrative malpractices, most of which were trivial and based on misunderstandings e.g. he was accused of nepotism, misappropriation of funds, disregarding of Quran and Hadith e.t.c.
- (ii) Discontent in provinces against some governors and officials, and he had to deal with these, it was not easy to satisfy all the people.
- (iii) His soft nature and old age made people take advantage of him; he was not used to taking strong action against offenders, hence overlooked the weaknesses and faults of others.
- (iv) Vastness of the caliphate/empire which required extra effort to monitor and supervise made it difficult for him to supervise all the governors in the provinces and also know the problems that the people were facing.
- (v) External threats/danger posed by Roman and Persians who were in constant wars with Muslims. Uthman had a challenge of looking for a way of quelling these wars.
- (vi) The threat of the hypocrites who were fighting Islam from within e.g. Abdullah Ibn Sabah who created fitna among Muslims which eventually led to the assassination of Khalifa Uthman.
- (vii) Dealing with pre- Islamic tribal rivalries which threatened to create disunity among Muslims e.g. the rivalry between Banu Hashim and Banu Ummayad.
- (viii) Eliminating differences and disputes in the pronunciation of the Quran which emerged as a result of territorial expansion.

#### **Question 6 (a)**

Discuss five contributions made by Muslim Scholars to science

#### **Weaknesses**

Candidates were giving the general contributions of Muslim scholars

#### **Expected Responses**

- (i) Muslim scholars excelled in Chemistry and laid foundations e.g. Jabir Bin Hayyan is regarded as the father of Chemistry.
- (ii) Ibn Sins wrote 246 books in different sciences e.g. Canon of Medicine which was a chief guide for medical colleges in the West from 12<sup>th</sup> to 17<sup>th</sup> century. He discovered TB, Menigitis and close to 760 drugs.
- (iii) In ophthalmology, Hunain Ibn Ishaq, the head of the famous school of translators founded by Khalifa Maamun wrote the first systematic book of ophthalmology.
- (iv) In the field of medicine, Al- Razi wrote over 200 books, he was a physician as well as a scientist.

- (v) AL-Zahrawi was a famous surgeon who treated patients and taught students from the Muslim world and Europe. His book 'Medical Encyclopaedia' contained 30 sections of surgical knowledge and illustrations of 200 surgical instruments, it was used as a standard textbook on surgery in Europe, he was the first to use silk thread in stitching wounds.
- (vi) In pharmacy, Al-Idris collected plants and data not reported before him from which a large number of drugs became available to medical practitioners.
- (vii) Ibn Al-Baitar was one of the greatest scientists and botanists, he went on many expeditions to Africa and Asia to collect plants. His book is one of the greatest botanical compilations dealing with medical plants.
- (viii) AL-Khuwarizmi was the first great Muslim mathematician who invented algebra which was further developed by other Muslim scholars like Umar-Al-Hayyam.
- (ix) AL-Battani is considered one of the greatest astronomers of Islam, he discovered the accurate determination of the solar year as 365 days, 5 hours, 46 minutes and 24 seconds which is very close to modern estimates.
- (x) Al-Kindi is considered as the first philosopher in Islam.
- (xi) In Geography, Ibn Majid invented the compass to determine directions which is in use up to now.
- (xii) In Geology, Al Bairuni was the first to known writer to identify the formation of sedimentary rocks and the great geological changes that happened in the past.

### **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.C.D, 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.
- Teachers must go an extra mile and teach these candidates on how to answer application questions. Let the candidates be exposed to as many application questions as possible.

### **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.