## 3.4    ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2013, 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.

*Candidates' Overall Performance in IRE in the last four years*

| Year | Paper | Candidature | Maximum Score | Mean Score | Standard Deviation |
|------|-------|-------------|---------------|------------|--------------------|
| 2010 | 1 |  | 100 | 49.21 | 19.12 |
|      | 2 |  | 100 | 44.65 | 18.81 |
|      | Overall | 10,773 | 200 | 93.35 | 35.80 |
| 2011 | 1 |  | 100 | 41.13 | 15.19 |
|      | 2 |  | 100 | 45.04 | 21.15 |
|      | Overall | 13,319 | 200 | 86.13 | 33.60 |
| 2012 | 1 |  | 100 | 36.42 | 16.61 |
|      | 2 |  | 100 | 27.91 | 15.11 |
|      | Overall | 17630 | 200 | 64.29 | 29.59 |
| 2013 | 1 |  | 100 | 39.20 | 18.74 |
|      | 2 |  | 100 | 30.47 | 16.47 |
|      | Overall | 16472 | 200 | 69.63 | 33.15 |

Observations can be made from the table above:

(i)    The candidature decreased from 17630 to 16472 in 2013, a percentage decrease of 6.56%

(ii)    In the year 2013 candidates' performance improved in both Papers.

(iii)    The year 2013, registered an overall mean of **69.63**.

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This report analyses the candidates' general performance in the year 2013 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 improved from a mean of **36.42** in the year 2012 to a mean of **39.20** in 2013 The questions in which candidates' performance was relatively poor in the year 2013 KCSE IRE Paper 1(314/1) examination were **4 (b)** and **5 (a)**

### Question 4 (b)

Describe the factors that led to the development of schools of thought (Madhahib).

The question expected the candidates to to know the reasons as to why the schools of thought developed

### Weaknesses

The candidates were not able to come up with the factors that led to the development of the schools of thought.

### Expected Responses

(i)     Differences in linguistic interpretation of the Quran where some scholars interpreted some Quranic verses differently. This led to the evolvement of schools of thought.

(ii)    The geographical spread of leading Muhadithin, these were spread all over the Muslim world and taught people around them their views thus leading to the evolvement of the schools of thought.

(iii)   The question of who should be depended upon for authority, either those who grew up in Madina and were conversant with the prophetic traditions of those from Kufa with the best Sahabas and Tabiuns, in the interpretation of the Quran and Sunnah. This created 2 groups which later grew into the 4 schools of thought.

(iv)    Issues came up and solutions could not be found either in the Quran or Sunnah; this led to the scholars to exercise their ijmah so as to solve these issues and this led to the rise of the schools of thought.

(v)     The expansion of Muslim empire where Islam spread far and wide and many people converted to Islam. This led to the rise of different ideas which gave rise to the schools of thought.

(vi)    Different scholars had their own views on various issues in Islam, this also contributed to the rise of schools of thought.

(vii)   Competition in acquiring knowledge which gave rise to different opinions among the scholars also contributed to the rise of the schools of thought.

(viii)  Spread of authentic hadith which led to the different applications and issues also contributed to the rise of different applications and issues also contributed to the rise of schools of thought.

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(ix)   Spread of hadith to different areas where weak/forged hadith came up and difference in opinions developed.

## Advice to Teachers

Teachers need to teach the topic of Imams exhaustively

## Question 5 (a)

Discuss how the application of Hudud laws can reduce the rate of crime in the society

The question expected the candidates to explain how crime rate can be reduced with the application of Hudud laws

## Weaknesses
Candidates were giving the Hudud laws and their punishment

## Advice to Teachers

Teachers should train candidates on how to tackle application questions.

## Expected Responses

(i)    Punishments given for the sexual offences e.g. stoning for adultery and 100 lashes for fornicators will act as a deterrent for these immoral acts.
(ii)   Chopping off the hand will serve as a lesson to potential thieves and hence reduce the vice. This will also act as a shame to the offender before the public thus minimizing a repeat of the same.
(iii)  Punishing the murderers by killing them will serve as a lesson that no human being has the right to take the life of the other.
(iv)   Since the murderer has to be killed, it will remain as a living lesson to the society not to commit the crime.
(v)    The punishment for slander (80 lashes), which is carried out in public creates awareness to all those who witness it of the severity of the crime and thus no one would wish to be subjected to the same.
(vi)   The punishment awarded for robbery with violence will instil not only fear but respect for other peoples' properties.
(vii)  The fact that Hudud Laws cannot be manipulated by the state or individuals makes people to refrain completely from such crimes.

## 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), 3(b), 4(b) and 5(c)

## Question 1(a)

Discuss the effects of sexual perversions on the society

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## Weaknesses

Candidates were defining and giving types of sexual pervasions.

## Expected Responses

(i)     Moral decadence in the society, because people engage in immoral acts such as Zina which is fulfilling one's desires outside the acceptable norms e.g. sexual desires should only be fulfilled when one is legally married.

(ii)    Sexual perversions neglects the noble objectives of sex to a mere gratification of physical desires;

(iii)   It reduces reproduction since sexual perverts may not play their role as spouses according to the Shariah.

(iv)    It leads to the breakdown of marriage as the basic unit of the Muslim family;

(v)     It leads to the spread of sexual transmitted (Stds) such as HIV/AIDS

(vi)    It causes poverty in the society as resources are diverted from their proper use;

(vii)   It reduces economic productivity since many parents spend working hours in their pursuits of fulfilling their desires e.g. watching pornography.

(viii)  It increases the number of crimes in the society eg. rape, incest. etc.

(ix)    It is a major reason for incest.

(x)     Innocent children are abused to satisfy such perversions e.g child prostitutions, pornography and paedophile.

(xi)    It attracts punishment from Allah in this world and in the hereafter

(xii)   Children whose parents engage in immoral acts may suffer due to negligence.

## Question 3(b)

Under what circumstances is a business contract considered invalid in Islam?

## Weaknesses

Candidates talked about the conditions of a contract.

## Expected Responses

(i)     A sale is not valid unless there is an offer by the seller and acceptance by the buyer or his agent.

(ii)    The transaction is invalid 'if the offer and acceptance do not correspond i.e if the offered 'price' is one thousand and the buyer 'accepts' for five hundred.

(iii)   A sale is invalid if the offer or acceptance is made conditional upon an event outside the agreement e.g 'I sell it to you, should the rain fall.'

(iv)    Parties to the contract must have reached the age of puberty and are sane. It is not a must that both are Muslims.

(v)     Parties to the contract must not be forced to make the business contract.

(vi)    A business contract should not involve something that is impure in itself (najasa) e.g sale of pigs.

(vii)   It is invalid to transact something which is not useful or unlawful e.g poison, musical instruments.

(viii)  It is not valid to sell other people's properties without their permission.

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(ix) Any business contract or transaction that involves riba (interest) is invalid (Q.2:275; 2:278).

(x) It is not valid to make a transaction or contract that includes an invalid stipulation e.g I buy your house provided you divorce your wife.

## Question 4 (a)

Describe the lessons that Muslims can learn from the Prophet's farewell speech.

**Weaknesses**

Candidates were giving general teachings of the Prophet.

**Expected Responses**

(i) Taking of interest is unlawful.
(ii) All blood feuds were abolished.
(iii) Kind treatment to wives.
(iv) Brotherhood among Muslims was encouraged.
(v) Sanctity of private property.
(vi) Oppression and injustice are prohibited.
(vii) Adherence to the teaching of the Quran and Sunnah.
(viii) Fair treatment of Servants and Slaves.
(ix) Equality of all believers in the sight of Allah.
(x) Propagation of Islamic teachings to others.
(xi) Avoidance of all sins.

## Question 5(c)

Explain the contributions of Muslims to the development of culture in East Africa

**Weaknesses**
Candidates were giving general contributions of Muslims not in culture.

**Expected Responses**

(i) They have contributed towards the growth of Kiswahili language which is greatly influenced by Arabic spoken by the early Muslims.

(ii) Muslim have shaped the dietary habits and regulation of East Africa e.g the eating of halal foods and the introduction of Muslim recipes.

(iii) The manner of dressing of East African peoples has been significantly influenced by Muslims. For example the introduction of Kofia and Kanzu for males as well as buibui or hijab for women. A new concept of covering nakedness (awrah) was also put in place.

(iv) Muslims have also influenced the material culture of this region e.g architectural designs (such as minaret), art and craft, music, songs e.g poems and didactic compositions (maulid barzanji).

(v) Muslims have intermarried with other East African, people. This has promoted good neighbourliness and peaceful co-existence.

(vi) Introducing new regulations on interpersonal relations such as mahrim (close relatives).

(vii) Introduction of new calibre of leaders and specialists who replaced the old/traditional

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ones e.g ulama, kadhis and political leaders.
(viii)    Introduction of new ceremonies and festivals such as Idd, Juma, nikah ceremonies.
(ix)    Introduction of new belief system and ritual worship e.g belief in Allah alone; salat, zakat e.t.c.

## 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 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. 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.

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