

3.4 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2018, 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 12: Candidates' Overall Performance in IRE in the last four years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2015	1	22,020	100	49.35	15.81
	2		100	39.15	16.16
	Overall		200	88.49	30.08
2016	1	23,941	100	41.14	19.99
	2		100	33.10	19.47
	Overall		200	73.95	37.48
2017	1	25,512	100	34.87	17.63
	2		100	42.27	18.86
	Overall		200	77.38	34.31
2018	1	28,662	100	34.91	17.33
	2		100	33.56	18.66
	Overall		200	68.33	34.17

Observations can be made from the table above:

- i) The candidature increased from 25,512 in 2017 to 28,662 in 2018, a percentage increase of 10.99%
- ii) In the year 2018, candidates' performance dropped in Paper two.
- iii) The overall mean dropped from 77.38 in 2017 to 68.33 in 2018

This report analyses the candidates' general performance in the year 2018 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 mean for IRE Paper 1 (314/1) was **34.91** in 2018. The questions in which candidates' performance was relatively poor in the year 2018 KCSE IRE Paper 1 (314/1) examination were **2 (a), 3 (a) and 4 (c)**.

Question 2(a)

Describe eight teachings on Muslim brotherhood as derived from Surah Hujurat

Weaknesses

Candidates were not able to give the teachings on brotherhood from Surah Hujurat but instead gave general themes of the Surah. Some of them gave teachings of Surah Nur

Advice to Teachers

Thorough teaching of selected Surah, Candidates must be taught the meaning of the verses, teachings and lessons of the Surahs

Expected Responses

- (i) Muslims should verify rumours brought to them by evil minded people so as to avoid hurting their brothers in Islam – verse 2.
- (ii) Muslims should Institute reconciliation measures that will help bring peace among quarrelling parties – verse 9.
- (iii) Muslims should consider one another as brothers – verse 10.
- (iv) Muslims should avoid despising fellow Muslims so as to enhance good relations amongst themselves – verse 13.
- (v) A Muslim should refrain from ridiculing fellow believers – verse 11.
- (vi) Muslims should refrain from insulting fellow Muslims – verse 11.
- (vii) Muslims should desist from calling others with offensive nicknames – verse 11.
- (viii) A believer should avoid suspicion as this would amount to sin if not proven and may also cause hatred amongst Muslims – verse 12.
- (ix) Muslims should refrain from backbiting and spying on one another as these acts destroy the bond of Islamic brotherhood – verse 12.
- (x) Muslims should not use race and tribe as a basis of discriminating others but should consider merit and the fear of Allah as the basis of good relations – verse 13.

Question 3(a)

Describe four ways through which Imam Bukhari ensured authenticity of his collection of Hadith.

The question expected the candidates to describe how Imam Bukhari safeguarded the purity of the hadith that he collected.

Weaknesses

Candidates gave the biography of Imam Bukhari.

Advice to Teachers

When teaching the Six authentic collection of Hadith, teachers need to go beyond the biographies of the imams.

Expected Responses

- (i) He was very careful in his collection of Hadith and only included in his collection authentic traditions whatever he was not sure of even through authentic he left out.
- (ii) He collected over 600,000 hadith but only chose 7,275 as authentic and included in his Sahih after careful scrutiny.
- (iii) He had an excellent memory and was capable of remembering long and complex chains of narrators of hadith, this helped him ensuring that all his chains of narrations were reliable, he could only include in his book a hadith whose chain of narrators was authentic and reliable.
- (iv) He stayed in Makka and Madina for several years to collect hadith from leading hadith scholars, and ensured that the narrators he collected hadith from were authentic and reliable.
- (v) He was meticulous in attention to details when it came to compilation of hadith, he was very strict in rules for accepting a hadith as authentic e.g. he would verify a chain of narrators as reliable before including a hadith in his compilation, he would study the lives of all the people in the chain in depth.
- (vi) He would make sure that if a narrator narrates a hadith from someone else they both must have been in the same place and actually met and discussed the hadith.
- (vii) He studied the lives of the narrators and proved that they were trustworthy and would not fabricate hadith, he would not include a hadith in his book if the narrator was considered untrustworthy.
- (viii) He used strict guidelines to classify hadith as either Sahih ,hasan or dhaif , this system became the standard by which all hadith was classified by other hadith scholars.
- (ix) He scrutinized the content (matn) of each hadith and ensured that it was in accordance with the teachings of the Quran and Sunnah.
- (x) For any hadith that he accepted, he ensured that the first transmitter had to be a companion of the Prophet (P.b.u.h.).
- (xi) He would perform a prayer before including a hadith in his collection; to seek for Allah's protection and guidance.

Question 4(c)

State five ways in which the devotional acts inculcate the virtue of punctuality among Muslims

Weaknesses

Candidates were expected to state how performance of devotional acts enable Muslims to observe punctuality, but they gave the time when the devotional acts are performed.

Advice to Teachers

Teachers need to train candidates on how to answer application questions. They need to expose candidates to past KCSE question papers.

Expected Responses

- (i) Upon conversion to Islam, the convert is required to utter/pronounce the Shahada immediately without any delay, this inculcates the virtue of punctuality.
- (ii) Observation of the five daily prayers at their specified times inculcates the virtue of punctuality.
- (iii) Giving of Zakatul maal after the lapse of exactly one year or upon maturity of a given commodity and without delay.
- (iv) Breaking of fast/saum immediately after sunset and without delay, and also beginning fasting

- at the specified time at dawn.
- (v) Observing Hajj in the specified month and dates.
Giving out Zakatul fitr at the specified time i.e. during the month of Ramadhan, before Idd-Ul-fitr prayers

3.4.3 IRE Paper 2 (314/2)

The paper tested the syllabus adequately and all questions were within the syllabus, the performance dropped from a mean of 42.27 in 2017 to 33.56 in 2018. Questions which posed challenges to candidates were 2(b), 5(a), and 6(a)

Question 2(b)

Suggest seven ways through which Muslims can assist in curbing domestic violence.

Weaknesses

This was an application question where Candidates were expected to give remedies to domestic violence. They were not able to give correct responses. They did not understand the question

Advice to Teachers

Teachers have to teach emerging issues exhaustively, domestic violence does not just affect Muslims alone, they can use the internet which has a lot of information on this area.

Expected Responses

- (i) Educating fellow Muslims on the need to have an understanding between couples so as to lead a peaceful life.
- (ii) By advising Muslims who are married to seek alternative ways of resolving issues in marriages rather than resorting to violence.
- (iii) Advocating for respect between couples and letting them know that only Allah is perfect and urging them to exercise patience.
- (iv) By intervening in case of a situation where the violence has erupted and standing in as just and fair mediators.
- (v) Preaching the essence of a peaceful co-existence between couples during marriage as it is the case in the sermon for Nikah and stressing that in case of disagreements people could part without violence.
- (vi) Creating awareness amongst the youth who are just about to get married and those who are married on the adverse effects of domestic violence.
- (vii) Praying for the couples during marriage for Allah to bless them with a peaceful and loving union.
- (viii) By adopting the exemplary practice of the Prophet who used to be the best to his wives.
- (ix) By adopting the gradual steps of resolving disputes between couples as provided for in the Quran.

Question 5(a)

Explain six factors that facilitated the spread of Islam in both Mumias and Buganda in the nineteenth century

Weaknesses

This was a synthesis question. Very few candidates were able to come up with the correct responses; most of them gave the factors for the spread of Islam in East Africa.

Advice to Teachers

Teachers should expose learners to higher order thinking skills. There is need to train learners on how to answer analysis, synthesis and evaluation questions.

Expected Responses

- (i) The acceptance of the rulers of both Mumias and Buganda to convert to Islam.
- (ii) Both rulers welcomed the Muslim missionaries in their respective areas.
- (iii) They both declared Islam to be the religion of their kingdoms.
- (iv) They both helped in the establishment of Madrasas in those areas.
- (v) Mosques were used as learning centres in both Mumias and Buganda.
- (vi) The two leaders allowed propagation of Islam in their regions.
- (vii) Special quarters were set aside for the Muslim visitors to stay while in these kingdoms.
- (viii) Intermarriages between the locals and the Muslims in both Mumias and Buganda facilitated the spread of Islam in both areas.
- (ix) Good trade relationships between the Muslim traders and the people of Mumias and Buganda facilitated the spread of Islam in those areas.

Question 6(a)

Describe six lessons that a Muslim youth can learn from Sheikh Al- Amin Mazrui

Weaknesses

Candidates gave contributions and achievements of Al-Amin Mazrui

Advice to Teachers

Teachers need to teach the topic of Muslim Scholars exhaustively and train learners on answering application questions.

Expected Responses

- (i) Muslims should devote their lives to the service of Islam.
- (ii) They should strive to become scholars and attain higher levels of education.
- (iii) They should perfect their characters and behavior by implementing the teachings of Islam hence leading a pious and religious life.
- (iv) Appreciation and emulating the act of writing books on Islamic matters and its distribution to spread Islam e.g. Hidayatul Atfal which he wrote.
- (v) Muslims should support education for women as an important part in the upbringing of an upright society.
- (vi) It is the will of Allah that one gets success in this world. Sheikh Al-Amin was an orphan but still succeeded.
- (vii) Muslims should strive to establish Islamic schools such as Madras where Islamic education is offered.
- (viii) Muslim should work hard to attain leadership positions.
- (ix) Muslims should be forefront in the propagation of religion through public lectures, mosque darsas.
- (x) Muslims should strive to disseminate education to all e.g. Sheikh Al-Amin attracted students from many different countries.

Advice to Teachers

- i) 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.
- ii) 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.
- iii) Teachers require training in the setting of I.R.E examination questions.
- iv) Teachers must go an extra mile and teach these candidates on how to answer application questions.

Conclusion

- i) Teachers in IRE require in-servicing so as to acquire techniques and best practices in the teaching and examining of IRE.
- ii) 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.
- iii) The Kenya Institute of Curriculum Development need to ensure that the IRE course books are accessible to all schools that offer IRE.
- iv) Teachers should strive to teach all topics as stated in the syllabus, not just give students answers to possible examination questions.