

### 3.4 ISLAMIC RELIGIOUS EDUCATION (314)

In the year 2022, 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 13: Candidates’ overall performance in IRE in the last four years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2019	1	32,685	100	37.63	20.03
	2		100	28.21	17.34
	<b>Overall</b>		<b>200</b>	<b>65.79</b>	<b>35.68</b>
2020	1	32,687	100	43.58	20.26
	2		100	36.66	19.74
	<b>Overall</b>		<b>200</b>	<b>80.18</b>	<b>37.69</b>
2021	1	36,711	100	43.57	20.13
	2		100	46.79	20.63
	<b>Overall</b>		<b>200</b>	<b>90.30</b>	<b>38.41</b>
2022	1	40941	100	45.77	22.65
	2		100	42.50	21.83
	<b>Overall</b>		<b>200</b>	<b>88.18</b>	<b>42.1</b>

Observations can be made from the table above:

- (i) The candidature increased from **36,711** in 2021 to **40,941** in 2022.
- (ii) In the year 2022, there was an improvement in the candidates’ performance in paper one and a drop in paper two.
- (iii) The overall mean declined from **90.30** in 2021 to **88.18** in 2022.



This report analyses the candidates' general performance in the year 2022 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) improved from **43.57** in 2021 to **45.77** in 2022. The questions in which candidates' performance was relatively poor in the year 2022 KCSE IRE Paper 1 (314/1) examination were: **2 (b) and 4 (b)**

#### Question 2(b)

Outline **six** benefits of diacriticalisation of the Quran

#### Weaknesses

Some candidates gave the importance of the Quran while others gave reasons for standardization instead of outlining benefits of diacriticalisation of the Quran.

#### Advice to teachers

Teachers should guide learners on how to differentiate between standardisation and diacriticalisation of the Quran.

#### Expected responses

- (i) It helps non-Arab Muslims to make proper pronunciation of the Quran while reciting it.
- (ii) It helps to safeguard distortion of the meaning of the Quran.
- (iii) It makes the reading of the Quranic text much easier.
- (iv) It helps to bring about uniformity in the way Muslims recite the Quran throughout the Muslim world.
- (v) From the perspective of teaching, it makes it easy for learners to acquire skills for reading and memorization.
- (vi) Oral diction of the Quran can accurately be rendered into writing through the use of diacritical marks and vowel sounds.
- (vii) The use of diacritical marks not only aided in the correct reading of the Quran, but also other texts in the Arabic language.
- (viii) Diacritical marks assisted in the spread of Islam to other parts of the world by making it easy for people to recite and understand the meaning of Quran.

#### Question 4(b)

State **six** principles of peaceful coexistence according to Surah *Al Hujurat*.

#### Weaknesses

Candidates gave principles of international relations and some gave teachings of Surah *An Nur* instead of basing their responses on *Surah Al-Hujurat*.



### Advice to Teachers

Teachers need to train learners on how to respond to questions where a particular context is given. Meaning of different Surah should be taught to avoid confusion between the Surah.

### Expected Responses

- (i) Respect for leaders who are symbols of community togetherness should be upheld. (Q 49 : 1 - 5)
- (ii) Verification of any information received to avoid quarrels and fights that may harm people in the society and threaten their unity. (V 6)
- (iii) Belief in Allah and the teachings of His Prophet lead to a peaceful and law abiding society. (V 7)
- (iv) Acknowledgement of the differences in culture, tribes, nations as a way of interacting and tolerating one another. Tolerance towards others regardless of their tribes and culture leads to peace and tranquility in the society. (V 13)
- (v) Dignity of all members of the society should be protected. Muslims should not defame others or call them by unacceptable nicknames. (V 11)
- (vi) Making peace between fighting parties and always defending the oppressed. (V 9)
- (vii) Equality before Allah and the law as the Surah exhorts believers to have strong belief in Allah to gain themselves the highest respect.
- (viii) Living like brothers and seeking reconciliation whenever aggrieved by others. (V 10)
- (ix) Avoiding suspicion, people will avoid sowing seeds of animosity and discord. (V 12)

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

The paper tested the syllabus adequately and all questions were within the syllabus, there was a slight drop in performance from a mean of 46.79 in 2021 to 42.5 in 2022. Questions which posed challenges to candidates were 1 (b), 2(c), 4(a).

#### Question 1(b)

In which ways can Muslims exercise justice towards their servants?

#### Weaknesses

Candidates gave circumstances under which justice was applied rather than giving ways through which Muslims can exercise justice.

### Advice to Teachers

Teachers should expose learners to higher order thinking skills. There is need to train learners on how to answer application questions.

### Expected Responses

- (i) By paying them on time.
- (ii) Allowing them time to rest.
- (iii) Not overworking them.
- (iv) Not underpaying them.
- (v) Assisting them in their work if possible.
- (vi) Not discriminating against them.
- (vii) Being compassionate and kind towards them.
- (viii) Paying them what is commensurate to their services.
- (ix) Giving them time off to fulfil religious obligations
- (x) By being fair while promoting them.



- (xi) By allowing them to express themselves freely in case of dissatisfaction.

### Question 2 (c)

State seven factors that facilitated the Prophet's migration to Madina.

#### Weaknesses

Candidates gave responses on the measures put in place by the Prophet before migration to Madina. Some candidates lacked content to respond to the question.

#### Advice to Teachers

Teachers should teach the History of Islam exhaustively rather than just expose learners to revision questions and answers.

#### Expected Responses

- (i) Persecution for Muslims in Makkah had become so intense.
- (ii) The invitation offered to the Prophet (P.b.u.h) by the people of Madina.
- (iii) The two covenants of Aqabah which assured the Prophet (P.b.u.h) of his protection when he migrates to Makkah.
- (iv) The tribes of Madina were generally hospitable compared to those in Makkah.
- (v) The permission granted by Allah to His prophet to migrate to Madina.
- (vi) The need for expansion of Islam – Islam had spread in Makkah and by migrating to Madina more Muslims from other regions would embrace Islam.
- (vii) Madina was a conducive environment for the propagation of Islam.
- (viii) The boycott imposed on the Muslims weakened them physically and financially and when the opportunity came, the Prophet ordered his companions to migrate.
- (ix) The plot by the Qureish to kill the Prophet (P.b.u.h)

### Question 4(a)

State six lessons that Muslims learn from the incident of Isra wal-miraj.

#### Weaknesses

Candidates gave responses on the importance of Isra wal-miraj rather than the lessons learnt from the incident.

#### Advice to Teachers

Teachers should teach the History of Islam exhaustively rather than just expose learners to revision questions and answers.

#### Expected Responses

- (i) Allah is the most powerful, He took the Prophet from Makkah to Jerusalem and to heaven in one night hence Muslims should rely on Allah.
- (ii) Miracles exist, it was possible for the Prophet to take the long journey in one night which was practically not possible, hence Muslims should never give up.
- (iii) Muslims should obey Allah's commands, the Prophet was shown people who were in hell because of disobedience of Allah's commands.
- (iv) Righteous people will be rewarded with paradise.
- (v) Everything is possible through Allah.
- (vi) Islam is a true religion.
- (vii) Muslims should perform the five daily prayers
- (viii) It affirms that prophet Muhammad was the chosen leader as he led all the prophets in



- prayer in Bait Al Maqdis.
- (ix) Muslims should trust and believe in all what the prophet says without questioning as was the case with Abubakar (R.A)
  - (x) It confirmed that there is life after death as the Prophet was shown paradise and hell fire
  - (xi) Allah honors the pious and those he loves as was the case with the Prophet (P.b.u.h)

#### 3.4.4 Advice to Teachers

- 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 capacity building in the setting of I.R.E examination questions.
- Teachers to teach candidates on how to answer application questions.

#### 3.4.5 Conclusion

- Despite the slight improvement in performance in paper one, there is still need for teachers to change their style of teaching and to train students on how to answer application questions as these form the majority of the questions in these papers.
- 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 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, and not just give students answers to possible examination questions.