

There was a significant increase in the number of candidates that sat for the KCPE Social Studies examination in 2007 compared to those who sat for the same in 2006. While there were **660,517** candidates in 2006 the number increased to **698,425** in 2007, a difference of **37,908** candidates. This increase could be attributed to the effect of the free primary education programme introduced in Kenya in 2003.

The table below gives a comparison on the raw mark statistics for the years **2004** to **2007**.

### 7.1 GENERAL ANALYSIS OF CANDIDATES' PERFORMANCE

**Table 12: National raw mean statistics for Social Studies examination for the last four years**

YEAR	CANDIDATURE	TOP MARK	MODE	MEAN	SD	MAXIMUM MARK
2007	698,425	60	39	36.08	9.64	60
2006	660,517	60	37	35.28	9.40	60
2005	665,577	60	31	32.75	9.81	60
2004	643,651	60	34	33.75	9.22	60

The following observations can be made from the table above:-

- (i) The best performance in the four year period was recorded in 2007 when the modal mark was **39** and the mean improved to **36.08** up from **35.28** in the previous year.
- (ii) The spread in performance over the four year period has been steady ranging from **9.22** to **9.81**.
- (iii) The highest candidature was realized in 2007 when it rose to **698,425** up from **660,517** in 2006.
- (iv) The top raw mark in each of the four years was **60** out of **60**.

**Table 13** below shows the syllabus areas from which the 2007 Social Studies examination paper was set and the distribution of items per topic.

**Table 13: Syllabus coverage in the year 2007 KCPE Social Studies Examination**

CONTENT AREA	NO. OF ITEMS	PERCENTAGE
1.0 Physical environment	10	16.7
2.0 Peoples and Population	05	8.3
3.0 Social relations and Cultural activities	05	8.3
4.0 Resources and Economic activities	17	28.3
5.0 Political Developments and Systems	09	15.0
6.0 Citizenship	02	3.3
7.0 Democracy and Human Rights	03	5.0
8.0 Law, Peace and Reconciliation	04	6.7
9.0 The Government of Kenya	05	8.3
<b>TOTAL</b>	<b>60</b>	<b>100.00%</b>

The table above shows that the question paper covered all the topics in the syllabus. Identification of the areas to be included in the test was proportionately done based on the weighting of each of the topics in the syllabus. The bulk of the items were drawn from topics **1.0, Physical Environment**, (**16.7% of the items**), topic **4.0, Resources and Economic activities**, (**28.3% of the items**) and topic **5.0**,

*Political Developments and Systems* (15.0% of the items). The three topics cover a significant proportion of the syllabus.

Topics 6.0, *Citizenship*, 7.0 *Democracy and Human Rights* and 8.0 *Law, Peace and reconciliation* are relatively short; hence, fewer items were drawn from there.

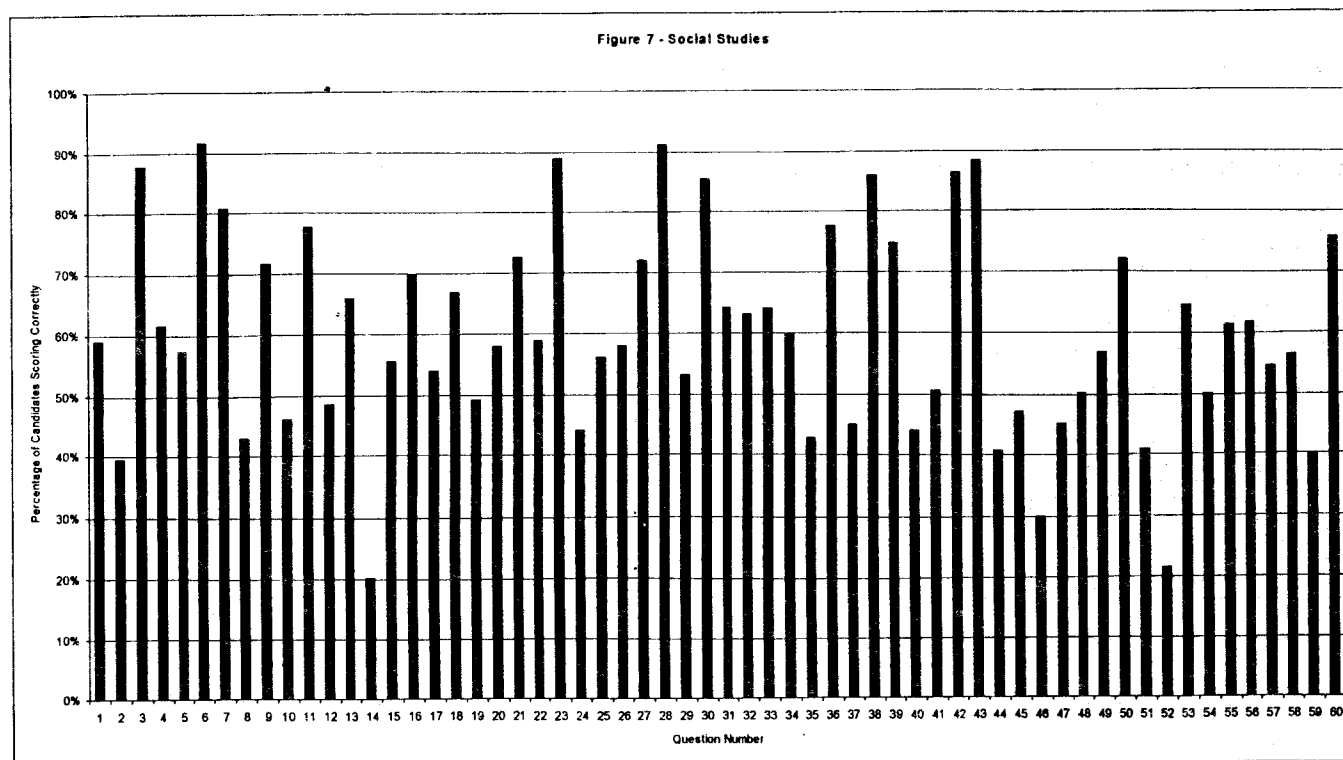
Table 14 below shows the distribution of items based on the cognitive skills tested in the year 2007 Social studies question paper.

**Table 14: Distribution of cognitive skills in the year 2007 Social Studies Paper**

SKILLS TESTED	NO. OF ITEMS	PERCENTAGE
Knowledge	10	16.7
Comprehension	11	18.3
Application	12	20.0
Analysis	11	18.3
Synthesis	07	11.7
Evaluation	09	15.0
<b>Total</b>	<b>60</b>	<b>100%</b>

The table above shows that all the skills in the cognitive domain were tested in the year 2007 Social Studies examination.

Figure 7 below shows the relative difficulty of each of the *sixty (60)* items in the year 2007 Social Studies examination paper. This is derived from the approximate percentage of candidates scoring correctly in each item.



Any item where the percentage of candidates scoring correctly is **30% or lower** is considered as poorly performed. In year 2007 there were only **three** such items. These are items **14, 46** and **52**. The percentage of the candidates who chose the correct responses in these three items is shown in the table below.

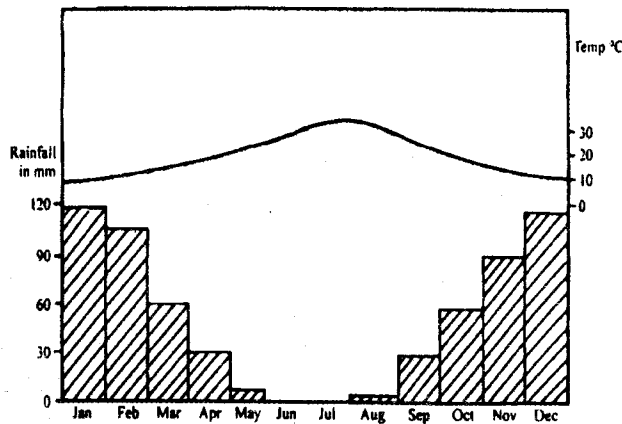
**Table 15: Questions with a facility index of 30% and below**

QUESTION	14	46	52
% of candidates choosing the correct response	20.27	29.97	21.41

The next part of this report analyses each of the three questions. This analysis is based on a random sample of **63,413** candidates out of the **698,416** candidates who sat for the Social Studies paper.

### Question 14

The graph below represents the climate of a town in Africa.



Which one of the following statements correctly describes the climate of the town?

- A. There is rainfall throughout the year.
- B. The town has one dry season.
- C. Temperatures are high throughout the year.
- D. The town has two wet seasons.

### Response pattern

Option	A	*B	C	D
% Choosing option	10.45	20.27	26.31	41.70
Mean mark in other questions	30.14	40.61	33.83	37.30

This was an analysis question in which candidates were expected to analyze the information given in the graph to be able to determine the statement that correctly describes the climate as shown on the graph. The correct response was option **B, the town has one dry season**. The option attracted only **20.27%** of the candidates. Majority of the candidates (**41.70%**) chose option **D**. These were bright candidates as indicated by their average mark of **37.30** in other questions.

The candidates who chose option **D** assumed that the town has two wet seasons because the graph shows that there is rain from September to December and then from January to April. They did not realize that there is no break between one year and the next. From the graph it is clear that there is a continuous period of a wet season that begins from September and ends in April the following year. It is important that teachers train the pupils on how to interpret information given in diagrams so as to avoid making such careless errors.

### Question 46

Which one of the following is an achievement of Daniel arap Moi?

- A. He promoted communal farming.
- B. He was the first African representative to the Legislative Council.
- C. He was a founder member of Kenya African Union.
- D. He promoted soil conservation activities in the country.

### Response pattern

Option	A	B	C	*D
% Choosing option	17.97	13.24	37.56	29.97
Mean mark in other questions	36.93	30.00	33.04	42.80

This was a knowledge question in which candidates were expected to remember the various contributions of Daniel Moi and identify one from the four options. The correct option was **D** which attracted only **29.97%** of the candidates. There were more candidates (**37.56%**) choosing option **C** than all those who went for the rest of the options. These were bright candidates who had an average mean of **33.04** in the other questions. It is possible that through guess work, these candidates associated the former president with the party **KANU** so much that they assumed he was a founder member of **KAU**. They did not remember the many areas of the country he visited to inspect and encourage people to build gabions to check soil erosion.

Daniel Moi's photographs while participating in gabion construction are in most of the text books that are currently in use. Teachers should ensure they draw the attention of the pupils to such photographs or diagrams and make sure the pupils make correct interpretation and application as they study the various topics.

Teachers need to train the pupils on how to study and be able to retain knowledge on achievements of the various leaders to avoid using guess work. They should also caution candidates to avoid rushing to answer questions without giving sufficient time to the meaning of each option in relation to the question.

### Question 52

The main factor that influences the location of a furniture making industry is

- A. availability of transport
- B. availability of power
- C. availability of raw materials
- D. availability of market.

## Response pattern

Option	A	B	C	*D
% Choosing option	8.17	5.69	63.48	21.41
Mean mark in other questions	29.33	29.75	37.26	37.88

This was an evaluation question testing on factors that influence location of industries with reference to furniture making. All the options were possible factors that one would put into consideration when setting up such an industry. Candidates were expected to assess the options and come up with the one that has more weight than the rest. The correct answer is option **D**. Most candidates opted for **C (63.48%)** disregarding the fact that raw materials for furniture are easy to transport but without market, it would be meaningless to spend money buying the raw materials to make furniture that would not be sold. Transporting furniture is more cumbersome and expensive than transporting the raw materials.

As teachers cover the topic on location of industries, it would be necessary to emphasize the specific factors that attract different industries to certain areas. For instance a sugar factory cannot be located in Nairobi since large amounts of sugarcane are required for making sugar and yet the finished product is easy to transport.

### 7.2 General Comments

It is important to note that the performance in Social studies had a remarkable improvement and that only three questions had less than **30%** of candidates scoring correctly. Teachers should keep up the good work and continue encouraging the pupils to have a positive attitude towards the subject.

## 8.0 RELIGIOUS EDUCATION

### 8.1 CHRISTIAN RELIGIOUS EDUCATION

The Christian Religious Education examination is part of the Social Studies and Religious Education paper. It has a total of 30 items. In the year 2007 a total of 671,252 candidates sat for this examination. This was an increase from the 642,125 who did the examination in 2006. The candidates in 2007 had a mean of 17.58 as opposed to 21.04 and a standard deviation of 4.60 as compared to 5.27 in 2006.

#### 8.1.1 Syllabus Coverage and the Skills Tested

The areas covered in this syllabus and the skills tested in the examination are shown in tables 16 and 17 below.

**Table 16: Areas of syllabus coverage in the Year 2007**

AREAS TESTED IN THE SYLLABUS	NUMBER OF QUESTIONS
Old Testament	09
New Testament	12
African Religious Heritage	04
Contemporary Christian Living	05
<b>Total</b>	<b>30</b>

**Table 17: Skills tested in the year 2007**

SKILLS	NUMBER OF QUESTIONS	% ANSWERING CORRECTLY
Knowledge	04	70.22
Comprehension	05	69.47
Application	07	72.12
Analysis	07	45.01
Synthesis	01	53.81
Evaluation	06	55.89

The following observations can be made from tables 16 and 17.

- i) All the areas of the syllabus were tested.
- ii) Candidates had a weakness in attempting questions testing the skill of analysis. This is demonstrated by the mean of the performance in the skill area.

#### 8.1.2 General Performance of Candidates in the Year 2007 KCPE CRE Examination

The table below shows the mark statistics in the subject for the last four years.

**Table 18: Candidates general performance in CRE over the last four years**

YEAR	2004	2005	2006	2007
Marked out of	30	30	30	30
National Mean	18.40	20.17	21.04	17.58
Standard Deviation	5.01	5.05	5.27	4.60

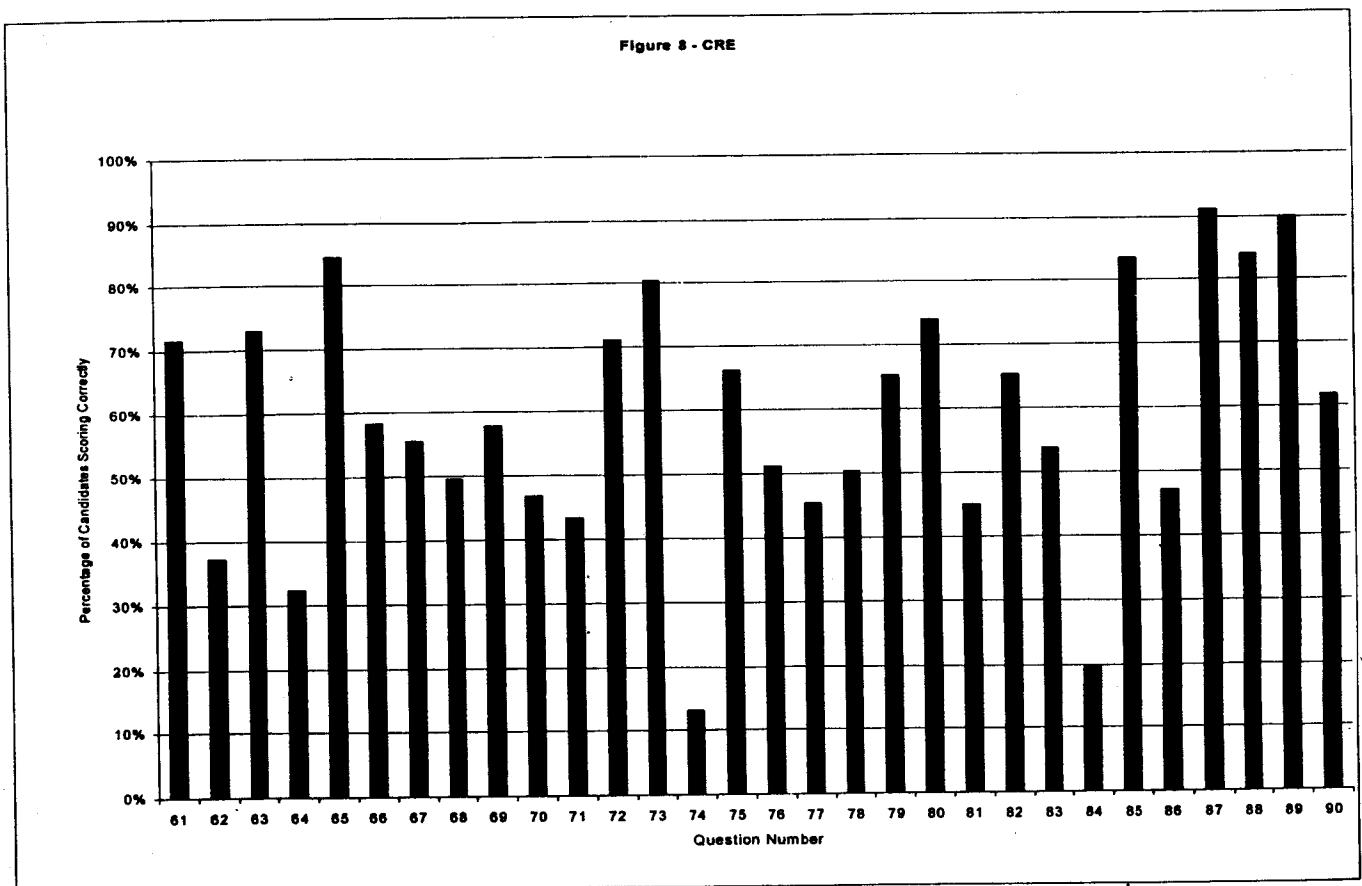
From the table above the following conclusion can be drawn:

In the year 2007 CRE examination there was a drop in the national mean and standard deviation as compared to the other years.

### 8.1.3 Analysis of Performance in Selected Items

The following is an analysis of performance based on the sample of 48,587 candidates randomly selected from a total population of 671,252 candidates who sat the 2007 KCPE CRE Examination. They recorded a standard deviation of 5.12 and a mean of 17.67.

**Figure 8** below shows the approximate percentage of candidates scoring correctly in each item in the year 2007 KCPE CRE examination. For the purpose of this report any item or question with a percentage of 40% and below of candidates scoring correctly is considered to have been poorly performed, hence difficult and is to be analysed. The report further evaluates possible causes of the poor performance and gives advice to both the teachers and pupils with an aim of improving the results in the subject.



The question numbers and the percentage of candidates choosing the correct responses are shown in the table below.

**Table 19: Questions with a facility index of 40% and below**

QUESTION NUMBER	62	64	74	84
% of Candidates Choosing the correct response	37.15	32.36	13.24	19.70

### Question 62

From the call of Abraham, Christians learn that they should

- A. go to strange lands to preach the good news
- B. travel in groups when going on a journey
- C. believe in dreams
- D. live in peace.

### Response Pattern

OPTION	A*	B	C	D
% Choosing Option	37.15	2.77	16.04	42.99
Mean Mark in Other Questions	18.93	14.01	17.03	17.37

This question comes from the Old Testament section of the syllabus. It tests the skill of application. The correct response was option A, *go to strange lands to preach the good news*. The option attracted 37.15% who were quite bright as indicated by their mean mark of 18.93 in other questions. The candidates were expected to have read the story of Abraham and how he was commanded by God. Christians are expected to emulate that aspect in their obedience to their call to serve God. Most of the candidates as shown by the percentage of 42.99% choose option D which seems to indicate guessing. Teachers need to train pupils how to apply knowledge learnt from the bible in their day to day life.

### Question 64

Moses was not willing to go back to Egypt when he was sent by God mainly because

- A. the Israelites did not know him
- B. he was afraid of the Egyptian Pharaoh
- C. his family was in Midian
- D. he was not good in speaking.

### Response Pattern

OPTION	A	B*	C	D
% Choosing Option	2.99	32.36	4.71	58.96
Mean Mark in Other Questions	12.29	18.75	13.70	17.90

This was an evaluation question taken from the Old Testament section of the syllabus. The candidates were expected to have a full detail of the story of Moses in relation to the Pharaoh of Egypt. The



correct option was **B** which attracted **32.36%** of the candidates. A higher percentage (**58.96%**) went for **D** with a mean mark of **17.90** in other questions. All the options had some truth but the task was looking for the best option to the question. The best candidates opted for **B** because they were the brightest in the group and had full knowledge of the incident.

Teachers should encourage pupils to read questions thoroughly before attempting to answer.

### Question 74

Which one of the following miracles of Jesus shows that he was a universal saviour?

- A. The healing of the centurion's servant.
- B. The healing of the blind Bartimaeus.
- C. The cure of the paralysed man.
- D. The feeding of the five thousand.

### Response Pattern

OPTION	A*	B	C	D
% Choosing Option	13.24	14.31	10.50	60.87
Mean Mark in Other Questions	19.85	14.86	16.65	18.26

This was an analysis question taken from the New Testament section of the syllabus. Candidates were expected to know the miracles of Jesus involving the Jews as well as the non Jews who represented universality of the kingdom. The correct option was **A** which attracted **13.24%** of the candidates. These candidates had a mean mark of **19.85** in other questions and were the brightest in the groups.

Most of the candidates opted for **D** which had a percentage of **60.87%**. It shows that they used guessing because this was very incorrect. The feeding of the five thousand was done in Jewish territory and not outside. Teachers need to teach the Bible to enable candidates answer such questions.

### Question 84

In traditional African communities kinship ties are important mainly because they

- A. make relatives stay together
- B. give guidance in matters of the family
- C. make clan members to respect one another
- D. give relatives a sense of belonging.

### Response Pattern

OPTION	A	B	C	D*
% Choosing Option	13.45	24.66	40.99	19.70
Mean Mark in Other Questions	16.66	17.44	16.95	20.85

This question tested the skill of evaluation. It was on the Traditional African Religious section of the syllabus. Candidates were expected to have knowledge of the importance of kinship in the life of an African. From the above response pattern a good number of candidates went for options **C** and **B**.

It should be noted that all the options had some truth but the question was focusing on the *main*. There seems to be evidence of either guess work or confusion regarding the incorrect options. The very bright candidates with a mean mark of **20.85** in other questions got it right.

Teachers need to handle such topics keenly. They should encourage candidates to read widely and do more research in order to avoid guessing or getting confused.

#### **8.1.4 General Comments**

- (i) There was decline in the performance of the subject as indicated in the mean and standard deviation.
- (ii) Teachers need to look at the weak areas and improve on them as enumerated in this report.
- (iii) Pupils/candidates need to read the Bible so as to be more knowledgeable.
- (iv) Candidates should ensure that they read the questions thoroughly and not rush for options which seem to answer the questions yet they end up being wrong.

## 8.2 ISLAMIC RELIGIOUS EDUCATION

In the year 2007, 27,096 candidates sat for the Kenya Certificate of Primary Education (KCPE) Islamic Religious Education (IRE) as compared to 23,794 candidates who sat in 2006. The table below shows the national mark statistics for the paper for the last four years.

**Table 20: The National Raw Marks for the KCPE IRE for the Last Four Years.**

Year	Candidature	Top Mark	Mode	Mean	Standard Deviation	Maximum Mark
2004	18,679	30	23	19.65	5.56	30
2005	21,871	30	20	19.27	6.01	30
2006	23,794	30	25	20.79	5.94	30
2007	27,096	30	23	19.39	5.70	30

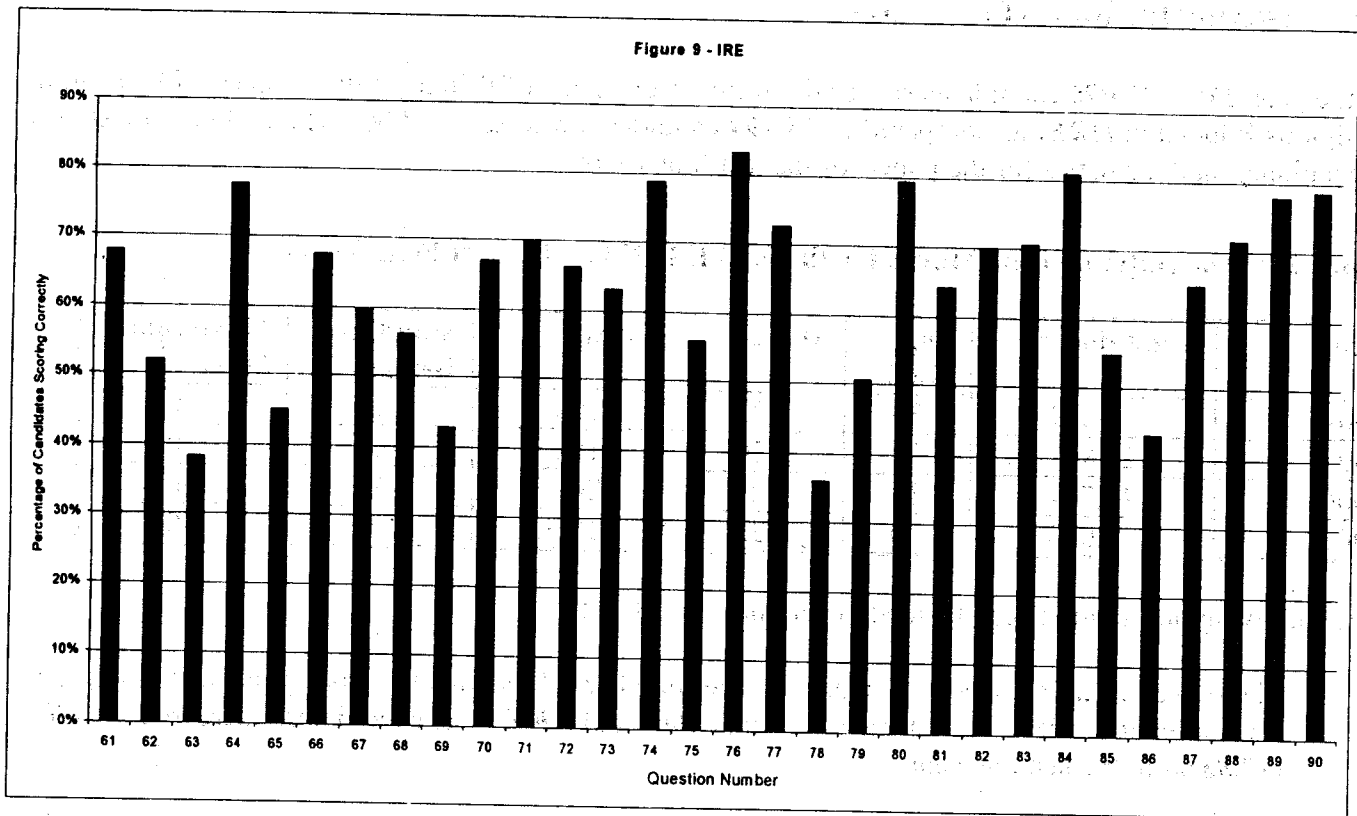
The following observations can be made from the table above:

- i) There has been a steady increase in the number of candidates taking Islamic Religious Education at KCPE level between the years 2004 and 2007. The candidature increased by 3302 (13.88%) in the last one year.
- ii) There was a slight drop in the performance of candidates in the year 2007 as attested by the national mean of 19.39 when compared to that of 20.79 in the year 2006.

### 8.2.1 Analysis of Candidates' Performance

This report is based on a random sample of 15,777 candidates out of a total number of 27,096 candidates who sat for Islamic Religious Education examination at the KCPE level in the year 2007.

The report will give the relative difficulty of each of the *thirty (30)* items (shown in *Figure 9*). It will also discuss analysis of candidates' response patterns in the four relatively poorly performed questions. In addition the report will make suggestions to teachers of Primary Islamic Religious Education with the view to improving the candidates' performance in future Islamic Religious Education examinations at the KCPE level.



### 8.2.2 Analysis of the Relatively Poorly Performed Questions

Table 21 below shows candidates' performance in the five relatively poorly performed questions in the year 2007 KCPE IRE examination.

**Table 21: Relatively Poorly Performed Questions in the year 2007 KCPE IRE Examination**

QUESTION NUMBER	63	65	69	78	86
% of Candidates choosing correct response	38.34	45.03	42.68	36.07	43.34

#### Question 63

Which one of the following is a teaching of *Surah Adiyat*?

- A. The Night of Power is better than a thousand months.
- B. Human beings are at a loss except those who have faith.
- C. Human beings will be like moths on the Day of Judgement.
- D. All things will be exposed on the Day of Judgement.

### Response Pattern

Option	A	B	C	D*
% Choosing Option	5.85	30.05	23.67	38.34
Mean Mark in Other Questions	14.17	18.38	18.88	21.00

The question was on *Surah Adiyat* (Quran 100), one of the prescribed Surahs in the Primary Islamic Religious Education Syllabus. The question expected that the candidates knew the content of the Surah. The correct option for this item was **D** (see Quran 100: 10-11). The correct option was chosen by **38.34%** of the sample candidates. Those were the bright candidates as is indicated by their average mark of **21.00** in the other questions. Candidates who chose options **A**, **B** and **C** did not know the content of Surah Adiyat.

### Question 65

Which one of the following *surahs* teaches that Allah provides food and security?

- A. *Al- Kauthar.*
- B. *Al- Lahab.*
- C. *Al- Falaq.*
- D. *Al- Quraish.*

### Response Pattern

Option	A	B	C	D*
% Choosing Option	26.74	9.27	16.91	45.03
Mean Mark in other Questions	18.44	14.51	16.81	21.69

The question was set to test the candidates' knowledge of the Quran. The question expected the candidates to identify the Surah of the *Quran* which teaches that Allah provides food and security, from the four Surahs given in the options. The correct option was **D**. (Quran 106:4). The correct option was chosen by **45.03%** of the sample candidates. These were the bright candidates as is indicated by their average mark of **21.69** in the rest of the questions.

### Question 69

Three of the following are pillars of *Salat*, which one is not?

- A. Reciting another *Surah* after *Fatihah*.
- B. *Takbiratul Ihram*.
- C. Performing *rukuu*.
- D. Performing *sijdat*.

### Response Pattern

OPTION	A*	B	C	D
% Choosing Option	42.68	44.02	4.75	6.75
Mean Mark in other Questions	22.07	17.62	14.48	15.74

The question was on the pillars of Salat. The question was the negative type and it required the candidates to identify the option which was not a pillar of Salat. The correct option was *A*. It was chosen by **42.68%** of the sample candidates. The correct option was chosen by the very bright candidates as is indicated by their average mark of **22.07** in the rest of the questions. Option *B* was chosen by **44.02%** of the sample candidates. Those who chose option *B* were the average candidates as is indicated by their mean of **17.62** in the rest of the questions. Those who were attracted by option *B* might not have taken the time to read the question carefully.

### Question 78

Islam forbids the hoarding of goods in order to fight against

- A. pride
- B. intolerance
- C. injustice
- D. unfaithfulness.

### Response Pattern

OPTION	A	B	C*	D
% Choosing Option	8.60	14.44	36.07	38.86
Mean Mark in other Questions	15.80	15.90	21.75	19.04

The question was on the application of commercial ethics to social responsibility. The question expected the candidates to be aware of the vices/evils of hoarding (Standard Seven Topic on Muamalat). The candidates were required to identify a vice that is promoted by hoarding of goods. The correct option for this question was *C*. The correct option was chosen by **36.07%** of the sample candidates. Those were the very bright candidates as is indicated by their average mark of **21.75** in other questions. Option *D* attracted **38.86%** of the sample candidates who were the average candidates as is indicated by their mean of **19.04** in the other questions. Those who chose the wrong options might not have taken time to think over the question before choosing the answer.

### Question 86

The main reason why the Quraish rejected the message of Prophet Muhammad (p.b.u.h) is that

- A. they could not believe that one God could control the whole world
- B. they did not want to abandon the religion of their ancestors
- C. they wanted to see Allah physically
- D. the message condemned their evil deeds.

### Response Pattern

OPTION	A	B*	C	D
% Choosing Option	21.89	43.34	16.27	16.61
Mean Mark in other Questions	16.22	21.94	16.23	19.38

The question was set on the early history of *Islam*. It was an evaluation question which required the candidates to identify the underlying reason why the Quraish rejected the message of Prophet Muhammad (p.b.u.h). The correct option was *B*. The correct option was chosen by **43.34%** of the sample candidates. Those were the bright candidates as is indicated by their mean mark of **21.94** in the rest of the questions. The response pattern for this item shows that the candidates who were attracted by options *A*, *C* and *D* must have resorted to guess work.

### 8.2.3 General Comments

- i) Teachers of Islamic Religious Education did a fairly good job in preparing their candidates for the IRE examination. They are encouraged to continue with the same spirit and aim at further improvement.
  
- ii) Teachers should advise and train their pupils to carefully read questions, ensure that they understand their demands before they choose the answers.

### 8.3. HINDU RELIGIOUS EDUCATION

In the year 2007, 74 candidates sat for the Kenya Certificate of Primary Education (KCPE) Hindu Religious Education (HRE) examination. The table below shows the national mark statistics for the paper for the last four years.

**Table 22: The National Raw Marks Statistics for the KCPE HRE Examination for the last four years.**

Year	Candidature	Top Mark	Mode	Mean	Standard Deviation	Maximum Mark
2004	75	25	18	17.90	5.10	30
2005	57	25	21	18.75	4.21	30
2006	91	29	16	17.64	5.35	30
2007	74	30	15	19.03	5.87	30

From the table above, the following observations can be made:

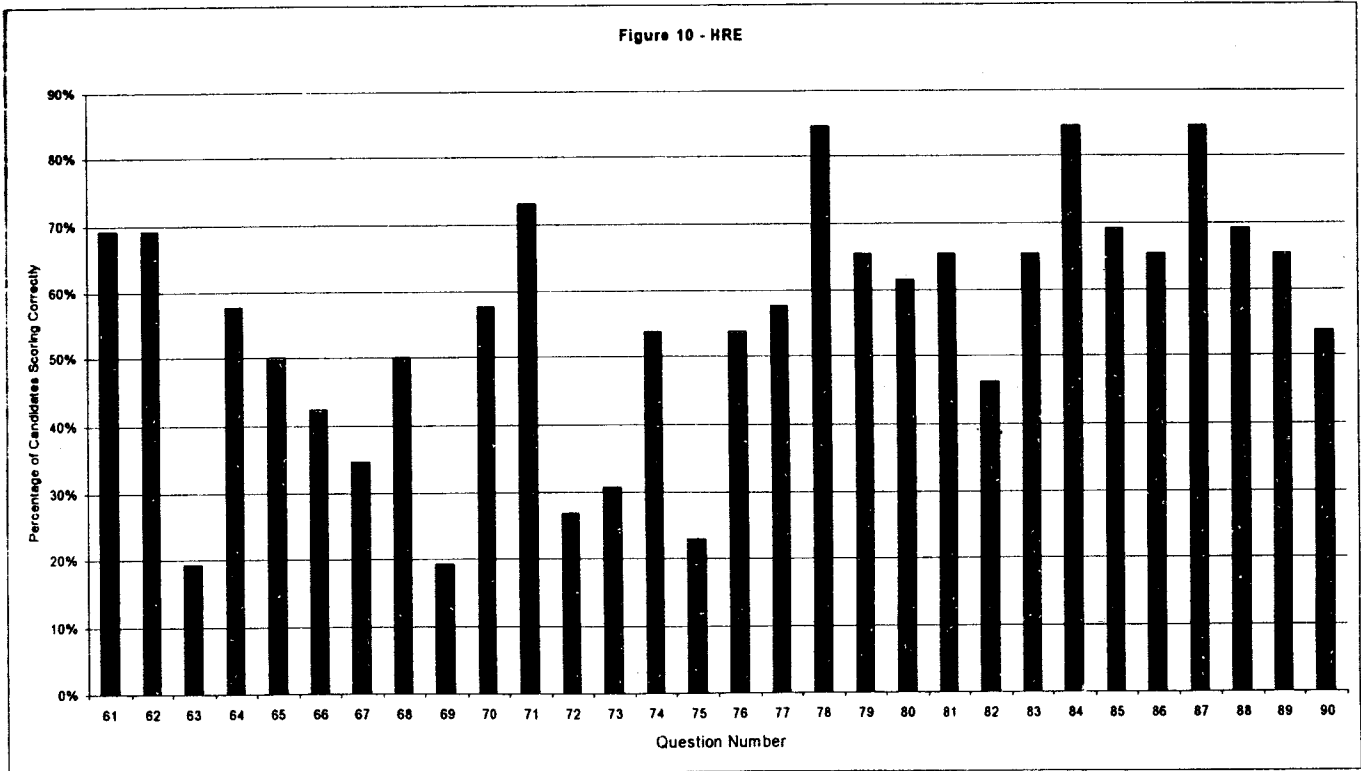
- i) There was a drop in candidature (by 17 or 18.68%) in year 2007 when compared to year 2006.
- ii) Year 2007 registered the highest top mark of 30 (maximum for the paper) in the four years under review.
- iii) Year 2007 registered the highest mean of 19.03 in the four years under review.
- iv) There was a slight drop in the mode to 15 in 2007 compared with the mode of 16 in 2006.

#### 8.3.1 Analysis of Candidates' Performance

This report is based on a random sample of 26 candidates out of the total population of 74 candidates who sat the Hindu Religious Education examination in 2007. The sample candidates had a mean of 16.69 and a standard deviation of 7.47.

The report gives the relative difficulty of each of the thirty (30) questions (shown in Figure 10 below). It also discusses an analysis of the candidates' response patterns in the six relatively poorly performed questions. In addition, the report gives suggestions to teachers of Primary Hindu Religious Education with the view of improving the candidates' performance in the subject at the KCPE level in future.





### 8.3.2 Analysis of Relatively Poorly Performed Questions

Table 23 below shows candidates' performance in the relatively poorly performed questions in the year 2007 KCPE HRE examination.

**Table 23: Poorly Performed Question in the 2007 KCPE HRE Examination**

QUESTION NUMBER	63	67	69	72	73	75
% of Candidates Choosing Correct Response	19.23	34.61	19.23	26.92	30.76	23.07

#### Question 63

The quality of Paramatma demonstrated in the personality of Veda Vyasa is

- A. wisdom
- B. tolerance
- C. courage
- D. compassion.

#### Response Pattern

OPTION	A	B	C	D*
% Choosing Option	23.07	19.23	30.76	19.23
Mean mark in other questions	21.50	13.00	16.25	22.00

The question expected the candidates to have the knowledge of who *Veda Vyasa* is - the sage who codified the Four Veda. The question required the candidates to choose the quality of Paramatma demonstrated in the personality of Veda Vyasa. The correct option was chosen by **19.23%** of the sample candidates. Those were the bright candidates as is indicated by their mean mark of **22.00** in the rest of the items. **23.07%** of the fairly bright candidates with a mean of **21.50** in the rest of the items were attracted by option *A*. The candidates who chose Option *A* did not take the time to read the question carefully. The question was not on the work but the personality of Veda Vyasa.

**Question 67**

Which one of the following statements is **not** true about Sita?

- A. She was found as a baby in a field.
- B. She was able to lift the *Shiv Dhanush* as a child.
- C. She was abducted by Ravan.
- D. She was imprisoned in Ravan's palace.

**Response Pattern**

OPTION	A	B	C	D*
% Choosing Option	23.07	30.76	3.84	34.61
Mean mark in other questions	19.00	18.75	8.00	18.00

The question tested the candidate's knowledge of the *Epic of Ramayan*, specifically set on the life of *Sita*. The question required the candidates to choose the statement which was not true about Sita. The correct option was *D*. The correct option was chosen by **34.61%** of the sample candidates. Those were the average candidates as is indicated by their mean of **18.00** in the rest of the items. **23.07%** of the sample were attracted by option *A*. These were the bright candidates as is indicated by their mean of **19.00** in the rest of the items. Candidates who chose option *A*, *B* and *C* did not obviously know the details of the childhood of Sita.

**Question 69**

Who among the following personalities preached the principle of *Anekantvad*?

- A. Lord Mahavir.
- B. Guru Arjandev.
- C. Chaitanya Mahaprabhu.
- D. Jagadguru Shankaracharya.

**Response Pattern**

Option	A*	B	C	D
% Choosing Option	19.23	11.53	42.30	19.23
Mean mark in other questions	21.40	21.00	16.54	16.40

The question was on the Principles of *Dharma*, specifically on *Anekantvad*. The candidates were required to identify the personality who preached *Anekantvad*. The correct option was *A*. The correct option was chosen by **19.23%** of the sample candidates. Those were the bright candidates as is

indicated by their average mean of **21.40** in the rest of the items. The question tested the candidates' knowledge of the principles of **Jainism**. The fact that so few candidates got the right answer to a question on a very valuable contribution of Jainism to the world thought shows that the other Panths outside the mainline Hinduism are not being given adequate coverage. Teachers should ensure that all the four Hindu Panths are taught as prescribed in the Primary Hindu Religious Education Syllabus.

### Question 72

During the *Vivaha Sanskar*, the bride and the groom take a vow to share the ups and downs in their family. This is an expression of

- A. *Aparigraha*
- B. *Dama*
- C. *Dhee*
- D. *Dhruti*.

### Response Pattern

OPTION	A	B	C	D*
% Choosing Option	19.23	19.23	26.92	26.92
Mean mark in other questions	19.80	13.60	14.14	24.00

The question was on Rites and Rituals, specifically set on the *Vivaha Sanskar* (wedding/marriage ceremony). The question required the candidates to know the principle that the couple is promising to abide by when they vow to share their ups and downs. The correct option was **D**. The correct option was chosen by **26.92%** of the sample candidates. These were the very bright candidates as is indicated by their average mean of **24.00** in the rest of the items. The response pattern shows that the candidates who did not know the correct answer just resorted to guess work.

### Question 73

The Jain principle that would best help in the fight against corruption is

- A. *Ahimsa*
- B. *Asteya*
- C. *Brahmacharya*
- D. *Satya*.

### Response Pattern

OPTION	A	B*	C	D
% Choosing Option	23.07	30.76	11.53	26.92
Mean mark in other questions	17.50	21.25	14.66	16.42

Question 73 was another question on the Jain Principles (see comments on Question 69). The question tested the candidates' ability to apply the Jain principles to corruption. The correct option for this question was **B**. The correct option was chosen by **30.76%** of the sample candidates. The candidates

who chose the correct option were the bright ones as is attested by their mean mark of **21.25** in the other questions.

### Question 75

Which one of the following *Kakars* is a symbol of unity among the Sikhs?

- A. *Kaccha*.
- B. *Kanga*.
- C. *Kirpan*.
- D. *Kada*.

### Response Pattern

Option	A	B	C	D*
% Choosing Option	11.53	19.23	38.46	23.07
Mean mark in other questions	20.00	14.00	15.50	24.83

The question was on the *Sikh Kakars*. There are five Kakars (*Five Ks*) and the question expected the candidates to know what each Kakar symbolizes. The correct option for this question was **D**. The correct option was chosen by **23.07%** of the sample candidates. Those were the brightest candidates as indicated by their mean mark of **24.83** in other items. **38.46%** of the sample candidates might have been attracted to option **C** because the community of the Khalsa for which the Five Kakars were prescribed was to protect the poor and helpless. Teachers of Hindu Religious Education are again appealed upon to ensure that topics on other Panths (Jainism, Buddhism, and Sikhism) are as adequately covered as those of mainline Hinduism.

### 8.3.3. General Comments

- i) Year 2007 registered the highest national mean of **19.03** and the highest top mark of **30** (out of 30) in the four years under review (2004-2007). This shows that the teachers of HRE had adequately prepared their candidates for the KCPE examination in the subject. This is a commendable job. They are encouraged to continue with the good job and aim at further improvements.
- ii) Once again teachers are reminded that topics on *Jainism*, *Buddhism* and *Sikhism* given in the Primary Hindu Religious Education Syllabus should be adequately covered. Ignoring or neglecting them would mean that the syllabus would not be adequately covered and therefore the candidates would not be fully prepared for the KCPE examination.

### 9.0 CONCLUSION

The Kenya National Examinations Council hopes that teachers and all stakeholders will take interest and read this Backwash Report keenly so as to benefit those who are preparing for future KCPE examination.

This report should not be read by teachers only because pupils at upper primary can also benefit a lot from it. They should therefore be exposed to it.