

## 7.0 SOCIAL STUDIES

There was a significant decrease in the number of candidates that sat for the KCPE Social Studies examination in 2008 compared to those who sat for the same in 2007. While in 2007 there were **698,425** candidates, in 2008 the number decreased to **688,162** a difference of **10,263** candidates.

The table below gives a comparison on the raw mark statistics for the years 2005 to 2008.

### 7.1 CANDIDATES' GENERAL PERFORMANCE

**Table 16: Candidates' Performance for the last four years**

Year	Candidature	Top mark	Mode	Mean	SD	Maximum Mark
2008	688,162	60	39	36.81	8.88	60
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

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

- The best performance in the four year period was recorded in 2008 when the modal mark was **39** and the mean improved to **36.81** up from **36.08** in the previous year.
- The spread in performance over the four year period has been steadily dropping from **9.81** in 2005 to **8.88** in 2008.
- The highest candidature was realized in 2007 when it rose to **698,425** up from **660,517** in 2006 when the lowest number was recorded.
- The paper has been marked out of **60** marks over the four years.

**Table 17** below shows the syllabus areas from which the 2008 Social Studies examination items were drawn. It also shows both the number of items per topic and their percentages.

**Table 17: Syllabus coverage in the year 2008 KCPE Social Studies Examination**

Content Area	No. of items	Percentage
1.0 Physical environment	08	13.33
2.0 Peoples and Population	04	6.67
3.0 Social relations and Cultural activities	06	10.0
4.0 Resources and Economic activities	18	30.0
5.0 Political Developments and Systems	13	21.67
6.0 Citizenship	03	5.00
7.0 Democracy and Human Rights	02	3.33
8.0 Law, Peace and Reconciliation	02	3.33
9.0 The Government of Kenya	04	6.67
<b>Total</b>	<b>60</b>	<b>100%</b>

The table above shows that items were drawn from 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 3 main topics **Resources and Economic activities (30.0% of the items)**, **Political Developments and Systems (21.67% of the items)** and **Physical Environment, (13.33% of the items)**. The three topics cover a significant proportion of the syllabus while topics **Citizenship, Democracy and Human Rights** and **Law, Peace and Reconciliation** are relatively short and hence, fewer items were drawn from there.

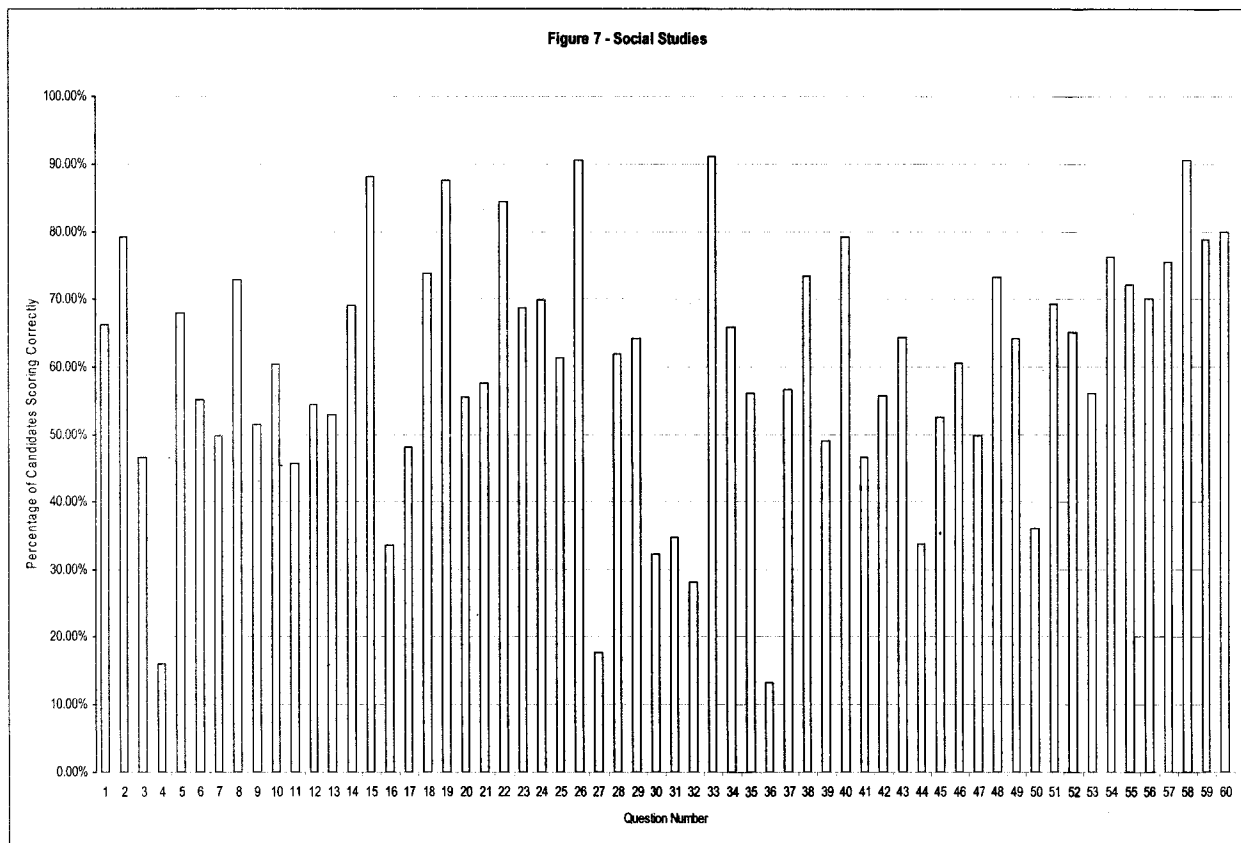
**Table 18** below shows the distribution of items based on the cognitive skills tested in the 2008 Social Studies question paper.

**Table 18: Distribution of cognitive skills in the 2008 Social Studies Paper**

SKILLS TESTED	NO. OF ITEMS	PERCENTAGE
Knowledge	9	15.0
Comprehension	11	18.3
Application	10	16.7
Analysis	13	21.7
Synthesis	06	10.0
Evaluation	11	18.3
<b>Total</b>	<b>60</b>	<b>100%</b>

It can be observed from table 18 that in 2008, all the skills in the cognitive domains were tested in the Social Studies examination. Most of the items tested the skill of analysis (21.7%) followed by comprehension and evaluation skills each carrying 18.3% of the items.

**Figure 7** below shows the relative difficulty of each of the sixty (60) items in the 2008 Social Studies examination paper. This is derived from the approximate percentage of candidates scoring correctly in each item.



The items in which the percentage of candidates scoring correctly is **30%** or lower are considered as poorly performed. In 2008 there were only **four (4)** such items. These are items **4, 27, 32** and **36**. The percentage of the candidates who chose the correct responses in these four items is shown in table 19 below.

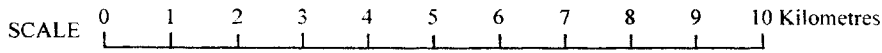
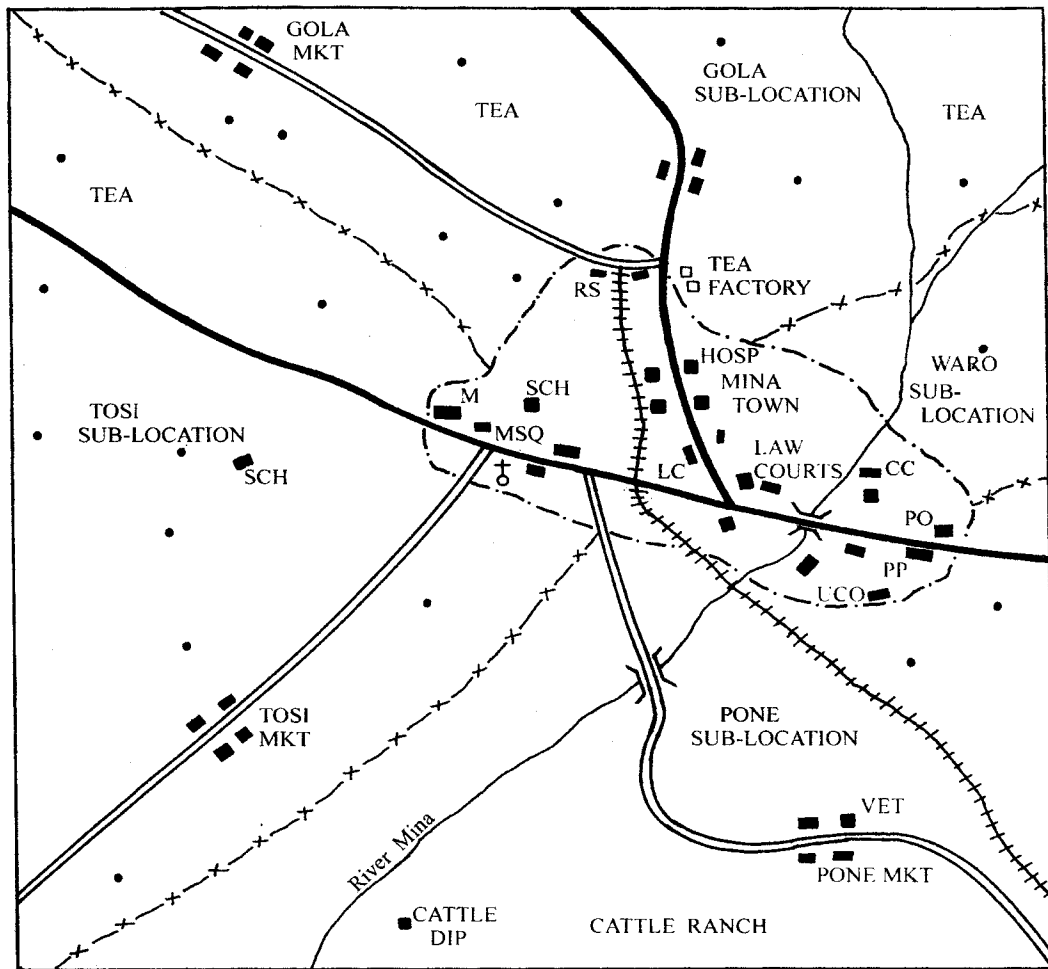
**Table 19: Questions with a facility index of 30% and below.**

Question	4	27	32	36
% of candidates choosing the correct response	15.88	17.63	28.21	13.09

The next part of this report analyses the items listed above and attempts to establish why candidates performed poorly in the items. This analysis is based on a random sample of **48,698** candidates out of the **688,162** candidates who sat for the Social Studies paper in 2008.

Study the map of MINA area and answer questions 1 to 7.

**PART I SOCIAL STUDIES**  
**MINA AREA**



**KEY**

	Railway	CC	Chief's Camp
	Tarmac Road	DO	District Office
	Murrum Road	HOSP	Hospital
	Road and Bridge	LC	Level Crossing
	River	M	Museum
	Sub-Location Boundary	MKT	Market
	Town Boundary	MSQ	Mosque
	Permanent Building	PO	Post Office
	Houses	PP	Police Post
	Church	RS	Railway Station
		SCH	School
		UCO	Urban Council Office
		VET	Veterinary Office

**Question 4:**

The **main** factor that may have influenced the setting up of a cattle ranch in Pone sub-location is the availability of

- A. labour
- B. space
- C. transport
- D. veterinary services.

**Response pattern**

Option	A	*B	C	D
% Choosing option	11.94	15.88	15.32	56.08
Mean mark in other questions	32.98	38.31	30.70	37.74

This was one of the seven questions that were based on the hypothetical map provided. It was an evaluation question which meant that all the options apply but one option was stronger than the rest. That is option **B, (space)**. To be able to set up a ranch in an area one would require a place with very low population because cattle will graze throughout the ranch.

The candidates who chose option **D (veterinary services)** were very many and were also quite bright having scored a mean of **37.74** in the other questions. They rushed to pick the option by simply assuming that veterinary services are the most important factor considered when setting up a ranch. They forgot that veterinary officers can come from far to treat animals but there must exist space for animals to graze.

It is important for teachers to train pupils how to eliminate options in an evaluation type of question.

**Question 27:**

- In Old Ghana, the king was succeeded by
  - A. the Queen Mother
  - B. his sister's son
  - C. his eldest son
  - D. his youngest brother.

**Response pattern**

Option	A	*B	C	D
% Choosing option	20.03	17.63	50.61	10.91
Mean mark in other questions	30.19	43.14	37.14	31.41

This was a knowledge question. Most candidates chose option **C (his eldest son)** because they based their assumption on the fact that in kingdoms where succession is hereditary, it is the first son or daughter who takes over once the king dies. This was not the case in Old Ghana. It was argued that the king's son could be illegitimate but his sister's son had the blood lineage of the king since the king and his sister were born of the same mother.

Teachers should always ensure that such unusual cultural practices are taught for pupils to be able to compare different practices among African communities.

**Question 32:**

The Imperial British East Africa Company stopped administering Kenya because

- A. the settlers were against the company
- B. the company mistreated Africans
- C. the company lacked funds
- D. the company was abolished.

**Response pattern**

Option	A	B	*C	D
% Choosing option	20.16	21.32	28.21	29.42
Mean mark in other questions	33.86	33.56	39.98	36.01

This was a knowledge question in which candidates were expected to remember the activities of the Imperial British East Africa Company in Kenya and why the company had to stop its work. The correct option was **C (the company lacked funds)**. From the response pattern, it is clear that candidates probably chose option C through guess work. Those choosing the different options are almost evenly distributed among the four options.

Teachers should ensure that candidates know their facts to avoid relying on guess work in examinations. This can be achieved through proper tuition. 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 36:**

In traditional African communities, the basic unit of social organization was

- A. the family
- B. the clan
- C. the age-group
- D. the warriors.

**Response pattern**

Option	*A	B	C	D
% Choosing option	13.09	51.05	25.37	9.65
Mean mark in other questions	37.52	38.15	32.97	32.30

This was yet another knowledge question testing knowledge of social organizations and their groupings among African communities. The correct option was **A (the family)** yet it only attracted **13.09%** of the candidates. Most candidates went for option **B (the clan)**. These were bright candidates who had a mean of **38.15** in the other questions. The picking of the wrong answer by so many candidates could be associated with the fact that they considered the importance of the roles of the clan among African communities and misinterpreted the term basic to relate to this importance. It is important for candidates to take time to read and understand the demands of a question and avoid rushing to pick an answer based on the familiarity of a term in the option. Furthermore, training on how to analyze each option against the question is a very important process in an examination.

## 7.2 GENERAL COMMENTS

Teachers should train the candidates to take time to carefully read the questions, understand what is being asked then pick the applicable option. Avoid getting attracted by a familiar term and choosing it as the answer.

It is however worthy noting that teachers did a commendable job in 2008 and kept the performance of Social Studies fairly high. They should keep it up and continue encouraging the candidates 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 sat at the completion of primary education. The paper has a total of 30 items. In the year 2008 a total of 661,454 sat for the examination. This was a decline from 671,252 who sat in 2007, which translates to 1.46% drop. There is need to find out why candidates dropped. The mean of 2008 improved from 17.58 in 2007 to 19.56 while the standard deviation declined from 4.60 in 2007 to 4.57 in 2008.

#### 8.1.1 Syllabus coverage and the Skills Tested

The areas covered in the syllabus and the skills tested in the examination are shown in tables 20 and 21 below.

**Table 20: Areas of Syllabus Coverage in 2008**

AREAS TESTED IN THE SYLLABUS	NUMBER OF ITEMS	PERCENTAGE
Old Testament	09	30.00%
New Testament	12	40.00%
African Religious Heritage	03	10.00%
Contemporary Christian Living	06	20.00%
<b>TOTAL</b>	<b>30</b>	<b>100.00%</b>

**Table 21: Skills Tested in the year 2008**

SKILLS	NUMBER OF ITEMS	% ANSWERING CORRECTLY
<b>Knowledge</b>	05	68.5
<b>Comprehension</b>	06	76.4
<b>Application</b>	03	73.4
<b>Analysis</b>	06	51.3
<b>Synthesis</b>	02	53.4
<b>Evaluation</b>	08	73.1

The following observations can be deduced from tables 20 and 21 above.

- i) All the areas of the syllabus were adequately covered. This is in line with the breadth and length of the syllabus areas being examined.
- ii) Candidates have persistently continued to demonstrate a weakness in attempting questions testing the skill of analysis. This issue needs to be addressed by the teachers.

### 8.1.2 General Performance of Candidates in the Year 2008 KCPE CRE Examination

The table below shows the mark statistics for the last four years (2005 to 2008)

**Table 22: Candidates General Performance in CRE over the last four years**

YEAR	2005	2006	2007	2008
Marked out of	30	30	30	30
National Mean	20.17	21.04	17.58	19.56
Standard deviation	5.05	5.27	4.60	4.57

From the table it is noted that there was an improvement in the performance of the subject as shown by the mean of **19.56** in 2008 as compared to **17.58** in 2007. Candidates should strive to achieve a higher mean as in the year 2006.

### 8.1.3 Analysis of Performance in Selected Items

The following is an analysis of performance based on a sample of **39,932** candidates randomly selected from a total population of male and female candidates of **661,454** who sat the 2008 KCPE CRE examination. As stated earlier, they recorded a mean of **19.56** and a standard deviation of **4.57**.

**Figure 8** below shows the relative difficulty of each of the **thirty (30)** items in the year 2008 CRE examination. This is derived from the approximate percentage of candidates scoring correctly in each item in this paper. Any item where the candidates scoring correctly is **40%** or lower is perceived to be poorly performed. In 2008 there were **four (4)** items. These items are **68, 73, 77 and 83**.



Figure 8 - CRE

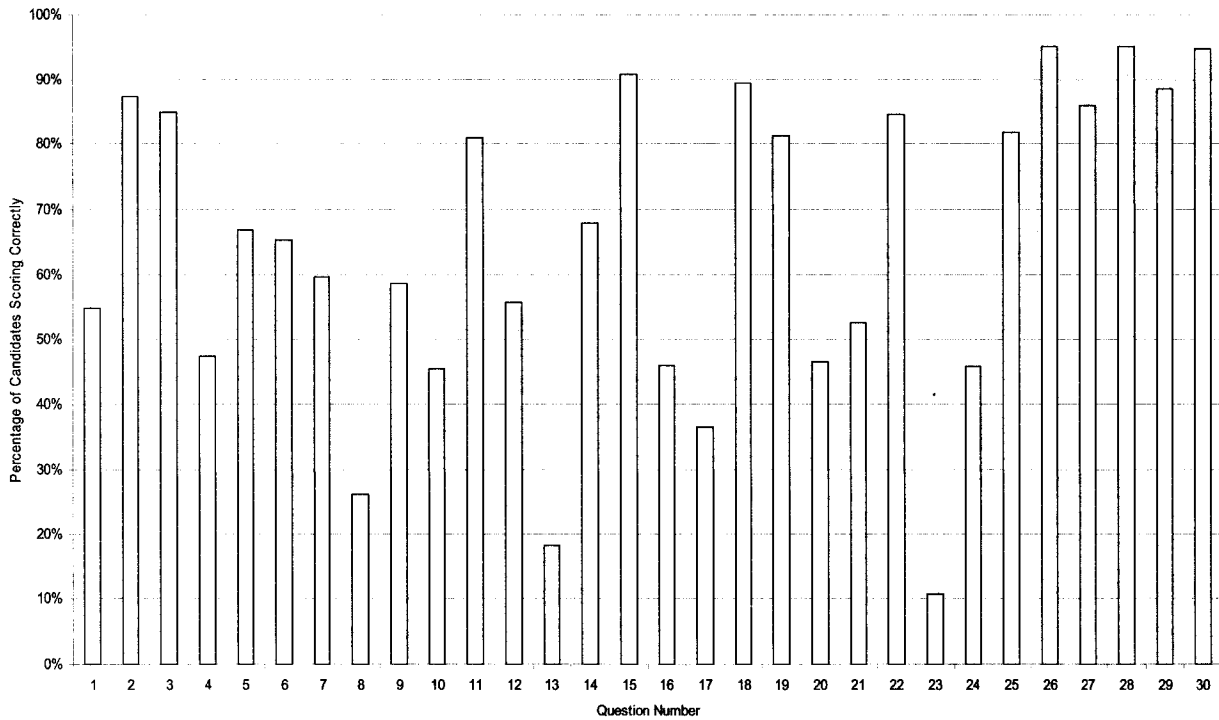


Table 23: Questions with a facility Index of 40% and below

Question Number	68	73	77	83
% of candidates choosing the correct response	26.23	18.16	36.58	10.79

**Question 68:**

Which one of the following miracles was performed by both prophet Elijah and Elisha?

- A. Raising the son of the Shunammite woman.
- B. Purification of the water.
- C. Multiplication of oil.
- D. Bringing fire from heaven.

**Response Pattern**

OPTION	A	B	C*	D
% choosing the option	25.81	26.51	26.23	20.42
Mean mark in other questions	17.43	19.92	22.24	18.46

This question comes from the Old Testament part of the syllabus. It tested the skill of synthesis. Candidates were expected to have detailed information on the miracles performed by both Elijah and Elisha. They were then to bring out the comparison and come up with the answer. The correct response was option C (**Multiplication of oil**). This option attracted 26.23% of the candidates who

were the brightest in the group as indicated by their mean mark of **22.24** in other questions. There was almost equal distribution of percentage of candidates in option **A, B and D**. This seems to indicate the use of guessing. Teachers need to clearly indicate the miracles performed by these two prophets when teaching this area.

**Question 73:**

“The son of man is the Lord of the Sabbath.” (Luke 6:5).

Those words were spoken by Jesus when

- A. he calmed the storm
- B. he healed a paralysed man
- C. his disciples picked ears of corn
- D. he healed the woman with the flow of blood.

**Response Pattern**

OPTION	A	B	C*	D
<b>% choosing the option</b>	17.46	41.98	18.16	21.32
<b>Mean mark in other questions</b>	18.09	20.23	21.19	18.15

This is an analysis question taken from the New Testament section of the syllabus content. This was the second poorest performed question. Candidates were expected to know on which occasion Jesus said that the son of man was the Lord of the Sabbath. Option **B (he healed a paralyzed man)** which had **41.98%** of the candidates choosing the option was wrong. Candidates need to know the exact content of the question. A lot of ignorance was depicted. However the brightest among the group who had a mean of **21.19%** in other questions managed to get it correct yet they were only **18.16%**. It shows that guessing was used when picking the right option. Teachers need to teach the Bible to aid candidates answer context questions.

**Question 77:**

A lesson Christians learn about Jesus from Cleopas and his friend on their way to Emmaus is that Jesus

- A. is the bread of life
- B. will judge the world
- C. brings salvation to people
- D. is the light of the world.

**Response Pattern**

OPTION	A	B	C*	D
<b>% choosing the option</b>	19.50	7.25	36.58	35.48
<b>Mean mark in other questions</b>	19.67	17.38	20.68	18.87

This was an application question taken from the New Testament section of the syllabus under the area of passion and resurrection of Jesus Christ. Candidates were expected to have the exact knowledge of what transpired during the contact of Jesus Christ, Cleopas and his friend when the two were going to Emmaus after his resurrection. The correct option was **C (brings salvation to people)** which attracted **36.58%** of the candidates. They were the brightest in the group and had a mean mark of **20.68** in other

questions. A sizeable percentage chose option **D (is the light of the world)**. It shows that there was some guessing and mixture of certain ideas. This incident of Emmaus was very specific and the key is expected to be linked to the episode.

**Question 83:**

Gifts are given to a couple during the wedding in both traditional African communities and Christianity **mainly** to

- A. make them feel important
- B. show that the two are special
- C. ensure they have property in their home
- D. make them responsible.

**Response Pattern**

OPTION	A	B	C*	D
% choosing the option	18.00	34.90	10.79	35.28
Mean mark in other questions	19.87	20.48	17.76	19.12

The question expected candidates to have knowledge of Traditional African Religion as compared to Christianity as far as marriage and particularly the conduct of weddings is concerned. The correct option was **C (ensure they have property in their home)**. It unfortunately had negative discrimination index because the brightest candidates chose option **B (show that the two are special)**. The candidates did not consider the term **mainly**. Candidates should read the questions carefully before attempting. Only **10.79%** of the sample candidates chose the correct option.

**8.1.4 GENERAL COMMENTS**

- i) There was an improvement in the performance of the subject as indicated by the statistical data. Teachers and candidates are commended for it.
- ii) Teachers need to look at the weak areas to guard against the performance in the weak areas mentioned in the report.
- iii) Pupils and candidates are advised to read questions carefully before attempting them to avoid getting mixed up.
- iv) As mentioned in reports of previous years, pupils/candidates need to read the Bible so as to be more conversant with questions requiring biblical knowledge.

## 8.2 ISLAMIC RELIGIOUS EDUCATION

In the year 2008, **26,634** sat for the Kenya Certificate of Primary Education (KCPE) Islamic Religious Education (IRE) as compared to **27,096** candidates who sat in 2007. The *table 24* below shows the national statistics for the paper for the last four years.

**Table 24: The National Raw Mark for the KCPE (IRE) for the Last Four Years**

Year	Candidature	Top Mark	Mode	Mean	Standard Deviation	Maximum Mark
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
2008	26,634	30	25	19.89	6.02	30

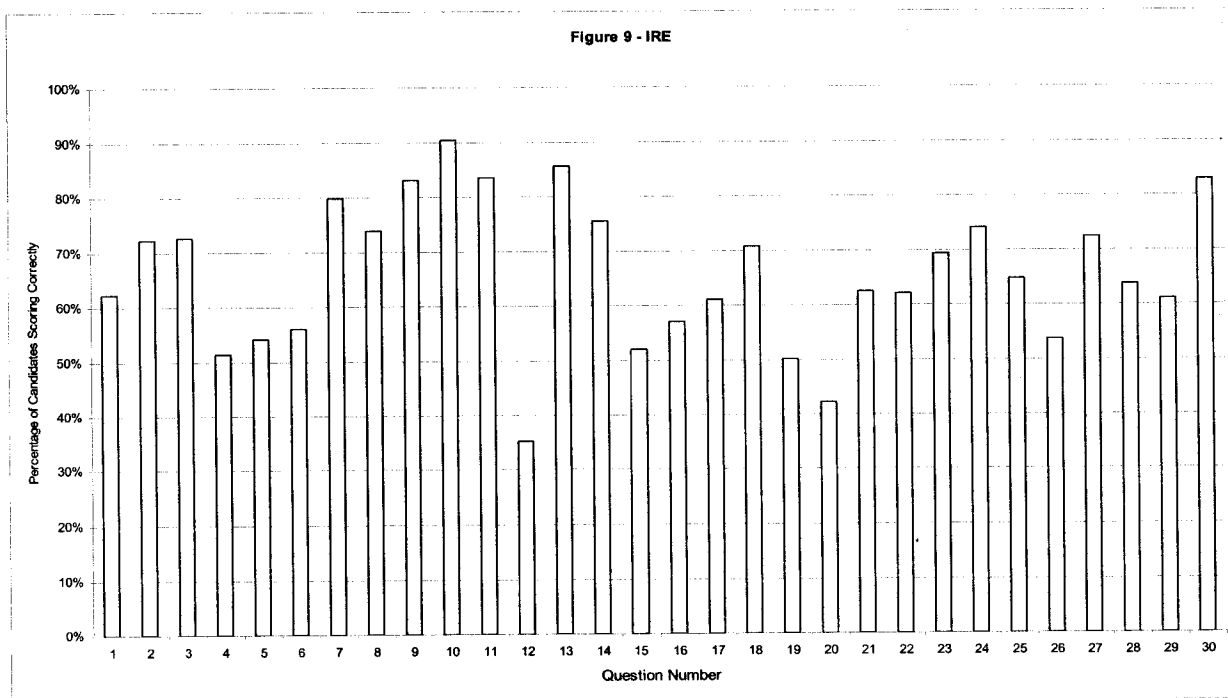
The following observations can be made from the table above:

- i) There was a drop in the number of candidates taking Islamic Religious Education at KCPE level in 2008 as compared to year 2007. The candidature dropped by **462 (1.71%)**.
- ii) There was a slight improvement in the performance of candidates in the year 2008 as attested by the mean of **19.89** when compared to that of **19.39** in the year 2007.

### 8.2.1 Analysis of Candidates' Performance

This analysis is based on a random sample of **10,448** candidates out of a total number of **26,634** of candidates who sat the Islamic Religious Education examination at the KCPE level in 2008.

The reports will give the relative difficulty of each of the **thirty (30)** items as shown in *Figure 9* on the next page. It will also discuss analysis of the candidates' responses in the four relatively poorly performed questions.



### 8.2.2 Analysis of Relatively Poorly Performed Questions

Table 25 shows candidates' performance in the four relatively poorly performed questions in the 2008 KCPE (IRE) examination.

**Table 25: Relatively Poorly Performed Questions in the 2008 KCPE (IRE) Examination**

Question Number	64	72	79	80
% of candidates choosing correct response	51.33	35.21	50.18	42.26

#### Question 64:

The main lesson that Muslims can learn from the Episode of the Elephant narrated in *Surah Al-Fil* is that

- A. the *Kaaba* is protected by Allah
- B. pride goes before a fall
- C. those who plan evil will fail
- D. Allah has means to destroy an enemy.

#### Response Pattern

OPTION	A*	B	C	D
% choosing the option	51.33	7.14	19.29	20.96
Mean mark in other questions	21.23	16.88	18.64	18.78

The question was on *Surah Al-Fil* (Quran:105). The question not only expected the candidates to be familiar with the content of the *Surah* but to have knowledge of its background and circumstances. In 570 A.D Allah protected the *Kaaba* against *Abraha's* army. *Abraha* had intended to invade *Makka* with the sole aim of destroying the *Kaaba*. The correct response to this question was option A (the

**Kaaba is protected by Allah).** The correct option was chosen by **51.33%** of the sample candidates. These were also the bright candidates as is attested by their mean of **21.23** out of **30** in the other questions. It is gratifying to note that the bright candidates were able to pick the right answer in a question that tested their evaluation skills.

**Question 72:**

Who among the following categories of people is **not** a recipient of *zakat*?

- A. The orphans.
- B. The poor.
- C. Converts to Islam.
- D. Travellers.

**Response Pattern**

OPTION	A*	B	C	D
% choosing the option	35.21	8.55	22.76	32.01
Mean mark in other questions	23.37	15.20	18.47	18.36

The question was on **Zakat** and specifically on the prescribed recipients/objects of Zakat. The question expected the candidates to be aware of the recipients of Zakat (Quran 2:273 and 9:60). The category of people who are not included in the list of the recipients of Zakat are the orphans. Therefore the correct option for this question was **A (the Orphans)**. The correct option was chosen by the very bright of the sample candidates who scored **23.37** out of **30** in the rest of the items. Teachers of IRE should help candidates to distinguish what is practised and what is prescribed by encouraging them to read prescribed texts and references.

**Question 79:**

Which one of the following is the **fundamental** pillar of *Iman*?

- A. Belief in the existence of angels.
- B. Belief in the Day of Judgement.
- C. Belief in Allah and the Prophethood of Muhammad.
- D. Belief that the world will come to an end.

**Response Pattern**

OPTION	A	B	C*	D
% choosing the option	6.08	23.56	50.18	18.66
Mean mark in other questions	17.04	17.99	21.76	18.22

The question was on the **Pillars of Iman** (Articles of Faith). Candidates were given four Pillars of Iman and the question required them to pick the one which is fundamental to Islam. The correct option was **C (Belief in Allah and the prophethood of Muhammad)**. The correct option was chosen by **50.18%** of the sample candidates. Those were the bright candidates as attested by their mean of **21.76** out of **30** in the rest of the items.

### Question 80:

The **main** reason why Muslims offer greetings before other utterances is because

- A. it is a way of making friends
- B. it is a way of showing concern
- C. it is a *dua*
- D. it is a way of drawing attention.

### Response Pattern

OPTION	A	B	C*	D
% choosing the option	11.68	36.70	42.26	8.18
Mean mark in other questions	17.57	18.96	21.81	17.58

The question was on **Akhlaq** specifically on Islamic salutations, a sub-topic in Standard One under Moral Teachings. For the candidates to have been able to choose the correct option, they were expected to know the Islamic phrase on salutation and understand its meaning and significance. The correct option for this item was **C (it is a *dua*)**. The correct option was chosen by **42.26%** of the sample candidates. Those were the bright candidates as is attested by their mean of 21.81 out of 30 in the rest of the questions.

### 8.3 HINDU RELIGIOUS EDUCATION

In the year 2008, **68** 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 in the last four years.

**Table 26: The National Raw Statistics for the KCPE HRE Examination for the last four years.**

Year	Candidature	Top Mark	Mode	Mean	Standard Deviation	Maximum Mark
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
2008	68	24	17	14.92	4.62	30

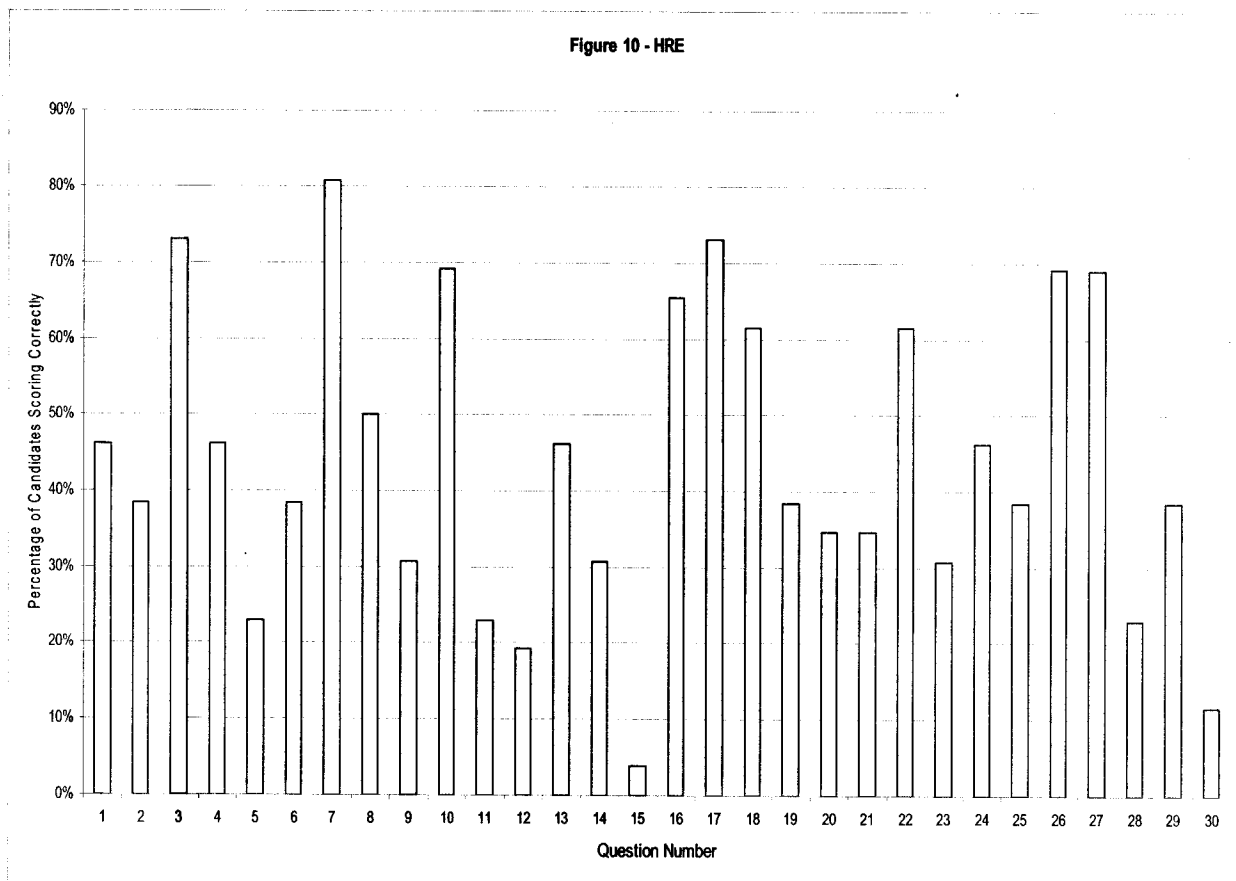
From the table above the following observations can be made:

- i) There was a drop in candidature in 2008 when compared to the year 2007. The candidature dropped by **6 (8.11%)**.
- ii) 2008 registered the lowest top mark of **24** out of **30** in the four years under review.
- iii) 2008 also registered the lowest mean of **14.92** in the four years under review.
- iv) There was an improvement in mode to **17** in 2008 compared with the mode of 15 in 2007.

### 8.3.1 Analysis of Candidates' Performance

This report is based on **26** candidates out of a total population of **68** candidates who sat the Hindu Religious Education examination in 2008. The sample candidates had a mean of **13.15** and standard deviation of **6.17**.

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 (6)** poorly performed questions. In addition the report makes suggestions to teachers of the Primary Hindu Religious Education with the view of helping improve the candidates' performance in the subject at the KCPE level in future.



### 8.3.2 Analysis of Poorly Performed Questions

Table 27 below shows candidates performance in the poorly performed questions in the year 2008 KCPE HRE examination.

**Table 27 : Poorly Performed Questions in the 2008 KCPE HRE Examination**

Question Number	65	71	72	75	88	90
% of Candidates Choosing Correct Response	23.07	23.07	19.23	3.84	23.07	11.53



**Question 65:**

Which one of the following is the **main** reason why Lord Krishna supported the Pandav in the war of Kurukshetra?

- A. He wanted to protect his brother-in-law, Arjun.
- B. Pandav were fighting for a just cause.
- C. Pandav were the legal heirs to the throne.
- D. Kauravas had rejected his peace mission.

**Response Pattern**

OPTION	A	B*	C	D
% Choosing Option	15.38	23.07	34.61	19.23
Mean mark in other Questions	9.50	17.00	14.33	14.60

The question was on the Manifestation of Paramatma, specifically on Lord Krishna. In the Epic of Mahabharata, Krishna appears as the friend and adviser of the Pandav warriors and divine charioteer of Arjun, positions he took because he was **strongly** convinced that the Pandav were fighting for their right. The correct option for this question was **B (Pandav were fighting for a just cause)**. The correct option was chosen by **23.07%** of the sample candidates. Those who chose Option **B** were the bright candidates as is indicated by their average mark of **17** out **30** in the rest of the questions. Candidates who chose the other options might not have taken time to read the question carefully. The question tested the candidates' evaluation skill. It required the candidates to choose the **main** reason why Krishna supported the Pandav in the war of Kurukshetra.

**Question 71:**

Three of the following are reasons why Sikhs practise *Naam Japna*. Which one is **not**?

- A. To attain peace of mind.
- B. To get rid of desires.
- C. To get rid of one's ego.
- D. To communicate with Waheguru.

**Response Pattern**

OPTION	A	B*	C	D
% Choosing Option	26.92	23.07	7.69	34.61
Mean mark in other Questions	17.00	15.33	11.00	12.11

The question was on the Principles of Dharma, specifically on the Sikh Principle of Naam Japna (Chanting the Lord's name). The question was the negative type. There is a probability that some of the candidates who failed to choose the right option **B (to get rid of desires)** did not read the question carefully. The correct Option **B** was picked by **23.07** of the sample candidates. Those were the average candidates as is indicated by their mean mark of **15.33%** in the other questions. Some bright candidates who had a mean of **17.00** in the rest of the questions chose Option **A (to attain peace of mind)**.

**Question 72:**

The Principle of Dharma that teaches boys and girls to abstain from sex until they get married is

- A. *Indriya Nigraha*
- B. *Brahmacharya*
- C. *Vidya*
- D. *Saucham.*

**Response Pattern**

OPTION	A	B*	C	D
% Choosing Option	38.46	19.23	11.53	23.07
Mean mark in other Questions	16.30	16.20	11.53	10.66

The question was on the Principles of Dharma. The question expected the candidates to know what each of the principles given as options teaches. The principle that specifically teaches young people to abstain from sex until they are married is Brahmacharya (celibacy). The correct option was **B (Brahmacharya)**. The correct option was chosen by **19.23%** of the sample candidates. **38.30%** of the sample candidates chose Option A (*Indriya Nigraha*) discipline which applies to everybody and not specifically to the young people like Option B. Candidates who chose Option A might not have taken time to think over the question.

**Question 75:**

Which one of the following *Kakars* worn by the Sikhs signifies self control?

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

**Response Pattern**

OPTION	A	B	C*	D
% Choosing Option	7.69	57.69	3.84	23.07
Mean mark in other Questions	14.50	13.20	19.00	16.00

The Five Kakars of the Sikhs are studied under the Rites and Rituals. Candidates are expected not only to know the Five Kakars but to explain their significance (Symbolic meaning). The correct option for this question was **C (Kaccha)**. It is amazing that the correct option was only chosen by **3.84%** of the sample candidates. **57.69%** of the sample candidates chose Option **B (Kirpan)**. These were the below average candidates as is attested by their average mark of **13.20** out of **30** in the rest of the questions. These candidates might have been attracted by Option **B** because **Kirpan** is the most known of the **5 Ks** because of its connection with the initiation into the Khalsa through the ritual of Panj Pyare.

**Question 88:**

During which season do Jain *Sadhu* and *Sadhavi* remain indoors and meditate?

- A. *Varsha*.
- B. *Shishir*.
- C. *Vasant*.
- D. *Grishma*.

**Response Pattern**

OPTION	A*	B	C	D
% Choosing Option	23.07	7.69	50.00	11.53
Mean Mark in other Questions	18.33	16.00	12.53	12.33

The question was on Hindu Heritage, specifically on the Hindu seasons as per the Hindu Calendar. The question expected the candidates to identify the rituals performed during particular seasons. In this case candidates were required to identify the season during which Jain *Sadhu* and *Sadhavi* remain indoors to meditate. The correct answer for this question was Option A (**Varsha**). The correct Option was chosen by **23.07%** of the sample candidates. Those who chose the correct option were also the bright candidates as is indicated by their mean of **18.33** in the rest of the questions. **50%** of the sample candidates chose option C but those were the below average candidates as attested by their mean of **12.53** in the rest of the questions.

**Question 90:**

Which one of the following national *utsav* is celebrated by Hindus in Kenya to honour those who fought for Kenya's independence?

- A. *Madaraka Day*.
- B. *Kenyatta Day*.
- C. *Jamuhuri Day*.
- D. *Labour Day*.

**Response Pattern**

OPTION	A	B*	C	D
% Choosing Option	19.23	11.53	30.76	30.76
Mean Mark in other Questions	17.40	13.00	16.12	10.87

The question was on the Utsav, specifically set on the National Utsav. Hindus in Kenya celebrate Hindu Religious and Social Utsav, but they also join other Kenyans in celebrating the national Utsav. Like they are expected to give reasons why they celebrate Hindu Utsav such as Diwali, Holi, Vaisakh, Paryushan etc, they are also expected to give reasons why Kenyans celebrate their national Utsav such as Madaraka Day, Kenyatta Day, Jamhuri Day and Labour Day. The correct answer to this question was Option B (**Kenyatta Day**). It is amazing that only **11.53%** of the sample candidates chose the correct option. This is a proof that teachers of HRE are ignoring or neglecting to help their students apply HRE to their life in Kenya.

### 8.3.3 GENERAL COMMENTS

- i) 2008 registered the lowest national mean of **14.92** and the lowest top mark of **24** out of **30** in the four years under review (**2005-2008**) in KCPE HRE examination. Teachers are advised to adequately prepare their candidates for the KCPE examination in the subject. Candidates should also be advised against choosing answers for **HRE** questions from Christian Religious Education (**CRE**) and Islamic Religious Education (**IRE**) Sections of the paper.
- ii) Teachers of **HRE** should use life approach in the teaching of the subject. This will help their students see the relevance of **HRE** to their lives and to the community.

### 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 only be read by teachers but also by pupils at upper primary who may also benefit a lot from it. They should therefore be exposed to it.

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