

### 3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2013 KCSE Christian Religious Education syllabus was examined in two papers.

Paper 1 (313/1) examined the Old Testament and traditional African religious heritage while.

Paper 2 (313/2) tested aspects of the syllabus in the New Testament and Contemporary Christian Living. Each of the papers had a total of six essay structured type questions and candidates were expected to answer any five.

#### 3.3.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows candidates' performance in the KCSE Christian Religious Education examination for the last four years.

**Table 10: Candidates Overall Performance in CRE for the Last Four Years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2010	1		100	50.67	14.90
	2		100	41.64	14.88
	<b>Overall</b>	<b>240,130</b>	<b>200</b>	<b>92.31</b>	<b>29.78</b>
2011	1		100	50.36	15.65
	2		100	47.53	14.84
	<b>Overall</b>	<b>289,471</b>	<b>200</b>	<b>97.58</b>	<b>28.85</b>
2012	1		100	46.96	15.10
	2		100	41.11	13.72
	<b>Overall</b>	<b>316,403</b>	<b>200</b>	<b>88.05</b>	<b>27.03</b>
2013	1		100	40.84	14.81
	2		100	55.09	15.85
	<b>Overall</b>	<b>330,964</b>	<b>200</b>	<b>95.91</b>	<b>28.29</b>

The following observations can be made from the table above.

- The candidature has increased tremendously from 316,403 in 2012 to 330,964 in 2013.
- The performance of the candidates has improved. This is attested by a mean of 88.05 in 2012 as compared to that of 95.91 in 2013.
- The standard deviation of the papers combined improved to 28.29 as compared to 27.03 in 2012. This is due to the improvement of performance in paper two.

This report will pay attention to areas in which there was poor performance by the candidates. It goes ahead to give the expected responses from candidates and further provides advice to teachers with a view of improving future performance in the CRE Examination.

The Chief Examiners' reports in both papers will be our major source of reference when dealing with the general performance of the candidates in the subject.

### 3.3.2 CRE Paper 1 (313/1)

According to the Chief Examiner's report the paper tested the syllabus adequately. There were no questions that were considered too easy. The paper was appropriate because it was able to discriminate clearly between the well taught and the poorly taught students.

It is however noted that the overall assessment of the candidates was fair in that some candidates performed very well while others quite poorly. The Chief Examiner reported that the general performance was below average since the common marks were between 20% and 30% a rather disturbing trend. This was attributed to misinterpretation of questions as well as lack of content. This was evident in 1b & 3c.

This report will discuss questions which gave challenges to candidates.

#### Question 1(b)

Outline the translation of the Bible from the original language to local languages

Candidates were expected to trace the process of Bible translation from original language to local languages in an orderly manner.

#### Weaknesses

Many candidates put their responses in a chart form instead of outlining. Others wrote the effects of Bible translation.

#### Expected Responses

- ☐ The Old Testament was originally written in Hebrew
- ☐ The New Testament was originally written in Greek
- ☐ The Old Testament was translated from Hebrew into Greek
- ☐ The entire Bible was translated into Latin by Jerome
- ☐ The Bible was translated directly from Hebrew and Greek into English by William Tyndale
- ☐ The Bible was translated into national languages of European countries during the period of Reformation
- ☐ It was translated from English into Kiswahili by Dr, Kraph
- ☐ The Bible has been translated into other local languages by the Bible Society of Kenya/ individuals.

#### Advice to Teachers

Teachers to meet all the objectives in the syllabus adequately by outlining the process of Bible translation.

#### Question 3 (c)

What lessons can Christians learn about social justice from the story of Naboth's vineyard?

Candidates were expected to give reasons why church leaders have to commit themselves before taking up leadership.



### Weaknesses

The candidates were expected to bring out the relevance of Naboths vineyard with regard to social justice.

### Expected Responses

- ☐ Christians should not use their position in leadership to acquire wealth irregularly/falsely
- ☐ Christians should protect the poor against corrupt leaders
- ☐ They should safe guard property received through inheritance/according to the law
- ☐ They should not be misled by their friends/relatives to go against the law
- ☐ Christians should execute justice/protect rights/freedom of citizens
- ☐ They should condemn all forms of injustice in the society.
- ☐ Christians should champion /fight for the rights of the weak in the society
- ☐ There is punishment for those who exploit the poor/others.

### Advice to Teacher

Teachers to bring out the difference between lessons, teachings and application in place.

### 3.3.3 CRE Paper 2 (313/2)

According to the Chief Examiner's report the paper tested the syllabus adequately. There were no questions that were considered either too easy or too difficult, skills tested were balanced and no questions outside the syllabus. There was improvement in the performance and it was average compared to the previous year. The questions that gave challenges to candidates include, 2(b) and 3(a)

### Question 2 (b)

Give six reasons why Jesus chose the twelve disciples

Candidates were to explain why Jesus chose the twelve disciples.

### Weaknesses

Some candidates described the appointment of the twelve disciples.

### Expected Responses

- ☐ In order to teach them the secrets of the kingdom of God
- ☐ To have companions/person assistants
- ☐ To form an inner grasp which should assist him during his public ministry
- ☐ To be witnesses to his saving acts in the world
- ☐ To reveal his person/give a new understanding of his Messiah ship
- ☐ It symbolised the reconstruction of the twelve tribes of Israel
- ☐ To train/prepare them for the mission after his death
- ☐ To lay a foundation for the establishment of the church
- ☐ To continue with the biblical theme of election in which God chooses anyone to serve him.

### Advice to Teachers

The candidates need to read the bible adequately using recommended textbooks.

### Question 3(a)

Outline Jesus teaching on Watchfulness and Readiness.( Luke 12:35-48)

Candidates were to highlight/summarise Jesus teaching on Watchfulness and Readiness to his disciple as recorded in Luke 12:35-48

### Weaknesses

Candidates dealt with Jesus teaching on eschatology hence out of context. Some recorded the parable of the ten virgins.

### Expected Responses

These are some of the expected responses:

- ☐ believers should be dressed for his coming
- ☐ they should keep their lamps burning
- ☐ they should be alert/awake
- ☐ those who are found waiting
- ☐ they should be prepared at all times since they do not know the time for Christ's coming
- ☐ believers should continue working until Christ comes back
- ☐ the servants /believers who are drunkards/mistreat fellow workers will be punished
- ☐ those who know what is required of them/their masters will and fail to do it will receive a severe beating
- ☐ believers are expected to respond to God according to how much they have received from Him
- ☐ those who do wrong out of ignorance will receive lesser beatings/punishment.

### Advice to Teachers

Teachers need to teach the Bible exhaustively

### GENERAL COMMENTS

The candidature of CRE has increased tremendously. As noted earlier, the overall performance of the subject has improved

The following need to be re- emphasized and adhered to improvement of performance:

- ☐ The Bible has always to be used during teaching and learning.
- ☐ Students have to study CRE with contextual questions in mind to avoid lack of content.
- ☐ Teachers need to remind candidates to use the recommended text books during teaching, learning and revision.
- ☐ Rubric needs to be adhered to.
- ☐ There should be in servicing of CRE teachers, for them to be trained on content delivery and examinations techniques.