

11.0 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2006 KCSE Christian Religious Education syllabus was examined in two papers. *Paper 1(313/1)* examined the *Testament and Traditional African Heritage* while *Paper 2 (313/2)* tested aspects of the syllabus in the *New Testament and Contemporary Christian Living*.

11.1 GENERAL CANDIDATES' PERFORMANCE

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

Table 14: Candidates' Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Max. Score	Mean Score	Standard Deviation
2003	1		100	55.33	13.84
	2		100	62.45	15.40
	Overall	73,592	200	117.74	27.34
2004	1		100	53.95	14.46
	2		100	56.84	15.42
	Overall	90,175	200	110.71	28.00
2005	1		100	61.59	15.01
	2		100	53.07	16.20
	Overall	119,887	200	114.65	29.00
2006	1		100	57.51	16.16
	2		100	53.57	15.29
	Overall	144,100	200	111.07	30.00

The following observations can be made from the table above:

- i) There has been a steady increase in the candidature over the years. In the year 2006 alone, there was an increase of **24,213** candidates.
- ii) Performance dropped in paper 1 (313/1) from **61.59** in the year 2005 to **57.51** in the year 2006.
- iii) There was a slight improvement in paper 2 (313/2) from a mean of **53.07** in the year 2005 to **53.57** in the year 2006.
- iv) There was a slight drop in the overall performance of the subject as noted in the combined mean of **111.07** in the year 2006 as compared to **114.65** in the year 2005. The separation of the content in each of the two papers seems to have affected the candidates' performance. It is hoped that the performance will improve as they get used to this new method of distinguishing the two papers.

This report focuses its attention on questions which were poorly performed by candidates. It helps the teacher to identify the weaknesses experienced by the candidates, enumerates possible responses and further goes on to advice both the candidates and the teachers on how best to tackle these weaknesses. Teachers should take advantage of this information so as to improve the performance of the subject in future.

11.2 PAPER 1 (313/1)

There was a slight drop in the mean in the year 2006 as compared to the year 2005. The paper registered a mean mark of *57.51* and a standard deviation of *16.16*. As noted earlier in this report, the format of this paper changed from structured to essay type questions. This may have affected the results thus leading to a drop in the mean. *Questions 5 and 6* will be discussed in this report because they presented some challenges to the candidates.

Question 5 (a)

Outline the problems that Nehemiah encountered in rebuilding the wall of Jerusalem.

Candidates were expected to be familiar with the work of rebuilding the walls of Jerusalem under the leadership and initiative of Nehemiah. They were to outline the problems Nehemiah faced in connection with his work of rebuilding the walls of Jerusalem.

Weaknesses

Majority of the candidates displayed ignorance of the account of the rebuilding of the wall of Jerusalem by Nehemiah. They did not know the challenges he faced in the process of constructing the wall of Jerusalem. They merely outlined the reforms made by Nehemiah that had nothing to do with the challenges he faced.

Expected Responses

- He received threats of violence from the enemies.
- A trap was laid to derail his mission of rebuilding the wall.
- There was a plot to kill him.
- Insecurity from the enemies.
- False prophets tried to discourage him.
- Opposition from the Jewish nobles.
- False accusation from his enemies.

Advice to Teachers

From candidates' responses, it was evident that the topic of Nehemiah had not been covered by the teachers. Teachers should encourage the learners to read through all the selected Biblical texts on Nehemiah which clearly illustrate the differences between the problems faced by Nehemiah as the Governor of Jerusalem and those he encountered while reconstructing the wall of Jerusalem.

Question 5(b)

Identify the symbolic acts used by prophet Jeremiah to demonstrate God's judgement and punishment to the Israelites.

Candidates were expected to identify the symbolic acts used by prophet Jeremiah to demonstrate God's judgment and punishment to the Israelites.

Weaknesses

Candidates were unable to distinguish between Jeremiah's symbolic acts related to judgment and punishment from those related to hope and restoration. A good number of candidates confused the symbolic acts of Jeremiah with the visions of Amos. Those who remembered something about the symbolic acts had very vague references to them such as "*the wooden ox*", "*waist cloth*" or "*broken pot*" which did not warrant any scores.

Expected Responses

- The reworking of the vessel by the potter.
- The breaking of the earthen flask before the elders.
- He was shown two baskets of figs, one with good figs and another with bad figs.
- Jeremiah was not to marry.
- Burning the linen waist cloth in a cleft of the rock.

Advice to Teachers

Teachers should make a deliberate effort to dramatise the symbolic acts of Jeremiah to help the learners to internalize them. They should show the differences between Jeremiah's symbolic acts and the visions of Amos. They should encourage the learners to read biblical references so as to understand the concepts.

Question 5(c)

What lessons do Christians learn from prophet Jeremiah's teaching on the New Covenant?

Candidates were expected to draw the lessons Christians can learn from Jeremiah's teaching on the New Covenant.

Weaknesses

Candidates showed lack of knowledge of the teachings of Jeremiah on the New Covenant. They generally lacked the skill of giving the relevance from Jeremiah's teaching on the New Covenant to the Current Christian life. They discussed Christian beliefs without discussing the relevance of Jeremiah's teaching on the New Covenant.

Expected Responses

- There is individual responsibility/punishment when one sins.
- There is forgiveness of sins if one repents/reconciliation.
- Christians have an everlasting relationship with God.
- Those who repent their sins have a new beginning.
- The need to have faith in God.
- They should obey/practice the law of God.
- They learn that the new covenant is fulfilled in the coming of Jesus Christ.
- They should internalize the law of God/laws of God in their hearts.

Advice to Teachers

Teachers are advised to change their approach while handling Jeremiah from the old thematic teaching to the new syllabus which handles the area on the teaching of “*Hope and Restoration*”. These are Chapters *Jeremiah 24 to 33*. They should follow and refer to some of the new text books approved by Kenya Institute of Education (KIE) for this course.

Question 6 (a)

Explain the importance of rituals performed during a naming ceremony in traditional African communities.

Candidates were expected to identify rituals related to the naming of a child in traditional African Communities and explain the significance of each spiritually.

Weaknesses

Candidates failed to capture the dual requirements of this question. Others merely cited the rituals without giving their significance/importance. A good number of candidates discussed the birth of a child in traditional African communities.

Expected Responses

- Bathing of the baby sets the beginning of new life
- Shaving of the mother and baby symbolized new life and growth
- Giving presents to the baby/mother is a sign of good will/ownership of property
- Wearing of charms signifies protection for the baby/mother.
- Slaughtering of animals is a way of thanks giving to ancestors/God.

Advice to Teachers

Teachers should handle “*Birth*” and “*Naming*” independently so as to avoid the confusion as seen in the responses of candidates. Most candidates viewed “*Birth*” and “*Naming*” as one and the same concept.

Question 6 (b)

Identify the moral values acquired during marriage in traditional African communities.

Candidates were expected to be aware of the impact of marriage on the couple in traditional African communities and identify the moral values acquired as a result of marriage.

Weaknesses

Many candidates lacked knowledge on traditional African marriages and expectations from a couple, that is, their roles in the nuclear family and the wider community. Most of them listed the gender roles of the female and the male members in traditional African communities.

Expected Responses

- Faithfulness/loyalty.
- Respect/courtesy.
- Responsibility.
- Tolerance/perseverance/endurance/patience.
- Love.
- Humility.
- Honesty.
- Integrity.
- Courage.

Advice to Teachers

Teachers should encourage the learners to appreciate the traditional African marriage and other similar practices which form a basis for African Heritage. They should also make the learners to distinguish between Christian marriages and Traditional African marriages. Learners should be encouraged to read widely on the African Heritage.

Question 6 (c)

Why is death feared in traditional African communities?

Candidates were expected to discuss why death is feared in traditional African communities. Those who attempted this question misunderstood the task and instead dwelt on the causes of death in traditional African communities. They singled out witchcraft and curses of the ancestors as mediums of death.

Expected Responses

- It disrupts the rhythm of human life/activity.
- It is irrevocable/inescapable.
- It brings impurity to the family.
- It deprives the community of the individuals.
- It comes unannounced.
- Nobody knows about life after death.
- Death rites reveal people's characteristics.
- It brings poverty to the family involved.

Advice to Teachers

Teachers need to give the differences between the traditional African and Christian views about death.

11.3 PAPER 2 (313/2)

The performance in this paper was generally below average. This was mainly attributed to the fact that most questions especially from St. Luke's Gospel were contextual requiring candidates to be specific and the fact that the paper had been restructured to test specific areas of the syllabus. Candidates also tended to answer questions in point form and yet this was an essay type

paper and others lacked the technique of answering questions. This was evidenced by the fact that many candidates went beyond the scope of the question. Generally, there were far too many rubric offences. Teachers must discourage this habit.

A few questions will be analysed so as to highlight the areas where performance was poor in the paper. Specifically question 3(b), 4(b) and (c) will be discussed.

Question 3 (b)

Outline the preparations that Jesus made for the Last Supper. (Luke 22: 7-14).

Candidates were to outline the preparations which Jesus made for the last supper recorded in Luke 22: 7-14.

Weaknesses

Many candidates got confused and narrated the celebration and not preparation of the last supper. Others failed to recognize the role played by the disciples and the part played by Jesus' preparation which formed a core of the expected responses. Yet others went beyond the scope of the question.

Expected Responses

- He told them that they would meet a man in the city carrying a jar of water.
- Once in the house the disciples were to ask the owner/house holder to show them the guest room.
- He instructed the disciples to prepare the room.
- The disciples prepared the meal.

Advice to Teachers

Teachers should encourage the students to read the St. Luke Gospel in its totality. Candidates should also ensure that they understand the question before attempting it.

Question 4 (b)

Explain how the use of the gifts of the Holy Spirit brought disunity in the church at Corinth.

Candidates were expected to explain how the use of gifts of the Holy Spirit brought disunity in the church at Corinth.

Weaknesses

Many candidates' responses portrayed a lot of confusion in this question. A good number attempted to explain how each gift of the Holy Spirit enumerated in question 4 (a) brought disunity. They failed to single out the particular gifts of the Holy Spirit that brought disunity. It is important to note that the main issue in Corinth was the gift of speaking in tongues and how those who had it looked down upon others. They thought they were a special breed of believers.

Expected Responses

- There was no interpretation of tongues hence messages were not understood.
- People did not show love to one another as they used the gifts of the Holy Spirit.
- People did not use their gifts for the growth/development of the church.
- Gifts such as prophecy/teaching/preaching were looked down upon.

Advice to Teachers

Teachers should assist their candidates to understand the task and the scope of the questions asked.

Question 4 (c)

Outline the contribution of women in the church in Kenya today

The candidates were to outline the contributions of women in the church in Kenya.

Weaknesses

Some candidates confused and misunderstood the term “*contribution*” to mean “*monetary contribution*”. Others wrote on the general contribution of women in society today. A few wrote on the negative role of women like tempting men to immorality.

Expected Responses

- Women take care of young children in church.
- They prepare meals for church leaders/visitors/Holy communion.
- Women run income generating projects/start other projects for the church.
- Women sing in the church choir.
- They are leaders in the church/participate in choosing church leaders.
- Women give tithes/offering to the church.
- Women pray/intercede.

Advice to Teachers

Teachers should encourage students/candidates to read widely and also be involved in community based activities. Candidates need to be involved in church matters and activities to enable them have first hand information on what goes on.

11.4 GENERAL COMMENTS

- 11.4.1 It is important for both teachers and candidates to take advantage of the split in the content areas for the two papers and improve their performance.
- 11.4.2 Candidates should read St. Luke’s Gospel in its entirety so that they improve their performance in the questions that require context interpretation.
- 11.4.3 Candidates need to be trained on the various techniques of answering questions.
- 11.4.4 Candidates should stick to the rubric to avoid being penalized in future.