



## 11.0 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2007 KCSE Christian Religious Education syllabus was examined in two papers. *Paper 1 (313/1)* examined the *Old 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	Maximum Score	Mean Score	Standard Deviation
2004	1		100	53.95	14.46
	2		100	56.84	15.42
	<b>Overall</b>	<b>90,175</b>	<b>200</b>	<b>110.71</b>	<b>28.00</b>
2005	1		100	61.59	15.01
	2		100	53.07	16.20
	<b>Overall</b>	<b>119,887</b>	<b>200</b>	<b>114.65</b>	<b>29.00</b>
2006	1		100	57.51	16.16
	2		100	53.57	15.29
	<b>Overall</b>	<b>144,100</b>	<b>200</b>	<b>111.07</b>	<b>30.00</b>
2007	1		100	58.04	18.98
	2		100	66.74	15.31
	<b>Overall</b>	<b>167,022</b>	<b>200</b>	<b>124.77</b>	<b>32.00</b>

The following observations can be made from the table above:

- 11.1.1 There has been a steady increase in the candidature over the years. In the year 2007, there was an increase of 22,922 candidates when compared to the year 2006.
- 11.1.2 There was a marked improvement in the performance of both papers. This is as reflected in the two papers' means.
- 11.1.3 Overall performance in the subject improved as attested by the mean of 124.77 in the year 2007 as compared to 111.07 in the year 2006.

This report focuses its attention on the questions in which candidates performed poorly. As noted in the table above, there was marked improvement in performance in the subject. However, the report has addressed a few questions in both papers that posed some challenges to the candidates, which are discussed here below. Teachers are advised to take advantage of this information to make their work easier and interesting.

### 11.2 PAPER 1 (313/1)

The paper was well performed with a mean mark of 58.04 in the year 2007 as compared to 57.51 in the year 2006. The candidates seemed to have acclimatized themselves to the format of the paper which was being sat by candidates for the second time after the review of the curriculum. Question 2 (b) and (c) will be discussed because they posed some challenges to the candidates.

## Question 2 (b)

**Explain the importance of God's covenant with Abraham.**

Candidates were expected to explain the importance of God's covenant with Abraham.

### Weaknesses

A good number of candidates outlined the promises that God made to Abraham during his call. Others gave the significance of the Old Testament covenants in relation to the coming of the messiah.

### Expected Responses

- God established a personal relationship with Abraham.
- It showed that Abraham had faith/trust in God.
- It demonstrated Abraham's obedience to God.
- God was in control of Abraham's life/all other events.
- The descendants of Abraham were promised the land of Canaan.

### Advice to Teachers

Teachers should ensure that they handle all different aspects of the covenants described in the Old Testament of the bible. They have to make sure that the students understand the various covenants in the Old Testament. The importance of these covenants should be clearly spelt out.

## Questions 2(c)

**What lessons do Christians learn from the incident when Abraham was willing to sacrifice his son Isaac?**

The candidates were expected to show the lessons that Christians learn from the incident when Abraham was willing to sacrifice his son, Isaac.

### Weaknesses

Some candidates failed to apply the situation to a Christian life but instead brought out the attributes of God.

### Expected Responses

- They should obey/honor God.
- They should have faith in God.
- They should be patient and wait upon God/should not give up.
- They should be prepared to face difficult situations.
- They should be willing to give up every thing for God.
- They should rely on God's guidance.
- They should rely on God's providence.

### Advice to Teachers

There is need for teachers to help candidates understand concepts such as "*lessons from*", "*lessons about*" in a given context.

### 11.3 PAPER (313/2)

This paper registered excellent performance in the year 2007 when compared to performance in the paper in the last four years as this was the highest mean registered over these years. With this kind of scenario it becomes very difficult to comment on difficult questions. For the sake of the weak students, this report will look at questions 1(a) and 6(a) with a view of assisting the candidates to improve their performance in future.

#### Question 1 (a)

Outline what Angel Gabriel revealed about John the Baptist when he announced his birth to Zechariah.

Candidates were expected to outline the characteristics of John the Baptist according to Angel Gabriel's revelation to Zechariah.

#### Weaknesses

The candidates who don't read the Bible confused it with the "*Angel's visit to Mary*". They narrated the story of how the angel appeared to Zechariah among the many other irrelevant responses.

#### Expected Responses

- He would be a source of joy to the parents.
- Many people would rejoice in his birth.
- He would be great in the sight of the Lord.
- He was not to take strong drink/wine.
- He was to be filled with the Holy Spirit from the mother's womb.
- Many Israelites would turn to God.

#### Advice to Teachers

Teachers should ensure that the Bible is read in class and encourage students to read the Bible on their own to grasp the issues and concepts required.

#### Question 6(a)

Explain how unfair distribution of wealth can lead to social disorder in Kenya today.

Candidates were expected to explain social disorder as a result of unfair distribution of wealth.

#### Weaknesses

Most candidates talked about the effects of unfair distribution of wealth thus were irrelevant in their responses.

#### Expected Responses

- It causes anger/hatred.
- It widens the gap between the rich and the poor.
- It can create discontent/dissolution /apathy among the people.
- It makes those who have, look down upon those who do not have.

- It leads to strikes/demonstration/industrial strike.
- It can lead to sexual exploitation/immorality.
- Regional/ethnic clashes can occur because of inequitable distribution of land.

### **Advice to Teachers**

They should cover the syllabus adequately. They also need to give and explain definitions of different terminologies. Students/candidates should be in touch with the current emerging issues.

### **11.4 GENERAL COMMENTS**

- 11.4.1 The performance of candidates in the subject indicates some good work put in by both the teachers and candidates. It also seems to show that the split in the two papers as far as content validity is concerned has helped both teachers and candidates to focus on each separate paper.
- 11.4.2 Both teachers and candidates are commended for the good performance but reminded and encouraged to take heed of the weaknesses brought out in the few areas highlighted in this report.
- 11.4.3 Candidates are reminded that they should observe the rubric if they intend to keep up this good performance.