

11.0 CHRISTIAN RELIGIOUS EDUCATION (313/1)

The year 2009 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. Rubric had to be adhered to and any candidates who attempted more questions were penalized through not marking either extra points within the questions or in the entire paper. It was noted that most candidates adhered to the rubric.

11.1 GENERAL CANDIDATES' PERFORMANCE

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

Table 16: Candidates Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1	144,100	100	57.51	16.16
	2		100	53.57	15.29
	Overall		200	111.07	30.00
2007	1	167,022	100	58.04	18.98
	2		100	66.74	15.31
	Overall		200	124.77	32.00
2008	1	188,749	100	53.61	18.19
	2		100	47.21	14.19
	Overall		200	100.82	30.24
2009	1	218,820	100	49.33	15.70
	2		100	36.33	13.86
	Overall		200	85.62	27.91

The following observations can be made from the table above.

- 11.1.1 The candidature has increased tremendously from 188,749 in 2009. This indicates the popularity of the subject.
- 11.1.2 The performance of the candidates in the paper is declining at an alarming rate. This is attested by a mean of 85.62 in 2009 as opposed to 100.82 in 2008.
- 11.1.3 The standard deviation of the papers combined declined from 30.24 in the year 2008 to 27.91 in 2009.

From the table, poor performance was noted in both papers with Paper 2 having a dismal performance. The mean of Paper 2 was 36.33 which is the lowest over the years. This trend is worrying and therefore all efforts must be made to ensure that candidates improve in this subject.

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 will be a point of focus when dealing with issues affecting the candidates and their general performance.

11.2 PAPER 1 (313/1)

It was reported that the paper tested the syllabus adequately and that all the questions were within the syllabus. The Chief Examiner's report states that all the questions in this paper were very appropriate for students who had covered the syllabus adequately. Despite the above, the general performance of the papers had declined.

This report discusses questions which gave some challenges to the candidates.

Question 4(a)

Give **four** similarities between prophets in the Old Testament and traditional African communities

Candidates were expected to know what the prophets in the Old Testament and traditional African communities were expected to do. They were to move on further by coming up with the similarities between the two.

Weaknesses

Candidates failed to bring out this comparison.

Expected Responses

These are some of the expected responses:

- Both mediated between God and people.
- Both received revelations from God/they were God's spoke people.
- Both foretold the future.
- Both played religious as well as political roles.
- Both spoke with authority.
- Both acknowledged the presence of a supreme being/supernatural power.
- In both, there were prophets and prophetesses.
- Both prophesized to condemn evil in society.

Advice to Teachers

As it has been reported in previous reports of similar kind, teachers should handle a prophet at a time. Key areas of prophesy need to be handled with some detail.

Question 4(b)

Outline **five** teachings of Prophet Amos on the remnant and restoration of the Israelites. (Amos 9: 8-15).

Candidates were expected to relate the teaching of Amos on the remnant. They were supposed to have read this passage and understood it thoroughly. Since it was contextual no guess work would have sufficed.

Weaknesses

Candidates lacked first hand knowledge of Prophet Amos.

Expected Responses

Some of the expected responses are as follows:

- God would restore the dynasty of David after destruction.
- God would bring the people back to their land.
- The people would rebuild their cities so that the remnant of Edom can occupy them.
- The land would be reproductive/grapes will be in abundance/wine would be in plenty.
- The people would grow food and harvest it.
- The nation of Israel would be peaceful/prosperous.
- The Israelites would never be taken into exile again.

Advice to Teachers

Teachers need to teach each prophet in the syllabus and ensure candidates read the Bible whenever they are in class or during their private reading or revision.

Question 4(c)

State the relevance of Prophet Amos's teaching on election of Israel to Christians in Kenya today.

Candidates were expected to give the relevance of Prophet Amos's teaching on election of Israel to Christians in Kenya today.

Weaknesses

A good number of candidates lacked information on Prophet Amos. They were unable to give any relevance to Kenya today.

Expected Responses

These are some of the expected responses:

- Christians are God's people.
- It is God who chooses them to be Christians.
- God chooses one to be a Christian from many others.
- The Christians have been chosen by God to proclaim the good news.
- God protects them from their enemies/fights for them.
- Christians should be faithful/obedient to God.
- They will be punished by God if they are wrong.

Advice to Teachers

The need to use the Bible while teaching can not be overemphasized. Simple comprehension of the Biblical teachings are lacking in the students work.

Question 5(a)

State **four** promises that the Israelites made when they renewed their covenant with God during the time of Nehemiah (Nehemiah 10: 28-39)

Candidates were expected to have read the book of Nehemiah so as to bring out the promises in the particular verses.

Weaknesses

Nehemiah was confused with Jeremiah as such a good number of candidates performed poorly in this question.

Expected Responses

These are some of the expected responses:

- They were to live according to God's law/obey all his commandments/requirements.
- They would not intermarry with the foreigners living in their land.
- They promised not to farm every seventh year/they were to cancel all the debts.
- They would make annual contributions towards temple expenses/not to neglect the house of God.
- They were to provide wood for burnt sacrifices.
- They were to offer the first fruits of their harvest/dedicate their first born sons/flocks as required by the law.

Advice to Teachers

Since students/candidates are mixed up in questions of this kind, teachers need to be specific when handling them.

11.3 PAPER 2 (313/2)

As noted in the performance statistics shown earlier on this paper, it has been performing below expectation. The mean declined from 47.21 in 2008 to 36.33. This drop was 10.88 points. This trend is worrying since the paper was said to have been within the syllabus and that it was to the expected standard.

The main challenge according to the Chief Examiner's report was a result of the context questions such as 1b, 2a, b, 3a, b and 4b. Teachers have to encourage the students to use the Bible throughout the teaching and learning of the subject. The trend of the paper is that contextual questions can not be avoided.

Since the questions mentioned above in particular, provided a challenge to the candidates a few of them will be highlighted.

Question 1(b)

State **six** activities that took place when Jesus was born (Luke 2: 6-20).

Candidates were expected to simply state what activities took place when Jesus was born.

Weaknesses

A good number of them confused the information because they lacked facts from these Biblical references.

Expected Responses

These are some of the expected responses:

- Mary, the mother of baby Jesus wrapped him in swaddling clothes.
- She laid him in a manger.
- An angel of the lord appeared to the shepherds.
- A multitude of angels appeared singing praises of God.
- The shepherds hurried to see the baby.
- The shepherds spread the news to many people.

Advice to Teachers

Use the Bible in your teaching.

Question 3(a)

Identify **five** teachings that Jesus made to the guests at the Pharisees' house (Luke 14: 1-14)

Candidates were expected to identify the teachings that Jesus made to the guests at the Pharisees' house. The reference was very specific.

Weaknesses

Most candidates lacked the knowledge and thus ended up guessing.

Expected Responses

These are some of the expected responses:

- Human life is more important than the animals which the Pharisees accept to rescue on the Sabbath day.
- It is good for one to humble himself/sit in a lowly place when invited.
- Those who exalt themselves will be humbled/those who humble themselves will be exalted.
- It is blessed to invite the poor/maimed/lame/blind to the feasts instead of one's relative/friends who can invite him/her in return.
- Those who do good for the less fortunate will be repaid during the resurrection of the just.

Advice to Teachers

There is no alternative to teaching other than use of Biblical references. The candidates have to use and read the Bible all the time.

11.4 GENERAL COMMENTS

The performance of CRE dropped. It seems that teachers do not read the comments from the previous years. No amount of talking can save this situation. The root causes must be unearthed at the classroom level. From the side of KNEC the following has to be adhered to:

- 11.1 The Bible has to be used during teaching and learning.
- 11.2 Students have to study CRE with contextual questions in mind.
- 11.3 Answers in prose need to be emphasized since they earn higher marks.
- 11.4 The Ministry of Education need to higher more CRE teachers. There is a large deficit in pupil-teacher ratio.
- 11.5 The attitude of teachers towards the subject need to improve.
- 11.6 Teachers need to remind candidates to use the recommended text books during their learning and revision.
- 11.7 Teachers need to encourage candidates to adhere to the rubric all the time.