

12.0 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2010 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.

12.1 GENERAL CANDIDATES' PERFORMANCE

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

Table 18: Candidate's Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2010	1	240,130	100	50.67	14.90
	2		100	41.64	14.88
	Overall		200	92.31	29.78

The following observations can be made from the table above.

- 12.1.1 The candidature has increased tremendously from 218,820 in 2009. This indicates the popularity of the subject.
- 12.1.2 The performance of the candidates in the paper has improved. This is tested by a mean of 92.31 in 2010 as opposed to 85.62 in 2009.
- 12.1.3 The standard deviation of the papers combined increased from 27.91 in the year 2009 to 29.78 in 2010.
- 12.1.4 From the table, there was a slight improvement in both 313/1&2. Since the mean of 313/2 particularly is still low the report will mainly emphasize its performance in 2010.

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.

12.2 PAPER 1 (313/1)

According to the Chief Examiner's report there were no questions that were considered too difficult for this level neither were there any that were too easy for the level.

It is however noted that the overall assessment of the candidates was fair. There were no extreme high marks. This was attributed to misinterpretation of question, lack of content from the learners who are said to rely heavily on revision materials as opposed to the use of course books. This report will discuss questions which gave challenges to candidates.

Question 3(a)

From the story of Naboth's vineyard, explain the commandments which King Ahab and Queen Jezebel broke. (8 marks)

Candidates were expected to identify the commandments which Ahab and Jezebel broke basing on the story of Naboth's vineyard.

Weaknesses

Some candidates did not relate the commandments with the story of Naboth while others just described the story/incident of Naboth's vineyard.

Expected Responses

These were some of the expected responses:

- They broke the commandment of not to kill when they planned for the stoning of Naboth.
 - When they worshipped idols, they broke the rule of not worshipping other gods.
 - They broke the commandment of not coveting a neighbour's property when they wanted Naboth's vineyard.
 - The commandment of not stealing was broken when they took Naboth's vineyard.
 - The commandment of not to cheat/bear false witness was broken when they planned instituting for false witnesses against Naboth.
 - They used the name of God in vain when they said that Naboth had blasphemed against God.
- (4 x 2) = 8 marks*

Advice to Teachers

Teachers should relate the story of Naboth to other issues other than corruption.

Question 3(b)

With reference to 1st Kings 21: 17 - 29, give the forms of punishment prophesied by Elijah to King Ahab and Queen Jezebel. (6 marks)

The candidates were expected to identify the forms of punishment Elijah prophesied against Ahab and Jezebel after the death of Naboth.

Weaknesses

The candidates lacked knowledge of the content and just wrote on general punishments from prophetic teaching.

Expected Responses

These were some of the expected responses:

- Death of King Ahab would be in the same place/valley of Jezereel like Naboth's.
- Evil would be upon Ahab.

- God was to take away the posterity of Ahab/his rule would come to an end.
- Dogs would like the blood of Ahab/Jezebel as they had done to Naboth's blood.
- All the male children free/slaves would be cut off.
- The lineaged of Ahab would be wiped out.
- The dogs would eat anybody who belongs to the family of Ahab who died in the city.
- The birds of the air would eat all who die in the field.
- The dogs would eat the body of Jezebel within the boyhood of Jezebel

(6 x 1) = 6 marks

Advice to Teachers

Teachers should explain to the learners the consequences of the action of Ahab and Jezebel.

Question 3(c)

Why is killing condemned in traditional African communities?

(6 marks)

Candidates were expected to explain why killing in traditional African communities is evil.

Weaknesses

Learners brought general out teaching on killing without relating to the African traditional heritage while others based their answers on Christian teaching.

Expected Responses

These are some of the expected responses:

- Life is sacred and therefore should not be destroyed by anybody.
- It brings hatred/vengeance/ill-feeling among members of the community.
It destroys continuity of the family/community.
- It brings poverty/denies one the chance to take part in community development.
- It breeds suspicion/fear/anxiety.
- It destroys harmony/undermines good relationships in community.
- It creates sadness/misery/sorrow to the relatives/community.
- To avoid being banished/excommunicated by the community.
- Avoid curses/being haunted.
- It brings about physical separation.

(6 x 1) = 6 marks

Advice to Teachers

Teachers need to relate the Biblical concepts to traditional understanding.

12.3 PAPER 2 (313/2)

As noted in the performance statistics shown earlier, the paper has been performing below average. However in 2010 the paper slightly improved because the mean increased to 41.64 from 36.33 in 2009. This trend if maintained could positively affect the performance of Christian Religious Education.

According to the Chief Examiner's report there were no questions considered to be too difficult for the level. The worst performed question was 4(a),(b) and (c). This question is discussed below:

Question 4(a)

Explain the teaching of Peter concerning the people of God
(1st Peter 2: 9 - 10).

(10 marks)

Candidates were expected to recall Peter's teaching on the people of God found in (1st Peter 2:9-10).

Weaknesses

Many candidates were out of context and instead talked of the events on the Pentecost Day (Acts 2), general requirements of the people of God, others talked about the Body of Christ and the vine branches.

Expected Responses

These are some of the expected responses:

- They received revelation from God through dreams/visions/direct command/familiar objects.-
- They were obedient to God's call.
- They faced opposition/rejection from the people because of their uncompromising attitude.
- They communicated God's message to the people.
- The prophets spoke with authority/were fearless.
- They acknowledged one God who was universal/monotheism.
- They understood the nature of their prophecies.
- They preached about God's judgement for sin and hope for restoration.
- Their prophecies were fulfilled.
- They did not prophesy for material gains.
- They lead holy lives.

(6 x 1) = 6 marks

Advice to Teachers

This topic which is taught in form two needs to be covered in detail. Teachers need to encourage students to read the Bible in class and during their individualized study.

Question 4(b)

Give **six** ways through which Christians can promote unity among themselves in Kenya today.

(6 marks)

Candidates were expected to give approaches to Christian unity in Kenya.

Weaknesses

Many candidates dealt with general unity in society. Many gave reasons for unity and the methods. Others dwelt on resolving issues in society.

Expected Responses

These are some of the expected responses:

- The rich took the poor people's garments in pledge.
- The poor were robbed of their food/grain/belongings.
- Merchants overcharged the poor when selling them anything.
- The poor were sold for a piece of silver/a pair of shoes as they were considered useless.
- The goods sold to the poor were unfit for human use/consumption.
- The poor were cheated in business deals as the rich used faulty scales/measures.
- The poor were denied justice in the law courts because they could not bribe the judges.
- The cases taken to the courts by the poor were thrown out/not **listened to**.

(4 x 2) = 8 marks

Advice to Teachers

Teachers need to apply emerging issues as per church unity.

Question 4(c)

State how kindness as a fruit of the Holy Spirit is abused in the Church in Kenya today.

(4 marks)

Candidates were to explain ways through which the fruit of kindness is misused in the church today.

Weaknesses

Candidates misinterpreted the question and mainly dwelt on sexual immoralities while others dealt with embezzlement of funds in the church.

Expected Responses:

These are some of the expected responses:

- There are too many needy cases.
- Tribal/ethnic feelings may hinder one from giving assistance to the needy.
- Political leanings/affiliations influence Christians against helping those who do not belong to their camp.
- Lack of what to do share/inadequacy/lack of time.
- Indifference of some Christians to the plight of the needy.
- Denominational differences where some Christians are not ready to share with those who do not belong to their group.
- Poor communication/infrastructure in some parts of the country that make it impossible to reach the needy.
- It is difficult to identify the genuine needy cases.
- Misappropriation of resources meant for assisting the needy discourages Christians from contributing.
- Insecurity/Hostility.

(6 x 1) = 6 marks

Advice to Teachers

Teachers are to ensure that certain terms are clearly defined.

12.4 GENERAL COMMENTS

The performance of CRE has slightly improved.

The following need to be adhered to for further improved performance:

- 12.4.1 The Bible has to be used during teaching and learning.
- 12.4.2 Students have to study CRE with contextual questions in mind.
- 12.4.3 The Ministry of Education need to higher more CRE teachers. There is still a large deficit in pupil-teacher ratio.
- 12.4.4 The attitude of teachers towards the subject need to be improved and enhanced.
- 12.4.5 Teachers need to remind candidates to use the recommended text books during their learning and revision.
- 12.4.6 Rubric has to be adhered to.