

3.3 CHRISTIAN RELIGIOUS EDUCATION (313)



The year 2012 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
2009	1		100	49.33	15.70
	2		100	36.33	13.86
	Overall	218,820	200	85.62	27.91
2010	1		100	50.67	14.90
	2		100	41.64	14.88
	Overall	240,130	200	92.31	29.78
2011	1		100	50.36	15.65
	2		100	47.53	14.84
	Overall	289,471	200	97.85	28.85
2012	1		100	46.96	15.10
	2		100	41.11	13.72
	Overall	316,403	200	88.05	27.03

The following observations can be made from the table above:

- 3.3.1 The candidature has increased tremendously from 289,471 in 2011 to 316,403 in 2012.
- 3.3.2 The performance of the candidates has declined. This is attested to by a mean of 97.85 in 2011 as compared to that of 88.05 in 2012.
- 3.3.3 The standard deviation of the papers combined dropped to 27.03 as compared to 28.85 in 2011. This is due to the drop in performance in both papers.

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 were a 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 good candidates were well prepared while the poor candidates were not well tutored. This was attributed to misinterpretation of questions as well as lack of content. This was evident in questions 1b & 2c.

This report will discuss questions which gave challenges to candidates.

Question 1(b)

State four reasons why the Bible had to be compiled into its present form by the early Christians?

Candidates were expected to bring out the reasons why the Bible was compiled in consideration of the existing circumstances.

Weaknesses

Most candidates gave reasons for the translation of the Bible and why the Bible was written.

Expected Responses

1(b) Reasons why the Bible had to be compiled in to its present form by early Christians

- (i) The eye witnesses of Jesus Christ were being killed
- (ii) In order to protect information from being lost
- (iii) Due to the expansion of the church/ increased number of believers who needed material for reference
- (iv) To counteract false teachings by teachers who were confusing the believers
- (v) To ensure that same doctrines/ beliefs were being taught to all christians

Advice to Teachers

Teachers should embrace the foundation of Bible translation process.

Question 2(c)

Give five reasons why church leaders take vows before starting their mission

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

Weaknesses

The candidates lacked knowledge of the content, hence brought out vows in marriage.

Expected Responses

2(c) Reasons why church leaders in Kenya take vows before starting their mission

- (i) To receive God's blessings/ guidance
- (ii) To get acknowledgement from the people they serve
- (iii) It reminds them to stick to the church regulations/mission
- (iv) To get the authority of God to lead
- (v) It gives the leader courage/ confidence to do his/her work
- (vi) To emulate the Biblical way of commissioning servants of God.
- (vii) It shows one's willingness /commitment to serve.

Advice to Teacher

Teachers need to explain concepts used in Christian life and relate to specific activities or events.

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 were outside the syllabus. It was however reported that most candidates performed below expectations. The questions that gave challenges to candidates include 1 (a) and 2 (a).

Question 1 (a)

Outline Micah's prophecies about the Messiah (Micah 5: 1-5)

Candidates were to give prophet Micah's prophecies about the Messiah

Weaknesses

Candidates were not conversant with Micah's prophecies and gave Isaiah's Old Testament prophecies about the Messiah.

Expected Responses

Micah's prophecies about the Messiah

- (i) The Messiah will be born in Bethlehem
- (ii) He will rule over Israel
- (iii) His origin is from the old/ ancient days
- (iv) He will be born of a woman
- (v) He will feed his flock
- (vi) He will rule in the majesty/ power of God
- (vii) In his time, Israel will be secure
- (viii) He shall be great to the ends of the earth
- (ix) Israel will have victory over her enemies/ there will be peace in Israel

Advice to Teachers

Need for teachers to use the Bible while teaching.

Question 2 (a)

Describe the incident when Jesus was baptised in river Jordan by John the Baptist
(Luke 3:21-22)

Candidates were to tell the story of the Baptism of Jesus as recorded in Luke 3:21-22.

Weaknesses

Candidates had no idea of the incident of the baptism of Jesus.

Expected Responses

These are some of the expected responses:

- 2 (a) The incident when Jesus was baptised in river Jordan by John the Baptist
- (i) John the Baptist baptised all people
 - (ii) Jesus was also baptised
 - (iii) Jesus was praying
 - (iv) the heavens opened
 - (v) the Holy Spirit descended upon Jesus
 - (vi) a voice came from heaven
 - (vii) Jesus was described as the beloved son of God with whom He was pleased

Advice to Teachers

Teachers need to teach the Bible exhaustively.

3.3.4 GENERAL COMMENTS

The candidature of CRE has increased tremendously. As noted earlier, the overall performance of the subject has declined. The following need to be re-emphasized and adhered to improvement of performance:

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