

3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2018 KCSE Christian Religious Education syllabus was examined in two papers.

Paper 1 (313/1) examined the Old Testament and traditional African religious heritage.

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 five questions.

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 II: Candidates Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2015	1	394,433	100	58.25	14.87
	2		100	46.71	14.91
	Overall		200	104.96	27.90
2016	1	441,355	100	47.55	18.98
	2		100	46.35	20.17
	Overall		200	93.88	37.72
2017	1	473,936	100	40.13	14.91
	2		100	36.01	13.48
	Overall		200	76.13	26.60
2018	1	515,707	100	43.77	17.76
	2		100	31.89	12.53
	Overall		200	75.64	28.71

The following observations can be made from the table above.

- The candidature has increased from 473,936 in 2017 to 515,707 in 2018.
- The performance of the candidates has dropped tremendously from a mean of 76.13 in 2017 to a mean of 75.64 in 2018.
- The standard deviation of the papers combined also improved from 26.60 in 2017 to 28.71 in 2018.

This report will critically examine the areas that was poorly performed. It goes ahead to give the expected responses from candidates and further provides advice to teachers with a view of improving future performance in CRE Examination.

The Chief Examiners' reports in both papers will be our major source of reference when dealing with the general performance of the candidates in the subject.

Expected Responses

The vision of the basket of summer fruits shown to Prophet Amos by God. (Amos 8:1-3).

- (i) Prophet Amos was shown a basket of ripe fruits at the end of the harvest.
- (ii) God told Amos that Israel was ripe for destruction.
- (iii) Just as one waits for time to harvest fruits, God had waited for the Israelites to repent.
- (iv) Since Israelites had not repented, the time had come for them to be punished.
- (v) God's judgement would not be delayed any longer.
- (vi) Prophet Amos was silent/did not plead for God's mercy for the Israelites.
- (vii) This meant that punishment was inevitable.

6x1=6 marks

Advice to Teachers

Teachers should give detailed explanations of the visions when teaching.

Question 5(b)

Explain the symbolic acts related to hope and restoration as demonstrated by prophet Jeremiah.

(8 marks)

Candidates were required to explain the symbolic acts related to hope and restoration as demonstrated by Prophet Jeremiah.

Weaknesses

Most of the learners mixed up the symbolic acts of hope and restoration with those of judgement and punishment.

Expected Responses

Symbolic acts related to hope and restoration as demonstrated by Prophet Jeremiah.

- (i) The vision of two baskets of figs
Jeremiah saw a vision of two baskets of figs outside the temple. One basket had bad fruits that could not be eaten while the other one had good figs. The good figs represented the first group who submitted to the deportation to exile. This group of people would be restored/will be given new hearts/would be called people of God. The bad figs represented the group that refused to submit to the deportation to exile/would be punished.
- (ii) The buying of land
God instructed Jeremiah to buy land from his cousin in Anathoth. He carried out the transaction before witnesses/gave the title deed to Baruch the scribe for safe keeping. This showed restoration of the Israelites to their homeland/they would reclaim the land.
- (iii) The wooden Ox yoke
This symbolized the perseverance of the Jews in exile. After a period in exile, God would break the Babylonian yoke/restore the people back to the land/they would be set free.
- (iv) The letter to the exiles
Jeremiah wrote the letter to encourage the exiles. They were to settle/build houses/have children/live in peace because they would return to Israel.
- (v) Jeremiah's visit to the potter's house

4 x 2=8 marks

Advice to Teachers

Teachers should clearly distinguish the different categories of symbolic acts that were demonstrated by Prophet Jeremiah.

Question 6(b)

Explain the importance of kinship ties in traditional African communities.

(8 marks)

Candidates were required to explain the importance of kinship ties in traditional African communities

Weaknesses

Learners lacked content on the importance of kinship ties in traditional African communities and instead talked about kingship.

Expected Responses**The importance of Kinship ties in traditional African communities.**

- (i) Kinship ties helps in preserving traditional customs through informal education.
- (ii) They bind the entire life of a community/unite members of the same clan/family.
- (iii) It helps to maintain law and order in the community.
- (iv) Kinship ties promote a sense of belonging/security/identity.
- (v) It defines the punishment/reward in the community.
- (vi) It regulates marriage relationship in the community.
- (vii) It helps in settling disputes in the community/family.
- (viii) It defines duties/responsibilities of members of the clan/family.
- (ix) It governs the relationship between the living and the dead.
- (x) Kinship prepares the youth for leadership roles.
- (xi) It enables people to share/help one another.

8 x 1 = 8 marks

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 or out of the syllabus. The performance this year is below average. The questions that gave challenges to candidates include 2(b), 4(b), 5(a), and 6(a).

Question 2(b)

Describe the incident in which Jesus forgave the sinful woman. (Luke 7:36-50).

(7 marks)

Candidates were to describe the incident in which Jesus forgave the sinful woman.

Weaknesses

Many candidates confused this incident with the incident in which Jesus forgave a woman caught in adultery

Expected Responses**The incident in which Jesus forgave the sinful woman. (Luke 7:36-50)**

- (i) Simon the Pharisee invited Jesus to his house to eat with him.
- (ii) A woman who was known to be a sinner came to Jesus with an alabaster flask of ointment.
- (iii) She started weeping /wiped the feet of Jesus with her hair/kissed/anointed the feet of Jesus.
- (iv) Simon wondered how Jesus could allow such a sinner to touch Him.
- (v) Jesus knowing Simon's thoughts decided to tell him the parable of the two debtors who owed their master different amounts of money and the master forgave them.
- (vi) Jesus asked Simon who among the two debtors was more grateful.
- (vii) Simon answered that the debtor who had more was more grateful.

- (viii) Jesus told Simon that the sinful woman had shown a lot of love because her many sins had been forgiven.
- (ix) Jesus told the woman to go in peace for her faith had saved her/her sins had been forgiven.
- (7 x 1) = 7 marks

Advice to Teachers

Teachers to use the Bible always when teaching CRE.

Question 4(b)

Explain the unity of believers as expressed in the concept of the church (Ephesians 5:21-32) (5 marks)

Candidates were to explain the unity of believers as expressed in concept of the church

Weaknesses

Candidates mixed all the analogies that express the concept of believers.

Expected Responses

The unity of believers as expressed in the concept of the church. (Ephesians 5:21-32)

- (i) Paul used the symbol of marriage to show the unity of believers.
 - (ii) Christians are united to Christ just as a husband is united to his wife.
 - (iii) Christ loves the church just as the husband loves the wife.
 - (iv) The church has to submit to Christ just as the wife submits to her husband.
 - (v) Christ is the head of the church just as the husband is the head of the wife.
 - (vi) Just as a husband loves his own body/nourishes it, so Christ loves the church/nourishes it.
- (5 x 1) = 5 marks

Advice to Teachers

Teachers need to put more emphasis on specific analogies.

Question 5(a)

Outline the importance of professional codes of ethics. (6 marks)

Candidates were to give the importance of professional codes of ethics

Weaknesses

Many candidates did not understand the meaning of professional codes of ethics. Some talked about the responsibilities of the employees towards the employer.

Expected Responses

Importance of professional codes of Ethics.

- (i) Professional code of ethics safeguard professionals against being compromised in their work/upholds their integrity
 - (ii) They give guidance on the relationship among professionals/those they serve.
 - (iii) They contain regulations/terms of employment/promotion/remuneration/termination of services.
 - (iv) They promote self-discipline/accountability for the work done.
 - (v) They act as a measure of quality services/determine the expected levels of performance.
 - (vi) They enable the professionals to earn public trust/respect from people they serve/maintain public image of the profession.
- (6 x 1) = 6 marks

Advice to Teachers

Teach the learners the new terminologies and strive to complete the syllabus on time.

Question 6(a)

Give seven reasons why Christians are opposed to plastic surgery.

(7 marks)

Candidates were to give reasons why Christians are opposed to plastic surgery.

Weaknesses

Many candidates lacked the content on plastic surgery.

Expected Responses

Reasons why Christians are opposed to plastic surgery.

- (i) Plastic surgery takes the place of God/challenges God as the creator/interferes with God's image.
- (ii) It shows lack of appreciation for oneself.
- (iii) There are high risks involved/poor health/infections.
- (iv) Plastic surgery is equated to idolatry/worship of the body.
- (v) Plastic surgery promotes some vices/pride.
- (vi) Plastic surgery can lead to death.
- (vii) It can lower one's self-esteem/stress/guilt.
- (viii) It can lead to isolation/social stigma/rejection.

(7 x 1)= 7 marks

Advice to Teachers

Lack of content is mostly attributed to syllabus coverage in the topics that are covered towards the end of the completion of the course. Teachers to complete the syllabus on time.

3.3.4 GENERAL COMMENTS

The candidature of CRE has increased compared to previous years although the overall performance of the subject has drastically dropped.

The following need to be re-emphasized and adhered to in order to realize the improvement of performance in the subject:

- The Bible as the main reference book has to be used during the teaching and learning of CRE especially when handling Saint Luke Gospel.
- Students have to study CRE with contextual questions in mind to avoid lack of content and hence discourage memorisation/ rote learning.
- Teachers need to emphasize to candidates to use the recommended text books during teaching, learning and revision of CRE.
- There should be continuous in - servicing of CRE teachers for them to be trained on content delivery and examinations techniques.
- Teachers should realize by now that CRE is focusing on high level cognitive skills and therefore they need to expose learners to these skills when teaching the subject.
- Teachers to focus on specific objectives that are found in the syllabus.