

3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2014 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 11: Candidates Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2011	1	289,417	100	50.36	15.65
	2		100	47.53	14.84
	Overall		200	97.58	28.85
2012	1	316,403	100	46.96	15.50
	2		100	41.11	13.72
	Overall		200	88.05	27.03
2013	1	330,964	100	40.84	14.81
	2		100	55.09	15.85
	Overall		200	95.91	28.29
2014	1	362,338	100	55.56	14.74
	2		100	50.75	13.78
	Overall		200	106.30	26.97

The following observations can be made from the table above.

- (i) The candidature has increased tremendously from 330,964 in 2013 to 362,338 in 2014.
- (ii) The performance of the candidates has improved. This is attested by a mean of 95.91 in 2013 as compared to that of 106.30 in 2014.
- (iii) The standard deviation of the papers combined dropped to 26.97 as compared to 28.29 in 2013. This is due to the drop of performance in paper two.

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 will be our 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 general performance was good since the common marks were between 50% and 60% a rather encouraging trend. This was attributed to exposure to revision materials, syllabus coverage of content. Despite the good performance, some candidates scored poorly. As a result we will examine some questions which proved to be difficult. This include 5a and 6b

This report will discuss questions which gave challenges to candidates.

Question 5(a)

Describe the political background to Nehemiah.

Candidates were expected to give political background before Nehemiah began his mission.

Weaknesses

Many candidates referred to Nehemiah as a prophet, they did not have the information before his call.

Expected Responses

- The kingdom of Judah had been taken over by Babylon.
- The Babylonians had destroyed the walls of the city/the temple/ Jerusalem.
- The king/royal court officials/able people were deported/exiled to Babylon.
- Persia conquered Babylon/Jews came under the control of Persians.
- The Persian kings ruled the subjects through governors.
- The conquered people were to pay tribute/taxes to Persia.
- The Persian king/Cyrus allowed the Jews to return to Judah in three stages
- Nehemiah led the third group of Jews back to Judah.

Advice to Teachers

Teachers to understand and teach the background to Nehemiah. Be keen on book of Ezra and Jeremiah.

Question 6 (b)

State the traditional African understanding of spirits.

Candidates were expected to describe the traditional view of spirits.

Weaknesses

Some candidates gave biblical view of spirits, hierarchy of beings and role of spirits.

Expected Responses

- Spirits are invisible/do not have a physical form.
- Spirits are more powerful than human beings.
- They are believed to be residing in caves/rivers trees/rocks.
- Spirits can acquire physical form/appear to human beings in form of birds/animals.
- Spirits have the ability to enter human beings/and through them to convey messages/reveal certain truths.
- Spirits act as mediators between God and human beings.
- Spirits change according to the circumstances/they can bring either harm/good to people.

Advice to Teacher

Teachers to explain to students, who are spirits, if possible do some field study.

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 outside the syllabus. There was drop in the performance compared to the previous year. The questions that gave challenges to candidates include, 1(c) and 4(b).

Question 1(c)

Give three reasons why christens present gifts to new born babies.

Candidates were to explain why the new born children are given gifts.

Weaknesses

Some candidates lacked knowledge many dwelt on the receiver.

Expected Responses

- Christians give gifts in order to welcome the baby into the family/world
- It is a sign of their love/contribution to the baby's welfare
- It is a way of appreciating the gift of life/blessing
- It is a way of thanking God/appreciating his goodness
- It is a form of congratulating the mother/parents
- It is an expression of their joy
- It is a way of emulating biblical practices.

Advice to Teachers

Teachers to teach application on the activities taught in the infancy narratives.

Question 4(b)

Give five examples of relationships based on false love in Kenya today.

Candidates were to identify five relationships based on false love in Kenya today.

Weaknesses

Candidates simply listed irresponsible sexual s behaviour.

Expected Responses

These are some of the expected responses:

- A relationship which is based on material possessions/status of an individual
- A relationship which is based on lust/sex satisfaction
- A relationship which is based on physical attraction only
- A relationship which favours/discriminated against race/tribe/education/gender/religion/social status
- A relationship which starts when one is in trouble
- A relationship which ends when one is in trouble
- A relationship which is based on taking advantage of a partner
- A relationship which is overprotective/over possessive

Advice to Teachers

Teachers need to expose students to application questions especially on the topic of love.

GENERAL COMMENTS

The candidature of CRE has increased tremendously. As noted earlier, the overall performance of the subject has improved

The following need to be re- emphasized and adhered to improvement of performance:

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