

13.0 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2011 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.

13.1 GENERAL CANDIDATES' PERFORMANCE

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

Table: 24 Candidates Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2011	1	289,471	100	50.36	15.65
	2		100	47.53	14.84
	Overall		200	97.85	28.85

The following observations can be made from the table above.

The candidature has increased tremendously from 240,130 in 2010 to 289,471 in 2011.

The performance of the candidates in the paper has continued to improve. This is tested by a mean of 97.85 in 2011 as opposed to that of 92.31 in 2010.

The standard deviation of the papers combined dropped to 28.85 as compared to 29.78 in 2010.

This is due to the fact that a number of candidates are crowding in lower grades.

From the table, there was a slight drop in 313/1 and a marked improvement in 313/2.

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.

13.2 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 difficult for this level neither was there any that was 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 2a&b as well as 5a&b.

This report will discuss questions which gave challenges to candidates.

Question 2(a)

Describe how God prepared the Israelites for the making of the covenant at Mt. Sinai
(Exodus 19). (8 marks)

Candidates were expected to give the prior preparation of the Israelites for the making of the covenant.

Weaknesses

Most candidates talked of the rescue of the Israelites from Egypt and the making of the Sinai covenant.

Expected Responses

These were some of the expected responses:

- (a) How God prepared the Israelites for the making of the covenant at Mt. Sinai
 - (i) God told Moses to remind the people of Israel of how he had brought them out of Egypt.
 - (ii) God told Moses that He wanted to make a special relationship with Israel / make them a kingdom of priests / A holy nation.
 - (iii) Moses called all the elders / people and told them what God had said.
 - (iv) God told Moses that he wanted the Israelites to obey Him.
 - (v) The Israelites promised to do all that the Lord had said.
 - (vi) God promised to come down and meet with the people on the third day.
 - (vii) The people were instructed to consecrate themselves / wash their garments / clean.
 - (viii) Moses set bounds for the people not to go up the mountain / touch the border of it / boundaries.
 - (ix) The people were to abstain from sexual relationships.
 - (x) On the third day, there was a thick cloud upon the mountain / loud trumpet blast/an earthquake.

- (ix) Moses brought the people out of the camp to meet with God/ they took their stand at the foot of the mountain.
- (xii) The Lord came down to the top of the mountain / called Moses to go up Him.

8 x 1 = 8 mark

Advice to Teachers

Teachers need to address themselves to the main stages of the covenant in Exodus 19.

Question 2(b)

Give **four** reasons that made the Israelites to break the covenant while at Mt. Sinai (Exodus 32:1-35). (4 marks)

The candidates were expected to identify the circumstances which led to the breaking of the covenant by the Israelites at Mount Sinai.

Weaknesses

The candidates lacked knowledge of the content and instead brought out the conditions of the renewal of the covenant and the influence of the Canaanites over the Israelites.

Expected Responses

These were some of the expected responses:

- (b) Reasons why the Israelites broke the covenant while at Mt. Sinai
 - (i) Moses their leader delayed to come down from the mountain/ imagined he had died.
 - (ii) Aaron who had been left in charge of the people was a weak leader.
 - (iii) The people demanded for a god / gods they could see / feel.
 - (iv) The people were still influenced by the Egyptian way of worship / idolatry.
 - (v) Moses teaching / influence had faded / vanished from the people's minds/ forgotten.
 - (vi) The people had lost faith in their invisible God.

(4 x 1) = 4 marks

Advice to Teachers

Teachers should explain to the learners the importance of reading the Biblical texts keenly.

Question 5(a)

Outline the stages followed in the renewal of the covenant during the time of Nehemiah. (8 marks)

Candidates were expected to bring out the major steps followed in the renewal of the covenant that was meant to restore the Jewish community during the time of Nehemiah.

Weaknesses

Some candidates talked about the dedication of the wall of Jerusalem. Others brought out the Jewish final reforms.

Expected Responses

These are some of the expected responses:

- (a) The stages followed during the renewal of the covenant at the time of Nehemiah.
 - (i) The people gathered in the public square in Jerusalem.
 - (ii) The priest Ezra read the law to the people.
 - (iii) They performed repentance gestures of raising / lowering their hands / moaning/ wailing/ weeping / spontaneous reaction.
 - (iv) The people constructed makeshift tents / shelters to celebrate the feasts of the booths.
 - (v) There was national day of confession / fasting as they wore sack clothes.
 - (vi) Ezra led people in prayer of confession.
 - (vii) They sealed the covenant by signing an agreement under the leadership of Nehemiah and the priest.
 - (viii) The people promised not to go against the Mosaic law.
 - (ix) The re-distribution of the people in Jerusalem and country side.

(4 x 2) = 8 marks

Advice to Teachers

Teachers need to look at the stages leading to the renewal of the covenant.

Question 5(b)

Give six reasons why Nehemiah carried out religious reforms in Judah. (6 marks)

Candidates were to bring out the factors that prompted Nehemiah to carry out the final religious reforms in Judah.

Weaknesses

Candidates gave the problems that made Nehemiah call for the reforms other than giving the reasons.

Expected Responses

- (b) Reasons why Nehemiah carried out religious reforms in Judah
 - (i) To preserve the identity of the Jews as people of God / covenant way of life.
 - (ii) To separate the Jews from foreign influence.
 - (iii) To purify the temple which had been defiled by keeping a foreigner.
 - (iv) To reinstate the services of the levites as priests in the temple.

- (v) To restore the tithing system that had been forgotten for the upkeep of the Temple.
- (vi) To ensure that the sabbath day was free from business activities.
- (vii) In order to cleanse the Jews who had intermarried with foreigners / exposed to idolatry.
- (viii) Restore true worship

6 x 1 = 6 marks

Advice to teachers

They should assist students to know why religious reforms were carried out during the time of Nehemiah

13.3 Paper 2 (313/2)

As noted in the performance statistics shown earlier, the paper has improved. This trend if maintained could positively affect the performance of Christian Religious Education as it aims at achieving the mean of 50.

According to the Chief Examiner's report there were no questions considered to be too difficult for the level. The paper was said to be appropriate to the level and that it tested all the skills. It was reported that most candidates performed below expectations.

Question 6(a)

Explain **seven** ways in which Christians can contribute towards the maintenance of law and order in society. (7 marks)

Candidates were expected to give ways in which Christians can contribute to maintenance of law and order.

Weaknesses

Many candidates failed to distinguish between the government and the Christian role in maintenance of law and order. Some only lay emphasis on preaching the word of God.

Expected Responses

These are some of the expected responses:

(7x1) = 7 marks

- (a) Ways in which Christians can contribute towards maintenance of law and order in society.
 - (i) By obeying the law of the land / leading exemplary lives.
 - (ii) By respecting the lawful authority.
 - (iii) Through rehabilitating criminals.
 - (iv) By condemning acts which violate human rights/unjust laws.
 - (v) Through educating the masses on their rights and responsibilities.
 - (vi) By sharing what they have with the needy.

- (vii) By praying for peace /national leaders / citizens.
- (viii) By preaching on the importance of law / order / peace.
- (ix) Forgiving others freely.
- (x) Reporting criminals to the relevant authorities.
- (xi) Through reconciling the waring parties.
- (xii) Through guidance and counselling services.

7 x 1 = 7 marks

Advice to Teachers

Teachers need to expose learners to current affairs through reading newspapers. They need to involve resource persons as well as cover the syllabus fully.

Question 6(b)

State **seven** methods of disciplining errant members in traditional African communities.

(7 marks)

Candidates were expected to describe ways of disciplining errant members in traditional African communities.

Weaknesses

Many candidates gave adverse corrective measures taken, for instance, killing or death. Many failed to distinguish between traditional African communities and the church. reasons for unity and the methods. Others dwelt on resolving issues in society.

Expected Responses

These are some of the expected responses:

- (b) Methods of disciplinary errant members in traditional African communities.
 - (i) Paying fines.
 - (ii) Denying children food for sometime.
 - (iii) Reprimanding wrong doers.
 - (iv) Giving unpleasant names to reflect the wrong that the person has done / ridicule.
 - (v) Denying culprits access to social occasions / being detained / isolation.
 - (vi) Summoning an indisciplined member before the council of elders.
 - (vii) Excommunicating wrong doers from the community.
 - (vii) Through caning / beating.
 - (ix) Disowning by parents / relative / friends.
 - (x) Being cursed by elders.
 - (xi) Refusing to name children after them.
 - (xii) Demotion / Denial of responsibility.

7 x 1 = 7 marks

Advice to Teachers

Teachers need to expose the learners to different terminologies. Learners need to differentiate between African heritage and contemporary living in the society today.

Question 6(c)

Identify six obstacles to effective maintenance of law and order in Kenya today.

(6 marks)

Candidates were to identify the obstacles to effective maintenance of law and order in Kenya today.

Weaknesses

Candidates did not understand the term obstacle. Some gave the causes of disorder while other enumerated effective ways of maintaining law and order.

Expected Responses

These are some of the expected responses:

- (c) Obstacles to effective maintenance of law and order in Kenya today.
- (i) There is an increase in the rate of crime / the law enforcement officers can not cope with the work load.
 - (ii) Due to unequal distribution of resources.
 - (iii) Permissiveness in the society /lack of morals/ don't care altitude.
 - (iv) Due to political instability / incitement by politicians.
 - (v) Extreme poverty.
 - (vi) Social discrimination.
 - (vii) Some cultural beliefs / practices hinder effective maintenance of law / concealing criminals information.
 - (viii) High rate of unemployment.
 - (ix) Bribery / corruption.
 - (x) Greed for material wealth.
 - (xi) Inadequate modern equipment to combat crime.
 - (xii) Delay in the delivery of justice to the offended.
 - (xiii) The citizens lack knowledge on the procedures for the effective maintenance of law and order.

6 x 1 = 6 marks

Advice to Teachers

Teachers are to ensure that certain vocabulary is clearly explained. They need to keep the student abreast with emerging issues.

GENERAL COMMENTS

The candidature of CRE has increased tremendously. As noted earlier, the overall performance of the subject has improved and this is particularly noted in 313.

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

1. The Bible has always to be used during teaching and learning.
2. Students have to study CRE with contextual questions in mind to avoid lack of content.
3. Teachers need to remind candidates to use the recommended text books during teaching, learning and revision.

Rubric needs to be adhered to.