

3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2021 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 five years.

Table 9: Candidates Overall Performance in CRE for the Last Five Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2019	1	545,856	100	51.00	17.79
	2		100	35.00	15.08
	Overall		200	87.14	31.38
2020	1	579,762	100	53.53	19.31
	2		100	36.81	17.07
	Overall		200	90.31	34.61
2021	1	629,671	100	43.97	18.98
	2		100	37.22	16.46
	Overall		200	81.18	33.28

The following observations can be made from the table above.

- (i) The number of candidates who sat for Christian Religious Education increased from 579,762 in 2020 to 629,671 in 2021.
- (ii) The performance of the candidates declined in the year 2021 with a combined mean of 81.18 as compared to that of 2020 which had a combined mean of 90.31.
- (iii) The standard deviation of the papers combined also declined from 34.61 in 2020 to 33.28 in 2021.

This report will critically examine the areas that were 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.

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 for the level.

The Chief Examiner reported that the general performance was below average. The candidates whose performance were below average lacked adequate preparation and ability to tackle high order cognitive skills questions.

According to the chief examiner the candidates attempted the questions in a balanced way. We will examine some questions that the learners had difficulties in answering correctly. This includes question 4b, 5 & 6.

Question 4 (b).

Outline the teaching of prophet Amos on the Remnant and Restoration. (8 Marks)

Candidates were expected to outline the teaching of prophet Amos on the Remnant and Restoration.

Weaknesses

Candidates showed lack of knowledge on the teachings of prophet Amos on Remnant and Restoration. They gave the responses on the teachings of Jeremiah on hope and restoration.

Expected Responses

4. (b) The teaching of Prophet Amos on the Remnant and Restoration.

- (i) The Remnant were the small group that would survive God's punishment/destruction.
- (ii) Prophet Amos taught that those who would repent sincerely would be spared.
- (iii) The remnants would recover their homes/rebuild ruined cities/live forever.
- (iv) The restored Kingdom would enjoy material prosperity.
- (v) After exile Judah and Israel would be restored/re-united into a strong Kingdom.
- (vi) Through the remnant, God's promises would be fulfilled/blessings would come to the nation.
- (vii) Only sinners would perish.
- (viii) The restored people would enjoy the fruits of their labour.
- (ix) God would be again their God and they would be His people.
- (x) The restoration would come only after God's judgement/exile.

8 x 1 = 8 marks

Advice to Teachers

Many candidates have developed an attitude that the topic on prophets is difficult. Teachers can change this by varying the teaching methods that will interest the learners and help change the attitude on the topic.

Describe the call of Jeremiah to become a prophet of God. (Jeremiah 1).

(7 Marks)

Candidates were expected to describe the call of Jeremiah to become a prophet of God

Weaknesses

Candidates gave answers based on the call of Amos and Moses.

Expected Responses

5 (a) The call of Jeremiah to become a prophet of God (Jeremiah 1:4-19).

- (i) When God called Jeremiah, He told him that He knew him before He formed him in the womb/ appointed him to become His prophet.
- (ii) Jeremiah was reluctant I told God that he did not know how to speak/he was a youth.
- (iii) God commanded him to take up the call/told him that he must speak whatever God would tell him.
- (iv) God assured Jeremiah that He would be with him/would deliver him.
- (v) The Lord touched Jeremiah's mouth/put His words in Jeremiah's mouth.
- (vi) God told Jeremiah that his ministry would be to prophesy God's judgement/punishment/ restoration/hope over the nations.
- (vii) God showed Jeremiah two visions/a rod of almond/a boiling pot facing away from the north.
- (viii) The Lord said that He was watching over His word to perform it/would bring punishment on Judah from the North.
- (ix) The Lord warned Jeremiah that he would face opposition.
- (x) The Lord promised Jeremiah protection would make him a fortified city/iron pillar/bronze wall.

7 x 1 = 7 Marks

Advice to Teachers

Teachers to guide the learners accordingly to differentiate the call of Moses, Jeremiah, and Amos.

Question 5 (b)

Identify six reasons why prophet Jeremiah condemned necromancy in Judah.

(6 Marks)

Candidates were expected to identify reasons why prophet Jeremiah condemned necromancy in Judah

Weaknesses

Candidates did not understand the term Necromancy and most of them gave answers on human sacrifice.

Expected Responses

Question 5(b) Reasons why Prophet Jeremiah condemned necromancy in Judah.

- (i) Necromancy demonstrated the peoples' lack of faith in God.
- (ii) Necromancy was disobedience to God's commands.
- (iii) It encouraged syncretism because the people trusted magical powers as well as God.
- (iv) It showed lack of knowledge by the people of Judah of the one true God.
- (v) It was an evil used by magicians to give people false hope.
- (vi) It was a form of deception that led people away from God.

- (vii) The practice of necromancy prevented the people from seeking forgiveness from God/repentance.
- (viii) It would bring God's punishment upon the people of Judah.

6 x 1= marks

Advice to teachers

Teachers to put more emphasis on the teachings of prophet Jeremiah and guide the learners to understand the terminologies.

Question 5 (c)

Identify seven obstacles that may hinder a person from accepting the call of God.

(7 marks)

Candidates were to identify the obstacles that may hinder a person from accepting the call of God.

Weaknesses

Candidates failed to identify the obstacles which showed inability to analyse the questions that required them to use high order thinking skills.

Expected Responses

5. (c) Obstacles that may hinder a person from accepting the call of God.

- (i) Family commitments.
- (ii) Poverty/financial constraints.
- (iii) Level of education.
- (iv) Materialism/job commitment.
- (v) Fear of persecution/ rejection/ridicule
- (vi) Peer pressure/discouragement from other people.
- (vii) Inability to uphold the high moral standard expected.
- (viii) Limitation due to age/gender factors.
- (ix) Insecurity in some areas of the country.

7 x 1 =7 marks.

Advice to Teachers

Teachers guide the learners to think objectively in order to answer the questions that requires high order thinking skills.

Question 6(a)

State the role of God according to traditional Africa understanding.

(6 Marks)

Candidates were required to State the role of God according to traditional Africa understanding.

Weaknesses

Most candidates gave only the attributes of God.

Expected Responses**6 (a) The role of God according to traditional African understanding.**

- (i) God is the creator of all things.
- (ii) He is the sustainer of life.
- (iii) God is the provider/giver of all blessings.
- (iv) He is the protector of all creation/giver of victory.
- (v) God is the controller of the universe/gives order.
- (vi) He punishes wrong doers.
- (vii) God gives solution in all situations.
- (viii) God delegates some of his power/responsibilities.

6 x 1 = 6 Marks**Advice to Teachers**

Teachers should clearly distinguish between the attributes and roles of God, ancestors, and spirits.

Question 6 (b)

Explain seven factors that have affected the traditional African peoples dependence on God.
(7 Marks)

Candidates were required to explain the factors that have affected the traditional African peoples dependence on God.

Weaknesses

Learners mixed up the factors that have affected peoples dependence on God with the general factors that are affecting traditional African religion today.

Expected Responses**6. (b) Factors that have affected the traditional African people's dependence on God.**

- (i) Emergence of other religions/cults/sects – This has caused a lot of confusion/has made many people to neglect God.
- (ii) Modern Education – Some educated people think that they have acquired enough knowledge hence do not need god.
- (iii) Scientific inventions/technology – Some people depend on science for solutions hence see no need for God.
- (iv) Money economy – Those with a lot of money/wealth feel contented and see no need to depend on God.
- (v) Greed for power/materialism – Some people are busy looking for power/material things hence have no time for God.
- (vi) Witchcraft – some people rely on power of darkness for success/protection, hence neglecting God.
- (vii) Poverty/misfortunes – This has discouraged some people from depending on God.
- (viii) Lack of role models – Religious specialists who act as role models are no longer valued/are ignored hence no one to guide people to depend on God.

7 x 1 = 7 Marks**Advice to Teachers**

Teachers to teach the selected topics in traditional African heritage extensively.

Question 6(c)

Identify seven similarities between the Christian and traditional African ways of showing respect to God. (7 marks)

Candidates were required to identify the similarities between the Christian and traditional African ways of showing respect to God

Weaknesses

Learners failed to do a comparison and most of them gave one sided responses.

Expected Responses

6. (c) Similarities between the Christian and traditional African ways of showing respect to God.

- (i) In both members pray to God.
- (ii) In they give offerings to God.
- (iii) In both members sing to God.
- (iv) In they build/maintain place of worship.
- (v) In both members take care of the religious leaders respect them.
- (vi) In both members obey the laws/commands of God.
- (vii) In both they maintain God's name with reverence.
- (viii) In both members show respect to God by helping those in need.

7 x 1 =7 Marks

Advice to Teachers

Teachers to expose the learners to synthesis questions that requires them to either give similarities or differences.

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 question 2b, 3a, 4b, 5a and 6a.

Question 2(b)

Describe the incident in which Jesus forgave the sinful woman. (Luke 7: 36-50). (8 Marks)

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

Weaknesses

Many candidates confused this with the woman who was caught in adultery

Expected Responses

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

- (i) Jesus was invited for dinner into a Pharisee's house/Simon
- (ii) When a sinful/woman who lived in the city heard that Jesus was in the pharisee's house. She came with a jar of ointment/ a labaster jar of perfume
- (iii) The woman started weeping/wetting Jesus' feet with her tears/wiping the feet with her hair/

anointed the feet of Jesus with the ointment

- (iv) Simon wondered why Jesus allowed a sinner to touch him/if Jesus was a prophet, he should have known this woman was a prostitute
- (v) Jesus knowing his thoughts answered him by giving a parable of a creditor and two debtors
- (vi) One debtor owed a creditor five hundred denarii while the other owed fifty denarii
- (vii) Both debtors were unable to pay/the creditor cancelled both debts
- (viii) Jesus asked Simon who would love the creditor more
- (ix) Jesus then told Simon that the sinful woman had shown a lot of love for him because her many sins had been forgiven
- (x) Jesus then told the woman that her faith had saved her/told her to go in peace
- (xi) Those who were at the table wondered who was that that had forgiven sins.

(8 x 1) = 8 marks

Advice to Teachers

Teachers to encourage the learners to constantly read the Bible in order to differentiate the stories in Saint Luke.

Question 3. (a)

Describe the incident in which Jesus went to Mount Olives to pray. (Luke 22:39-53)

(7 Marks)

Candidates were expected to describe the incident in which Jesus went to Mount Olives to pray

Weakness.

Many learners gave points on transfiguration of Jesus.

Expected Responses

The incident in which Jesus went to Mount Olives to pray (Luke 22:39-53)

- (i) Jesus went with his disciples to Mount Olives to pray
- (ii) He told the disciples to pray that they may not enter into temptation.
- (iii) Jesus moved a distance away from them.
- (iv) He knelt down and prayed to God to take away the cup of suffering/his will be done
- (v) He rose from prayer /went to the disciples whom he found sleeping
- (vi) He asked the disciples why they had slept/awoke them
- (vii) While he was still speaking a crowd of people came led by one of his disciples/Judas Iscariot
- (viii) A disciple of Jesus struck off the ear of one of the soldiers
- (ix) Jesus restored the Man's ear/stopped the violence
- (x) Jesus asked the chief priests why they had come to arrest him as if he was a criminal/told them that it was their hour of darkness.

(7 x 1) = 7 Marks

Advice to teachers.

If possible, use varied methods when teaching on the Gospel of Luke. learners can watch video clips to help with the retention of knowledge.

Question 4(b)

Explain the teachings of Sant Paul about the unity of believers as illustrated in the relationship of a husband and a wife. (Ephesians 5:21 -32) (5 marks))

Candidates were to explain the teachings of Sant Paul about the unity of believers as illustrated in the relationship of a husband and a wife.

Weaknesses

Many candidates due to close relationship on the images gave points on the image of the bride and others failed to do the comparison.

Expected Responses

The teaching of saint Paul about the unity of beliers as illustrated n the relationship of husband and wife (Ephesians 4: 21-32)

- (i) Saint Paul taught that just like the husband is the head of head of the family, Christ is the head of the church
- (ii) He taught that Christians should submit to Christ in the same manner a wife submits to the husband
- (iii) Paul taught that just as Christ sacrificially loves the church husbands are supposed to love their wives
- (iv) Members of the church should live together in unity like a husband and wife
- (v) The relationship between husband and wife is meant to be permanent believers in the same manner are expected to maintain a steadfast relationship with Christ forever
- (vi) Just as husband and wife become one flesh believers are expected to be united /cling to Christ
- (vii) Just as Christ has sanctified /cleansed/cares for his church in the same manner husbands should care for their wives

(5 x 1) =5 Marks

Advice to Teachers

Teachers to guide the learners to understand the concept of the unity of believers well in order to answer the questions satisfactorily.

Question 5(a)

State the similarities in the Christian and traditional African view on the family. (5 marks)

Candidates were State the similarities in the Christian and traditional African view on the family.

Weaknesses

Many candidates gave points on marriage instead of family.

Expected Responses

Similarities in the Christian and traditional African view on the family

- (i) In both the family is instituted/ordained by God
- (ii) In both family members should be guided by virtues of love/kindness/faithfulness/respect
- (iii) In both parents should provide for the needs of their members
- (iv) In both children are a gift /blessing from Godin both the fathers the head of the family
- (v) In both the family is the smallest/basic unit of the community
- (vi) In both there are roles to be played by each member of the family

(5 x 1) =5 Marks

Advice to teachers.

Teachers to help the learners to do thorough revision as well as use questions that requires high order thinking skills frequently.

Question 6(a)

Give six reasons why Christians are opposed to genetic engineering. (6 marks)

Candidates were to give reasons why Christians are opposed to genetic engineering.

Weaknesses

Many candidates gave responses on genetic engineering in agriculture .

Expected Responses**Reasons why Christians are opposed to genetic engineering**

- (i) Genetic engineering interferes with God's plan for creation/against God's plan of natural growth
- (ii) It undermines the dignity of human being as they are used for experimentation
- (iii) It challenges the power /role of God as the creator/human beings take the role of God
- (iv) Genetic engineering eliminates the weak organisms/interferes with the balance of nature
- (v) It destroys the principle of variety/beauty of nature
- (vi) It may lead to production of artificial human beings who have no feelings
- (vii) It dehumanizes the purpose of human reproduction

(6 x 1) = 6 Marks

Advice to Teachers

Teachers to cover the syllabus adequately and on time for learners to understand the concepts in the contemporary world.

3.3.4 GENERAL COMMENTS

The number of candidates taking the subject is increasing tremendously however the performance keeps declining and this year it was below average.

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 **must** be used during the teaching and learning of CRE especially when handling Saint Luke Gospel (Paper 2.)
- Students need to be exposed to high order thinking skills to enable them to handle the questions appropriately.
- Teachers need to emphasize to candidates to use the recommended textbooks during teaching, learning and revision of CRE.
- There should be continuous in - servicing of CRE teachers for them to be well equipped on how to handle the questions.
- Teachers to embrace digital literacy when teaching the subject where learners can watch video clips and do an online enquiry.