

### 3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2020 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: 11 Candidates Overall Performance in CRE for the Last Four Years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2017	1		100	40.13	14.91
	2		100	36.01	13.48
	<b>Overall</b>	<b>473,936</b>	<b>200</b>	<b>76.13</b>	<b>26.60</b>
2018	1		100	43.77	17.76
	2		100	31.89	12.53
	<b>Overall</b>	<b>515,707</b>	<b>200</b>	<b>75.64</b>	<b>28.71</b>
2019	1		100	51.00	17.79
	2		100	35.00	15.08
	<b>Overall</b>	<b>545,856</b>	<b>200</b>	<b>87.14</b>	<b>31.38</b>
2020	1		100	53.53	19.31
	2		100	36.81	17.07
	<b>Overall</b>	<b>579,762</b>	<b>200</b>	<b>90.31</b>	<b>34.61</b>

The following observations can be made from the table above.

- i) The candidature has increased from **545,856** in 2019 to **579,762** in 2020.
- ii) There is a slight improvement in the performance of the candidates as attested by the mean of **90.31** in 2020 as compared to **87.14** in 2019.
- iii) The standard deviation of the papers combined also improved from **31.38** in 2019 to **34.61** in 2020.

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 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.

The Chief Examiner reported that the general performance was satisfactory. 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 which proved to be difficult. This includes question 4 and 5.

This report will discuss questions which gave challenges to candidates.

#### Question 4 (a)

Identify *seven* ways in which the Israelites disobeyed God during the time of Prophet Amos. (7marks)

Candidates were expected to identify ways in which the Israelites disobeyed God during the time of Prophet Amos.

#### Weaknesses

Candidates dwelt on religious aspects in relationship to God leaving out the relationship towards one another in the covenant way of life.

#### Expected Responses

**Ways in which the Israelites disobeyed God during the time of Prophet Amos.**

- (i) The Israelites practiced idolatry/hypocritical religion.
- (ii) There was murder.
- (iii) The rich oppressed the poor/sold them as slaves.
- (iv) There was sexual immorality/temple prostitution.
- (v) There was cheating in business/use of false scales.
- (vi) The rich were selfish/greedy/lived in excessive luxury.
- (vii) There was drunkenness in Israel/ forcing the Nazarites to drink wine.
- (viii) There was bribery/injustice in courts of law.
- (ix) There was robbery/violence.

7 x 1 = 7 Marks

#### Advice to Teachers

Guide the learners to know how the Israelites disobeyed God during the time of prophet Amos and how they went against the covenant way of life.

#### Question 4(b)

Outline the teaching of Prophet Amos on Israel's election. (6 marks)

Candidates were expected to outline the teaching of Prophet Amos on Israel's election.



### Weaknesses

Candidates gave answers based on Kenyan elections. They lacked understanding of Israel Election.

### Expected Responses

#### The teaching of Prophet Amos on Israel's election

- (i) Israel's election was out of God's initiative/love for them.
- (ii) The election made them a holy nation/God's chosen nation.
- (iii) Israel was given a special responsibility by God/to serve Him.
- (iv) Failure to meet their responsibility to God would attract God's punishment.
- (v) God could choose any other nation of Israel failed to serve Him.
- (vi) The Israelites were delivered from bondage in Egypt by God because of the election.
- (vii) God had protected the Israelites in the wilderness because of the election.
- (viii) God raised priests/prophets I gave them laws to guide them in the covenant way of life.
- (ix) God gave the land to possess
- (x) God led them in the wilderness

6 x 1 = 6 Marks

### Advice to Teachers

Teachers to teach thoroughly the on various themes highlighted by Prophet Amos.

### Question 4 (c)

Give ways in which the church is promoting social justice in Kenya today. (7 marks)

Candidates were to give ways in which the church is promoting social justice in Kenya today.

### Weaknesses

Candidates gave general ways that are not particularly done by the church.

### Expected Responses

#### Ways in which the church is promoting social justice in Kenya today.

- (i) By educating the public on social justice/providing civic education/holding seminars/workshops.
- (ii) By respecting/obeying the laws of the country as laid down by the government.
- (iii) By helping the needy in the society.
- (iv) By preaching on social justice.
- (v) The church guides and counsels victims of social injustice.
- (vi) The church condemns injustices in the society.
- (vii) The church prays for people (leaders to practice social justice.
- (viii) The church advocates for equal distribution of resources/fights for the rights of the less privileged in the society.
- (ix) Members of the church lead exemplary lives by being just/fair.
- (x) The church punishes its errant members
- (xi) The church reports those who commit social injustices to the relevant authorities/exposing the culprits

7 x 1 = 7 marks.

### Advice to Teachers

Teachers guide the learners to understand how the church has contributed in enhancing justice in Kenya.

### Question 5(a)

Describe the dedication of the wall of Jerusalem under the leadership of Nehemiah.  
(Nehemiah 12: 27-47) (7 marks)

Candidates were required to describe the dedication of the wall of Jerusalem under the leadership of Nehemiah.

### Weaknesses

Most candidates were giving answers based on the renewal of the covenant under Nehemiah.

### Expected Responses

#### The dedication of the wall of Jerusalem under the leadership of Nehemiah.

- (i) Nehemiah summoned the Levites/priests/political leaders to come to Jerusalem to give thanks to God.
- (ii) The sons of the singers gathered around Jerusalem/they sang/praised using musical instruments.
- (iii) The Levites/priests purified themselves/ purified the people.
- (iv) The gates/wall was purified.
- (v) Nehemiah brought the prince of Judah
- (vi) Appointed two great groups which went in two processions.
- (vii) One group led by Ezra the scribe went to the right while the other group led by Nehemiah went to the left/they then converged in the house of God.
- (viii) The people led by the priests offered sacrifices of dedication to God.
- (ix) Women/children rejoiced /was a moment of great joy.
- (x) Nehemiah then chose people who would ensure that the contributions/tithes/offerings were handled well.
- (xi) A service of purification was performed.

7x 1 = 7 marks.

### Advice to Teachers

Teachers should clearly distinguish between the dedication of the wall and the renewal.

### Question 5(b)

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

Candidates were required to give reasons why Nehemiah carried out religious reforms in Judah.

### Weaknesses

Learners outlined the reforms.

### Expected Responses

#### Reasons why Nehemiah carried out religious reforms in Judah.

- (i) To preserve the identity of the Jews as the people of God.
- (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/singers of 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/kept holy.
- (vii) He wanted the Israelites to remain faithful to the covenant way of life.
- (viii) He wanted to uphold the Hebrew language of the covenant people which had been neglected due to intermarriages.
- (ix) To restore the true worship of God

**6x 1=6 marks**

### **Advice to Teachers**

Teachers guide the learners to have a deeper understanding on the need for reforms.

### **Question 5(c)**

Identify *seven* ways in which the Government of Kenya supports the Church in its work.

(7 marks)

Candidates were required to identify *seven* ways in which the Government of Kenya supports the Church in its work.

### **Weaknesses**

Learners brought out the responsibility of the church.

### **Expected Responses**

#### **Ways in which the government of Kenya supports the church in its work.**

- (i) The government has allowed freedom of worship/given permission to churches to operate electronic media stations.
- (ii) By allowing Christian Religious Education to be taught in schools/colleges.
- (iii) The government recognizes the church calendar/holy days.
- (iv) By setting aside land for construction of churches.
- (v) The government gives financial/material support to churches for development/carry out their charitable services.
- (vi) By employing some church leaders as Chaplains in various government institutions.
- (vii) The government supports church sponsored institutions.
- (viii) By availing facilities for the church to hold their activities/provides security.
- (ix) By involving church leaders in national prayer days/national holidays.
- (x) Through the development of the infrastructure which makes the spread of the gospel/evangelism easy.

**7 x 1 = 7 marks**

### **Advice to Teachers**

Teachers to bring out clearly how the church and state relate.

### 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 4 and 6.

#### Question 4(a)

Outline what Peter said about Jesus on the day of Pentecost. (6 marks)

Candidates were to outline what Peter said about Jesus on the day of Pentecost.

#### Weaknesses

Many candidates talked generally about the day of Pentecost.

#### (a) Expected Responses What Peter said about Jesus on the day of Pentecost.

- (i) Jesus had sent the Holy Spirit as a fulfilment of Joel's prophecy.
- (ii) Jesus was the son of God.
- (iii) Jesus performed mighty wonders/deeds through the power of God.
- (iv) Jesus death was the will of God.
- (v) God had raised him from death.
- (vi) He has been exalted in heaven/seated at the right hand of God.
- (vii) Jesus is Lord/Christ.
- (viii) Jesus was a descendant of David.

(6 x 1) = 6 marks.

#### Advice to Teachers

Teachers to expose the learners to analysis questions.

#### Question 4(b)

Explain how the unity of believers is expressed in the concept of the vine and the branches. (8 marks)

Candidates were to explain how the unity of believers is expressed in the concept of the vine and the branches

#### Weaknesses

Many candidates confused the image of the vine and the branches. with other expressions on the unity of believers.

#### Expected Responses

**How the unity of believers is expressed in the concept of the vine and the branches.**

- (i) Jesus uses the metaphor of the vine to teach about the believers union with God.
- (ii) Jesus is the true vine planted by God/the vine dresser
- (iii) Christians are the followers/branches.
- (iv) Christians are related to God through Jesus.
- (v) The unfaithful Christians are like unfruitful branches which are not destroyed.
- (vi) The faithful Christians are like fruitful branches that are pruned so as to produce more



- fruits.
- (vii) Jesus taught that a branch cannot bear fruit by itself but it must remain in the vine so as to do so.
  - (viii) Just like the branch, Christians can only bear fruit if they remain in Christ for spiritual nourishment.
  - (ix) Through Jesus all Christians are united.
  - (x) They are called to rely on God for providence/God's love is passed to them through Jesus Christ.
  - (xi) Christians are called to obey God's command/remain faithful to bear more fruit/be productive.

(4 x 2) = 8 marks

#### Advice to Teachers

Teach the learners to distinguish the different types of the images used to express the concept of the unity of believers.

#### Question 4(c)

Give *six* reasons why Christians in Kenya should work in unity. (6 marks))

Candidates were to give reasons why Christians in Kenya should work in unity.

#### Weaknesses

Many candidates gave the general reasons for working.

#### Expected Responses

##### Reasons why Christians in Kenya should work in Unity.

- (i) Christians should work in unity to serve as role models/be examples to be emulated.
- (ii) In order to promote oneness in Christ.
- (iii) In order to realise effective ministry/evangelism.
- (iv) So that they can have a common stand in dealing with issues that affect the society/ promote development.
- (v) To share the scarce resources/minimize expenses.
- (vi) In order to adapt a common attitude towards the intergration of African culture into worship.
- (vii) To prevent the termination of splinter groups/cults/seats.
- (viii) So as to emulate the unity of the early church/the trinity.

(6 x 1) = 6 marks

#### Advice to Teachers

Teachers to expose the learners to high order s kills.

#### Question 6(a)

Outline the traditional African understanding of wealth. (6 marks)

Candidates were to outline the traditional African understanding of wealth.

#### Weaknesses

Many candidates gave ways of acquiring wealth.

## Expected Responses

### Traditional African understanding of wealth.

- (i) Wealth is a gift from God.
- (ii) Wealth is measured in terms of land/livestock/wives/children.
- (iii) Wealth raises the status of an individual.
- (iv) Wealth is to be inherited by members of the family.
- (v) The wealthy should share/help those who do not have.
- (vi) There are guide lines on how to acquire wealth/through fair means.
- (vii) Wealth is owned by men.
- (viii) Wealth is acquired through hard work/laziness is condemned.

(6 x 1) = 6 marks.

### Question 6(b)

Explain *seven* causes of bribery and corruption in Kenya today. (7 marks)

Candidates were to explain *seven* causes of bribery and corruption in Kenya today.

### Weaknesses

Many candidates talked about the corrupt police officers.

### Expected Responses

#### Causes of bribery and corruption in Kenya today.

- (i) Unemployment – a person seeking employment may give a bribe to be offered a job.
- (ii) Poverty – a person may give/receive bribes to obtain favour.
- (iii) Greed for wealth – the desire to get rich quickly may make some people to ask for bribes in order to discharge their duties.
- (iv) Greed for power – some people give bribes to get promotion/leadership positions.
- (v) Lack of morals – poor upbringing/lack of a firm foundation in moral values makes some people to easily accept/give a bribe.
- (vi) Ignorance – some people may not know their right to be given certain services hence give bribes unknowingly.
- (vii) Fear – people who have committed crime may bribe the authority to escape punishment.
- (viii) To overcome shame – a person may give a bribe to guard his/her reputation.
- (ix) Justice system – the process of getting justice is slow/long hence people give bribes for a short cut/hasten the process.

7 x 1 = 7 Marks

### Advice to Teachers

Teachers to expose the learners to contemporary issues.

### Question 6(c)

Give *seven* reasons why a Christian family should discuss its budget. (7 marks)

Candidates were to give *seven* reasons why a Christian family should discuss its budget

### Weaknesses

Many candidates did not have a clue on the term budget and those who attempted it answered from business point of view



## Expected Responses

### Reasons why a Christian family should discuss its budget.

- (i) To avoid running into debts by over spending of the family resources.
- (ii) To encourage members of the family to work hard to meet their budget.
- (iii) To be able to allocate funds according to their priorities.
- (iv) To avert/prevent suspicion/misunderstanding/quarrels in the family.
- (v) To assist members of the family to be realistic in their needs/eliminate selfishness.
- (vi) To help members of the family to plan for the future/make savings.
- (vii) To promote transparency/honesty/accountability among members of the family.
- (viii) To assist members of the family appreciate each other's needs/problems.
- (ix) To encourage wise spending/avoid impulse spending.

(7 x 1) = 7 marks

### Advice to Teachers

Teachers to use relevant examples when dealing with emerging issues in the society.

### 3.3.4 GENERAL COMMENTS

The candidature of CRE has increased compared to previous years although the overall performance of the subject is still below average.

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

- i) The Bible as the main reference book has to be used during the teaching and learning of CRE especially when handling Saint Luke Gospel (Paper 2.)
- ii) Students have to be exposed to high level cognitive skills to enable them handle the questions appropriately.
- iii) Teachers need to emphasize to candidates to use the recommended text books during teaching, learning and revision of CRE.
- iv) There should be continuous in - servicing of CRE teachers for them to be well equipped on how to handle the questions.
- v) Teachers to focus on specific objectives that are found in the syllabus.