

3.3 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2022 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 any 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 12: Candidates overall performance in CRE for the last five year

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2022	1	667,710	100	41.82	18.62
	2		100	42.54	18.06
	Overall		200	69.27	35.61

The following observations can be made from the table above.

- The number of candidates who sat for Christian Religious Education increased from 629,671 in 2021 to 667,710 in 2022.
- The performance of the candidates in Paper One declined in the year 2022 with a mean of 41.82 as compared to that of 2021 which had a mean of 43.97.
- There was a notable improvement in Paper Two with a mean of 42.54 in 2022 compared to a mean of 37.22 in 2021.
- The standard deviation of the papers combined also improved from 33.28 in 2021 to 35.61 in 2022.

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

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 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 except question Five on prophet Jeremiah which was unpopular. We will examine some questions that the learners had difficulties in answering correct . This includes question 3c, 5 & 6 c.

This report will discuss questions which gave challenges to candidates.

Question 3 (c)

Identify seven factors that have led to the increase of Christian denominations in Kenya today.
(7 Marks)

Candidates were expected to identify factors that have led to the increase of Christian denominations in Kenya today.

Weaknesses

Candidates did not understand the meaning of the word denomination. Some brought out the changes that have taken place in worship.

Expected Responses

Factors that have led to increase of Christian denominations in Kenya today.

- (i) Rivalry for leadership positions/ Greed for power.
- (ii) Differences in biblical interpretation/ teachings/ ideologies doctrines.
- (iii) Failure to set good examples by some church leaders/ be role models.
- (iv) Discrimination in church based on nepotism/ gender/ ethnicity.
- (v) Disagreement on ethical issues/ policies in church.
- (vi) Materialism/ desire for money.
- (vii) Desire to be free from mission/ foreign control.
- (viii) Differences in mode of worship/ ritual observance
- (ix) Resistance to change by older church members/ generational gap.
- (x) Some members feel like their spiritual needs are not being met/ fulfilled
- (xi) Freedom of worship has made it easy for people to start/ register new denominations.

(7 x 1) =7 marks

Advice to Teachers

Teachers to guide learners on the new terminologies that might pose a challenge to them. Denomination and church should be explained in detail to enable the learners to differentiate the two

Question 5(a)

Explain Five symbolic acts used by prophet Jeremiah to demonstrate God's judgment and punishment to the Israelites. (5 x1) = 5 marks

Candidates were required to explain the symbolic acts used by prophet Jeremiah to demonstrate God's judgment and punishment to the Israelites.

Weaknesses

Candidates gave the symbolic acts without explanations while others confused them with those of prophet Amos.

Expected Responses

Symbolic acts used by Prophet Jeremiah to demonstrate God's judgement and punishment to the Israelites.

- (i) Jeremiah's personal life - God instructed prophet Jeremiah not to marry. This symbolised the fate that would befall the Israelites. They would become lonely/ no peace in their families.
- (ii) The breaking of an earthen vessel - this symbolised the destruction of Jerusalem temple, Judah and its inhabitants.
- (iii) Wearing of the waist cloth - This showed Yahweh would break the pride of their people by having them serve other nations.
- (iv) Jeremiah's visit to the potter - God would remould Judah if it did not conform to His plan.
- (v) Two baskets of figs – Good figs represent those who had gone to exile. God would preserve these people / Remnant. Bad figs represented the people who did not go to exile. These people will be destroyed completely.
- (vi) Wearing of the wooden ox-yoke indicated that the Israelites would serve under Babylonian rule and under oppression.

(5 x 1) = 5 marks

Advice to Teachers

Teachers to guide the learners to differentiate the symbolic acts used by Prophet Jeremiah and those used by Prophet Amos as well as explain their meanings accordingly.

Question 5 (b)

Outline seven teachings of Prophet Jeremiah on the New Covenant. (6 Marks)

Candidates were expected to outline the teachings of Prophet Jeremiah on the New Covenant.

Weaknesses

Candidates confused the teachings with the contents of the letter of Jeremiah to the exiles.

Expected Responses

The teaching of prophet Jeremiah on the New Covenant.

- (i) There would be personal knowledge of God in the new covenant.
- (ii) The law of God would be written in people's hearts.
- (iii) Each individual will be responsible for his/ her sins.
- (iv) New covenant would bring into being into being a new community of Yahweh's people.
- (v) God's people would be given a new heart.
- (vi) There would be spontaneous forgiveness of sins.
- (vii) The new covenant will be permanent.
- (viii) People would respond to the new covenant with faith and obedience.
- (ix) God would take the initiative to establish the new covenant. (7 x 1) = 7 marks

Advice to teachers

Teachers to teach the syllabus using the recommended text and the Bible.

Question 5(c)

Identify eight ways used by church leaders to communicate God's message to the people. (8 marks)

Candidates were to identify ways used by church leaders to communicate God's message to the people.

Weaknesses

Candidates did not bring out the ways but instead brought out the occasion in which God communicates to people.

Expected Responses

Ways used by Church leaders in Kenya to communicate God's message to the people.

- (i) Church leaders communicate God's message through sermons/ church services/ congregations/ crusades.
- (ii) Some church leaders communicate God's message by performing miracles.
- (iii) Some church leaders write Christian literature/ books/ magazines.
- (iv) Some compose/ sing songs.
- (v) By leading exemplary lives.
- (vi) Through guidance and counseling/ giving advice.
- (vii) By using audio-visual devices/ social media.
- (viii) Through acts of charity/ helping the needy.
- (ix) By organizing seminars/ workshops/ training sessions. (8 x 1) = 8 marks

Advice to Teachers

Teachers guide the learners to think objectively in order to answer the questions that requires the application of knowledge acquired.

Question 6(c)

Outline the changes that have taken place in the rite of initiation in Kenya today. (7 Marks)

Candidates were required to outline the changes that have taken place in the rite of initiation in Kenya today.

Weaknesses

Candidates were unable to bring out the changes but instead brought out the importance of initiation.

Expected Responses

Changes that have taken place in the rite of initiation in Kenya today

- (i) In some communities initiation is no longer meant for cultural identity/ is done for health reasons.
- (ii) It has been individualized in some communities/ no longer a communal affair.
- (iii) Initiation is not used as a measure to test courage/ bravery.
- (iv) The role of age set/ group is fading away in some communities.
- (v) People are being discouraged from using the same tool to perform the rite.
- (vi) Some of the initiation practices have been buried/ discouraged.
- (vii) Education of the initiates is no longer done by sponsors but by professionals.
- (viii) Some people have opted to take their children to hospital.
- (ix) Circumcision can be done at any age/ time. (7 x 1) = Marks

Advice to Teachers

Teachers to emphasize on the changes that have taken place in all the rites of passage and guide the learners to distinguish them accordingly.

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 average. The questions that gave challenges to candidates include question **1a, 2a, 3a, 3b, 4a, 5a, 5b** and **6b**.

Question 1(a)

State Five differences in the annunciation of the birth of John the Baptist and Jesus Christ. (5 Marks)

Candidates were to state the differences in the annunciation of the birth of John the Baptist and Jesus Christ.

Weaknesses

Many candidates confused the differences in the annunciation with that of the birth of John and Jesus while others gave their roles. Some candidates gave the similarities of John the Baptist and Jesus Christ.

Expected responses.

Differences in the annunciation of the birth of John the Baptist and Jesus.

- (i) The birth of Jesus was announced to Mary, his mother while the birth of John was announced to Zechariah, his father.
- (ii) The conception of John was to be ordinary/ biological while the conception of Jesus was through the Holy Spirit.
- (iii) Jesus would be the son of The Most High God, while John would prepare the way of the Lord/ servant of God.
- (iv) The birth of Jesus was announced to a virgin/ not yet married while the birth of John the Baptist was announced to the couple who had been childless for long.
- (v) Mary was in the town of Nazareth in Galilee during the annunciation while Zechariah was in the temple in Judea.
- (vi) Zechariah was made dumb when he questioned the possibility of the message while for Mary, when she questioned the angel about the message, he explained to her how she would conceive.
- (vii) Mary responded to the angel's message by saying she was the Lord's servant whereas Zechariah remained silent.

(5 x 1) = 5 Marks

Advice to Teachers

Teachers to read the Bible with the learners in order to differentiate the stories in Saint Luke Gospel.

Question 2 (a)

Describe the incident in which Jesus Christ called the first disciples. (Luke 5: 1-11).

(8 marks)

Candidates were expected to describe the incident in which Jesus Christ called the first disciple .

Weakness

Candidates confused the call of the first disciple with the incident in which Jesus calmed the storm. Some candidates answered using other gospels.

Expected Responses

The incident in which Jesus Christ called the first disciple . (Luke 5 :1- 11)

- (i) Jesus was standing by the lake of Gennesaret.
- (ii) He saw two boats without fishermen/ the fishermen had gone out their boats to wash their nets.
- (iii) He got into Simon's boat and asked him to push it into the water.
- (iv) Jesus taught the people from the boat.
- (v) He asked Simon to push the boat into the deep water/ cast the nets for a catch.
- (vi) Simon told Jesus that they had been fishing the whole night without success.
- (vii) Simon told Jesus that because of His word/ command, he would let down the nets.
- (viii) They caught a lot of fish/ asked their partners in other boats to assist them remove the catch/ he obeyed Jesus' command/let the nets down
- (ix) They filled both boats with fish such that the boats began to sink.
- (x) Simon Peter and his companions were astonished at the miraculous catch of fish/ Peter asked Jesus to depart from him because he was a sinful man.

- (xi) Jesus told Peter not to be afraid because he would henceforth be catching men.
- (xii) They brought their boats to the land.
- (xiii) They left everything and followed Jesus.

(8 x 1) = 8 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. Encourage the candidates to constantly read the Bible using the recommended version.

Question 3(a)

Identify Seven virtues a Christian can acquire from the parable of the pounds. (7 Marks)

Candidates were to identify virtues a Christian can acquire from the parable of the pounds.

Weaknesses

Many candidates narrated the parable while others gave the lessons learnt from it.

Expected Responses

Virtues a Christian can acquire from the parable of the pounds.

- (i) Responsibility/ commitment/ dedication.
- (ii) Obedience.
- (iii) Honesty.
- (iv) Courage/ bravery.
- (v) Loyalty.
- (vi) Faithfulness/ trustworthy.
- (vii) Justice/ fairness.
- (viii) Co-operation.
- (ix) Generosity.
- (x) Patience.
- (xi) Hard work.

(7 x 1) = 7 marks

Advice to Teachers

Teachers to help the learners to understand the parables of Jesus and critically analyse them to be able to tackle high order thinking skills.

Question 3(b)

Give seven reasons why Jesus Christ celebrated the last supper with his disciples. (7 marks)

Candidates were to give reasons why Jesus Christ celebrated the last supper with his disciples.

Weaknesses

Some candidates narrated the last supper while others gave reasons why Christians celebrate the last supper.

Expected Responses

Reasons why Jesus Christ celebrated the last supper with his disciples.

- (i) Jesus wanted to prepare his disciples for his death and resurrection.
- (ii) Jesus wanted to appoint/ identify Peter as the leader of the disciples.
- (iii) Eating together was a way of uniting the disciples.
- (iv) He wanted to tell them that one of them would betray him.
- (v) The last supper was a way of celebrating Passover feast/ he gave the Passover a new meaning/ instituted the new covenant.
- (vi) It symbolized the heavenly banquet that would be shared by God's people.
- (vii) He wanted to bestow authority to the disciples.
- (viii) He wanted to warn/ prepare his disciples for the coming persecution after his death.
- (ix) He wanted to advise his disciples to serve with humility.
- (x) He wanted to warn Peter that he would deny him.

(7 x 1) = 7 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 4(a)

Outline the activities that took place on the day of the Pentecost.

(Acts 2: 1 – 41)

(8 marks)

Candidates were to outline the activities that took place on the day of the Pentecost.

Weaknesses

Many candidates gave responses on the transformation of peters life while others brought out the events in exodus.

Expected Responses

The activities that took place on the day of the Pentecost. (Acts 2: 1 – 41)

- (i) The disciples had gathered in one place/ in a house in Jerusalem.
- (ii) A sound came from heaven like the rush of a mighty wind that filled the house they were in.
- (iii) Tongues of fire appeared to them/ rested upon each of them
- (iv) The disciples were filled with the Holy Spirit
- (v) The disciples began to speak in tongues/ other languages.
- (vi) The multitude came together/ were amazed that they could hear the disciples speaking in native languages.
- (vii) Some people mocked/ claimed that the disciples were drunk.
- (viii) Peter defended the disciples/ explained that they were not drunk/ were filled with the Holy Spirit in fulfillment of Joel's prophecy.
- (ix) Peter preached about the life, death and resurrection of Jesus/ ministry of Jesus.
- (x) People became remorseful/ asked Peter what they could do.
- (xi) Peter told them to repent/ be baptized/ save themselves from crooked generation.
- (xii) About three thousand people were saved/ baptized.

(8 x 1) = 8 Mark

Advice to Teachers

Teachers to vary the methods of teaching and incorporate those that leads to retention of knowledge like role playing.

Question 5 (a)

State the importance of leisure in both Christian and traditional African communities.

(8 marks)

Candidates were to state the importance of leisure in both Christian and traditional African communities.

Weaknesses

Many candidates failed to bring out the comparison while others gave the understanding of leisure. Some candidate listed the leisure activities that are common in both Christian and traditional African communities.

Expected Responses

Importance of leisure in both Christian and traditional African communities.

- (i) In both leisure time enables an individual to rest.
- (ii) In both it helps one to rejuvenate/ regain lost energy.
- (iii) In both leisure provides an opportunity for individuals to socialize/ attend ceremonies.
- (iv) In both people are able to learn new ideas/ acquire new information.
- (v) In both leisure gives individuals opportunity to develop talents/ skills.
- (vi) In both it is an opportunity to serve others.
- (vii) In both it provides an opportunity for people to take care of the environment.
- (viii) In both it is an opportunity to worship God/ spiritual nourishment.
- (ix) In both it enables individuals to maintain/ improve their health/ physical fitness
- (x) In both it provides an opportunity to visit new places.

(8 x 1) = 8 Marks

Advice to Teachers

Teachers to expose learners to comparison questions and cover the syllabus adequately.

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Question 5 (b)

Explain how alcoholism hinders individuals from performing their work effectively .

(7 marks)

Candidates were to explain how alcoholism hinders individuals from performing their work effectively.

Weaknesses

Many candidates did not understand the demand of the question hence brought out the general effects of alcohol.

Expected Responses

How alcoholism hinders individuals from performing their work effectively .

- (i) Aggression: Alcoholism makes an individual/ aggressive /emotional, hostile/ irritable at the place of work.
- (ii) Crime: Alcoholism can make an individual to commit/ engage in crime/ can lead to imprisonment.
- (iii) Poor health: Alcoholism weakens the body immunity/ leads to diseases.
- (iv) Truancy: Alcoholism makes individuals to fail to report to work/ absenteeism/ lateness/ indiscipline.
- (v) Low productivity: Alcoholism leads individuals to be less productive at the place of work.
- (vi) Poor relations: Alcoholism strains relationships at the place of work/ lead to fights/ violence
- (vii) Accidents: Alcoholism makes individuals to have poor judgement/ leads to fights/ violence/ disagreements
- (viii) Bankruptcy: Alcoholism leads to misuse of resources/ leads to debts hence demotivates a worker.
- (ix) Death: Alcoholism may result to death.
- (x) Loss of job: Alcoholism may lead to termination of employment.

(7 x 1) =7 Marks

Advice to Teachers

Teachers to advice the learners to read and understand the question before answering it. Expose the learners to evaluation questions to enable them to think critically.

Question 6 (b)

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

(8 marks)

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

Weaknesses

Some candidates did not understand the meaning of the term obstacle hence ended up giving the solutions to crime and others gave the role of the police in curbing the vice.

Expected Responses

Obstacles to effective maintenance of law and order in Kenya today.

- (i) There is delay in the delivery of justice to the offended
- (ii) There is inadequate modern equipment.
- (iii) There is a high rate of unemployment/ extreme poverty.
- (iv) Greed for material wealth/ power.
- (v) Due to some cultural beliefs/ practices.
- (vi) Increased rate of crime that has overwhelmed law enforcement agencies/ some law breakers can access sophisticated weapons.
- (vii) Due to unequal distribution of resources.
- (viii) Bribery/ corruption in the society.
- (ix) Incitement by politicians/ political instability.
- (x) Discrimination based on ethnicity/ race/ gender/ religion.
- (xi) Permissiveness/ breaking away from traditional norms/ values.
- (xii) Misuse of advanced technology.
- (xiii) The citizens lack knowledge and procedures for effective maintenance of law and order.
- (xiv) Extreme poverty.

(8 x 1) = 8 Marks

Advice to Teachers

Teachers to help the learners to understand the terminologies used in the teaching of the subject and cover the syllabus adequately and on time for learners to get enough time for revision.

3.3.4 General comments

The candidature of the subject has increased compared to the previous years. It is worth noting that the performance of the learners is still below average. In order to realize the improvement in CRE, the following have to be emphasized to all the relevant stakeholders.

- 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.)
- The teachers to constantly expose the learners to questions that demands high order cognitive level to be able to confidently answer the questions during examinations.
- Teachers need to emphasize to candidates to use the recommended textbooks and the Bible 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 vary the teaching methods and adopt those that are suitable in the teaching of the subject.
- Teachers to embrace digital literacy when teaching the subject where learners can watch video clips and do an online enquiry the syllabus on time.
- Teachers to put extra effort to cover the syllabus on time
- Teachers to carry out thorough revision with learners.