

## 9.0 RELIGIOUS EDUCATION

### 9.1 CHRISTIAN RELIGIOUS EDUCATION

The Christian Religious Education examination is Section A part II of the Social Studies paper sat at the completion of 8 years of primary education. The paper has a total of **30** questions.

In the year 2015, **879,006** candidates registered for the examination. The mean of 2015 improved from **20.86** to **21.25**. The standard deviation increased from **4.86** in 2014 to **5.15** in 2015.

#### 9.1.1 SYLLABUS COVERAGE AND THE SKILLS TESTED

The areas covered in the syllabus together with the skills tested in the examination are shown in table 23 and 24 below.

*Table 23: Areas of Syllabus Coverage in 2015*

Areas Tested in the Syllabus	Number of Items	Percentage
Old Testament	09	30.00%
New Testament	12	40.00%
African Religious Heritage	03	10.00%
Contemporary Christian Living	06	20.00%
<b>Total</b>	<b>30</b>	<b>100.00%</b>

*Table 24: Skills Tested in the year 2015*

Skills	Number of Items
Knowledge	06
Comprehension	07
Application	06
Analysis	02
Synthesis	02
Evaluation	07

The following observations can be derived from tables 23 and 24 above.

- (i) The syllabus was adequately tested
- (ii) All the six skills were tested in the paper.
- (iii) Teachers need to encourage the candidates to apply the information learnt to attempt questions requiring high order cognitive skills of learning.

### 8.1.2 GENERAL PERFORMANCE OF THE CANDIDATES IN THE YEAR 2015 KCPE CRE EXAMINATION

The table below shows the mark statistics for the last four years (2012 to 2015)

**Table 25: Candidates General Performance in CRE over the last four years**

Year	2012	2013	2014	2015
Marked out of	30	30	30	30
National Mean	22.99	21.38	20.86	21.25
Standard Deviation	5.19	4.78	4.86	5.15

From the table it is noted that there was an improvement in the performance of the subject as shown by the mean of **20.86** in 2014 as compared to **21.25** in 2015.

### 8.1.3 ANALYSIS OF PERFORMANCE IN SELECTED ITEMS

The following is an analysis of the performance of the candidates based on a total population of **879,006** with a male population of **439,478** and female population of **439,528** who sat the examination. The girls had a mean mark of **21.20** and a standard deviation of **5.01** while the boys had a mean mark of **21.30** and a standards deviation of **5.29**.

**Figure 11**

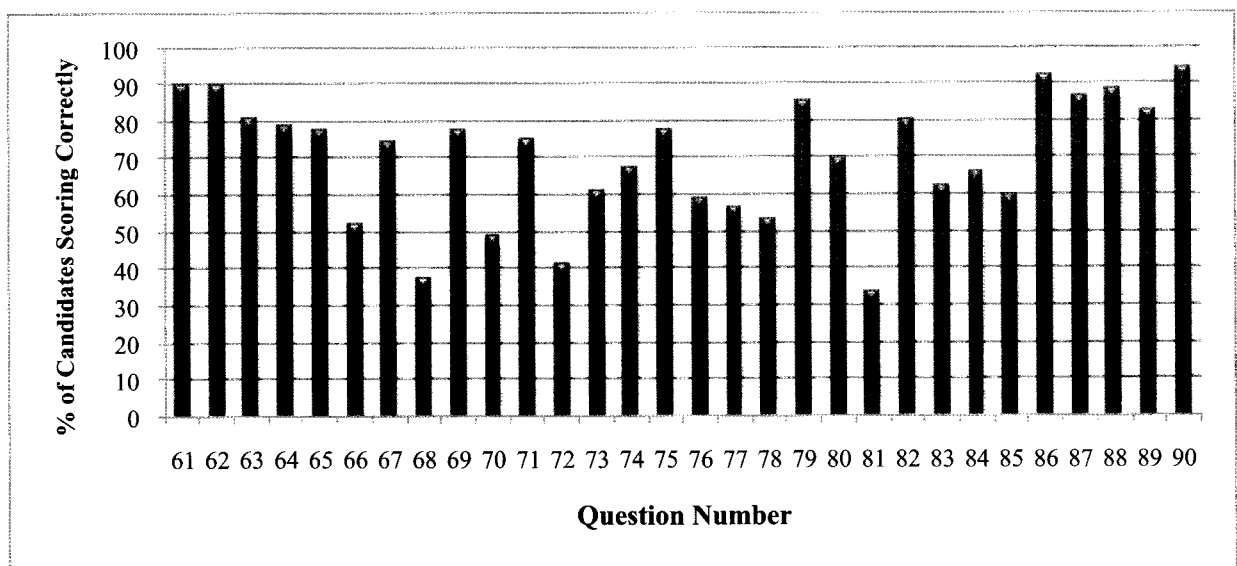


Figure 11 above shows the relative difficulty of each of the 30 items in the year 2015 CRE examination. The analysis is derived from the approximate percentage of candidates scoring correctly in each item in the paper.

Any item where the candidate scoring correctly is 40% or lower is perceived to have been poorly performed. In 2015 there were questions that were poorly performed, candidates scoring below 40%. This report will therefore look at the questions that were poorly performed i.e. had 40% and below scoring correctly.

**Table 26: Questions which recorded a facility index of 40% and below**

<b>Question Number</b>	68	72	81
<b>% Answering the item correctly</b>	37.26	40.97	33.18

The discussion will focus on analysis of the items given above based on the ideas, skills and thinking processes that candidate may have gone through so as to arrive at the correct responses. It also focuses the misconceptions that may have led the candidates to the wrong choices. The asterisk (\*) in the response pattern denotes the correct response

**Question 68**

Which one of the following miracles was performed by both Elisha and Jesus?

- A. Healing the lame.
- B. Healing lepers.
- C. Multiplying the oil.
- D. Turning water into wine.

**Response pattern**

<b>OPTION</b>	A	<b>B*</b>	C	D
<b>% choosing the option</b>	22.64	37.26	24.36	9.13
<b>Mean mark in other questions</b>	21.34	22.85	20.50	16.78

This is an analysis question which came from the New Testament part of the syllabus. The candidate is supposed to tell the difference between the miracles performed by Jesus and those performed by Elisha. However, in this case the random spread of choices shows clear lack of knowledge which led to guess work. The teachers should take into consideration the sensitivity of teaching and covering the syllabus and also ensure continuous revision of the topics covered earlier since they are all critical when it comes to answering of questions.

**Question 72**

The similarity between the annunciation of the birth of John the baptist and that of Jesus is that in both

- A. it occurred in the temple
- B. the babies were to be born at the same time
- C. names of the babies were given
- D. the parents believed the message.

**Response Pattern**

<b>OPTION</b>	A	B	<b>C*</b>	D
<b>% choosing the option</b>	13.27	12.18	40.97	32.00
<b>Mean mark in other questions</b>	20.04	18.91	23.58	20.42

The question came from the New Testament part of the syllabus. Many candidates chose option D. This indicates lack of adequate knowledge in this area because the answer is based on parents response to the message delivered to them by angel Gabriel. Candidates

should be in a position to clearly tell the reaction of both parents after the message was delivered to them. In this case Zechariah doubted and he was struck dumb for not believing immediately. Teachers should teach the Bible exhaustively to enable the candidates to differentiate almost similar events.

**Question 81**

Which one of the following is both a gift and a fruit of the Holy Spirit?

- A. Peace.
- B. Kindness.
- C. Love.
- D. Humility.

**Response Pattern**

OPTION	A	B	C*	D
% choosing the option	13.40	24.86	33.18	26.87
Mean mark in other questions	20.04	20.76	22.23	21.20

The question came from the New Testament section of the syllabus. It was an analysis question and as such quite simple but to the point. It clearly shows that only the brightest candidates in the group with a mean mark of **22.23** in the questions got it correct. There seems to be evidence of lack of knowledge in this area or guessing as shown in the percentage of those selecting option B and D. Teachers as mentioned earlier should encourage candidates to keenly revise on areas that have been covered earlier in the syllabus and to expound more on the context of the question. The Bible should be used always when teaching the topics that needs more clarity from the Bible.

**9.1.4 GENERAL COMMENTS**

- (i) There was a slight improvement in the performance of the paper as indicated in the statistics provided.
- (ii) Questions of the Bible seem to be pausing challenges to the candidates.
- (iii) Reading of the Bible to acquire the knowledge is mandatory. This is evident in all the questions that were poorly performed.