

each crop should be noted. There is need to train the candidates on how to answer questions that require explaining.

### **Question 10 (c)**

Explain why in East Africa, fresh water fishing is more developed than marine fishing.

Candidates needed to have learnt about factors that influence fishing and the distribution of fresh water and marine fisheries in East Africa to be able to respond to this question. The candidates' responses were also expected to have been supported by specific examples.

### **Weaknesses**

Candidates had little knowledge of the distribution of fresh water and marine fisheries. They were not able to explain their answers.

### **Expected Responses**

- There are numerous inland fishing grounds such as lakes and rivers which are accessible to many people.
- There is low demand for sea fish compared to fresh water fish making fresh water fishing more preferable.
- The narrow continental shelf along the coast of East Africa limits the growth of plankton thus limiting the breeding of fish/limiting the variety of edible fish.
- The stiff competition in the open sea from the industrialized countries whose fishermen use modern fishing equipment discourages local fisherman.
- The limited technology and inadequate capital make it difficult to develop marine fishing.

### **Advice to Teachers**

Teachers must ensure that students are familiar with terms used in Geography and are able to distinguish between marine and fresh water fisheries. Distribution of fisheries should be taught using map illustrations.

## **10.4 GENERAL COMMENTS**

- 10.4.1 Revision work on areas where performance is always poor should be taken very seriously to give students sufficient practice. For map work, this should be a must.
- 10.4.2 Teachers must read widely bearing in mind that Human and economic Geography is a dynamic subject that requires them to be well informed especially on emerging issues. They should read newspapers regularly and where possible check for information from sources like the internet and magazines. They should avoid sticking to old text books that are likely to have outdated information.
- 10.4.3 Teachers should train the students to avoid using a generalized approach to answer questions that are based on case studies. They should also train them on how to write complete answers on questions that demand explanations.

## **11.0 CHRISTIAN RELIGIOUS EDUCATION (313)**

The year 2008 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. Rubric had to be adhered to and any candidates who attempted more questions were penalized through not marking either extra points within the questions or in the entire paper.

### 11.1 GENERAL CANDIDATES' PERFORMANCE

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

*Table 16: Candidates Overall Performance in CRE for the Last Four Years*

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2005	1		100	61.59	15.01
	2		100	53.07	16.20
	<b>Overall</b>	<b>119,887</b>	<b>200</b>	<b>114.65</b>	<b>29.00</b>
2006	1		100	57.51	16.16
	2		100	53.57	15.29
	<b>Overall</b>	<b>144,100</b>	<b>200</b>	<b>111.07</b>	<b>30.00</b>
2007	1		100	58.04	18.98
	2		100	66.74	15.31
	<b>Overall</b>	<b>167,022</b>	<b>200</b>	<b>124.77</b>	<b>32.00</b>
2008	1		100	53.61	18.19
	2		100	47.21	14.19
	<b>Overall</b>	<b>188,749</b>	<b>200</b>	<b>100.82</b>	<b>30.24</b>

The following observations can be made from the table above:

- 11.1.1 There has been a steady increase in candidature in CRE since the year 2005. There was an increase of **21,727** candidates in the year 2008.
- 11.1.2 The performance of candidates in the subject declined as attested by the mean of **124.71** in the year 2007 compared to **100.82** in the year 2008.
- 11.1.3 Poor performance was noted in paper 2 (**313/2**) which had a mean of **47.21** in the year 2008 as compared to **66.74** in the year 2007. The performance in this paper drastically affected the overall mean of the subject.

This report will therefore focus attention in the areas in which candidates performed poorly. It also gives advice to teachers with a view of improving future performance in the CRE examination.

### 11.2 PAPER 1 (313/1)

The paper tested the syllabus adequately and all the questions were within the syllabus. The skills were also balanced but it was more challenging to the candidates than the previous years. There was fair performance by candidates in the paper, but for the sake of clarity we shall discuss questions which gave some challenges to the candidates.

#### Question 5 (a)

Explain the significance of the symbolic act of buying land by prophet Jeremiah.

Candidates were expected to know the act of buying land by Prophet Jeremiah and bring out the symbolic teachings of each action in the buying of land.

### **Weaknesses**

The candidates did not know how the various actions of Jeremiah's buying of land symbolized hope and restoration.

### **Expected Responses**

- It showed that the people of Judah still had a future despite the coming crisis.
- It demonstrates that the people would resume their normal lives/construct homes/cultivate land/own property.
- Divine judgment was not an end in itself.
- Restoration was to take place at God's own time/God was to determine when the people would be restored.
- It made them feel secure/they were not to lack anything.

### **Advice to Teachers**

Teachers should stress on the symbolism of the prophetic actions and ensure that the Bible is well read in class.

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

State **five** ways in which Christians resolve conflicts among themselves.

Candidates were expected to state ways in which Christians resolve conflicts among themselves without involving the elders, courts, etc.

### **Weaknesses**

A good number of candidates brought in general ways of resolving conflict including the court instead of being specific to biblical teachings.

### **Expected Responses**

- They pray over the issue/problem.
- They offer guidance and counseling to the affected.
- Paying visits/talking to the offenders/fellowship.
- By involving church leaders as arbitrators.
- Withdrawing some privileges for a period of time so that one can reform.
- By sharing meals/eating together.

### **Advice to Teachers**

Teachers should ensure that they are specific when teaching certain areas of the syllabus. They should encourage students to use biblical teachings as much as possible when dealing with such topics in the syllabus.

### **Question 6(b)**

State **six** requirements that one had to fulfil to be made an elder in traditional African societies.

Candidates were expected to give qualifications one needed to meet in order to be considered as an elder.

### **Weaknesses**

Some candidates confused the area with modern society and how people acquire positions by being considered to be members of parliament.

### **Expected Responses**

- Being initiated.
- Must be married.
- Being of good conduct.
- Should have children.
- Having the right/specified age.
- Ability to provide for others.
- By undergoing the rituals of being an elder.
- Be a bonafide member of the community.

### **Advice to Teachers**

Teachers should expose candidates to traditional practices so that they may grasp and appreciate the traditional practices as an ongoing process.

## **11.3 PAPER 2 (313/2)**

The performance of candidates in this paper declined from a mean of **66.74** in the year 2007 to **47.21** in the year 2008. The questions which posed challenges to the candidates were **questions 1(b), 2(c) and 6(b)**. The questions will be highlighted in this report.

### **Question 1(b)**

Explain what the Magnificat reveals about the nature of God.

Candidates were expected to give what the Magnificat revealed about the nature of God.

### **Weaknesses**

A good number of candidates lacked the information because they were not familiar with the Biblical text.

### **Expected Responses**

- God is the saviour because he remembers the lowly.
- God is mighty because he scatters the proud.
- God is merciful to those who fear Him.
- He is the provider/sustainer because he feeds the hungry.
- He is kind/helper to his servant Israel.

### **Advice to Teachers**

As mentioned in previous reports, teachers have to read the Bible in class during teaching and encourage students to read the context of each topic.

### **Question 2(c)**

Why are Christians finding it difficult to apply the teachings of John the Baptist in their lives today?

Candidates were expected to give reasons why Christians find it hard to apply the teachings of John the Baptist in their lives.

### **Expected Responses**

- They lack faith in God's word.
- Clinging to the past/inability to abandon the old/previous life style.
- Negative attitude by the rich towards the needy/poor.
- The influence of mass media/moral decadence in society.
- Peer pressure.
- Some Christians lead hypocritical lives.

### **Advice to Teachers**

Teachers need to assist students to master how to handle application questions. Candidates should have the ability to infer information.

### **Question 6(b)**

Outline **eight** problems related to maintenance of law and order in Kenya today.

Candidates were expected to spell out the problems related to maintenance of law and order in Kenya today.

### **Weaknesses**

Most candidates were not specific in bringing out issues related to maintenance of law and order.

### **Expected Responses**

- Some legislators do not observe the law, thus serving as wrong role models.
- Unequal distribution of resources.
- People lack interest/do not care about others hence do not report cases of lawlessness.
- Interference from civil society/human rights groups/activists who oppose government initiatives in maintenance of law and order.
- People are not conversant with the laws of the country.

### **Advice to Teachers**

Teachers should expose students to current information from the media. They should encourage the students to involve themselves in research and debates to gather more knowledge in this topic.

## **11.4 GENERAL COMMENTS**

The performance of the subject dropped as indicated in this report. For the trend to change the following has to be adhered to:

- 11.4.1 The Bible **must** be used during teaching and revision.
- 11.4.2 Candidates should avoid being misled by 'fake' papers as they revise for their examinations.
- 11.4.3 Candidates must adhere to the rubric since examiners follow the instructions of marking strictly.
- 11.4.4 The government needs to hire more qualified CRE teachers because some of the candidates' answers depict lack of quality tuition.
- 11.4.5 There is need to in-service the CRE teachers to handle the syllabus.
- 11.4.6 Teachers need to avoid the use of previous marking schemes when teaching because some candidates merely

reproduce them without answering the questions asked.