

4.10 CHRISTIAN RELIGIOUS EDUCATION (313)

4.10.1 Christian Religious Education Paper 1 (313/1)

1. (a) The poetic books in the Bible

- (i) Job
- (ii) Psalms
- (iii) Proverbs
- (iv) Ecclesiastes
- (v) Song of Solomon.

5x1

5 marks

(b) Translation of the Bible from the original languages to local languages

- (i) The Old Testament was originally written in Hebrew.
- (ii) The New Testament was originally written in Greek.
- (iii) The Old Testament was translated from Hebrew into Greek.
- (iv) The entire Bible was translated into Latin by Jerome.
- (v) The Bible was translated directly from Hebrew and Greek into English by William Tyndale.
- (vi) The Bible was translated into national languages of European countries during the period of Reformation.
- (vii) It was translated from English into Kiswahili by Dr. Kraph.
- (viii) The Bible has been translated into other local languages by the Bible Society of Kenya/individuals.

4x2

8 marks

(c) Ways in which Christians use the Bible to spread the Gospel today.

- (i) The Bible is the main source book for Christian sermons.
- (ii) It is used in the writing of Christian literature.
- (iii) The Bible is used when composing songs.
- (iv) It is used in the production of Christian movies/videos/radio programs/plays.
- (v) the Bible is used in swearing/taking of oath of allegiance.
- (vi) It is used to organize Bible studies/teaching Sunday/Sabbath schools.
- (vii) Verses from the Bible are used for imprints/posters.
- (viii) The Bible is used in writing of doctrines for different denominations.
- (ix) Biblical texts are used in teaching of Christian Religious Education.
- (x) It is used to offer guidance and counselling.

7x1

7 marks

2. (a) The incident when Abraham was willing to sacrifice his son Isaac.

- (i) God told Abraham to take his only son to the land of Moriah/ to offer him as a sacrifice.
- (ii) Abraham took his son, two servants and wood for burnt offering.

- (iii) They arrived at the place after a three day's journey.
- (iv) Abraham commanded his servants to remain behind as he and Isaac went up to worship.
- (v) He took Isaac, the firewood and the knife, and went up.
- (vi) Isaac asked his father where the lamb for the offering would come from.
- (vii) Abraham told Isaac that God would provided the lamb for a burnt offering.
- (viii) When they arrived at the place God had commanded, Abraham built an altar.
- (ix) He bound Isaac/laid him on the altar upon the wood.
- (x) Abraham took the knife to slay his son but the angel of the Lord stopped him.
- (xi) Abraham saw a ram, which he offered instead of his son.
- (xii) He called the name of the place, The Lord will provide.
- (xiii) The angle appeared to Abraham a second time and gave him promises because of his obedience.
- (xiv) Abraham returned with his men to Beersheba.

6x1

6 marks

(b) Differences between Jewish and traditional African practices of circumcision.

- (i) In Jewish Community, circumcision is for male children only whereas in African practices, it is for both male and female.
- (ii) Among the Jews, circumcision is performed on babies of 8 days old whereas in traditional African communities, it is done during adolescence stage.
- (iii) In African communities, it is a test of courage, whereas in Jewish community, it is a sign of covenant with God.
- (iv) Circumcision in African communities is a communal practice whereas among the Jews, only members of the immediate family participate.
- (v) In traditional African communities, initiates take up responsibilities while among the Jews, the initiates are too young to shoulder any responsibility.
- (vi) In African communities, circumcision is carried out during specific seasons while among the Jews, it is continuous.

4x2

8 marks

(c) Ways in which Christians Identity themselves in the society today.

- (i) Christians wear specific designs of clothes.
- (ii) They abstain from eating some kinds of food/taking some drinks.
- (iii) By carrying/wearing the rosary/cross/the flag/badges/rings.
- (iv) They have special ways of greetings/salutations.
- (v) Through making personal testimonies/pronouncements.
- (vi) By owning specific Bible versions/literature.
- (vii) Through speaking in tongues.
- (viii) Use of specific church designs.
- (ix) Use of different titles/ names.
- (x) Through ways in which they worship.
- (xi) By residing in secluded homes/houses.

6x1

6 marks

3. (a) Ways in which prophet Samuel promoted the worship of Yahweh in Israel.

- (i) He prayed/interceded for the people.
- (ii) He mediated between God and the Israelites.
- (iii) He performed priestly duties/made sacrifices.
- (iv) He condemned King Saul for disobeying God.
- (v) He warned the elders of Israel against demanding for a political King/dangers of rejection.
- (iv) He condemned King Saul for disobeying God.
- (v) He warned the elders of Israel against demanding for a political King/dangers of
- (vi) He anointed kings over Israel.
- (vii) He obeyed God's command's /instructions/was exemplary.

4x2

8 marks

(b) Effects of idolatry in Israel during the time of Prophet Elijah.

- (i) God raised prophets to bring Israel back to the covenant way of life.
- (ii) There was persecution/hostility/towards Yahweh's people/prophets.
- (iii) Bad prophets/prophetesses were brought to Israel.
- (iv) There was corruption/social injustices/people rejected the covenant way of life.
- (v) Israelites practiced Semitism mixed the worship of Yahweh with Baal.
- (vi) There was drought in Israel for three years as a divine curse on the nation.
- (vii) Israel lost its identity as a nation of God's people.
- (viii) A contest was held at Mount Carmel to prove who was the true God.
- (ix) Elijah fled the country/was sustained by God's power during the period of the drought.

6x1

6 marks

(c) Lessons Christians learn about social justice from the story of Naboth's vineyard.

- (i) Christians should not use their position in leadership to acquire wealth irregularly/falsely.
- (ii) Christians should protect the poor against corrupt leaders.
- (iii) They should safe guard property received through inheritance/according to the law.
- (iv) They should not be misled by their friends/relatives to go against the law.
- (v) Christians should execute justice/protest rights/freedom of citizens.
- (vi) they should condemn all forms of injustice in the society.
- (vii) Christians should champion/fight for the rights of the weak in the society.
- (viii) There is punishment for those who exploit the poor/others.

6x1

6 marks

4. (a) Characteristics of false prophets in the Old Testament.

- (i) False prophets did not have a divine call/raised themselves.
- (ii) They spoke falsehoods/lies.
- (iii) They prophesied out of their own minds/imaginations.

- (iv) They prophesied what the people wanted to hear/according to circumstances.
- (v) They misled people from the covenant way of life/promoted idolatry.
- (vii) They hindered the work of true prophets.
- (viii) They worked for material gain/paid for their services.
- (ix) Their prophecies were not fulfilled.

6x1

6 marks

(b) The teaching of Prophet Amos on Israel's election.

- (i) Israel's election was out of God's own initiative/favour for them.
- (ii) God delivered the Israelites out of bondage in Egypt.
- (iii) He led them during the exodus.
- (iv) He protected them in the wilderness.
- (v) He defeated all their enemies.
- (vi) God gave them special land to inherit.
- (vii) God raised prophets among them to lead them in their religious life.
- (viii) God was to punish the Israelites because of their disobedience.

6x1

6 marks

(c) Factors that hinder Christians from practicing their faith in God.

- (i) Lack of role-models/mentorship.
- (ii) Job commitment.
- (iii) Social injustices.
- (iv) Peer pressure.
- (v) False teachings/different interpretation of the Bible.
- (vi) Greed for power/wealth.
- (vii) Permissiveness in society.
- (viii) Science and technology.
- (ix) Poverty/unemployment.
- (x) Sickness/ill health.
- (xi) Influence from mass media.
- (xii) Cultural influence/Ethnicity/Racism.
- (xiii) Gender bias.
- (xiv) Generation gap.

8x1

8 marks

5. (a) The measures taken by Nehemiah to restore the Jewish Community after the completion of the wall of Jerusalem.

- (i) Nehemiah organized for the Mosaic law to be read/interpreted to the people.
- (ii) He led the Jews in the renewal/celebration of the Feast of Booths /Shelters.
- (iii) The people fasted/held a national day of confession of their sins.
- (iv) The covenant was sealed through signing of the agreement by Nehemiah/leaders.
- (v) He led the people in taking of an oath of obedience to the Mosaic law/contribution towards the maintenance of the temple.
- (vi) Nehemiah re-distributed the inhabitants of Jerusalem/the countryside.

- (vii) He dedicated the walls /the gates of Jerusalem in a ceremonial procession.
- (viii) Through the reading of the law, the Jews isolated themselves from the foreigners.
- (ix) Nehemiah cleansed the temple/brought back the Levites/singers to their positions.
- (x) He stopped traders from carrying out commercial activities at the temple gates on the Sabbath day.
- (xi) Nehemiah made the Jews take an oath not to marry children to foreigners.

7x1

7 marks

(b) Why Nehemiah introduced the Policy of separation of Jews from foreigners.

- (i) Nehemiah wanted to keep the Jewish community pure.
- (ii) The Jews were a minority group which needed to preserve their identity/culture.
- (iii) Nehemiah wanted to separate/unite the Jews who returned from exile.
- (iv) To solve conflicts over land ownership.
- (v) Intermarriage would lead the Jews into idolatry.
- (vi) The law of Moses was against association with foreigners.
- (vii) Children born out of intermarriage could not speak the Hebrew language.
- (viii) Religious reforms could not be effectively carried out.

4x2

8 marks

(c) Ways in which the government of Kenya supports church leaders in their work.

- (i) The government gives financial/material assistance for development.
- (ii) The government supports church-sponsored institutions.
- (iii) By setting land aside for construction of church facilities.
- (iv) The government allows freedom of worship.
- (v) By availing facilities to host church workshops/seminars/conferences.
- (vi) By including CRE in the curriculum.
- (vii) By employing some of them as Chaplains in education institutions and in the armed forces.
- (viii) Organizing national prayer days.
- (ix) Supporting leaders in conducting their charitable services.
- (x) Through the development of the infrastructure.
- (xi) The government has granted permission to the church to operate electronic/media station.
- (xii) The government recognizes the church calendar.

5x1

5 marks

6. (a) Causes of death in traditional African Communities.

- (i) Curses
- (ii) Witchcraft
- (iii) Sorcery/magic
- (iv) Breaking of taboos
- (v) Failure to perform certain taboos
- (vi) Breaking of an oath
- (vii) Offending the ancestors

- (viii) Natural calamity
- (ix) Wars and raids.

6x1

6 marks

(b) Significance of rituals performed after the death of a person in traditional African Communities.

- (i) Wailing/crying is a sign of sorrow/announcing death.
- (ii) Making sacrifices to appease the ancestors/deceased.
- (iii) Prayers are made to ask the ancestors to accept the dead in the world of spirits.
- (iv) Sharing of members of the bereaved family signify new life in the community.
- (v) Singing and dancing depict anger towards death/in praise of the dead.
- (vi) Washing/oiling of the body before burial shows respect to the departed .
- (vii) Burying of the dead in the ancestral land shows that one is still a member of the community.
- (viii) Burying the dead with personal belongings symbolizes life after death.
- (ix) Driving of cattle/livestock shows chasing away of evil spirits which caused death.
- (x) Feasting/drinking is meant to bid farewell to the dead.
- (xi) Breaking of pots/destruction of property symbolizes the disorder brought by death.
- (xiii) Sharing of deceased's property among relatives as a sign of solidarity.
- (xiv) Lighting of fire signifies chasing away evil spirits/warning spirits of the deceased.
- (xiv) Pouring of libation shows continuity of life.

7x1 =

7 marks

(c) Moral Values promoted during Funeral Ceremonies in traditional African Communities

- (i) Cooperation/unity
- (ii) Responsibility
- (iii) Respect
- (iv) Obedience
- (v) Loyalty
- (vi) Honesty
- (vii) Courage
- (viii) Love
- (ix) Faith/trust
- (x) Hope
- (xi) Thankfulness
- (xii) Self control
- (xiii) Generosity.

430

7x1 = 7 marks

4.10.2 Christian Religious Education Paper 2 (313/2)

1. (a) **The annunciation of the birth of John the baptist.**

- (i) Angel Gabriel appeared to Zechariah as he performed his priestly duties in the temple;
- (ii) The angel stood by the right side of the altar;
- (iii) Zechariah was filled with fear when he saw the angel;
- (iv) The angel told him not to be afraid because his prayer had been heard;
- (v) The angel told Zechariah that the wife would bear him a son/the son would be called John;
- (vi) The angel informed Zechariah the work/qualities of the son to be born.
- (vii) Zechariah did not believe the angel's message because he and his wife were advanced in age;
- (viii) The angel revealed his identity as Gabriel who had been sent by God to bring the message.
- (ix) Because of his unbelief, the angel made him dumb until the baby is born.

6 x 1 = 6 marks

(b) **What Christians learn about the person and mission of John the baptist from the message of angel Gabriel to Zechariah.**

- (i) John would bring joy/gladness to many people;
- (ii) He would be great before God;
- (iii) John would be a Nazarite/would not drink any wine;
- (iv) He would be filled with the Holy spirit;
- (v) He would reconcile the Israelites with God.
- (vi) He would have the spirit/power of Elijah.
- (vii) He would bring justice;
- (viii) He would prepare people for the coming of the Messiah.

6 x 1 = 6 marks

(c) **Ways in which the church in Kenya assists families to cope with challenges facing them**

- (i) The church organises seminars/workshops for different groups on family life;
- (ii) Offering guidance and counselling;
- (iii) Paying visits to families;
- (iv) Producing/disseminating literature on proper christian living;
- (v) Preaching financial/material support to the ready families;
- (vi) Giving financial/material support to the ready families;
- (vii) Praying for the families;
- (viii) Providing vocational training;
- (ix) Offering employment to jobless people;
- (x) Condemning vices which threaten families.

8 x 1 = 8 marks

2. (a) **The call of the first disciples of Jesus (Luke 5: 1-11)**

- (i) Jesus was standing by the lake of Gennesaret;
- (ii) He saw two boats without the fishermen;
- (iii) He entered Simon's boat/asked them to push it into the water;
- (iv) He sat down/taught 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) He obeyed Jesus' command/let the nets down;
- (viii) They caught a lot of fish/asked their partners in the other boat to assist them remove the nets.
- (ix) They filled both boats with fish/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 sinful man.
- (xi) Jesus told Peter not to be afraid because he was to catch men from then;
- (xii) They brought their boats to land/followed Jesus.

8 x 1 = 8 marks

(b) **Reasons why Jesus chose the twelve disciples**

- (i) In order to teach them the secrets of the Kingdom of God.
- (ii) To have companions/person assistants;
- (iii) To form an inner group which should assist him during his public ministry;
- (iv) To be witnesses to his saving acts in the world;
- (v) To reveal his person/give a new understanding of his messiahship;
- (vi) It symbolised the reconstruction of the twelve tribes of Israel.
- (vii) To train/prepare them for the mission after his death.
- (viii) To lay a foundation for the establishment of the church.
- (ix) To continue with the biblical theme of election in which God chooses anyone to serve him.

6 x 1 = 6 marks

(c). **Lessons that Christians learn from the call of the first disciples.**

- (i) Christians learn that God chooses anyone regardless of their status in the society;
- (ii) He gives them duties/responsibilities to serve him in various capacities;
- (iii) They should be obedient to Jesus' instructions/commands;
- (iv) Christians should be humble/accept their weaknesses;
- (v) They learn that God can intervene in their lives;
- (vi) Christians should work together as a team;
- (vii) God reveals himself in everyday activities;
- (viii) Christians should be ready to abandon/forsake their past lives for the sake of Christ.
- (ix) They should respond to Jesus' call instantly/immediately.

6 x 1 = 6 marks

3. (a) **Jesus' teaching on watchfulness and readiness**

- (i) Believers should be dressed for his coming;
- (ii) They should keep their lamps burning;
- (iii) They should be awake/alert;
- (iv) Those who are found waiting
- (v) They should be prepared at all times since they do not know the time for Christ's coming;
- (vi) Believers should continue working until Christ comes back;
- (vii) The servants/believers who are drunkards/mistreat fellow workers will be punished;
- (viii) Those who know what is required of them/their masters will and fail to do it will receive a severe beating;
- (ix) Believers are expected to respond to God according to how much they have received from Him.
- (x) Those who do wrong out of ignorance will receive lesser beatings/punishment.

8 x 1 = 8 marks

(b) **The parable of the widow and the unjust judge**

- (i) There was a judge who neither feared God nor regarded man;
- (ii) There was a widow who kept on coming to the judge to settle a case between her and her enemies/adversaries;
- (iii) The judge at first refused to grant the request of the widow;
- (iv) The widow did not give up/persisted on her request;
- (v) The judge was afraid of getting worn out by the widows' insistence;
- (vi) The judge finally accepted to grant the widow her request.
- (vii) Jesus said that God would vindicate/grant the request of those who pray to Him persistently;
- (viii) Jesus said that God responds to these who pray to Him in faith speedily.

6 x 1 = 6 marks

(c) **Reasons why Christians should have faith in god**

- (i) God fulfills the promises he makes to human beings;
- (ii) Faith is a requirement for all Christians;
- (iii) Those who pray in faith receive their request;
- (iv) Christians are dependent on God for all things;
- (v) Faith is a sign of commitment to God;
- (vi) It is through faith, in God that Christians can perform miracles/great things.
- (vii) Christians who have faith in God can be saved/healed;
- (viii) Faith in God helps Christians to overcome temptations/face challenges/persecutions;

- (ix) Faith in God enables the Christians to wait patiently for second coming of Jesus/Kingdom of God.

6 x 1 = 6 marks

4. (a) **The gifts of the holy spirit**

- (i) Word of Wisdom;
- (ii) Word of Knowledge;
- (iii) Gift of Faith;
- (iv) Gift of Healing;
- (v) Gift of working miracles;
- (vi) Gift of Prophecy;
- (vii) Gift of speaking in tongues;
- (viii) Interpreting of tongues;
- (x) Distinguishing between spirits.

8 x 1 = 8 marks

(b) **How the life of peter was transformed on the day of pentecost**

- (i) He was filled with the power of the Holy Spirit;
- (ii) He spoke in tongues;
- (iii) He defended the apostles that they were not drunk;
- (iv) Peter become courageous;
- (v) He preached the word of God;
- (vi) He became a witness of the work/death and resurrection of Jesus Christ;
- (vii) He was able to remember/narrate old testament scriptures;
- (viii) He gained wisdom/advised the people on what to do.

6 x 1 = 6 marks

(c) **Ways in which the gifts of the holy spirit are abused in the church today**

- (i) Some Christians pretend that they have a certain gift of the Holy spirit;
- (ii) By asking for payment before healing the sick;
- (iii) Christians misuse the gift of prophecy by giving wrong information;
- (iv) Some Christians may impart demonic powers on the innocent/ignorant as they claim to perform miracles;
- (v) Some Christians who possess the gifts of the Holy spirit develop pride/arrogance;
- (vi) Some use the gifts to bring division in the church/creating splinter groups;
- (vii) Some Christians refuse to utilize the gifts they possess/personalize the gifts;
- (viii) Speaking in tongues during worship leads to disorder/confusion if the tongues are not interpreted/understood.

6 x 1 = 6 marks

5. (a) **Importance of Leisure**

- (i) Leisure enables an individual to spend time with God;
- (ii) It enables one to rest the body;
- (iii) It helps one to rejuvenate/regain lost energy;
- (iv) It offers an opportunity for one to socialise with friends/family;
- (v) People are able to discover new ideas/information during leisure time;
- (vi) It gives one opportunity to develop talents;
- (vii) It enables one to serve others/the needy;
- (viii) It provides an opportunity for one to take care of the environment;
- (ix) It helps to maintain/improve one's health.

6 x 1 = 6 marks

(b) **Leisure activities common to Christianity and Traditional African Communities**

- (i) Singing/dancing;
- (ii) Storytelling/proverbs/riddles;
- (iii) Sporting activities;
- (vi) Visiting/travelling;
- (v) Weaving/Basketing/Crafts;
- (vi) Retreats;
- (vii) Gardening;
- (viii) Buying/exchange of goods;
- (ix) Taking siesta;
- (x) Education/training.

7 x 1 = 7 marks

(c) **The dangers of using illicit drugs in Kenya today:**

- (i) There is an increase in rate of crimes committed;
- (ii) Use of illicit drugs leads to sexual immorality/contracting sexually transmitted infections/HIV and Aids;
- (iii) Dependence on illicit drugs depletes resources leading to poverty;
- (iv) Illicit drugs can damage vital organs;
- (v) Illicit drugs causes indiscipline in institutions of learning;
- (vi) The number of street children/families is increasing as a result of using the drugs
- (vii) Use of illicit drugs is illegal/the offenders are liable for punishment;
- (viii) Use of illicit drugs can cause employer/employee conflicts;
- (ix) Illicit drug users become irresponsible/quarrelsome/irritable leading to family disagreements/breakup.
- (x) Use of illicit drugs can lead to murder/death.

7 x 1 = 7 marks

6. (a) **How science and technology has improved human life.**

- (i) Modern means of transport enables human beings to travel faster;
- (ii) Use of electronic/print media: human beings are able to access/pass information to large audience;
- (iii) Use of industrial machines enables work to be done faster/efficiently;
- (iv) Use of fertilizers/Agricultural machinery has led to increased production/yields/preservation of food.
- (v) Use of medicine/medical equipment has prolonged human life/reduces suffering;
- (vi) Use of equipment related to weather forecast assists human beings in understanding their environment;
- (vii) New sources of energy have enhanced human life.

4 x 2 = 8 marks

(b) **Reasons why Christians are opposed to euthanasia**

- (i) God is the only one who gives life and thus should be the one to take it away.
- (ii) Euthanasia equals to murder which is biblically condemned/Thou shall not kill.
- (iii) It destroys God's image in human beings;
- (iv) Human judgement is limited and therefore cannot make correct decision on terminating the life of others;
- (v) Medical ethics only allows a doctor to sustain life and not to take it away;
- (vi) It is against Jesus' mission on earth to heal the sick;
- (vii) Suffering is part of a christian's life from the teachings of Jesus and therefore it cannot be used to justify euthanasia;
- (viii) The works of mercy involve saving life/not destroying it;
- (ix) It is a constitutional right to uphold human life.

6 x 1 = 6 marks

(c) **Ways in which Christians can help to control desertification**

- (i) Christians need to practise afforestation/reafforestation programmes;
- (ii) By practising agro-forestry;
- (iii) Using alternative sources of energy as opposed to charcoal/firewood.
- (iv) Providing education to the public on how to preserve the environment;
- (v) Participating in environmental conservation programme;
- (vi) Donating/giving financial assistance to bodies that control desertification;
- (vii) Protecting all water catchment areas;
- (viii) Carrying/practising better methods of farming;
- (ix) Reporting cases of forest destruction to relevant authorities;
- (x) By participating in the enactment of laws on environmental conservation;
- (xi) Providing guidance and counselling/advice to those involved in activities related to environmental degradation.

6 x 1 = 6 marks

