

## 4.10 CHRISTIAN RELIGIOUS EDUCATION (313)

### 4.10.1 Christian Religious Education Paper 1 (313/1)

#### 1. (a) Why the Bible is considered as the word of God

- (i) The people/authors who wrote the Bible were under the influence of the Holy Spirit / inspired
- (ii) Through it, God's character / attributes / nature is revealed
- (iii) God speaks / communicates to human beings through the Bible / it contains God's spoken words
- (iv) It shows the will / desire of God for human beings
- (v) Through the Bible God guides people in their daily lives
- (vi) It transforms lives of people / source of moral values
- (vii) Part of the Bible was directly written by God Himself i.e the Ten Commandments
- (viii) Prophecies / promises made in the Bible have been / are being fulfilled
- (ix) It reveals the actions done by God
- (x) It outlines God's plan of salvation fulfilled through Jesus Christ
- (xi) It remains relevant for all generations.

7 x 1 = 7 marks

#### (b) Effects of translating the Bible into African local languages

- (i) Bible translation has led to the development of the African languages
- (ii) It has led to the spread of the word of God to many people
- (iii) Through the translations people are able to apply the Bible teachings in their lives
- (iv) It has contributed to improved literacy levels among the Africans
- (v) It has led to emergence of African independent churches /schools / African leadership
- (vi) It has contributed to the numerical growth of the church / expansion of the church membership
- (vii) It gives people an opportunity to analyse the Bible in relation to their cultures
- (viii) The translation of the Bible has made Africans to incorporate their cultural practices into Christian worship
- (ix) It has enhanced the development of printing press / bookshops / creation of jobs
- (x) It has made people to carryout research in African beliefs / practices
- (xi) It has led to ecumenical cooperation among Christian in Africa.
- (x) It has led to creation of jobs.

7x1 = 7 marks

#### (c) Versions of the Bible used in Kenya today:

- (i) Revised Standard version
- (ii) Good news Bible
- (iii) Common Bible
- (iv) New International version
- (v) King James Version
- (vi) The African Bible
- (vii) Jerusalem Bible
- (viii) The Living Bible

- (ix) The Gideons International Version
- (x) The New English Bible
- (xi) The Holy Bible
- (xii) Jerome Bible
- (xiii) The Youths Bible
- (xiv) Amplified Bible

6 x 1 = 6 mark

**2. (a) The call of Moses. (EXODUS 3:1-22)**

- (i) Moses was looking after his father-in-law's sheep at Mt Horeb / Sinai
- (ii) An angel of the Lord appeared to him in a burning bush which was not getting consumed
- (iii) Moses turned to see the bush God called his name out of the bush
- (iv) Moses responded to God by saying, "Here I am"
- (v) God commended Moses not to move near / to remove his shoes because the place was holy.
- (vi) God revealed Himself to Moses as the God of his ancestors
- (vii) Moses hid his face / was afraid to look at God
- (viii) God told Moses that he had seen the suffering of his people in Egypt / had come to deliver them / wanted to sent Moses to Pharaoh to release his people
- (ix) Moses was reluctant to be sent to Pharaoh / God promised to be with him
- (x) Moses sought to know the name of God who was sending him / God revealed his name as "I am who I am"
- (xi) God told Moses to go and gather the elders of Israel / tell them God's message about their deliverance
- (xii) Moses was told to go with the elders to Pharaoh to ask for their release from Egypt.
- (xiii) God promised to perform wonders to compel Pharaoh to release the Israelites.
- (xiv) The Israelites will get favour from the Egyptians/will get jewellery.

8 x 1 = 8 marks

**(b) Plagues that God used to demonstrate his power in Egypt.**

- (i) The waters of Egypt turned into blood
- (ii) The land of Egypt was covered with frogs
- (iii) The dust of Egypt became gnats
- (iv) Swarms of flies covered the land
- (v) There was death of all Egyptian livestock
- (vi) There was an outbreak of boils on human beings / animals
- (vii) The plague of severe hailstorm
- (viii) There were swarm of locusts
- (ix) Darkness covered the land of Egypt for three days
- (x) Death of the first born males of the Egyptians.

7 x 1 = 7 marks

**(c) Reasons why Christians are commanded not to steal**

- (i) Christians should trust in God to provide for their needs
- (ii) So as to show respect for other peoples' property
- (iii) Christians should work to acquire their needs / laziness is discouraged

- (iv) Christians should have others / should not make others suffer
- (v) They should uphold their dignity / self worth be role models
- (vi) In order to promote peace / harmony among people / stealing causes conflict in society
- (vii) In order to practise self control/ righteousness
- (viii) Christians are expected to be contented with what they have / stealing is an act of greed.

5 x 1 = 5 marks

**3. (a) The achievements of Solomon as the King of Israel.**

- (i) Solomon built a magnificent temple for God / brought the ark of the covenant to the temple
- (ii) He promoted trade with neighbouring countries / had a navy of merchant ships.
- (iii) He initiated a building programme / built the city of Megiddo / royal palaces / fortified the city of Jerusalem
- (iv) He reorganized the country into districts for effective administration
- (v) He established good diplomatic relationships with other nations through inter marriages
- (vi) He settled disputes among people wisely
- (vii) He composed proverbs / songs
- (viii) He initiated industrial activities within the Kingdom / exploited copper mines at Edom
- (ix) He established a strong army for defence.

7 x 1 = 7 marks

**(b) The importance of the temple in Jerusalem to the Israelites.**

- (i) The temple was a place of worship / prayers /sacrifices.
- (ii) It was where major festivals were held.
- (iii) It was used as a treasury / important objects kept there / foreign currency exchanged.
- (iv) It was a source of unity among the people / gave a sense of security.
- (v) It symbolised the presence of God among the people / the ark of the covenant was kept there.
- (vi) It was where people were taught the law.
- (vii) It was used as residence / training centre for religious leaders.
- (viii) It was a place where disputes were settled / law court.
- (ix) It was a place where religious ceremonies / rites were performed.
- (x) It was a place of pilgrimage for the Jews.

7 x 1 = 7 marks

**(c) Lessons that modern political leaders in Kenya can learn from King Solomon**

- (i) Political leaders should ask for wisdom from God to enable them to rule
- (ii) They should trust in God / have faith in God / obey God
- (iii) They should promote the worship of God / support Christian projects
- (iv) They should rule with justice / fairness / should not oppress their subjects
- (v) They should exercise self control / be leaders of integrity
- (vi) They should have good diplomatic / trading relations with other countries
- (vii) They should make good use of the nation's resources / not be extravagant
- (viii) They should protect their nation's territory / land.

(6 x 1 = 6 marks)

**4. (a) Categories of true prophets in the Old Testament:**

- (i) Major prophets - their messages / books are elaborate / detailed
  - (ii) Minor prophets - they have short / brief messages
  - (iii) Canonical prophets - they are prophets whose utterances are recorded in books that bear their names
  - (iv) Non - canonical prophets - they are prophets whose oracles / messages have been compiled by other authors
  - (v) Cultic / early prophets - they are prophets whose duties were associated with places of worship
- 3 x 2 = 6 marks

**(b) Similarities between the traditional African and true prophets in the Old Testament.**

- (i) Both predicted future events / disasters
- (ii) Both acted as mediators between God and the peopl.
- (iii) Both had supernatural powers to exercise their duties
- (iv) Both had a personal relationship with God / received revelations through visions / dreams
- (v) They were religious leaders who could offer sacrifices / prayers
- (vi) Both played an advisory role to the political leaders /acted as the conscience of the leaders
- (vii) Both urged their people to be morally upright / condemned evil in society
- (viii) They led exemplary lives / were role models.
- (ix) Both had prophets and prophetess.

6 x 1 = 6 marks

**(c) Challenges which Church leaders in Kenya face in their work.**

- (i) Church leaders are rejected / persecuted
- (ii) They have rivalry among themselves / inferiority/ superiority complex
- (iii) They experience discrimination based on nepotism / tribalism / gender / status
- (iv) There is hypocrisy among church members / religious syncretism
- (v) Inadequate finances / materials for their work
- (vi) They encounter temptations in their duties
- (vii) They encounter language barrier while spreading the word of God
- (viii) There is conflicting interpretation of the Bible
- (ix) There is political interference in their work
- (x) They are faced with competition from false prophets / cults
- (xi) Permissiveness in society hinders their work
- (xii) Poor infrastructure makes it difficult for them to access some areas.

8 x 1 = 8 marks

**5. (a) The political background to Nehemiah.**

- (i) The Kingdom of Judah had been taken over by Babylon
- (ii) The Babylonians had destroyed the walls of the city / the temple / Jerusalem
- (iii) The King / royal court officials / able people were deported / exiled to Babylon
- (iv) Persia conquered Babylon / Jews came under the control of Persians
- (v) The Persian Kings ruled the subjects through governors
- (vi) The conquered people were to pay tribute / taxes to Persia
- (vii) The Persian King / Cyrus allowed the Jews to return to Judah in three stages
- (viii) Nehemiah led the third group of Jews back to Judah.

5 x 1 = 5 marks

**(b) Occasions when Nehemiah prayed**

- (i) Nehemiah prayed when he got a bad report from the Jews that Jerusalem was in ruins
- (ii) When he was about to ask for permission from King Artaxerxes I to go to Judah and rebuild the wall of Jerusalem
- (iii) When Sanballat ridiculed the rebuilding of the wall
- (iv) When Sanballat / Tobiah / Amonites threatened to fight the people of Jerusalem
- (v) He prayed for God's favour after having forfeited his portion of food as governor for twelve years
- (vi) When he was threatened to be killed by his enemies / Geshene the Arab
- (vii) When he had purified the rooms in the house of God
- (viii) After warning the people against ignoring the sabbath law
- (ix) After he had stopped the Israelites from intermarrying with the foreigners.

7 x 1 = 7 marks

**(c) Importance of prayer in the life of a Christian.**

- (i) Prayer is a way of communicating with God / Fellowship with God
- (ii) Through prayer Christian faith in God is strengthened
- (iii) Christians have opportunity to confess / seek for forgiveness through prayer
- (iv) Through prayer Christians thank God for blessings received
- (v) Christians ask / petition God for their need through prayer
- (vi) They use prayer to intercede / show concern for others
- (vii) Prayers are made in obedience to the teachings of Jesus / the Bible
- (viii) It is a way of emulating the example set by Jesus / the early Church
- (ix) Christians praise / adore God through prayer
- (x) Prayer promote unity among believers.

8x 1 = 8 marks

6. (a) **How the aged in traditional African community prepare their family members before they die.**

- (i) Inviting the family members to share a common meal
- (ii) Identifying the leader of the family
- (iii) Disclosing to the members all the property owned
- (iv) Sharing / distributing the property among family members
- (v) Giving advice to family members
- (vi) Blessing the family members
- (vii) Reconciling family members / resolving conflicts
- (viii) Identifying the debtors /creditors
- (ix) Identifying the burial site / giving instruction's regarding the funeral.

7 x 1 = 7 marks

(b) **Traditional African understanding of spirits.**

- (i) Spirits are invisible / do not have a physical form
- (ii) Spirits are more powerful than human beings
- (iii) they are believed to be residing in caves / rivers / trees/ rocks
- (iv) Spirits can acquire physical form / appear to human beings in form of birds / animals
- (v) Spirits have the ability to enter human beings / and through them to convey messages / reveal certain truths
- (vi) Spirits act as mediators between God and human beings
- (vii) Spirits change according to the circumstances / they can bring either harm / good to people.

5 x 1 = 5 marks

(c) **The responsibility of the living towards ancestors in traditional African community:**

- (i) Naming children after them
- (ii) Pouring libation for them
- (iii) Taking care of their graveyards
- (iv) Making sacrifices to honour them
- (v) Consulting / communicating to them in times of need
- (vi) Inviting / involving them in ceremonies
- (vii) Invoking their names during prayers
- (viii) Transmitting their wishes / visions
- (ix) By holding commemoration ceremonies for them
- (x) Managing their property wisely.
- (xi) Building shrines for them.
- (xii) Teaching children about them.

8 x 1 = 8 marks

#### 4.10.2 Christian Religious Education Paper 2 (313/2)

1. (a) **Isaiah's prophecies concerning the Messiah**

- (i) The Messiah would be born of a virgin / young woman
- (ii) He would be called Immanuel
- (iii) He would be a wonderful counsellor/mighty God/everlasting Father/prince of peace
- (iv) The Messiah would have an everlasting kingdom
- (v) He would be a ruler from the house of David
- (vi) He would rule with justice/righteousness/peace
- (vii) He would be humble/simple/ordinary/without beauty
- (viii) The Messiah would be rejected/despised/sentenced to die
- (ix) He would suffer for the forgiveness of the sins of many people
- (x) It would be the will of his father for him to suffer
- (xi) He would succeed in his work/be highly honoured
- (xii) He would be filled with God's spirit/anointed
- (xiii) He would preach good news/set the captives free.

(8 x 1 = 8 marks)

(b) **The events that took place on the night Jesus was born (Luke 2:6-20)**

- (i) When Jesus was born his mother wrapped him in swaddling cloths
- (ii) She placed him in a manger
- (iii) An angel appeared to the shepherds in the region to tell them of the birth of the saviour
- (iv) A great company of heavenly hosts/angels appeared singing praises to God
- (v) The shepherds decided to go to Bethlehem/hurried off to Bethlehem
- (vi) The shepherds saw the baby
- (vii) They spread the news about the baby to other people.
- (viii) The shepherds returned praising/glorifying God.
- (ix) There were shepherds watching over their flock by night.
- (x) The angel gave a sign on how to identify the baby.

(6 x 1 = 6 marks)

(c) **Reasons why Christians present gifts to newly born babies**

- (i) Christians give gifts in order to welcome the baby into the family/world
- (ii) It is a sign of their love/contribution to the baby's welfare
- (iii) It is a way of appreciating the gift of life/blessing
- (iv) It is a way of thanking God/appreciating his goodness
- (v) It is a form of congratulating the mother/parents
- (vi) It is an expression of their joy.
- (vii) It is a way of emulating Biblical practices.

(3 x 2 = 6 marks)

2. (a) **What Christians learn about Jesus from the incident when he was baptised.**

- (i) Jesus is prayerful
- (ii) Jesus is obedient/loyal to God
- (iii) Jesus has a human nature
- (iv) Jesus is humble
- (v) Jesus is the son of God/divine
- (vi) He is loved by God/pleases God
- (vii) Jesus was filled with the Holy Spirit

(6 x 1 = 6 marks)

(b) **The temptation of Jesus in the wilderness (Lk 4:1-13)**

- (i) Jesus ate nothing for forty days/was hungry
- (ii) The devil told Jesus to command a stone to turn into bread if he is the son of God
- (iii) Jesus responded that human beings do not live on bread alone
- (iv) Then the devil led Jesus to a high place/showed him all the kingdoms of the world
- (v) The devil told Jesus that he would give him all worldly authority/glory if he worshipped him
- (vi) Jesus responded by saying that only the Lord God should be worshipped/served
- (vii) The devil took Jesus to the highest point of the temple in Jerusalem
- (viii) The devil told Jesus to throw himself down from there
- (ix) Jesus responded by saying that God should not be tempted/put to test
- (x) After baptism, Jesus was led by the Holy spirit into the wilderness.

(7 x 1 = 7 marks)

(c) **Lessons Christian learn from the temptation of Jesus**

- (i) Christian should know that their faith can be tested/temptations are a must
- (ii) Christian should know the word of God/use it to fight the doubts brought by the devil
- (iii) Christian need the guidance of the Holy Spirit/ prayer to overcome temptations in their lives
- (iv) Christians should put God first/worship the Lord God only
- (v) They should stand firm/not give in to temptations/be ready to overcome temptations.
- (vi) Overcoming temptation strengthens one's faith in God/not temptation beyond their limit.
- (vii) Christians should not use their God given power for their own material gain
- (viii) Christians should not put God to test/should lead a responsible life.
- (ix) Christians should be content with what they have.

(7 x 1 = 7 marks)



3. (a) **The triumphant entry of Jesus into Jerusalem**

- (i) When Jesus came to Mt. Olives, he sent two of his disciples ahead to get a colt which had not been used before
- (ii) The disciples found the colt/untied it/brought it to Jesus
- (iii) The owners of the colt sought to know where it was being taken
- (iv) The disciples told them that the Lord needed it
- (v) The disciples brought the colt to Jesus/put their garments on its back/set Jesus on it
- (vi) As Jesus went along on the colt, people spread their garments on the road where he passed
- (vii) The whole crowd of disciples praised/glorified God joyfully in loud voices for all the mighty works they had seen.
- (viii) The pharisees in the crowd asked Jesus to rebuke/silence the disciples
- (ix) Jesus answered them that if the disciples kept quiet, the stones would cry out.

(6 x 1 = 6 marks)

(b) **The events that took place from the time Jesus was arrested up to the time he was sentenced to die**

- (i) Jesus was taken to the house of the high priest
- (ii) Peter denied Jesus three times
- (iii) Jesus was mocked/beaten/blindfolded
- (iv) Jesus was taken to the sanhedrin/they made religious accusations against him
- (v) Jesus was taken to Pilate/they made political accusations against him
- (vi) He was sent to Herod who questioned him/ridiculed dressed him in a royal robe
- (vii) Pilate said that he had not found Jesus guilty
- (viii) Pilate chose to have Jesus flogged/chastised
- (ix) The crowd shouted that Jesus should be crucified/demanded for release of Barabas.
- (x) Pilate surrendered Jesus to be crucified

(7 x 1 = 7 marks)

(c) **Lessons Christians learn from the suffering and death of Jesus**

- (i) Christians should have faith in God
- (ii) They should endure suffering/be ready to be rejected
- (iii) They should forgive their enemies
- (iv) Christians should repent/confess their sins
- (v) They should be obedient/loyal to God
- (vi) They should stand for the truth at all times
- (vii) Christians should sacrifice for the service of others
- (viii) They should be prayerful/pray for others
- (ix) Christians should witness/surrender to the Lordship of Christ
- (x) Christians should be courageous/brave

4. (a) **Saint Paul's teaching on Love (1 Corinthians 13)**

- (i) Love is patient
- (ii) Love is kind
- (iii) Love is not jealous/not envious
- (iv) Love is not boastful/proud
- (v) Love is not rude/not arrogant
- (vi) it does not insist on its own way/not self seeking
- (vii) It is not irritable/resentful/not easily angered
  
- (viii) It does not keep a record of wrongs/it does not rejoice at the wrong
- (ix) It rejoices at the right/the truth
- (x) It hopes all things
- (xi) It endures/perseveres all things
- (xii) It believes/trusts all things
- (xiii) It never ends
- (xiv) It is the greatest gift
- (xv) It bears all things

(8 x 1 = 8 marks)

(b) **Examples of relationships based on false love in Kenya today**

- (i) A relationship which is based on material possessions/status of an individual
- (ii) A relationship which is based on lust/sex satisfaction
- (iii) A relationship which is based on physical attraction only
- (iv) A relationship which favours/discriminates against race/tribe/education/gender/religion/social status
- (v) A relationship which starts when one is in trouble
- (vi) A relationship which ends when one is in trouble
- (vii) A relationship which is based on taking advantage of a partner
- (viii) A relationship which is overprotective/overpossessive

(5 x 1 = 5 marks)

(c) **The role of the Holy Spirit in the church today**

- (i) The Holy Spirit enables Christians to make the right decisions/gives wisdom/counsels
- (ii) He gives believers deep understanding/revelation of God/His purposes for them
- (iii) He helps individuals to know who Jesus Christ is/aspire to live Christ-like lives
- (iv) He strengthens the faith of Christians
- (v) He gives them power to perform miracles/healing
- (vi) He enables Christians to speak in tongues/interpret tongues
- (vii) The Holy Spirit enables Christians to prophesy/preach the word of God/growth of the church
- (viii) He enables believers to distinguish/differentiate between spirits
- (ix) The Holy Spirit enables believers to do works of mercy/kindness/charity
- (x) The Holy Spirit convicts people of their sins/leads them to confess/repent
- (xi) He unites believers as one body of Christ

- (xii) The Holy Spirit enables Christians to worship God/pray/sing  
(7 x 1 = 7 marks)

5. (a) **Similarities between the Traditional African and Christian view on human sexuality**

- (i) In both sexuality is a gift from God
- (ii) In both human sexuality is sacred/holy
- (iii) In both the gift of sex should be enjoyed in marriage
- (iv) In both the gift of sex is for procreation
- (v) There are rules/regulations regarding the use of the gift of sex in both
- (vi) Elders/parents are to guide/teach the youth regarding their sexuality in both
- (vii) In both sexual offences are punishable (5 x 1 = 5 marks)

(b) **Factors that have led to the increase of intermarriages among communities in Kenya today.**

- (i) **Education:** Education has made people from different communities to interact in institutions/during co-curricular activities
- (ii) **Christianity/Religion:** Religious teachings have broken cultural barriers among believers
- (iii) **Migration:** People are free to acquire land/settle in any part of the country
- (iv) **Urbanization:** Life in towns/cities has allowed mixing/intermingling of people from various cultures
- (v) **Language:** The use of Kiswahili/English enables people from different communities to intermarry.
- (vi) **Modern means of transport:** People are able to travel/move easily across the country.
- (vii) **Modern means of communication:** The availability of social media enables people of different cultures to talk/maintain relationships
- (viii) **Sports/games:** This has enabled people from different communities to interact.
- (ix) **Modern trade:** This has led to mingling of different people hence intermarriage.

(5 x 2 = 10 marks)

(c) **Challenges that children from single parent families face in Kenya today.**

- (i) They face an identity crisis/they do not know where they belong
- (ii) They experience social stigma
- (iii) They miss the love/guidance of one parent
- (iv) They may have psychological problems
- (v) They may be denied inheritance of family wealth/discriminated against
- (vi) They face rejection/not accepted in society
- (vii) They may lack adequate basic needs

(5 x 1 = 5 marks)

6. (a) **Reasons why laws are important to the people of Kenya**

- (i) Laws promote harmonious living among people
- (ii) Laws govern/safeguard people's property
- (iii) They enable people to be involved in various development activities
- (iv) Laws regulate power of those in authority/act as checks and balances
- (v) They ensure the security of the citizens
- (vi) They protect people's rights
- (vii) They regulate taxation
- (viii) Laws define duties/responsibilities of citizens
- (ix) Laws define the identity/culture of the people.

(6 x 1 = 6 marks)

(b) **Rights of a Kenya citizen**

- (i) Right to employment/a just wage
- (ii) Right to own/use personal property
- (iii) Right to freedom of worship/expression/personal freedom
- (iv) Right to marry/raise a family
- (v) Right to a fair trial
- (vi) Right of assembly
- (vii) Right to life/protection
- (viii) Right to health
- ((ix) Right to education
- (x) Right of association
- (xi) Right to vote
- (xii) Right to movement
- (xiii) Right to human dignity/privacy

(7 x 1 = 7 marks)

(c) **Ways in which the church in Kenya helps to reform errant members in the society.**

- (i) The church prays for/with them
- (ii) By teaching/preaching the word of God to them
- (iii) Through guiding and counselling them
- (iv) By contributing towards their basic needs
- (v) The church trains them in various skills in their vocational centres
- (vi) The church offers employment opportunities to them
- (vii) By forgiving/accepting/involving them in church activities
- (viii) The church establishes rehabilitation centres to care for them
- (ix) By offering credit facilities to enable them start businesses

(7 x 1 = 7 marks)