

1. (a) Minor Prophetic book in the Old Testament.

- (i) Hosea
- (ii) Joel
- (iii) Amos
- (iv) Obadiah
- (v) Jonah
- (vi) Micah
- (vii) Nahum
- (viii) Habakkuk
- (ix) Zephaniah
- (x) Haggai
- (xi) Zechariah
- (xii) Malachi

Resinced

6 x 1 = 6 marks

(b) The effects of the translation of the Bible into African languages

- (i) The scriptures have been written in languages that Africans can understand.
- (ii) It has enabled further spread of Christianity/has led to more converts.
- (iii) It led to rise of African Independent Churches / Schools
- (iv) It led to development of reading/writing/formal education / Literacy
- (v) It led to establishment of printing press to meet more demands of the Bible / Publishing houses
- (vi) It led to the establishment of Bible societies to translate the Bible into more local languages.
- (vii) It has led to further research into African religions heritage / Practices
- (viii) It has created jobs/employment in the printing firms/publishing firms
- (ix) It led to Africans identifying with Christianity.
christian way of worship in churches
- (x) It led to development of African/local languages.
now we find it - unity
- (xi) It has promoted ecumenical movements among Christians.
- (xii) It made Africans to demand for leadership roles in the church.
xiii. Has led to division in the church due to different interpretation of the scriptures - 2

unresinced
Analysis

4 x 2 = 8
8 x 1 = 8 marks

	<p>(c) Ways in which Christians in Kenya use the Bible to spread the Good News.</p> <p>(i) Christians read the <u>Bible to others</u> so that they can hear the word of God/ church sermons/ wedding/burial ceremonies.</p> <p>(ii) They use the Bible to <u>instruct/teach new converts</u>.</p> <p>(iii) The Bible is used as main <u>text in teaching/learning Christian Religious Education in Institutions</u>.</p> <p>(iv) They use the Bible as a basic <u>reference book in general search of knowledge/development of Christian Religious syllabus</u>.</p> <p>(v) Christians use the Bible to <u>compose Christian songs/hymns/drama/films</u></p> <p>(vi) They use the Bible when <u>writing Christian books/magazines/pamphlets/banners</u></p> <p>(vii) It is used during <u>discussions/study Bible study/ Fellowship Prayers/ Faith healing Guidance & counselling</u> <u>xi. Through use of electronic media/social and technology</u></p>	<p style="text-align: right;">6 x 1 = 6 marks</p>
<p>2. (a)</p>	<p>Activities carried out by the Israelites on the night of the Passover.</p> <p>(i) The Israelites <u>slaughtered the animals/goats/sheep</u>.</p> <p>(ii) They <u>smear blood on their door post/frames</u></p> <p>(iii) They <u>roasted the animals whole</u>.</p> <p>(iv) They <u>ate unleavened bread/bitter herbs/roasted meat</u></p> <p>(v) They <u>ate while standing/ in a hurry</u></p> <p>(vi) They <u>dressed/packed their belongings</u>.</p> <p>(vii) They <u>burnt the left overs/remains</u></p> <p>(viii) They <u>remained in their houses/ indoors</u></p> <p><i>ix. They chose a lamb 1 year old without blemish</i> <i>x. Because they were from the Egyptians</i></p>	<p style="text-align: right;">6 x 1 = 6 marks</p>

Turnover

1. (a)	<p>Minor Prophetic book in the Old Testament.</p> <ul style="list-style-type: none"> (i) Hosea - - - - - (ii) Joel - - - - - (iii) Amos - - - - - (iv) Obadiah - - - - - (v) Jonah - - - - - (vi) Micah - - - - - (vii) Nahum - - - - - (viii) Habakkuk - - - - - (ix) Zephaniah - - - - - (x) Haggai - - - - - (xi) Zechariah - - - - - (xii) Malachi - - - - - 	<p><i>Reshorted</i></p> <p>6 x 1</p> <p>6 marks</p>
(b)	<p>The effects of the translation of the Bible into African languages</p> <ul style="list-style-type: none"> (i) The scriptures have been written in languages that <u>Africans can understand.</u> (ii) It has enabled further <u>spread of Christianity/has led to more converts.</u> (iii) It led to <u>rise of African Independent Churches/schools</u> (iv) It led to development of <u>reading/writing/formal education</u> <u>literacy</u> (v) It led to <u>establishment of printing press to meet more demands of the Bible</u> <u>Publishing houses</u> (vi) It led to the establishment of <u>Bible societies to translate the Bible into more local languages.</u> (vii) It has led to further research into <u>African religions heritage</u> <u>practices</u> (viii) It has <u>created jobs/employment</u> in the printing firms/publishing firms (ix) It led to <u>Africans identifying with Christianity.</u> <i>Christian way of worship in churches now we find writing</i> (x) It led to <u>development of African/local languages</u> (xi) It has promoted <u>ecumenical movements among Christians.</u> (xii) It made Africans to <u>demand for leadership roles in the church.</u> <i>XIII. Has led to division in the church due to distant interpretation of the scriptures - 2</i> 	<p><i>unreshorted</i></p> <p><i>Analysis</i></p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>4 x 2 = 8</p> <p>8 x 1 = 8</p> <p>8 marks</p>

(b)	How Abraham demonstrated his faith in God	1
(i)	He obeyed God's call/left his homeland to unknown land.	1
(ii)	He agreed to enter into a covenant relationship with God/offered animals/birds for sacrifice.	1
(iii)	Abraham was willing to sacrifice his only son Isaac	1
(iv)	He accepted to be circumcised together with his household	1
(v)	Abraham built altars for God at Shechem and Bethel	1
(vi)	He agreed to change his name and that of his wife.	1
(vii)	Abraham believed in the promises given to him by God.	1
(viii)	He abandoned the worship of idols/started worshipping the true God.	1
<p><i>IX - offered animals/birds for sacrifice</i></p> <p>6 x 1 = 6 marks</p>		6 marks
(c)	Reasons why some people in Kenya find it difficult to worship God.	1
(i)	Some people have a lot of wealth/affluence/power/pride, therefore they see no need of worshipping God.	2
(ii)	Other people live in abject poverty hence they lose hope in God.	2
(iii)	Some people are discouraged by bad examples set by some members/leaders. <i>(Poor role models)</i>	2
(iv)	Influence by modern technology whereby some people spend more time on their phones/computer hence have no time to worship God/science/technology providing solutions to many problems.	2
(v)	Constant conflicts in some churches/ ethnic differences discourages people from worshipping God. <i>(Leadership wrangles)</i>	2
(vi)	Some people have no faith in God/spiritual matters therefore they cannot worship God. <i>(No knowledge in God)</i>	2
(vii)	Some people give up on worshipping God when their needs are not met/prayers not answered.	2
(viii)	Some people do not worship God because they believe in other forces/powers of darkness/witchcraft/ devil worship	2
(ix)	Some people fear to be ridiculed/mocked by their friends/peers hence fail to worship God.	2
<p><i>X - Ethnic differences/Discrimination</i></p> <p><i>XI - Hostility/insecurity/Sickness (Covid-19)</i></p> <p><i>XII - Job commitments/Busy schedules</i></p> <p><i>XIII - Permissiveness in the society</i></p> <p>8 x 1 = 8 marks</p>		8 marks

comprehension skill
Unstructured

3. (a) The incident in which King Ahab took Naboth's vineyard (1st Kings 21:1-

16)

- (i) Naboth had a vineyard in Jezreel, beside the palace of King Ahab. — 1
- (ii) King Ahab asked Naboth to give him the vineyard/sell it to him for a vegetable garden. — 1
- (iii) Naboth refused to sell it to King Ahab because it was an inheritance from his fore fathers. — 1
- (iv) King Ahab went home dejected/sad/disappointed/refused to eat. — 1
- (v) His wife Jezebel asked him why he was sad. — 1
- (vi) When Ahab explained what Naboth had told him, Jezebel asked him whether he was the king or not/said she would give Ahab the vineyard of Naboth. — 1
- (vii) Jezebel wrote letters to the elders of the city instructing them to accuse Naboth of blasphemy/treason. — 1
- (viii) The elders organized for Naboth to be punished/killed. — 1
- (ix) Naboth was taken outside the city where he was stoned/killed. — 1
- (x) When Jezebel heard about the death of Naboth, she told King Ahab to go and take possession of the vineyard. — 1
- (xi) King Ahab went to possess the vineyard. — 1

8 x 1 = 8 marks

(b)	Forms of punishment prophesied by Elijah to King Ahab and Jezebel after taking Naboth's vineyard.	
(i)	The <u>death</u> of King Ahab would be in the same place where Naboth was stoned/killed.	1
(ii)	God would <u>bring evil</u> upon King Ahab.	1
(iii)	God would take away the <u>prosperity</u> of Ahab/his rule would <u>come to an end</u> .	1
(iv)	<u>Dogs</u> would <u>lick</u> the blood of Ahab where Naboth's blood was licked.	1
(v)	All the male <u>children/slaves</u> of King Ahab would be <u>cut off</u> .	1
(vi)	Dogs would <u>eat anybody</u> from Ahab's home who die in the city.	1
(vii)	<u>Birds of the air</u> would <u>eat anybody</u> from Ahab's house who would die in the fields.	1
(viii)	<u>Dogs</u> would <u>eat the body</u> of Jezebel. / Jezebel will die within bounds of Jezreel.	1
		6 x 1 = 6 marks

(c)	Lessons Christians learn from the Ministry of Prophet Elijah.	
(i)	Christians should worship the <u>true God</u> only.	1
(ii)	Christians should <u>courageously condemn</u> all forms of corruption/evil in society	1
(iii)	Christians should be <u>loyal/obedient</u> to God.	1
(iv)	Christians should be <u>willing</u> to carry out God's work despite the challenges they may <u>face/endure persecutions</u> .	1
(v)	Christians should <u>lead holy/righteous</u> lives to avoid God's punishment.	1
(vi)	Christians should be <u>prayerful</u> .	1
(vii)	Christians should fight for the <u>poor/weak</u> to avoid any form of oppression/promote justice in the society.	1
(viii)	Christians should <u>trust/have faith</u> in God.	1
		6 x 1 = 6 marks

4. (a) Ways in which the Israelites disobeyed God during the time of Prophet Amos. Restricted

	(i) The Israelites practiced <u>idolatry/hypocritical</u> religion. sanctified	—	1
	(ii) There was <u>murder</u> .	—	1
	(iii) The <u>rich</u> <u>oppressed</u> the poor/ <u>sold them as slaves</u> .	—	1
	(iv) There was sexual <u>immorality/temple prostitution</u> .	—	1
	(v) There was <u>cheating in business/use of false scales</u> .	—	1
	(vi) The rich were <u>selfish/greedy/lived in excessive luxury</u> .	—	1
	(vii) There was <u>drunkenness in Israel</u> . Kings Nazites = drink wine	—	1
	(viii) There was <u>bribery/injustice</u> in courts of law. corrupt	—	1
	(ix) There was <u>robbery/violence</u> .	—	1
	7x1=		7 marks

(b) The teaching of Prophet Amos on Israel's election Amos 2:9-11
3:1-2
Restricted

	(i) Israel's election was out of <u>God's initiative/love</u> for them. Analysis	—	1
	(ii) The election made them a <u>holy nation/God's chosen nation</u> .	—	1
	(iii) Israel was given a <u>special responsibility</u> by God/ <u>to serve Him</u> .	—	1
	(iv) Failure to meet <u>their responsibility to God</u> would attract <u>God's punishment</u> .	—	1
	(v) God could choose any other nation if Israel failed to serve Him.	—	1
	(vi) The Israelites were <u>delivered from bondage in Egypt</u> by God because of the <u>election</u> .	—	1
	(vii) God <u>had protected</u> the Israelites in the wilderness because of the <u>election</u> .	—	1
	(viii) God raised <u>priests/prophets</u> I gave them laws to guide them in the <u>covenant way of life</u> .	—	1
	1x. God gave them land to possess	—	1
	x. He led them in the wilderness	—	1
	6 x 1 =		6 marks

evaluate - unrestricted - fairness
 (c) **Ways in which the church is promoting social justice in Kenya today.**

- (i) By educating the public on social justice/providing civic education/holding seminars/workshops.
- (ii) By respecting/obeying the laws of the country as laid down by the government.
- (iii) By helping the needy in the society.
- (iv) By preaching on social justice.
- (v) The church guides and counsels victims of social injustice.
- (vi) The church condemns injustices in the society.
- (vii) The church prays for people (leaders to practice social justice).
- (viii) The church advocates for equal distribution of resources/fights for the rights of the less privileged in the society.
- (ix) Members of the church lead exemplary lives by being just/fair/*role model*.

*X. The Church punishes its errand members
 Xi. The church report those commit social injustices to the relevant authority/Exposing the culprit.
 Xii. Creation of job opportunities / Economic Empowerment.*

7 x 1 = 7 marks

5. (a) **The dedication of the wall of Jerusalem under the leadership of Nehemiah.**

- (i) Nehemiah summoned the Levites/priests/political leaders to come to Jerusalem to give thanks to God.
- (ii) The sons of the singers gathered around Jerusalem/they sang/praised using musical instruments.
- (iii) The Levites/priests purified themselves.
- (iv) The gates/wall were purified.
- (v) Nehemiah brought the prince of Judah/appointed two great groups which went in two processions.
- (vi) One group led by Ezra the scribe went to the right while the other group led by Nehemiah went to the left/they then converged in the house of God.
- (vii) The people led by the priests offered sacrifices of dedication to God.
- (viii) Women/children rejoiced/was a moment of great joy.
- (ix) Nehemiah then chose people who would ensure that the contributions/tithes/offerings were handled well.
- (x) A service of purification was performed.

7x 1 = 7 marks

<p>b)</p>	<p>Reasons why Nehemiah carried out religious reforms in Judah.</p> <p>(i) To <u>preserve the identity</u> of the Jews as the people of God.</p> <p>(ii) To <u>separate the Jews</u> from foreign influence.</p> <p>(iii) To <u>purify the temple</u> which had been defiled by keeping a foreigner.</p> <p>(iv) To <u>reinstate the services of the Levites</u> as priests/singers of the temple.</p> <p>(v) To <u>restore the tithing system</u> that had been forgotten for the upkeep of the temple.</p> <p>(vi) To ensure that the <u>Sabbath day was free from business activities/kept holy.</u></p> <p>(vii) He wanted the Israelites to <u>remain faithful to the covenant way of life.</u></p> <p>(viii) He wanted to <u>uphold the Hebrew language</u> of the covenant people which had been neglected due to intermarriages.</p> <p><i>IX. To restore true worship of Yahweh/God</i></p>	<p style="text-align: right;"><i>Unrestricted</i></p> <p style="text-align: right;"><i>6 marks</i></p>
<p>(c)</p>	<p>Ways in which the government of Kenya supports the church in its work.</p> <p>(i) The government has <u>allowed freedom of worship/given permission</u> to churches to operate electronic media stations.</p> <p>(ii) By allowing <u>Christian Religious Education to be taught</u> in schools/colleges.</p> <p>(iii) The government <u>recognizes the church calendar/holy days.</u></p> <p>(iv) By <u>setting aside land for construction</u> of churches.</p> <p>(v) The government <u>gives financial/material support</u> to churches for development/carry out their charitable services.</p> <p>(vi) By <u>employing some church leaders as Chaplains</u> in various government institutions.</p> <p>(vii) The <u>government supports church sponsored</u> institutions.</p> <p>(viii) By <u>availing facilities for the church to hold their activities/provides security.</u></p> <p>(ix) By involving church leaders in <u>national prayer days/national holidays.</u></p> <p>(x) Through the development of the <u>infrastructure which makes the spread of the gospel/evangelism easy.</u></p>	<p style="text-align: right;"><i>application res) 6x1=</i></p> <p style="text-align: right;">7 x 1 = 7 marks</p>

<p>6. (a) The role of elders in traditional African Communities. <i>community</i></p> <p>(i) Elders are custodians of traditions/customs/teach the history of the community. <i>community</i></p> <p>(ii) They make laws in the community. <i>community</i></p> <p>(iii) They settle disputes in the community. <i>community</i></p> <p>(iv) They fix dates for community rituals/ceremonies. <i>community</i></p> <p>(v) Elders preside over the distribution of property/inheritance. <i>inheritance</i></p> <p>(vi) They negotiate for peace with other communities. <i>community</i></p> <p>(vii) They advise the members of the community on the steps to take during times of difficulties/calamities. <i>community</i></p> <p>(viii) They are in charge/preside over the community rituals/ceremonies. <i>community</i></p> <p>(ix) They teach the youths on their responsibilities/duties in the community. <i>community</i></p> <p>(x) They reprimand/punish the wrongdoers/law offenders. <i>community</i></p> <p><i>offering sacrifice</i> xi. They act as spokesmen for their community & people. xii. They mediate between God, spirit, ancestors & people. 7 x 1 = 7 marks</p>	<p>(b) Requirements that one has to fulfill to be made an elder in traditional African communities. <i>community</i></p> <p>(i) Having the right/specific age. <i>community</i></p> <p>(ii) Should be knowledgeable on matters of the community/wise. <i>community</i></p> <p>(iii) Should be sane/of sound mind/good health. <i>community</i></p> <p>(iv) One should be of good conduct/character. <i>community</i></p> <p>(v) Should have undergone the rites of initiation/marriage/have children. <i>community</i></p> <p>(vi) One should have the ability to provide for others/wealthy. <i>community</i></p> <p>(vii) Should be a bonafide member of the community. <i>community</i></p> <p>(viii) By undergoing the rituals of becoming an elder. <i>community</i></p> <p><i>1 x 1 = 6 marks</i></p>
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