

11.0 CHRISTIAN RELIGIOUS EDUCATION (313)

The year 2006 KCSE Christian Religious Education syllabus was examined in two papers. *Paper 1(313/1)* examined the *Testament and Traditional African Heritage* while *Paper 2 (313/2)* tested aspects of the syllabus in the *New Testament and Contemporary Christian Living*.

11.1 GENERAL CANDIDATES' PERFORMANCE

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

Table 14: Candidates' Overall Performance in CRE for the Last Four Years

Year	Paper	Candidature	Max. Score	Mean Score	Standard Deviation
2003	1		100	55.33	13.84
	2		100	62.45	15.40
	Overall	73,592	200	117.74	27.34
2004	1		100	53.95	14.46
	2		100	56.84	15.42
	Overall	90,175	200	110.71	28.00
2005	1		100	61.59	15.01
	2		100	53.07	16.20
	Overall	119,887	200	114.65	29.00
2006	1		100	57.51	16.16
	2		100	53.57	15.29
	Overall	144,100	200	111.07	30.00

The following observations can be made from the table above:

- i) There has been a steady increase in the candidature over the years. In the year 2006 alone, there was an increase of **24,213** candidates.
- ii) Performance dropped in paper 1 (313/1) from **61.59** in the year 2005 to **57.51** in the year 2006.
- iii) There was a slight improvement in paper 2 (313/2) from a mean of **53.07** in the year 2005 to **53.57** in the year 2006.
- iv) There was a slight drop in the overall performance of the subject as noted in the combined mean of **111.07** in the year 2006 as compared to **114.65** in the year 2005. The separation of the content in each of the two papers seems to have affected the candidates' performance. It is hoped that the performance will improve as they get used to this new method of distinguishing the two papers.

This report focuses its attention on questions which were poorly performed by candidates. It helps the teacher to identify the weaknesses experienced by the candidates, enumerates possible responses and further goes on to advice both the candidates and the teachers on how best to tackle these weaknesses. Teachers should take advantage of this information so as to improve the performance of the subject in future.

11.2 PAPER 1 (313/1)

There was a slight drop in the mean in the year 2006 as compared to the year 2005. The paper registered a mean mark of *57.51* and a standard deviation of *16.16*. As noted earlier in this report, the format of this paper changed from structured to essay type questions. This may have affected the results thus leading to a drop in the mean. *Questions 5 and 6* will be discussed in this report because they presented some challenges to the candidates.

Question 5 (a)

Outline the problems that Nehemiah encountered in rebuilding the wall of Jerusalem.

Candidates were expected to be familiar with the work of rebuilding the walls of Jerusalem under the leadership and initiative of Nehemiah. They were to outline the problems Nehemiah faced in connection with his work of rebuilding the walls of Jerusalem.

Weaknesses

Majority of the candidates displayed ignorance of the account of the rebuilding of the wall of Jerusalem by Nehemiah. They did not know the challenges he faced in the process of constructing the wall of Jerusalem. They merely outlined the reforms made by Nehemiah that had nothing to do with the challenges he faced.

Expected Responses

- He received threats of violence from the enemies.
- A trap was laid to derail his mission of rebuilding the wall.
- There was a plot to kill him.
- Insecurity from the enemies.
- False prophets tried to discourage him.
- Opposition from the Jewish nobles.
- False accusation from his enemies.

Advice to Teachers

From candidates' responses, it was evident that the topic of Nehemiah had not been covered by the teachers. Teachers should encourage the learners to read through all the selected Biblical texts on Nehemiah which clearly illustrate the differences between the problems faced by Nehemiah as the Governor of Jerusalem and those he encountered while reconstructing the wall of Jerusalem.

Question 5(b)

Identify the symbolic acts used by prophet Jeremiah to demonstrate God's judgement and punishment to the Israelites.

Candidates were expected to identify the symbolic acts used by prophet Jeremiah to demonstrate God's judgment and punishment to the Israelites.

Weaknesses

Candidates were unable to distinguish between Jeremiah's symbolic acts related to judgment and punishment from those related to hope and restoration. A good number of candidates confused the symbolic acts of Jeremiah with the visions of Amos. Those who remembered something about the symbolic acts had very vague references to them such as "*the wooden ox*", "*waist cloth*" or "*broken pot*" which did not warrant any scores.

Expected Responses

- The reworking of the vessel by the potter.
- The breaking of the earthen flask before the elders.
- He was shown two baskets of figs, one with good figs and another with bad figs.
- Jeremiah was not to marry.
- Burning the linen waist cloth in a cleft of the rock.

Advice to Teachers

Teachers should make a deliberate effort to dramatise the symbolic acts of Jeremiah to help the learners to internalize them. They should show the differences between Jeremiah's symbolic acts and the visions of Amos. They should encourage the learners to read biblical references so as to understand the concepts.

Question 5(c)

What lessons do Christians learn from prophet Jeremiah's teaching on the New Covenant?

Candidates were expected to draw the lessons Christians can learn from Jeremiah's teaching on the New Covenant.

Weaknesses

Candidates showed lack of knowledge of the teachings of Jeremiah on the New Covenant. They generally lacked the skill of giving the relevance from Jeremiah's teaching on the New Covenant to the Current Christian life. They discussed Christian beliefs without discussing the relevance of Jeremiah's teaching on the New Covenant.

Expected Responses

- There is individual responsibility/punishment when one sins.
- There is forgiveness of sins if one repents/reconciliation.
- Christians have an everlasting relationship with God.
- Those who repent their sins have a new beginning.
- The need to have faith in God.
- They should obey/practice the law of God.
- They learn that the new covenant is fulfilled in the coming of Jesus Christ.
- They should internalize the law of God/laws of God in their hearts.

Advice to Teachers

Teachers are advised to change their approach while handling Jeremiah from the old thematic teaching to the new syllabus which handles the area on the teaching of “*Hope and Restoration*”. These are Chapters *Jeremiah 24 to 33*. They should follow and refer to some of the new text books approved by Kenya Institute of Education (KIE) for this course.

Question 6 (a)

Explain the importance of rituals performed during a naming ceremony in traditional African communities.

Candidates were expected to identify rituals related to the naming of a child in traditional African Communities and explain the significance of each spiritually.

Weaknesses

Candidates failed to capture the dual requirements of this question. Others merely cited the rituals without giving their significance/importance. A good number of candidates discussed the birth of a child in traditional African communities.

Expected Responses

- Bathing of the baby sets the beginning of new life
- Shaving of the mother and baby symbolized new life and growth
- Giving presents to the baby/mother is a sign of good will/ownership of property
- Wearing of charms signifies protection for the baby/mother.
- Slaughtering of animals is a way of thanks giving to ancestors/God.

Advice to Teachers

Teachers should handle “*Birth*” and “*Naming*” independently so as to avoid the confusion as seen in the responses of candidates. Most candidates viewed “*Birth*” and “*Naming*” as one and the same concept.

Question 6 (b)

Identify the moral values acquired during marriage in traditional African communities.

Candidates were expected to be aware of the impact of marriage on the couple in traditional African communities and identify the moral values acquired as a result of marriage.

Weaknesses

Many candidates lacked knowledge on traditional African marriages and expectations from a couple, that is, their roles in the nuclear family and the wider community. Most of them listed the gender roles of the female and the male members in traditional African communities.

Expected Responses

- Faithfulness/loyalty.
- Respect/courtesy.
- Responsibility.
- Tolerance/perseverance/endurance/patience.
- Love.
- Humility.
- Honesty.
- Integrity.
- Courage.

Advice to Teachers

Teachers should encourage the learners to appreciate the traditional African marriage and other similar practices which form a basis for African Heritage. They should also make the learners to distinguish between Christian marriages and Traditional African marriages. Learners should be encouraged to read widely on the African Heritage.

Question 6 (c)

Why is death feared in traditional African communities?

Candidates were expected to discuss why death is feared in traditional African communities. Those who attempted this question misunderstood the task and instead dwelt on the causes of death in traditional African communities. They singled out witchcraft and curses of the ancestors as mediums of death.

Expected Responses

- It disrupts the rhythm of human life/activity.
- It is irrevocable/inescapable.
- It brings impurity to the family.
- It deprives the community of the individuals.
- It comes unannounced.
- Nobody knows about life after death.
- Death rites reveal people's characteristics.
- It brings poverty to the family involved.

Advice to Teachers

Teachers need to give the differences between the traditional African and Christian views about death.

11.3 PAPER 2 (313/2)

The performance in this paper was generally below average. This was mainly attributed to the fact that most questions especially from St. Luke's Gospel were contextual requiring candidates to be specific and the fact that the paper had been restructured to test specific areas of the syllabus. Candidates also tended to answer questions in point form and yet this was an essay type

paper and others lacked the technique of answering questions. This was evidenced by the fact that many candidates went beyond the scope of the question. Generally, there were far too many rubric offences. Teachers must discourage this habit.

A few questions will be analysed so as to highlight the areas where performance was poor in the paper. Specifically question 3(b), 4(b) and (c) will be discussed.

Question 3 (b)

Outline the preparations that Jesus made for the Last Supper. (Luke 22: 7-14).

Candidates were to outline the preparations which Jesus made for the last supper recorded in Luke 22: 7-14.

Weaknesses

Many candidates got confused and narrated the celebration and not preparation of the last supper. Others failed to recognize the role played by the disciples and the part played by Jesus' preparation which formed a core of the expected responses. Yet others went beyond the scope of the question.

Expected Responses

- He told them that they would meet a man in the city carrying a jar of water.
- Once in the house the disciples were to ask the owner/house holder to show them the guest room.
- He instructed the disciples to prepare the room.
- The disciples prepared the meal.

Advice to Teachers

Teachers should encourage the students to read the St. Luke Gospel in its totality. Candidates should also ensure that they understand the question before attempting it.

Question 4 (b)

Explain how the use of the gifts of the Holy Spirit brought disunity in the church at Corinth.

Candidates were expected to explain how the use of gifts of the Holy Spirit brought disunity in the church at Corinth.

Weaknesses

Many candidates' responses portrayed a lot of confusion in this question. A good number attempted to explain how each gift of the Holy Spirit enumerated in question 4 (a) brought disunity. They failed to single out the particular gifts of the Holy Spirit that brought disunity. It is important to note that the main issue in Corinth was the gift of speaking in tongues and how those who had it looked down upon others. They thought they were a special breed of believers.

Expected Responses

- There was no interpretation of tongues hence messages were not understood.
- People did not show love to one another as they used the gifts of the Holy Spirit.
- People did not use their gifts for the growth/development of the church.
- Gifts such as prophecy/teaching/preaching were looked down upon.

Advice to Teachers

Teachers should assist their candidates to understand the task and the scope of the questions asked.

Question 4 (c)

Outline the contribution of women in the church in Kenya today

The candidates were to outline the contributions of women in the church in Kenya.

Weaknesses

Some candidates confused and misunderstood the term “*contribution*” to mean “*monetary contribution*”. Others wrote on the general contribution of women in society today. A few wrote on the negative role of women like tempting men to immorality.

Expected Responses

- Women take care of young children in church.
- They prepare meals for church leaders/visitors/Holy communion.
- Women run income generating projects/start other projects for the church.
- Women sing in the church choir.
- They are leaders in the church/participate in choosing church leaders.
- Women give tithes/offering to the church.
- Women pray/intercede.

Advice to Teachers

Teachers should encourage students/candidates to read widely and also be involved in community based activities. Candidates need to be involved in church matters and activities to enable them have first hand information on what goes on.

11.4 GENERAL COMMENTS

- 11.4.1 It is important for both teachers and candidates to take advantage of the split in the content areas for the two papers and improve their performance.
- 11.4.2 Candidates should read St. Luke’s Gospel in its entirety so that they improve their performance in the questions that require context interpretation.
- 11.4.3 Candidates need to be trained on the various techniques of answering questions.
- 11.4.4 Candidates should stick to the rubric to avoid being penalized in future.

23.9 CHRISTIAN RELIGIOUS EDUCATION

23.9.1 Christian Religious Education Paper 1 (313/1)

**313/1
CHRISTIAN RELIGIOUS
EDUCATION
Paper 1
Oct./Nov. 2006
2½ hours**



**THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
CHRISTIAN RELIGIOUS EDUCATION
Paper 1
2½ hours**

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

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Turn over

- 1 (a) Give reasons why Christians read the Bible. (8 marks)
- (b) With reference to the Genesis stories of creation in chapters 1 and 2, outline the attributes of God. (7 marks)
- (c) What are the consequences of breaking taboos in traditional African communities? (5 marks)
- 2 (a) State the promises that God made to Abraham. (6 marks)
- (b) What problems did Moses face as he led the Israelites during the Exodus? (10 marks)
- (c) Give reasons why circumcision was important to the Jews. (4 marks)
- 3 (a) Give reasons why the Israelites demanded for a king. (8 marks)
- (b) State the achievements of Solomon as king of Israel. (6 marks)
- (c) Identify the causes of power struggle in the church in Kenya today. (6 marks)
- 4 (a) Explain the role of prophets in the Old Testament. (6 marks)
- (b) Give reasons why prophet Amos was against the way the Israelites worshipped God. (10 marks)
- (c) How does God reveal himself to Christians today? (4 marks)
- 5 (a) Outline the problems that Nehemiah encountered in rebuilding the wall of Jerusalem. (10 marks)
- (b) Identify the symbolic acts used by prophet Jeremiah to demonstrate God's judgement and punishment to the Israelites. (4 marks)
- (c) What lessons do Christians learn from prophet Jeremiah's teaching on the New Covenant? (6 marks)
- 6 (a) Explain the importance of rituals performed during a naming ceremony in traditional African communities. (10 marks)
- (b) Identify the moral values acquired during marriage in traditional African communities. (5 marks)
- (c) Why is death feared in traditional African communities? (5 marks)

23.9.2 Christian Religious Education Paper 2 (313/2)

313/2
CHRISTIAN RELIGIOUS
EDUCATION
Paper 2
Oct./Nov. 2006
2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
CHRISTIAN RELIGIOUS EDUCATION
Paper 2
2½ hours

Answer any five questions in the answer booklet provided.

Candidates should check the question paper to ensure that both pages are printed as indicated and no questions are missing.

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Turn over

- 1 (a) Describe the visit of the angel of the Lord to the Shepherds on the night Jesus was born. (7 marks)
- (b) State the differences between the work of John the Baptist and that of Jesus Christ. (8 marks)
- (c) What lessons do Christians learn about family relationships from the incident when Jesus accompanied his parents for the Passover festival? (5 marks)
- 2 (a) Outline the story of the raising of the widow's son at Nain (Luke 7:11-17). (8 marks)
- (b) Identify ways through which the church continues with the healing ministry of Jesus Christ. (7 marks)
- (c) Give the lessons that Christians learn from the transfiguration of Jesus. (5 marks)
- 3 (a) Give reasons why Jesus used the parable of the lost son in his teaching. (6 marks)
- (b) Outline the preparations that Jesus made for the Last Supper. (Luke 22: 7-14). (6 marks)
- (c) Identify the reasons that made Judas Iscariot betray Jesus. (8 marks)
- 4 (a) Identify the spiritual gifts taught by Saint Paul in the early church. (6 marks)
- (b) Explain how the use of the gifts of the Holy Spirit brought disunity in the church at Corinth. (8 marks)
- (c) Outline the contribution of women in the church in Kenya today. (6 marks)
- 5 (a) What are the advantages of a monogamous marriage? (8 marks)
- (b) State the factors that have led to the misuse of drugs in Kenya today. (7 marks)
- (c) Give reasons why the church is involved in the fight against HIV and AIDS. (5 marks)
- 6 (a) State the rights of citizens in Kenya today. (7 marks)
- (b) Give reasons why Christians pay taxes to the government in Kenya. (5 marks)
- (c) How is the church helping to reduce the rate of crime in Kenya? (8 marks)

24.9 CHRISTIAN RELIGIOUS EDUCATION



MANYAM FRANCHISE
Discover! Learn! Apply

24.9.1 Christian Religious Education Paper 1 (313/1)

1. (a) Reasons why Christians read the Bible.
- It provides Christians with moral values (how to relate with others).
 - It is a source of spiritual growth/ development/ maturity.
 - It is used in Christian worship / songs.
 - It gives them inspiration/hope / strengthens their faith.
 - It helps them to understand their relationship with God / spiritual guidance.
 - It is a source of Christian beliefs / practices / instructed by the church.
 - It reveals God to them/ makes them understand the will of God/ source of revelation.
 - It is a source of knowledge / instructions/ rules / teachings.
 - It is the word of God/ he authors were inspired by God.
- (4 x 2 = 8 marks)**
- (b) Attributes of God as portrayed in Genesis story of creation. (Chapter 1 and 2)
- God is all powerful/omnipotent.
 - God of order/ orderly/ perfect.
 - He is everywhere/omnipresent.
 - He is the provider/ sustainer / caring / generous.
 - He is the creator / source of life.
 - He is all knowing/ omniscient.
 - He commands / e.g.: go multiply and fill the earth. He is a moral God.
 - He is a worker.
 - He is loving (He wants personal relationships with man)..
 - He is everlasting /eternal / self -existence.
 - He is a spirit.
 - God is the source of goodness.
 - God is holy.
- (7 x 1= 7 marks)**
- (c) Consequences of breaking taboos in traditional African Communities.
- Paying of a fine (to the community leaders).
 - Excommunication/ banishment/ ostracized/ exile.
 - Punishment/ ridicule/ bodily suffering / flogging.
 - Being killed.
 - Cleaning/undergoing rituals.
 - Making sacrifices to appease the ancestors/God/Spirit.
 - Offering compensation (to person injured)
 - Denial of privileges.
 - Being cursed.
- (5 x 1= 5 marks)**
2. (a) Promises that God made to Abraham
- He would make Abraham's name great/ famous.
 - God would bless those who bless Abraham and curse those who curse him/ Protect him / rescue from Egypt.
 - All the families of the world would be blessed through Abraham.
 - God would give land to Abraham's descendants.
 - He would give Abraham many descendants/ he would have a great nation.
 - Go will bless Abraham.
 - God would give Abraham long life / he would die in peace
 - He would give Abraham a son/ heir.
 - Kings will become from Abraham's descendants.
- (6 x 1 = 6 marks)**

- (b) Problems Moses faced as he led the Israelites during the Exodus.
- Lack of water for the Israelites.
 - Lack of food for the Israelites.
 - Complains/ grumbling by the Israelites/ refusal to heed Moses' instructions.
 - Warring tribes in the desert.
 - Settling of disputes among the people.
 - Travelling in hostile/ harsh climatic conditions.
 - Lack of faith from the people/ worship of the golden calf.
 - Rebellion/ opposition from his family.
 - Threat from the Egyptian army.
 - Bites from snakes
- (5 x 2 = 10 marks)*
- (c) Reasons why circumcision was important to the Jews
- It was an outward sign of the inner faith in God.
 - It was a physical badge/ identity for all male children.
 - It showed that one had made a covenant with God/ Benefits from God's promises to Abraham.
 - It was a sign of obedience to God.
 - It signified purity/ cleanliness.
 - Through it, one became a member of Jewish Community/ Abraham's family / sense of belonging.
- (4 x 1 = 4 marks)*
- (a) Reasons why the Israelites demanded for a King.
- Samuel had become old/ unable to rule.
 - Samuel appointed his sons as judges/ made the post hereditary.
 - The sons of Samuel were corrupt/ had failed as judges.
 - The Israelites wanted to be like other nations.
 - They wanted a king who could lead them to war against their enemies.
 - They wanted a leader whom they could see / did not understand God was the unseen King.
 - They wanted a political government with national authority.
- (4 x 2 = 8 marks)*
- (b) Achievements of Solomon as king of Israel.
- He built the temple for the worship of Yahweh.
 - He established trade links with neighbouring nations / enriched the nation.
 - He built many cities in Israel.
 - He reorganised the central government and improved tax collection / strong army.
 - He established diplomatic links with other countries/ nations.
 - He built a magnificent palace.
 - He composed proverbs and songs for the worship of Yahweh / wrote Ecclesiastes.
 - He settled disputes wisely.
 - He installed the Ark of the Covenant in the temple.
- (6 x 1 = 6 marks)*
- (c) Causes of power struggle in the church in Kenya today.
- Greed for/ lack of material possession / personal gains.
 - Hypocrisy among the believers/ misbehaviour of leaders.
 - Tribalism/ nepotism/ clanism/ racism/ ethnicity.
 - Gender discrimination.
 - Generation gap (young and the old).
 - Economic status/ rich versus the poor in the church.
 - Educational status.
 - Differences in interpretation of the Christian doctrine.
 - Rigidity/ conservatism among leaders.
 - Political interference in the leadership of the church.
 - Fighting for recognition / prestige.
 - Succession wrangles.
- (6 x 1 = 6 marks)*

4. (a) The role of prophets in the Old Testament
- They spoke on behalf of God/ God's messengers / interceding for people/ oracles.
 - They foretold the future events.
 - They guided and counselled the Kings. e.g.: Nathan, Elijah
 - They called people back to repentance/ gave messages of hope e.g.: Jeremiah.
 - They reminded the people about the covenant.
 - They condemned the evil in society.
 - They warned the people of God's judgement.
 - They made the people understand the nature of God.
 - They offered sacrifices to God.
 - They anointed Kings.
 - They interpreted the vision and dreams from God.
 - They interpreted current events. (6 x 1 = 6 marks)
- (b) Reasons why prophet Amos was against the way Israelites worshipped God.
- They gave empty sacrifices which did not reflect holy lives.
 - They practised syncretism.
 - There was insincerity in worship/ hypocrisy.
 - They practised idolatry /made idols.
 - They built many high places of worship for idols.
 - They misused the temple by feasting / drinking.
 - They refused to listen to the prophets of God / listened to false prophets.
 - They misused the Sabbath.
 - They practised temple prostitution. (5 x 2 = 10 marks)
- (c) Ways through which God reveals himself to Christians today.
- Through visions.
 - Through dreams.
 - By reading the word of God/ Bible.
 - Listening to Preachers/ crusaders / observing role models.
 - Through natural events/ calamities.
 - Through answering prayers/ miracles / happenings (healing).
 - Through the Holy Spirit / Gifts of the Holy Spirit. (4 x 1 = 4 marks)
5. (a) The problems that Nehemiah encountered in rebuilding the wall of Jerusalem.
- The officials of Tekoa did not co-operate with him.
 - He was ridiculed by Sanballat and Tobiah.
 - He received threats of violence from the enemies.
 - A trap was laid to derail his mission of rebuilding the wall.
 - There was a plot to kill him.
 - Insecurity from the enemies / death threats.
 - False prophets tried to discourage him.
 - Opposition from the Jewish nobles.
 - Faced false allegation from his enemies. (5 x 2 = 10 marks)
- (b) The symbolic acts used by prophet Jeremiah to demonstrate God's judgement and punishment to the Israelites.
- Burying the linen waistcloth in a cleft of the rock.
 - Jeremiah was not to marry.
 - The reworking of the vessel by the potter.
 - The breaking of the earthen flask before the elders.
 - He was shown two baskets of figs, one with good figs and another with bad figs.
 - Wearing of the yoke.
 - Filling the wine jars (4 x 1 = 4 marks)

- (c) Lessons Christians learn from prophet Jeremiah's teaching on the New Covenant.
- They should internalize the law of God/ laws of God are in their hearts.
 - They should have personal relationship with God/ know God personally.
 - There is individual responsibility/ punishment when one sins.
 - There is forgiveness of sins if one repents/ reconciliation.
 - Christians have an everlasting relationship with God.
 - Those who repent their sins have a new beginning.
 - The need to have faith in God.
 - They should obey/practice the law of God.
 - The new covenant is fulfilled with the coming of Jesus Christ / saved by Jesus (lamb).
- (6 x 1 = 6 marks)*

6. (a) The importance of rituals performed during a naming ceremony in traditional African communities.
- Bathing of the baby sets in the beginning of new life.
 - Shaving of the mother and baby's hair symbolize new status.
 - Choosing of the appropriate name to give the baby is for identification/ incorporation into the wider society.
 - Feeding of the baby symbolised new life/ growth.
 - Holding of the baby by members of the community shows concern for it/ shared responsibility.
 - Saying prayer/ words of blessings for the mother and baby signifies long life.
 - Slaughtering of animals is a way of thanksgiving to ancestors/ God.
 - Feasting is a sign of joy/ socialism/ welcoming the baby.
 - Giving of presents to the baby/ mother is a sign of good will/ ownership of property.
 - Wearing of charms signifies protection for the baby/ mother.
- (5 x 2 = 10 marks)*

- (b) Moral values acquired during marriage in traditional African communities
- Faithfulness/ loyalty.
 - Respect/ Courtesy.
 - Responsibility
 - Hospitality /kindness.
 - Tolerance/ perseverance/ endurance/ patience.
 - Love.
 - Co-operation/ unity.
 - Humility.
 - Honesty.
 - Integrity.
 - Courage
- (5 x 1 = 5 marks)*

- (c) Reasons why death is feared in traditional African communities.
- It disrupts the rhythm of human life/ activity.
 - It is irrevocable / inescapable.
 - It brings impurity to the family.
 - It deprives the community of the individuals.
 - It involves too many rituals.
 - It comes unannounced.
 - It separates one from the loved ones/ end of life on earth.
 - Nobody knows about the after life.
 - It may cause misunderstanding in the community.
 - Death rites reveal people's characteristics.
 - It brings poverty to the family involved.
- (5 x 1 = 5 marks)*

24.9.2 Christian Religious Education Paper 2 (313/2)

- 1 (a) The visit of the Angel of the Lord to the shepherds on the night Jesus was born
- The shepherds were looking after their flocks in the field at night.
 - The Angel appeared to them.
 - The glory of the lord shone around them.
 - They were filled with fear.
 - The Angel reassured them / told them not to fear. He told them of the good news of the birth of Jesus.
 - They were told where to find baby Jesus.
 - The Angel gave them a sign on how they would find Jesus.
 - There appeared a host of angels singing / praising God.
 - The angels left them / went back to heaven.
 - The shepherds went to Bethlehem /found baby Jesus. *(7 × 1= 7 marks)*
- (b) The differences between the work of John the Baptist and that of Jesus Christ.
- John the Baptist preached mainly in the wilderness/ the desert of Judah, while Jesus preached in the synagogues/ homes/ cities/ towns/ temple.
 - John the Baptist called people to repentance, while Jesus forgave / died for their sins.
 - John the Baptist baptised with water, but Jesus baptised with the Holy Spirit / fire.
 - John the Baptist lived the life of a Nazarite, while Jesus mixed freely with all people.
 - The emphasis of John the Baptist preaching was in the promised Messiah, while that of Jesus was about the Kingdom of God.
 - John the Baptist's message was direct whereas Jesus preached in parables.
 - While John the Baptists' disciples fasted, the disciples of Jesus ate and drank.
 - John the Baptist did not perform miracles, but Jesus' Ministry was full of signs / wonders / John did not open.
 - John the Baptist was a fore-runner / prepared the way while Jesus fulfilled/was the Messiah. *(4 × 2 =8 marks)*
- (c) Lessons Christians learn about family relationships from the incident when Jesus accompanied his parents for the Passover festival
- Children should obey their parents.
 - Parents should teach their children about God
 - Parents should provide opportunities for their children to mix with others
 - Parents should love/ be concerned about their children.
 - Family ties should not be broken/ families should live in unity.
 - God's work takes priority over the family
 - Parents should recognise their children's talents/abilities
 - There should be open communication among family members. *(5 × 1 = 5 marks)*
2. (a) The story of the raising of the widow's son at Nain (Luke 7: 11-17).
- Jesus went to the city of Nain accompanied by his disciples/ crowd.
 - At the gate of the city, he met people carrying a dead man.
 - The dead man was the only son of the widow.
 - The mother/ widow was accompanied by a large crowd.
 - Jesus felt pity for the widow/ told her not to weep.
 - Jesus touched the bier in which the body lay.
 - Jesus told the dead man to arise.
 - The dead man sat up / began to speak.
 - Jesus gave the man to his mother
 - The people were filled with fear
 - The people glorified the lord.
 - Jesus fame spread in Judea / in the surrounding region.

(8 x 1 = 8 marks)

(b) How the church continues with the healing ministry of Jesus Christ.

- Christians pray/ preach for the sick.
- Laying hands on the sick/ anointing them / miraculous healing.
- Providing guidance and counselling services.
- Constructing hospitals/health centres / rehabilitation centers.
- Providing preventive/ curative drugs/treating the sick.
- Paying for medical expenses for the sick.
- Producing/ disseminating literature / electronic media / mass media on health issues.
- Preaching against evil/causes of ailments that interfere with good health.
- Providing food/ clothing/ shelter to the needy.
- Visiting the sick.
- Training medical personnel.
- Educating through seminars and workshops.

(7 x 1 = 7 marks)

(c) Lessons that Christians learn from the transfiguration of Jesus

- Christians learn that Jesus is the son of God/ holy.
- They should be always alert.
- They should not be selfish/ share God's secrets with others.
- It teaches that Jesus was a fulfilment of the Old testament law / prophecies.
- They should be prayerful.
- They learn that Jesus is the Messiah foretold by the Old Testament prophets. They should enter the presence of God with great respect/ reverence.
- They should learn to endure suffering.
- They should live with hope knowing that there is life after death.
- They should be slow to speak/ learn more about Christ before they speak.

(5 x 1 = 5 marks)

3 (a)

Reasons why Jesus used the parable of the lost son in his teaching

- To encourage sinners to accept the word of God.
- To show the consequences of loose living.
- To encourage people to realize their sinfulness/ be willing to repent/ reconcile.
- To teach about God's love for all people/ kingdom of God is for all people.
- To show God's unconditional forgiveness.
- To warn against judging others/ condemning them
- To teach his audience the need to rejoice for / welcome repentant sinners.
- He wanted to encourage families to live in harmony/unity.

(6 x 1 = 6 marks)

(b)

Preparations that Jesus made for the last supper

- Jesus sent Peter and John to prepare for the Last Supper/ Passover.
- He instructed two disciples to go into the city/ Jerusalem.
- He told them that they would meet a man in the city carrying a jar of water.
- Jesus told them that they should follow the man into the house he would enter.
- Once in the house, the disciples were to ask the owner/householder to show them the guest room.
- Jesus told the disciples that the householder/owner would show them a large furnished upper room.
- He instructed the disciples to prepare the room.
- The disciples prepared the meal.
- Jesus together with his disciples sat down in the prepared room.

(6 x 1 = 6 marks)

(c)

Reasons that made Judas Iscariot betray Jesus

- Greed for money/ material possession.
- It was God's will for the fulfilment of the scriptures to be realized.
- Judas was unable to overcome/conquer the power of evil/ He was tempted by Satan / evil at heart.
- He was looking for fame/ recognition.

- He was unhappy with Jesus' activities.
 - He was an informer of the Jewish religious leaders.
 - He was expecting a political messiah yet Jesus was a spiritual Messiah
(4 x 2 = 8 marks)
4. (a) Spiritual gifts taught by St Paul in the early church
- Wisdom.
 - Knowledge.
 - Faith.
 - Healing.
 - Working miracles.
 - Prophecy / preaching.
 - Ability to distinguish between spirits/discernment.
 - Speaking in tongues.
 - Interpretation of tongues.
(6 x 1 = 6 marks)
- (b) How the use of the gifts of the Holy Spirit brought disunity in the church at Corinth
- The people who had the gifts of speaking in tongues despised those who did not have.
 - There was competition in speaking in tongues.
 - There was no interpretation of tongues hence messages were not understood.
 - People did not show love to one another as they used the gifts of the Holy Spirit.
 - There was disorder/ confusion in worship as people with different gifts tried to out do one another.
 - People did not use their gifts for the growth/ development of the church.
 - Gifts such as prophecy/ teaching/ preaching were looked down upon.
(4 x 2 = 8 marks)
- (c) Contribution of women in the church in Kenya today.
- Women engage in preaching the Gospel/ evangelism.
 - They clean/ decorate the church.
 - Women take care of young children in church.
 - They contribute money/ clothes/ food to the less fortunate/ needy.
 - They prepare meals for church leaders/ visitors / Holy Communion.
 - They act as ushers in the church.
 - Women run income generating projects / start other projects for the church.
 - Women sing in church choir.
 - They organize seminars / workshops in the church / guide and counsel members.
 - They are leaders in the church / participate in choosing leaders
 - Women give tithes/ offering to the church.
 - Women pray / intercede
(6 x 1 = 6 marks)
5. (a) Advantages of a Monogamous Marriage.
- It enhances intimacy/ conjugal rights in the family.
 - It upholds dignity/ honour of the family members/children respect their father.
 - Security is enhanced.
 - Love is not divided.
 - It eases wrangles on property ownership/ inheritance.
 - It is a covenant protected by God/ the state.
 - Law and order prevails in the family/ there is harmony/ unity.
 - It reduces the risk of being infected with sexually transmitted infection/ HIV and Aids.
 - Providing for family need/ resources is easier.

- It is easier to develop mutual confidence/ trust among family members
- It reduces delinquency among the children.
- The woman takes pride in the marriage/ is able to enjoy privileges.

(8 x 1 = 8 marks)

(b) Factors that have led to the misuse of drugs in Kenya today.

- Poor role models / lack of role models.
- Stress/ depression / rebellion.
- Peer pressure / curiosity.
- Influence of mass media.
- Availability /cheap cost of drugs / too much wealth.
- Irresponsible parenthood.
- Lack of guidance and counselling.
- Corruption/ greed.
- Poverty.
- Moral decay/ permissiveness in the society.
- Lack of knowledge/ignorance on the use of drugs.
- Idleness / unemployment
- Urbanisation / western culture

(7 x 1 = 7 marks)

(d) Reasons why the church participates in the fight against HIV and AIDS.

- It is a continuation of Jesus' works of healing.
- The church has a duty to guide and counsel/ promote moral values in the society.
- To cater for the infected/ affected members within the church.
- To conserve/preserve God's creation - death.
- It is the duty of the church to help reduce human suffering - orphans.
- To promote economic development.
- To promote peace in the family/ co-existence.

(5 x 1 = 5 marks)

6. (a) The rights of citizens in Kenya today

- Right to life/ live.
- Right to have basic needs/ food/ shelter/ clothing.
- Right to receive education.
- Right to marry/ raise up a family/ belong to a family.
- Right to have freedom of my association/ assembly.
- Right to freedom of speech/ receive information/ expression
- Right to own property.
- Freedom of worship.
- Right to liberty / movement.
- Right to work/ earn a living.
- Right to medical care/ health.
- Right to security/ protection by the law.
- Freedom of conscience / and right to vote.

(7 x 1 = 7 marks)

(b) Reasons why Christians pay taxes to the government in Kenya

- To emulate / copy Jesus who paid tax to the Roman authorities.
- To heed Jesus' instruction to respect the civil authorities.
- Christians pay taxes in order to receive service from the government.
- To provide essential services.
- Christians pay taxes as a sign of patriotism.
- Christians pay taxes as a way of sharing their wealth/ resources with others.
- It is their duty to pay taxes to the government.
- To enable the government to meet its financial obligations.

(5 x 1 = 5 marks)

(c) How the church is helping to reduce the rate of crime in Kenya.

- Providing guidance and counselling
- Preaching about love for one another in the society - word of God and convert.
- Rehabilitating law breakers.
- Providing jobs/ offering training opportunities to the people.
- Giving loans to people to start/run business.
- Providing recreational facilities/ organizing recreational activities for the youth.
- Reporting criminals to the law enforcement authorities.
- Disciplining deviant members of the church.
- Participating in government programmes established to fight crime (Community policing).
- Obeying the laws of the country / being role models.
- Praying for peace/ harmony.
- Teaching responsible parenthood.
- Providing basic needs for the needy.
- Condemning evil practices in the society / teaching against crime.

(8 x 1 = 8 marks)