

K.C.S.E C.R.E PAPER 1 1996

1. Reasons why reading the bible is important to Christians

- (i) It provides moral and spiritual guidance
- (ii) Helps them discover the will of God/ God reveal himself through bible
- (iii) Reading the bible is an aspect of Christians worship/ a way of worshipping
- (iv) The bible is the basis of Christians doctrines and practices/ Helps in understanding Christians doctrines/eschatological times.
- (v) It gives guidance on the relationship among human beings/ and between human beings and God
- (vi) It is the word of God
- (vii) Christians come to discover who they are/ help a person discover his/ her worth dignity of the human person.
- (viii) It is a source of consolation to xtions/ gives hope to xtions/ personarace hope.
- (ix) Source of inspiration
- (x) Source of knowledge/ enlightened/ improves their knowledge
- (xi) Helps in spiritual development and maturity/ enlightens them/ improve their faith
- (xii) Helps them understand the universe/ environment/ their relationship to it.
- (xiii) Helps them understand the meaning of their lives and relationship to God/ and to one another.

(5 x 1 = 5 mks)

2. Teaching on the relationship between human being and the environment from Genesis stories of creation

- (i) Both human beings and the environment were created by God/ common origin
- (ii) Human beings are superior to all other creatures
- (iii) Human beings should take care of the environment/ preserve and conserve it
- (iv) Human beings have authority over the rest of creation subdue the earth
- (v) Human beings should enjoy God's creation/ the rest of creation was made for the human beings/ use for glory of God
- (vi) All creation is very good human beings should treat the rest of creation with reverence respect.
- (vii) Human beings and the environment (rest of creation) are independent/ over their existence to each other.
- (viii) Human beings and the rest of God's creation have a common destiny.

(5 x 1 = 5 mks)

3. Ways in which the Israelites worshipped God in the wilderness during the Exodus

- (i) They celebrated the three yearly feasts to honour and thank God- the Passover Pentecost and Tabernacle.
- (ii) Three times a year all the menfolk presumed themselves before God

- (iii) They built an altar of earth for God
 - (iv) On the altar they sacrificed the holocaust and communion sacrifices from their flocks and heads
 - (v) They hallowed the altar of God/ kept it holy
 - (vi) Approached God's altar with respect/ honour/ reverence
 - (vii) They observed the ten commandment to guide them in their day to day living
 - (viii) They assembled at the foot of Mount Sinai and God gave them the Ten commandments
 - (ix) They made tabernacle (tent of meeting) which symbolized God's presence among them.
 - (x) They gave offerings of various articles to God e.g. gold, bronze, silver and oil
 - (xi) They burnt incense to the Lord
 - (xii) They observed the Sabbath as a day of worship
 - (xiii) They prayed to God/ some praised / danced
 - (xiv) They held the covenant ceremony at mount Sinai
 - (xv) They paid a tithe for upkeep of the tabernacle
 - (xvi) They consecrated the tent of meeting
- (5 x 1 = 5 mks)

4. **Challenges faced by Prophet Elijah (challenges faced by Elijah himself)**

- (i) There was widespread idolatry and apostasy among the Israelites / worshipping false god
- (ii) There was corruption and injustice as people rejected the covenant way of life
- (iii) There was religious persecution and hostility (Jezebel had put to death some of prophets of Yahweh) and those who escaped with their lives went into hiding
- (iv) The people had abandoned the worship of Yahweh and ignored to life and practicing syncretism the covenant way of life.
- (v) He had to face opposition and even threats on his life from Jezebel and Arab
- (vi) There were false prophets of Baal and Asherah who were brought to Israel by Jezebel to promote false religion
- (vii) He had to face king Ahab and challenge him for misleading the people
- (viii) Convincing the people that he was a true prophet of Yahweh
- (ix) Had to prove to Israel that it is Yahweh who was the true god and not Baal by holding a contest at mount Cannel in which he challenged the prophets of Baal
- (x) He had to endure hardships in the wilderness

1 mark for properly analyzed answers ½ for narrated answers

5. **Jesus teaching on sin**

- (i) Jesus has power to forgive sins
- (ii) God forgives people's sins on condition that they also forgive others
- (iii) We should ask God to forgive our sin/ should repent
- (iv) We should ask God to protect us against sin.
- (v) Nothing is covered that shall not be revealed sins will be exposed

- (vi) Sin comes from the heart
- (vii) Sin is not only the act but evil thoughts also
- (viii) We should forgive each other our sins
- (ix) Those who cause/ lead others to sin will be severely punished
- (x) Forgiveness of sin should be limitless
- (xi) Sins that are forgiven on earth are also forgiven in heaven
- (xii) Sin leads to death (Luke 13: 1-5) sin leads to punishment/ loss of God kingdom / separation from God
- (xiii) All other sins are forgivable by God except the sin of blasphemy
- (xiv) Sin should be condemned / rebuked

6. Instructions given by Jesus to his disciples on how to pray

- (i) Prayers must be honest/ sincere
- (ii) To humble themselves before God during prayer/ not to exalt oneself rather be humble.
- (iii) Prayer should be addressed to God who is the loving heavenly father
- (iv) To be persistent in prayer/ wait patiently for God to answer prayers/ Not to lose hope
- (v) To have faith in God hence prayer
- (vi) Prayers should be short, clear and to the point
- (vii) Should show honour to God before making any request
- (viii) Prayer should be made in private/ silent places (Jesus always withdrew from the crowd to go and pray).

(5 x 1 = 5 mks)

7. Reasons why Bible reading is important to Christians

- (i) To help in search of spiritual knowledge
- (ii) It is read to increase Godly knowledge
- (iii) Help Christians learn virtues/ morals hence be role models to others
- (iv) Helps in giving instructions to Christians on how to live Godly lives/ it is instructional
- (v) It is used as the main reference book by the pastors/ priests/ evangelists during preaching
- (vi) Used as a guide on how God expects us to live

(5 x 1 = 5 mks)

8. Teachings on the use of wealth from the story of the Rich man and Lazarus

- (i) Wealth should not be used to buy luxuries when others are suffering languishing in misery and poverty/ not for one's glory
- (ii) Wealth should be used to alleviate the suffering of others/ to help the poor and the needy
- (iii) The rich should show concern for the suffering of others
- (iv) Wealth should be used to spread the good news/ Glorify God
- (v) Use the earthly wealth to acquire a place in the kingdom of God
- (vi) Wealth should not be used to oppress/humiliate the poor
- (vii) Wealth should not be used selfishly/ should be shared

9. Ways in which the Roman Empire helped in the spread of the holy church

- (i) The persecution of Christianity by Roman authorities forced Christians to disperse in different parts of the empire to escape persecution. As they went to spread the Good news and where they settled they started the Christian community. The blood of the martyr is the seed of the church.
- (ii) The Roman authorities had provided good roads and other infrastructure which made communication easy. Thus Christians missionaries and preachers were able to travel with relative ease.
- (iii) The Roman authorities maintained law and order therefore peace a factor which enabled Christian missionaries to travel safely within the empire.
- (iv) There was unity in the Roman empire, under the ruler in Rome thus citizens of the empire could move from place to place without hindrance or visas. A factor which helped the Christians missionaries in their travels.
- (v) Greek was the common language (Lingua-Franca) of the empire which enabled the Christians to communicate their message wherever they went.
- (vi) The empire had adopted Greek education philosophy and cultures which provided a point of departure in preaching the gospel.
- (vii) The organization skills of the Roman administrators, provinces, city states and towns helped the Christians in founding churches.
- (viii) There was some degree of religious freedom which had allowed Jewish synagogues to exist in cities from where the missionaries started preaching the gospel.
- (ix) The Roman authorities gave Roman citizenship to non-Romans which allowed them the same privileges as the Romans themselves. Those Christians like Paul who had this citizenship could travel throughout the empire with guaranteed safety and protection.
- (x) Later part of Roman empire, Christianity was encouraged by Emperor Constantine.

(5 x 1 = 5 mks)

10. Activities of the church in Kenya which show the Holy Spirit is working among Christians

- (i) Praying e.g. individual, congregational
- (ii) Decision making in the church/ solving issues and problems in the church
- (iii) Faith healing/ healing the sick
- (iv) Speaking in tongues
- (v) Singing in tongues
- (vi) Singing and dancing/ music
- (vii) Preaching/ teaching
- (viii) Giving of offertory and alms/ sadaka
- (ix) Condemning on the prophetic ministry of the church
- (x) Hold fellowship meeting/ Bible study/ reading the bible
- (xi) Celebrating of sacraments e.g. Eucharist/ Lord's supper
- (xii) Bringing new converts to the church

- (xiii) Pastoral care and consulting
 - (xiv) Helping the poor and the needy
 - (xv) Working together of the churches/ ecumenism/ co-operation
 - (xvi) Writing Christians literature e.g. books/ pamphlets/ magazines
 - (xvii) Confession of sins/ reconciliations
 - (xviii) Education/ giving instructions
- (5 x 1 = 5 mks)

11. Ways of showing respect to the Government

- (i) Obeying the laws and observing the constitution of the nation
 - (ii) Working towards the welfare/ development of the country
 - (iii) Performing the duties expected of them/ entrusted to them faithfully
 - (iv) Preaching against sin/ Evil e.g. injustice, exploitation, tribalism, sexism, oppression
 - (v) Exercising their civic rights e.g. right to vote, during elections
 - (vi) Pray for the government and for leaders, the welfare of the nation
 - (vii) Preaching peace/ love/ justice and reconciliation
 - (viii) Being involved in charitable work to supplement government efforts e.g. helping the sick, poor, old, people with special needs
 - (ix) Working towards the establishment of good social relationships
 - (x) Teaching the people to obey the laws of god/ teaching of Jesus to mould them into good citizens of the country
 - (xi) Paying taxes to the state
 - (xii) Christians serve in the government as civil servants
 - (xiii) Report law breakers/ evil doers to the authorities
 - (xiv) Observing/ celebrating national days
 - (xv) Avoiding activities that undermine the government or lead to breakdown of Law and order e.g. illegal strikes, demonstrations
- (5 x 1 = 5 mks)

12. Duties of Traditional African healers/ counselors(As a counselor)

- (i) They carefully listened to people's problems
 - (ii) Created a report/ good relationship with the patients/ trust/ confidence
 - (iii) Showed interest/ concern/ compassion to the people's problems
 - (iv) Asked carefully worded questions to elicit appropriate responses. (These could be questions on the patients life expenses, his/ her family about friends and enemies
 - (v) Analyzed the information given to identify the cause (s) of problems
 - (vi) They gave their patient assurance that the problem be solved
 - (vii) They offered remedies for the problems/ Situations to the problems/ giving medicine
 - (viii) Made appointments for future consultation. Follow – ups
 - (ix) Gave advice to the patients evil or harm e.g protective charms medicine.
- (5 x 1 = 5 mks)

13. Ways in which people in Traditional African Communities helped bereaved families

- (i) They visited the bereaved/ stayed with them/ kept them company/ gave them moral support
- (ii) Consoled them through singing, dancing, praying, giving words of comfort
- (iii) Contributed food and other material needs and gave them moral support
- (iv) Helped them by performing certain duties for them e.g. cooking, cleaning, welcoming mourners running errands
- (v) They attended the funeral to give the departed a good send-off
- (vi) Helped in preparing the body for burial
- (vii) Informed friends and relatives about the death
- (viii) Made a eulogy to praise/ to testify the deceased's contribution to the community
- (ix) Participated in rituals/ ceremonies performed by the bereaved family e.g. slaughtering, eating, dancing, cleansing

(5 x 1 = 5 mks)

14. Reasons why courtship was important in Traditional African Marriage

- (i) It helps in identification of suitable marriage partners
- (ii) The two families involved in marriage negotiations (of the boy and girl) established relationship/ familiarization
- (iii) The boy and girl had the opportunity to learn one another and their families
- (iv) Offered the opportunity to check/ establish whether the two people (boy and girl) are related. Near kin to each other
- (v) Offered opportunity to establish whether the two people came from marriageable clans/ families
- (vi) Cemented/ strengthened the relationship between the two families through exchange of gifts mutual visits sharing of food and drink
- (vii) Gave the two families time to negotiate for dowry
- (viii) Gave time to the family of the young man to look for and pay dowry or part of it.
- (ix) Gave the two families time to arrangements
- (x) Gave time to the girl and boy to be instructed in family life education/ prepare them for a marriage relationship
- (xi) Boy and girl were instructed on their duties responsibilities/ privileges in the community
- (xii) Gave time to establish whether the boy and girl weren't for marriage e.g. on virginity, impotency, infertility, frigidity
- (xiii) (not marriage but courtship)

(5 x 1 = 5 mks)

15. Problems which Dr, J L Krapf experienced as a missionary in Kenya

- (i) Hostile climate i.e hot and humid weather
- (ii) Language barriers, at first he could not communicate effectively with the local people
- (iii) Had to contend with tropical diseases e.g. malaria/ lack of proper medical facilities
- (iv) Suffered personal tragedies when he lost his wife and child through death

- (v) Hostility from some quarters e.g. Muslim Arabs and Swahili. Suffered an attack by robbers when he traveled inland with Chief Kivoi
- (vi) Frustrations because the people he had come to work among were slow in accepting the gospel/ slow phase of the missionary work
- (vii) Problems of adopting to a different life style from the one he used to in Europe e.g. housing, food
- (viii) Suffered from loneliness
- (ix) Lack of transport
- (x) Wild animals

(5 x 1 = 5 mks)

16. Ways in which missionaries helped to rehabilitate freed slaves

- (i) They established freed slaves colonies/ centers in their mission stations e.g. Freetown, Rabai, Ribe, Jomvu, Mazeras where they provided the homeless freed slaves with home/ shelter and other basic needs
- (ii) They taught the freed slaves industrial/ vocational skills to help them become self- supporting e.g. carpenters, masons, Bricklayers
- (iii) Some of them were professionally trained as catechists, evangelists, teachers to enable them secure employment
- (iv) Provided them with formal education to help them improve their living standards and fir self – realization
- (v) Taught Christianity/ converted to Christianity to create awareness of their human dignity and worth
- (vi) Some freed slaves were given jobs in the mission stations as teachers, catechists, evangelists
- (vii) They provided them with land on which to grow their food as well as provided them with agricultural tools/ material support for business
- (viii) They taught the freed slaves better agricultural methods to improve their yield
- (ix) They were taught health science, hygiene and home science to help improve their health
- (x) They were provided with medical care and medicine
- (xi) Those who wanted to live outside the colony were allowed and helped to do so.
- (xii) They were helped to find marriage partners
- (xiii) They were to observe very strict discipline/ helped in character building

(5 x 1 = 5 mks)

17. Why missionaries condemned female circumcision

- (i) They argued that the practice was unnecessary / useless
- (ii) They viewed the practice with abhorrence/ it was repugnant
- (iii) It was not keeping wife European uncivilized norms/ European civilization
- (iv) They condemned it was an absence act/ immoral act
- (v) It was injurious to the health of the girls/ could lead to death though bleeding/ could cause infection/ had medical consequences especially in maternity cases
- (vi) It was unchristian/ not agreeable with the biblical teachings

(5 x 1 = 5 mks)

18. Factors which hinder Christians from helping the needy
- (i) Too many needy cases
 - (ii) Lack of experts to help in specialized areas e.g. in hospitals to help people with special needs
 - (iii) Tribal/ ethnic feelings/ zoning prevalent at present/ marginalization
 - (iv) Political learning's and influence Christians belonging to a political party are not free to help needy people who do not belong where they belong
 - (v) Poor communication/ infrastructure in some parts of the country
 - (vi) Some times aid has some strings attached donors dictate how aid should be spent// given used
 - (vii) Economic demands/ inflation which leave Christians with nothing to help the poor with/ give/ lack of enough resources
 - (viii) Indifferences by some Christians to the plight of the needy/ some Christians are too attached to their material wealth/ selfishness
 - (ix) Corruption/ bribery prevailing in the society/ lack of transparency and accountability discourage some of the Christians from helping the poor
 - (x) Denominational factors where Christians from one denomination are not ready to help the needy who are not members of their church
 - (xi) Lack of strategies/ procedure/ system on how help given is spent
 - (xii) Lack of awareness by some Christians on almsgiving
- (5 x 1 = 5 mks)

19. Causes of conflicts between parents and children
- (i) Age gap between the parents and children, where parents fail to understand the children and children fail to understand the parents
 - (ii) Lack of concern by the parents to the needs and interests of their children
 - (iii) Unwillingness by the children to perform duties accept instruction by the parents
 - (iv) Children expecting too much from their parents and vice versa
 - (v) Failure by parents to give time/ spend time with their children because they are involved in other things/ guidance and counseling
 - (vi) Children getting too involved with their peer group and have place for parents
 - (vii) Failure by parents to command respect from their children because of their weakness or failures
 - (viii) Failure by parents to set good examples to their children/ poor role models
 - (ix) Extreme poverty which dehumanizes/ extreme wealth which may spoil some children- doing what they want
 - (x) Some children are not informed about their responsibilities to the family and the community
 - (xi) Parents putting too much restriction on their children's freedom/ exercising too much control over the children / over protectiveness
 - (xii) Too much freedom given to the children by the parents the pressure/ laxity by the parents to their children
 - (xiii) Marital problems by parents
 - (xiv) Influence of foreign culture/ mass media etc.

20. Why Christians encourage young people to seek church weddings
- (i) Marriages is God- ordained/ Marriage is holy/ a sacrament
 - (ii) So the young people can learn and accept the teachings of the church on marriage
 - (iii) So they can have God's blessings for their marriage
 - (iv) It is a respectable way to publicize the marriage/ publicly announce that the two people are man and wife

(5 x 1 = 5 mks)

<http://atikaschool.org>
sales@manyamfranchise.com [0828450425]

CHRISTIAN RELIGIOUS EDUCATION PAPER 2 (313/2) 1996

1. (a) Circumstances which led to the exile of Israelites from in Babylon
 - (i) Towards the end of the seventh century B.C the Babylonians had become the most powerful nation in the middle East through conquest
 - (ii) The Israelites had forsaken the covenant way of life with the neighbours/ the leaders of the people were corrupt/ there was social injustice/ lack of moral responsibility/ accountability
 - (iii) The Israelites had broken the covenant relationship with God by forsaking the religion of their forefathers/ by worshipping idols/ practicing syncretism
 - (iv) Intermarriages with non- Israelites brought in foreign influence which made the Israelites run away from Yahweh to other gods
 - (v) The Israelites also persecuted the prophets of Yahweh(Jeremiah) when they challenged them about their way of life/ hypocrisy in order to silence them.
 - (vi) The Israelites failure to take the opportunity given to them by the prophets to repent.
 - (vii) Israel had experienced a succession of weak rulers who did nothing to return the people to the covenant way of life.
 - (viii) In 605 B.C Nebuchadnezzar/ Babylonians defeated the Egyptians at Carchemish leaving no obstacle to prevent the Babylonians from marching north.
 - (ix) The Babylonian army captured Judah/ the cities/ forced king Jehonakim to accept Babylonian control (became Nebuchadnezzar's vassal).
 - (x) After three years of Babylonian rule, King Hehoiakim tried to overthrow the Babylonian rule (but he died suddenly) He was succeeded by his son Jehorachin)
 - (xi) The Babylonians armies forced the new king/ Jehoiachin to surrender in 597 B.C leading to deportation to Babylon as exiles
 - (xii) The Babylonians installed Zedekiah as their vassal in Judah and Surrounded the city of Jerusalem.
 - (xiii) In 587 B.C the Babylonians broke into the city/ completely destroyed the city/ temple of Jerusalem/ most of the people who survived the destruction were deported as exiles to Babylon.
- 8 x 2 = 16 mks
- (b) Factors which cause disunity among Christians
 - (i) Selfishness/ greed for money by some Christians
 - (ii) Rivalry/ competition for leadership positions/ greed for power
 - (iii) Misinterpretation by some Christians of the work of the Holy Spirit
 - (iv) Arrogance/ Pride by some Christians
 - (v) Corruption in the church
 - (vi) Failure by the church leaders to live according to the law of god/ their failure to live exemplary lives
 - (vii) Lack of concern by some Christians about the plight of others

- (viii) Misinterpretation of the Bible/ doctrinal differences
- (ix) Misuse of church funds/ power by some leaders
- (x) Lack of transparency/ accountability in running church affairs
- (xi) The emergency of charismatic movements in the church creates a situation where some Christians think they are more equal/ holier than others.
- (xii) Political interference where Christians find themselves in different political camps
- (xiii) Sexism/ women are not involved in decision making they are under represented
- (xiv) Discrimination against the youth churches ignoring the youth in the running of the church
- (xv) Tribalism where Christians are divided along tribal lines/ racism
- (xvi) Denominational differences.

(9 x 1 = 9 mks)

2. (a) Occasions when the angel appeared

- (i) The angel appeared to Mary in Nazareth and told her she would be pregnant and will give birth a son who will be called the son of the most High God.
- (ii) The angel of the Lord appeared to Joseph in a dream and told him to take Mary as his wife, when he was contemplating on leaving her when he found out that she was pregnant. The angel told him that she was conceived by the Holy Spirit.
- (iii) After the birth of Jesus, the angel of the Lord appeared to the shepherds who were looking after their flocks at night and informed them of the birth of the saviour in Bethlehem
- (iv) After the visit of the Magi, the angel of the Lord appeared in a dream to Joseph and told him to take Mary and Baby Jesus and escape to Egypt because Herod would be looking for the child to kill him.
- (v) After the death of King Herod, the angel of the Lord appeared to Joseph in Egypt and told him to take Jesus and his mother and return to Israel because Herod who tried to kill the child was dead

(4 x 8 = 8 mks)

Occasion----- 1 mk to be marked as a
 Message ----- 1 mk to be marked as b

(b) Methods used by Jesus to spread the gospel

- (i) Preaching/ teaching the good news in the synagogues. He preached in the synagogues in Nazareth and throughout the country (Luke 4: 42 – 44)
- (ii) Through the healing miracles/ curing various diseases. Healing of the paralytic (Any other miracle)
- (iii) Raising the people back to life. Raising of Jairus Daughter (Any other)

- (iv) Casting out evils spirits/ exorcism. Healing the man with an evil spirit at Capernaum. (Any other exorcism
 - (v) Through miracles of nature. Calling of the storm (any other
 - (vi) Giving of discourses/ sermons. Sermon on the mount/ Oschatological discourse. (any other.
 - (vii) Through the use of parables/ allegories. The parable of the sower (any other)
 - (viii) Setting good examples for his disciples/ others to emulate. Washing the disciples feet, forgave sinners, died on the cross. (any other)
 - (ix) Use of live examples/ visual aids. Used a child to teach on meekness. Innocence as a prerequisite for entry into the kingdom
 - (x) Delegated his disciples to go on a preaching mission. Mission of the 12/72.
 - (xi) Through house visits. Visited the home of Mary and Martha. Simon the Pharisee/ Levi/ Zacheaus/ the sinful woman/ the disciples at Emmaus (Any other.
 - (xii) Use of the demonstrations/ role play, washing of feet. (any other.
 - (xiii) Question and answer/ asking probing questions “ who do men say I am”?/ Any other
 - (xiv) Giving private tuition to his disciples. When he explained to them the meaning of the parable of the sower/ when he taught them how to pray/ the last supper . (“do this in remembrance of me”)
 - (xv) Teaching in the temple of Jerusalem. During the holy week be taught in the temple every day.
 - (xvi) Used life experiences of the people/ human experience. When he asked for a coin to answer the question on payment of taxes to Caesar.
 - (xvii) Taught from the known to the unknown. Conversations with the Samaritan woman (any other)
 - (xviii) Use of the Old Testament texts to back his teachings/ elaborate his teachings. Read the book of Isaiah in the Synagogue in Nazareth.
 - (xix) He evaluated his listeners after teaching. After the parable of the good Samaritan, he asked the teacher of the law. “in your opinion, which one of these acted like a neighbour towards the man attacked by robbers”? The teacher of the Law answered,” The one who was kind to him.” Jesus told him to go and do likewise.
 - (xx) He Commanded people to do and witness what they had been taught and what they had seen. Gerasene demoniac.
 - (xxi) Use of wise sayings e.g. “salt is good, but if it loses its saltness, there is no way to make it salty again. (any other)
- 9 x 1 = 9 mks)
- (To get a mark, a candidate must give the method and example)

2. (a) Problems faced by Jesus during his ministry
 - (i) Rejection by his own people in Nazareth
 - (ii) Death threats in Nazareth/ by Herod

- (iii) He was accused of breaking the law of Moses (e.g, working on the Sabbath day/ eating with unwashed hands/ etc
- (iv) He was accused of being a friend of sinners and publican/ associating with sinners and publicans
- (v) He was accused of being the prince of demons/ Beelzebub/ Beelzebul
- (vi) Faced opposition from the Jewish leaders
- (vii) Temptation by the devil
- (viii) Was questioned by the Jewish leaders so that they could use his answers to arrest/trap/ put him to death
- (ix) Was betrayed by Judas
- (x) Was arrested/ agony
- (xi) Was deserted by his disciples after his arrest
- (xii) Was denied by peter
- (xiii) Was falsely accused of blasphemy/ treachery/ treason
- (xiv) Faced trials before the Sanhedrin/ Pilate/ Herod
- (xv) Was sentenced to death although he was innocent
- (xvi) Was whipped by Pilate
- (xvii) Was forced to carry his own cross
- (xviii) Was crucified on the cross
- (xix) Mocked/ humiliated when he was hanging on the cross
- (xx) Was pierced on his side/ a crown of thorns was placed on his head
- (xxi) Convincing his disciples about the way he was to fulfil his messianic role (Through suffering and death.

3. (a) Jesus teaching in the parable of the sower
- (i) The word of God is preached to all people, but different people take it in different ways
 - (ii) Some people hear the word of God, but the devil come and takes it away, so that they do not believe get saved
 - (iii) Some people hear the word of God and receive it gladly, but when problems come they forget it. Fail away.
 - (iv) Some people hear the word of God, but it does not take in their hearts because the worries/ riches/ pleasures of the world crop and in the choke the word
 - (v) Some people hear the word of God and keep it in their hearts until they bear fruits
 - (vi) Christians should keep the word of God in their hearts and should spread it to others.

(4 x 2 = 8 mks)

3. (b) How the early Christians preserved the teaching of Jesus
- (i) Through worship e.g. Prayers/ praises
 - (ii) Preaching the good news to others/ baptism
 - (iii) Teachings/ instructions by the apostles
 - (iv) Putting the teachings of Jesus into practice/ committed to Jesus teaching (e.g. helping the poor/ sharing e. t.c)

- (v) By witnessing about Jesus/ testimonies
- (vi) Celebrating of the Lord's supper'
- (vii) Missionary work
- (viii) Writing/ keeping a written record of the teachings of Jesus/ what he did and said.
- (ix) Keryoma/ oral traditions
- (x) Through their faith in Jesus Christ
- (xi) Allowing the Holy Spirit to guide them
- (xii) Welcoming/ winning the converts into the community
- (xiii) Through counseling/ pastoral care
- (xiv) Through writing letters/ epistles
- (xv) Through visiting other members
- (xvi) Sharing of the good news among themselves/ fellowship
- (xvii) Apostle training e.g. Paul trained Timothy
- (xviii) Accepting to suffer/ persecution and even death for the sake of the gospel
- (xix) Incorporating people's culture into the gospel (E.g. Hellenism/ Greek Philosophy)

(9 x 1 = 9 mks)

- (c) Ways in which Christians use the Bible to spread the Good news
- (i) Reading the bible to others
- (ii) It is used for instructing new converts
- (iii) Preaching/ preaching the bible
- (iv) Used as a textbook in Christians Religious in schools and colleges
- (v) Used as a basic reference book in general dissemination/ reach for knowledge
- (vi) Christian hymns/ songs are derived from the bible (E.g. Psalms, magnificent, benedicts.
- (vii) Distribute bible to individuals/ institutions making them available for all read
- (viii) Translation of the Bible into vernaculars so that people can read/ understand it in their own language
- (ix) Used in taking of oath/ making promises (e.g. swearing in members of parliament, in law courts)
- (x) Christians literature book, pamphlets/ magazines) quote the bible/ use it to back their teaching/ messages.

(8 x 1 = mks)

4. (a) Reasons why cleansing rituals were important in traditional African Communities
- (i) Cleansing rituals were used to expiate/ forgive wrongdoers of their sins
 - (ii) Cleaning ceremonies/ rituals were performed to protect individuals/ families/ community against repercussion for the wrong done

- (iii) Helped to maintain good inter – personal relationship / cohesion in the community/ reconciliation of the parties.
- (iv) For purification/ acceptance of members who had been declared ritually unclean/ or had broken taboos, so that they could continue with their normal activities in the society, (e.g. after childbirth/ those who had committed murder/ adultery/ after bereavement/ etc.
- (v) To appease the ancestral spirits
- (vi) Cleaning rituals were part of the rites of passage. (Individual had to go through ritual cleaning to signify that they had left their old selves and acquired different status. (e.g. circumcision/ death.)
- (vii) The cleaning of the body before burial was prepared the deceased for the new life.
- (viii) To rid individual/ families/ community of evil
- (ix) To send away evil spirits/ forces
- (x) To protect against calamities/ problems/ sicknesses/ epidemics
- (xi) Cleansing rituals were performed to persuade the spirits of the dead not to linger around the homestead/ cause misfortune to the family.

(8 x 2 = 16 mks)

- (b) Factors which promoted harmony in traditional African Communities
 - (i) Sharing of resources among members of the community, (e.g food and drink)
 - (ii) Participation in communal activities/ work (according to sex/ age/ status).
 - (iii) Participation of individual in social activities which through people together (e.g. during harvest festivals, communal dances and games)
 - (iv) Involvement of all members of the community to celebrate the rites of passage/ rituals accompanying them (e.g. birth, initiation, marriage, death)
 - (v) People in the community were governed by rules/ regulations and taboos/ which were strictly observed
 - (vi) Those who deviated from the norms of the society were punished/ prescribed punishments for the wrong doers/ which discouraged vices (such as cheating, dishonesty, greed, disobedience).
 - (vii) Children were educated on the values/ virtues/ their duties/ responsibilities obligations to the community.
 - (viii) There was continued education for all members of the community on what was expected of them.
 - (ix) Ancestral land was communally owned/ there were no landless people in the community.
 - (x) Extended family system ensured that children / orphans and the widows were taken care of by other members of the extended family.
 - (xi) Communal way of solving individual/ family problems promoted understanding in the community.
 - (xii) Division of labour/ the roles of each individual member of the community were defined and adhered to.

- (xiii) A system of taking care of the needy/ the disadvantaged/ strangers existed
- (xiv) The people held the same religious beliefs/ traditions which promoted unity
- (xv) The people believed that they had a common origin, the Kikuyu believed that they are children of Gikuyu and Mumbi
- (xvi) The communities had their own mechanism of defending themselves against outside invaders
- (xvii) Each community had its own social/ political organization and the members simply fitted in the system

5. (a) Factors which favoured the spread of Christianity in Kenya between 1900 and 1914
- (i) The completion of the Uganda railway linking the coast to the hinterland of Kenya made it easier/ safer for the missionaries to travel to the mainland
 - (ii) The colonization of Kenya by the British helped in the establishment of law and order which enabled the missionaries
 - (iii) Settle among different communities/ carry on with their work
 - (iv) The building of towns roads/ the installation of other infrastructure by the colonial government connecting their administrative centers enabled the missionaries to move with relative ease.
 - (v) The colonial administration favoured the missionaries (whom they saw as complementing their work) by ready giving them land certificates of occupation. (the missionaries enjoyed support of the colonial administration as both were working as “allies” to introduce western concepts.
 - (vi) The colonial administration provided security/ protection necessary for the successful work of the missionaries
 - (vii) Some Africans were not so successfully in their tribal setting and were quick to join the “new” religion where they were recognized
 - (viii) The need for western education provided by the missionaries attracted Africans to the mission stations. (some people were quick to realize the importance of education in the new colonial set –ups e.g. acquisition of job employment/ better living standards
 - (ix) The missionaries/ colonial administration used chiefs to persuade their people to send their children to mission schools
 - (x) The need for western medicine (led to the establishment of hospitals/ health centers/ dispensaries/ clinics by the missionaries made some Africans who sought treatment to come in to contact with Christianity.
 - (xi) The oppression and exploitation of the Africans by the administration and settlers created room for Christians teachings/ helped to develop friendship and trust between the missionaries and the Africans
 - (xii) Need for development by those Africans who were quick to realize that Christianity went hand in hand with development.

6. (a) Reasons why some Christians are opposed to capital punishment
- (i) It is against the human rights to take away an individual's life.
 - (ii) God's law forbids human beings from killings/ committing murder. ("You shall not kill")
 - (iii) Capital punishment does not serve/ fulfill the purpose for which punishment is intended, i.e. retribution/ warning/ reform/ discouragement from repeating the offence.
 - (iv) It is an attack on the human dignity of an individual
 - (v) Human beings are made in the image/ likeness of God, so capital punishment is destroying their image of God in human beings
 - (vi) It is a criminal attack on another person in the eyes of Christians
 - (vii) It is God who gives life and only God has the right to take it.
 - (viii) The judge who pronounces capital punishment on the accused person may be prejudiced/ unjust/ dishonest/ might make the wrong judgment
 - (ix) Human beings are imperfect/ they cannot assess the responsibility of the offender with absolute accuracy/ God alone is accurate (e.g. person might be accused wrongly/ human beings are unable to assess the inner intentions of the offender. How much evil was done).
 - (x) God's intention of punishment is to bring repentance/ reform (capital punishment denies an individual this opportunity
 - (xi) Those who execute punishment/ the offender/ their family/ suffer degradation
 - (xii) Deprive a family community of a member
 - (xiii) It is irreversible

(6 x 1 = 6 mks)

6. (b) Lessons from Jesus Trial by Pilate
- (i) Jesus was innocent/ did not deserve death
 - (ii) Christians should not accuse others falsely
 - (iii) Should not be intimidated/ influenced by others to do/ say what they know is wrong
 - (iv) Should only do what is pleasing to God and not what pleases fellow human beings
 - (v) Should strive for justice/ fairness regardless of the cost
 - (vi) Should be careful in judging/ accusing others/ passing judgment on others
 - (vii) Should give examples to others/ give guidance
 - (viii) Jesus is the messiah/ son of God.

(8 x 1 = 8 mks)

(c) Ways in which Christians help those who have been released from Prison

- (i) Visiting them so that they may feel wanted in the society / invite them to their homes
- (ii) Pray for them
- (iii) Preach the good news of salvation to them
- (iv) Provide them with basic necessities (e.g. shelter, food and clothing)

- (v) Show them love/ concern
- (vi) Involve them in the community/ church activities
- (vii) Provide them with guidance and counseling to help them and reform
- (viii) Welcome them into the church
- (ix) Help them to become self- reliant by helping them acquire employment/ survival skills for self/ job employment
- (x) Listen to them/ help them solve problems
- (xi) Counsel their families to accept/ forgive them.

9 x 1= 9 mks

<http://atikaschool.org>
sales@manyamfranchise.com [0828450425]