

## 11.0 CHRISTIAN RELIGIOUS EDUCATION (313/1)

The year 2009 KCSE Christian Religious Education syllabus was examined in two papers. Paper 1 (313/1) examined the Old Testament and traditional African religious heritage while Paper 2 (313/2) tested aspects of the syllabus in the New Testament and Contemporary Christian Living. Each of the papers had a total of six essay structured type questions and candidates were expected to answer any five. Rubric had to be adhered to and any candidates who attempted more questions were penalized through not marking either extra points within the questions or in the entire paper. It was noted that most candidates adhered to the rubric.

### 11.1 GENERAL CANDIDATES' PERFORMANCE

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

**Table 16: Candidates Overall Performance in CRE for the Last Four Years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1		100	57.51	16.16
	2		100	53.57	15.29
	<b>Overall</b>	<b>144,100</b>	<b>200</b>	<b>111.07</b>	<b>30.00</b>
2007	1		100	58.04	18.98
	2		100	66.74	15.31
	<b>Overall</b>	<b>167,022</b>	<b>200</b>	<b>124.77</b>	<b>32.00</b>
2008	1		100	53.61	18.19
	2		100	47.21	14.19
	<b>Overall</b>	<b>188,749</b>	<b>200</b>	<b>100.82</b>	<b>30.24</b>
2009	1		100	49.33	15.70
	2		100	36.33	13.86
	<b>Overall</b>	<b>218,820</b>	<b>200</b>	<b>85.62</b>	<b>27.91</b>

The following observations can be made from the table above.

- 11.1.1 The candidature has increased tremendously from 188,749 in 2009. This indicates the popularity of the subject.
- 11.1.2 The performance of the candidates in the paper is declining at an alarming rate. This is attested by a mean of 85.62 in 2009 as opposed to 100.82 in 2008.
- 11.1.3 The standard deviation of the papers combined declined from 30.24 in the year 2008 to 27.91 in 2009.

From the table, poor performance was noted in both papers with Paper 2 having a dismal performance. The mean of Paper 2 was 36.33 which is the lowest over the years. This trend is worrying and therefore all efforts must be made to ensure that candidates improve in this subject.

This report will pay attention to areas in which there was poor performance by the candidates. It goes ahead to give the expected responses from candidates and further provides advice to teachers with a view of improving future performance in the CRE Examination.

The Chief Examiners' reports will be a point of focus when dealing with issues affecting the candidates and their general performance.

## 11.2 PAPER 1 (313/1)

It was reported that the paper tested the syllabus adequately and that all the questions were within the syllabus. The Chief Examiner's report states that all the questions in this paper were very appropriate for students who had covered the syllabus adequately. Despite the above, the general performance of the papers had declined.

This report discusses questions which gave some challenges to the candidates.

### Question 4(a)

Give **four** similarities between prophets in the Old Testament and traditional African communities

Candidates were expected to know what the prophets in the Old Testament and traditional African communities were expected to do. They were to move on further by coming up with the similarities between the two.

### Weaknesses

Candidates failed to bring out this comparison.

### Expected Responses

These are some of the expected responses:

- Both mediated between God and people.
- Both received revelations from God/they were God's spoke people.
- Both foretold the future.
- Both played religious as well as political roles.
- Both spoke with authority.
- Both acknowledged the presence of a supreme being/supernatural power.
- In both, there were prophets and prophetesses.
- Both prophesized to condemn evil in society.

### Advice to Teachers

As it has been reported in previous reports of similar kind, teachers should handle a prophet at a time. Key areas of prophesy need to be handled with some detail.

### Question 4(b)

Outline **five** teachings of Prophet Amos on the remnant and restoration of the Israelites. (Amos 9: 8-15).

Candidates were expected to relate the teaching of Amos on the remnant. They were supposed to have read this passage and understood it thoroughly. Since it was contextual no guess work would have sufficed.

### Weaknesses

Candidates lacked first hand knowledge of Prophet Amos.

### Expected Responses

Some of the expected responses are as follows:

- God would restore the dynasty of David after destruction.
- God would bring the people back to their land.
- The people would rebuild their cities so that the remnant of Edom can occupy them.
- The land would be reproductive/grapes will be in abundance/wine would be in plenty.
- The people would grow food and harvest it.
- The nation of Israel would be peaceful/prosperous.
- The Israelites would never be taken into exile again.

**Advice to Teachers**

Teachers need to teach each prophet in the syllabus and ensure candidates read the Bible whenever they are in class or during their private reading or revision.

**Question 4(c)**

State the relevance of Prophet Amos's teaching on election of Israel to Christians in Kenya today.

Candidates were expected to give the relevance of Prophet Amos's teaching on election of Israel to Christians in Kenya today.

**Weaknesses**

A good number of candidates lacked information on Prophet Amos. They were unable to give any relevance to Kenya today.

**Expected Responses**

These are some of the expected responses:

- Christians are God's people.
- It is God who chooses them to be Christians.
- God chooses one to be a Christian from many others.
- The Christians have been chosen by God to proclaim the good news.
- God protects them from their enemies/fights for them.
- Christians should be faithful/obedient to God.
- They will be punished by God if they are wrong.

**Advice to Teachers**

The need to use the Bible while teaching can not be overemphasized. Simple comprehension of the Biblical teachings are lacking in the students work.

**Question 5(a)**

State **four** promises that the Israelites made when they renewed their covenant with God during the time of Nehemiah (Nehemiah 10: 28-39)

Candidates were expected to have read the book of Nehemiah so as to bring out the promises in the particular verses.

**Weaknesses**

Nehemiah was confused with Jeremiah as such a good number of candidates performed poorly in this question.

**Expected Responses**

These are some of the expected responses:

- They were to live according to God's law/obey all his commandments/requirements.
- They would not intermarry with the foreigners living in their land.
- They promised not to farm every seventh year/they were to cancel all the debts.
- They would make annual contributions towards temple expenses/not to neglect the house of God.
- They were to provide wood for burnt sacrifices.
- They were to offer the first fruits of their harvest/dedicate their first born sons/flocks as required by the law.

**Advice to Teachers**

Since students/candidates are mixed up in questions of this kind, teachers need to be specific when handling them.

### 11.3 PAPER 2 (313/2)

As noted in the performance statistics shown earlier on this paper, it has been performing below expectation. The mean declined from 47.21 in 2008 to 36.33. This drop was 10.88 points. This trend is worrying since the paper was said to have been within the syllabus and that it was to the expected standard.

The main challenge according to the Chief Examiner's report was a result of the context questions such as 1b, 2a, b, 3a, b and 4b. Teachers have to encourage the students to use the Bible throughout the teaching and learning of the subject. The trend of the paper is that contextual questions can not be avoided.

Since the questions mentioned above in particular, provided a challenge to the candidates a few of them will be highlighted.

#### Question 1(b)

State **six** activities that took place when Jesus was born (Luke 2: 6-20).

Candidates were expected to simply state what activities took place when Jesus was born.

#### Weaknesses

A good number of them confused the information because they lacked facts from these Biblical references.

#### Expected Responses

These are some of the expected responses:

- Mary, the mother of baby Jesus wrapped him in swaddling clothes.
- She laid him in a manger.
- An angel of the lord appeared to the shepherds.
- A multitude of angels appeared singing praises of God.
- The shepherds hurried to see the baby.
- The shepherds spread the news to many people.

#### Advice to Teachers

Use the Bible in your teaching.

#### Question 3(a)

Identify **five** teachings that Jesus made to the guests at the Pharisees' house (Luke 14: 1-14)

Candidates were expected to identify the teachings that Jesus made to the guests at the Pharisees' house. The reference was very specific.

#### Weaknesses

Most candidates lacked the knowledge and thus ended up guessing.

#### Expected Responses

These are some of the expected responses:

- Human life is more important than the animals which the Pharisees accept to rescue on the Sabbath day.
- It is good for one to humble himself/sit in a lowly place when invited.
- Those who exalt themselves will be humbled/those who humble themselves will be exalted.
- It is blessed to invite the poor/maimed/lame/blind to the feasts instead of one's relative/friends who can invite him/her in return.
- Those who do good for the less fortunate will be repaid during the resurrection of the just.

### **Advice to Teachers**

There is no alternative to teaching other than use of Biblical references. The candidates have to use and read the Bible all the time.

### **11.4 GENERAL COMMENTS**

The performance of CRE dropped. It seems that teachers do not read the comments from the previous years. No amount of talking can save this situation. The root causes must be unearthed at the classroom level. From the side of KNEC the following has to be adhered to:

- 11.1 The Bible has to be used during teaching and learning.
- 11.2 Students have to study CRE with contextual questions in mind.
- 11.3 Answers in prose need to be emphasized since they earn higher marks.
- 11.4 The Ministry of Education need to higher more CRE teachers. There is a large deficit in pupil-teacher ratio.
- 11.5 The attitude of teachers towards the subject need to improve.
- 11.6 Teachers need to remind candidates to use the recommended text books during their learning and revision.
- 11.7 Teachers need to encourage candidates to adhere to the rubric all the time.

## 29.9 CHRISTIAN RELIGIOUS EDUCATION (313)



**MANYAM FRANCHISE**  
Discover! Learn! Apply

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

- 1
  - (a) From the Genesis stories of creation, outline **seven** teachings about human beings. (7 marks)
  - (b) With reference to the story of the fall of **human** beings in Genesis 3, state **four** effects of sin on Adam and Eve. (8 marks)
  - (c) How does the church help to bring back members who have fallen from the faith? (5 marks)
- 2
  - (a) Explain **four** characteristics of a covenant demonstrated in the covenant between God and Abraham. (8 marks)
  - (b) Give **seven** similarities between the Jewish and traditional African practice of circumcision. (7 marks)
  - (c) Identify **five** lessons that Christians learn about God from the call of Abraham. (5 marks)
- 3
  - (a) State **seven** functions of the Temple in the Jewish community. (7 marks)
  - (b) Identify **six** ways which show that King Solomon turned away from the covenant way of life. (6 marks)
  - (c) Give **seven** factors that have led to the increase of Christian denominations in Kenya today. (7 marks)
- 4
  - (a) Give **four** similarities between prophets in the Old Testament and traditional African communities. (8 marks)
  - (b) Outline **five** teachings of Prophet Amos on the remnant and restoration of the Israelites. (Amos 9:8-15). (5 marks)
  - (c) State the relevance of Prophet Amos' teaching on election of Israel to Christians in Kenya today. (7 marks)
- 5
  - (a) State **four** promises that the Israelites made when they renewed their covenant with God during the time of Nehemiah (Nehemiah 10:28-29). (8 marks)
  - (b) Identify **five** final reforms carried out by Nehemiah to restore the worship of God in Judah. (5 marks)
  - (c) Write down **seven** problems that Christian leaders in Kenya face in their work today. (7 marks)

- 6 (a) Outline **six** rituals performed during the birth of a baby in traditional African communities. (6 marks)
- (b) Give **six** reasons why children are important in traditional African communities. (6 marks)
- (c) Explain **four** ways children are made responsible members in traditional African communities. (8 marks)

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

- 1
  - (a) Outline the message of Prophet Isaiah about the Messiah. (8 marks)
  - (b) State six activities that took place when Jesus was born. (Luke 2:6-20) (6 marks)
  - (c) Explain the importance of singing in a Christian service. (6 marks)
- 2
  - (a) Describe the incident when Jesus was rejected at Nazareth. (Luke 4:16 – 30) (7 marks)
  - (b) Give **four** reasons why Jesus faced opposition from the Pharisees in Galilee. (Luke 5:12- 6: 11) (8 marks)
  - (c) State **five** ways in which church leaders can respond to those who oppose them in their work. (5 marks)
- 3
  - (a) Identify **five** teachings that Jesus made to the guests at the Pharisees' house. (Luke 14: 1-14) (5 marks)
  - (b) Give **four** reasons why Jesus used the parable of the great feast in his teachings. (Luke 14:15-24) (8 marks)
  - (c) Write down **seven** reasons why Christians take part in the Lord's supper. (7 marks)
- 4
  - (a) Give **seven** reasons why Jesus sent the Holy Spirit to the disciples after His ascension. (7 marks)
  - (b) Identify **four** teachings of saint Paul on the similarities between the church and husband-wife relationship.(Ephesians 5:21-32) (8 marks)
  - (c) State **five** ways in which Christians are able to identify those who possess the gifts of the Holy Spirit. (5 marks)
- 5
  - (a) Outline **eight** Christian teachings on work. (8 marks)
  - (b) State the role of professional ethics in a work place. (6 marks)
  - (c) Identify **six** ways in which the church is helping to reduce the rate of unemployment in Kenya today? (6 marks)
- 6
  - (a) Explain **four** negative effects of the introduction of money economy on traditional African communities. (8 marks)
  - (b) Outline **six** teachings of Jesus on wealth. (6 marks)
  - (c) Give **six** reasons why Christians should not involve themselves in gambling. (6 marks)



**29.10 ISLAMIC RELIGIOUS EDUCATION (314)**

**29.10.1 Islamic Religious Education Paper 2 (314/2)**

- 1 (a) What are the four modes of *Wahyi*? (4 marks)
- (b) Describe the background to the revelation of *Surah Al-Hujurat*. (8 marks)
- (c) State ways in which the Quran has been protected from interpolation. (8 marks)
- 2 (a) Identify the groups of people who are **not** at a loss according to *Surah Al-Asr*. (4 marks)
- (b) Give five facts that prove that the Quran is from Allah. (10 marks)
- (c) State the lessons that Muslims can learn from *Surah Al-Fil*. (6 marks)
- 3 (a) Discuss ways in which *Hadith* help Muslims regulate their behaviour. (8 marks)
- (b) Describe the criteria that can be used to detect a fabricated *Hadith*. (12 marks)
- 4 (a) State conditions that a Muslim should fulfill before going for *Hajj*. (10 marks)
- (b) Mention the acts that nullify *Saum*. (10 marks)
- 5 (a) Explain five ways in which *Zakat* helps to promote national development. (10 marks)
- (b) Give five differences between *Sharia* and secular law. (10 marks)
- 6 (a) Explain the significance of belief in the Oneness of Allah. (14 marks)
- (b) Identify any six characteristics of the Revealed Books. (6 marks)

### 30.9 CHRISTIAN RELIGIOUS EDUCATION (313)

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

1. (a) The teachings about human beings from the biblical creation accounts
- Human beings are created in the image/likeness of God.
  - They have the breath of life from God.
  - They have been given authority/dominion over God's creation.
  - They communicate/fellowship with God/obey God.
  - They are special/the greatest of God's creation
  - They have the ability to think/reason/make choices/decisions in their lives.
  - They are blessed by God.
  - They have been given a specific place to stay/Garden of Eden.
  - Human beings are to use the other creation/plants for their benefit.
  - They are to take care of the creation/till the land/work.
  - Human beings are to procreate/multiply through marriage.
  - Man and woman are to compliment/provide companionship for each other.
  - Human beings are God's creation/male and female.
  - The woman is created out of the man's rib.
- (7 x 1 = 7 marks)*
- (b) Effects of sin on Adam and Eve
- They started dying yet they were to live forever.
  - They become afraid of God/they hid when He called them.
  - They lost their authority over the other creation.
  - Man was to rule over the woman/inequality between man and woman set in.
  - The woman was to be in pain while giving birth.
  - There developed enmity between the human beings and the serpent.
  - They were to toil/sweat in order to get their food.
  - They became embarrassed because of their nakedness.
  - They were expelled out of the garden of Eden/separated with God.
  - They developed mistrust between man and woman.
- (4 x 2 = 8 marks)*
- (c) How the church helps to bring back members who have fallen from the faith
- By visiting them/inviting them to their homes.
  - By being patient/forgiving them.
  - By evangelizing to them.
  - By guiding and counselling them/referring them to experts according to their needs.
  - Praying for them.
  - By inviting them back to church.
  - By encouraging them to repent/confess.
  - By offering material needs/aid.
- (5 x 1 = 5 marks)*

2. (a) The characteristics of a covenant demonstrated in the covenant between God and Abraham.
- A covenant is made between two parties who enter into a mutual agreement. God and Abraham were the two parties that entered into a mutual agreement.
  - In a covenant promises are made God made several promises of what he would do for Abraham.
  - The covenant is solemnised through rituals. Abraham offered animals/birds as a sacrifice to God.
  - A covenant has an outward sign. Abraham was to circumcise all his male children/descendants to show that he had made a covenant with God.
  - Covenants have conditions/obligations to be met. The covenant between God and Abraham was not to be broken/It bound even his descendants generations later.
  - During covenant making there are witnesses. God as the sole initiator passed through the sacrifice as the witness to the covenant.
  - A covenant is sealed. This was sealed by the blood of sacrificed animals.
- (4 x 2 = 8 marks)**

- (b) The similarities between the Jewish and traditional African practice of circumcision.
- In both it promotes one into full membership of the community.
  - It is a mark of identification of a person to a particular community.
  - It is carried out on male children.
  - In both cases circumcision has a religious significance.
  - In both cases special people/religious leaders/head of the communities carry out the operation.
  - In both cases it unites the members with the ancestors.
  - In both cases members receive new names.
  - In both cases the rite is carried on from generation to generation/compulsory.
  - In both cases the ritual is a communal affair.
  - In both cases it involved the cutting of the foreskin.
- (7 x 1 = 7 marks)**

- (c) Identify lessons that Christians learn about God from the call of Abraham
- God demands faith/obedience from people.
  - God is the provider/sustainer/ giver.
  - God blesses/curses.
  - God is the protector.
  - God is the controller of the world.
  - God is a spirit/everywhere.
  - God is to be worshipped.
  - God guides people.
  - God speaks/makes promises/fulfils promises.
  - God cares for his people.
  - God calls/uses/commissions anybody.
- (5 x 1 = 5 marks)**

- (a) The functions of the temple in the Jewish community
- It was used for worship/prayer.
  - It was the place where the law was taught to children/people.
  - Priests burnt sacrifices/offered incense in the temple to God.
  - Purification rituals were conducted here.
  - It was a home for the priests.

- Dedication/presentation of the babies was carried out in the temple.
- It was a business centre for the Jews.
- The Jewish Council (Sanhedrine) held their sessions here/A place where cases were heard/determined/law court.
- The ark of the covenant was kept here.
- All the Jewish festivals were celebrated here.

(7 x 1 = 7 marks)

- (b) Ways which show that king Solomon turned away from the covenant way of life.
- He married foreign wives/concubines.
  - He allowed worship of foreign gods/idols/He worshiped foreign gods.
  - He murdered his half brother Adonijah whom he thought would rival his power.
  - He taxed the Israelites heavily for his upkeep.
  - He disobeyed the instructions given to him by his father David to rely on God.
  - He built places of worship for the false gods.
  - He subjected the Israelites to forced labour/slavery during the construction of the temple/his palace.
  - He signed treaties with his neighbours for protection.
  - He sold land to Hiram king of Tyre.
  - He used more time to build his palace than the temple of God.

(6 x 1 = 6 marks)

- (c) Factors that have led to the increase of Christian denominations in Kenya.
- Rivalry for leadership/hunger for power.
  - Differences in biblical interpretations/teachings/doctrines to suit the person preaching.
  - Resistance to change by the older church members who want to remain as it was/generation gap.
  - Material gain/greed selfishness where starting a church has become business.
  - Lack of spiritual satisfaction by some members make them start their own churches.
  - Lack of good examples/poor role models by the leaders.
  - Desire to be free from missionary/foreign control.
  - Differences in mode of worship/ritual observance.
  - Nepotism/tribalism/clanism/racialism among Christians.
  - The Kenya constitution has allowed freedom of worship.
  - Disagreements in ethical issues/policies in the church regarding how certain matters should be handled.
  - Western influence/modern technology.

(7 x 1 = 7 marks)

- (a) Similarities between prophets in the Old Testament and traditional African communities
- Both mediated between God and people.
  - Both received revelations from God/they were God's spokes people.
  - Both foretold the future.
  - Both played religious as well as political roles.
  - Both spoke with authority.
  - Both acknowledged the presence of a supreme being/supernatural power.
  - In both, there were prophets and prophetesses.
  - Both prophesied to condemn evil in society.
  - In both, their prophecies were fulfilled.
  - In both, they were expected to be people of high moral standing/integrity.
  - In both, they were consulted on various issues.

(4 x 2 = 8 marks)

- (b) The teaching of prophet Amos on the remnant and restoration of the Israelites (Amos 9:8 – 15)
- God would restore the dynasty of David after destruction.
  - God would bring the people back to their land.
  - The people would rebuild their cities so that the remnant of Edom can occupy them.
  - The land would be reproductive/grapes will be in abundance/wine would be in plenty.
  - The people would grow food and harvest it.
  - The nation of Israel would be peaceful/prosperous.
  - The Israelites would never be taken into exile again.

(5 x 1 = 5 marks)

- (c) The relevance of prophet Amos' teaching on election of Israel to Christians in Kenya today.
- Christians are God's people.
  - It is God who chooses them to be Christians
  - God Chooses one to be a Christian from many others.
  - The Christians have been chosen by God to proclaim the good news.
  - God protects them from their enemies/fights for them.
  - Christians should be faithful obedient to God.
  - They will be punished by God if they do wrong.
  - They should always repent their sins/ask for forgiveness.
  - The priests/bishops/church leaders are chosen by God.

(7 x 1 = 7 marks)

5. (a) The promises that the Israelites made when they renewed their covenant with God during the time of Nehemiah (Nehemiah 10:28 – 39)
- They were to live according to God's law/obey all his commandments/requirements.
  - They would not intermarry with the foreigners living in their land.
  - They promised not to farm every seventh year/they were to cancel all the debts.
  - They would make annual contributions towards temple expenses/not to neglect the house of God.
  - They were to provide wood for burnt sacrifices.
  - They were to offer the first fruits of their harvest/dedicate their first born sons/flocks as required by the law.
  - They would pay their tithes in accordance with the law.
  - They would not do any business on the Sabbath Holy day with foreigners.

(4 x 2 = 8 marks)

- (b) The final reforms carried out by Nehemiah to restore the worship of God in Judah
- Cleansing of the Temple
  - Reinstating of the Levites and other temple workers.
  - He ordered the closure of Jerusalem for proper Sabbath observance.
  - He separated the Jews from the foreigners.
  - He purified the priesthood/office of the Levites.
  - Throwing out the household of Tobiah out of the chamber.
  - Cleansing the chamber in the temple.
  - Returning the vessels of the house of God.
  - Appointing treasurers over the storehouses.
  - Stopping the buying and selling of wares on the Sabbath day.
  - He ordered an end to mixed marriages

(5 x 1 = 5 marks)

- (c) The problems that Christian leaders in Kenya face in their work today.
- Opposition from political leaders.
  - Lack of co-operation from the members of the church/lack of unity among Christians.
  - False prophets/cultic affiliation/hypocrisy.
  - Misinterpretation of the scriptures.
  - Drug abuse among the members.
  - Lack of adequate time for pastoral care.
  - Poor infrastructure that makes it impossible to reach some areas.
  - Insecurity in some parts of the country.
  - Lack of resources to enable them spread the good news/poverty.
  - Lack of professional training to enable them do their work effectively.
  - Permissiveness/moral decadence, which has become the order of the day.
  - Negative influence from mass media/pornography. (7 x 1 = 7 marks)
6. (a) Rituals performed during the birth of a baby in traditional African communities
- There is feasting by the family/relatives.
  - Prayers of thanksgiving/blessings/protection are offered.
  - Protective charms are given to the mother/baby.
  - Sacrifices are offered to God.
  - The mother/baby are kept in seclusion.
  - There is dancing/singing for the new life.
  - The umbilical cord is cut to separate the baby from the mother.
  - The baby/mother are given gifts.
  - The mother's hair is shaved.
  - Ululations are made to announce the sex of the baby.
  - The placenta is disposed off carefully.
  - The baby is washed.
  - The baby to be given bitter/sweet substances to lick. (6 x 1 = 6 marks)
- (b) Reasons why children are important in traditional African communities
- They ensure the continuity of the society.
  - They inherit the parents' property.
  - They take care of the parents during old age/to bury them.
  - They cement the relationship between the husband and wife/make the marriage stable.
  - They are a source of labour.
  - They offer security to the society/act as warriors when they grow up.
  - They promote the social status of the parents.
  - They are a sign of God's blessing.
  - They are a replacement of the dead relatives/ancestors.
  - Children are a source of wealth to the family community.
  - They run errands for the family/community. (6 x 1 = 6 marks)
- (c) Ways through which children are made responsible members in traditional African communities
- Elders/parents teach the children the basic rules/customs of the community as they grow up.
  - They are told the history of the family/clan to enable them know their origin.
  - They listen to folk tales/myths/proverbs/riddles which teach them the good values to be emulated/vices to be avoided.

- Everybody has a role to play in the community so the children are also involved in communal work.
- Children observe activities performed by the elders which they later carry out.
- Through play they are able to interact with other members/peer groups of the community freely.
- They participate in the rites of passage like initiation to adulthood/ marriage which prepare them for the future life.
- They are exposed to songs/dances that have a message for/about their community/activities like mock wrestling/fighting are also carried out to enable them to socialise.
- There is reward for those who behave well/punishments for those who behave badly/withdrawal of some rights.
- Every member of the community is expected to look after the welfare of the children/correct them when they go wrong.
- They accompany their parents/adults for practical work, this enables them to acquire certain skills.

**(4 x 2 = 8 marks)**

### **30.9.2 Christian Religious Education Paper 2 (313/2)**

1. (a) The message of prophet Isaiah about the messiah
  - The messiah would be a descendant of David/rule on the throne David.
  - The messiah will rule for ever.
  - He would be despised/rejected by many/a man of sorrows/suffering servant.
  - He would be born of a young woman/virgin.
  - Messianic reign/rule will bring happiness/joy to the Israelites.
  - He would be wounded for people's transgressions/would suffer for sins of human beings.
  - Peace/prosperity will prevail during the messianic reign.
  - He will be called wonderful/Counsellor/Mighty God/Everlasting Father/Prince of peace/anointed of God Immanuel.
  - He will rule with justice/righteousness.
  - He would have characteristics of a normal human being/child.
  - His suffering will be through the will of God/it will be initiated by God.

**(4 x 2 = 8 marks)**

- (b) The activities that took place when Jesus was born (Luke 2: 2-20).
  - Mary, the mother of baby Jesus wrapped him in swaddling clothes.
  - She laid him in a manger.
  - An angel of the Lord appeared singing praises of God.
  - The shepherds hurried to see the baby.
  - The shepherds spread the news to many people.
  - The shepherds sung/and praised God after they had seen the baby Jesus.
  - The shepherds returned to their homes/work.

**(6x1= 6 marks)**

- (c) The importance of singing in a Christian service.
  - It is an opportunity to praise/adore God.
  - Christians pass messages/pray through singing.
  - Singing removes tension/makes worshippers relax.
  - Singing creates an atmosphere of worship.
  - Singing removes boredom because of the varied activities during the service.
  - God given talents are portrayed/enhanced during singing.
  - Non members are attracted to church through singing.



- Those who feel depressed are encouraged through singing.
- Singing unites/brings worshippers together as they all join in a chorus/song.

2. (a) A description of the incident when Jesus was rejected at Nazareth Lk 4: 16 – 30.

- Jesus came to Nazareth where he had been brought up.
- He went into the synagogue as he usually did on the Sabbath day.
- He was given the book of Prophet Isaiah when he stood up to read.
- He opened the book found the place that was written about him and read it to the people.
- After reading he closed the book gave it to the attendant sat down.
- Everybody in the synagogue looked at him.
- He told them that the scripture he had read fulfilled in their hearing.
- All people were happy with what he had spoken.
- People wondered aloud saying “Is this not Joseph’s son?”
- Jesus told them that they would ask him to do in his own country things he had done in his country.
- He told them that there were many windows in Israel during the time of Elijah but God sent the prophet to a widow in Zarephath/God only healed Naaman the Syrian of leprosy during the time of Prophet Elisha.
- They were filled with anger/wanted to know him headlong/down the cliff.
- Jesus passed through their midst and went away.

(7x 1 = 7 marks)

(b) Reasons why Jesus faced opposition from the Pharisees in Galilee.  
Luke 5: 12 – 6:11.

- Jesus touched a man with leprosy which was against the Jewish law.
- He forgave/healed sins which the Pharisees knew only God could do/healed the paralysed man.
- He mixed/ate with the tax collectors who were known to be sinners.
- Jesus made it clear to them that he had not come to call the righteous but sinners to repentance.
- His disciples did not fast, like those of John the Baptist which annoyed the Pharisees.
- He challenged them to move from the old traditional order to the new one which he had brought.
- The disciples of Jesus plucked and ate grains on the Sabbath day which was unlawful/He healed a man with a withered hand on the Sabbath day.

(4 x 2 = 8 marks)

(c) Ways in which church leaders can respond to those who oppose them in their work

- Find out the causes/reasons for the opposition.
- The church leaders should pray for/with them.
- Explain to them the Gospel truth in a humble manner/guide and counsel them.
- Seek reconciliation through a third party/another person.
- Involve them in decision making/church activities.
- Recognize their efforts in supporting the church matters.
- Visit them in their homes/fellowship with them/preaching.
- Assist them when in problems.
- Send them messages of encouragement (financial/material etc).
- Change your approach to issues/reform where necessary.

(5 x 1 = 5 marks)



3. (a) The teaching that Jesus made to the guests at the Pharisees house in (Luke 14: 1 – 14).

- Saving a life can be done on the Sabbath day.
- It is well to respond to an emergency even on the Sabbath.
- Human life is more important than the animals which the Pharisees accept rescue on the Sabbath day.
- It is good for one to humble himself/sit in a lowly place when invited.
- Those who exalt themselves will be humbled/those who humble themselves will be exalted.
- It is blessed to invite the poor/maimed/lame/blind to the feasts instead of one's relative/friends who can invite him/her in return.
- Those who do good for the less fortunate will be repaid during the resurrection of the just.

*(5 x 1 = 5marks)*

(b) Reasons why Jesus used the Parable of the great feast in his teaching in (Luke 14: 15 -24).

- He wanted to explain that invitation to God's Kingdom is open to many people.
- He wanted to show that the Jews were given the first chance to be part of God's Kingdom, but they rejected.
- He wanted to show that people reject God's call due to material possession/family commitments which can be a stumbling block to ones spiritual life.
- He wanted to show that the gentiles/outcasts are called to God's Kingdom to replace the non responding Jews.
- He needed to explain that God's invitation/call is extended to all people/call is extended to all people/God offers universal salvation.
- In order to show that it is important for all people to honour God's call irrespective of their status/background.
- So as to explain that those who refuse/do not accept God's call will not receive blessings of God's Kingdom/will not enter the Kingdom of God.
- He wanted to challenge the Jews/Pharisees who counted themselves as righteous yet they failed to respond to God's call.

*(4 x 2 = 8 marks)*

(c) Reasons why Christians take part in the Lord's Supper

- Through it they remember the death of Jesus as a sacrifice for the forgiveness of sins.
- The ceremony is a form of thanksgiving for God's love/redemption plan.
- It is a time that Christians reaffirm/renew their faith in God/bind themselves in the new covenant.
- It gives Christians an opportunity to repent/ask for forgiveness of sin.
- It unites the believers/they fellowship/share with one another.
- The partakers experience the presence of Christ through the sharing of the bread and wine which represent his body and blood respectively.
- It is a sign of obedience to Christ who commanded the disciples to do it in his memory.
- Through it, Christians anticipate the 2<sup>nd</sup> coming of Jesus Christ.
- It is a foretaste of the heavenly banquet/heavenly feast which Jesus promised his disciples.

*(7 x 1 = 7 marks)*

4. (a) Reasons why Jesus sent the Holy Spirit to the disciples after his ascension.

- The Holy Spirit would comfort the disciples.
- He was to counsel the disciples.
- He would guide the disciples on what is right/God's righteousness.
- He was to convict people of their sins.
- He was to remind the disciples of what Jesus had taught them.

- He would teach people the way/truths of the Kingdom of God.
- He was to reveal the future/enable the disciples to prophesy God's will.
- He would glorify Jesus through the work of the disciples/enable disciples to perform miracles.
- He would enable the disciples to witness about Christ throughout the world.
- He would replace the physical presence of Jesus/stay with the disciples forever.
- He would empower the disciples to be able to speak with courage/confidential/authority.

*(7 x 1 = 7 marks)*

(b) Teachings of Saint Paul on the similarities between the church and husband-wife relationship in Ephesians 5: 21-32.

- Members of the church learn to live together in harmony and unity just like a husband and wife.
- There is a chain of authority in marriage where the husband is the head of the family in the same way Christ is the head of the church.
- Just as Christ sacrificially loves the church, husbands should love their wives.
- The union between a husband and wife is meant to last forever, so Christians are called upon to maintain steadfast faithfulness to Christ until eternity.
- Christians are called upon to submit to Christ just as a wife submits to her husband.
- Just as a husband and wife become one flesh, so Christians are supposed to be united/cling to Christ.
- Just as Christ nourished/cherishes the church, husbands should care for their wives.

*(4 x 2 = 8 marks)*

(c) Ways in which Christians are able to identify with those who possess the gifts of the Holy Spirit.

- By listening to their confession. They should confess Jesus as Lord.
- By analysing the kind of teachings they profess. The teachings should be about Jesus Christ/Christian doctrine.
- By examining their lives so as to know whether they possess/show the fruit of the Holy Spirit.
- By observing their behaviour. The behaviour should not contract the teachings of Jesus Christ/be role models.
- When Christians notice the victorious life of such people over temptations/works of the flesh.
- If such persons do not use the gifts of the Holy Spirit for selfish gains/enrich themselves.
- When such believers give glory to God/Jesus after serving/performing miracles.

*(5 x 1 = 5 marks)*

5. (a) Christian Teachings on work

- Work is ordained by God/command from God.
- Human beings should work to subdue/conquer the earth.
- Work is good/God himself worked.
- God blesses a hard worker/work is rewarded.
- Laziness/idleness is condemned.
- Christians should work to acquire basic need/necessities.
- Christians should work to assist those who are needy/less fortunate.
- Christians work as co-creators with God.
- People should work to emulate Jesus who was a worker/carpenter.
- Those who do not work should not eat/enjoy the benefits of work.
- Work became a curse/unpleasant after human beings fell into sin.
- Christians should not overwork/enslave others.
- Those who work should get a just wage.
- Those who work should take a rest.
- People should work faithfully/diligently.
- Work should be done in an orderly/systematic manner.

*(8 x 1 = 8 marks)*

(b) The role of professional ethics in a work place

- They guide the workers on how to relate with one another.
- They define how the workers should handle/relate with their clients.
- They help to create healthy interaction between the workers/employees and their supervisors/authority.
- They help in maintaining the standards of the services offered/goods produced in the work place.
- They determine how one should perform his/her duties/keep up to date with the demands of the profession.
- They help to maintain the dignity of the profession/integrity of the workers.
- They make the public to respect/admire the profession/work.
- They protect the employees/workers/professionals from undue pressures from other interested parties.
- They help to determine the entry requirement/qualifications needed in a given profession.

(3 x 2 = 6 marks)

(c) Ways in which the church is helping to reduce the rate of unemployment in Kenya today.

- The encourages people to start income generating activities.
- The church provides loans to the unemployed to start small scale business.
- The church creates job opportunities through establishing church projects.
- It teaches the youth about the dignity of manual work/encourages the youth to participate in Agriculture/Technical fields.
- It organizes seminars for the youth/unemployed on how to utilize their potentials.
- It condemns corrupt practices which interferes with the recruitment/economic growth.
- It encourages its members to pay taxes promptly so that the government can have the resources to employ/pay the workers.
- It trains/sponsors the youth on vocational skills that are necessary for employment/self employment.
- The church tries to be fair when recruiting people for various jobs.

(6 x 1 = 6 marks)

6. (a) The negative effects of the introduction of money economy on traditional African Communities.

- It has led to introduction of wage labour instead of communal working that existed.
- It has led to migration to towns as people search for better paying jobs, destroying the closely knit traditional way of life.
- It has led to the formation of socio-economic classes among the people/rich versus poor thus creating suspicion/insecurity.
- It has created individualism which has destroyed the communal way of living/extended family relationships.
- It has led to vices like bribery/corruption/exploitation which have replaced honesty/fairness in traditional African setting.
- The dependency on money has led to social evils like prostitution/immorality which has destroyed the traditional concept of marriage/value of sex.
- It has led to private ownership of land/land can be bought by those with money hence destroying the traditional land ownership.
- Dowry has been commercialized thus destroying the traditional African meaning of showing appreciation to the family of the bride/girl.
- The type of Education one receives is now determined by the amount of money one has unlike in the traditional set up where elders passed on education to all without being paid.
- Due to the introduction of money economy modern means of transport have been acquired which has led to accidents/pollution of the environment.
- Age is no longer a determinant of social status/a rich young person may be respected by an elder who is not economically stable.

(4 x 2 = 8 marks)

(b) Teachings of Jesus on Wealth

- Wealth should be acquired in the right manner.
- Wealth is a gift from God/God given.
- Wealth should be used to serve God/expand God's Kingdom.
- Those who have wealth are only stewards.
- Those who have wealth should share it with others/help the needy/poor.
- Poverty is not a result of sin/the poor can also enjoy God's blessing.
- Wealth can be a hinderance for one to enter the Kingdom of God.
- One cannot serve God and mammon/wealth.
- Wealth cannot satisfy all human needs/cannot answer human quest for salvation.
- Those who have wealth should avoid extravagance/prodigality/luxury.
- Earthly wealth/possession is temporary.
- Those who have wealth should use it responsibly. (6 x 1 = 6 marks)

(c) Reasons why Christians should not involve themselves in gambling.

- Gambling enables one to get money/wealth without working for it.
- In gambling one's gain leads to another person's loss.
- It creates bitterness in the one who loses.
- The Bible condemns gambling/unfair interests.
- It involves taking advantage of the ignorant players.
- There is no security on the wealth/money one puts in gambling.
- It is addictive/can become a compulsive habit.
- It can interfere with family budget/priorities/can cause misunderstanding in the family/friends.
- It can lead to violence/loss of life.
- It can lead to stress/illness.
- It can lead to stress/illness.
- It shows lack of trust/dependence upon God.
- It can lead to poverty.
- Time wasting/at the expense of productive work. (6 x 1 = 6 marks).