**NAME......................................................DATE:........ADM NO:.........................................SIGNATURE:.........**

**313/1**

**CHRISTIAN RELIGIOUS EDUCATION**

**PAPER 1**

**TIME : 2 ½ HOURS**

**SEMBER 2022.**

**LONDIANI JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**INSTRUCTIONS**

1. ***This paper consists of six questions.***
2. ***Answer any FIVE questions.***

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| **QUESTION** | **1** | **2** | **3** | **4** | **5** | **6** | **TOTAL** |
| **STUDENT SCORE** |  |  |  |  |  |  |  |

1. (a) Give reasons why the Bible is referred to as a Library. (6 mks)

(b)Outline five effects of the translation of the Bible into local languages.

(8 mks)

(c)State six ways through which the church is spreading the word of God in

Kenya today. (6 mks)

2. (a) Explain four characteristics of a covenant demonstrated in the covenant

between God and Abraham. (8 mks) (b) Give seven similarities between the Jewish and traditional African Practice of circumcision (7 mks)

(c) Identify five lessons that Christians learn about God from the call of Abraham (5 mks)

3.(a) From the story of Naboth's vineyard, explain the commandments which King

Ahab and Queen Jezebel broke. (6 mks) (b) With reference to 1st Kings 21: 17 - 29, give the forms of punishment prophesied by Elijah to King Ahab and Queen Jezebel. (7 mks)

(c) Why is murder condemned in traditional African communities? (6 mks)

**4** .(a) Identify **six** characteristics of false prophets in the Old Testament. (6 mks)

(b) Describe the teaching of prophet Amos on Israel’s election. (6 mks)

(c) State **eight** factors that discourage Christians from practicing their faith in God. (8 mks)

**5.** (a) Outline the measures taken by Nehemiah to restore the Jewish community after the completion of the wall of Jerusalem. (7 mks)

(b) Explain why Nehemiah introduced the policy of separation of Jews from foreigners. (8 mks)

(c) Identify **five** ways in which the government of Kenya supports church leaders in their work. (5 mks)

6. (a) How do the aged in traditional African communities prepare their family

members before they die? (7mks)

(b) State the traditional African understanding of spirits. (5mks)

(c) What is the responsibility of the living towards ancestors in traditional

African communities? (8mks)

**MARKING SCHEME PP1**

**1.(a) ) Give reasons why the Bible is referred to as a Library. (6 mks)**

* It has many books.
* It was written at different times.
* It is written by authors/people.
* It is written in different styles.
* It is written for different purposes/message/levels.
* It is written over a long period/span of time.
* It is divided into two main parts/old testament and new testament.
* It is composed of various sections/Divisions.
* It is arranged in a chronological order.
* It is a reference book. ***(6x1=6mks)***

**(b) Outline** five **effects of the translation of the Bible into local languages.**

**(8 mks)**

* Many people are able to read the word of God/improve literacy of the people.
* It led to development of African/local languages.
* It made evangelization easier/growth of church.
* It led to the development of African Independent Churches.
* Many Africans get converted into Christianity.
* Missionaries were able to learn African languages thus making Christianity spread faster.
* Development of printing press/church bookshops.
* It created job opportunities.
* Africans demanded for leadership roles.
* The well to do African Christian Community developed which contributed to expansion of the church/emergence of special groups – elite.
* It created more room for further research into African religious heritage/belief/appreciation of the African culture.
* It promoted ecumenical movement. ***(8x1=8mks)***

**(c) State** six **ways through which the church is spreading the word of God in**

**Kenya today. (6 mks)**

* By use of electronic media.
* By providing Bibles.
* Through publishing/printing Christian literature/magazines.
* By carrying outreach campaigns/door to door witness.
* Organizing youth camps/seminars/retreats/conferences.
* Supporting the teaching of Christian Religious Education/pastoral programme.
* By encouraging members to visit the sick/provision of medical care.
* By preaching the word/holding crusades.
* By sending out missionaries/financing them.
* By organizing choirs/singing groups/drama.
* Miracles/Healing. ***(6x1=6 mks)***

2. (a)**The characteristics of a 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 for Abraham

-The covenants solemnized through rituals. Abraham offered animals/birds as sacrifices to God.

-A covenant has an outward sign. Abraham was to circumcise all his male children/descendants to show that he made a covenant with God.

-Covenant has conditions/obligations to be met. The covenant between God and Abraham was not be broken it bound even his descendants generations later

-During covenant making there were witnesses. God as the sole initiator rasped through the sacrifice as the witness to the covenant

-A covenant is sealed. It was abseiled through the blood of animal

* + Mk for mention
  + Mk for explanation

(4x 2=8 mks)

b) **The similarities between the Jewish and traditional African practices of circumcision.**

-In both it promotes one into full membership of the community.

-It is a mk 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 it the ancestors

-In both cases members receive new names

-In both cases the rite is carried on from generation to generation/out cost compulsory

-In both cases the ritual is a communal affair.

-In both cases it involved the cutting of the foreskin (7x1= 7 mks).

(c) **Identify lessons that Christians learn about God from the call of Abraham**

1. God demands faith/obedience from people.
2. God is the provider/sustainer/giver
3. God blesses/curses
4. God is the protector
5. God is the controller of the world
6. God is a spirit/everywhere
7. God is be worshiped
8. God guides people
9. God speaks/makes promises/fulfills promises
10. God cares for His people. (5x1=5)

3. **a) The commandments that King Ahab and Queen Jezebel broke from the story of Naboth’svineyard.**

i) They broke the commandments of not to kill when they planned for the stoning of Naboth.

ii) When they worshipped idols, they broke the rule of not worshipping other gods.

iii) They broke the commandments of not coveting a neighbour’s property when they wanted Naboth’s vineyard.

iv) The commandments of not stealing was broken when they took Naboth’s vineyard.

v) The commandments of not to cheat/bear false witness was broken when they planned instituting for false witness against Naboth.

vi) They used the name of God in vain when they said that Naboth had blasphemed God.

(6x1=6)

**b) Forms of punishment prophesied by Elijah to King Ahab and Jezebel.**

i) Death of King Ahab would be in the same place/valley of Jezebel like Naboth.

ii) Evil would be upon Ahab

iii) God was to take away the prosperity of Ahab/his rule would come to an end.

iv) Dogs would lick the blood of Ahab

v) All the male children free/slaves would be cut off.

vi) The lineage of Ahab would be wiped out.

vii) The dogs would eat anybody who belongs to the family of Ahab who died in the city.

viii) The birds of the air would eat all who die in the field.

ix) The dogs will eat the body of Jezebel.

(7x1=7)

**c) Reasons why murder was condemned in traditional African communities.**

i) Life is sacred and therefore should not be destroyed by anybody.

ii) It brings hatred/revenge/ill-feeling among members of the community.

iii) It destroys continuity of the family/community

iv) It brings poverty/denies one the chance to take part in the community development.

v) It breeds suspicion/fear/anxiety.

vi) It destroys harmony/undermines good relationships in the community.

vii) It creates sadness/misery/sorrow to the relatives/community

viii) To avoid being banished/ex-communicated by the community.

ix) Avoid curses/being haunted (6x1=6)

**4. (a) Characteristics of false prophets in the Old Testament**

(i) False prophets did not have a divine call/raised themselves.

(ii) They spoke falsehoods/lies.

(iii) They prophesied out of their own mind/imaginations.

(iv) They prophesied what the people wanted to hear/according to circumstances.

(v) They misled people from the covenant way of life/promoted idolatry.

(vi) They hindered the work of true prophets.

(vii) They worked for material gain/paid for their services.

(viii) Their prophesies were not fulfilled.

**6xl-6mks**

**(b) The teaching of Prophet Amos on Israel's election. !**

(i) Israel's election was out of God's own initiative/favour for them/God's chosen people.

(ii) God delivered the Israelites out of bondage in Egypt.

(iii) He led them during the Exodus.

(iv) He protected them in the wilderness.

(V) He defeated all their enemies.

(vi) God gave them special land to inherit.

(vii) God raised prophets among the them to lead them in their religious life.

(Viii) God was to punish the Israelites because of their disobedience. **6xl=6mks**

**(c) Factors that hinder Christians from practicing their faith in God.**

(i) Lack of role models/mentorship.

(ii) Job commitment.

(iii) Social injustices.

(iv) Peer pressure.

(v) False teachings/different interpretation of the Bible/devil worship.

(vi) Greed for power/wealth.

(vii) Permissiveness in society/moral decayance/corruption.

(viii) Science and technology

(ix) Poverty/unemployment.

(x) Sickness/ill health.

(xi) Influence from mass media.

(xii) Cultural influence/ethnicity/racism/tribalism.

(xiii) Gender bias.

(xiv) Generation gap.

(xv) Insecurity.

(xvi) Natural calamities/disaster**. 8xl=8mks**

**5. (a) The measure taken by Nehemiah to restore the Jewish Community after the**

**completion of the wall of Jerusalem (Nehemiah 8:13)**

(i) Nehemiah organized for the Mosaic Law to be read/interpreted to the people.

(ii) He led the Jews in the renewal/celebration of the Feast of Booths/shelters.

(iii) The people fasted/held a national day of confession of their sins.

(iv) The covenant was sealed through signing of the agreement by Nehemiah/leaders

(v) He led the people in taking of an oath of obedience to the Mosaic law/

contribution towards the maintenance of the temple. .

(vi) Nehemiah re-distributed the inhabitants of Jerusalem/the countryside.

(vii) He dedicated the walls/the gates of Jerusalem in a ceremonial procession.

(viii) Through the reading of the law, the Jews isolated themselves from the foreigners.

(ix) Nehemiah cleansed the/brought back the Levites/singers to their positions.

(x) He stopped traders from carrying out commercial activities at the temple gates on the Sabbath day/Sabbath.

(xi) Nehemiah made the Jews take an oath not to marry children to foreigners.

**7xl=7mks**

**(b) Why Nehemiah introduced the Policy of separation of Jews from foreigners.**

(i) Nehemiah wanted to keep the Jewish community pure.

(ii) The Jews were a minority group which needed to preserve their identity/culture.

(iii) Nehemiah wanted to separate/unite the Jews who returned from exile.

(iv) To solve conflicts over land ownership.

(v) Intermarriage would lead the Jews into idolatry,

(vi) The Law of Moses was against association with foreigners.

(vii) Children born out of intermarriage could not speak the Hebrew language.

(viii) Religious reforms could not be effectively carried out.

**4x2=8mks**

**(c) Ways in which the government of Kenya supports church leaders in their work.**

(i) The government gives financial/material assistance for development.

(ii) The government supports church-sponsored institutions.

(iii) By setting land aside for construction of church facilities.

(iv) The government allows hosting church workshops/seminars/conferences.

(v) By including CRE in the curriculum.

(vi) By employing some of them as Chaplains in educations institutions and in the

armed forces/collection of facilities.

(vii) Organizing national prayer days.

(viii) Supporting leaders in conducting their charitable services.

(ix) Through the development of the infrastructure.

(x) The government has granted permission to the church to operate electronic/media

station.

(xi) The government recognizes the church calendar/church days.

**5xl-5mks**

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

1. Inviting the family members/share common meal
2. Identify the leader of the family
3. Disclosing to the members all the property owned/secrets
4. Sharing/distributing the property among family members
5. Giving advice to family members
6. Blessing the family members
7. Reconciling family members/resolving conflicts/cleansing
8. Identifying the debtors/creditors
9. Identifying the burial site/giving instructions regarding the funeral

(7x1= 7 mks)

**b) Traditional African understanding of spirits**

1. Spirits are invisible/ do not have a physical form
2. Spirits are more powerful than human beings
3. They are believed to be residing in caves/rivers/trees/rocks
4. Spirits can acquire physical form/appear to human beings in form of birds/animals
5. Spirits have the ability to enter human beings/and through them to convey messages/reveal certain truths/dreams
6. Spirits act as mediators between God and human beings
7. Spirits change according to the circumstances /they can bring either harm/good to people

(5x1 = 5 mks)

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

1. Naming children after them
2. Pouring libation for them
3. Taking care of their graveyards
4. Making sacrifices/offering to honour them
5. Consulting/communicating to them in times of need
6. Inviting /involving them in ceremonies
7. Invoking their names during prayers/chanting their names during prayers
8. Transmitting their wishes/visions
9. By holding commemoration ceremonies for them
10. Managing their property wisely/safeguard properties
11. Building shrines for them
12. Teaching children about them

(8x1=8mks)

THE END