

## MARKING SCHEME

313/1

CRE

PAPER 1

MARCH / APRIL 2009

1. (a) ***What are the moral benefits of studying CRE.***
  - (i) It instills in people virtues of honesty, diligence, humility, tolerance etc.
  - (ii) it contributes to the spiritual development of a person by realizing ones relationship with God.
  - (iii) It encourages love among people which is expressed when people live in harmony.
  - (iv) It builds our faith in God.
  - (v) One develops basic principles of Christian living e.g. faith and love.
  - (vi) It helps one to cope up with various challenges in life as one is guided by the Biblical teachings in making choices that are appropriate to Christian living.
  - (vii) It instills the spirit of sharing and concern for others who are needy such as the orphans, widows and those living with HIV / AIDS.
  - (viii) It makes one to work for leads to career development such as law, teaching, pastoral work, guidance and counseling and social work.
  - (ix) It promotes and encourages people to live in unity and cohesion.
  - (x) It instills the spirit of self esteem through the understanding that all human beings are created in the image and likeness of God.
- (b) ***What is meant by the expression” The Bible is word of God”***
  - (i) Its authors were inspired by the Holy Spirit.
  - (ii) It was revealed to the authors by God.
  - (iii) Gods will for man is seen in it.
  - (iv) God wrote the Ten Commandments on the stone tablets.
  - (v) It contains the true message of God for daily living.
  - (vi) Much of what is written in the Old Testament has fulfillment in the New Testament.
- (c) ***Identify ways in which people misuse the Bible today.***
  - (i) Quoting isolated scriptures to justify their wrong doings.
  - (ii) Quoting isolated scriptures to justify their authority.
  - (iii) Misinterpreting certain areas to cause fear among people.
  - (iv) Misinterpreting certain scriptures to lead people astray of telling them that the world is ending on a given date.
  - (v) Pronouncing curses on others using it.
  - (vi) Misinterpreting certain scriptures to exploit others financially.

(vii) Swearing by it yet telling lies.

2. (a) ***He was rescued by Pharaoh's daughter.***

(i) and brought up as a prince.

(ii) His own mother gave him a true identify of an Israelite.

(iii) He underwent life in the wilderness which hardened him to be bold.

(iv) He learnt responsibility through taking care of Jethro's sheep hence a good shepherd.

(v) He acquired leadership skills in Pharaoh's house.

(vi) He learnt literacy and numeracy skills in Pharaoh's house.

(vii) He married Jethro's daughter learnt responsibility.

(b) State ways in which the Israelites worshipped God in the Wilderness:-

(i) they celebrated the three yearly feasts (Passover, Pentecost and Tabernacles)

(ii) They built an altar for God in places where God appeared to them.

(iii) Different kinds of sacrifices such as holocaust, communion sacrifices, sin offerings.

(iv) They approached God's altar with respect / reverence.

(v) They kept the Ten Commandments to guide them in their daily lives.

(vi) They built a Tabernacle (Tent of meeting) which symbolized God's presence among them.

(vii) They burnt incense to the Lord.

(viii) They gave offerings to various articles e.g. gold, silver and bronze to God.

(ix) They observed the Sabbath as a day of worship.

(x) They prayed to God.

(xi) They paid a tithe for the upkeep of the tent of meeting.

(c) ***What are the similarities between the Jewish Passover and the Christian Easter?***

(i) Both are annual feasts.

(ii) In both cases sacrifices and offerings are made.

(iii) Both cases the participants remember the suffering and victory.

(iv) Both are important historical events which form the basis of the belief and practices in Judaism and Christianity respectively.

(v) In both cases God used an individual in liberating the people.

(vi) Blood was shed as a symbol of salvation in both cases.

(vii) In both cases they remember God's love for His people.

3. (a) ***David's name would be great and famous.***

(i) God would protect Israel from oppression and make her live in peace.

- (ii) God would protect David from his enemies.
- (iii) God would always raise up an heir from Davids lineage to sit on the throne.
- (iv) God would establish an everlasting Kingdom for David.
- (v) David and his descendants would be blessed for ever.
- (vi) The Messiah would come from Davids lineage.
  
- (vii) God would punish David's sons when they did wrong the way a father punishes a son.
- (viii) God would always support Davids heirs.
- (ix) Davids son would built a Temple for God.
- (x) God would give Israel their own land to settle.
- (xi) Davids descendants would rule for ever.
- (b) Describe the way in which King David demonstrated his faith in God.**
- (i) He brought the arch of the Covenant to Jerusalem which was a symbol of God's presence among His people.
- (ii) He made Jerusalem a Holy city by making it a religious centre.
- (iii) He composed many psalms which were used in worship by the Israelites.
- (iv) He showed respect to the prophets of God such as Nathan and God by Listening to their advice.
- (v) When David made mistakes he repented and asked for Gods forgiveness.
- (vi) David humbled himself before Yahweh and completely submitted himself to the will of God.
- (vii) He advised others to obey God and shepherd Israel to the true worship of Yahweh e.g. he advised his son, Solomon to obey God's instruments in his rule.
- (viii) David constantly sought God's guidance before understanding any activity and thanked Him for any successes he achieved.
- (ix) David praised God through song and dance.
- (x) David wanted to built a temple for God where the Arch of the covenant would be kept.
- (xi) He conquered the enemies of Israel so that the Israelites could live in peace and get time for the worship of God.
- (c) Identify factors that prevent political leaders from performing their duties efficiently in Kenya today.**
- (i) Ridicule from members of the society.
- (ii) Inability to line upto expectations of the electorate or to the promises done during the campaigns.
- (iii) Women leaders are discriminated / looked down upon by some members of the society.

- (iv) Lack of training in leadership skills resulting into poor public relations.
- (v) Conflicts within and between the parties.
- (vi) Lack of adequate forum to meet and address their electorate.
- (vii) Conflicting ideologies resulting in devising decisions.
- (viii) Inadequate infrastructure.
- (ix) Religious barriers / corruption.
- (x) Insecurity / death threats / harassment by opponents.

4. (a) ***Describe the call of Jeremiah.***

- (i) Jeremiah was called by God when he was a young man during the reigning of King Josiah.
- (ii) God told him that he knew him and he has appointed him as a prophet to the nations before his birth.
- (iii) God told him that he had consecrated him.
- (iv) Jeremiah was afraid and told God that he did not know how to speak for he was only a youth.
- (v) God assured him that he would give him protection.
- (vi) God assured him that he would give him power to speak and act to those he is sent to.
- (vii) God then touched Jeremiah's mouth to assure him that the words he would speak would come from him.
- (viii) Jeremiah was given the message to proclaim i.e to speak against nations and kingdoms to pull down and to destroy and to build and to plant.
- (ix) Jeremiah then saw two visions the first was a branch of almond tree the second was a pot boiling facing away from the North and was about to tip over towards Judah.
- (x) Jeremiah was commissioned to speak against political and religious leaders as well as the ordinary people of Judah.
- (xi) Jeremiah was forewarned about hostility he would encounter in his prophetic causes.

( 8 x 1 = 8 mks)

(b) ***Give reasons why Jeremiah is referred to as the suffering prophet.***

- (i) He was rejected by his own family and relatives.
- (ii) He was accused falsely of prophecy i.e. destruction of the Temple.
- (iii) He suffered loneliness and solitude.
- (iv) He received death threats because of speaking for God.
- (v) The rejection of Gods impending punishment stressed him.
- (vi) He experienced inner personal conflict, struggle due to his peoples stubbornness.

- (vii) He went through a spiritual struggle in his relationship with God.
- (viii) He suffered physical assault torture.
- (ix) He was imprisoned. (7 x 1 = 7 mks)

**(c) Give reasons why some people find it difficult to accept Jesus.**

- (i) They may be self – conceited.
- (ii) Due to educational achievements and advancement in science and technology.
- (iii) Due to opposition from Satanic movements.
- (iv) Belief in materialism or job commitments.
- (v) Lack of faith in Spiritual matters or feelings of self righteousness.
- (vi) Fear of persecution on account of following Jesus.
- (vii) Existence of other religious beliefs which may lure them.
- (viii) Lack of good role models among Christians.

- (ix) Leadership wrangles in church.
- (x) Poverty, leading some people to think that God has forgotten them.
- (xi) Different interpretation of biblical teachings.
- (xii) Hypocrisy.
- (xiii) Bad company / peer pressure / influence.
- (xiv) Inability to uphold the high moral standards set by the church for its members.

Any other relevant point 5 x 1 = 5 mks.

**5. (a) Explain factors that contribute to harmony and mutual responsibility in Traditional African communities.**

- (i) Communal ownership of land.
- (ii) Belief in a common ancestry.
- (iii) Religious beliefs and practices where people come together to worship God.
- (iv) Communal sharing of resources.
- (v) Division of labour – tasks performed according to sex, age, social status.
- (vi) Kinship ties defines how individuals should relate to one another.
- (vii) Observance of social norms – customs, taboos / customs were strictly observed.
- (viii) Rites of passage and rituals e.g. involved the whole community.
- (ix) Traditional education which taught individuals to be responsible members of the society.
- (x) Leisure activities promoted togetherness.
- (xi) Political organization- there is a hierarchy in decision making within the family/ clan / community.

**(b) Identify the different occasions when songs were used in traditional African communities.**

- (i) Songs were sung during festival seasons to show happiness.
- (ii) During marriages to praise the couple and welcome them.
- (iii) Burial ceremonies were accompanied by songs to convey sadness of the mourners and to comfort the bereaved family.
- (iv) Initiates sung songs to drive away evil and encourage one another as they faced the actual initiation.
- (v) Mother sung lullabies to help the baby sleep.
- (vi) They were sung to pass time when people were working.
- (vii) Songs were sung for heroic character in ancient times, these were to be transmitted.
- (c) *Give reasons why Christians may oppose traditional songs in worship today.***
  - (i) Some may involve dangerous styles that may lead to injury.
  - (ii) Some people get possessed by spirits.
  - (iii) Some of the dances and obsceve.
  - (iv) War songs may result to violence.
  - (v) They venerate ancestors which is against Biblical teachings.
  - (vi) They are attractive and seen as a form of idolatry.
  - (vii) The songs express traditional beliefs traditional religious beliefs which are condemned in Christianity.
  - (viii) Some songs and dances are discriminating.
- 6. (a) *State the role of priests in Traditional African communities.***
  - (i) Offered sacrifices on behalf of the community.
  - (ii) Mediate between God and the community.
  - (iii) Advice people on proper ways of living and proper relationship with ancestors and God.
  - (iv) Being involved in decision making when there is a crisis e.g. war, epidemic etc.
  - (v) Offer prayers during occasions like marriage, initiation, death funeral, war etc.
  - (vi) Perform cleaning ceremonies for healing.
  - (vii) Warn communities of impending danger.
  - (viii) Reconcile warring parties.
  - (ix) Take care of sacred places e.g. shrines / temples.
  - (x) They guard the communities customs and traditional and pass iron to the new generation.’
- (b) *What effort is the government taking to conserve African cultural heritage.***
  - (i) Through education the ministry of education has incorporated topics on African culture in oral literature / CRE.

- (ii) Through promotion of traditional music / dance / drama festival.
- (iii) Through the mass media programmes (Radio / TV publications)
- (iv) The ministry has created the ministry of culture and social services.
- (v) Promotion of traditional art / craft / exhibitions.
- (vi) Teaching of vernacular languages in lower primary school
- (vii) Keeping of records in archives / museums.
- (viii) Promotion of customary laws in the laws of Kenya e.g. marriage and inheritance.
- (ix) Recognition / respect of traditional specialists e.g. midwives / healers by the ministry of health / acceptance of research from them.
- (c) Factors that are affecting the role of diviners today.
  - (i) Christianity forbids all manner of divination.
  - (ii) Medical science.
  - (iii) Modern technology.
  - (iv) Professional psychologist and psychiatrists.
  - (v) Decreasing number of diviners as very few children spend their time with aged relatives to learn the art.
  - (vi) The youth associating divination with backwardness.