**INTRODUCTION TO C.R.E**

**1. 2011 Q 1a**

Explain the benefits of learning Christian Religious Education in

Schools in Kenya (8 marks)

**THE BIBLE**

1. **1994 Q 26**

Give the consequences of sin according to Genesis 3-11

1. **1996 Q 1**

Give five reasons why reading the Bible is important to Christians. (5 marks)

1. **1996 Q 3 P2**

a) Explain the effects of the translation of the Bible into African

languages in Kenya. (14 marks)

b) Give reasons why Christians use the bible in worship. (6 marks)

1. **1998 Q 1**

What is meant by the expression “the bible is the word of God”? (5 marks)

1. **2001 Q 1**

State five versions of the Bible used by the churches in Kenya today (5 marks)

1. **2003 Q 6a,b** a) Explain the effects of the translation of the Bible into African

languages in Kenya. (14 marks)

b) Give reasons why Christians use the bible in worship. (6 marks)

1. **2005 Q 1**

Name the five books of the bible which are referred to as Pentateuch (5 marks)

1. **2006 Q 1a**

Give reasons why Christians read the bible (8 marks)

1. **2008 Q 1**

a) Give reasons why the Bible is referred to as a library. (5 marks)

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

(10 marks)

c) State five ways in which the church is spreading the word of God in

Kenya today. (5 marks)

1. **2010 Q 1**

(a) Identify **eight** historical books in the Old Testament. (8 marks)

(b) Give seven reasons why the Bible is referred to as a library. (7 marks)

(c) State five different occasions when Christians use the Bible. (5 marks)

1. **2011 Q 1b, c**

b) Outline the major divisions of both the Old and New testament (5 marks)

c) Identify seven ways in which the Bible is misused in Kenya today.

(7 marks)

1. **2012 Q1 P1**

(a) Identify six literally forms used in the writing of the bible. (6 marks)

(b) State four reasons why the Bible ha to be complied into its present

form by the early Christians. (8 marks)

(c)Outline six ways in which Christians in Kenya use the Bible (6 marks)

1. **2013 Q1 P1**

(a) Identify the **five** poetic books in the Bible. (5 marks)

(b) Outline the translation of the Bible from the original language to

local languages. (8 marks)

(c) Describe **seven** ways in which Christians use the Bible to spread

the gospel today.

(7 marks)

1. **2014 Q 1 P1**

(a) Explain why the Bible is considered as the word of God. (7 marks)

(b) State effects of translating the Bible into African local languages. (7 marks)

(c) List six versions of the Bible used in Kenya today. (6 marks)

**CREATION AND THE FALL OF MAN**

**1. 1994 Q 1( pp 2)**

a) What are the teachings of the Genesis stories of creation?

b) Explain how Christians have continued with God’s work of creation.

**2. 1997 Q 1**

Identify five responsibilities given to human beings by God in the Genesis

stories of creation. (5 marks)

**3. 2003 Q 1 ( pp 2)**

Identify five responsibilities given to human beings by God in the Genesis

Stories of creation. (5 marks)

**4. 2002 Q 1a**

From the Genesis stories of the fall of human beings, explain the results of sin. (14 marks)

**5. 2003 Q 1 (pp 2)**

a) State the responsibilities given to human beings by God in Genesis

chapter 1 and 2. (6 marks)

b) Outline the lessons Christians learn about work from the Genesis

stories of creation. (12 marks)

c) How can Christians care for God‘s creation today? (7 marks)

**6 2006 Q 1b**

With reference to the Genesis stories of creation in chapters 1 and 2,

outline the attributes of God (7 marks)

**7 2007 Q 1a,b**

(a)Outline the difference in the two accounts of creation in Genesis 1 and 2 (10 marks)

(b) From the story of the fall of human beings in Genesis Chapter 3, state the

effects of sin (6 marks)

**8. 2009 Q 1a,b**

a) From the Genesis stories of creation, outline seven teaching 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)

**9. 2015 Q1 P1**

(a) State **six** similarities in the biblical stories of creation in Genesis 1&2. (6 marks)

(b) Identify the responsibilities given to human beings by God in

Biblical creation stories. (8 marks)

(c) Why should Christians in Kenya take care of the environment? (6 marks)

**FAITH AND GOD’S PROMISES: ABRAHAM**

**1. 1998 Q 2**

State five characteristics of God’s covenant with Abraham (5 marks)

**2. 1999 Q 1a P2**

Describe ways in which Abraham demonstrated his faith in God (6 marks)

**3. 2000 Q 1**

Give the promises that God made to Abraham (5 marks)

**4. 2002 Q 1**

State five actions from the life of Abraham which showed that he

had faith in God. (5 marks)

**5. 2003 Q 1**

Last five animals used in the making of the covenant between God

and Abraham (5 marks)

**6. 2006 Q 2a,c**

(a) State the problems that God made to Abraham (6 marks)

(c) Give reasons why circumcision was important to the Jews (4 marks)

**7. 2007 Q 2**

(a) State the characteristics of the Covenant between God and Abraham (5 marks)

(b) Explain the importance of God’s covenant with Abraham (10 marks)

(c) What lessons do Christians learn from the incident when Abraham was

willing to sacrifice his son Isaac? (5 marks)

**8. 2009 Q 1c**

How does the church help to bring back members who have fallen from

the faith? (5 marks)

**9. 2009 Q 2a, c**

(a)Explain four characteristic of a covenant demonstrated in the covenant

between God and Abraham. (8 marks)

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

Abraham. (5 marks)

**10. 2010 Q 2c (pp 2)**

Identify **seven** challenges that Christians face while practising their faith

in Kenya today. (7 marks)

**11. 2012 Q2 P1**

(a) Describe the covenant ceremony between God and Abraham in Genesis

15: 1-9 (7 marks)

(b) Identify four differences between the Jewish and the traditional

African practices of circumcision (8 marks)

(c) Give five reasons why church leaders take vows before starting their

mission (5 marks)

**12. 2013 Q2 P1**

(a) Describe the incident when Abraham was willing to sacrifice his

son Isaac.(Genesis 22: 1-19) (6 marks)

(b) Give **four** differences between the Jewish and traditional African

practices of circumcision. (8 marks)

(c) State **six** ways in which Christians identify themselves in the

society today. (6 marks)

**13. 2015 Q2 P1**

(a) Describe the call of Abraham (Genesis 12: 1-9) (8 marks)

(b) Explain the characteristics of a covenant. (5 marks)

(c) Identify **seven** examples of covenants made in Kenya today. (7 marks)

**SINAI COVENANT: MOSES**

**1. 1992 Q 42**

Outline the qualities of God learnt by the Israelites during the making of the

Sinai Covenant.

**2. 1993 Q 41**

Give ways in which God demonstrated His mercy to the Israelites at Mt. Sinai.

**3. 1994 Q 21**

Outline the stages followed in the making of the Sinai Covenant.

**4. 1995 Q 1( pp 2)**

Describe the preparation that Moses asked the Israelites to make in readiness

for The exodus in Egypt.

**5. 1996 Q 3**

State five ways in which the Israelites worshiped God in the wilderness

during the exodus. (5 marks)

**6. 1997 Q 2**

List the qualities of Moses shown during his call at Mount Sinai (5 marks)

**7. 1998 Q 3**

State five attributes of God as shown in the Jewish Passover (5 marks)

**8. 1999 Q 1**

Identify five lessons that Christians learn about the call of Moses (5 marks)

**9. 2000 Q 2**

State five ways in which God revealed himself to the Israelites on

Mount Sinai(5 marks)

**10. 2001 Q 2**

State five characteristics of God revealed to Moses during the renewal

of the Sinai Covenant. (5 marks)

**11. 2002 Q 2**

List five values which a Christian can learn from the call of Moses (5 marks)

**12. 2002 Q 2 P2**

Outline the conditions given by God to the Israelites during the renewal

of the Sinai covenant laws. (10 marks)

**13. 2003 Q 2**

State five ways in which God’s power is demonstrated in the deliverance

of the Israelites from Egypt to the Promised Land.

**14. 2004 Q 1**

Give five reasons why Moses was not willing to go back to Egypt

after his call.

(5 marks)

**15. 2004 Q 4**

Identify five commandments given to the Israelites that teach on how

to relate to one another. (5 marks)

**16. 2006 Q 2b.**

What problems did Moses face as he led the Israelites during the exodus?

(10 marks)

**17. 2008 Q 2**

(a) Outline the activities carried out by Israelites on the night of the Passover.

(5 marks)

(b) Give **five** reasons why the Exodus was important to the Israelites. (10 marks)

(c) How do Christians show their respect to God? (5 marks)

**18. 2010 Q 2**

(a) State four ways in which God demonstrated His concern for the

Israelites during the Exodus (8 marks)

(b) How did the Israelites worship God when they were in the wilderness?

(5 marks)

**19. 2011 Q 2**

a) Describe how God prepared the Israelites for the making of the covenant

at Mt. Sinai( Exodus 19) (8 marks)

b) Give four reasons that made the Israelites to break the covenant while

at Mt. Sinai. ( Exodus 32:1-35) (4 marks)

c) What do Christians learn about the nature of God from the Exodus? (8 marks)

**20. 2014 Q2 P1**

(a) Describe the call of Moses (EXODUS 3:1-22). (8 marks)

(b)Outline seven Plagues that God used to demonstrate his power in Egypt. (7 marks)

(c) Give five reasons why Christians are commanded not to steal. (5 marks)

**LOYALTY TO GOD: ELIJAH**

**1. 1991 Q 1.**

a) What circumstances led to the contest between prophet Elijah and the

prophets of Baal at mount Carmel.

b) What did the Israelites learn out of the nature of God from the mount

Carmel contest?

**2. 1993 Q 1a**

Outline the circumstances which led to the spread of idolatry in Israel.

**3. 1996 Q 4**

State five Challenges that Prophet Elijah faced in Israel (5 marks)

**4. 1998 Q 4**

From the teachings of Prophet Elijah state five effects of idolatry to

the Israelites (5 marks)

**5. 2000 Q 1b**

Describe the problems faced by Prophet Elijah in Israel. (7 marks)

**6. 2002 Q 1b,c**

b) With reference to the incident of naboth’ vineyard, state how King

Ahab failed to keep the covenant laws. (5 marks)

c) Give reasons why Christians should practice forgiveness. (6 marks)

**7. 2004 Q 2**

State five practices of idolatry during the time of Prophet Elijah. (5 marks)

**8. 2007 Q 3a,b**

(a) Describe the nature of the Canaanite religion (10 marks)

(b) Identify ways in which King Jeroboam contributed to religious

schism between Judah and Israel. (4 marks)

**9. 2008 Q 3**

(a) Describe the contest between prophet Elijah and prophet Baal at Mount

Camel (1st King 18:17-40) (7 marks)

(b) Give **four** conditions that made it difficult for prophet Elijah to stop

idolatry In Israel (8 marks)

(c) Identify **five** qualities of prophet Elijah that a Christian leader should

possess (5 marks)

**10. 2010 Q 3a,b**

(a) From the story of Naboth's vineyard, explain the commandments

which King Ahab and Queen Jezebel broke. (8 marks)

(b) With reference to 1st Kings 21: 17 - 29, give the forms of punishment

prophesied by Elijah to King Ahab and Queen Jezebel. (6 marks)

**11. 2012 Q3b P1**

Explain four life skills that Elijah used to fight against the false religion

in Israel (8 marks)

**12. 2013 Q3 P1**

(a) How did prophet Samuel promote the worship of Yahweh in Israel?

(8 marks)

(b) Explain **six** effects of idolatry in Israel during the time of

prophet Elijah. (6 marks)

(c) What lessons can Christians learn about social justice from the story

of Naboth’s vineyard? (6 marks)

**LEADERSHIP IN ISRAEL: DAVID AND SOLOMON**

**1. 1997 Q 4**

State five factors which led to the division of the Kingdom of Israel after

the death of King Solomon. (5 marks)

**2. 1997 Q 1( pp 2)**

Describe ways in which King David promoted the worship of Yahweh

in Israel

(12 marks)

**3. 1999 Q 2**

Give five activities of King Jeroboam that made the Israelites in the

Northern Kingdom turn away from God (5 marks)

**4. 1999 Q 2a (pp 2)**

Explain how King Solomon turned away from the covenant way of life

(6 marks)

**5. 2000 Q 3**

Identify five ways used by the Israelite Kings to bring people back to God

(5 marks)

**6. 2000 Q 1a ( pp 2)**

Give reasons why the Northern Kingdom of Israel was destroyed before

the Southern kingdom of Judah. (12 marks)

**7. 2001 Q 3**

State five reasons why Samuel was opposed to the idea of having a king

in Israel. (5 marks)

**8. 2001 Q 1a,b ( pp 2)**

a) What were the promises of God to David through prophet Nathan? (8 marks)

b) State the factors that led to failure of David’ successor. (7 marks)

c) What are the factors that prevent political leaders from performing

their duties efficiently in Kenya today? (10 marks)

**9. 2002 Q 3**

State five duties of Samuel as a prophet of God (5 marks)

**10. 2003 Q 3**

List five types of leaders whom god gave his power to in the

Old Testament. (5 marks)

**11. 2004 Q 1( pp 2)**

a) Outline the activities in the life of King David that showed he had

faith in God. (12 marks)

b) Identify the characteristics of God as portrayed in the life

of King David (7 marks)

**12. 2005 Q 1 (pp 2)**

a) Give reasons why the Israelites asked Samuel to appoint a king for them (7 marks)

b) What were the failures of King Saul? (12 marks)

**13. 2005 Q 3**

Give five reasons why the temple in Jerusalem was important to

the Israelites (5 marks)

**14. 2006 Q 3a,b**

(a) Give reasons why the Israelites demanded for a king (8 marks)

(b) State the achievements of Solomon as King of Israel (6 marks)

**15. 2009 Q 3a, b**

(a)State seven functions of the Temple in the Jewish community. (7 marks)

(b)Identity **six** ways which show that King Solomon turned away from

the covenant way of life (6 marks)

**16. 2011 Q 3**

a) Outline the failures of King Saul (5 marks)

b) Explain the achievements of David as a king of Israel. (7 marks)

c) Give four reasons why Christians in Kenya should build churches.

(8 marks)

**17. 2012 Q3a P1**

Describe six ways that king David used to promote the worship of God

in Israel (6 marks)

**18. 2014 Q3 P1**

(a) State the achievements of Solomon as the King of Israel. (7 marks)

(b) Outline the importance of the temple in Jerusalem to the Israelites. (7 marks)

(c) Give six Lessons that modern political leaders in Kenya can learn from

King Solomon. (6 marks)

**19. 2015 Q3 P1**

(a) Give **five** reasons why the Israelites demanded for a king. (1 Samuel 8) (5 marks)

(b) What lessons can modern political leaders learn from King David? (7 marks)

(c) How do Christians in Kenya demonstrate their faith in God? (8 marks)

**AFRICAN CONCEPT OF GOD, SPIRITS AND ANCESTORS**

**1. 1994 Q 47**

State the responsibilities of the living to the ancestors.

**2. 1994 Q 1c ( pp 2)**

Discuss how traditional African communities use the environment to

Demonstrate their belief in God.

**3. 1997 Q 13**

Identify five traditional African Practices which demonstrates people’s

belief in God. (5 marks)

**4. 1999 Q 13**

With reference to traditional African communities state five ways in

which the African sought reconciliation with God (5 marks)

**5. 2001 Q 15**

State five beliefs about the nature of God in traditional African communities.

(5 marks)

**6. 2001 Q 16**

State five ways through which human beings communicate with the spirit

world in traditional African societies.

**7. 2003 Q 13**

Write down five teachings about God from the traditional African myths

of creation.

**8. 2003 Q 14**

Identify five occasions when sacrifices are made in Traditional African

communities. (5 marks)

**9. 2004 Q 14**

State five roles of the ancestors in traditional African communities. (5 marks)

**10. 2010 Q 6c**

State **seven** roles of ancestors in traditional African communities. (7 marks)

**11. 2011 Q 6b,c**

b) Explain six factors that have affected the traditional African people’s

dependence on God. (6 marks)

c) Outline six similarities between the Christian and Traditional African

ways of showing respect to God. (6 marks)

**12. 2015 Q6 P1**

(a) List **eight** places used for worship in traditional African communities. (8 marks)

(b) Give **six** reasons why sacrifices are made in traditional African

communities. (6 marks)

(c) How do Christians in Kenya show respect for places of worship? (6 marks)

**AFRICAN MORAL AND CULTURAL VALUES**

**1. 1990 Q 42**

a) State the significance of the traditional African initiation rites.

b) Explain the role of the sponsor during tradition African circumcision ceremonies

**2. 1991 Q 45**

Give factors that are affecting the traditional African heritage.

**3. 1992 Q 46**

Explain reasons why reasons why myths are important in traditional African

Communities

**4. 1992 Q 4a,b**

Discuss how the rites with initiation into adulthood express traditional African

beliefs in life after death

**5. 1993 Q 23a,b**

a) Explain ways in which traditional African communities demonstrate their

belief in life after death

b) Explain why expectant mothers are given special treatment in traditional

African communities.

**6. 1993 Q 5b**

Discuss the method of disciplining errant members in traditional

African communities.

**7. 1994 Q 4a**

Discuss what were some methods used in teaching the truth in traditional

African communities.

**8. 1994 Q 36**

Give the requirement which a man had to fulfil to become an elder.

**9. 1995 Q 36**

Give five reasons why the newly initiated young men lived together in a

Community for some time.

**10. 1996 Q 12**

State the duties of a traditional African community helped bereaved families

(5 marks)

**11. 1996 Q 13**

State five ways in which people in the traditional Africa marriage. (5 marks)

**12. 1996 Q 14**

Give five reason why courtship was as important aspect of traditional

African marriage. (5 marks)

**13. 1996 Q 4(pp 2)**

a) Give reasons why cleansing rituals were performed in traditional African

Communities. (16 marks)

b) Explain the factors which promoted harmony in traditional

African communities .

**14. 1997 Q 14**

Identify five occasions when oaths were administered in traditional

African Communities (5 marks)

**15. 1997 Q 15**

List occasions when the services of a medicine man were required in

traditional African communities (5 marks)

**16. 1997 Q 4a (pp 2)**

Discuss the measures taken by the traditional African communities to

discourage pregnancy before marriage. (12 marks)

**17. 1998 Q 11**

With reference to African traditional communities, state five factor that

promote harmony and mutual responsibility in Kenya today. (5 marks)

**18. 1998 Q 12**

Give five reasons why initiation rites were important in African traditional

communities (5 marks)

**19. 1998 Q 14**

State five reasons why, marriage in traditional African communities

is regarded as a covenant (5 marks)

**20. 1998 Q 15**

List five responsibilities of priests in traditional African communities (5 marks)

**21. 1998 Q 16**

Give reasons why taboos are important in traditional African communities

(5 marks)

**22. 1998 Q 4a (pp 2)**

Describe how wealth was acquired in traditional African communities

(5 marks)

**23. 1999 Q 11**

Identify five occasions when prayers were offered in traditional

African Communities

(5 marks)

**24. 1999 Q 12**

State five rituals marking the birth of child traditional African communities

(5 marks)

**25. 1999 Q 14**

List five factors that affected traditional African Education system (5 marks)

**26. 1999 Q 4b ( pp 2)**

Give reasons why people work in traditional African Communities (5 marks)

**27. 1999 Q 5b,c**

(b) Give ways in which traditional African communities show respect

for the unborn Child (6 marks)

(c) Explain how a child learns to be part of the traditional community

(10 marks)

**28. 2000 Q 16**

Identify five African cultural expressions used in Christian worship today.

(5 marks)

**29. 2000 Q 5c ( pp 2)**

a) How was marriage formalized in traditional African communities (8 marks)

b) Why was polygamy common in traditional African communities. (8 marks)

c) State the role of parents in a traditional African family (9 marks)

**30. 2001 Q 13**

State five reasons why the observance of the blood kinship is important

in African traditional African societies. (5 marks)

**31. 2001 Q 14**

Give five reasons why the birth of a child is a joyous event in traditional

African Societies.

**32. 2001 Q 5 (pp 2)**

a) Explain the activities carried out in traditional African communities? (6 marks)

b) State ways through which the youth are traditional African communities? (7 marks)

c) What is the role of a grandfather in traditional African

communities? (6 marks)

**33. 2002 Q 5**

a) Give reasons why there was singing during the initiation ceremonies in

traditional African communities. (12 marks)

b) How were the initiates prepared for adult life in traditional African

communities? (7 marks)

c) Why do some traditional African communities practice ignition

rites today. (6 marks)

**34. 2002 Q 12**

Give five reasons why oaths were administered in traditional

Africa Communities (5 marks)

**35. 2002 Q 14**

List five occasions when sacrifices were consulted in traditional African

communities (5 marks)

**36. 2002 Q 14**

State five factors that may hinder the traditional African practice of

giving dowry. (5 marks)

**37. 2003 Q 15**

State five roles of elders in traditional African communities. (5 marks)

**38. 2003 Q 16**

Give five reasons why children are important in traditional

African community (5 marks)

**39. 2003 Q 5 a,c ( pp 2)**

a) Give reasons why pre- marital pregnancies were rare in traditional

African communities. (12 marks)

c) What is the role of a midwife in traditional African communities? (5 marks)

**40. 2004 Q 11**

Give five reasons why a naming ceremony is important in traditional

African communities. (5 marks)

**41. 2004 Q 12**

Write down five ways of solving conflicts in traditional African communities. (5 marks)

**42. 2004 Q 13**

Name five specialists in traditional African communities (5 marks)

**43. 2004 Q 5a,b (pp 2)**

a) Outline ways through which a marriage partner is chosen in traditional

African communities (12 marks)

b) Explain why divorce is rare in traditional African communities (6 marks)

**44. 2005 Q 11**

Write down five places where worship is carried out in traditional

African communities. (5 marks)

**45. 2005 Q 12**

Give five reasons why seclusion after child birth is important in traditional

African communities. (5 marks)

**46. 2005 Q 13**

List five duties of diviners in traditional African communities (5 marks)

**47. 2005 Q 14**

Write down five reasons why disputes over land were rare in traditional

African communities. (5 marks)

**48. 2005 Q 5a,b ( pp 2)**

(a) Discuss the factors that promote harmony and mutual responsibility in

traditional African communities. (8 marks)

1. What changes are taking place in property ownership in traditional

African communities (10 marks)

**49. 2006 Q 6**

(a) Explain the importance of rituals performed during a naming

ceremony in traditional African communities. (10 marks)

1. Identify the moral values acquire during marriage in traditional

African communities (5 marks)

1. Why is death feared in traditional African communities? (5 marks)

**50. 2006 Q 1c**

What are the consequences of breaking taboos in traditional African

communities? (5 marks)

**51. 2007 Q 6**

(a) What changes have taken place in the rite of initiation in Kenya

today? (8 marks)

(b) Identify moral values taught to the youths during initiation to

adulthood in traditional African communities (6 marks)

(c) Give reasons why female circumcision is being discouraged in Kenya

Today (6 marks)

**52. 2008 Q 6**

(a) Identify practices in Traditional African communities that show

their beliefs in life after death (8 marks)

(b) State **six** requirements that one had to fulfill to be made an elder in

Traditional African society (6 marks)

(c) Identify the factors that are undermining the role of elders in

Kenya today

(6 marks)

**53. 2009 Q 2b**

Give **seven** similarities between the Jewish and traditional African

practice of circumcision. (7 marks)

**54. 2009 Q 6**

a) Outline **six** rituals performed during the birth of a baby in tradition

Africa 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

**55. 2010 Q 3c**

Why is killing condemned in traditional African communities? (6 marks)

**56. 2010 Q 6a,b**

(a) Name **six** places in which sacrifices are carried out in traditional

African communities. (6 marks)

(b) Give **seven** reasons why sacrifices are made in traditional African

communities. (7 marks)

**57. 2010 Q 5a ( pp 2)**

State **four** similarities between the Christian and traditional African

view on marriage. (8 marks)

**58. 2011 Q 6a**

Describe the traditional African view of a community. (8 marks)

**59. 2011 Q 6b ( pp 2)**

State seven methods of disciplining errant members in traditional

African communities. (7 marks)

**60. 2012 Q6 P1**

(a) Describe five ways in which people in traditional African communities

communicate with God. (5 marks)

(b) Give eight reasons for singing and dancing during initiation ceremonies

in traditional African communities.

(c) Give seven reasons why witchcraft is feared in tradition African

communities (7 marks)

**61. 2013 Q6 P1**

(a) Outline the causes of death in traditional African communities. (6 marks)

(b) Explain the significance of rituals performed after the death of a

person in traditional African communities. (7 marks)

(c) List **seven** moral values promoted during funeral ceremonies in

traditional African communities. (7 marks)

**62. 2014 Q6P1**

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

family members before they die? (7 marks)

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

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

traditional African communities? (8 marks)

**THE BIBLE**

**MARKING SCHEME**

**1996 Q1**

* It provides moral and spiritual guidance
* Helps them discover the will of God/ God reveal himself through bible
* Reading the bible is an aspect of Christians worship/ a way of worshipping
* The bible is the basis of Christians doctrines and practices/ Helps in understanding Christians doctrines/eschatological times.
* It gives guidance on the relationship among human beings/ and between human beings and God
* It is the word of God
* Christians come to discover who they are/ help a person discover his/ her worth dignity of the human person.
* It is a source of consolation to Christians/ gives hope to Christians / persona race hope.
* Source of inspiration
* Source of knowledge/ enlightened/ improves their knowledge
* Helps in spiritual development and maturity/ enlightens them/ improve their faith
* Helps them understand the universe/ environment/ their relationship to it.
* Helps them understand the meaning of their lives and relationship to God/ and to one another. (5 x 1 = 5 marks)

**1998 Q1**

* The Bible was inspired by God
* The authors of the Bible wrote under the influence of the Holy Spirit
* The bible deals with God’s revelation to human beings and their responses.
* The Bible contains the true message of God for daily living
* God wrote the Ten Commandments on the stone tablets.
* The Bible is the revealed word of God/God reveals Himself to us through His activity in the Old Testament and in the Holy Spirit in the Church today.

**2001 Q1**

* Revised standard version
* Living Bible
* Amplified Bible
* New Bible
* New International version
* King James Version.
* The Gideon International
* New English Bible.
* Common Bible
* Good News Bible. 5x1=5marks

**2003 Q6a, b**

* It enlightens the Africans
* The Africans were able to follow the scripture better and the led to more churches
* There was desire for education more Africans showed interest in education
* Christianity spread faster as more Africans were able to read the Bible on their own.
* Greater understanding was created between the missionaries and the African making life easier for both.
* Africans took partnership positions from the missionaries.
* It has contributed to the spirit of ecumenism, several denominations work together their own.
* Christianity became a more active religion as the Africans participated more.
* The elementary reading and writing taught to catechism that the modern education system developed in Kenya
* The transmission increased African participate in Christianity rather religion missionaries, Africans were able to read and understand the inner meaning of bible doctrines for much more than when the bible was a foreign language.

b)

* It instruct new converts
* They used it as a basic reference book in general dissemination/search for knowledge.
* They use to derive Christian hymns e.g Psalms Benedicts.
* The Christians use the bible to back their teachings/messages.
* They used bible in order to make oath/promises.
* They worship with references from the bible in order to keep proper boundary not out of the word of God

**2005 Q1**

* Genesis
* Exodus
* Leviticus
* Numbers
* Deuteronomy (5 x 1= 5 marks)

**2006 Q1a**

* It provides Christians with moral values
* It is a source of spiritual Nourishment
* It is used in Christian worship
* It gives them inspirational/ hope
* It helps them to understand their relationship with God
* It is a source of Christian beliefs/ practices
* It reveals God to them / makes them understand the will of God
* It is a source of knowledge
* It is the word of God as the authors’ were inspired by God (4 x 2 = 8 marks)

**2008 Q1**

(a)

* 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. (5 x 1=5 marks)

(b)

* 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. (5 x 2=10 marks)

(c)

* 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. (5 x 1=5 marks)

**2010 Q1**

* + Joshua
  + Judges
  + Ruth
  + First Samuel
  + Second Samuel
  + First Kings
  + Second Kings
  + First Chronicles
  + Second Chronicles
  + Ezra
  + Nehemiah
  + Esther

**b)**

* It contains many books.
* The books were written by different authors
* It has different categories of books/division
* The books are written in different styles/forms
* The books in the bible were written at different times/situation/background
* The books in the Bible address different issues/topics/purpose
* The books were written for different audience/readers
* The books are systematically arranged /order/chronological.
* Ref. book 4 theology

**c)**

* When preaching the word of God (crusade/church sermons)
* When in court
* When instructing new converts/conducting Bible study
* During different Christian religious ceremonies/festivals
* When teaching Christian Religious Education
* When composing songs/plays/Christian literature
* During fellowships/prayers/guidance/counselling
* During a swearing in ceremony

**2011 Q1b,c**

b)

* Law books
* Historical books
* Poetic books
* Prophetic books
* The Gospel/biographical books
* Epistles/letters 5 x 1 = 5 marks

c)

* It is used to take oaths in courts/offices by people who may not be believers/not saying the truth
* It is kept in places associated with evil
* There is distortion of the biblical teaching/specific verses are picked to fulfill individual demands /misinterpretations
* Some people use the Bible like an ordinary text book/reference
* It is being used in witchcraft/cults to mislead people
* Some people are using it to enrich themselves /it is a tool of trade
* Some new versions translated have changed the original meaning of the bible
* The bible is not read for spiritual growth but it is kept for display
* Some people use the bible to threaten others/administer curses

7x1 = 7 marks

**2012 Q1 P1**

(a) The literary forms used in the writing of the Bible (analysis)

* Poetry/poems/epics
* Wise sayings
* Prose narratives
* Letters/Epistles
* Legal/Law expressions
* Songs
* Prophetic/prophetic speeches
* Gospels
* Philosophical essays
* Prayers
* Sermons

(b) Reasons why the Bible had to be compiled into its present form by early

Christians.(Luke 1:1-4) (comprehension)

* The eye witnesses of Jesus Christ were being killed.
* In order to present information from getting lost
* Due to the expansion of the church/increased number of believers/who needed material to refer to.
* To counteract false teachings/teachers who were contusing the believers.
* To ensure that same doctrines/beliefs were being taught to all Christians.
* To reach out to the Jews in the diaspora/Gentiles
* To preserve an orderly account of biblical themes/avoid distortion

(4x2- 8 marks)

(c) Ways in which Christians use the Bible in Kenya today. (application)

* Christians read the Bible for spiritual growth/meditation/Bible study.
* They use it for instructing new converts.
* It is used as a textbook when teaching Christian Religious Education

in schools/colleges.

* It is used as resource material in search of general knowledge.
* It is used to compose Christian hymn/songs/drama
* It is used in taking oaths/vows/swearing.
* It is used as a prayer book.
* (viii) It is used for preaching/evangelism. ,
* It is used to explain Christian ethics/rituals/doctrines/guidance and counseling
* It is used to produce Christian literature (6x1= 6 marks)

**2013 Q1 P1**

(a) The poetic books in the Bible

* Job
* Psalms
* Proverbs
* Ecclesiastes
* Song of Solomon.

5 x 1 **5 marks**

(b) Translation of the Bible from the original languages to local languages

* The Old Testament was originally written in Hebrew.
* The New Testament was originally written in Greek.
* The Old Testament was translated from Hebrew into Greek.
* The entire Bible was translated into Latin by Jerome.
* The Bible was translated directly from Hebrew and Greek into English by

William Tyndale.

* The Bible was translated into national languages of European countries during

the period of Reformation.

* It was translated from English into Kiswahili by Dr. Kraph.
* The Bible has been translated into other local languages by the Bible Society

of Kenya/individuals.

4 x 2 **8 marks**

(c) Ways in which Christians use the Bible to spread the Gospel today.

* The Bible is the main source book for Christian sermons.
* It is used in the writing of Christian literature.
* The Bible is used when composing songs.
* It is used in the production of Christian movies/videos/radio programs/plays.
* the Bible is used in swearing/taking of oath of allegiance.
* It is used to organize Bible studies/teaching Sunday/Sabbath schools.
* Verses from the Bible are used for imprints/posters.
* The Bible is used in writing of doctrines for different denominations.
* Biblical texts are used in teaching of Christian Religious Education.
* It is used to offer guidance and counselling.

7 x 1 **7 marks**

**2014 Q1 P2**

**a) Why the Bible is considered as the word of God**

* The people/authors who wrote the Bible were under the influence of the Holy Spirit / inspired
* Through it, God's character /attributes/ nature is revealed / speak about God
* God speaks/communicates to human beings through the Bible/it contains God's spoken words
* It shows the will / desire of God for human beings
* Through the Bible God guides people in their daily lives
* It transforms lives of people / source of moral values
* Part of the Bible was directly written by God Himself i.e the Ten Commandments
* Prophecies/ promises made in the Bible have been / are being fulfilled
* It reveals the actions done by God
* It outlines God's plan salvation fulfilled through Jesus Christ
* It remains relevant for all generations/ never changes (7x1=7 marks)

**b) Effects of translating the Bible into African local languages (open unrestricted)**

* Bible translation has led to the development African languages
* It has led to the spread of the word of God to many people /places/ expansion/ evangelization construction
* Through the translations people are able to apply Bible teachings in their lives.
* It has contributed to improved literacy levels among the Africans/ development of formal education
* It has led to emergence of African independent Churches / schools/African leadership
* It has contributed to the numerical growth of the Church/ expansion of the church membership/ faith
* It gives people an opportunity to analyse the Bible in relation to their cultures
* The translation of the Bible has made Africans to incorporate their cultural practices into Christian worship /Africanization
* It has enhanced the development of printing press/ bookshop
* It has made people to carry out research In African beliefs/practices
* It has led to ecumenical cooperation among Christian in Africa/ Bible society
* It has led to creation of jobs
* It has led to religious schism

(7x1=7 marks)

**c) Six versions of the Bible used in Kenya today. Closed (restricted)**

* Revised Standard version (RSV)
* Good nes Bible
* Common Bible
* New international version
* King James version/New King James version
* The African Bible
* Jerusalem Bible/New Jerusalem Bible
* The Living bible
* The Gideons International version
* The New English Bible
* The Holy Bible
* Jerome Bible
* The Youths Bible
* The Amplified Bible
* New American Bible/American Standard version

(6x1=6 marks)

**CREATION AND FALL OF MAN**

**MARKING SCHEME**

**1996 Q2**

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

(5 marks)

**1997 Q 1**

* + - Procreate -To rule over the rest of creation/ to care, conserve and preserve the environment
    - Take care -To be in charge of the fish, the birds and all the birds and all the animals/ rule over God’s creation in charge -To cultivate the garden and guard it
    - Eat - To eat from the fruits of the garden
    - Obey - To obey God/ God’s command
    - Marry - to get married/ should marry 5 x 1 = 5 marks)

**2002 Q 1a**

* + All human beings were to die
  + Their friendship with God changed to fear/ God withdrew from company
  + They experienced shame and guilt/ were ashamed of their nakedness
  + Women became subject to man
  + Human beings would experience pain
  + Human beings would have to toil/ struggle in order to eat/ live
  + The good relationship between human beings and wild animals was destroyed/ instead enmity between them was created
  + The ground was cursed because of them/ produce thorns and thistle
  + There was hatred among the children of Adam/ Cain murdered Abel
  + Human beings became sinful by nature/ developed wicked thoughts
  + Human beings days on earth were reduced/ the lifespan was reduced to 120 years
  + Misunderstanding arose among human beings/ God confused their language
  + The serpent was condemned to crawling/ eats dust
  + The marriage relationship changed from mutual care to tension
  + Human beings were expelled from the Garden of Eden
* Human being/ animals/ plants were destroyed by the flood (14 marks)

**2003 Q1 (PP2)**

* To cultivate and garden and guard it
* To procreate and have children
* To be in charge of fish, the birds and the animals, rule over God’s creation
* To rule the rest of creation, to care, to conserve and preserve the environment
* To obey God and his commands
* To get married for companionship
* Work was ordained by God Work makes human beings complete achievements, self- realization and self- fulfillment
* Christians learns that work is to be done for 6 days and rest on the seventh day, as God did not create
* Christians learns that one has to work to provide for his/ her family needs, be self reliant
* Work was introduced to man as a punishment of their sin at the Garden of Eden
* They learn to work to contribute to the development of the community
* Christians learn that they should obey God’s command of sub-doing and conquering the earth and becoming co- workers
* Work is a way of continuing the creation activity of God
* Christians learn that work keeps them away from idle life which may lead to sin
* All creation is very good, human beings should treat the rest of the creation with respect and severance
* Christians should preserve, conserve and donate to the environment
* Christians can care for god’s creation like wild animals by building game reserve
* Christians contribute to the scientific discovery of medicine to wild animal diseases by providing money donations to such institution
* Christians can care for God’s creation by standing to condone over cutting of vegetation i.e. deforestation
* Christians should come together and join hands on controlling soil erosion e.g. gulf erosion

**2006 Q1b**

* God is all powerful/ omnipotent
* God of order/ orderly/ perfect
* He is everywhere/ omnipresent
* He is the provider/ sustainer
* He is the creator
* He is all knowing/ omniscient
* He commands moral ( obedient – Adam & Eve) Gen 2: 16
* He is loving (wants personal relationship with man)
* He is everlasting/ self existence
* He is a spirit
* God is the source of goodness
* God is holy Gen. 2: 3 ( 7 x 1 = 7 marks)

**2007 Q 1a,b**

* The creation order of everything is mentioned in the first account but no order is given in the second account
* Male and female are created at the same time in the image of God in the first account while in the second account man is made from dust and the woman form the man’s rib
* In the first account creation is out of nothing but in the second account man is made out of dust of the ground as the plants are made to grow out of a garden
* In the first account God gives names to what He orders to be while in the second account man is made to give names to all that God created.
* In the first account human beings are to subdue the earth while in the second account God confines them in the garden of Eden.
* In the first account creation is completed in six days while in the second there are no number of days given.
* God rested on the seventh day in the first account but there is no day of rest in the second account.
* In the first account there is no forbidden tree while in the second account is.
* In the first account the spirit of God was moving over the face of the waters while in the second account the spirit of God is not mentioned.
* In the first account God appreciated everything as good while in the second account He said that it is not good for man to be along.
* In the first account God creates in unity with the spirit while in the second account He was alone.
* In the first account God created human beings for procreation, while in the second account they were created for companionship.

(5 x 2 = 10marks)

* Both Adam and Eve realized they were naked
* They became ashamed
* They hid from God / feared to face God
* They started blaming each other
* The serpent was cursed
* Enemity between the serpent and human being developed
* The woman was to experience pain in child bearing
* The man was made to rule over the woman
* The man was to toil/sweat in order to eat
* The ground was made to produce weeds and thorns
* Death was introduced in their lives
* They were chased /banished from the garden of Eden (6 x 1 = 6 marks)

**2009 Q1a,b**

* + Human beings are created in the image / likeness of God
  + They have been give authority / domination over God creation
  + They communicate/ fellowship God.
  + They are special / the greatest creation of God.
  + They have the ability to think / reason/ make choices / decisions in their lives
  + They are blessed by God.
  + They have been given a special place to stay / Garden of Eden
  + Human beings are to use other creation / plant for their benefits.
  + They are to take care of the creation till the land work.
  + Human beings are to procreate / multiply through marriages.
  + Man and woman era to compliment / provide companionship for each other.
  + Human beings are Gods creation / male and female
  + The woman is created out of the man’s ribs. 5x 1 = 7marks)

1. They started dying yet they were to live forever.

* They became afraid of God / they hide when He called them.
* They lost 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 when giving birth.
* There develop enemity between the human beings and the serpent.
* They become embarrassed because of their nakedness.
* They were expelled out of the Garden of Eden / separated with God.
* They developed mistrust between man and woman. (8 marks)

**2015Q1**

a)Similarities in the Biblical stories of creation in Genesis 1 and 2

* In both God is the sole creator
* In both human beings are given responsibilities / have authority over Gods creation
* In both accounts, human beings are special/share in God’s image
* There is a sense of order in both creation stories
* In both stories , all crated things depend on God for sustenance/ He is the provider
* In both accounts God is self existent / existed before creation
* In both stories God is the source of life

6 x 1= 6 marks

b) Responsibilities given to human beings by God in the Biblical creation stories

* Human beings are to till./cultivate the land
* To guard /protect the land
* They should protect / have children fill the earth
* To be in charge of the fish/birds/animals
* To give names to Gods creation
* To feed from the plants
* They should obey Gods command
* To marry for companionship
* Human beings should help each other
* To subdue/have dominion over the earth 8 x 1 = 8 marks

c) Why Christians in Kenya should take care of the environment

* Christians should care for the environment in obedience to Gods

commands / it is a duty

* In order to maintain its beauty /aesthetics
* To preserve /maintain natural habitat for Gods creation
* It is the source of food/medicine/shelter
* In order to preserve it for future generation
* To promote a healthy surrounding /prevent diseases
* To attract tourists/ for economic gain/national development

6 x 1 = 6 marks

**FAITH AND GOD’S PROMISES (ABRAHAM)**

**Marking Scheme**

**1998 Q2**

* + It was unconditional
  + It had promises to be fulfilled.
  + It had an outside sign /circumcision.
  + It was sealed through sacrifice/ritual
  + It was voluntary / the parties were willing to enter into covenant /mutual
  + It was solemn/binding
  + It was initiated by God 5x1=5marks

**1999 Q1 a (PP2)**

* By abandoning the idol worship (moon god) to serve Yahweh the true God
* By accepting to leave Haran to unknown land
* By building alters at Bethel/Shechem in honour God
* By accepting circumcision as a sign of the covenant (He got circumcised/his servants were circumcised/so was his son.
* By sacrificising the animals in the covenant making
* By accepting to change their names (Abram to Abraham as the father of the great nation, Sarai / Sarah as the mother of the great nations.
* By agreeing to sacrifice his son Isaac.
* By worshiping god he prayed/sacrificed to god/interceded.
* By believing in the fulfillment of God’s promises
* By making a covenant with God. 6x1=6marks

**2000 Q1**

* Abraham would be the father of a great nation/many descendants/many children
* Abraham would receive personal blessings-will die in peace
* Abraham will receive honour /he will have many descendants.
* Abraham will receive personal reputation/his name would be made great
* Abraham would receive personal reputation/his name would be made great
* All those that bless Abraham would be cursed/God would protect Abraham.
* Abraham would be a source of blessings to his descendants/ God will rescue Abraham’s descendants.
* Through him all nations of the earth would be blessed.
* God would give Abraham and his descendants the land of Canaan.
* The covenant would be everlasting.
* He promised Abraham a son/a heir through his wife Sarah. 5x1=5marks.

**2002 Q 1**

* He left his home/ family / kindred/ kinsmen ( Gn. 12: 4-5)
* He circumcised his sons/ male members 17: 23- 24
* He was ready to sacrifice his son Isaac 22: 1- 12
* He built altars in honour of God 12: 7- 8
* He made sacrifices to God 12: 7- 8, 15: 9, 10 22: 13-14
* He accepted the change of his name that of his wife 17: 5-6, 15 -6
* He entered a covenant with God Gen 17, 18 (5 x 1 = 5 marks)

**2003 Q1**

* A ram/A she- goat/ A heifer/ A pigeon/ A turtle dove

**2006 Q 2a,c**

* He would make Abrahams name great/ famous
* God would bless those who bless Abraham/ curse those who curse him/ protect him
* All the families of the world would be blessed through Abraham
* God would give land to Abraham’s descendants
* He would give Abraham many descendants/ he would have a great nation
* God will bless Abraham
* God would give Abraham long life/ he would die in peace
* He would give Abraham a son/ heir
* Kings will come from Abraham’s descendants ( 6 x 1 = 6 marks)
* It was an outward sign of the inner faith in God
* It was a physical badge/ identity for all male children
* It showed that one had made a covenant with God/ that benefits from God’s promises to Abraham
* It was a sign of obedience to God
* It signified purity/ cleanliness
* Through it, one became a member of Jewish community/ Abraham’s family (4 marks)

**2007 Q 2**

* It was initialized by God
* It was solemn permanent /long lasting
* It was unconditional
* There were promises to be fulfilled
* It was sealed through the sacrifice of animals
* The parties entered it willingly/it was voluntary
* It had an outward sign/circumcision
* It was between two unequal parties
* God established a personal relationship with Abraham/Abraham became God’s friend.
* It showed that Abraham had faith/trust in God
* It demonstrated Abraham’s obedience to God.
* Abraham was assured of God’s protection.
* God revealed to Abraham that he would have a son as his heir/ many descendants
* God revealed to Abraham that he would have a son as his heir/many descendants
* It confirmed Abraham as God’s choice through whom all nations shall receive salvation.
* God was in control of Abraham’s life / all other events
* The descendants of Abraham were promised the land of Canaan.

(10 marks)

* They should obey God
* They should have faith in God
* They should be patient and wait upon God/should not give up
* They should be prepared to face difficult situations
* They should be ready to give up everything for God/be totally committed to God
* God blesses those who are ready to serve him
* They should rely on God’s guidance
* They should be wise when dealing with issues affecting their lives
* They should involve family members in worship (5 x 1 = 5 marks)

**2009 Q 1c**

* By visiting them / inviting them to their homes.
* By being patient / forgiving them.
* By evangelizing to them/ preach / teaching.
* By guiding and counseling 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 /aids.

1. **, c**

* 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 scarifies to God.
* A covenant has an outward sign. Abraham was to circumcise all his make 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

Mark for mention

Mark for explanation (4 x 2 = 8marks)

* + - God demand 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 sprit / everywhere
    - God is be worshiped./ God guides people.
    - God speaks / makes promises / fulfills promises.
    - God cares for His people.

**2010 Q2c (PP2)**

* + The emergence of splinter groups within the church.
  + The emergence of cults which practice ungodly activities.
  + The emphasis of materialism by the churches.
  + Lack of roles models among the leaders.
  + Open conflict among/between the leaders and the church members/authoritarianism.
  + Misuse of resources by the leaders.
  + Rise of state-church conflict e.g No/Yes situation.
  + Confusion among Christians due to different interpretation of the Bible.
  + Church leaders not having time for all members/discrimination.
  + Negative effects of mass media/modern technology
  + Permissiveness/moral decadence/during abuse

**2012 Q2 P1**

(a) The covenant ceremony between God and Abraham

* Abraham was in doubt for the promise of a son
* God assured him that his own son would inherit him and not Eliezer of Damascus.
* God showed Abraham the many stars and confirmed that his decedents would

be as the stars.

* God asked Abraham to bring him a heifer, a goat, a ram, each three years old,

a turtle dove and a young pigeon

* Abraham cut the animals into two and arranged the halves in two rows.
* The birds were not cut.
* He drove away the birds of prey that targeted the carcasses.
* At sunset Abraham fell into a deep sleep
* God spoke to him giving the promise that his descendants would be slaves for  
  four hundred years but He would set to liberate them.
* Abraham was promised a long peaceful life
* Abraham saw God pass through the carcasses in form of a smoking fire pot and a flaming torch/reaffirms to give his descendants land

(7x1=7 marks)

(b) Differences between Jewish and the traditional African circumcision practices

* In the Jewish community, it is for boys only while in some traditional African  
  communities it is for both boys and girls. (Gender)
* In the Jewish community, it is done on the eighth day while in traditional  
  African communities it is done during adolescent stage. (age)
* Its purpose in the Jewish community is to identify with God's people while in traditional African communities it is to promote one to adult life. (purpose)
* Among the Jews, the practice was commanded by God while in traditional  
  African communities it was done in obedience to the ancestors. (source, origin)
* The rite is not seasonal among the Jews as is the case in traditional African

communities. (timing)

* In traditional African communities it is a gateway to more responsibilities while among the Jews one is too young for any responsibility. (responsibility)

(c) Reasons why church leaders in Kenya take vows before starting their mission

(evaluation)

* To receive God's blessing/guidance.
* To get acknowledgement from the people being served.
* It reminds the leader to stick to the church regulations/mission.
* To get the authority of God to lead.
* It gives the leader courage/confidence to do his/her work.
* It shows one's willingness/commitment to serve/acceptance
* To emulate the Biblical way of commissioning servants of God.

(5x1=5 marks)

**2013 Q2 P1**

(a) The incident when Abraham was willing to sacrifice his son Isaac.

* + God told Abraham to take his only son to the land of Moriah/ to offer him as a

sacrifice.

* + Abraham took his son, two servants and wood for burnt offering.
  + They arrived at the place after a three day’s journey.
  + Abraham commanded his servants to remain behind as he and Isaac went up to

worship.

* + He took Isaac, the firewood and the knife, and went up.
  + Isaac asked his father where the lamb for the offering would come from.
  + Abraham told Isaac that God would provided the lamb for a burnt offering.
  + When they arrived at the place God had commanded, Abraham built an altar.
  + He bound Isaac/laid him on the altar upon the wood.
  + Abraham took the knife to slay his son but the angel of the Lord stopped him.
  + Abraham saw a ram, which he offered instead of his son.
  + He called the name of the place, The Lord will provide.
  + The angle appeared to Abraham a second time and gave him promises

because of his obedience.

* + Abraham returned with his men to Beersheba. 6 x 1 **6 marks**

(b) Differences between Jewish and traditional African practices of circumcision.

* + In Jewish Community, circumcision is for male children only whereas in

African practices, it is for both male and female.

* + Among the Jews, circumcision is performed on babies of 8 days old whereas

in traditional African communities, it is done during adolescence stage.

* + In African communities, it is a test of courage, whereas in Jewish community,

it is a sign of covenant with God.

* + Circumcision in African communities is a communal practice whereas among

the Jews, only members of the immediate family participate.

* + In traditional African communities, initiates take up responsibilities while

among the Jews, the initiates are too young to shoulder any responsibility.

* + In African communities, circumcision is carried out during specific seasons

while among the Jews, it is continuous.

4 x 2 **8 marks**

(c) Ways in which Christians Identity themselves in the society today.

* + Christians wear specific designs of clothes.
  + They abstain from eating some kinds of food/taking some drinks.
  + By carrying/wearing the rosary/cross/the flag/badges/rings.
  + They have special ways of greetings/salutations.
  + Through making personal testimonies/pronouncements.
  + By owning specific Bible versions/literature.
  + Through speaking in tongues.
  + Use of specific church designs.
  + Use of different titles/ names.
  + Through ways in which they worship.
  + By residing in secluded homes/houses.

6 x 1 **6 marks**

**2015Q2**

a)The call of Abraham (Genesis 12: 1-9)

* God told Abraham to leave his country Haran/his kindred/his fathers house

to the land that God would show him

* God promised Abraham that he would make him a great nation/bless

him/make his name great/source of blessing

* Abraham left the land of Haran as he had been instructed by God
* Abraham was seventy five years when he was called
* He took his wife Sarai/Lot his brothers son/ all their possessions /his

servants / set forth to the land of Canaan

* They passed through Canaan to the place at Shechem/ oak of Moreh
* God appeared to Abraham in the land of Canaan /promised to give the

land of Canaan to his descendants

* Abraham built an altar to the Lrod At Shechem
* He moved to the mountain on the east of Bethel / pitched his tent/built an

altar for the lord/called on the name of the Lord

* Abraham journey on towards Negeb

Any 8 x 1 = 8 marks

b) Characteristics of a covenant

* An agreement between two individual / parties; A covenant is an

agreement between two parties /individuals who were separate before

* Promises; the parties involved exchange vows/ make promises to each other
* Witnesses – There are both physical / spiritual witnesses during the making

of a covenant

* Signs: are the physical / outward mark to remind the parties of their obligations

to each other

* Ceremony; there are rituals performed to seal the covenant
* Conditions /consequences; Each party is expected to honour their part of the covenant/failure leads to consequences

5 x 1 = 5 marks

c) Examples of covenants made in Kenya today

* Marriage
* Baptism
* Peace agreements
* Trade treaties
* Land purchase agreements /land lease
* Employment contracts
* Oath of office/loyalty
* Ordination of church leaders

**SINAI COVENANT: MOSES**

**MARKING SCHEME**

**1996 Q3**

* They celebrated the three yearly feasts to honour and thank God- the Passover Pentecost and Tabernacle.
* Three times a year all the men folk presumed themselves before God
* They built an altar of earth for God
* On the alter they sacrificed the holocaust and communion sacrifices from their flocks and heads
* They hallowed the altar of God/ kept it holy
* Approached God’s altar with respect/ honour/ reverence
* They observed the ten commandment to guide them in their day to day living
* They assembled at the foot of Mount Sinai and God gave them the Ten commandments
* They made tabernacle (tent of meeting) which symbolized God’s presence among them.
* They gave offerings of various articles to God e.g. gold, bronze, silver and oil
* They burnt incense to the Lord
* They observed the Sabbath as a day of worship
* They prayed to God/ some praised / danced
* They held the covenant ceremony at mount Sinai
* They paid a tithe for upkeep of the tabernacle
* They consecrated the tent of meeting (5 x 1 = 5 marks)

**1997 Q2**

* Care/ cautiousness
* Inquisitiveness
* Respect/ cautiousness
* Patience
* Obedience
* Wisdom/ intelligence
* Courage/ Bravery/ fearlessness
* Faith/ trust
* Consistence/ reliability
* Humility

**1998 Q3**

* God is merciful
* God is faithful to His promises/covenant
* God is omniscient /all knowing
* God punishes the disobedient/stubborn
* God saves /rescue those he loves
* God responds to / answers prayers
* God is worthy of worship
* God is omnipresent /always 5x1 = 5 marks

**1999 Q 1**

* God commissions/appoints people to perform certain tasks/chooses or works through people of his choice.
* God does not give people impossible tasks
* God is beyond human understanding/transcendent
* God responds to the cry of his people when they call upon Him
* God is almighty/all powerful/Omnipresent and Omniscience/all knowing/Holy/ Pure
* God punishes the enemies of his people. (5 marks)

**2000 Q2**

* Thunder and lightning.
* Fire/pillar of fire.
* Earthquake/the mountain trembled violently.
* Sound of trumpet that grew louder and louder.
* He spoke to Moses/through the ten commandments/through a voice
* Smoke 5x1-5marks

**2001 Q2**

* Compassionate/Merciful/full of pity.
* Gracious.
* Slow to anger.
* Loving/Kind/Intimate/Personal.
* Faithful/firm/fulfill his promises/Restores.
* Forgiving.
* Just/Punisher/fair.
* Powerful/Omnipotent/almighty.
* Jealous
* Holy. 5x1=5marks.

**2002 Q2**

* Humility (action demonstrating the value of humility) Ex 3: 4
* Courage 3:3
* Faith / Trust 3: 17
* Love/ concern/ care/ mercy/ pity 3:710/ security/ needs/ protector
* Honesty
* Obedience 4: 18/ follow
* Reverence/ respect/ honour 3:6
* Service
* Holiness Ex 3: 5
* Inquisitiveness/ keenness/ knowledge
* Persistence/ patience
* Justice ( punishing Egyptians) (5 x 1 = 5 marks)

**2002 Q2a (PP2)**

* To obey what God commanded them
* Not to make any treaty with those who lived in the land where they were going
* To destroy their altars/ smash their sacred stones/ cut down their Asherah
* Not to worship any other god
* Not to make idols
* To keep the various feasts e.g. unleavened bread/ feast of weeks/ feast of gathering
* To rest on the Sabbath day
* Not to intermarry with the foreigners
* To dedicate the male first born of God (10 marks)

**2003 Q2**

* Through the nine plagues in Egypt
* The Killing of the Egyptians first borns ( Passover
* The crossing of the red sea
* The drowning of the Egyptians in the Red Sea
* Provision of food ( manna and quails)
* Provision of water from the rock
* The crossing of river Jordan
* Israelites victory over their enemies
* The miraculous healing from the snake bites
* Empowering Moses to perform miracles
* The Pillar of Fire/ cloud/ thunder/ earthquake (5 x 1 = 5 marks)

**2004 Q1**

* He had killed an Egyptian
* The Pharaoh had wanted to kill him/feared for his life/wanted murderer
* He feared that the Israelites would not believe that god has sent him
* He was not an eloquent speaker/stammer
* He feared that the Israelites would not accept him as their leader
* He lacked identity/confidence/courage/a nobody
* He did not have enough knowledge about Yahweh/did not have faith in God.
* He was already settled in Median and had a family/content with his life.

**2004 Q4**

* Be ready to serve God/ people
* One should be ready to forgive
* Christians should have faith in God
* They should endure persecution
* They should be wise/ knowledgeable
* They should be ready to witness for Christ
* They should be prayerful
* They should be of good repute/ exemplary
* They should be ready to condemn evil

**2006 Q2 b**

* Lack of water for the Israelites
* Lack of food for the Israelites
* Complains/ grumbling by the Israelites/ refuse to listen to Moses
* Warring tribes in the desert
* Settling of disputes among the people
* Traveling in hostile/ harsh climate conditions/ terrain
* Lack of faith from the people/ worship of the golden calf
* Rebellion/ opposition from his family
* Threat from the Egyptian army
* Bites from snake ( 5 x 2 = 10 marks)

**2008 Q2**

(a)

* Every man chose a lamb or a young goat for his family.
* The chosen animal was slaughtered.
* Blood was put on the two door posts of the houses.
* The slaughtered animal was to be roasted.
* The Israelites ate the unleavened bread/bitter herbs with roasted meat.
* They stayed indoors till morning.
* They ate while fully dressed for the journey/in a hurry.
* They burnt all the leftovers of the meal.
* They collected jewellery/clothing from the Egyptians. (5 x1=5 marks)

(b)

* It marked the end of their suffering/oppression in Egypt.
* It signified that they were a special nation/chosen by God.
* It was fulfillment of the promises God had made to Abraham.
* It proved that God was more powerful than other gods/supreme.
* It showed/proved to them that Moses was a chosen leader of God.
* The Exodus united the people of Israel as a nation.
* It made them to understand the nature of God.
* It taught them that God needed obedience from human beings.
* They received the Ten Commandments which guided them in their relationship

(c)

* They set aside a day of worship.
* Set aside holy places of worship.
* They do not mention God’s name in vain.
* They pray to him.
* Live exemplary lives/role model.
* Giving offering/tithes.
* Praise him for wonders.
* Taking care of the environment.
* Looking after the needy.
* Preaching/spreading his word. (5x1=5 marks)

**2010 Q 2**

* + He made a passage from them in the Red Sea.
  + He provided them with manna.
  + He provided them with quails.
  + He provided them with water from the stone/rock/asked Moses to purify the bitter water.
  + He gave the Ten Commandments
  + He defeated their enemies the Egyptians/Amelekites/protect them against change.
  + He provided a cloud to lead them during the day.
  + He provided a pillar of fire to lead them in the darkness.
  + Provided them leaders.

**b)**

* + They built alters
  + They offered sacrifices
  + They sang songs/danced
  + They said prayers
  + They held festivals
  + They gave offerings/tithes
  + They constructed/sacred places of worship/tabernacle/tent of meeting
  + They observed the Sabbath day
  + They burnt incense/burnt offerings.

**2011 Q2**

* God told Moses to remind the people of Israel of how he had brought

them out of Egypt.

* God told Moses that he wanted to make a special relationship with

Israel /make them a kingdom of priests.

* Moses called all the elders/people and told them what God had said.
* God told Moses that he wanted the Israelites to obey him
* The Israelites promised to do all that the Lord had said
* God promised to come down and meet with the people on the third day
* The people were instructed to consecrate themselves /wash their

garments.

* The people were to abstain from sexual relationships
* On the third day, there was a thick cloud upon the mountain/ loud blast

/ an earth quake.

* Moses brought the people out of the camp to meet with God/ they took

their stand at the foot of the mountain

* The Lord came down to the top of the mountain/ called Moses to go

up to Him 8x1 = 8 marks

(b)

* Moses their leader delayed to come down from the mountain
* Aaron who had been left in charge of the people was a weak leader
* The people demanded for a god/ gods they could see/ feel
* The people were still influenced by the Egyptian way of worship/idolatry
* Moses teaching/influence had faded /vanished from the peoples
* The people had lost faith in their invisible God. 4x1= 4 marks

(c)

* God is caring
* He communicates
* He provides
* He is powerful
* He guides
* He protects
* He commands
* He is to be obeyed
* He punishes those who disobey Him
* He is holy
* He is faithful
* He is patient
* He is merciful
* He is jealous 8x1=8 marks

**2014 Q2**

**a) The call of Moses (EXODUS 3:1-22)**

* Moses was looking after his father-in-law’s sheep at Mr. Horeb/Sinai (v1)
* An angel of the Lord appeared to him in a burning bush which was not getting consumed (v2)
* Moses turned to see the bush God called his name out of the bush (V3)
* Moses responded to God by saying, “Here I am” (v4)
* God commended Moses not to move near to remove his shoes because the place was holy (v5)
* God revealed himself to Moses as the God of his ancestors (v6/ Abraham)
* Moses hid his face was afraid to look at God (v6)
* God told Moses that he had seen the suffering of his people in Egypt has come to deliver them/ wanted to sent Moses to Pharaoh to release his people (v7-10)
* Moses was reluctant to be sent to Pharaoh /God promised to be with him/gave him a sign (v11-12)
* Moses sought to know the name of God who was sending him/God revealed his name as “I am who I am” (v13-14)
* God told Moses to go and gather the elders of Israel /tell them God’s message about their deliverance (v16-17)
* Moses was told to go with the elders to Pharaoh to ask for their release form Egypt (v18) (8x1=8 marks)

**b) Plagues that God used to demonstrate his power in Egypt**

* The waters of Egypt turned into blood
* The land of Egypt was covered with frogs
* The dust of Egypt became gnats/(not sting flies)
* Swarms of flies covered the land
* There was death of all Egyptian livestock/cow/animals/death 1st born animals
* There was an outbreak of boils on human beings/animals
* The plague of severe hailstorm
* There were swarm of locusts
* Darkness covered the land of Egypt for three days
* Death of the first born males of the Egyptians

(7x1= 7marks)

**c) Reasons why Christians are commanded not to steal (closed 5 reasons)**

* Christians should trust in God to provide for their needs
* So as to show respect for other people’s property
* Christians should work to acquire their needs/laziness is discouraged
* Christians should love others /should not make others suffer
* They should uphold their dignity/self worth/guilty/ashamed
* In order to promote peace/harmony among people /stealing causes conflict in society
* In order to practice self control righteousness/upright
* Christians are expected to be contented with what they have /stealing is an act of greed

(5x1= 5 marks)

**LOYALTY TO GOD: ELIJAH**

**MARKING SCHEME**

**1996 Q4**

* There was widespread idolatry and apostasy among the Israelites / worshiping

false god

* There was corruption and injustice as people rejected the covenant way of life
* 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
* The people had abandoned the worship of Yahweh and ignored to life and practicing syncretism the covenant way of life.
* He had to face opposition and even threats on his life from Jezebel and Arab
* There were false prophets of Baal and Asherah who were brought to Israel by Jezebel to promote false religion
* He had to face king Ahab and challenge him for misleading the people
* Convincing the people that he was a true prophet of Yahweh
* 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
* He had to endure hardships in the wilderness

1 mark for properly analyzed answers ½ for narrated answers

**1998 Q4**

* The rejection/ignoring the covenant way of life (corruption and injustice)
* The coming up of prophets who stood firmly for the covenant / prophets who reminded people of God’s covenant.
* The adoption of the Canaanite worship by many Israelites / syncretism (temple prostitution. Incorporating Canaanites feasts, building temples and shrines.
* The suffering of the Israelites in their land through calamities (e.g. drought)

God’s punishment of the Israelites/the exile to Assyria. the rise of prophets who spoke of hope / restoration of the remnant.

**2000 Q1b**

* Elijah got afraid and fled in Bathsheba after killing the prophets of Baal.
* He was discouraged and despaired /he felt lonely.
* He got depressed and prayed for death.
* He walked for 40 days and nights to Mount Horeb/Sinai
* When he arrived at Mt. Horeb Elijah was weak and mistook God’s nature/thus God rebuked him
* Elijah doubted God’s victory over Baal and thought it had achieved nothing
* He walked for 40 days and nights to Mount Horeb /Sinai
* When he arrived at Mt. Horeb, Elijah was weak and mistook God’s nature/thus god rebuked him
* Elijah doubted God’s victory over Baal and thought it had a achieved nothing.
* He had to convince the people that he was the true prophet of Yahweh.
* After proposing the three-year drought he lived in fear
* Elijah underestimated his ability in calling back the people back to Yahweh.
* He was accused by King Ahab as the trouble maker of Israel.
* He had to defend his religion to prove that Yahweh was a true God.

**2002 Q 1b, c**

* He took away/ stole Naboth’s vineyard
* He allowed his wife to bear false witness against Naboth
* He allowed the murder of Naboth through stoning
* He oppressed the lowly
* He considered himself to be above the law/ equated himself with God
* He covered Naboth’s Vineyard
* He jailed to respect the Jews law of land ownership/ inheritance

(5 x 1 = 5 marks)

* It shows love for others
* It creates/ promotes peace
* It is a way of winning converts
* it shows obedience to Christians teachings/ commands
* In order to follow the example of Christ
* in order to be forgiven by God
* It strengthens relationship/ tolerance
* It lengthens life/ promotes healthy living ( 6 marks)

**2004 Q 2**

* There was polytheism/the people worshipped many gods
* There were human sacrifices
* There were animal sacrifices and offerings
* Priests, /prophetesses presided over all the religious matters
* The people observed festivals in honour of the gods and goddesses
* Shrines, altars and temples were built for the worship of the gods.
* Rituals were performed in honour of their gods. 5x1=5marks

**2007 Q 3a,b**(a)

* It was based on nature /cosmic
* It was polytheistic/comprised of many gods and goddesses
* Symbols/idols/images were made to represent each god/goddesses
* Temple prostitution was part of the worship of goddesses
* Festivals and feasts were celebrated in honour of the gods and goddesses
* Rituals were performed to ensure continued fertility and well being of the community
* There were prophets and prophetesses for each god and goddess
* Each god and goddess played a specific role in the community
* There was a chief god and goddess (5 x 2 = 10 marks)
* He made two golden claves and placed one at Bethel and another at Dan to represent Yahweh
* He set up two rival places of worship and ignored Jerusalem
* He made the Israelites to offer sacrifices to the golden calves
* He chose priests from ordinary families to serve at worship centres
* He built other places of worship /shrines on hill tops
* He burnt incense at altars of the idols
* He instituted religious festivals in the months of his choice
* He lured the people against Yahweh (4 x 1= marks)

**2008 Q3**

* Prophet Elijah asked King Ahab to assemble all the people at Mount carmel.
* The king summoned all the people including the prophets of Baal to Mount Carmel.
* Elijah told the people to choose between worshipping God and Baal.
* He suggested to the people that two bulls be brought and each party to offer the sacrifice to their God.
* He challenged them and said whichever party will make their God burn the sacrifice will be the true God.
* The prophets of Baal were given a bull which they prepared and called upon the name of their God.
* Elijah mocked them/asked them to shout louder to their God.
* He placed the sacrifice on the alter asked the people to pour water on it.
* He called upon God to prove that He was the living God.
* Fire consumed the sacrifices/the wood/stone/the water/dust around it.
* The people threw themselves on the ground and worshipped the Lord as the true God.
* Elijah killed the prophets of Baal. (7x1=7 marks)
* The existence of false prophets who gave false promises to the Israelites.
* King Ahab had allowed his Phoenician wife to bring the worship of the false gods and goddesses.
* Jezebel had brought foreign gods and goddesses to Israel.
* There was persecution of true prophets of God by Jezebel.
* King Ahab had allowed the building of temples/high places for the worship of Baal.
* The Canaanite religion had a strong influence on the Israelites.
* The King participated in idol worship/Baalism made on official religion.
* The idol gods could be seen/touched so they appeared real.

(4x2=8 marks)

* Truthfulness.
* Courage.
* Faithfulness/trust.
* Kindness.
* Loving/caring
* Honesty.
* Responsible/commitment.
* Loyalty/obedience.
* Respectful.
* Prayerfulness. (5x1=5 marks)

**2010 Q 3a,b**

* + They broke the commandments of not to kill when they planned for the stoning of Naboth.
  + When they worshipped idols, they broke the rule of not worshipping other gods.
  + They broke the commandments of not coveting a neighbour’s property when they wanted Naboth’s vineyard.
  + The commandments of not stealing was broken when they took Naboth’s vineyard.
  + The commandments of not to cheat/bear false witness was broken when they planned instituting for false witness against Naboth.
  + They used the name of God in vain when they said that Naboth had blasphemed God.

* + Death of King Ahab would be in the same place/valley of Jezebel like Naboth.
  + Evil would be upon Ahab
  + God was to take away the prosperity of Ahab/his rule would come to an end.
  + Dogs would lick the blood of Ahab
  + All the male children free/slaves would be cut off.
  + The lineage of Ahab would be wiped out.
  + The dogs would eat anybody who belongs to the family of Ahab who died in the city.
  + The birds of the air would eat all who die in the field.
  + The dogs will eat the body of Jezebel.

**2012 Q3b P1**

(b) Life skills used by Prophet Elijah to fight against false religion

* + Assertiveness - he told Ahab that he was the cause of trouble in Israel.
  + Creative thinking - He requested for a contest between the prophets of

Baal and himself .

* + Decision making - He killed the prophets/prophetess of Baal
  + Self esteem - He was convinced that God was on his side.
  + Negotiation - Elijah asked the Israelites to choose between God and Baal.
  + Conflict resolution - Through the contest, he convinced the Israelites that

Yahweh was the true God. (problem solving)

* + Effective communication - He explained to the people how the contest

was to be carried out.

* + Self awareness - He knew that he was the prophet of the true God/ he

had confidence in himself.

* + Critical thinking-sought ways to prove Yahweh was the true God

(4x 2 = 8 marks)

**2013 Q3 P1**

(a) Ways in which prophet Samuel promoted the worship of Yahweh in Israel.

* + He prayed/interceded for the people.
  + He mediated between God and the Israelites.
  + He performed priestly duties/made sacrifices.
  + He condemned King Saul for disobeying God.
  + He warned the elders of Israel against demanding for a political King/dangers

of rejection.

* + He condemned King Saul for disobeying God.
  + He anointed kings over Israel.
  + He obeyed God’s command’s /instructions/was exemplary.

4 x 2 **8 marks**

(b) Effects of idolatry in Israel during the time of Prophet Elijah.

* + God raised prophets to bring Israel back to the covenant way of life.
  + There was persecution/hostility/towards Yahweh’s people/prophets.
  + Bad prophets/prophetesses were brought to Israel.
  + There was corruption/social injustices/people rejected the covenant way of life.
  + Israelites practiced Semitism mixed the worship of Yahweh with Baal.
  + There was drought in Israel for three years as a divine curse on the nation.
  + Israel lost its identity as a nation of God’s people.
  + A contest was held at Mount Carmel to prove who was the true God.
  + Elijah fled the country/was sustained by God’s power during the period of the

drought. 6 x 1 **6 marks**

(c) Lessons Christians learn about social justice from the story of Naboth’s vineyard.

* + Christians should not use their position in leadership to acquire wealth

irregulary/falsely.

* + Christians should protect the poor against corrupt leaders.
  + They should safe guard property received through inheritance/according

to the law.

* + They should not be misled by their friends/relatives to go against the law.
  + Christians should execute justice/protest rights/freedom of citizens.
  + they should condemn all forms of injustice in the society.
  + Christians should champion/fight for the rights of the weak in the society.
  + There is punishment for those who exploit the poor/others. **6 x 1 6 marks**

**LEADERSHIP IN ISRAEL: DAVID AND SOLOMON**

**MARKING SCHEME**

* Foreign wives -Solomon had married many foreign princesses who bought high places ( idols) with them the worship of foreign gods to Israel.
* Sol. Worship ( idols) -Solomon not only allowed his foreigners wives to worship their gods but also built high places of worship where his wives worshipped their gods. This displeased God.
* Solomon broke the covenant with God by disobeying his commands not to worship foreign gods. ( 1 kings 11: 9- 10)
* Over taxation -In order to support his harem of wives and court officials, Solomon needed a lot of money and this he got by overtaxing his subjects. This was oppression.
* Forced labour -Solomon spent years and a lot of resources building his own palace and the temple, projects made him introduce forced labour in Israel.
* Kingdom divided redness of Jeroboam
* The over- taxation and forced labour made the Israelites dissatisfied with Solomon’s rules. The dissatisfaction among the Israelites found a spokesman in Jeroboam.
* After Solon’s death his son Rehoboam succeeded him/ rejection of the advice from the old men
* Jeroboam led a delegation of Israelites elders to Rehoboam to ask him to rule them less harshly than his father Solomon. The bitterness of the Northern Kingdom led to the rebellion.
* Rehoboam rejected the counsel of the elders who advised him to tell the delegation that he would rule them less harshly than Solomon.
  + - The bitterness of the Northern Kingdom led to the rebellion
* He listened to the young men who told him to tell the delegation that he
  + - would rule them more harshly than his father cared for him/ Rehoboam listened
    - The readiness of Jeroboam to lead a rebellion/ encouragement from prophet Elijah to lead the rebellion North
* When Rehoboam told the delegation that his rule would be harsher than his father’ they were so angered and the ten northern tribes of Israel rejected him as King and rebelled against him.
* The rebellious tribes chose Jeroboam as their king and only the two southern tribes of Judah and Benjamin remained under the Kingship of Rehoboam. The redness of Jeroboam to lead rebellious tribes/ encouragement of Prophet Elijah to lead rebellion tribe. (5 x 1 = 5 marks)

**1997 Q 1**

* + David brought the Ark of the Covenant to Jerusalem. (The Ark of the Covenant in Jerusalem signified the presence of God among his people). Yahweh’s presence was at the centre of Israel ‘s life).
  + He made Jerusalem the Hold City / religious / spiritual capital to which Israelites from over the land came for important religious occasions.
  + He composed psalms which were used in worship by the Israelites / Jews (e.g. reading / singing / reading)
  + He showed respect to the prophets of Yahweh (Nathan/God) listened to their messages/advice/admonitions.
  + When David made mistakes, he repented / asked for Yahweh’s forgiveness/pardon.
  + David humbled himself before Yahweh/ he called himself the servant of
  + Yahweh / completely submitted to His will / obeyed God / was loyal.
  + He advised others to obey God / to keep God’s commandments /
  + Shepherded Israel to true worship of Yahweh.
  + David praised God through song/ dance / music.
  + David Wanted to build a house / temple for God (where the Ark of the covenant would be kept / Israelites would meet for worship).
  + David constantly prayed to God / Sought God’s guidance / Glorified
  + God / gave thanks to God.
  + He conquered the enemies of Israel so that they could live in peace / was a sign of God’s presence among them. 6 x 2 = 12marks

**1992 Q2**

* Made images/golden calf’s /idols to represent Yahweh
* Made Dan and Bethel as centre of worship
* Stopped the Israelites from going to worship in Jerusalem which was against the law.
* He build other places of idol worship/high places/hilltops/shrines
* He chooses priests who did not belong to the family of Levi.
* He instituted religious festivals unlike those found in Judah
* He himself worshipped idols. (5 marks)

**1999 Q2a (PP2)**

* He married Canaanite wives/foreign wives.
* He disobeyed God’s command of not worshipping the Canaanite gods.
* He did not observe the brotherhood law (When he taxed the Israelites heavily for the upkeep of the foreign wives.
* He disregard the advice of god’s prophets when he built worship places for false gods.
* By signing trade and marriage agreements with his neighbours, hence relying on human beings other than God/ selling of the cities.
* He disobeyed the instructions from his father, David that he should relay on God only.
* He subjected the Israelites to forced labour/oppression/slavery in the construction of the temple/the place.
* He murdered his half brother (adonija) who he thought would be his rival in power. 6 x 1=6marks.

**2000 Q3**

* Destroyed the altars of God. (i.e Asherah poles)
* Set examples to the people by repenting their sins when warned by the prophets

of heir wrongdoings by worshipping

* Killing the priests of Baal e.g Jehu
* Restoring temple worship e.g. David/captured the ark/taking the ark to Jerusalem.
* Removal of the covenant/they led the people in renewing their allegiance to Yawheh and the Sinai covenant e.g. Jehu and Josiah they renewed Jewish festivals.
* Repaired the temple/they made God’s dwelling place presentable and accorded it its due respect Hezekiah/build a temple e.g. Solomon.
* Destroyed the bronze serpent that Moses had made during the exodus for the Israelites had began worshipping it they burnt incense to it (Hezekiah of Judah 2 Kings 18:3)
* They did not form political alliances with neighbouring kings thus demonstrating to the people that God was to be completely trusted. (5 x 1= 5 marks)

**2001 Q1a,b (PP2)**

* He would be the greatest king/Leader in Israel/ great name.
* God would protect Israel from oppression/give Israel peace during his rule
* Protect David from his enemies
* He would keep the kingdom strong for his sons descendants/the son will be king
* Bury him with his ancestors
* David’s house would rule forever/everlasting dynasty
* David and his descendants would be blessed forever always
* The Messiah would come from David’s lineage
* God would punish David’s sons when they did wrong just as a father punishes

a son.

* God would always support him
* David’s son Solomon would build a temple for God
* God would give Israel their own land. (8 x1=8 marks)

* They shed innocent blood
* They were oppressive in their rule (forced labour/heavy taxation/bribery)
* They married foreign wives
* They built temples/shrines for idols
* They were unfaithful/ dishonest
* They did not tell people who God was
* They were disobedient to God
* They did not rule according to the law of Moses
* They did not listen to the prophets
* They worshipped both God and idols/syncretism/worshipped idols
* They sought alliances with neighbouring states instead of relying of God. (7 marks)
* Ridicule from members of the society
* Inability to live up to the expectations of the electorate/promises made
* Women leaders are discriminated against/looked down upon
* Lack of training in leadership skills/poor looked down upon
* Divisions/conflicts within/between the parties
* Lack of adequate forum to meet/address their electorate
* Insecurity funds to initiate development projects help their electorate
* Differing/conflicting ideologies resulting in divisive decisions.
* Inadequate funds to initiate development projects help their electorate.
* Personal differences
* Inadequate infrastructure
* Cultural/religious barriers/tribal/ethnic/racial corruption (4 x 2=8)

**2004 Q1 (PP2)**

* He challenged Goliath/ killed him using a stone and sling
* He accepted to be anointed by Samuel to be King after Saul
* He repented after he had killed Uriah/ taking Uriah’s wife
* He consulted God/ prophets before he did anything
* He bought the ark of the covenant to Jerusalem/ and it a religious centre
* He wanted to built a temple for god /assemble building materials from Lebanon
* He obeyed god’s instructions through prophet Nathan
* He attributed all his success god /made praises god/composed psalms
* He accepted god’s punishment for his sins
* He made sacrifices to god
* He advised his son Solomon to obey God’s laws/ commands in order to succeed as a king
* He fasted/ prayed/ he called himself a servant of God

(b)

* God is powerful
* God is moral / righteous/ good
* God punishes evil/ sin
* God is holy
* God is defender of the defenseless
* God protects/ saves his people
* God provides for his people
* God is faithful
* God answers prayers
* God is kind merciful/ forgiving
* God is loving/ caring

**2005 Q1 (PP2)**

* The sons of Samuel had failed as judges/they were unjust/corrupt.
* They wanted a king who would lead them into war
* They wanted a leader who would be recognized by other nations
* They wanted a political government with national authority.
* They wanted a human leader whom they could see/had rejected God their unseen King.
* The sons did not have the leadership qualities of their father.
* Samuel had imposed his sons as judges. 7 x1=marks
* He performed the duties of a priest/ offered sacrifices.
* He was not patient to go by God’s timing/lacked faith in God.
* He has not repentant after his mistakes.
* He did not listen to the command of God to destroy all the loot from the Amalekites for selfish gains.
* He cheated Samuel that he wanted to offer the animals as sacrifice to God
* He listened to the voice of his subjects/army
* He wanted to kill David.
* He consulted a medium/witch.
* He killed the priest of the Lord. 6 x 2=12 marks

**2005 Q 3**

* It was a place of worship
* It signified the pressure of God
* Sacrifices were offered there
* It united the Jews
* It was a business centre/ trade
* It housed the treasures of the nation
* It was an academic centre for the teachers of the law/ rabbis
* It was a residence for priests

**2006 Q3a, b**

* Samuel had become old/ unable to rule/ feared he would dies
* Samuel appointed his sons as judges/ made the post hereditary
* The sons of Samuel were corrupt/ his sons had failed as judges
* The Israelites wanted to be like others nations
* They wanted a king who could lead them to war against their enemies
* They wanted a leader whom they could see/ rejected God as their king
* They wanted a political government with national authority/ organized system

(8 marks)

* He built the temple for the worship of Yahweh
* He established trade links with neighboring nations
* He built many cities in Israel/ infrastructure
* He organized the central government/ improved tax collection/ established a strong army to maintain peace
* He established diplomatic links with other countries/ nations
* He built a magnificent palace
* He composed proverbs songs for the worship of Yahweh/ wrote the book of ecclesiastics
* He settled disputes wisely
* He installed the ark of the covenant in the temple/ dedicated the temple of God.

**2009 Q 3a, b**

* It was used for worship/prayers
* It was the place where the law was taught to children/people.
* Priest burnt. sacrifices/offered incense in the temple to God
* iv, Purification: rituals were conducted here.
* It was. a home for priests. Residential for Levites.
* Dedications:/'presentations of the babies were carried out in the temple,
* It was the business centre for Jews. Commercial centre.
* The Jewish council (Sanhedrin) held their session here / a place where cases were heard/' determined law court.
* All the Jewish festivals were celebrated here, (7 x l=7marks)

b)

* 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 labor / slavery during the- construction of the temple/his palace.
* He signed treaties with his neighbors for protection.
* He sold land to Hirarn King of Tire.
* H used more time to build his palace than the temple of God. (6 x 1 = 6marks)

**2011 Q3**

* He offered the burnt offerings/instead of waiting for Samuel to do it
* He lacked patience to wait for Samuel who was to offer burnt offering to God
* He disobeyed God’s command to destroy the Amalekites completely

by sparing the life of King Agag.

* He spared the best of the animals instead of destroying them
* He lost faith in God
* He wanted to kill David/ was jealous of David
* He was deceitful to the servant of God
* He committed suicide 5x1=5 marks

* David conquered and defeated the enemies of Israel
* He expanded the geographical boundaries of Israel
* He captured Jerusalem from the Jebusites
* He made Jerusalem a religious centre by bringing the ark of the

covenant there

* He made peace treaties with his neighbours
* He composed psalms which are used during worship
* He united the twelve tribes of Israel under one ruler
* He made preparations for the constructions of the temple 7x1=7 marks
* Churches are used for worshiping God
* They signify God’s presence/ house of God.
* They are used for meetings/ a place of gathering for members
* Religious functions take place there
* They are places where members receive religious instructions/preaching
* As a sign of prestige/ recognition/ identification
* To demonstrate their faith in the existence of God
* To follow the traditions of the Old Testament teachings on the temple

as a house of God.

* It can be used as a place of refuge in times of danger/ calamity
* As a sign of growth 4 x 2 = 8 marks

**2012 Q3a P2**

(a) Ways used by King David to promote the worship of God in Israel (synthesis)

* He brought the ark of the covenant to Jerusalem
* He made Jerusalem a holy city where Israelites from all over the land

came for important religious occasions.

* He composed the Psalms which were used in worship by the Israelites.
* He showed respect to the prophets of Yahweh/listened to their messages.
* He wanted to build a temple for God/made preparations for its construction.
* When he made mistakes, he asked for Yahweh's forgiveness/repented.
* He sought for God's guidance in whatever lie wanted to do.
* He entered into a covenant with God/instructed others to obey the covenant
* He built altars/offered sacrifices.

(61=6 marks)

**2014 Q3**

**a) The achievements of Solomon as the King of Israel**

* Solomon built a magnificent temple for God /brought the ark of the covenant to

the temple

* He promoted trade with neighbouring countries/had a navy of merchant ships
* He initiated a building programme/built the city of Megiddo/royal palaces/fortified the city of Jerusalem.
* He reorganized the country into districts for effective administration
* He established good diplomatic relationships with other nations through inter marriages/treaties
* He settled disputes among people wisely
* He composed proverbs/songs
* He initiated industrial activities within the kingdom/exploited copper mines

at Edom

* He established a strong army for defence
* He brought the ark of the covenant to the temple (not Jerusalem)
* He fortified major cities to ensure security

(7x1= 7 marks)

**b) The importance of the temple in Jerusalem to the Israelites**

* The temple was a place of worship/prayers/sacrifices/offerings/first fruit/tithing
* It was where major festivals were held/Passover/Pentecost
* It was used as a treasury/impotant objects kept there foreign currency exchanged
* It was a source of unity among the people /gave a sense of security
* It symbolized the presence of God among the people/the ark of the covenant was kept there
* It was where the people were taught the law/education
* It was used as residence /training centre for religious leaders/school
* It was a place where disputes were settled/law court
* It was a place where religious ceremonies /rites were performed
* It was a place of pilgrimage for the Jews.

(7x1= 7 marks)

**c) Lessons that modern political leaders in Kenya can learn from King Solomon**

* Political leaders should ask for wisdom from God to enable them to rule
* They should trust in God/have faith in God/obey God
* They should promote the worship of God/support Christian projects
* They should rule with justice/fairness/should not oppress their subjects
* They should have good diplomatic/trading relations with other countries
* They should make good use of the nation’s resources/not be extravagant/

economic debt

* They should protect their nation’s territory /land (6x1=6 marks)

**2015Q3**

a) Reasons why the Israelites demanded for a King (1 sam 8)

* Samuel who was their judge had become old
* The two sons of Samuel, Joel and Abijah who had replaced him were corrupt
* The Israelites wanted a King who would lead them to war / battles
* They wanted a King so as to be like other nations around them
* It was reflection of their rejection of God as their King
* They wanted a human /physical king they could see

b) Lessons modern political leaders can learn from King David

* Modern political leaders should have faith in God/trust in God/depend on God
* They should promote the worship of the true God in their nations
* Modern political leaders should ask for forgiveness /repent when they do wrong /forgive their enemies
* They should seek advice from church leaders /be humble
* They should not use their positions to oppress their subjects /should be just /fair
* Political leaders should promote unity among their subjects
* They should set up proper administrative structures
* Modern political leaders should establish good relations with their neighboring countries

c) How Christians in Kenya demonstrate their faith in God

* Through praying /fasting
* Through preaching /evangelism /winning souls to the kingdom of God
* By singing /dancing for God / composing songs
* By building worshipping places
* By giving tithes /offering to God
* By helping the needy /acts of charity
* Through forgiving others/repenting their sins
* By respecting their church leaders /spiritual authority
* By having special attires /wearing a crucific
* By leading righteous lives/obeying Gods commandments
* By observing religious festivals /rituals 8 x 1= 8 marks

**AFRICAN CONCEPT OF GOD, SPIRITS / ANCESTORS**

**MARKING SCHEME**

**1997 Q 13**

* + Praying to God
* Offering of sacrifices
* Singing and dancing to God
* Giving children the names of God
* Building of shrines for God, e.g. mountains, caves, lakes, hills, forests
* Pronouncing blessings and curses in the name of God
* Taking oaths in the name of God/ making covenants in the name of God
* Giving instructions on / /t the teaching attributes of God
* Teaching of moral, taboos/ living virtues lives
* Invoking the name of God in times of problems
* Visiting holy scared places
* Telling stories of creation/ origin of life and death to their descendants
* Using proverbs and riddles to uncover the mysteries of nature/ creation
* Caring for God’s creation/ sacred trees, animals and birds
* Consulting priest/ seers, prophets about God’s will. (5 x 1 = 5 marks)

**1999 Q 13**

* Through prayers
* Through invoking the name of God
* Pouring libations to the ancestors.
* Offering sacrifices
* Singing /dancing to God
* Visiting the sacred places
* Helping the less fortunate in the community
* Giving offerings /gifts.
* Reciting/chanting the names of the ancestors.
* Approaching God through the mediators e.g. diviners
* Cleansing wrongdoers/abstaining from various practices. (5 x1=5 marks).

**2001 Q15**

* He is everywhere/omnipresent.
* He is all powerful/omnipotent/Almighty/controller.
* He is loving
* He punishes evil/he’s just
* He is all knowing/omniscient
* He is the source of all things/the creator.
* He is caring /provides/Generous/blessing
* He’s impartial.
* He’s transcendent/beyond/supreme/high above/as pint.
* He’s immincint/Near/amount
* He’s everlasting.

**2001 Q 16**

* Through pouring/making libations
* By offering sacrifices.
* Through prayers.
* Through the naming of children
* Through the naming of children
* Through divination of children
* Through dreams/visions
* By singing /dancing
* By invoking/ chanting/calling/incantation/salutation
* Giving offering 5 x 1=5 marks.

**2003 Q 13**

* God’s is the creator/ giver of life
* He is orderly
* He is powerful/ mighty
* He is a provider/ caring / loving
* He is everywhere/omnipresent
* He is eternal/ everlasting
* He is all knowing/ omniscient
* He is mysterious/ transcendent
* He is a just Go (5 x 1 = 5 marks)

**2003 Q15**

* during marriage
* During initiation
* During burial rites
* At times of calamities
* When settling disputes
* Naming ceremonies
* In sickness
* Times of war
* When a baby is born
* When a taboo is broken
* Installation of leaders (5 x 1 = 5 marks)

**2004 Q 14**

* To protect/ care for the living / provide for their needs
* Act as mediators link the living to the spiritual world God
* They give instructions/ guide/ direct the living/ maintaining the law and order
* They bless the living/ empowering the living
* They warn about the impending danger/ calamity
* They give identity to individuals/ community/ legacy
* They punish the living
* They participated into community ceremonies/ rituals
* Welcomed the dead into the spiritual world

**2010 Q 6c**

* + - They act as mediators/intercessors between the living and God.
    - They monitor oversee what is happening in the community.
    - They bring punishment to the wrong doers/blessings to the righteous
    - They give instructions/directions on what should be done by members of the community.
    - They rebuke/give a warning of the coming punishment for wrong doers.
    - They give guidance on how rituals should be conducted.
    - They are community values/traditions.
    - Through the ancestors, the living have a sense of belonging/identify.
    - They welcome the dead to the spiritual world.
* They provide a reservoir of names. (7 x 1 = 7 marks)

**2011 Q 6b,c**

* The introduction of western culture
* Some people rely on witchcraft to solve their problems
* Greed for power/ materialism without the fear of God
* Some people rely on science and technology
* Money economy where success now depends on how much money one earns
* Abject poverty has made people loose hope/ faith in God
* Negative peer pressure influences the members to rely on themselves other than God
* Pressure of modern living/ makes people too busy to serve God.

* In both members pray to God
* In both they give offerings
* In both members show respect to God by helping those in need
* In both they use God’s name sparingly/ avoid mentioning God’s name carelessly
* In both members use the God given resources/ environment carefully.
* In both they build/ maintain / honour places of worship
* In both members take care of religious leaders
* In both members obey the laws / commands of God

**2015Q3**

a) Places used for worship in traditional African Communities

* Under sacred trees
* In caves
* At river banks/waterfalls
* On rocks
* On mountains /hills
* In forests/shrubs
* In shrines
* In homes of religious leaders
* At graveyards

8 x 1= 8 marks

b) Reasons why sacrifices are made in traditional African communities

* To worship God/ancestors
* It is a way of seeking for protection
* a way of acknowledging God as a source of life
* To seek Gods help in times of trouble
* To ask for forgiveness/ a way of cleansing
* In recognition of Gods power
* To thank God for victories /success
* T o ask for blessings from God

6 x 1= 6 marks

c) How Christians in Kenya show respect for places of worship

* They maintain cleanliness in places of worship
* In some cases, they remove shoes
* They decorate /put flowers in places of worship
* T hey dress decently when going for worship
* Order is maintained in places of worship
* Constructing beautiful / large places of worship
* Dedicating all instruments / property in places of worship
* Showing respect/obedience to church leaders

6 x 1= 6 marks

**AFRICAN MORAL AND CULTURAL VALUES**

**MARKING SCHEME**

**1999 Q 13**

* They visited the bereaved/ stayed with them/ kept them company/ gave them moral support
* Consoled them though singing, dancing, praying, giving words of comfort
* Contributed food and other material needs and gave them moral support
* Helped them by performing certain duties for them e.g. cooking, cleaning, welcoming mourners running errands
* They attended the funeral to give the departed a good send- off
* Helped in preparing the body for burial
* Informed friends and relatives about the death
* Made a eulogy to praise/ to testify the deceased’s contribution to the community
* Participated in rituals/ ceremonies performed by the bereaved family e.g. slaughtering, eating, dancing, cleansing (5 x 1 = 5 marks)

**1999 Q 14**

* It helps in identification of suitable marriage partners
* The two families involved in marriage negotiations ( of the boy and girl) established relationship/ familiarization
* The boy and girl had the opportunity to learn one another and their families
* Offered the opportunity to check/ establish whether the two people ( boy and girl) are related. Near kin to each other
* Offered opportunity to establish whether the two people came from marriageable clans/ families
* Cemented/ strengthened the relationship between the two families through exchange of gifts mutual visits sharing of food and drink
* Gave the two families time to negotiate for dowry
* Gave time to the family of the young man to look for and pay dowry or part of it.
* Gave the two families time to arrangements
* Gave time to the girl and boy to be instructed in family life education/ prepare them for a marriage relationship
* Boy and girl were instructed on their duties responsibilities/ privileges in the community
* Gave time to establish whether the boy and girl weren’t for marriage e.g. on virginity, impotency, infertility, frigidity (not marriage but courtship) (5 x 1 = 5 marks)

**1996 Q 4 (PP2)**

* Cleansing rituals were used to expiate/ forgive wrongdoers of their sins
* Cleaning ceremonies/ rituals were performed to protect individuals/ families/ community against repercussion for the wrong done
* Helped to maintain good inter – personal relationship / cohesion in the community/ reconciliation of the parties.
* 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.
* To appease the ancestral spirits
* 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.)
* The cleaning of the body before burial was prepared the deceased for the new life.
* To rid individual/ families/ community of evil
* To send away evil spirits/ forces
* To protect against calamities/ problems/ sicknesses/ epidemics
* 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 marks)

* Sharing of resources among members of the community, (e.g food and drink)
* Participation in communal activities/ work ( according to sex/ age/ status).
* Participation of individual in social activities which through people together ( e.g. during harvest festivals, communal dances and games)
* Involvement of all members of the community to celebrate the rites of passage/ rituals accompanying them ( e.g. birth, initiation, marriage, death)
* People in the community were governed by rules/ regulations and taboos/ which were strictly observed
* 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).

* Children were educated on the values/ virtues/ their duties/ responsibilities obligations to the community.
* There was continued education for all members of the community on what was expected of them.
* Ancestral land was communally owned/ there were no landless people in the community.
* Extended family system ensured that children / orphans and the widows were taken care of by other members of the extended family.
* Communal way of solving individual/ family problems promoted understanding in the community.
* Division of labour/ the roles of each individual member of the community were defined and adhered to.
* A system of taking care of the needy/ the disadvantaged/ strangers existed
* The people held the same religious beliefs/ traditions which promoted unity
* The people believed that they had a common origin, the Kikuyu believed that they are children of Gikuyu and Mumbi
* The communities had their own mechanism of defending themselves against outside invaders
* Each community had its own social/ political organization and the members simply fitted in the system

**1997 Q 14**

* + During reconciliation ceremonies
  + During marriage
  + After initiation
  + When preparing for a raid
  + When deciding on cases/ setting disputes
  + When a person was being adopted into a family clan or tribe
  + When a person was being initiated into a secret society
  + During installation of leaders ( oath of office
  + When a community was threatened member took oath to remain united

against the enemy

* + During the making of peace treaties
  + When buying land
  + During naming ceremonies/ children dedicated to God/ ancestors.

**1997 Q 15**

* During sickness
* During initiations into adulthood
* Before important undertaking e.g raid, war, marriage
* During catastrophes e.g. drought, floods, death
* When a person required charms for protection against evil ort a portion

to use to achieve a desired goal

* When it was necessary to dispel witchcraft/ magic/ sorcery and other

forces of evil

* In case of impotence/ barrenness (5 x 1 = 5 marks)

**1997 Q 4(PP2)**

* + Sex education was given to the youth in order to instill discipline/responsibility.
  + The youth were made aware /advised/sensitized of the dire consequences of irresponsible sex leading to pregnancy before marriage.
  + Sex before marriage was prohibitive in most traditional African communities virginity was highly valued.
  + Girls who became pregnant before marriage were severely punished/they were ostracized. Disowned by the family/put to death/forced to marry old/useless men.
  + Young men who were found to have impregnated a girl before marriage were also punished /paid a heavy fine/reprimanded/banned by their age groups/ defamed in songs/ given nasty nicknames.
  + Parents, (especially the mothers) were held responsible for their daughter conduct/ girls’ movements were closely watched and their movements monitored. Limited
  + During social occasions(e.g dances) young people were supervised so that they did not misbehave.
  + There was physical separation of sexes/boys and girls/ males, lived in separate houses.
  + There were taboos/rules/regulations on sex relationships
  + The entire traditional African community was concerned about the moral fiber /integrity.
  + Sexes were taught to respect each other/treat each other with respect/ to respect their own bodies/maintain their dignity/ honour.

**1998 Q 11**

* The worship of god / a supreme being.
* Belief in common ancestry/ origin
* Sharing of material thins with the less endowed/ giving moral support in times-of need.
* Adopting positive attitude towards work/communal work
* Citizens have an obligation to obey the laws /rules of the country.
* Developing and practicing acceptable leisure activities.
* Conservation natural resources/land / environment /water/minerals
* Promotion of a common language for easy/effective communication.
* Respecting other people’s cultures.
* Shunning practices that are incompatible with Christian values
* Sharing respect for leaders/elders. 5x1=5marks.

**1998 Q 12**

* Promote the youth into adulthood
* Provided a learning forum for the youth to know the societies idea/ ideals.
* Used as a method of preserving between the initiaties and the sponsor/age sets.
* Used as a method of preserving between the society’s cultural heritage.
* Enhanced a bond friendship/unity among the initiates
* It made one a full member of the community / created a sense of belonging
* One had the right to own property/ marry
* Created a strong relationship between the initiates and sponsors/age sets.

**1998 Q 14**

* Should be permanent /breaking of the marriage had serious consequences
* Its binding/the couple/family /clans all who were separate before
* Ceremonies are conducted where the concerned couple/family/clan take vows promising loyalty to each other.
* Exchange of gifts/as a sign of lasting relationship/ cement the relationship
* Certain conditions have to be fulfilled such as payment of dowry/bearing of children
* Gods/spirit are evoked to bless and protect the marriage/prayers are offered to God
* There are witnesses i.e. families/friends
* There is sharing of a meal/ceremony to express unity/friendship

**1998 Q 15**

* They offered sacrifices on behalf of the communities
* Acted as mediators between God and the people
* Offered prayers during religious ceremonies such as birth/initiation/marriage/death/war
* Performed rituals of cleansing/healing
* Reconciled warring parties/peace makers
* Were part of decision making body especially during calamities such as war/epidemics/drought
* Foretold the future/warned people of impending danger/calamities.

**1998 Q 16**

* Guided people on moral behavior/discipline
* Outlined social relationships/kinship ties
* Faster respect for elders/leaders
* Maintenance of respect for God
* Help in maintenance of dignity/integrity.
* Guided on acceptable eating habits/discourages vices such as gluttonness, greediness etc
* Create harmony/maintain law and order/promoted peace in society.

**1998 Q 4a (PP2)**

* Bride price was given as a token of appreciation to the girl’s parents.
* Trough barter trade (exchange of commodities/ goods).
* Through inheritance of property from parents /guardians/relatives
* Gifts were given in appreciation of talents/goods conduct/loyalty.
* Through warfare/raids
* Through marrying many wives/getting many children who provided labour force.
* Through use of skills like tool making/weaving /pottery/ welding (they were able to produce goods for exchange).
* Those with talents like medicine men/dividers/rainmakers sold there services.
* Those who worked hard (e.g through clearing forest/breading of verging land enriched themselves.

**1999 Q 11**

* Breaking a new ground
* Planting seasons
* In times of crisis such as drought/epidermic/persistent diseases.
* Rites of passage e.g naming /birth.
* When preparing warriors for war.
* When breaking a curse.
* After abundant harvest. / in thanksgiving.
* At day-break and sunset.
* Before setting off on a journey
* Installation of leaders. 5x1= 5marks.

**1999 Q 12**

* The new born was praised/ blessed.
* There was feasting and celebrations
* The father received praises.
* There were ululations whose numbers was determined by the sex of the child.
* Children were given names.
* The mother’s hair was shave./ cleansing of the mother.
* The mother and baby were kept in seclusion.
* Protective were given to the child/mother 5x1=5marks

**1999 Q 14**

* Introduction of modern technology
* Introduction of western education/schools
* The coming of Christian missionaries.
* The establishment of a colonial rule/ new systems of government.
* Growth of urban centres/urbanization.
* Rural –urban migration.
* Rural-rural migration.
* Western culture/westernization.
* Money culture/economy. 5x1=5marks

**1999 Q 4b (PP2)**

* To meet/satisfy their basic needs (food/clothing/shelter/any other example.
* Divinely ordained to get blessings from God/the ancestors/religious/role/duty tradition
* For community welfare (people work of the good of other/the family/extended family community.
* For socialization (People work together/sing together/ eat together/communally/in unity/as they work.
* As a duty everybody must work
* To demonstrate special skills (as artisans/porters/rain makers/black smith etc
* To raise one’s status / positions (the harder the works the more the wealth Prestige. 5x1=5marks

**1999 Q 5b,c**

* The expectant mother is given charms to wear to protect he the unborn child from harm.
* The expectant mother is exempted from heavy work
* The expectant mother observes certain taboos/avoiding certain foods people/places regulations.
* The expectant mother is given special food
* The expectant mother is checked occasionally/advised by traditional midwives
* prayers/sacrifices/Libations are given for protection/consultation of medicine men/priest etc
* Conjugal rights/sexual intercourse is not allowed during pregnancy.
* Herbs/medicines is administered to the expectant mother.
* there should be no harmful implements in the house/compound where the expectant mothers lives
* Expectant mother should not treated cruelly. 6x1= 6marks

c)

* There are taught the basic rules/customs.
* They are told about the history of the family/clan/community
* They are exposed to songs /dances.
* By listening to stories/myths/tales/riddles/proverbs/from elders
* Playing their roles in society/hunting/collecting fire wood/practically. 10Marks.

**2000 Q 16**

* Use of vernacular in worship
* Use of traditional musical instruments (drums, kayamba)
* Use of body movements (e.g dancing, clapping /jumping)
* Shaking of hands/hugging
* Responding to prayers in unison/congregational involvement/ liturgical recitations
* Spontaneous prayer
* Performing cleansing rituals
* Adopting family/ individual names at baptism.
* Giving offerings in kind /agricultural produce
* Use of African texture and design in dressing
* Building churches using traditional African architectural styles.
* Singing using traditional tunes and melodies.

**2000 Q5 (PP2)**

* + Giving of bride price/dowry as a token of appreciation to girls/brides family
  + Exchange of gifts among the family members performed religious rituals/sacrifices/blessings
  + Held ceremonies /celebrations where food and beer were shared among friend and families.
  + Exchanged visits by the families of the bride and the groom/exchange of mutual help and services.
  + Marriage negotiations/discussion were held .
  + Celebration through songs and dance
  + Oathing /vowing/pledge of allegiance/ making promises
  + Virginity of bride to be proved.
* Many children were viewed as a source of pride/wealth/labour
* Effective family planning
* To ensure unity/harmony in the community
* To acquire wealth through bride price
* Children ensured security in old age
* The more the children the longer the immortality
* To reduce irresponsible sexual behaviors such as prostitution/adultery/fornication
* Curb barrenness/childlessness
* Ones social status was measured by the number of wives one had
* Co-wives worked as a team/boost the man’s wealth
* Due to high mortality rate due to epidemics thus one needed to marry many wives
* To avoid getting children of one sex
* Land was plenty to accommodate large families. (8 marks)
* Creating linkage with the wider community.
* Bing role models for their children/set example
* Encouraging and directing them to realize their potential self actualization
* Enhancing family cohesion unity.
* Settling disputes and quarrels that arise in families.
* Making decisions on all matters.
* Passing on inheritance to their offspring.

**2001 Q 13**

* Prevents the spread of hereditary diseases
* Provides a wide source of material help in case of need.
* Provides unlimited source of advice to the members/Guidance & counseling
* Promotes harmonious living as related people respect each other.
* Serves as a check on one’s behavior/interrelationships/Discipline
* Provides a wide source of security to members/belonging
* Prevents incestuous behavior/marriages
* Helps maintain the culture of the people (religion, customs, traditions, beliefs) marriage
* Helps members to face challenges together /hardships/moral support 5x1=5marks

**2001 Q 14**

* It ensures increase of labour force.
* It provides for community continuity/immortality.
* It enhances the social status of the family
* It cements the relationships between the coupes/the families
* It removes ridicule on the mother/father
* Provides an opportunity for the people to give thanks to God/and the ancestors.
* Provides a chance for the family to get together and celebrate
* Provides a source of wealth
* Provides a source of security.
* Children are blessing in a marriage 5 x1=5marks

**2001 Q 5 (PP2)**

* Baby is born in a secure/clean place (parent’s house)
* Baby’s birth is first announced to family members
* Placenta/umbilical cord is disposed off in a secret place (uncultivated field/banana plantation)
* Prayers/sacrifices/libations are offered for the well being of the baby and mother
* The umbilical cord is cut to separate the baby from the mother
* Baby is cleaned using medicinal herb solutions/treatment by medicine men/witch doctor/shaving
* Baby mother stayed in seclusion for a number of days
* Baby/mother are given specific nutritious food to promote good health
* Mother takes medicinal herbs to ensure good health for both
* The baby is delivered by an expert/midwife
* The baby is given a name
* Through participation alongside adults
* Through watching adults perform duties/observations
* By being told stories/proverbs/maxims/riddles/singing songs relating to duty
* By imitating adults/role play/imitation
* By inculcating fear verbally
* Through giving deterrent punishment for failure
* Through apprenticeship
* By rewarding/reinforcing the duty performed
* They were given instructions during initiation
* Through guidance and counseling (7 marks)
* He was a role model
* He guided and counseled family members
* He was a source of valuable knowledge/wisdom experience/traditions
* He was consulted on matters affecting the family/society
* He has a link between the living and the dead
* He was a custodian of the morals/values of the community
* He made decisions for the family/decision maker
* He taught/provided entertainment by telling stories/riddles/singing songs
* He officiated in some family rituals/ceremonies
* He prescribed punishment for evildoers/disciplined evil doers
* He controlled family resources. (8 marks)

**2002 Q 5**

* To remind the participants of their past history
* To provide socialization opportunity for participants
* Divert the initiates minds from the impending pain
* Teach/ remind the participants important moral values
* Teach the participants important moral values
* Teach the participants gender relations/ roles
* Imbue the initiates with courage in order to face the challenge
* To exercise parts of the body / dance
* Welcome the initiates joyously into full membership of the community
* Provides an opportunity for promotion of talents
* To ask for blessings for the initiates with the ancestors by invoking their names
* To condemn evil in society
* To announce the season/ occasion for the initiates
* To distinguish/ advertise/ identify the initiates
* To entertain the participants
* They were made to endure pain in order to develop perseverance
* Assigned duties similar to those to be performed in adult life
* Given specific instructions to help them develop obedience/ compliance/ understanding
* Exposed to hardship in order to develop coping mechanism
* Told moral stories to help them develop deductive thinking
* Punished for disobedience to learn about consequences of acts/ reward of courage
* Made to share belongings to teach them communalism
* Taught the history of the community to help them trace/ know their ancestry
* Grouped into age- sets/ groups to help them develop collective responsibility/ attitude/ skills
* Lived in seclusion in order to develop independence/ self awareness
* They were taught gender roles/ responsibilities
* To uphold traditional values and customs/ culture
* To provide an occupation for initiators/ surgeons
* In order to please/ appease ancestral spirits
* To ensure acceptability by those who have undergone the initiation rites/ create a sense
* of belonging
* To prepare one for marriage
* To promote African languages through song/ dance
* To create a new age- set
* In order to raise one’s social status
* Provide an opportunity for leadership
* In order to enable one to inherit property

**2002 Q 12**

* To ensure secrecy of the information known
* As a binding symbol of members of the communities/ unite the parties concerned
* To ensure compliance to the social norms
* To deter people from telling lies
* To link the living with the dead/ ancestors
* To prepare the parties for tasks e.g. war, leadership
* To make people remain loyal to each other/ group (5 x 1 = 5 marks)

**2002 Q 14**

* during marriage
* During initiation
* During burial rites
* At times of calamities
* When settling disputes
* Naming ceremonies
* In sickness
* Times of war
* When a baby is born
* When a taboo is broken
* Installation of leaders (5 x 1 = 5 marks)

**2003 Q 15**

* Preside over religious ceremonies
* Judging cases
* Punishing/ fining the offenders
* Praying for the community
* Overseeing the sharing of community wealth/ property etc
* Mediating between God and people/ ancestors/ spirits
* Advises and guides the community
* Formulating laws governing the community/ ensuring laws are kept
* Facilitating reconciliation (5 x 1 = 5 marks)

**2003 Q 16**

* For social status/ prestige
* They are a source of labour
* A source of wealth
* For remembrance of dead relatives
* For continuation of perpetual of life
* To complete the marriage bond/ blessing in marriage
* To strengthen the marriage relationship
* To offer security in old age/ provide for old parents/ bury
* To protect the community against invasion
* To inherit power of property (5 x 1 = 5 marks)

**2003 Q 4**

* sexual education was given to the youth
* Girls who became pregnant before marriage were severely punished
* Sex before marriage was prohibited
* Parents were held responsible for daughter conduct
* During social occasions such as dances, youths were supported so that they did no misbehave
* There was physical separation of sexes boys and girls lived separately
* There were taboos, rules and regulations on sex relationship
* There was act of early marriage
* The whole community was concerned about the morale fibre
* The youths made aware of the consequences of irresponsible sex
* Pregnant girls were forced to marry old man in the community
* The man who was responsible for the pregnancy was forced to marry the girl

**2003 Q 5a**

* + - They helped pregnant women in delivery service
  + The midwife took care of the weak mother and the child
  + They gave advice to the parents of the mother on ways of bringing up the Child.

**2004 Q 11**

* Thanksgiving for the new child
* As a sign of acceptance/ full member
* Gives identity to the child/ sense of belonging
* As a way of remembering important event in society
* For blessing the child
* Welcoming the baby to the community
* Security of the child/ brought peace to the child/ appease ancestors
* Showing the relationship/ link between the living and the dead
* Brings unity among the people as they come together
* Provides an opportunity to teach the culture to the youth
* As a sign of continuity of society
* As sign of remembrance/ honor of ancestors (5 x 1 = 5 marks)

**2004 Q 12**

* Through making peace agreement/ treaties
* Returning what had been taken/ stolen
* Sharing of meals/ bear parties
* Sacrificing to appease the ancestors/ seeking guidance, intervention/ opinion among the community
* Encouraging marriage between the children of the warring parties
* Sending emissaries/ mediators between the parties/ elders/ chiefs to arbitrate
* Taking reconciliatory oaths
* Paying a fine/ compensation/ punishment/ migration ( any punitive measures)
* Shaking of hands/ initiating dialogue/ seeking apology forgiveness.

(5 marks)

**2004 Q 13**

* Healers/ medicine men/ herbalists
* Priests
* Blacksmiths
* Rainmakers
* Elders/ kings
* Diviners
* Prophets/ seers
* Circumcisers (5 x 1 = 5 marks)

**2004 Q 5a, b**

* A relative/ mediator/ identifies a girl from a family and suggests to the family

of the young man

* Parents make the decision for children when still young
* Parents of the boy the parents of a girl to ask for her hand in marriage
* The young people could court and choose who to marry
* The first wife chooses a girl for her husband
* The young man and his age- mates waylay a girl and take away for marriage
* Bride- process could be paid to a family well in advance
* A young girl can be given as gift to another family
* Some exchange the girls from the two families
* One could inherit a brother’s wife
* A yough girl could be given as a way of setting a dispute/ replace one who had died/ setting debts
* Marriage is permanent/ highly valued
* There is investigation concerning the families to be involved in the marriages/courtship allowed in some communities
* Many people are involved in marriage negations
* The wife belongs to both the husband and the wider community
* Payment of dowry/ getting children seal the marriage
* Elaborate marriage procedures/ ritual make it difficult for one to divorce
* Fear of paying fines/ returning bride wealth in case of divorce/ lose of dignity
* Marriage disputes are handled by the parents/ elders
* In case of bareness / impotence an alternative is sought e.g. polygamy
* Boys/ girls are taught about sex/ family life
* Gender roles are clearly observed

**2005 Q 11**

* + Under sacred trees
  + In caves
  + A river bank
  + On rocks
  + On mountains
  + At waterfalls
  + In shrines
  + In homes of religious leaders
  + At grave yards

**2005 Q 12**

* It gives the mother time to regain the lost energy
* It keeps the mother/ baby evil eyes/ witchcraft
* It gives the mother time to rest
* It enables the mother to be trained on how to care for the baby
* It enables the mother to feed well produce enough milk
* It enables the baby to adjust to new life
* It enables the mother to take maximum care of the baby
* It marks the end of pregnancy at the beginning of new life

(5 x 1 = 5 marks)

**2005 Q 13**

* They predict the future
* They warn people about calamities
* The pre- intercede for the community/ individual during calamities
* They heal the sick
* They interpret messages from spiritual world
* They act as judges in society
* They mediate between God/ Spirits and people
* They comfort the sick in society
* They counsel people with problems
* They use various objects to reveal secrets in society/ expose the wrong doers

**2005 Q 14**

* The elders disciplined greedy people/ land grabbers
* There were clear guidelines on the use of land
* Those without land were assisted to acquire it by the clan/ community
* There was enough land assigned to individuals by elders. The wish/ will of
* Parents/ clan on property ownership was respected people were hesitant to acquire land unlawfully for fear of curses justice fairness by elders was adhered in land ownership allocation
* There were clear guidelines on land ownership

**2005 Q 5a, b (PP2)**

* People participated in communal work
* There was sharing of resources among members of the community
* All members took part in rites of passage
* There were rules/ taboos to regulate behaviour
* Deviant members in the community were heavily punished
* Children were educated on the moral values/ social ethics/ customs/ traditions

of the community

* People were educated on their responsibilities/ obligations in the society
* The role of each member of the community was spelt out/ upheld/ there was division of labour
* The extended family system ensured that all members of the community were provided for
* The people had some origin/ religious beliefs/ traditions which promoted unity
* There was communal worship
* The community had methods of defending the members against external attacks
* The community had social/ political organization which were respected by all
* There was communal ownership of land
* There were proper guidelines on the use/ disposal of community wealth 8 marks
  + Women/ children can now own property
  + Wealth is longer determined by the number of wives/ children
  + The introduction of money economy has reduced the value attached to land
  + The roles of elders in sharing of property has been eroded
  + Land is individually owned through the issuance of title deeds
  + People write wills to share/ decide who should inherit their property
  + Property can be owned outside one’s ancestral home
  + Land can now be sold/ auctioned 5 x 2 = 10 marks

**2006 Q 6**

* Bathing of the baby sets in the begging of new life
* Shaving of the mother and baby’s hair symbolizes new status
* Choosing of the appropriate name to give the baby is for identification/ incorporation into the wider society/ honour to the ancestors
* Feeding of the baby symbolized new life growth
* Holding of the baby by members of the community shows concern for it/ shared responsibility by the extended family
* Saying prayer/ words of blessings for the mother and baby signifies long life
* Slaughtering of animals is a way of thanksgiving to ancestors/ God
* Feasting is a sign of joys/ socialialism/ welcoming the baby/ acceptance
* Giving of presents to the baby/ mother is a sign o f good will/ ownership

of property

* Wearing of charms signifies protection for the baby/ mother

(5 x 2 = 10 marks)

* Faithfulness/ loyalty/ obedience
* Respect/ courtesy
* Responsibility/ hard work
* Hospitality/ kindness
* Tolerance/ perseverance/ endurance/ patience
* Love
* Co-operation/ unity
* Humility
* Honesty
* Integrity
* Courage ( 5 x 1 = 5 marks)
* It disrupts the rhythm of human life/ activity
* It is irrevocable/ in escapable
* It brings impurity to the family
* It deprives the community of the individuals
* It involves too many rituals
* It comes unannounced
* It separates one from the loved ones/ marks the end of life on earth
* Nobody knows about the life after death
* It may cause misunderstanding in the community
* Death rites reveal people’s characteristics
* It brings poverty to the family involve ( 5 x 1 = 5 marks)

**2006 Q 1c**

* Paying of a fine
* Excommunication/ banishment/ ostracized/ Exile
* Punishment/ ridicule/ pain to the body
* Being killed
* Cleaning/ undergoing rituals
* Making sacrifices to appease the ancestors/ God/ Spirit
* Offering compensation
* Being cursed/ mysterious happenings
* Denial of privileges (5 x 1 = 5 marks)

**2007 Q 6**

* Female circumcision/clitoridectomy has been discouraged
* Circumcision can be done at any age/time
* Some communities take their children to hospital for circumcision
* Education of the initiates is offered by persons/bodies other than traditional sponsors
* Some initiation practices like removal of teeth/tattooing of the body are being discouraged /discarded
* Some communities have minimized /stopped elaborate ceremonies/rituals associated with initiation.
* People are being discouraged from using the same circumcision instruments
* The role of age set/age group is fading away in some communities
* Initiation practices are no longer a test of courage/bravery (4 x 2 = 8 marks)
* Hospitality
* Honesty
* Integrity
* Tolerance/perseverance/endurance
* Chastity/faithfulness
* Loyalty
* Respect
* Love
* Responsibility
* Cooperation
* Unity
* Courage
* It can lead to infections/STIs/HIV/AIDS due to use of some instruments
* It can lead to injury/mutilation of the reproductive organs of the initiate
* It is against child/human rights
* It can cause psychological torture/traumatizes the initiate
* It can lead to irresponsible sexual behavior
* It can lead to early marriages
* It can lead to school dropouts among the girls
* It can lead to bleeding/death
* It can lead to separation /divorce
* It can lead to disagreement / quarrels in families (6 x 1 = 6marks)

**2008 Q 6**

* Naming children after the dead.
* Invoking the names of the dead during problems/important occasions.
* Burying the dead with some property.
* Offering sacrifices to the dead.
* Pouring of libation to the living dead/ancestors/leaving some food for

the living dead.

* Taking care of the graveyards.
* Fulfilling the wishes/will of the dead/carrying out the demands of the dead.
* Talking of the dead as having gone for a walk.
* Washing the dead body/oiling/decent burial.
* Holding commemoration ceremonies.
* Burying the dead in a particular position/direction/ancestral land.

(4x2=8 marks)

* Being initiated.
* Must be married.
* Being of good conduct/respected in society.
* Should have children.
* Having the right/specified age.
* Ability to provide for others/wealthy.
* Should be knowledgeable in matters of the society/confidential/wise.
* Having support from leaders of the society.
* Be of sound mind/good health.
* Be a bonafide member of the community.
* By undergoing the rituals of being an elder. (6x1=6 marks)
* Modern education/technology.
* Urbanization/migration.
* Intermingling of different cultures/intermarriage.
* Laws are made in parliament/constitution of Kenya is applied.
* Western way of life tends to promote individualism.
* Wealth has taken over ‘age’ as a symbol of status.
* Most judicial duties have been taken over by the courts.
* Christianity has influenced the members who listen to their church leaders

other than the elders.

* Permissiveness/modern decadence

**2009 Q 2b**

* + 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 case 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 case it involved the cutting of the foreskin. 7 Marks)

**2009 Q 6**

* There is feasting in family /relatives,
* Prayers of thanks giving/blessing s /protection so offered,
* Protective charms are given to the mother.
* 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 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 is given bitter /seat substance to take. (6xl=6marks)
* They ensure the continuity of the society.
* They inherit the parent property .
* They take care of there parents during old age.
* They cement the relationship between the husband and wife/ make the

marriage stable.

* They are a soiree of labor.
* They offer security to the society/ act as warriors when they grow up.
* 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 community. (6xl=6marks)

**2010 Q 3c**

* + - Life is sacred and therefore should not be destroyed by anybody.
    - It brings hatred/revenge/ill-feeling among members of the community.
    - It destroys continuity of the family/community
    - It brings poverty/denies one the chance to take part in the community development.
    - It breeds suspicion/fear/anxiety.
    - It destroys harmony/undermines good relationships in the community.
    - It creates sadness/misery/sorrow to the relatives/community
    - To avoid being banished/ex-communicated by the community.
    - Avoid curses/being haunted

**2010 Q 6a, b**

* + Under trees/in forests
  + In caves
  + At river banks/seashore/lake shores
  + Near rocks
  + On mountains/hill tops
  + At waterfalls
  + In shrines/temples
  + In homes
  + Grave sides (6 x 1 = 6 marks)
  + It is an act of worship.
  + It enables the people to maintain good relationship with God/Human beings.
  + As a way of asking for protecting
  + To appease ancestors/spirits/God for any wrongs done e.g( cleansing forgiveness)
  + In recognition /honour the ancestors of god’s power.
  + It is a way of acknowledging god as the source of life.
  + In order to seek God’s intervention in times of trouble.
  + As a thanksgiving to ancestors/spirits/gods
  + To invite/ancestors/spirits/God in the function/event.
  + To ask for blessings (7 x 1 = 7marks)

**2010 Q 5a (PP2)**

* + - In both, marriage is ordained/blessed by God/gift from God.
    - In both marriage is for procreation
    - In both, marriage is for companionship.
    - In both marriage should be permanent.
    - In both, the husband and wife should respect/love each other.
    - In both, marriage gives a new status to those who enter/qualifies them for leadership, roles.
    - Faithfulness in marriage is encouraged.
    - In both, re-marriage is encouraged after the death of a spouse.
    - In both, the husband and wife should give conjugal to each other.
* In both the husband is the head of the family. (4 x 2 = 8 marks)

**2011 Q 6a**

* The members of the community include the unborn/ the living/ living dead/ the ancestors
* The members speak one common language
* They are related either by blood/ marriage/ adoption
* The community members occupy the same geographical area/ region
* They carry out similar economic activities
* The community is made up of smaller units/ clans
* Each community has its own distinct rules/ taboos/ beliefs/ customs/ cultural practices
* Members of a community are expected to show concern for the well

being of others

* The members are expected to participate in the life of the community.

**2011 Q 6b (PP2)**

* Paying fines
* Denying children food for sometime
* Reprimanding wrong doers
* Giving unpleasant names to reflect the wrong that the person has done
* Denying culprits access to social occasions/ being detained/ isolation
* Summoning an indisciplined member before the council of elders
* Ex-communicating wrong doers from the community
* Through caning / beating
* Disowning by parents/ relative/ friends
* Being cursed by elders
* Refusing to name children after them

**2012 Q6 P1**

. (a) Ways in which people in traditional African communities communicate with God

* They make sacrifices to God
* They sing and dance for God
* They say prayers to God
* Through chanting/recitation/invocations
* They give offerings
* Through burning incense (51= 5 marks)

(b) Reasons for singing and dancing during initiation ceremonies in Traditional African  
 communities.

* + - The songs inform the participants of the history of the community.
    - They provide an opportunity for the members to socialize.
    - It diverts the initiates’ minds from the impending pain.
    - The songs teach participants important moral values
    - The songs educate the participants’ gender roles/relationships.
    - Through singing and dancing the members exercise their bodies.
    - The songs encourage the initiates to face the challenge/rebuke cowardice.
    - It exposes those with leadership qualities/skills/talents.
    - They are used to mark the various stages of the initiation ceremonies/ praising

the initiate

* + - It is a forum of prayer for the initiatives/drive away evil spirits
    - Singing and dancing is a form of entertainment. (8 x 1 = 8 marks)

(c) Reasons why witchcraft is feared in traditional African community.

* + Witchcraft leads to death/destruction.
  + It is the work of the evil spirits.
  + It leads to poverty/loss of property.
  + It involves cheating/telling lies.
  + In some cases people are forced to leave their homes/migrate to other places.
  + It can lead to break up of families.
  + A person can be banished/made an outcast.
  + Witchcraft causes suspicion hatred/mistrust amongst the people.
  + It leads to underdevelopment.
  + It can cause physical/psychological injury.
  + It can cause embarrassment to an individual/family.

(7x1=7 marks)

**2013 Q6 P1**

(a) Causes of death in traditional African Communities.

* + Curses
  + Witchcraft
  + Sorcery/magic
  + Breaking of taboos
  + Failure to perform certain taboos
  + Breaking of an oath
  + Offending the ancestors
  + Natural calamity
    - Wars and raids. 6 x 1 **6 marks**

(b) Significance of rituals performed after the death of a person in traditional African

Communities.

* + Wailing/crying is a sign of sorrow/announcing death.
  + Making sacrifices to appease the ancestors/deceased.
  + Prayers are made to ask the ancestors to accept the dead in the world of spirits.
  + Sharing of members of the bereaved family signify new life in the community.
  + Singing and dancing depict anger towards death/in praise of the dead.
  + Washing/oiling of the body before burial shows respect to the departed .
  + Burying of the dead in the ancestral land shows that one is still a member of the
    - community.
  + Burying the dead with personal belongings symbolizes life after death.
  + Driving of cattle/livestock shows chasing away of evil spirits which caused
    - death.
  + Feasting/drinking is meant to bid farewell to the dead.
  + Breaking of pots/destruction of property symbolizes the disorder brought by
    - death.
  + Sharing of deceased’s property among relatives as a sign of solidarity.
  + Lighting of fire signifies chasing away evil spirits/warning spirits of the
    - deceased.
    - Pouring of libation shows continuity of life. 7 x 1 = **7 marks**

(c) Moral Values promoted during Funeral Ceremonies in traditional African Communities

* + Cooperation/unity
  + Responsibility
  + Respect
  + Obedience
  + Loyalty
  + Honesty
  + Courage
  + Love
  + Faith/trust
  + Hope
  + Thankfulness
    - Self control 7 x 1 = 7 marks

**2014 Q6**

**a) how aged in traditional African community prepare their family members**

**before they die**

* Inviting the family members/share common meal
* Identify the leader of the family
* Disclosing to the members all the property owned/secrets
* Sharing/distributing the property among family members
* Giving advice to family members
* Blessing the family members
* Reconciling family members/resolving conflicts/cleansing
* Identifying the debtors/creditors
* Identifying the burial site/giving instructions regarding the funeral

(7x1= 7 marks)

**b) Traditional African understanding of spirits**

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

(5x1 = 5 marks)

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

* Naming children after them
* Pouring libation for them
* Taking care of their graveyards
* Making sacrifices/offering to honour them
* Consulting/communicating to them in times of need
* Inviting /involving them in ceremonies
* Invoking their names during prayers/chanting their names during prayers
* Transmitting their wishes/visions
* By holding commemoration ceremonies for them
* Managing their property wisely/safeguard properties
* Building shrines for them
* Teaching children about them

(8x1=8marks)