

**MARKING SCHEME****SECTION A: MULTI (20 MARKS)**

Question No.	Answer
1	C
2	C
3	C
4	C
5	C
6	B
7	B
8	C
9	C
10	C
11	C
12	B
13	C
14	B
15	B
16	C
17	B
18	B
19	C
20	D

**SECTION B: STRUCTURED QUESTIONS (60 MARKS)**

**21. The Standard 8 CRE class is learning about God's attributes as revealed in the creation accounts. One student wonders how different the two accounts in Genesis 1 and 2 really are, given they are both about creation.**

**(a) State two attributes of God that are clearly seen in the biblical accounts of creation. (2 marks)**

i. Omnipotent/All-powerful: God creates everything by His spoken word, demonstrating His immense power.

- ii. Orderly/Organized: God creates systematically, following a structured sequence, showing His perfect order and planning.
- iii. Omniscient/All-knowing: He plans and executes creation flawlessly.
- iv. Benevolent/Good: He declares His creation "very good."
- v. Sovereign/In control: He establishes order and gives commands.

**(b) Describe two similarities found in the two biblical accounts of creation (Genesis 1 and 2). (4 marks)**

- i. Both accounts portray God as the sole Creator of everything. They both establish that God is the origin of all existence.
- ii. Both accounts show God creating humankind. In both narratives, humanity is a distinct part of God's creation.
- iii. Both accounts indicate God is actively involved in His creation. God is not a distant creator but is hands-on in the process.
- iv. Both accounts convey that creation is good. God consistently affirms the goodness of what He has made.
- v. Both accounts emphasize God's authority over creation. He has ultimate control and purpose in His creation.

**(c) Explain two differences between the Genesis 1 and Genesis 2 creation accounts regarding the order or focus of creation. (4 marks)**

- i. Order and Perspective: Genesis 1 presents a cosmic, broad perspective, detailing creation in a general order (light, sky, land/vegetation, celestial bodies, sea creatures/birds, land animals/humans). Genesis 2 has an anthropocentric (human-centered) focus, with a more specific order (man, then the garden for him, then animals, and finally woman from man).
- ii. Creation of Humanity: In Genesis 1, man and woman are created together at the same time ("male and female He created them"). In Genesis 2, man is created first, and then woman is created later from man's rib.
- iii. Method of Creation: Genesis 1 emphasizes God's creation through spoken word ("God said, 'Let there be...']"). Genesis 2 emphasizes God's hands-on formation, such as forming man from dust and breathing life into him.

**22. In a village near the Mau Forest, residents often burn charcoal unsustainably and dispose of plastic waste indiscriminately. This has led to severe soil erosion and pollution of local water sources, directly impacting their livelihoods and health.**

**(a) Identify three values needed to foster responsible Christian living in the community. (3 marks)**

- i. Stewardship: Recognizing that creation belongs to God and humans are entrusted to care for it responsibly.

- ii. Responsibility: Taking accountability for actions that impact the environment and community.
- iii. Care/Compassion for creation: Demonstrating love and concern for the natural world and its inhabitants.
- iv. Prudence/Wisdom: Making wise decisions regarding the use of resources for long-term sustainability.
- v. Environmental consciousness: Being aware of and sensitive to environmental issues.
- vi. Self-control: Restraining from harmful practices like unsustainable charcoal burning and indiscriminate waste disposal.
- vii. Integrity: Acting in alignment with Christian principles and values regarding environmental care.

**(b) Explain four ways in which human beings misuse natural resources, giving examples for each. (8 marks)**

- i. Deforestation/Unsustainable Logging: This involves cutting down trees and clearing forests at a rate faster than they can be replanted or regenerate naturally. For example, burning charcoal unsustainably in the Mau Forest, or clearing large tracts of forest for agriculture without reforestation.
- ii. Pollution: Contaminating the environment with harmful substances. This includes dumping industrial waste into rivers, indiscriminate disposal of plastic waste into local water sources and land, and air pollution from vehicle emissions or factory fumes.
- iii. Over-exploitation: Harvesting or extracting natural resources at a rate that exceeds their natural regeneration capacity. Examples include overfishing in Lake Victoria leading to declining fish populations, or excessive mining of minerals that depletes reserves too quickly.
- iv. Uncontrolled Urbanization/Development: Expanding human settlements and infrastructure without proper planning, leading to destruction of natural habitats and ecosystems. For instance, converting wetlands into housing estates or clearing vital animal corridors for roads.
- v. Unsustainable Farming Practices: Agricultural methods that degrade soil quality and deplete its nutrients, such as monoculture (planting a single crop repeatedly), excessive use of chemical fertilizers and pesticides, leading to soil erosion and loss of fertility.
- vi. Wasteful Consumption: Using more resources than necessary, leading to unnecessary depletion and waste generation. Examples include leaving lights on in empty rooms, letting water run unnecessarily, or discarding perfectly usable items.

**(c) Describe four effects of misusing natural resources on the environment and human well-being. (8 marks)**

- i. Climate Change: Misuse of resources, particularly through deforestation and the burning of fossil fuels, contributes to increased greenhouse gas emissions, leading to global warming, extreme weather events (like droughts and floods), and rising sea levels.
- ii. Loss of Biodiversity: Destruction of habitats (e.g., through deforestation) and pollution lead to the extinction or endangerment of numerous plant and animal species, disrupting ecological balance.

- iii. Resource Depletion: Over-exploitation results in the exhaustion of finite resources like clean water, fertile land, and fossil fuels, threatening future generations' ability to meet their needs.
- iv. Environmental Pollution: Contamination of air, water, and soil directly impacts human health (respiratory illnesses, waterborne diseases) and degrades the quality of the environment, making it unsuitable for various forms of life.
- v. Soil Erosion and Desertification: Practices like unsustainable charcoal burning and poor farming methods strip away nutrient-rich topsoil, leading to barren land that cannot support agriculture, contributing to food insecurity.
- vi. Natural Disasters: Environmental degradation can exacerbate natural disasters; for example, deforestation increases the risk of landslides and floods, while climate change intensifies droughts.
- vii. Impact on Livelihoods: For communities dependent on natural resources (like those near Mau Forest), degradation directly impacts their ability to sustain themselves through fishing, agriculture, or forest products.

**23. A new convert to Christianity is curious about the Bible. She asks her pastor about its origins, who wrote it, and why it is so important to Christians. She also notices there are different versions of the Bible in the market, some in local languages.**

**(a) Outline two functions of the Bible in the life of a Christian. (2 marks)**

- i. Source of Spiritual Nourishment and Comfort: It provides guidance, encouragement, and solace, especially during difficult times, helping Christians grow in their faith.
- ii. Guide for Moral and Ethical Living: It offers clear teachings and principles for making righteous decisions and living a life that pleases God.
- iii. Revelation of God's Character and Will: It helps Christians understand who God is, His attributes, and His plans for humanity.
- iv. Tool for Teaching, Reproof, Correction, and Training in Righteousness: It equips believers for every good work, correcting wrong beliefs and behaviors.
- v. Source of Hope and Promise: It contains prophecies and promises of God's faithfulness and future redemption, offering hope.
- vi. Foundation for Doctrine and Beliefs: It serves as the authoritative source for Christian theology and understanding.

**(b) Explain three reasons for the translation of the Bible into different languages, especially in Kenya. (6 marks)**

- i. Accessibility and Understanding: Translating the Bible into local languages allows a wider audience, including those who may not understand colonial languages (English, Swahili), to read and comprehend the scriptures directly in their mother tongue. This ensures the message is clear and meaningful.

ii. **Evangelism and Discipleship:** When the Bible is available in indigenous languages, it facilitates the spread of the Gospel to unreached communities and enables new believers to be discipled effectively by studying God's word in a language they are most comfortable with.

iii. **Preservation of Culture and Language:** Bible translation often plays a crucial role in documenting and preserving local languages, many of which might otherwise be at risk of extinction. It also allows the integration of Christian teachings within existing cultural contexts.

iv. **Personal Connection and Ownership:** Reading the Bible in one's own heart language fosters a deeper personal connection with God's word, making it feel more relevant and directly applicable to their lives and experiences.

v. **Promoting Literacy:** Bible translation projects often go hand-in-hand with literacy programs, encouraging people to learn to read so they can engage with the translated scriptures.

**24. Moses, despite his initial reluctance, became a powerful leader chosen by God to deliver the Israelites from Egyptian bondage. His journey involved guiding a rebellious people through the wilderness for forty years.**

**(a) Give two challenges Moses faced during the Exodus. (2 marks)**

i. **Rebellion and Grumbling of the Israelites:** The Israelites frequently complained about food, water, and even yearned to return to Egypt, often challenging Moses' leadership and God's provisions.

ii. **Lack of Water and Food:** There were numerous instances where the Israelites faced severe shortages of water and food in the wilderness, leading to distress and complaints.

iii. **Opposition from Pharaoh:** Moses faced persistent resistance and hardened heart from Pharaoh, who repeatedly refused to let the Israelites go.

iv. **Internal Conflicts and Disunity:** Challenges arose from within the Israelite community, such as the rebellion of Korah, Dathan, and Abiram, or the incident of the golden calf.

v. **His Own Doubts and Impatience:** Moses himself sometimes struggled with his own faith and patience, notably when he struck the rock twice instead of speaking to it.

vi. **Hostile Encounters with Enemy Nations:** The Israelites faced battles and threats from various peoples and tribes during their journey, such as the Amalekites.

**(b) Analyze three leadership qualities that Moses demonstrated during the Exodus. (6 marks)**

i. **Courage/Boldness:** Moses displayed immense courage by repeatedly confronting Pharaoh, a powerful ruler, despite the risks and Pharaoh's initial refusal. He also faced the challenges of leading a vast, often rebellious, multitude through a harsh wilderness.

ii. **Patience/Perseverance:** Despite the Israelites' constant grumbling, rebellion, and lack of faith, Moses consistently interceded for them, seeking God's guidance and enduring their complaints for forty years in the wilderness.

iii. Intercessory Prayer/Mediatorship: Moses consistently stood in the gap for the Israelites, interceding with God on their behalf when they sinned or faced divine judgment (e.g., after the golden calf incident or the complaints about manna). He acted as a mediator between God and His people.

iv. Humility: Despite his unique relationship with God and the immense power he wielded, Moses remained humble, often seeking God's direction and acknowledging his own limitations, as seen when he initially tried to refuse God's call.

v. Dependence on God: Moses continuously relied on God for direction, provision, and intervention throughout the Exodus, demonstrating a profound trust in God's power and faithfulness.

vi. Decisiveness: When faced with critical situations, such as the parting of the Red Sea or dealing with rebellion, Moses acted decisively based on God's instructions.

**25. The birth of Jesus Christ was a significant event, marked by divine announcements and prophecies. It occurred at a specific time in history and involved unique circumstances.**

**(a) Identify two Old Testament prophecies about the Messiah that were fulfilled by the birth of Jesus. (2 marks)**

i. Prophecy of a Virgin Birth: Isaiah 7:14 prophesied, "Therefore the Lord Himself will give you a sign: The virgin will conceive and give birth to a son, and will call Him Immanuel." This was fulfilled by Mary's conception of Jesus.

ii. Prophecy of Birthplace: Micah 5:2 prophesied that the Messiah would be born in Bethlehem Ephrathah. Jesus was indeed born in Bethlehem.

iii. Prophecy of Descent from David: 2 Samuel 7:12-16 and Isaiah 9:6-7 prophesied that the Messiah would come from the lineage of King David. Jesus was a descendant of David through both Mary and Joseph.

iv. Prophecy of His Name Immanuel: As mentioned in Isaiah 7:14, the child would be called Immanuel (God with us).

**(b) Describe three events that took place during the early life of Jesus, as recorded in the Gospels. (6 marks)**

i. The Annunciation to Mary: The angel Gabriel appeared to Mary in Nazareth, announcing that she would conceive a son by the Holy Spirit, who would be named Jesus and would be the Son of God.

ii. The Birth of Jesus in Bethlehem: Mary and Joseph traveled to Bethlehem for the census, and Jesus was born there, laid in a manger because there was no room in the inn. This event was announced to shepherds by angels.

iii. The Visit of the Shepherds: After hearing the angelic announcement, shepherds visited Jesus in the manger, proclaiming what they had been told about Him.

iv. The Circumcision and Naming of Jesus: On the eighth day, Jesus was circumcised and officially named Jesus, as instructed by the angel.

- v. The Presentation in the Temple: Jesus was presented at the Temple in Jerusalem forty days after His birth, where Simeon and Anna recognized Him as the Messiah and spoke prophecies about Him.
- vi. The Visit of the Magi (Wise Men): Wise men from the East followed a star to Jerusalem and then to Bethlehem, where they worshiped the young Jesus and offered Him gifts of gold, frankincense, and myrrh.
- vii. The Flight to Egypt: Joseph was warned in a dream to flee to Egypt with Mary and Jesus to escape King Herod's decree to kill all male infants in Bethlehem.
- viii. The Return to Nazareth: After Herod's death, Joseph, Mary, and Jesus returned from Egypt and settled in Nazareth in Galilee.
- ix. Jesus at the Temple at Age 12: At the age of twelve, during a Passover visit to Jerusalem, Jesus remained in the Temple, discussing with teachers, astonishing them with His understanding and answers.

**26. The local church in Kilgoris is considering starting a community outreach program. They are debating whether to focus on education, health, or poverty alleviation. They also discuss potential barriers to their mission.**

**(a) Explain two roles the church plays in the field of education in Kenya. (2 marks)**

- i. Establishing and Sponsoring Schools: Churches have historically founded and continue to manage numerous schools (primary, secondary, and tertiary institutions), providing access to education for millions of Kenyans, especially in rural or underserved areas.
- ii. Providing Moral and Spiritual Nurturing: Beyond academic instruction, church-run schools and Sunday school programs integrate Christian values, moral lessons, and religious instruction into the curriculum, aiming to holistically develop students' character.
- iii. Offering Financial Assistance/Scholarships: Many churches provide bursaries, scholarships, and financial support to needy students, enabling them to access education that they might otherwise be unable to afford.
- iv. Running Adult Literacy Programs: Churches often engage in community-based initiatives to teach adults how to read and write, empowering them with essential skills.
- v. Training Teachers: Some church organizations establish teacher training colleges to produce qualified educators who can serve in schools, including those run by the church.

**(b) Suggest three barriers that could hinder the effectiveness of the church's mission in the community. (3 marks)**

- i. Lack of Funding/Resources: Insufficient financial resources, trained personnel, and material supplies can limit the scope and sustainability of outreach programs.

- ii. **Internal Divisions/Conflicts:** Disagreements, power struggles, or disunity within the church leadership or congregation can distract from its mission and undermine its effectiveness.
- iii. **Corruption and Mismanagement of Funds:** Instances of corruption or poor financial management can erode public trust and deter potential donors or volunteers, crippling outreach efforts.
- iv. **External Opposition/Resistance:** The church might face resistance from local authorities, other religious groups, or community members who are unreceptive to its message or programs.
- v. **Limited Capacity/Expertise:** Lack of specialized skills or training among church members in areas like project management, social work, or specific health interventions can hinder the success of complex outreach initiatives.
- vi. **Socio-cultural Barriers:** Traditional beliefs, cultural practices, or societal norms that conflict with Christian teachings can create resistance to the church's message or interventions, particularly in sensitive areas like health or gender roles.
- vii. **Poverty and Economic Hardship:** The overwhelming scale of poverty and economic challenges in some communities can make it difficult for the church to address root causes effectively with limited resources.
- viii. **Political Interference:** Political instability or interference from government entities can disrupt church activities or divert resources.

**27. Teenage pregnancies and sexually transmitted infections (STIs) are growing concerns among youth in Kenya. Peer educators are trying to teach young people about healthy relationships and the consequences of engaging in risky sexual behaviors.**

**(a) Define human sexuality. (2 marks)**

Human sexuality is a fundamental aspect of being human that encompasses the biological, psychological, social, cultural, and spiritual dimensions of being male or female. It includes aspects such as gender identity, sexual orientation, sexual expression, relationships, and reproduction. It is part of one's entire being, influencing thoughts, feelings, actions, and interactions with others.

**(b) Differentiate between healthy and unhealthy relationships, giving one example of each. (2 marks)**

Healthy relationships are characterized by mutual respect, trust, open communication, support, and equality between individuals. Example: A friendship where both individuals listen to each other, support each other's goals, and resolve disagreements respectfully.

Unhealthy relationships are characterized by lack of respect, control, dishonesty, manipulation, abuse (physical, emotional, or verbal), and imbalance of power. Example: A romantic relationship where one partner constantly dictates what the other can do, isolates them from friends and family, or uses threats to get their way.

**(c) Identify two circumstances that often lead to unhealthy relationships among young people. (2 marks)**

- i. Peer Pressure: Young people succumbing to pressure from friends or social groups to engage in behaviors or relationships they are uncomfortable with.
- ii. Lack of Accurate Information/Education: Insufficient knowledge about healthy relationship dynamics, sexual health, and consent can lead to vulnerability and poor choices.
- iii. Low Self-Esteem: Young people with low self-esteem may be more susceptible to manipulative partners or may tolerate unhealthy behaviors due to a feeling of unworthiness.
- iv. Family Dysfunction/Lack of Parental Guidance: Absence of positive role models, communication breakdowns within the family, or lack of guidance from parents can leave young people vulnerable.
- v. Poverty/Economic Vulnerability: Economic hardship can make some young people susceptible to transactional relationships or exploitation.
- vi. Influence of Media/Pornography: Unrealistic or harmful portrayals of relationships in media can distort young people's understanding of what constitutes a healthy relationship.
- vii. Substance Abuse: Drug and alcohol abuse can impair judgment, leading to risky behaviors and unhealthy relationship choices.
- viii. Trauma/Past Abuse: Previous experiences of trauma or abuse can make individuals more prone to entering into or perpetuating unhealthy relationship patterns.

**(d) State three types of sexual misuse that are contrary to Christian teachings. (3 marks)**

- i. Fornication: Sexual intercourse between unmarried individuals.
- ii. Adultery: Sexual intercourse between a married person and someone who is not their spouse.
- iii. Homosexuality: Sexual relations between persons of the same gender.
- iv. Prostitution: Engaging in sexual acts for payment.
- v. Pornography: Engagement with sexually explicit materials.
- vi. Incest: Sexual relations between close family members.
- vii. Sexual Exploitation/Abuse: Any sexual act coerced or non-consensual.

**(e) Propose two values and two skills that can help young people avoid sexual temptations. (4 marks)**

i. Values:

**Self-control/Discipline:** The ability to manage one's desires and impulses in line with moral and Christian principles.

**Chastity/Purity:** A commitment to sexual purity, reserving sexual activity for the sanctity of marriage.

**Respect:** Valuing oneself and others, leading to interactions based on dignity rather than exploitation.

**Integrity:** Adherence to moral and ethical principles, especially honesty and consistency in one's actions.

**Faith in God:** Relying on God's strength and guidance to resist temptation and live according to His will.

ii. Skills:

**Assertiveness/Saying No:** The ability to confidently decline peer pressure or propositions that go against their values without fear of judgment.

**Decision-making Skills:** The ability to analyze situations, weigh consequences, and make informed choices that align with their long-term well-being and values.

**Effective Communication:** The ability to express their boundaries, feelings, and intentions clearly and respectfully, especially with partners or peers.

**Critical Thinking:** The ability to evaluate information, question harmful narratives (e.g., from media), and discern healthy from unhealthy influences.

**Seeking Mentorship/Support:** Knowing how to reach out to trusted adults, mentors, or religious leaders for guidance and support when facing temptations or difficult situations.

**28. A Sunday school class is discussing why bad things happen in the world, leading to a conversation about the origin of sin and God's response to it.**

**(a) According to the Bible, explain how sin originated. (2 marks)**

According to the Bible, sin originated with the disobedience of the first human beings, Adam and Eve, in the Garden of Eden. They chose to disobey God's command not to eat from the tree of the knowledge of good and evil, influenced by the temptation of the serpent (Satan). This act of disobedience, driven by a desire to be like God, introduced sin into the world and broke humanity's perfect relationship with God.

**(b) Describe two consequences of sin in human life. (2 marks)**

**i. Separation/Alienation from God:** Sin creates a barrier between humanity and God, leading to spiritual death and a broken relationship with their Creator (e.g., Adam and Eve being cast out of Eden).

**ii. Introduction of Suffering, Pain, and Death:** Sin brought physical death, illness, sorrow, and hardship into the human experience.

**iii. Broken Relationships:** Sin causes discord, conflict, and fractured relationships between people (e.g., Cain and Abel).

**iv. Guilt and Shame:** Sin leads to feelings of guilt, shame, and fear, affecting one's psychological well-being.

**v. Curse on Creation:** The natural world also suffered consequences due to sin, leading to toil, thorns, and environmental degradation.

**vi. Spiritual Darkness and Enslavement:** Sin can lead to spiritual blindness and a cycle of bondage, where individuals struggle to overcome sinful desires.

**(c) Explain God's plan for redemption after the Fall of Man. (3 marks)**

God's plan for redemption after the Fall of Man was to restore the broken relationship with humanity and overcome the consequences of sin. This plan centered on sending His only Son, Jesus Christ, as a sacrifice for sins. Through Jesus' death on the cross and His resurrection, He paid the penalty for humanity's sins, offering forgiveness and reconciliation to all who believe in Him. This provides a way for humanity to be saved from sin and death and to have eternal life with God. It involves a new covenant based on grace, not on human works or perfect obedience to the law.

**29. King Saul's reign ended tragically due to his disobedience to God. His story serves as a cautionary tale for all who hold positions of leadership.**

**(a) State two reasons for the Israelites' request for a king. (2 marks)**

- i. To be like other nations: The Israelites observed that other nations had kings and desired to be like them, wanting a visible human leader to rule over them.
- ii. Samuel's sons were corrupt/unjust judges: Samuel's sons, whom he had appointed as judges, were seen as corrupt, taking bribes and perverting justice, which led the elders to seek a change in leadership.
- iii. To have a leader who would go out and fight their battles: They wanted a king who would lead them in warfare against their enemies, rather than relying solely on God's deliverance through judges.
- iv. Rejection of God as their King: Underlying their request was a deeper rejection of God's direct rule over them.

**(b) Identify two key failures of King Saul that led to his downfall. (2 marks)**

**i. Disobedience to God's direct commands:** Saul directly disobeyed God's instructions given through Prophet Samuel, such as not utterly destroying the Amalekites and their livestock, and offering a burnt offering before Samuel arrived (1 Samuel 13, 15).

**ii. Lack of trust/Impatience:** He demonstrated impatience by offering the sacrifice himself instead of waiting for Samuel, indicating a lack of faith in God's timing and process.

**iii. Pride and Self-exaltation:** Saul became arrogant and sought his own glory rather than God's. He built monuments to himself and was more concerned with maintaining his image than with obeying God.

**iv. Fear of man over fear of God:** He often succumbed to the pressure of the people or fear of his enemies, leading him to compromise God's commands (e.g., sparing Agag and the best of the livestock).

**v. Jealousy and Vengeance:** His intense jealousy of David and persistent attempts to kill him revealed a deep-seated insecurity and vengeful spirit.

**vi. Consulting a medium/Spiritism:** Towards the end of his life, in desperation, he consulted a medium at Endor, which was a direct prohibition from God.

**(c) Outline three lessons that can be learned from King Saul's failures regarding leadership and obedience. (3 marks)**

**i. Obedience is paramount:** True leadership requires complete and unwavering obedience to God's commands, regardless of personal desires or perceived expediency. Disobedience leads to severe consequences.

**ii. Pride precedes a fall:** Leaders must remain humble and avoid arrogance, recognizing that their authority comes from God. Pride can blind leaders and lead to their downfall.

**iii. Fear of man is a snare:** Leaders should prioritize pleasing God over pleasing people. Succumbing to peer pressure or public opinion can lead to compromising divine principles.

**iv. God desires faithfulness, not just ritual:** God values genuine obedience and a submissive heart more than outward religious rituals or sacrifices.

**v. Consequences of disobedience are severe:** Saul's story illustrates that repeated disobedience can lead to loss of favor, rejection, and ultimately tragic consequences for a leader.

**vi. Jealousy and insecurity destroy leadership:** Unchecked negative emotions like jealousy can corrupt a leader's character and lead to destructive actions.

**30. Jesus performed many miracles, demonstrating His divine power and compassion. The healing of the paralytic man and the calming of the storm are two such examples.**

**(a) From the healing of the paralytic man, state two lessons about faith and forgiveness. (2 marks)**

**i. Faith can lead to healing:** The faith of the paralytic man's friends, who went to great lengths to bring him to Jesus, played a crucial role in his healing. It shows that collective faith can move God.

**ii. Forgiveness precedes/is linked to physical healing:** Jesus first pronounced forgiveness of sins for the paralytic man before healing him physically, indicating the spiritual dimension of suffering and that spiritual healing (forgiveness) is paramount.

**iii. Jesus has authority to forgive sins:** The miracle demonstrates Jesus' divine authority not only over physical ailments but also over sin, a power that only God possesses.

(b) From Jesus calming the storm, state two lessons about His divine power and our approach to challenges. (2 marks)

**i. Jesus has absolute power over nature:** The miracle demonstrates Jesus' full authority and control over the natural elements (wind and waves), revealing His divine nature as God.

**ii. Trust in Jesus during crises/challenges:** Even in the face of overwhelming difficulties ("storms" in life), we should have faith and trust in Jesus' presence and power to bring peace and resolution, rather than succumbing to fear.

**iii. Jesus cares about our well-being:** He intervened when His disciples were in distress, showing His compassion and concern for those who follow Him.

(c) Explain why the Pharisees often opposed Jesus' healing miracles. (2 marks)

**i. Violation of the Sabbath Law:** Many of Jesus' healing miracles were performed on the Sabbath, which the Pharisees believed was a violation of their strict interpretation of the Mosaic Law, focusing on ritualistic adherence rather than compassion.

**ii. Claiming to Forgive Sins:** When Jesus forgave the paralytic man's sins, the Pharisees accused Him of blasphemy, as they believed only God could forgive sins. This challenged their theological understanding and authority.

**iii. Threat to Their Authority and Power:** Jesus' popularity and His teachings, which often exposed their hypocrisy and legalism, undermined their religious authority and influence over the people.

**iv. Lack of Understanding of His Divine Identity:** They refused to accept Jesus as the Messiah or the Son of God, and therefore could not comprehend the source of His power or His authority to perform miracles.

**v. Jealousy and Envy:** They were often envious of Jesus' popularity and the crowds that followed Him, seeing Him as a rival.

**31. A Christian family sets aside time every evening for family prayer. They believe that prayer is essential for their spiritual well-being and for addressing the challenges they face.**

(a) Give two reasons why prayer is important for a Christian. (2 marks)

**i. Communication with God:** Prayer provides a direct means for Christians to communicate with God, fostering a personal relationship with Him.

**ii. Spiritual Strength and Guidance:** Through prayer, Christians receive strength, wisdom, and guidance from God to face daily challenges and make decisions.

**iii. Forgiveness and Confession:** Prayer allows Christians to confess their sins, seek forgiveness, and maintain a clear conscience before God.

- iv. Expression of Gratitude and Worship:** It is a way to express thankfulness to God for His blessings and to worship Him for who He is.
- v. Intercession for Others:** Christians can pray for the needs of others, fulfilling their role as intercessors.
- vi. Peace and Comfort:** In times of distress, prayer brings comfort and peace, knowing that God hears and cares.
- vii. Overcoming Temptation:** Prayer helps Christians resist temptation and overcome spiritual battles.

**(b) Describe two ways God answers prayers. (2 marks)**

- i. Direct "Yes":** God may grant the specific request a person prays for, often in a clear and immediate manner, showing His direct intervention.
- ii. "No" or "Not Yet":** God may withhold what is requested, or delay His answer, often because His plan is different, or the timing is not right, or the request is not ultimately good for the person. This is often an answer of protection or redirection.
- iii. "Wait":** God may require patience, teaching perseverance and trust in His perfect timing, leading to a deeper reliance on Him.
- iv. "Something Different/Better":** God may answer in a way that is unexpected but ultimately better than what was requested, demonstrating His superior wisdom and love.
- v. Through Circumstances/People:** God can orchestrate events or use other people to bring about His answer to prayer.

**32. The modern Kenyan family faces various challenges, but Christian teachings emphasize the importance of maintaining healthy relationships within the family unit.**

**(a) Identify two common types of families in Kenya today. (2 marks)**

- i. Nuclear Family:** Consists of a father, mother, and their children (biological or adopted) living together as a single unit.
- ii. Extended Family:** Includes the nuclear family along with other relatives such as grandparents, aunts, uncles, and cousins living in close proximity or under the same roof, or maintaining strong communal ties.
- iii. Single-Parent Family:** A family structure where children are raised by one parent due to divorce, separation, death, or choice.
- iv. Blended/Step Family:** Formed when two separate families are brought together through marriage or cohabitation, involving stepparents and/or step-siblings.
- v. Child-Headed Family:** A family where children, often the eldest, take on parental roles due to the absence of adults (e.g., due to illness, death, or parental abandonment).

**vi. Polygamous Family:** A family where a man has more than one wife, though less common in Christian contexts.

**(b) Suggest three practices that promote healthy relationships within a Christian family. (3 marks)**

**i. Regular Family Prayer and Bible Study:** Spending time together in prayer and studying God's Word strengthens spiritual bonds and provides a moral foundation for family life.

**ii. Open and Honest Communication:** Encouraging family members to express their feelings, thoughts, and concerns respectfully, and actively listening to one another, helps prevent misunderstandings and builds trust.

**iii. Mutual Respect and Support:** Valuing each other's opinions, appreciating individual differences, and actively supporting one another through challenges and successes fosters a sense of belonging and strengthens relationships.

**iv. Forgiveness and Reconciliation:** Practicing forgiveness when conflicts arise and actively seeking reconciliation helps to heal wounds and prevent bitterness from taking root.

**v. Spending Quality Time Together:** Engaging in shared activities, family meals, or leisure time creates opportunities for bonding and strengthens emotional connections.

**vi. Shared Responsibilities and Teamwork:** Distributing household chores and family duties fairly, and working together on family projects, builds a sense of shared purpose and responsibility.

**vii. Love and Affection:** Expressing love, care, and appreciation for one another through words and actions creates a warm and nurturing environment.

**33. The rise of mobile betting in Kenya has made gambling more accessible, leading to concerns about its socio-economic effects on youth and families.**

**(a) Name two sites or platforms where people can gamble in Kenya today. (2 marks)**

i. SportPesa: A popular sports betting platform.

ii. Betika: Another widely used sports betting and gaming platform.

iii. Odibets: A mobile-focused betting platform.

iv. Mozzartbet: A betting company with online and retail presence.

v. Shabiki.com: Known for its daily jackpot and betting options.

vi. Casino Royale (or other physical casinos): Traditional brick-and-mortar casinos.

vii. Various online casino websites/apps: Many international and local online platforms offering casino games.

**(b) Explain two negative effects of gambling on individuals and families in Kenya. (2 marks)**

- i. Financial Ruin and Debt: Individuals can lose significant amounts of money, leading to personal bankruptcy, accumulation of large debts, and inability to meet basic needs or educational expenses for families.
- ii. Addiction and Mental Health Issues: Gambling can lead to addiction, causing psychological distress, anxiety, depression, and in severe cases, suicidal thoughts due to continuous losses and desperation.
- iii. Family Breakdown and Conflict: Gambling addiction often leads to neglect of family responsibilities, dishonesty, theft, domestic violence, and eventual breakdown of family relationships, including divorce and strained parent-child relationships.
- iv. Loss of Productivity and Employment: Individuals addicted to gambling may neglect their work or studies, leading to poor performance, job loss, or academic failure, further exacerbating financial problems.
- v. Criminality: Desperation from gambling losses can push individuals to engage in criminal activities like theft, fraud, or embezzlement to fund their addiction or pay off debts.
- vi. Social Isolation: Addiction can lead to withdrawal from social circles, isolation from friends and family, and a focus solely on gambling.

**34. The increasing rates of suicide and abortion in Kenya are a worrying trend that directly challenges the Christian understanding of the sacredness of human life.**

**(a) Explain the meaning of "sacredness of life." (2 marks)**

The sacredness of life means that all human life, from conception to natural death, is inherently valuable, precious, and has a unique dignity because it is created by God in His image (Imago Dei). It implies that human life is a gift from God, deserving of protection and respect, and that its value does not depend on a person's abilities, health, age, or circumstances. Therefore, only God has ultimate authority over life and death.

**(b) Identify two causes of suicide among young people in Kenya today. (2 marks)**

- i. Mental Health Challenges: Untreated or undiagnosed mental illnesses such as depression, anxiety, bipolar disorder, or psychosis are significant contributors.
- ii. Academic Pressure/Exam Failure: Intense pressure to perform well in exams, combined with fear of failure or parental disapproval, can lead to feelings of hopelessness.
- iii. Family Problems/Dysfunction: Conflict within the family, parental neglect, abuse (physical, emotional, sexual), or lack of support can contribute to suicidal ideation.
- iv. Peer Pressure and Bullying: Experiences of bullying, social exclusion, cyberbullying, or intense pressure from peers can lead to feelings of isolation and worthlessness.

- v. **Drug and Substance Abuse:** Abuse of drugs and alcohol can impair judgment, worsen mental health conditions, and increase impulsive behavior, including suicidal acts.
- vi. **Poverty and Economic Hardship:** Financial distress, inability to meet basic needs, or lack of opportunities can create overwhelming feelings of despair.
- vii. **Relationship Problems:** Breakups, unrequited love, or difficult romantic relationships can be a major trigger.
- viii. **Lack of Hope/Future Prospects:** A feeling that there is no positive future or opportunities for improvement can lead to profound despair.
- ix. **Influence of Social Media:** Exposure to negative content, cyberbullying, or comparison with unrealistic ideals can negatively impact self-esteem and mental health.

**(c) State two consequences of abortion. (2 marks)**

- i. **Loss of a Human Life:** Abortion directly results in the termination of the life of an unborn child.
- ii. **Psychological Trauma/Emotional Distress for the Woman:** Many women experience feelings of guilt, regret, depression, anxiety, grief, or post-traumatic stress after an abortion.
- iii. **Physical Health Complications:** Potential medical complications for the woman, including infection, hemorrhage, damage to the reproductive organs, or future fertility issues.
- iv. **Moral and Spiritual Conflict:** For individuals with religious or strong moral beliefs, abortion can lead to deep spiritual distress and conflict with their conscience.
- v. **Strained Relationships:** Abortion can cause tension or breakdown in relationships with partners, family members, or friends, especially if there were disagreements about the decision.
- vi. **Societal Devaluation of Life:** A high prevalence of abortion can contribute to a broader societal perception of life as disposable, undermining the sacredness of human life.

**35. A school organized a talent show to encourage students to showcase their abilities. However, some students were hesitant to participate due to fear of bullying. The school also noticed many students misusing their leisure time.**

**(a) Describe two types of talents or abilities that a person can have. (2 marks)**

- i. **Artistic/Creative Talents:** These involve abilities in areas like music (singing, playing instruments), visual arts (drawing, painting, sculpting), performing arts (acting, dancing), creative writing, or design. They are often expressed through imagination and originality.

ii. Academic/Intellectual Talents: These relate to abilities in subjects like mathematics, science, literature, languages, or logic. They involve strong analytical, problem-solving, critical thinking, or memory skills.

iii. Athletic/Physical Talents: These involve abilities in sports, physical endurance, coordination, strength, speed, or dexterity. Examples include running, swimming, playing team sports, or gymnastics.

iv. Social/Interpersonal Talents: These involve strong abilities in communicating, leading, empathizing, mediating conflicts, or building relationships. Examples include leadership skills, public speaking, or counseling.

v. Practical/Technical Talents: These involve hands-on skills such as carpentry, cooking, technology, engineering, or craftsmanship. They are often expressed through practical application and building things.

**(b) Suggest two positive ways students can use their leisure time effectively. (2 marks)**

i. Engaging in Hobbies and Creative Pursuits: Students can dedicate time to activities they enjoy, such as reading, painting, playing a musical instrument, writing, or learning a new craft, which fosters creativity and personal development.

ii. Participating in Sports and Physical Activities: Engaging in team sports, running, cycling, or other physical exercises promotes physical health, teamwork, and stress relief.

iii. Volunteering and Community Service: Contributing to their community through volunteer work not only helps others but also builds character, empathy, and social responsibility.

iv. Learning New Skills: Using leisure time to learn a new language, coding, cooking, or any other skill that can enhance their knowledge and future prospects.

v. Spending Quality Time with Family and Friends: Building strong social bonds through meaningful interactions and shared activities with loved ones.

vi. Reading for Pleasure: Reading books, articles, or other materials beyond academic requirements can expand knowledge, improve vocabulary, and provide relaxation.

vii. Developing Talents and Abilities: Practicing and refining existing talents, like playing an instrument or practicing a sport, to improve their skills.

**(c) Explain two effects of bullying on its victims. (2 marks)**

i. Psychological and Emotional Distress: Victims often experience feelings of anxiety, fear, sadness, loneliness, low self-esteem, depression, and in severe cases, suicidal thoughts or tendencies.

ii. Academic Performance Decline: Bullying can lead to a decrease in concentration, increased absenteeism, reluctance to attend school, and a significant drop in academic grades.

iii. Physical Health Issues: Victims may experience stress-related physical symptoms such as headaches, stomachaches, sleep disturbances, or loss of appetite.

iv. Social Isolation and Withdrawal: Victims may withdraw from social interactions, lose friends, become isolated, and develop difficulty trusting others.

v. Behavioral Changes: They might become more aggressive, defiant, or withdrawn, or develop habits like self-harm as coping mechanisms.

vi. Long-term Impact on Mental Health: The trauma of bullying can have lasting effects, contributing to mental health problems in adulthood, such as chronic depression, anxiety disorders, or personality issues.

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