

1: Overview of Christian Religious Education (CRE)

Importance of studying Christian Religious Education (CRE)

The importance of studying Christian Religious Education (CRE)

1. Purity
2. Match each of the following words to its correct description.

Word	Description
Christian	Is a person who believes in the teachings of Jesus Christ.
Christianity	Is the religion that is based on the teachings of Jesus Christ and the belief that He is the Son of God.

3. Sentences (a), (c) and (d)

4.

(a) A, B and C

(b)

(i)

- CRE involves studying the Bible, which teaches us about right and wrong through the Ten Commandments and Jesus' teachings.
- Learning about Bible characters inspires us to follow their good examples such as having determination and respecting our parents.
- The learning of CRE involve taking part in religious activities and community events that help us to learn values like kindness, honesty and respect.

Accept any other relevant answers.

(ii)

- CRE guides us make good choices based on Christian teachings.
- CRE teaches us to think carefully about what is right and wrong and how our actions affect others.
- By learning about our faith in CRE, we can better understand what is right and wrong.

Accept any other relevant answers.

(iii)

- Reading the Bible during CRE lessons helps us learn about God and His plans for us.
- Praying and worshipping God during CRE lessons helps us feel closer to Him.
- Studying Christianity helps us understand God's role in our lives.

Accept any other relevant answers.

(iv)

- CRE helps us think about jobs that match our values.
- It teaches us to make good decisions in our future jobs.
- CRE can inspire us to choose careers like teaching, healthcare, or social work.

Ways in which Christian Religious Education promotes sound moral and religious values

1. (d)

2.

- (a) They learned to respect their father and mother
- (b) They learned the values of respect and obedience.
- (c) Other values include love, honesty, kindness, integrity and responsibility.

3. (a) Kind

(b) honest

(c) assertive

(d) Respect/obey

(e) obey/respect

(f) prays

4.

- (a) Sarah learnt about King David and developed good leadership qualities such as being courageous, humble and seeking guidance from God when facing challenges.
- (b) Matthew learnt about the Ten Commandments, specifically that one should not steal and to be content with what one has.
- (c)
 - Studying CRE helps learners to understand the difference between right and wrong.
 - It strengthens our relationship with God through prayer and worship.
 - Through studying CRE, we learn the importance of kindness, respect and helping others.

Values needed to foster responsible living

1. Integrity, peace, kindness.

2.

- (a) Responsible living means being accountable for your actions and making the right choices and decisions. It involves doing what is right at all times and in the right way, even without supervision. Responsible living also means living according to God's teachings and aligning your actions with His guidance.

(Accept other relevant answers.)

(b)

- (i) **Home:** Respecting parents or guardians and siblings. Helping with household chores. Taking responsibility for your actions. Showing love and kindness to all family members of the family.
- (ii) **School:** Obeying school rules. Respecting teachers, other staff and classmates. Working hard in your studies
- (iii) **Community:** Respecting the rights and property of others. Being honest and trustworthy in your interactions.

(Accept other relevant answers.)

3. (a)

X	L	U	R	A	S	A
H	O	N	E	S	T	Y
A	V	I	S	S	E	S
R	E	T	P	E	C	C
D	S	Y	E	M	D	A
W	X	R	C	B	B	M
O	R	T	T	L	S	B
R	S	B	C	E	A	L
K	A	D	F	Y	E	E

(b) How do the values in (a) above help you to live with the following:

(i) Parents:

- Honesty: Builds trust and strengthens your relationship with them.
- Respect: Demonstrates appreciation for their guidance and authority.
- Love: Encourages care and support for them in return.
- Forgiveness: Helps resolve conflicts and maintain harmony in the family.

(ii) Siblings:

- Honesty: Promotes open and trustworthy communication.
- Respect: Ensures fairness and prevents unnecessary arguments.
- Love: Strengthens bonds and fosters a caring relationship.
- Forgiveness: Allows you to move past disagreements and grow closer.

(c) Responsibility, kindness, integrity, generosity

Ways in which values acquired through learning of Christian Religious Education lead to living morally upright lives

1.

(a) Living a morally upright life means making the right decisions and behaving in ways that align with good values, such as honesty, respect, and kindness. Doing what is right and acceptable in society and what pleases God.

(b)

Christian value	How can I use the value to lead a morally upright life?
Love	By treating others kindly, forgiving them, and helping those in need.
Respect	By treating others with dignity, obeying my parents and leaders, obeying the law, and following rules and regulations.

2. The value of compassion can help one to care for others and understand the challenges they are facing. It encourages kindness, helping the needy, and avoiding selfish or harmful actions.

Strech zone

1. Guide the learner use the internet responsibly.

Teachers, religious leaders (pastors, priests, chaplains), counsellors, missionaries, social workers, curriculum developers for religious education.

2.

(a) Honesty, integrity, compassion, respect, responsibility, unity. *(Accept other relevant values.)*

(b) Accept relevant explanations.

3. Strengthens faith and understanding of God's teachings. Provides moral guidance for everyday life. Helps develop good values such as love, respect, and forgiveness. Prepares one for leadership roles in church and society. Encourages living a life that pleases God and positively impacts others.

4.

(a) Punctuality, respect for others, cooperation, humility, self-control

(b) Speak to Apiyo privately to understand her challenges. Teach her the importance of respect, humility, and cooperation. Encourage her to apologise to classmates she has wronged.

(Accept any other relevant answers.)

5. Accept relevant explanations on how the learner applied the value.

2: Creation

Accounts of creation

(Genesis 1:1–50, Genesis 2:1–4, Genesis 2:4–25)

The biblical accounts of creation

1. Day 1 and 2: Light and sky
Day 3: Dry land, seas and all kinds of plants
Day 4: Sun, moon and stars
Day 5: Water, fish and birds
Day 6: Man and animals
2.
 - Light and darkness
 - Sky and seas
 - Land, plants, and trees
 - Sun, moon, and stars
 - Birds and sea creatures
 - Animals and human beings
3. (c)
4. (a) and (d)
5. The first biblical account of creation is found in Genesis 1:1–31. It describes God creating the world in six days. Each day focused on a specific aspect, starting with light and ending with human beings. On the seventh day, God rested, declaring the creation complete and good.
6. Man, woman, the Garden of Eden
7.
 - (a) man, soil, Eden, middle, birds, sleep, ribs, woman
 - (b)
 - (i) God placed man in the Garden of Eden, which had all kinds of trees and fruits for food.
 - (ii) Man was tasked with taking care of the garden, naming animals, and following God's command not to eat from the tree in the middle of the garden.
 - (iii) God formed man from the soil and breathed life into him. He later caused man to fall asleep, took one of his ribs, and made a woman from it.
8. Gino
9.
 - To take care of the Garden of Eden
 - To name all the animals
 - To obey God's command not to eat from the tree in the middle of the garden
10. Man is referred to as a co-creator because he was given the ability to name animals and manage the garden, participating in God's work of creation by taking responsibility for it.

Similarities and differences between the two biblical accounts

of creation

1.

(a) Silvia's statement: In the first biblical account, man was created on the sixth day, not the first day.

(b)

- God is the creator in both accounts.
- God existed before creation in both accounts.
- Both accounts reflect God's intention for the created world to be good and orderly.

2.

(a) **The order of creation**

First account: Follows a structured order: light, sky, land, plants, animals, and humans on the sixth day.

Second account: Focuses on man first, followed by plants, animals, and then woman.

(b) **The naming of the creation**

First account: God names creation.

Second account: Man is given the responsibility to name the animals.

(c) **The responsibilities given to man**

First account: Man is given dominion over all creation and commanded to multiply and fill the earth.

Second account: Man is tasked with taking care of the Garden of Eden and naming the animals.

3.

Column A	Column B
(a) In the first biblical account of creation, God created everything in a specific order for six days.	In the second biblical account, the period that God took to create the universe is not given.
(b) In the first biblical account of creation, God created human beings on the sixth day.	In the second biblical account, man was created first, followed by plants, animals, and woman.
(c) In the first biblical account of creation, God created the universe through word of mouth.	In the second biblical account, God created man from dust and breathed life into him.
(d) In the first biblical account of creation, God named everything that He created.	In the second biblical account, man was given the task of naming the animals.

Attributes of God from the biblical accounts of creation

1. B: A quality or a characteristic used to describe something or someone.
2.
 - Sole creator: God created everything in the heavens and the earth.
 - Powerful: God created everything in the heavens and the earth by giving commands.
 - Orderly: God created the world in a systematic and orderly manner, step by step.
 - Loving: God created human beings in His image and provided for all their needs, showing His love for humanity.
3.
 - (a) Decoding the numbers:
 - (i) 16 15 23 5 18 6 21 12 → POWERFUL
 - (ii) 12 15 22 9 14 7 → LOVING
 - (iii) 19 15 12 5 3 18 5 1 20 15 18 → SOLE CREATOR
 - (iv) 16 18 15 22 9 4 5 18 → PROVIDER
 - (v) 23 15 18 11 5 18 → WORKER
 - (b)
 - **Powerful:** God spoke the universe into existence.
 - **Loving:** God created human beings in His image and blessed them.
 - **Sole creator:** God is the origin of all things, creating the heavens, earth, and life from nothing.
 - **Provider:** God provided plants, animals, and all resources for human beings to thrive.
 - **Worker:** God worked for six days to complete creation and rested on the seventh day.
4. All the statements are true.

Stretch zone

1. Accept relevant answers such as but not limited to: As a Christian, I work diligently and faithfully, recognising work as a gift from God. I strive to honour Him through honesty, excellence, and service in all I do. I treat others with respect and use my talents to benefit others and glorify God.
2.
 - (a) **Self:** Understanding that I am created in God's image gives me a sense of worth, purpose, and responsibility to live a meaningful life.
 - (b) **God:** Knowing God as the Creator deepens my relationship with Him. It inspires worship, trust, and obedience to His commandments.
 - (c) **God's creation:** The knowledge helps me value and care for creation, recognising it as a reflection of God's power and love.
(Accept any other relevant answers.)

3. Accept relevant answers such as but not limited to: I take care of the environment by avoiding waste, planting trees, conserving water, and recycling. I also avoid actions that harm nature, such as pollution, and I encourage others to do the same.

4. This is a research activity. The learner can ask their parent or guardian for a specific creation myth from their ethnic community and summarise it.

Stewardship over creation

(Genesis 2:15–20, James 3:7)

The biblical responsibilities given to human beings over creation

1.

Creatures that live on land: Dogs, lions, elephants, rabbits

Creatures that live in water: Fish, dolphins, whales, turtles

(Accept any other correct answers.)
2. Adam
3. (c)
4.
A: Animals are being fed and provided with clean water.
B: Their house is being kept clean and safe. They are provided with clean water.
5. (b)
6.
 - (a) Feeding her dog, Simba. Cleaning the dog's kennel. Having the dog vaccinated regularly, against diseases.
 - (b) Simba, the dog, guards their home. Simba provides companionship to Makena and her family.
 - (c) Feeding them. Providing clean water and shelter. Protecting them from harm. *(Accept other relevant responses.)*
 - (d)
 - (i) Wild animals: Protect their habitats and avoid poaching.
 - (ii) Domestic animals: Feed them, provide shelter, and treat them when sick.
 - (iii) Fish: Ensure clean water and avoid overfishing and pollution of fishing grounds.
 - (iv) Domestic birds: Provide food, water, and safe nesting areas.
 - (e) Taking care of these creatures reflects our role as stewards of God's creation. It shows gratitude to God and ensures the well-being of His creations.
7.
Benefits of domestic animals: Provide food, companionship, labour (e.g., ploughing), and protection.
Benefits of wild animals: Promote biodiversity, contribute to tourism, and support ecosystems. *(Accept other relevant answers.)*

Ways in which we protect animals, fish and birds

1.

(a) The picture likely shows the lady feeding the rabbits or observing animals in a protected environment.

(b) They live in a clean, clean hutch. The rabbits are well fed. *(Accept other relevant responses.)*

2.

- (a) Fencing national parks: Prevents poaching and protects animals from human encroachment. Keeps animals within a safe habitat and reduces the risk of them wandering into dangerous areas.
- (b) Ensuring a clean environment by disposing of waste appropriately: Prevents pollution, which can harm the health of animals, fish, and birds. Reduces the chances of animals ingesting harmful materials like plastics.
- (c) Using water resources sustainably: Maintains aquatic habitats, ensuring fish and water-dependent birds and animals live in a safe environment. Prevents water sources from drying up, supporting the survival of various animals.
- (d) Vaccinating animals: Protects animals from diseases that could spread rapidly and cause deaths. Ensures healthy livestock and wildlife populations.
- (e) Banning overfishing in lakes and oceans: Allows fish populations to replenish and maintain ecological balance. Protects endangered species from extinction.

Practising good stewardship by taking care of animals, fish and birds

- 1. A good steward of God is someone who obeys Him by taking care of His creation responsibly.
- 2. Village A
- 3. Providing clean water and proper feeds. Avoiding polluting water bodies where fish live.
- 4. It reflects obedience to God's command to care for His creation. It also ensures that the resources He created are preserved for future generations.

Stretch zone

- 1. Animals benefit from human beings through shelter, food, medical care, and protection from harm.
- 2.
 - Planting trees and conserving forests to provide shelter and maintain ecological balance.
 - Recycling and reusing materials to reduce waste and conserve natural resources.
 - Avoiding pollution by using eco-friendly products and disposing of waste responsibly.
 - Educating others about environmental conservation to spread awareness and encourage collective efforts.
 - Supporting wildlife conservation programmes to protect endangered species and their habitats. *(Accept other relevant answers.)*

Responsibility over plants

(Genesis 1:29, Genesis 2:15, Psalms 104:14)

Responsibilities given to human beings over plants

1. Answers will vary depending on the learner's specific locality.
2. (a) eat (b) cultivate (c) grow
3.
 - (a) Pruning
 - (b) The plants can improve the aesthetic value of their environment, making it more pleasant. The plants help in oxygen production, contributing to a healthier environment
4.
 - (a) Refer to local plants such as crops, trees, or ornamental plants found in your area.
 - (b) Watering the plants regularly, especially during dry weather. Protecting the plants from being damaged by animals or people. Weeding the plants to help them grow better. *(Accept other relevant answers.)*
 - (c) Accept relevant paragraphs that highlight how plants provide us with food, medicine, shelter for both human beings and animals, making the environment beautiful and balancing the ecosystem.

Ways in which responsible use of plants contributes to economic growth

1. The learners will list varied answers. These could include tea, coffee, maize flour.
2.
 - (a) Kamau planted trees on the upper part of his land to reduce soil erosion, which helped in making the land fertile. He then used this fertile land to grow tea, which he carefully maintained by weeding, spraying, and using fertilizers. This responsible use of trees and tea not only improved the fertility of his land but also supported the environment by preventing soil erosion.
 - (b) Kamau has benefitted economically by selling his tea to the Kenya Tea Development Agency. The income from tea farming has allowed him to provide for his family's basic needs, educate his children, and build rental houses, which generate additional income.
 - (c) Tea farming has provided Kamau with a stable source of income, enabling him to improve his family's living standards and invest in other ventures like rental houses.
 - (d) Responsible use of plants, such as planting trees to prevent soil erosion and growing cash crops like tea, contributes to economic growth by improving land fertility, increasing agricultural productivity, and providing a stable source of income for farmers.

Stretch zone

1.
 - (a) Accept answers such as: Selecting quality seed, planting at the right time and controlling weeds and pests.
 - (b) Accept relevant answers.
2. Guide the learners accordingly. Answers to include watering regularly, weeding and controlling pests.

Use of natural resources

(Genesis 2:15, Exodus 23:10–11, Deuteronomy 20:19)

Ways in which human beings use and misuse natural resources

1.
 - (a) Picture A: wind Picture B: land/soil
Picture C: Forest/vegetation Picture D: Wildlife
 - (b)
Picture A (wind): Wind is harnessed to generate renewable energy.
Picture B (land/soil): Soil is used for growing crops.
Picture C (forest/vegetation): Wildlife supports tourism, which is a source of income.
(Accept relevant answers.)
- 2.

Natural resource	Uses
(a) Water	Drinking, agriculture, industrial processes
(b) Trees	Producing oxygen, providing timber and wood products, offering shelter to birds and animals, source of food (fruits and nuts).

3.
 - (a) The learners will give varied responses depending on their locality.
 - (b) The answers will depend on the natural resources that the learners have listed in (a).

4.

- (a) Picture A: Trees Picture B: Land Picture C: Air
(b) All the resources shown in the picture are being misused.

5.

Natural resource	Ways in which the natural resource can be misused
(a) Trees	Cutting them down without replanting.
(b) Land	Excessive mining and leaving large and deep holes.
(c) Air	Emitting poisonous gases into the atmosphere.
(d) River	Disposing of waste into water bodies.
(e) Animals	Not taking care of them when they are sick.

6. (a) Water, soil, forests, wildlife, minerals (*Accept other relevant answers.*)

(b) The answers will depend on the resources that the learners list in (a).

Effects of misusing natural resources

(a)

Flash card A: Plastics take a very long time to decompose, leading to long-term pollution. They can harm wildlife that may eat or become entangled in pieces of plastic.

Flash card B: Polluting water sources can harm aquatic life. Contaminated water can cause serious health issues, including waterborne diseases and make water unsafe for drinking and other uses.

Flash card C: Overgrazing leads to soil erosion, loss of soil fertility and desertification. Reduced soil fertility can lead to lower agricultural yields, lowering food security and impacting livelihoods.

Flash card D: Deforestation leads to habitat loss and increased greenhouse gases in the atmosphere. It also contributes to soil erosion. Loss of forests can affect communities that rely on them for resources.

(*Accept other relevant answers.*)

(b)

- Climate change: Misuse of natural resources, such as deforestation and pollution, contributes to climate change that is characterised by extreme weather events such as floods and drought.
- Overexploitation of natural resources can lead to the extinction of species.

(*Accept other relevant answers.*)

Biblical teachings on good use of God's creation

1. Guide the learners to find the Bible verses correctly.
 - (a) Read the Bible verses below.
 - (b)
 - God has instructed us to care for and protect the environment (Genesis 2:15).
 - We are to use the land responsibly, allowing it to rest periodically (Exodus 23:10).
 - We should preserve resources, such as trees, and avoid unnecessary destruction (Deuteronomy 20:19).
2. Statement (c)
3. The learners will give varied based on their locality. See example below:

God's creation in my locality	How I make good use of it
(a) Trees	I plant new trees to replace the ones cut down.
(b) Rivers	I avoid polluting the water and use it sparingly.
(c) Animals	I take care of animals by providing food and shelter.

(Accept other relevant answers.)

Stretch zone

1.

Use	A good use or a misuse?
(a) Excess use of fertilisers on the soil.	Misuse
(b) Regulating fishing in water bodies.	Good use
(c) Draining sewers into water bodies.	Misuse
(d) Recycling plastic bottles.	Good use
(e) Cutting trees in forests.	Misuse
(f) Overgrazing.	Misuse

2.

Proposers' points	Opposers' points
(a) Leads to climate change and global warming.	(a) Development requires resource use.
(b) Causes loss of biodiversity.	(b) Cutting trees provides land for farming.

(Accept other relevant answers.)

3.
 - Plant two or three trees for every tree cut down to ensure reforestation.
 - Keep water resources clean by avoiding pollution and reporting those who contaminate them.
 - Report any cases of poaching to authorities using toll-free hotlines.
4. Accept relevant stories that highlighting the effects of misusing natural resources in the environment. See example below.

I am a fish living in a once-clean river. My home has always been filled with clear water, healthy plants, and plenty of food. However, everything changed when people began draining sewers into the river. The water became dirty and smelly, filled with harmful chemicals. I struggle to breathe, as the pollution killed the plants I relied on for oxygen. Many of my friends either got sick or left. Currently, the river feels empty and unsafe. If only human beings realised how their actions destroyed my home, maybe they would help clean it up so we could thrive again.

3: The Bible

Functions of the Bible

(2 Timothy 3: 16–17, Hebrews 4:12)

Importance of the Bible in society today

1.

(a)

Picture A: The Bible is being read during a church service to teach moral values and Christian.

Picture B: The Bible is being used in a family set-up during a family devotion.

Picture C: The Bible is being used in a wedding ceremony to offer guidance and advice to the couple.

Picture D: The Bible is used in a swearing-in ceremony for taking an oath of office.

(b) **Other uses of the Bible:**

- Personal devotion and prayer.
- Teaching children moral values.
- Promoting peace and reconciliation in communities.
- Providing guidance in making decisions.

(Accept other relevant answers.)

2.

Event	Bible use
(a) Wedding ceremony	(v) Some verses in the Bible are used to give advice to the wedding couple.
(b) Church service	(iii) Teaching Christian beliefs and moral values to the congregation.
(c) Swearing-in ceremony	(iv) Taking an oath of office.
(d) Home fellowship	(i) Encouraging family members and teaching them moral values.
(e) Burial ceremony	(ii) Comforting mourners.

3.

- Teaching biblical stories and lessons: Teachers use Bible passages to help the learners learn stories about creation, the life of Jesus, and moral teachings.
- Teaching moral values and Christian doctrines: The Bible is used to guide the learners on how to lead a good life, understand Christian practices, and apply biblical teachings to real-life situations.

4.

A pastor: The pastor uses the Bible to preach sermons, teach moral lessons, and share God's commandments during church services or other gatherings.

A gospel musician: The gospel musician uses Bible verses and teachings to compose songs that spread God's message, inspire worship, and encourage others to follow Christ.

5.

Importance of the Bible in day-to-day life	True/False
(a) Reading the Bible helps one to know more about God and live a righteous life.	True
(b) Reading the Bible makes one aware of the true teachings of God.	True
(c) When I read the Bible, I waste my precious time.	False
(d) Reading the Bible inspires me to serve God at home, school, church, and community.	True
(e) One can discover God's promises when they read the Bible.	True

6. Statement (d)

7.

- The Bible is alive and active, providing guidance and inspiration for life.
- The Bible reveals truth, helping people reflect on their thoughts, desires, and actions.
- The Bible offers correction, strengthens faith, and equips readers to live righteously.

How the Bible promotes holistic growth

1. A: Holistic growth is growth in different aspects, such as spiritually, morally, socially, emotionally, physically, and intellectually.
- 2.

Person	Aspect of growth
Emily	Physical and moral growth (<i>She recognises her body as the temple of God and exercises self-control.</i>)
Samuel	Spiritual growth (<i>It helps to strengthen his faith and relationship with God.</i>)
Catherine	Social growth (<i>She treats others with love and respect, maintaining peaceful relationships.</i>)
Bruno	Intellectual growth (<i>He confidently answers questions in Christian Religious Education.</i>)

3.
 - The Bible provides comfort during difficult times through verses that remind readers of God's love and promises.
 - The Bible encourages self-reflection and helps individuals to manage emotions such as anger and fear.
 - The Bible inspires hope, positivity, and emotional resilience by teaching trust in God's plans.
4. The learners will give varied scenarios based on their interactions with their Bibles.
 - **The story of Joseph (Genesis 37–50):** Teaches forgiveness and patience. Joseph forgives his brothers even after they sold him into slavery.
 - **The Ten Commandments (Exodus 20):** Emphasise moral living by teaching values like honesty, respect for others, and worshipping God.
 - **The story of Zacchaeus (Luke 19:1–10):** Encourages repentance and generosity. Zacchaeus reforms his ways and gives back to the poor after encountering Jesus.

Ways in which God's Word inspires different services among Christians

1.
 - (a) Singing hymns and worship song; preaching and teaching the gospel; praying for others, cleaning the church; organising charitable activities like food drives and clothing donations.
 - (b)
 - Reading the Word of God encourages Christians to serve others as an act of obedience and love for God.
 - Bible verses teach the importance of humility and service, motivating believers to volunteer in church activities.

- The Bible inspires gratitude and joy, prompting singing and worship as expressions of praise.
 - Scripture promotes cleanliness and order, encouraging the cleaning and care of God's house.
- (Accept other relevant answers.)*

2.

Activities carried out in church	How the Bible inspires me to carry out these activities
Singing	Bible verses encourage worship to praise and honour God.
Cleaning the church	The Bible teaches Christians to take care of God's house as a sacred place.
Preaching	The Bible calls on Christians to spread the gospel and share God's Word.

3. Visiting and comforting the sick. Feeding and clothing the poor.

(Accept other relevant answers.)

Stretch zone

- **Preaching:** Church leaders and pastors preach from the Bible during church services, inspiring congregations to understand and follow God's Word.
- **Missionary work:** Missionaries travel to different parts of the world to spread the teachings of the Bible, often translating it into local languages for better accessibility.
- **Bible study groups:** Christians gather in small groups to study the Bible together, sharing insights and encouraging each other to live according to its teachings.
- **Christian music:** Gospel choirs and musicians write songs and hymns based on Bible verses, using music to spread God's Word and inspire people.

(Accept other relevant answers.)

Divisions of the Bible

The two divisions of the Bible

1. The Old Testament and the New Testament
2. Statements **A** and **D**
3. 27 books
- 4.

Books of the Old Testament	Books of the New Testament
Malachi, Hosea, Ezra, Lamentations, Ruth Daniel, Joshua, Judges	Revelation, Luke, Mark Ephesians, Matthew, Philippians

5. (a)

M	A	T	T	H	E	W	E	M	E	S	D
A	G	A	L	A	T	I	A	N	S	V	O
R	E	J	U	D	E	J	A	M	E	S	M
K	F	O	K	H	E	B	R	E	W	S	Y
T	C	H	E	P	H	E	S	I	A	N	S
I	W	N	G	Y	Y	H	D	O	T	Y	H
T	P	H	I	L	E	M	O	N	H	N	G
U	C	M	J	N	T	M	W	M	O	M	T
S	E	R	E	V	E	L	A	T	I	O	N

(b) Accept correct books.

6.

Books of the Old Testament	Books of the New Testament
Genesis	Revelation
Exodus	Matthew
Leviticus	Hosea
Numbers	James
Deuteronomy	Ephesians
Joshua	Mark
Judges	1 Samuel
Ruth	1 Kings
1 Samuel	2 Kings
Isaiah	Philippians
Jeremiah	Luke
Ezekiel	Acts
Daniel	Romans
Psalms	1 Corinthians
Proverbs	2 Corinthians
Ecclesiastes	1 Thessalonians
Song of Songs	2 Thessalonians
Lamentations	2 Timothy
2 Samuel	Titus
1 Kings	Philemon
2 Kings	Hebrews
Haggai	
Zechariah	
Malachi	

7. Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi

The classification of the books of the Old Testament and the New Testament

1. A: Law (Pentateuch/ Torah) books
C: Wisdom Books (Poetic Books)
- B: Historical Books
D: Prophetic Books
2.
- (a)
- A. Law (Pentateuch) Books
B. Historical Books
C. Wisdom Books
D. Prophetic Books
- (b)
- **Law (Pentateuch):** Genesis, Exodus, Leviticus, Numbers, Deuteronomy

- **Historical books:** Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther

- **Poetic books:** Job, Psalms, Proverbs, Ecclesiastes, Song of Songs and Lamentations

- **Prophetic books:** Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi
3.
- (a)
- | Category | Books in the category |
|------------------|--|
| (i) Biographical | Matthew, Mark, Luke, John |
| (ii) Epistles | Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon |
| (iii) Historical | Acts of the Apostles |
| (iv) Prophetic | Revelation |
- (b)
- **Biographical:** Books that focus on the life, ministry, death, and resurrection of Jesus Christ.

- **Epistles:** Letters written by apostles to churches or individuals to provide guidance, encouragement, and doctrine.

- **Historical:** Books that provide the history of the Early Church and the spread of Christianity.

- **Prophetic:** Books that contain prophecies about the end times and the fulfilment of God’s plan.
4.
- Knowing the divisions of the Bible helps in understanding the context and purpose of different books.

- It becomes easier to locate specific books or topics in the Bible.

- Recognising the category helps interpret the text appropriately.

Stretch zone

- Understanding God's Laws and Commands: The Law (Pentateuch) provides clear instructions and principles for living according to God's will. By studying these, a Christian learns how to obey God and live righteously.
- The Historical Books show the consequences of obedience and disobedience to God through the lives of Israel and its leaders. Christians can learn from these examples to avoid mistakes and follow righteous paths.
- The Wisdom Books such as Proverbs and Psalms offer practical advice, encouragement, and guidance for making righteous choices in daily life.
- The Prophetic Books warn against sin and highlight the rewards of righteousness. They encourage Christians to repent and trust in God's promises.

(Accept other relevant answers.)

Bible translations

Bible translations used in Kenya today

1.
 - (a) translate
 - (b) translator
 - (c) translation
 - (d) version
 - (e) Septuagint
 - (f) Jerome, vulgate
 - (g) Kiswahili
2. Accept correct answers such as Ekegusii, Kikuyu and Dholuo
(Accept other relevant answers.)
3. Good News Bible (GNB), New International Version (NIV), King James Version (KJV), Revised Standard Version (RSV). *(Accept other relevant answers.)*
4. Accept relevant responses based on the Bible version the learner names.
5. The learners will pick varied Bible verses and the comparisons will vary based on the versions they have picked.

Reasons for translation of the Bible into local languages

1.
 - (a) matches with B
 - (b) matches with A
 - (c) matches with C
 - (d) matches with D
 - (e)
2. Accept relevant letters. They should highlight all the possible benefits of translating the Bible into local languages.
3.
 - (a)
Understanding of the original and target language: A Bible translator must accurately convey the meaning of the original text without altering it.
Excellent communication skills: Translators need to present the scripture clearly and understandably for the local community.

(b)

- Cultural awareness: Translators should understand the cultural context of the local language to avoid misinterpretations of key biblical concepts.
- Understanding the Bible's teachings ensures the translation remains true to Christian doctrine.

(Accept other relevant answers.)

4. Flash cards A, B and C

Social and economic effects of the translation of the Bible into local languages

(i)

Economic Effects	Social Effects
(c) Bible translation has enhanced the development of printing presses and bookshops.	(a) Bible translation has led to the spread of the Word of God to many people and places.
(d) The translation of the Bible has led to the creation of jobs.	(b) Bible translation has contributed to improved literacy levels among local people.

(ii)

Economic Effects	Social Effects
- Boosts the local economy through sales of translated Bibles and related materials.	- Promotes unity as people from diverse backgrounds understand the same teachings.
- Creates opportunities for translators, printers, and distributors.	- Strengthens cultural identity by preserving local languages.
- Encourages investments in education and language studies.	- Facilitates moral and spiritual guidance in communities.

Stretch zone

1.

- Bible translation allows people to read and understand scripture in their native language. This makes the message of the gospel more relatable and accessible.
- Bible translation fosters active participation in church activities, as individuals can follow sermons and teachings more effectively.
- Bible translation motivates personal Bible study and encourages evangelism as people share the Word in a language their peers understand.

2.

Proposers

- Most people today can read universal languages like English or Kiswahili; translating the Bible into local languages is not important.
- Resources for translation could be used for other pressing community needs like education or health.
- The core message of the Bible does not depend on the language used.

Opposers

- Bible translation is vital for communities with limited literacy in universal languages, enabling deeper understanding.
- Bible translation preserves cultural heritage by incorporating local languages into spiritual teachings.
- Evangelism becomes more effective when the message is presented in a familiar language.

3.

- (a) Proficiency in both the original Bible languages and the target language. Cultural sensitivity to accurately convey meanings without distorting the message. Excellent communication skills to ensure clarity in translations.
- (b) Cultural barriers may lead to misinterpretation of certain terms or concepts. Limited resources, such as funding can delay translation work. Insecurity and hostility in some regions might hinder translation efforts.
- (c) Translate the Bible into a target language, ensuring accuracy and cultural relevance.

4.

A. Cultural barriers

- Misunderstandings about cultural concepts in biblical texts can lead to incorrect translations.
- Words or phrases in the source language may not have direct equivalents in the target language. This makes translation work harder.

B. Insecurity and hostility

- Political instability and conflict in certain regions can make translation work unsafe or impossible.
- Hostility toward missionaries or religious efforts might discourage communities from accepting translated Bibles.

Leadership in Israel: Moses

(Exodus 2:11–13, Exodus 3:1–2, Exodus 3:11–12, Exodus 6: 12, Exodus 14:13–16, Exodus 14: 21, Exodus 15:22–25, Exodus 18:5–10, Exodus 18:17–24, Deuteronomy 4:1–3, Deuteronomy 4:5, Deuteronomy 4:6)

Ways in which God prepared Moses for leadership

1. Humble, unselfish, kind and patient

2.

- | | | | | |
|-----|------------|---------------|--------------|-------------------|
| (a) | (i) Midian | (ii) Egyptian | (iii) Jethro | (iv) sheep |
| | (v) Sinai | (vi) flame | (vii) Egypt | (viii) Israelites |

(b)

- (i) Moses fled to Midian because he killed an Egyptian who was mistreating a Hebrew, and he feared for his life.
- (ii) He was tending the sheep and goats of his father-in-law, Jethro.
- (iii) God tasked Moses with returning to Egypt to rescue the Israelites from slavery and lead them to the promised land.
- (iv) Moses said he was a nobody and unworthy to speak to Pharaoh. He doubted that the Israelites would believe him and felt unqualified due to his lack of eloquence.

3.

(a) Growing up in Pharaoh's palace

- Moses was exposed to education, leadership, and governance in Pharaoh's court. This equipped him with skills to lead the Israelites.
- He learned about Egyptian culture, politics, and strategies. These would later help him to confront Pharaoh.

(b) Life in the wilderness

- Moses learned humility and patience while tending to sheep in the wilderness.
- Moses became familiar with the desert terrain, which would later be significant during the Israelites' journey to the promised land.
- God used the burning bush encounter to strengthen Moses' faith and reveal His purpose for him.

4.

Bible verse	How God prepared Moses for leadership
(a) Exodus 2:11–13	Moses defended a Hebrew by killing an Egyptian, showing his concern for justice.
(b) Exodus 3:1–22	God revealed Himself to Moses in the burning bush and called him to lead Israel.

8. Statements (a), (b), (c), (e), (f), and (g)

9.

Moses fighting: Moses showed his sense of justice by defending a Hebrew from an Egyptian oppressor. This revealed his empathy for his people.

The burning bush: God appeared to Moses in the burning bush and called him to deliver the Israelites. This prepared him spiritually for leadership.

The roles played by Moses during the Exodus

1.

(a) **Bitter water at Marah**

Role: Intercessor

Explanation: Moses prayed to God on behalf of the Israelites when they complained about the bitter water. His prayer led to God's instruction to make the water drinkable. This showed Moses' role in relying on God's guidance to provide for the people's needs.

(b) **Crossing the Red Sea**

Role: Deliverer

Explanation: Moses raised his staff, and God parted the Red Sea. This enabled the Israelites to escape from the Egyptian army. This demonstrated Moses' leadership and trust in God's power to save the Israelites from danger.

(c) **Leadership during complaints**

Role: Mediator

Explanation: Moses listened to the Israelites' grievances and reassured them of God's presence and promises. By mediating between God and the people, Moses maintained order and encouraged faith among the Israelites.

(d) **Appointing leaders:**

Role: Delegator

Explanation: Moses chose capable men to assist him in leading smaller groups, ensuring effective governance and reducing his burden. This improved the organisation and management of the Israelites during their journey.

2.

(a) **Intercessor:** Moses acted as an intercessor by praying to God on behalf of the Israelites. An example is when he pleaded with God to spare the Israelites after they worshipped the golden calf. This showed his dedication to their well-being and his deep connection with God.

(b) **Intermediary:** Moses served as an intermediary between God and the Israelites by receiving God's instructions and laws and delivering them to the people. For instance, he brought the Ten Commandments from Mount Sinai, ensuring the Israelites understood God's expectations and covenant.

The leadership qualities of Moses that we can emulate

1.

(a) Faith in God, humility, patience, wisdom,

(b)

- **Faith in God:** Moses held out his staff to part the Red Sea as God instructed. This demonstrated complete trust in God's power.
- **Humility:** Moses consistently attributed his leadership success to God and not himself. This showed that he acknowledged God as the true leader of the Israelites.
- **Patience:** Moses listened to the Israelites' repeated complaints in the wilderness without abandoning his role as a leader.
- **Wisdom:** Moses appointed capable leaders to help him govern the Israelites, improving the management of their affairs.

2.

- Build strong faith in God, which guides our actions and decisions.
- Lead with humility, valuing the contributions of others and avoiding pride.
- Develop patience to handle challenges and support others during difficult times.
- Exercise wisdom to delegate responsibilities and create efficient systems for success.

3.

Instance	Leadership quality
(a) Just as God had instructed him, Moses held out his hand over the sea, and the Lord parted the sea.	Obedient
(b) In the desert, there was no water to drink. The Israelites complained to Moses. Moses prayed to the Lord. He showed him a piece of wood, which he threw into the water, making it fit for drinking.	Intercessor
(c) Moses said to the Israelites, "Obey all the laws that I am teaching you, and you will live and occupy the land which the Lord, the God of your ancestors, is giving you."	Instructor

Stretch zone

1.

Leadership quality	How the quality will help solve the issue
Communication	By listening to the learners' concerns and clearly explaining the consequences of holding a demonstration, I can help prevent misunderstandings. I will be able to guide them towards a peaceful solution.
Empathy	By understanding and acknowledging the frustrations of the learners, I can create an environment where they feel heard and respected. This may reduce their desire to protest.
Problem-Solving	By evaluating the root cause of the complaint and proposing a peaceful alternative solution, I can address the concerns of the learners in a way that avoids further conflict.

2.

(a) Organisational skills, collaboration, seeking guidance

(b)

- **Organisational skills:** Jade's ability to plan and review activities ensures that the group stays on track, setting clear goals and managing time effectively. This helps the team achieve their objectives efficiently.
- **Collaboration:** By working closely with the other youth, Jade promotes teamwork, ensuring that each member is involved in decision-making. This contributes to the success of their activities.
- **Seeking guidance:** Jade's willingness to seek advice from the church youth patron shows that she values experience and wisdom. This helps her make informed decisions and avoid potential mistakes in leadership.

4: The early life of Jesus Christ

Prophecies about the Messiah

(Isaiah 7:13–14, Isaiah 9:6–7, Jeremiah 23:5–6, Matthew 1:18–23)

The Old Testament prophecies about the Messiah

1.

Word	Description
(a) Isaiah	(iii) Prophesied about the coming of the Messiah
(b) Prophecy	(i) A future event that is predicted to happen
(c) Prophet	(ii) A person given the ability to foretell future events by God.

2.

- (a) **Isaiah’s prophecy:** It foretells the coming of a child who will be a mighty ruler, called the Wonderful Counsellor, Mighty God, Everlasting Father, and Prince of Peace. The prophecy emphasizes the Messiah's divine nature and eternal reign. This promises peace and justice for God's people.
- (b) **Jeremiah’s prophecy:** Jeremiah 23:5-6 speaks of a righteous king from the line of David. This Messiah will bring justice, righteousness, and peace to Israel. He will be called "The Lord Our Righteousness" and will restore the kingdom of Israel, ensuring the well-being and security of the people.

3. Messiah and redeemer

4. Statement (b)

5.

- (a) Wonderful counsellor, Mighty God, Everlasting Father, Prince of Peace
- (b) David
- (c) The prophecies in Isaiah and Jeremiah find fulfilment in the life of Jesus Christ. Jesus is often referred to as the Wonderful Counsellor, Mighty God, Everlasting Father, and Prince of Peace, titles mentioned in Isaiah’s prophecy. He was born into the lineage of David, as prophesied in Jeremiah’s prophecy.
- (d) Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace, Righteous King

How Old Testament prophecies about the Messiah were fulfilled

1. (a) Mary (b) Holy Spirit (c) Angel
(d) descendant (e) conceived (f) prophets
- 2.

Prophecy: Isaiah 9:6

Fulfilment: Luke 2:11

"Today in the town of David, a Saviour has been born to you; He is the Messiah, the Lord."

Jesus fulfilled the prophecy of a ruler and Saviour, embodying the titles given in Isaiah

Prophecy: Jeremiah 23:6

Fulfilment: Luke 1:32-33

"He will be great and will be called the Son of the Most High. The Lord God will give Him the throne of His father David, and He will reign over Jacob's descendants forever."

Jesus brought spiritual salvation and fulfilled the prophecy of a ruler bringing peace.

The annunciation and birth of John the Baptist

1. The correct order is C, B, A.
2.
 - (i) Correct order of events
 - Zechariah and Elizabeth were righteous people who obeyed God's laws and commands.
 - Zechariah was performing his priestly duties in the temple.
 - Angel Gabriel appears to Zechariah in the temple.
 - Angel Gabriel delivers the news that Zechariah and Elizabeth will have a son, even though they are advanced in age.
 - Zechariah doubts Angel Gabriel's message because of his and Elizabeth's advanced age.
 - Angel Gabriel states that John will prepare the way for the Lord and bring many people back to the Lord.
 - Angel Gabriel temporarily makes Zechariah unable to speak until the day of John's birth.
 - Zechariah emerges from the temple unable to speak, and the people are surprised.

- Elizabeth conceives and she rejoices because of God's favour on her.
- Elizabeth remains in privacy for five months without revealing her pregnancy.

(ii)

- John the Baptist will be great in the Lord's sight.
- John the Baptist will be filled with the Holy Spirit even before birth.
- John the Baptist will bring many people of Israel back to the Lord.
- He will prepare the way for the Lord.
- He will turn the hearts of parents to their children and the disobedient to wisdom.

(iii)

- Faithfulness to God is rewarded, even during challenging times.
 - Patience and trust in God's timing lead to blessings.
 - God's promises are fulfilled despite human limitations.
- (Accept other relevant answers.)*

(iv)

- His mission was to prepare the way for the Lord.
- He would lead people to repentance and reconciliation with God.

(v)

- God's plans are accomplished in His timing, no matter the circumstances.
 - Doubting God's promises can have consequences, as seen with Zechariah.
- (Accept other relevant answers.)*

3.

- (a) (i) Elizabeth (ii) rejoiced (iii) circumcised (iv) John
 (v) Gabriel (vi) Zechariah (vii) sign

(b) Elizabeth declared that the baby would be named John, as instructed by the angel. When the people questioned this, Zechariah wrote the name "John" on a tablet, confirming it.

(c) Zechariah regained his speech as a sign of his obedience to the angel's message and his faith in God's promise.

(d) It was unusual because no one in Zechariah's family had the name John, breaking the tradition of naming children after relatives.

4. Statement (d)

How the birth of John the Baptist relates to the coming of Jesus Christ

1.

- (a) B
- (b) John the Baptist prepared people by preaching repentance, baptising them with water, and urging them to live righteous lives. He declared the coming of the Messiah, encouraging people to prepare their hearts to receive Him.

2.

- (a) John called Jesus the Lamb of God because He was sent by God to take the place of sacrifices and save people from their sins.

- (b) John knew that Jesus' mission was to save people by dying on the cross
3. John's birth was important because he came before Jesus to prepare people for the Messiah. He preached repentance and baptised people, helping them get ready for Jesus' ministry.
 4.
 - (a) John the Baptist was addressing the crowds, including tax collectors, soldiers, and others who came to hear his message.
 - (b)
 - (i) John taught tax collectors to be honest and only the right amount of money.
 - (ii) He encouraged generosity, teaching people to share their food and clothing with those in need.
 - (iii) John warned against telling lies about others to always do what is right.
 5. Statement (e)
 6.
 - **Humility** teaches Christians to put others before themselves and rely on God's guidance.
 - **Integrity** encourages honesty and trustworthiness in all areas of life.
 - **Love** fosters unity and compassion among people, as Jesus commanded.
 - **Compassion** encourages Christians to care for the suffering and provide help where needed.
 - **Generosity** promotes sharing and the well-being of the less fortunate, reflecting God's love.

(Accept other relevant answers.)

Stretch zone

1.
 - Read and understand the Bible to know God's word.
 - Pray for wisdom and guidance from the Holy Spirit.
 - Check if their teachings are consistent with biblical truth.
 - Observe the behaviour of the prophet—true prophets live a godly life.
 - Consult trusted Christian leaders or parents for advice.

(Accept other relevant answers.)

2.

Teachings of John the Baptist	Value
(a) Whoever had two shirts must give one to the man who has none.	Love, generosity
(b) Do not collect taxes illegally.	Honesty
(c) Do not take money from anyone forcefully.	Integrity

3. Accept relevant reflections that are correctly aligned to the lessons learnt from John the Baptist.

The birth and childhood of Jesus Christ

(Luke 1:26–38, Luke 2:1–20, Luke 2:22–38, Luke 2:41–52)

The events that took place during the annunciation of the birth of Jesus Christ

1. The correct order of events is: (b), (c), (e), (d), (a)
2.
 - (a) Mary was troubled and confused by the Angel's greeting, wondering what it meant. She also questioned how she could become a virgin, yet she was a virgin. This reveals her humility, innocence, and a desire to understand God's will. It also shows her deep faith and willingness to trust God despite her initial fear.
 - (b) Gabriel told Mary that the Holy Spirit would make her pregnant and that God's power would help her. He reminded her that nothing is impossible for God.
 - (c) The annunciation shows that God planned to send Jesus to save people from sin. It shows His love and care for the world by giving us a Savior.
 - (d) The annunciation teaches us to trust God even when we do not understand everything. Mary showed faith and obedience by saying, "Let it happen as you have said."
 - (e)
 - Angel Gabriel came to Mary in Nazareth.
 - He greeted her, saying she was highly favoured and blessed by God.
 - Gabriel announced that she would get pregnant and give birth to a son named Jesus.
 - Mary asked how this could happen because she was a virgin.
 - Angel Gabriel explained that the Holy Spirit would help her get pregnant. He emphasized on God's power.
 - Mary accepted the message with faith and humility.
3.
 - (a) The correct order is D, B, C, A.
 - (b) Accept the correct sequence of events:

Mary and Joseph travelled to Bethlehem for a census. While they were there, Mary gave birth to Jesus. She placed Him in a manger because there was no room in the inn. Angels appeared to shepherds in the fields and told them about Jesus. The shepherds went to the manger and worshipped Him.

The dedication of Jesus Christ in the Temple

- (a) (i) Jerusalem (ii) sacrifice (iii) Simeon (iv) Temple (v) Messiah
(vi) salvation (vii) Anna
- (b) Joseph and Mary took Jesus to the Temple to fulfil the Jewish law, which required purification for the mother and the dedication of every firstborn male to the Lord. They also went to offer a sacrifice as instructed in the Law of Moses.

- (c) **Simeon:** He called Jesus the Messiah, sent to save humankind. He said Jesus would be a light for the Gentiles and bring glory to Israel. He also prophesied that Jesus would cause the rise and fall of many in Israel and face opposition.
- Anna:** She thanked God for Jesus and told everyone waiting for Jerusalem's freedom about Him. She recognised Jesus as the one sent by God to bring salvation.
- (d) Both **Simeon** and **Anna**, filled with the Holy Spirit, confirmed that Jesus was the true Messiah. Simeon declared Him as God's promised Saviour, and Anna spoke of Him as the one who would redeem Jerusalem.
- (e) Mary and Joseph took Jesus to the Temple to follow Jewish law. They presented Him to the Lord and offered two pigeons or doves as a sacrifice. At the Temple, Simeon, a righteous man, held Jesus, praised God, and said Jesus would bring salvation to all people. He called Jesus a light for the Gentiles and the glory of Israel. Anna, a prophetess who worshipped in the Temple, also thanked God and told others about Jesus as the one who would redeem Jerusalem. This event confirmed Jesus as the Messiah and His divine mission.

Jesus Christ in the Temple

1. Statement (a)
2.
 - (a) Jesus stayed in the Temple because He was committed to learning and teaching God's word. His wisdom and eagerness to engage with the elders demonstrate His early understanding of His mission and purpose on earth.
 - (b) Jesus' example encourages us to be curious about God's teachings and to apply those lessons in all aspects of our lives.
 - (c) We can seek knowledge by reading the Bible regularly, praying for understanding, attending church services or Bible studies, and engaging in discussions with knowledgeable Christians.
3.
 - Jesus showed us how important it is to learn about God. To grow spiritually, we need to keep learning.
 - The more we learn and understand about God, the stronger our faith becomes, just like Jesus showed in the Temple.

Values Christians learn from the birth and childhood of Jesus Christ

- (a) **Obedience:** When Jesus was twelve, He stayed in the Temple to learn and talk with the elders, showing His respect for God's will and His obedience to God's plan for Him.
- Responsibility:** Jesus' parents, Mary and Joseph, took on the responsibility of caring for and protecting Him. They ensured He was safe and followed God's instructions, such as taking Him to the Temple for dedication.
- (b) **Humility:** Despite being the Son of God, Jesus was born in a humble manger, not in a palace. This shows that greatness does not come from wealth or status.
- Love:** God's love is shown by sending His Son to live as a human and to save humanity. This act of sacrifice demonstrates God's love for all people.
- Faith:** Mary and Joseph trusted God completely, even when they did not fully understand His plan.

- (c) The learners will give varied examples. Accept relevant ones.

Stretch zone

1. Guide the learners on how to carry out this activity.
2. Guide the learners on how to carry out this activity.
3.
 - The Angel Gabriel appeared to both Mary and Elizabeth to announce the miraculous conception of their children.
 - Both conceptions were not expected.
 - Both children were destined to play a prominent role in God's plan.
 - Both children were given names by Angel Gabriel.
 - Both children were promised to be great.

5: The Church

Selected forms of worship

Biblical teachings on selected forms of worship

1.
 - (a) Church, school, home
 - (b) Accept varied descriptions based on the answers the learners have given in (a).
These include but not limited to through singing, prayer and reading the Bible.
2. Picture A: Prayer Picture B: Singing
Picture C: Giving offerings Picture D: Singing
3.
 - (a) Prayer and fasting, singing and reading the Bible, singing and giving offerings, fasting and reading the Bible
 - (b) The learners' responses will vary based on their experiences.
4.
 - (a) Dancing and singing
 - (b) The verse teaches Christians that worship involves expressing gratitude and joy to God for His goodness. It shows that God transforms sorrow into joy, and in response, Christians should praise Him through song, dance, and thanksgiving, acknowledging His everlasting faithfulness.
- 5.

Verses	Form of worship
Exodus 15:20–21	Dancing and singing
Psalms 96:1–2	Singing
Psalms 150:1–5	Praising God with instruments and song
Ephesians 5:19	Singing psalms, hymns and spiritual songs

6. Speak to one another with the words of psalms, hymns and sacred songs; sing hymns and psalms to the Lord with praise in your hearts.

7.

Psalms 150:1-5

1. Praise the Lord! Praise God in His Temple! Praise His strength in heaven!
2. Praise Him for the mighty things He has done
3. Praise Him with trumpets. Praise Him with harps and lyres.
4. Praise Him with drums and dancing. Praise Him with harps and flutes.
5. Praise Him with cymbals. Praise Him with loud cymbals.

8.

- (a) Singing (b) Praying (c) Dancing
(d) Thanksgiving (e) Fasting (c) Offerings

Importance of prayer and fasting to Christians

1.

- (a) Prayer: A way of talking to God.
(b) Fasting: A spiritual discipline where Christians choose not to eat or do certain things to focus on worshipping God.
(c)

2. The correct order is: (f), (h), (b), (d), (c), (g), (i), (a), (e)

3.

- (a) Setting aside time for prayer and fasting helps build a strong relationship with God by allowing Christians to focus on Him, seek His guidance, and express dependence on His power.
(b) Prayer and fasting help Christians overcome temptations by strengthening their faith and self-control.
(c) The learners will give varied answers based on their unique experiences.
(d) Prayer and fasting give Christians hope in difficult situations by reminding them of God's promises, offering comfort, and renewing their trust in His plan.
(e) The most important benefit varies for individuals. For instance, some may value spiritual growth the most because it strengthens their faith and brings them closer to God.

(Accept other relevant responses.)

4. Statement (a)

5.

- (a) Prayer, fasting and thanksgiving
(b)
- Prayer and fasting demonstrate dependence on God.
- Thanksgiving reminds Christians to be grateful for God's blessings.

6. Statement (a)

Ways in which we practise the teaching of Jesus Christ on prayer and fasting

1.

- (a) **Advice for Annette:** She should pray regularly, not just when in trouble. Prayer is a way to build a relationship with God, thank Him for blessings, and seek guidance in all situations. She should understand that fasting is not only about staying hungry; it is about dedicating time to focus on God and grow spiritually. She can start by fasting for a short period, like skipping one meal, and praying during that time. This will help her see the importance of fasting as a way to strengthen her faith.

Advice for Kombo: Kombo should learn that prayer does not have to be perfect or long. It is about talking to God from the heart. He should realise that fasting is not only for adults. It is for anyone who wants to grow closer to God. He can begin with short fasts, like skipping a snack, and use that time to pray and read the Bible. This way, he can understand fasting as an act of worship, not just something his parents do.

- (b) Accept answers such as praying daily, thanking God, asking for forgiveness and praying for others. Fasting quietly and using the time to reflect on God's word and seek his guidance.
- (c) Thanking Him, acknowledging His will, forgiving those who wrong me (*Accept other relevant answers.*)
- (d) Jesus teaches us to fast in secret and not to show off while fasting
- (e) The learners' experiences will be varied. Accept relevant response.

2.

- (a) Amoiti prays regularly in the morning and evening, thanking God for His blessings and acknowledging Him in her life.
- (b) Amoiti could spend more time meditating on God's word, praying for others, and setting aside time to fast and seek God's guidance during important decisions.

3. Statements (a), (b), (c) and (e)

4. (a) fast (b) sad (c) hypocrites (d) neglect
(e) appearance (f) people (g) fasting.

Stretch zone

1. Encourage the learners to be honest in their response. Explain to the learners the importance of praying always.
2. Expect responses such as:
 - Regularly reading and understanding the Bible. This helps Christians to recognise the teachings that align with God's Word and those that do not.
 - Praying for discernment. This involves asking God for wisdom to help identify false teachings. (*Accept other correct responses.*)
3. Expect varied experiences. Accept relevant ones and guide the learners to understand the significance of fasting.
4. Guide the learner to do the activity.

Role of the church in education and health

The contribution of the church towards education and health

1.
 - (a) **Scenario A:** Pamoja Anglican Church sponsors Pamoja Junior School, providing quality education, lunch, uniforms, and sanitary towels to children from low-income families.
Scenario B: Establishing a school for learners with special needs and providing learning resources such as braille for learners with visual impairments.
Scenario C: Establishing vocational training centres.
Scenario D: Offering scholarships to needy learners.
Scenario E: Offering educational programmes for adults who missed out on formal education.
 - (b) The learners will give varied responses.
 - (c) The responses will be varied depending on the church they have identified in (b). Responses could include supporting education by offering scholarships, running schools and providing educational resources to needy learners.
 - (d) Establishing more schools and vocational training centres. Offering mentorship programmes.
 - (e) By sharing resources and expertise and co-funding educational projects. (*Accept other relevant responses.*)
 - (f) Listen to the learners' responses and guide accordingly. The answers should be supported by evidence and reasons.
2.
 - (a) This promotes education by addressing the emotional and psychological needs of students. This helps them focus better on their studies and cope with challenges.
 - (b) This ensures that the learners have the necessary tools to succeed in their studies.
3.
 - (a) Pendo church provides specialized education and training for nurses.
 - (b) By sponsoring both nursing schools and a hospital, Pendo church ensures a steady supply of qualified healthcare workers and improves access to medical services. This leads to better health in the community.
 - (c) The nursing school provides practical training. This equips students with the skills and knowledge needed to excel in various healthcare roles.
 - (d) It promotes social and economic development of a community.
 - (e) Support group for chronic illnesses, mental healthcare services, free and subsidized medical camps.
4.
 - (a) This ensures that health centres are well-equipped to treat patients. This improves access to necessary medications, improving the overall community health.
 - (b) This allows the people who cannot afford medical care to receive necessary treatment. This improves the overall community health.

Barriers to effective church mission work in education and health in Kenya today

1.

Barriers to mission work	How it affects mission work in education	How it affects mission work in health
(a) Inadequate finances	Limits the ability to build schools, provide scholarships and purchase educational materials	Reduces the ability to buy medical supplies, employ healthcare workers and maintain healthcare facilities.
(b) Language barrier	Hinders effective communication with learners, parents. This affects the delivery of educational programmes.	Makes it difficult to communicate health information and provide effective healthcare services.
(c) Diseases	Affect the health of learners and teachers. This leads to absenteeism and reduced learning.	They increase the demand for healthcare services. This strains limited resources and affect the quality of healthcare services.
(d) Insecurity	Discourages attendance of schools. This can lead to closure of schools.	Poses danger to healthcare workers and patients. This reduces access to healthcare services.
(e) Cultural beliefs	May lead to resistance to formal education.	Can make some people prefer traditional medicine over modern healthcare.

2.

(a) The church plans to run a health programme to educate families on how to prevent malaria.

(b) Inadequate finances, language barrier, insecurity, cultural beliefs and geographical location.

Stretch zone

Guide the learners to carry out the activity.

6: Christian living today

Human sexuality

(1 Corinthians 6:9, 1 Corinthians 6:18, Philippians 4:8–9, Galatians 5:23, 1 Thessalonians 4:3)

The meaning of human sexuality

- Human sexuality refers to the physical, emotional and social characteristics that define individuals as male or female and influence their relationships and behaviours.
- Statements (a), (b) and (c).
- False
Reason: Human sexuality includes emotional, social, and psychological characteristics, not just physical attributes.
 - True
Reason: Understanding sexuality helps individuals develop emotional bonds and interact positively with others.
 - False.
Reason: Sexuality encompasses emotional and social aspects, including behaviour and relationships.
- Understanding human sexuality promotes respect and understanding in relationships. It encourages responsible decision-making. It helps in setting boundaries and fostering mutual trust.

Healthy and unhealthy relationships for responsible living

- A healthy relationship is one based on respect, trust, communication and mutual support.
 - In an unhealthy relationship, people lack respect and trust and may involve manipulation, pressure or harm.
- Healthy Relationships: B and D
 - Unhealthy Relationships: A and C
- Ensure that the learner correctly identifies the type of relationship and gives valid reasons. *Here is an example: My friendship with Ivana is healthy because we communicate openly and respect each other's boundaries. When we disagree, we discuss the issue calmly and find solutions together. This strengthens our bond.*
-

- (a) Healthy relationships encourage responsible behaviour, such as supporting positive goals and avoiding harmful habits.
- (b) Unhealthy relationships can lead to irresponsible behaviours, such as neglecting responsibilities or engaging in risky actions.

Circumstances that lead to unhealthy relationships

1. Situations (a) and (b)

2.

- (a) **Peer pressure:** It can cause someone to make choices they are uncomfortable with, such as staying in unhealthy relationships to fit in or gain approval from their peers.
Low self-esteem: A person with low self-esteem may tolerate mistreatment or manipulation because they feel unworthy of respect.
- (b) Controlling behaviour, lack of trust and making belittling comments. (*Accept other relevant responses.*)
- (c) Accept relevant stories.
- (d) Lack of effective communication, drug and substance use.

Consequences of engaging in sex before marriage

1.

- (a) Gloria faced emotional stress due to disappointment, shame, and worry about her future. Physically, she experienced exhaustion from the pregnancy, making it difficult to keep up with her daily activities.
- (b) Gloria's parents were disappointed, which strained their relationship. This lack of support created additional emotional pressure for Gloria.
- (c) Gloria dropped out of school because the exhaustion from her pregnancy made it challenging to keep up with her studies
- (d) Alex had to abandon his dreams of a sports scholarship to find a part-time job and support Gloria and the baby, delaying his career and educational goals.
- (e)
 - Emotional stress and guilt
 - Unplanned pregnancies and their associated challenges
 - Strained relationships with family and friends
 - Financial burdens
 - Missed career and educational opportunities

2.

- (a) **Broken relationships with family and friends:** Unplanned pregnancies or betrayal of trust can cause disappointment, leading to strained or broken relationships.
- (b) **Dropping out of school:** An unplanned pregnancy may cause physical and emotional challenges that prevent someone from continuing their education.
- (c) **Financial strain:** Raising a child or dealing with the consequences of premarital sex often leads to unexpected financial responsibilities.
- (d) **Missed career and educational opportunities:** Individuals may abandon their goals to address the immediate responsibilities brought on by their actions.
- (e) **Emotional and mental health challenges:** Feelings of guilt, anxiety, or depression may arise from the consequences of engaging in sex before marriage.

3.
 - (a)
 - (b)
4. Sinning against one's body. Being excluded from inheriting God's kingdom
5. Statements (a) and (d)
6.
 - (a) Disrespect
 - (b) Honesty, patience, forgiveness, responsibility
- 7.

A	A	R	E	S	P	O	N	S	I	B	I	L	I	T	Y
F	S	E	L	F	A	W	A	R	E	N	E	S	S	D	G
C	S	E	L	F	C	O	N	T	R	O	L	F	R	F	H
O	E	A	B	C	D	E	F	G	E	E	A	K	F	R	R
C	R	I	T	I	C	A	L	T	H	I	N	K	I	N	G
N	T	E	A	R	T	H	L	Y	F	N	B	L	F	V	T
G	I	V	I	N	G	E	T	H	G	T	C	I	F	B	B
T	V	A	M	O	N	H	S	R	G	E	D	N	F	F	G
J	E	E	R	F	L	O	V	E	G	G	E	E	G	F	B
R	N	E	F	R	H	T	T	T	W	R	F	A	F	H	F
R	E	S	P	O	N	S	I	B	I	I	L	I	T	Y	G
E	S	D	F	G	H	H	J	J	T	T	G	R	F	G	J
T	S	E	R	T	Y	U	I	I	Y	Y	N	F	E	B	J

8. Truthfulness, nobility, righteousness, purity, love, goodness
9.
 - (a) Living a chaste life means maintaining purity in thoughts, words, and actions, especially by avoiding sexual activity outside marriage and respecting one's body and others.
 - (b) Responsibility, love, integrity, discipline
10.
 - (a) Peer influence, poverty
 - (b) **Peer influence:** Friends can pressure someone to engage in sexual activities to fit in or be accepted.
Poverty: Lack of money can push someone to engage in sexual activities in exchange for money, food, or other basic needs.

Stretch zone

Guide the learners in doing this activity.

Christian marriage and family

(Genesis 2:23–24, Ephesians 5:22–33, Exodus 20:12, Psalms 127:3–5, Ephesians 6:4)

Biblical teachings on marriage and family

1.
 - (a)
 - (i) A group of people related by blood, marriage, or adoption.
 - (ii) A holy union between an adult man and an adult woman.
 - (b) Marriage is the relationship between a husband and wife. A family includes parents, children, and other relatives. A marriage leads to the formation of a family.
2.
 - (a)
 - (i) **Nuclear family:** Picture B
 - (ii) **Extended family:** Picture A
 - (b) **A nuclear family** includes parents and their children while an **extended family** includes parents, children, and other relatives.
3. Flash card A.
4.
 - (a) Marriage is sacred because it is united in the Lord and should not be broken
 - (b) Marriage brings two people together to create a family and raise children.
 - (c) Strong families from marriage make strong communities and societies.
5. All the statements are true.
- 6.

<u>Verse</u>	<u>Biblical teaching on marriage</u>
(a) <u>Songs of Solomon 8:6–7</u>	Love in marriage is strong and unbreakable.
(b) <u>Genesis 2:23–24</u>	A man and woman unite in marriage and become one
(c) <u>Isaiah 54:5</u>	God is like a husband, showing His love and care for His people.

Ways through which the Church promotes values among young people before marriage

1.

Down

4. **Integrity:** Living by one's values and principles.

Across:

1. **Responsibility:** Taking accountability for actions to avoid wrong situations.
2. **Patience:** Not rushing into actions.
3. **Humility:** The quality of not being proud.

2.

<u>Value</u>	<u>Importance</u>
(a) Kindness	B. Helps young people to treat themselves and others with respect, showing love and compassion in their interactions. For example, they can support friends in making healthy decisions about relationships.
(b) Fear of God	D. Helps young people to respect their bodies as temples and committing to abstain from sex before marriage.
(c) Humility	Helps young people to be open to learning from others and accepting constructive feedback about their relationships. This fosters growth and understanding.
(d) Patience	C. Helps young people to take their time to build meaningful relationships, rather than rushing into unhealthy sexual behaviours before marriage.

3.

(a) Youth camps on healthy boy-girl relationships; Games and sports

(b)

(i) **Love:** By participating in group activities like choirs or Bible study, youth learn to care for and support one another.

(ii) Respect: Through shared activities, youth learn to value others' opinions and contributions.

(iii) **Patience:** Activities like rehearsals or discussions help youth learn to wait their turn and endure challenges without frustration.

(iv) **Integrity:** By committing to roles and responsibilities, youth practice being honest and dependable.

4.

(a) By organising youth seminars and workshops to teach them about living responsibly and preparing for marriage.

(b)

- They build self-respect and confidence.
- They learn to form healthy relationships.
- They develop discipline and a sense of responsibility.

(c) Organising mentorship programmes. Hosting community service activities. Providing counselling sessions for youth.

Values and life skills needed to maintain stability in families

1. Stable families are characterized by love, understanding and a harmonious co-existence.

2. Angie's family is stable.

Reason: Angie's family shows love, respect, and care. They apologize when they wrong each other, and they read Bible verses and pray together, which strengthens their bond. They also go to church and treat others with kindness.

3. .

(a)

Problem-solving: Helps family members to find peaceful solutions when conflicts arise, preventing misunderstandings from escalating.

Self-control: Allows family members to manage their emotions and reactions, leading to more peaceful interactions and less conflict.

Communication: Encourages open and honest conversations, helping family members to understand each other better and resolve issues quickly.

Assertiveness: Enables individuals to express their needs and concerns respectfully, helping family members to maintain boundaries while showing respect for others.

(b) Critical thinking

4. **Ruth:** Demonstrated **communication** and **problem-solving** skills. She apologized to her brother and discussed the issue to resolve the conflict.

Desmond: Demonstrated **problem-solving** and **communication** skills. He talks to his siblings and works on solving the issues they face together.

Stretch zone

1. Respect, patience, honesty, kindness, humility

2.

- **Developing good communication skills:** Open, honest, and respectful communication fosters understanding and harmony.
- **Taking responsibility:** Contributing to family duties, such as helping at home or being reliable in their commitments, makes the family unit stronger.
- **Being supportive:** Offering help and encouragement to family members strengthens relationships and creates a caring environment.

Alcohol, drugs and substance use

(Ephesians 5:18, Proverbs 20:1, 1 Corinthians 3:17, 1 Corinthians 6:9–10)

Drugs commonly used by youth in Kenya

1.

- (a) Substance, changes
- (b) Alcohol, drunk
- (c) behaviour

2.

- (a) Person B
- (b) Person A
- (c) Person C

3.

(a)

B	T	O	B	A	C	C	O	M	A
H	E	R	O	T	N	E	E	I	D
A	D	R	F	H	Y	Y	B	R	G
N	C	E	R	G	Y	U	F	A	C
G	T	E	R	G	H	J	G	A	V
E	C	O	C	A	I	N	E	E	B
E	A	L	C	O	H	O	L	E	H

(b)

Stimulants	Hallucinogens	Narcotics
Cocaine	Bhang	Heroin
Alcohol		
Tobacco		
Miraa(khat)		

(c) Alcohol, tobacco, bhang(marijuana) miraa(khat), cocaine, heroin
(Accept other relevant answers.)

Reasons why young people use drugs

1.

(a)

Peer pressure: Jemimah might feel the pressure from her friends to fit in, especially if they are using drugs. Peer pressure is a common reason why young people start using substances.

Rebellion against parents: If Jemimah is going through a difficult family situation, she might use drugs as a way to rebel or escape from the problems at home.

Lack of self-confidence: If Jemimah feels unsure of herself or struggles with her identity, she might turn to drugs to feel better or more accepted.

2.

- (a) **A person feels bored and has no hobbies:** Boredom can lead to a desire for excitement or a way to escape. This makes a young person more likely to try drugs for entertainment or distraction.
- (b) **group of friends invites someone to try alcohol for the first time:** If a young person is invited by friends to try alcohol, the pressure to fit in and be accepted can influence them to say yes, even if they initially have doubts.
- (c) **A young person sees their parents or older siblings using alcohol or tobacco:** Seeing family members using substances can make it seem normal and acceptable, leading a young person to imitate their behaviour.

3.

(a)

- **Lack of parental guidance:** Without proper guidance from parents, young people may lack direction and make poor decisions. These decisions include turning to drugs or alcohol as a way to cope with life's challenges.
- **Peer pressure:** Young people often feel the need to fit in with their peers. If their friends use drugs, they may feel pressured to join in to avoid being left out or judged.
- **Idleness and boredom:** If a young person has nothing to do and feels bored, they may experiment with drugs as a way to pass the time and seek excitement.
- **Low self-esteem:** A young person who does not feel good about themselves may use drugs to feel better, escape their feelings, or to be accepted by others.

(b) Curiosity, difficult life experiences, mental health issues

4.

- (a) It is important to remember that true friends will respect your choices. You do not need to change who you are to fit in. You have the right to say no, and you can find other ways to enjoy time with your friends without using drugs.
- (b) Feeling sad or lonely is tough, but using drugs will not solve these feelings. Try talking to someone you trust or finding a healthy hobby or activity that helps you feel better.
- (c) Seeing others use drugs or alcohol can make it seem normal. However, it is important to make your own decisions based on what is good for your health. Stay focused on your goals and remember that you can choose a different path.
- (d) It is okay to feel unsure sometimes, but you are valuable just as you are. Instead of turning to drugs, work on building your self-esteem through positive actions, like setting small goals, talking to someone you trust, or trying new things that make you feel good about yourself.

(Accept other relevant responses.)

Effects of alcohol, substance and drug use on individuals and families

1.

(a)

- **Health issues:** Substance use can lead to various health problems, such as liver disease, lung damage, and mental health issues like depression or anxiety.
- **Behavioural changes:** People who use alcohol, drugs and substances may experience mood swings, aggression, and difficulty controlling their behaviour.
- **Addiction:** Substance use can lead to addiction, where individuals become dependent on the substance to feel normal or function.

(b)

Ruth: Her elder brother's alcohol consumption may indirectly affect the family by causing emotional stress or conflict, which could lead to additional expenses, such as counseling or therapy

Ryan: The extended family is raising funds for the aunt's treatment, which demonstrates how smoking can lead to significant medical costs, putting financial pressure on the family.

Joyce: The financial strain on Thomas's family is clear, as his father had to borrow a bank loan to pay for his rehabilitation, showing how addiction can lead to high medical or treatment costs.

(c) Lung cancer and addiction

(d)

Ryan: The extended family is raising funds for the aunt's treatment, which demonstrates how smoking can lead to significant medical costs, putting financial pressure on the family.

Joyce: The financial strain on Thomas's family is clear, as his father had to borrow a bank loan to pay for his rehabilitation, showing how addiction can lead to high medical or treatment costs.

2.

- (a) Increased fights in the family between husband and wife or between parents and children.
- (b) Withdrawal from society, spending less time participating in activities someone once enjoyed.
- (c) Motor vehicle crashes that often result in property damage and deaths.
- (d) Rise in violent crime, rape, and suicide.
- (e) Breakdown of law and order.

3.

- (a) Poverty: Using alcohol or drugs can make people lose their jobs or spend all their money on buying substances. This can cause them to have no money for basic needs like food, leading to poverty.
- (b) Loss of lives: Drinking alcohol or using drugs can lead to accidents, like car crashes, or make people sick. In serious cases, it can even cause death, either from accidents or health problems caused by the substances.
- (c) Broken relationships: When someone drinks or uses drugs, they might become rude or aggressive, which can cause arguments and make it hard to stay close to family and friends. This can lead to broken relationships.
- (d) When young people use alcohol or drugs, they might stop caring about school. They may miss classes or fail their exams. This can cause them to drop out of school and not finish their education.

Biblical teachings on alcohol, drug and substance use

1. Statement (c)

2.

- (a) Alcohol
- (b) It leads to reckless and immoral behaviour.
- (c) Accept relevant responses such as: Avoiding situations that encourage drinking of alcohol and surrounding oneself with friends who promote positive behaviour.

3.

- (a) Believers

- (b) Our bodies are sacred and are God's temples. Destroying them will be disrespecting God.
 - (c) Avoiding harmful substances like drugs and alcohol, eating healthy food and keeping a pure mind by avoiding harmful influences.
4. Accept relevant poems.

Values and life skills needed to stay free from alcohol, drug and substance use

1.
 - (a) Responsibility, integrity, respect, courage, wisdom
 - (b)
 - Responsibility: Helps one to understand the consequences of their actions and make choices that protect their health and future.
 - Integrity: Encourages honesty and staying true to personal values, making it easier resist the pressure to use alcohol, drugs and substances.
 - Respect: Promotes self-respect and respect for others, discouraging harmful behaviours like drug use.
 - Courage: Gives one the strength to say 'no' to drug use and stand firm against peer pressure or temptation.
 - Wisdom: Enables one to think about the long-term effects of their drug use and avoid risky behaviours.
2.
 - (a) Decision-making: Helps a person choose what is right instead of giving in to peer pressure to use drugs.
 - (b) Self-awareness: Gives someone the confidence to say "no" to drugs without feeling guilty or pressured.
 - (c) Assertiveness: Helps a person analyse the effects of drug use and make informed choices to avoid them.
 - (d) Critical-thinking: Helps a person analyse the effects of drug use and make informed choices to avoid them.
3. The path that has: Decision-making, assertiveness and self-awareness.

Stretch zone

1.
 - Join a support group for alcoholics to receive guidance and encouragement.
 - Seek professional counselling or rehabilitation services for personalised support and treatment.
2.
 - (a)
 - Peer pressure from friends or social groups encouraging drug use.
 - Stress or emotional challenges leading her to use drugs as an escape.
 - (b)
 - Damage to her heart and increased risk of a heart attack.
 - Anxiety, depression, or other mental health issues.

(c)

(i)

- Strained relationships due to trust issues or financial problems caused by her drug use.
- Emotional pain and worry for her well-being.

(ii)

- Poor academic performance due to lack of focus and missing classes.
- Risk of dropping out of school entirely.

(iii)

- Loss of friends who disapprove of her drug use.
- Conflict and isolation from others due to her behaviour.

(d) Courage, honesty, self-discipline

Gambling

(1 Timothy 6:9–10, Proverbs 13:11, Proverbs 28:20–22, Hebrews 13:5, Galatians 5:22–24)

1. Gambling is when people risk money or valuable items on a game, event, or activity, hoping to win more money or prizes. The outcome is usually based on chance or luck, not skill.
2. Betting
- 3.

A	T	A	E	E	E	W	R	R	R	F	L
C	A	R	D	G	A	M	E	S	B	F	O
C	A	S	I	N	O	G	A	M	E	S	T
O	C	T	D	F	D	D	D	F	T	V	T
U	C	D	B	I	N	G	O	D	T	B	E
N	O	V	L	S	S	S	G	S	I	G	R
T	S	B	E	D	W	D	D	G	N	K	Y
E	E	V	E	R	E	S	T	I	G	W	S

4.

- (a) Sports betting
- (b) Poker
- (c) Lottery
- (d) Casino games
- (e) Bingo

Biblical teachings on gambling

1.
 - (a) David may fall into temptations, make bad decisions, and face harm as he becomes obsessed with money.
 - (b)
 - He could face ruin and destruction due to unwise financial choices.
 - His desire for quick wealth might lead him away from his faith and values.
2. Statements (a) and (d)
3. People who want to get rich quickly often fall into temptation and make poor decisions. This can bring them pain and lead to their downfall. Loving money too much is the root of many problems.
4. **1 Timothy 6:9-10:** Being greedy for money can lead to temptation and destruction. It teaches us to be content and avoid the love of money.

Proverbs 28:20: A faithful person will be blessed, but those who rush to get rich will face trouble. This reminds us to work honestly and patiently.

Hebrews 13:5: Be content with what you have, as God will never leave or forsake you. This helps us trust in God instead of wealth.

5. These teachings encourage young people to value honesty, patience, and faith. They show the dangers of greed and help them avoid risky behaviours like gambling, focusing instead on hard work and trust in God.
6.
 - **1 Timothy 6:9-10:** Warns about the dangers of greed and how it leads to harm.
 - **Proverbs 13:11:** Wealth gained quickly will disappear, but hard work brings lasting success.
 - **Hebrews 13:5:** Reminds us to be content and trust God to provide.
7. Accept relevant scenarios. The lesson is to be patient and avoid risky shortcuts, trusting that hard work and faith will bring lasting rewards.

Causes of gambling in the society today

1.
 - (a) Social media influence
 - (b) Greed
 - (c) Poverty
 - (d) Peer influence
 - (e) Peer influence and poverty
2. The learner to write statement (a).
3. Feeling pressure to fit in with friends can lead someone to gamble to gain acceptance or approval. If friends are gambling, a person might feel tempted to join in to avoid feeling left out or judged.
4.
 - (i) Greed: Greed for wealth or material possessions can drive people to seek quick riches through gambling.
 - (ii) Poverty: Financial struggles may lead people to believe gambling is a shortcut to escaping poverty.

- (iii) Laziness: A lack of willingness to work hard for money can lead people to gamble as they hope for easy gains.
- (iv) Idleness: Having too much free time and no productive activities can make gambling seem like an entertaining or exciting option.
- (v) Peer influence: Friends who gamble can pressure others to join, creating a sense of belonging or competition.
- (vi) Social media influence: Advertisements and promotions on social media make gambling seem appealing, especially to young people.

Effects of gambling on individuals and families

1.

(a) Betting

(b)

- **Health:** Gambling can cause stress, anxiety, and depression. It may lead to physical issues like lack of sleep or poor diet.
- **Time:** Gambling takes away time that could be used for productive activities like work, studies, or family time.
- **Finances:** Gambling can result in financial losses, leading to debt and inability to meet basic needs.

(c) Gambling can damage relationships, lead to addiction, and cause job loss or poor performance at work.

2.

(a) Her physical and mental health: Gambling can cause stress and anxiety, leading to high blood pressure or insomnia. Mental health may decline due to guilt or worry about financial losses.

(b) Her financial stability: Grace may face significant debt, struggle to pay bills, and have no savings for emergencies.

3.

(i)

Effects of gambling on an individual	Effects of gambling on one's family
Depression due to debts	Ruined relationships
Job loss	Financial instability
Low self-esteem	Emotional stress for family members

(ii) **Individuals:** Addiction, poor work performance, social isolation.

Families: Domestic conflicts, inability to meet family needs, and mistrust within relationships.

4. Gambling affects more than just money. It wastes time that could be used for work or family. It harms health by causing stress, depression, and illness. It also damages relationships through mistrust, arguments, and neglect. Someone in debt, for example, may avoid loved ones out of shame, leading to loneliness and broken relationships. Gambling impacts every part of life.

Measures taken by Christians and the government to help young people overcome gambling

1.

- (a) Gambling has ruined Owino's relationship with his parents. His addiction has caused mistrust because he steals money from them to gamble.
- (b) Owino can:
 - Confess his struggles to his parents and apologise for his actions.
 - Seek counseling or join a support group for gambling addiction.
 - Avoid places and people that tempt him to gamble.
 - Engage in constructive activities like sports or volunteering to distract him from gambling.
- (c)
 - Provide emotional support and encourage him to get professional help.
 - Set healthy boundaries to prevent him from accessing money for gambling.
 - Engage him in meaningful activities to replace his gambling habit.

2.

- (a) Influence from a friend and exposure to online gambling.
- (b) She realised her gambling was affecting her studies and family relationships.
- (c) They educated her about gambling's effects, offered emotional support, and introduced her to healthy activities like sports and crafts.
- (d) The church educates youth, provides emotional and spiritual support, and engages them in constructive activities to keep them away from gambling.
- (e) Christians organize anti-gambling workshops, mentorship programs, and engaging activities like sports and community service.
- (f) Christians can mentor young people, provide counseling, and create safe spaces for open discussions about gambling.

3. Statements (b), (c) and (d).

4.

- (a) It limits the promotion of gambling, reducing temptation and curiosity among the youth.
- (b) Messages that warn about the dangers of addiction, financial loss, and broken relationships.
- (c) The government can offer free counselling services, rehabilitation centres, and helplines for gambling addicts.
- (d) It keeps young people from seeing gambling early and lowers the risk of addiction.
- (e) The government can help by creating more job opportunities, supporting youth training programmes, and promoting sports and creative activities. It can also enforce stricter gambling laws, provide counselling services, and educate young people on the dangers of gambling.

Skills and values needed to overcome gambling

1.

- (a) Assertiveness: It allows him to confidently refuse gambling offers and stand by his decision.
- (b) Responsibility:
- (c) Integrity, self-discipline, responsibility, and contentment
- (d) Decision-making, self-awareness, and communication skills

2.

- (a) **Problem-solving:** Helps find better ways to deal with financial or personal challenges instead of gambling.
- (b) **Critical thinking:** Helps evaluate the risks of gambling and make informed decisions to avoid it.
- (c) **Self-control:** Helps resist the temptation to gamble, even when pressured.
- (d) **Assertiveness:** Helps say 'No' to gambling and stand firm in making the right choices.

3.

Value	How it helps one to overcome gambling
Integrity	Helps one stay honest and avoid cheating or stealing to gamble.
Obedience	Encourages respect for parents, teachers, and religious teachings that discourage gambling.
Responsibility	Helps one manage money wisely and focus on duties instead of gambling.
Love	Encourages care for oneself and others, preventing actions that harm relationships and financial stability.

Stretch zone

Accept an article with relevant points that incline towards discouraging gambling.

Ways in which social media is misused today

1.

- (a) Flash cards A and B
- (b)
 - Cyberbullying or harassment.
 - Spending excessive time on social media, leading to addiction or distraction from studies.
 - Posting inappropriate or harmful content without thinking about the consequences.
 - Using social media to engage in risky or unsafe behaviour (e.g. meeting strangers offline).
 - Engaging in comparisons that negatively affect self-esteem and mental health.

2.

- (a) Sharon is misusing social media by interacting with strangers on Facebook Messenger and considering meeting one of them in person. This poses a risk to her safety as she is sharing personal information with people she does not know well. **Jabez** is misusing TikTok by becoming addicted to the platform. He is spending too much time on it and neglecting other important aspects of his life, such as playing with his friends and possibly his studies.
- (b) **Sharon** should avoid meeting strangers in person, especially if she has not verified their identity. She should also be cautious about sharing personal information online and should always inform a trusted adult about her online interactions. **Jabez** should set limits on his screen time and ensure that he balances his social media use with other activities, such as playing with friends or spending time on hobbies. Taking regular breaks from TikTok can help him regain focus and prevent addiction.

(c)

Sharon might face risks such as being scammed, harassed, or worse.

Jabez might lose important social connections with his friends, neglect his responsibilities, and develop unhealthy habits. He could also experience negative effects on his mental health due to excessive screen time.

3.

- Spreading false rumours or gossip about others.
- Posting inappropriate content.
- Engaging in online bullying or harassment.
- Sharing too much personal information with strangers.
- Using social media for illegal activities such as selling drugs or other illicit behaviour.

4.

- (a) If a young person is using social media irresponsibly, it can lead to a breakdown in communication and trust with their parents or guardians.
Parents may feel worried or concerned about their child's safety if they are not aware of their online activities
- (b) Social media can contribute to unhealthy friendships, which can lead to peer pressure, bullying, or even manipulation.
- (c) The irresponsible sharing of personal information online can expose someone to physical danger, such as theft or being stalked.

Ways we should respond to cyberbullying

1. Cyberbullying is the use of technology, such as social media, to harass, threaten, or intimidate someone. It can involve spreading hurtful messages, posting inappropriate content, or making threats online
2. .
 - (a) Anita is being cyberbullied by a user named 'Kabaya', who has been leaving rude comments on her posts and then hacked her Instagram account. The hacker has been harassing her for money and threatening to kidnap her, as well as posting inappropriate videos on her account.
 - (b) Anita ignored the rude comments from 'Kabaya' and did not take immediate action before her account was hacked.
 - (c)
 - She could have reported and blocked the user who was posting rude comments instead of ignoring them.
 - She could have set stronger privacy settings for her account, ensuring only trusted people could access her information.
 - (d) Accept relevant examples.
3.
 - (a) It is important to keep your personal information private to protect yourself from identity theft, scams, and cyberbullying. It also keeps you safe from strangers who may have harmful intentions.

- (b)
 - Sudden withdrawal from social activities.
 - Mood swings, anxiety, or depression.
 - Avoiding using certain devices or social media platforms.
 - Expressing feelings of helplessness or fear.
- (c) Cyberbullying can cause feelings of sadness, fear, anxiety, and depression. It can also lower self-esteem and lead to emotional distress or even suicidal thoughts in extreme cases.
- (d)
 - Report the bullying to the platform or service provider.
 - Block the person bullying them.
 - Inform a trusted adult or authority figure.
 - Keep records of the incidents (screenshots, messages).

4.

- (a)
 - Immediately block the person sending the threats.
 - Report the threat to the platform.
 - Save the threatening messages as evidence.
 - Contact local authorities or school officials for further help.
- (b) Reporting to authorities or school administrators can help them investigate the situation and take necessary action to stop the bullying, protect the victim, and ensure the bully faces consequences.
- (c) It is important to keep records as evidence for reporting and investigation purposes. Victims should collect screenshots, messages, videos, and any other content that proves the cyberbullying.
- (d) Friends and family can offer emotional support, help the person report the incident, encourage them to block the bully and ensure they feel safe and understood throughout the process.

5. Behaviour (a)

Skills and values needed when using social media platforms

1.

Dos:

- Protect your privacy and share only necessary information.
- Be respectful and kind to others online.
- Report inappropriate content or harmful behaviour.
- Engage in positive discussions and avoid arguments.

Don'ts:

- Do not share personal information with strangers.
- Do not engage in cyberbullying or hurtful behaviour.
- Do not click on suspicious links or download unknown files.
- Do not overshare or post things that may negatively affect you or others.

2.

Skills: Communication, Respect, Integrity, Assertiveness, Critical thinking

Values: Love, Respect, Integrity, Responsibility, Fairness

Stretch zone

1. Encourage the learners to be honest as they journal.
2. Look out for relevant consequences of irresponsible use of social media.
- 3.

(a)

Social media platform	How to use the social media platform responsibly
(a) TikTok	Avoid sharing harmful content, respect others' views, and do not promote negativity.
(b) X	Think before you post; avoid spreading false information or participating in online arguments.
(c) YouTube	Respect copyright, avoid uploading inappropriate content, and engage in positive discussions.
(d) Gmail	Be mindful of email etiquette and protect sensitive information.
(e) Snapchat	Do not share explicit content, be cautious with who you send messages to, and respect privacy.

- (b) Self-control, self-awareness, critical thinking, decision-making, effective communication
- 4.

- **Identity theft:** Strangers may gather personal information to steal Ann's identity.
- **Cyberbullying:** Ann could become a target for online harassment.
- **Scams:** Strangers might try to deceive Ann into giving money or sharing sensitive details.
- **Meeting dangerous people:** A stranger may not be who they claim to be, leading to potential physical danger.

Sample assessment papers

Paper 1

SECTION A

1. C
2. D
3. D
4. D
5. C
6. A
7. A
8. A
9. A
10. D
11. A
12. D
13. D
14. D

15. D
16. D
17. D
18. A
19. A
20. D
21. D
22. D
23. D
24. A
25. B
26. B
27. D
28. A
29. A
30. A

SECTION B

31. Jesus, at 12 years old, stayed behind in the temple in Jerusalem, listening to teachers and asking questions. His parents searched for Him for three days. When they found Him, He said, "Did you not know I must be in My Father's house?" This event showed His early commitment to God's work.
32. Jesus obeyed His parents and lived a humble life. His family followed Jewish customs, like presenting Him at the temple. These actions demonstrated obedience, love, and responsibility in their faith and daily life.
33.
 - Prayer and fasting help Christians grow spiritually.
 - Prayer and fasting help Christians to seek guidance from God
 - Prayer and fasting help Christians strengthen their faith during challenges.
34.
 - Christians can practise Jesus' teachings on prayer and fasting by setting time for personal and group prayers.
 - Christians can practise Jesus' teachings on prayer and fasting by setting time for fasting with a purpose, and using prayer to strengthen their faith.
35. My church mission team can promote education by donating school supplies, organising mentorship programmes, and paying school fees for needy children.
36.
 - By running free medical camps
 - By educating the community on hygiene and disease prevention.
37. Financial challenges limit church mission work by reducing funds for building schools, hiring teachers, buying medical supplies, and supporting community programmes
38.
 - (a) Human sexuality is a person's understanding of their gender, relationships, and sexual behaviour.
 - (b) Understanding human sexuality helps young people make informed choices, respect themselves and others, and develop healthy relationships.

- 39.
40. A healthy boy-girl relationship is based on respect, honesty, and good communication. It avoids peer pressure and focuses on mutual support rather than engagement in sexual behaviours.
41. A nuclear family consists of parents and their children. An extended family includes grandparents, uncles, aunts, and cousins.
- 42.
- (a) Purity, honesty, respect
 - (b) Purity ensures self-respect, while honesty builds trust in relationships.
(Accept other correct values and explanations.)
43. The church can encourage youth by teaching about moral values, organising mentorship programmes, and guiding them in making wise relationship choices.
44. Young people need communication, conflict resolution, financial management and decision-making to maintain stable families.
45. Marriage is sacred in Christianity because it follows God's plan for love and family and is a lifelong commitment.
46. Alcohol, marijuana, tobacco, cocaine, heroin, and prescription drugs
- 47.

Effects on the individual

- Poor health and addiction
- Decline in academic or work performance
- Risky behaviour leading to accidents or crime
- Mental health issues like depression and anxiety
- Financial struggles due to spending on drugs

Effects on the family

- Emotional stress and broken relationships
- Financial burden from medical or legal costs
- Domestic conflicts and violence
- Neglect of family responsibilities
- Shame and stigma affecting family reputation

48. **Decision-making** helps youth weigh consequences before acting, while **self-control** and **assertiveness** enable them to confidently refuse peer pressure.
49. Gambling is risking money or valuables on a game of chance. They Types include betting, lottery, and casino gaming.
- 50.
- **Lottery** – Players buy tickets for a chance to win money or prizes through a random draw.
 - **Sports betting** – People place bets on sports games, predicting outcomes to win money.
 - **Casino gambling** – Players put money on games like slot machines and poker, hoping to win based on luck or skill.
- 51.
- Social media can encourage gambling among youth by exposing them to gambling advertisements, influencer promotions, and online betting platforms.
 - Influencers and celebrities often promote gambling on social media, making it look fun and risk-free.
 - Peer influence on social media can pressure youth to try gambling to fit in or win money quickly

52. Gambling can cause financial losses, stress, and addiction, leading to depression and low self-esteem

53.

- Financial problems – A person may lose large amounts of money, leading to debt and poverty.
- Family conflicts – Gambling can cause fights and mistrust between family members.
- Addiction – A person may struggle to stop gambling, leading to a loss of self-control.
- Stress and depression – Losing money and addiction can cause anxiety, sadness, and hopelessness.
- Neglect of responsibilities – A gambler may ignore work, school, or family duties, leading to more problems.

54.

- Strict regulations – The government can limit gambling advertisements, ban underage gambling, and control access to betting sites.
- Counselling and awareness programmes – The government can provide free counselling for addicted youth and run campaigns to educate them on the dangers of gambling.

55. Being assertive helps young people say no firmly to gambling invitations, for example, by refusing to place bets even when friends pressure them.

56. Integrity, respect

57. Facebook, Instagram, TikTok, X, WhatsApp, and YouTube.

58.

- Cyberbullying – Using social media to insult, threaten, or spread false information about others.
- Addiction – Spending too much time online, leading to neglect of studies and responsibilities.
- Posting or sharing harmful or offensive material.

59.

- Do not respond – Avoid arguing or replying to bullies to prevent making the situation worse.
- Block and report – Block the bully and report them to the social media platform.
- Seek support – Talk to a trusted adult, teacher, or counsellor for help.

60.

- Learning new skills – Following educational pages and watching tutorials to gain knowledge.
- Networking and opportunities – Connecting with mentors, professionals, and job opportunities.

SECTION A

1. C
2. A
3. D
4. A
5. D
6. C
7. D
8. D
9. D
10. B
11. D
12. D
13. D
14. D
15. D
16. D
17. D
18. D
19. A
20. D
21. D
22. C
23. C
24. D
25. A
26. A
27. A
28. B
29. D
30. A

SECTION B

31.
 - Teaching about the dangers of gambling – The church can educate young people about the negative effects of gambling, such as addiction and financial loss.
 - The church can organise sports, music, and social activities to keep young people engaged in positive ways.
32.
 - **Peer pressure** – Friends may encourage a boy or girl to engage in a relationship before they are ready.
 - **Lack of guidance** – When young people lack advice from parents or guardians, they may enter relationships without understanding the consequences.

33.

- Churches can establish schools to provide education to children.
- The church can help needy learners by paying school fees.
- Churches can teach discipline and responsibility, which help the learners to succeed.

34. Angel Gabriel appeared to Mary in Nazareth and greeted her. He said that Mary was favoured by God. Mary was surprised, but the angel told her not to be afraid. Angel Gabriel explained that she would give birth to Jesus, the Son of God. Mary asked how this would happen since she was a virgin. The angel told her that the Holy Spirit would make it possible. Mary accepted God's will.

35.

(a) Isaiah said the Messiah would be:

- Born of a virgin and called **Immanuel**.
- A ruler from David's lineage.
- A Prince of Peace who would bring justice.

(b)

- Jesus was born of the Virgin Mary in Bethlehem.
- He was from the lineage of David.
- Jesus preached peace and justice.

36.

- John's birth was miraculous, just like that of Jesus.
- John prepared people for Jesus by preaching repentance.
- John's message pointed people to Jesus as the Saviour.

37.

- A righteous king from David's line would come.
Jesus was a descendant of David
- He would be called "The Lord Our Righteousness." : Jesus brought salvation through His teachings and sacrifice.

38.

- He grew up in Pharaoh's palace, learning leadership skills.
- He lived in Midian, where he learned patience as a shepherd.
- God spoke to him through the burning bush and gave him a mission.

39.

- It is inspired by God and teaches about faith.
- It provides moral guidance for daily life.

40.

- Preaching repentance – He told people to turn away from sin.
- Baptising believers – He baptised those who repented.
- Announcing Jesus – He called Jesus 'the Lamb of God.'

41.

- Angel Gabriel announced John's birth to Zechariah.
- Zechariah lost his speech until John was born.
- John was named on the eighth day, and Zechariah regained his speech.

42.

- Mary and Joseph travelled to Bethlehem.
- Jesus was born in a manger.

- Angels announced His birth to shepherds.
- Wise men visited Him with gifts.

43.

- To help people understand God's word better.
- To enable more people to read the Bible in their own language.

44.

- Encouraging believers to help the poor.
- Teaching people to be kind and just.

45.

- Guiding daily decisions – It teaches right from wrong.
- Strengthening faith – Encourages trust in God.

46.

- Teaching in churches.
- Guiding laws and leadership.
- Encouraging moral living.
- Comforting people in difficult times.

47. Jeremiah said the Messiah would be:

- A righteous king from David's family.
- A wise and just leader.
- The Saviour of His people.

48.

- Peer pressure
- Lack of parental guidance
- Influence from media
- Desire for financial benefits

49.

- Respect – Obeying parents and elders.
- Love – Caring for family members.
- Responsibility – Helping with chores.

50.

- Faithfulness – Builds trust in a relationship.
- Respect – Strengthens love and understanding.
- Patience – Helps in making wise decisions.

51. Young people may use drugs to fit in or impress friends, leading to addiction.

52.

- Avoid places where gambling happens.
- Seek support from family or religious leaders.

53. The Bible warns that quick wealth leads to trouble but hard work brings blessings.

54. A person may want quick money without working and start betting.

55.

- Loss of money leads to family struggles.
- Gamblers may neglect their responsibilities.

56. Helps identify fake news. Prevents falling into scams.

57. Block and report the bully. Seek help from a trusted adult.

58. Planting trees to protect forests. Avoiding pollution of water sources.

59. Less time for studying. Addiction to online content.

60. Exposure to cyberbullying. Risk of online scams and fraud.

SECTION A

1. A
2. A
3. D
4. A
5. C
6. D
7. D
8. C
9. C
10. A
11. D
12. A
13. B
14. C
15. D
16. A
17. B
18. A
19. B
20. C
21. D
22. D
23. B
24. D
25. D
26. B
27. C
28. A
29. C
30. D

SECTION B

31.
 - People can understand God's message more clearly in their own language.
 - More people can access and read the Bible if it is in their native language.
 - It ensures that the message of the Bible is shared in a way that respects different traditions.
32.
 - Language differences – Some words in the original Bible have no exact meaning in local languages.
 - Some religious or political groups resisted Bible translation.
33. Honesty, courage, wisdom, kindness

34.

- The Israelites were slaves in Egypt.
- God sent Moses to lead them out.
- The ten plagues were sent to convince Pharaoh.
- The Red Sea was parted for them to cross.

35. Prince of Peace, Eternal Father, Wonderful Counsellor, Mighty God

36.

- Angel Gabriel visited Mary.
- He told her she would give birth to Jesus.
- Mary was surprised but accepted God's plan.
- The angel said Jesus would be the Son of God.

37.

Similarities

- Both were announced by Angel Gabriel.
- Both were miraculous births.

Differences

- Jesus was born of a virgin (Mary), while John was born to elderly parents.
- Jesus was the Son of God, while John was a prophet.

38.

- He prepared people for the coming of Jesus.
- He preached repentance and baptised people.

39.

- He taught people to give food and clothing to the needy.
- He warned against greed and selfishness.

40.

- Lack of resources – Some churches lack funds to support education.
- Cultural beliefs – Some traditions oppose formal education.

41. Respect, honesty, responsibility, trust, love

42.

(a) A family where members live in peace, love, and support each other.

(b)

- Communication – Talking openly about problems.
- Conflict resolution – Solving disagreements peacefully.
- Responsibility – Everyone playing their role in the family.

43.

- Avoid peer pressure – Choose friends wisely.
- Engage in productive activities – Focus on hobbies or studies.
- Learn about the dangers of gambling – Understand the risks involved.

44.

Dos

- Use social media for learning.
- Respect others online
- Protect personal information.

Don'ts

- Do not share private/personal details.
- Do not spread false information.
- Do not accept friend requests from strangers.

45.

- God appeared to him in a burning bush.
- He performed miracles before Pharaoh.
- He led the Israelites through the Red Sea.
- He received the Ten Commandments on Mount Sinai.

46. Decision-making, self-control, problem-solving, critical-thinking

47. Facebook, Instagram, TikTok, WhatsApp

48.

- (a) Protecting and taking care of nature.
- (b) Planting trees. Proper waste disposal

49.

- Do not destroy their habitats.
- Do not overhunt or overfish

50.

- Teaches moral values.
- Helps us understand God's will.
- Encourages kindness and honesty.
- Promotes peace in society.

51. Humans beings were created in God's image and given the ability to think, reason, and make choices.

52. Running schools. Providing scholarships

53. Integrity helps avoid evil by leading to honest actions and keeping one accountable (Titus 2:7)

54. Trees – Plant more to replace cut ones. Water – Avoid wastage.

55. Water, soil and air being polluted. Deforestation
56. Humility, obedience
57. Tree planting, clean-up campaigns
58. Brings unity and provides guidance.
59. Learning new skills and spreading the word of God.
60. Offering counselling and providing rehabilitation programmes.

Paper 4

SECTION A

1. B
2. A
3. C
4. D
5. B
6. B
7. B
8. A
9. B
10. D
11. B
12. B
13. C
14. C
15. D
16. C
17. B
18. C
19. A
20. A
21. A
22. C
23. D
24. C
25. B
26. B
27. C
28. D
29. D
30. B

SECTION B

31. Christian Religious Education (CRE) teaches values like honesty, kindness, and respect. It helps people understand the importance of helping others and living peacefully. It also encourages fairness and unity in society.
32. Take care of the earth and everything in it. Rule over animals, fish, and birds. Multiply and fill the earth. Cultivate and care for plants. Obey God's instructions.

33. The Bible helps Christians in their daily lives by:

- Teaching moral values like honesty and patience.
- Encouraging prayer and faith in God.
- Helping them find comfort during difficult times.
- Teaching them how to treat others with love and kindness.

34. The New Testament and the Old Testament

35.

- People speak different languages.
- It allows everyone to understand God's message.
- It helps spread Christianity worldwide.
- It makes learning and teaching the Bible easier.

36.

- Angel Gabriel appeared to Mary.
- He greeted her and told her she was favoured by God.
- Angel Gabriel announced that she would give birth to Jesus.
- Mary asked how it was possible since she was a virgin.
- The angel said the Holy Spirit would make it happen.
- Mary accepted God's plan and praised God.

37.

- Mary and Joseph took Baby Jesus to the Temple in Jerusalem.
- They offered a sacrifice of two birds as required by Jewish Law.
- Simeon, a holy man, held Jesus and thanked God.
- He said Jesus would bring salvation to the world.
- Prophetess Anna also praised God and spoke about Jesus.

38.

- John the Baptist was born to prepare the way for Jesus.
- He preached about repentance and forgiveness.
- He baptised people, including Jesus.
- His life fulfilled prophecies about a messenger before the Messiah.

39.

- Preaching about repentance and forgiveness.
- Baptising people in the Jordan River.
- Warning people to stop sinning.
- Announcing that Jesus was the Messiah.

40. Praying, singing hymns and gospel songs, preaching and reading the Bible, giving offerings and tithes, fasting

41. Building and running schools to provide education. Establishing hospitals and clinics to provide medical care.
42. Choosing friends who do not use drugs. Keeping themselves constructive activities like sports and reading.
- 43.
- People hope to make quick money.
 - Social media and advertisements encourage it.
 - Some people gamble because of peer pressure.
- 44.
- Addiction
 - Loss of money and property
 - Poor performance in school
 - Increased stress and depression
45. Self-control, decision-making, critical-thinking
- 46.
- Avoiding cyberbullying and spreading false information.
 - Using it to share educational and positive messages.
- 47.
- Ignore and avoid responding to them.
 - Block the person spreading negativity.
 - Report the case to a trusted adult or the social media platform.
48. Studying CRE helps in spiritual growth by:
- Strengthening faith in God.
 - Teaching moral values.
 - Encouraging prayer and Bible reading.
49. The biblical accounts of creation teach us to care for the environment by:
- Showing that God gave humans the duty to protect nature.
 - Teaching us to use resources wisely and avoid destruction.
50. CRE promotes peace and unity by:
- Teaching forgiveness and love.
 - Encouraging fairness and respect for others.
 - Promoting teamwork and problem-solving.
- 51.
- Mary and Joseph took Him to Jerusalem for Passover.
 - They left, thinking He was with them, but He stayed behind.
 - They found Him in the Temple discussing with teachers.
 - He said He was in His Father's house.
- 52.
- Repentance and turning away from sin.
 - Being honest and fair.
 - Helping the poor.
 - The coming of Jesus Christ.
53. It is ordained by God. It is a commitment before God. It is meant to be lifelong and faithful. It reflects love and unity as God intended.

54.

- Causing financial problems.
- Creating conflicts and broken relationships.
- Leading to stress and suffering for family members.

55.

- Say 'no' and explain why gambling is bad.
- Find other fun and productive activities to do.
- Choose friends who do not gamble.

56. Self-control helps in avoiding irresponsible sexual behaviour by:

- Helping one say no to bad influences.
- Allowing one to focus on future goals and avoid regret.

57.

- Sharing encouraging and educational messages.
- Using it to connect with family and friends respectfully.

58.

- Teaching lessons about patience, honesty, and faith.
- Showing examples of how to overcome challenges.

59.

- Old Testament: Contains books about God's laws, history, and prophecies before Jesus.
- New Testament: Focuses on Jesus' life, teachings, and the early church.

60.

- Some languages do not have direct words for biblical terms. This makes the translation process difficult.
- Some cultures have different beliefs that affect translation.
- Translators need to ensure the meaning is accurate.