

**313/ 1**  
CHRISTIAN RELIGIOUS EDUCATION  
**PAPER 1**  
**JULY/AUGUST 2009**  
**2 ½ Hours**

**KIRIMA JOINT EVALUATION TEST - 2009**  
*Kenya Certificate of Secondary Education (K.C.S.E*

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**INSTRUCTION TO CANDIDATES**

- Answer any **FIVE** questions in the answer sheets provided.

*This paper consists of 2 printed pages, candidates should check  
the questions to ensure that all pages are printed as indicated and no questions are missing.*

- 1 (a) Give the moral importance of studying Christian Religious Education. (6 marks)
- (b) Describe the first account of creation as in 1:2:4. (8 marks)
- (c) Outline **SIX** ways in which Christians care for God's creation. (6 marks)
- 2 (a) Outline ways in which Abraham demonstrated his faith in God. (5 marks)
- (b) Explain **FIVE** conditions given to the Israelites by God during the renewal of the Covenant. (10 marks)
- (c) How do Christians apply the ten commandments in their dairy life. (5 marks)
- 3 (a) State reasons why Samuel was opposed to the establishment of kingship in Israel. (5 marks)
- (b) Explain **FIVE** reasons why David was considered the greatest King of Israel. (10 marks)
- (c) Give reasons why the political leaders in Kenya today has failed to perform their duties effectively. (5 marks)
- 4 (a) State the features of canonical prophets in Israel. (6 marks)
- (b) Explain **FOUR** visions of Amos used to portray that judgment would befall the Israelites. (8 marks)
- (c) Identify the attributes of God that a Christian can learn from Prophet Amos. (6 marks)
- 5 (a) Describe prophet Jeremiah's temple sermon as recorded in Jeremiah 7: 1 – 15 (8 marks)
- (b) Explain Nehemiah's final reforms. (6 marks)
- (c) State **SIX** reasons why Christians should participate in law reform process in Kenya. (6 marks)
- 6 (a) Identify ways in which the traditional African communities used to demonstrate thankfulness to God for his provisions. (6 marks)
- (b) Give **SIX** occasions when diviners were consulted in traditional African Societies. (6 marks)
- (c) Identify methods used in traditional African societies to discipline errant members of the community. (8 marks)