

# **G12 ECZ RELIGIOUS EDUCATION P1 2016 SPECIMEN SOLUTIONS**

**Grade 12 ECZ Christian Religious Education Paper 1, 2016 Specimen (2044/1)**

2 hours 30 minutes | Answer 5 Qs, one from each of Sections A-E, 100 marks

*The full question paper appears first, followed by full worked answers to every question.*

### **Preamble for Religious Education (2044)**

The Examinations Council of Zambia has made adjustments to the assessment of Religious Education (2044) at Grade 12 level so as to be in line with the revised Religious Education Senior Secondary School Syllabus of 2013 developed by Curriculum Development Centre (CDC) of the Ministry of General Education.

### **Purpose**

To measure the learning outcome of the spiritual, moral, religious and cultural values and behaviour as drawn from the four main religions in Zambia. These include Christianity, Hinduism, Indigenous Zambian beliefs and Islam. The examination is also used for certification and placement.

### **Assessment Objectives**

The Grade 12 Religious Education Examination (2044/1) will test candidates against five assessment objectives as follows:

#### **Knowledge with understanding**

1. Recall the procedure and standard of events in the four main religions
2. Explain the meaning of life
3. Appreciate the universal teaching about human rights

#### **Application and analysis of learnt material**

1. Demonstrate an understanding of the components of human development
2. Appreciate the behaviour of humans as the basis for making decisions
3. Investigate the different teachings of various religions
4. Analyse past experiences, faith and beliefs as a basis for hope
5. Apply positive attitudes to human beings and the environment.

#### **Evaluation of facts and information**

1. Compare the beliefs, customs and practices of the four religions, and society
2. Evaluate human organisations, socialisation and group/individual expectations
3. Appreciate the contents, structure and the meaning of the teachings of the Bible
4. Compare and predict events in the Holy Scriptures of religions

#### **Synthesis of information**

1. Use acquired knowledge to develop new ideas and techniques and/or situations

### **Test Design**

The examination for Religious Education 2044/1 will consist of one paper. The duration will be 2 hours 30 minutes.

| <b>Paper Name</b>   | <b>Paper Code</b> | <b>Duration</b>    | <b>Marks Allocated</b> | <b>Weighting</b> |
|---------------------|-------------------|--------------------|------------------------|------------------|
| Religious Education | 2044/1            | 2 hours 30 minutes | 100                    | 100%             |
| <b>Total</b>        |                   |                    | <b>100</b>             | <b>100%</b>      |

# EXAMINATIONS COUNCIL OF ZAMBIA

Examination for School Certificate Ordinary Level

## Religious Education

2044/1

### Additional Material(s):

Answer Booklet

**Time: 2 hours 30 minutes**

**Reading Time: 5 minutes**

### Instructions to candidates

- 1 Write your **name**, **centre number** and **candidate number** in the spaces provided on the **Answer Booklet**.
- 2 There are **five** sections: **A**, **B**, **C**, **D** and **E** in this paper.
- 3 Answer **five** questions only.
- 4 Answer **one** question from each Section.
- 5 Write your answers in the **Answer Booklet** provided.

### Information for Candidates

- 1 All questions in this paper carry equal marks.
- 2 **Cell phones and other electronic devices are not allowed in the examination room.**

**SECTION A: LIVING IN A CHANGING SOCIETY**

**Answer only one question from this section.**

**1 (a) EITHER**

List **six** different types of work done by Hindus. [6]

**OR**

Explain how Lord Shaftesbury improved the working conditions for workers. [6]

**(b) (i)** Give the content of a passage from the Gospel of Matthew which teaches us that we have to use work to develop our talents. [10]

**(ii)** Mubanga's class has refused to participate in preventive maintenance activities at school because they believe studying is more important. Give **four** suggestions that would help members of this class in discovering the potential they possess through work. [4]

**2 (a) EITHER**

Identify **six** Zambian traditional ways of using leisure time. [6]

**OR**

Explain the teachings of the stoics on leisure. [6]

**(b) (i)** Give the content of a passage from the Gospel of Mark which teaches that the Sabbath was made for the people. [10]

**(ii)** Mr Jombo has been promoted at his place of work. This means that he will sometimes be required to work during the day of worship. He tells you that he will not take up the position because he cannot miss worshipping on that day. With **four** practical examples, advise Mr Jombo how important it is for him to take up the position. [4]

**SECTION B: ORDER AND FREEDOM IN SOCIETY**

**Answer only one question from this section**

**3 (a) EITHER**

Identify **six** examples of injustice within social systems. [6]

**OR**

Explain how Dom Helder Camara was a champion of justice. [6]

**(b) (i)** Give the content from the Gospel of Luke that teaches that justice includes recognising God as the final judge of all the people and includes judging oneself. [10]

**(ii)** Your class monitor has taken it upon himself as the only person who knows the strengths/weaknesses of almost everyone in class and gives this information to the class teacher. Using the above passage explain in **four** ways how you would advise him/her not to be the final judge over others. [4]

**4 (a) EITHER**

Describe the Hindu joint family as an example of service. [6]

**OR**

Show how the life of Reverend Justo Mwale is an example of service to the church and family. [6]

**(b) (i)** Give the content of a passage from the Old Testament where Ezekiel speaks out against the bad leaders. [10]

**(ii)** You have just been appointed as the new District Commissioner taking over from the previous bad regime. Explain in **four** ways how you would ensure that the services you offer will cater for all the people in the district. [4]

**SECTION C: LIFE**

**Answer only one question from this section.**

**5 (a) EITHER**

Describe the importance of Mecca to a Muslim. [6]

**OR**

What were the African Traditional Societies' teachings and beliefs about what happiness is. List **six** points. [6]

**(b) (i)** Give the teachings of an Old Testament passage in which the Psalmist compares the destiny of the good with that of the wicked. [10]

**(ii)** Parents in your neighbourhood have gone to work in another province, leaving their children to look after the house. These children have resorted to partying and playing loud music with friends every weekend. Your younger brothers and sisters are envious of this.

Using the passage above, suggest **four** pieces of advice you would give to your younger brothers and sisters. [4]

**6 (a) EITHER**

Describe Samara as the endless round of rebirth. [6]

**OR**

Explain the Christian understanding of death. [6]

**(b) (i)** Give the content of Paul's teachings to the Corinthians about what the resurrection means. [10]

**(ii)** Your friend has been found with cancer and tells you he is afraid that he is going to die. Give **four** pieces of advice from the above passage to assure your friend on resurrection. [4]

**SECTION D: MAN AND WOMAN**

**Answer only one question from this section**

**7 (a) EITHER**

Clarify why lobola is paid by a man who wants to marry in  
Zambian Traditional Society. [6]

**OR**

Describe briefly the wife's obligations in a Muslim marriage. [6]

**(b) (i)** Give the content of a passage from the book of Deuteronomy  
which teaches that divorce was first permitted. [10]

**(ii)** You recently had a chance of visiting an orphanage in the  
company of your class teacher and witnessed a number of  
orphans and homeless children. Suggest **four** reasons why  
divorce should not be allowed in the church and courts of law. [4]

**8 (a) EITHER**

State **six** effects of HIV and AIDS on family life. [6]

**OR**

Explain the importance of children in an African Traditional marriage. [6]

**(b) (i)** Give the content of a passage from the book of Samuel which  
teaches that to have no children was a curse. [10]

**(ii)** Tendai, who has been married to Paul for six years, of late  
she been subjected to cruelty by Paul because she has failed to  
conceive or bear a child for him. Explain in **four** ways why Paul  
should stop ill-treating his wife. [4]

**SECTION E**

**MAN'S RESPONSE TO GOD THROUGH FAITH AND PRAYER**

**Answer only one question from this section.**

**9 (a) EITHER**

List **six** statements people make to show there is no God. [6]

**OR**

Explain how the early church became divided. [6]

**(b) (i)** Give the contents of a passage from the Gospel of Luke which teaches that selfishness is a way of turning away from God. [10]

**(ii)** Your area member of parliament is on a familiarisation tour of your constituency. You are a ward Chairperson of an area which recently witnessed a very large piece of land being sold to a wealthy person. Prepare **four** convincing facts that show that the act was illegal and how the Member of Parliament should help the people affected. [4]

**10 (a) EITHER**

Describe the Kutomola Ceremony as a search for God. [6]

**OR**

What is secularism? [6]

**(b) (i)** Give the content from the Gospel of Luke which teaches that people have to be open to God's message. [10]

**(ii)** A Grade 12 pupil has just completed writing the final examinations. The pupil is looking for something greater to achieve and have it immediately. Give **four** things that this pupil should not go into before preparing oneself for life. [4]



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**Question Q1 (Section A: Living in a Changing Society). (a) EITHER List six different types of work done by Hindus. [6] OR Explain how Lord Shaftesbury improved the working conditions for workers. [6] (b)(i) Give the content of a passage from the Gospel of Matthew which teaches us that we have to use work to develop our talents. [10] (ii) Mubanga's class has refused to participate in preventive maintenance activities at school because they believe studying is more important. Give four suggestions that would help members of this class in discovering the potential they possess through work. [4]**

**Answer: (a) Six types of work done by Hindus: trading/retail business; farming and agriculture; teaching/education; medicine; banking and finance; and textile/manufacturing work.**

**Answer: OR Lord Shaftesbury improved working conditions through: (1) the Factory Acts, limiting the working hours of women and children; (2) the Mines Act, banning women and children from working underground; (3) the Ten Hours Act, limiting the factory working day; (4) the Common Lodging Houses Act, improving housing conditions for the poor; (5) reducing abuses of child labour generally; (6) pushing for improved safety standards in factories.**

**Answer: (b)(i) This is the Parable of the Talents (Matthew 25:14-30): a man going on a journey entrusts his property to his servants according to their ability — five talents, two talents, one talent. The servants given five and two talents traded with them and doubled them, and were commended, 'Well done, good and faithful servant... enter into the joy of your master.' The one given one talent was afraid and buried it in the ground, returning only what he was given; he was condemned as 'wicked and slothful,' his talent was taken from him, and he was thrown into outer darkness. This teaches that God expects us to actively use, develop and multiply the gifts/talents He gives us through diligent work, not hide or waste them out of fear.**

**Answer: (ii) Four suggestions for Mubanga's class: (1) explain that practical/maintenance skills complement academic study and build well-rounded ability; (2) assign specific small tasks so students can see immediate, visible results of their own contribution; (3) link maintenance tasks to individual talents (e.g. identifying students with a knack for practical/technical work); (4) recognise and reward participation (as the master commended the faithful servants), to show students the value of their effort.**

**Question Q2 (Section A: Living in a Changing Society). (a) EITHER Identify six Zambian traditional ways of using leisure time. [6] OR Explain the teachings of the stoics on leisure. [6] (b)(i) Give the content of a passage from the Gospel of Mark which teaches that the Sabbath was made for the people. [10] (ii) Mr Jombo has been promoted at work, meaning he will sometimes be required to work on the day of worship. He says he will not take up the position because he cannot miss worshipping that day. With four practical examples, advise Mr Jombo how important it is for him to take up the position. [4]**

**Answer: (a) Six Zambian traditional ways of using leisure time: storytelling around the fire; traditional dancing; playing traditional games (e.g. nsolo); singing traditional songs; wrestling and other traditional sports; and visiting relatives/socialising within the community.**

**Answer: OR The stoics taught that leisure should be used for rational reflection and self-improvement, not idle pleasure-seeking. True leisure, for a stoic, involves contemplation,**

the study of philosophy, and the cultivation of virtue; they taught moderation and avoiding excessive indulgence, valuing inner tranquility (ataraxia) over external pleasures — leisure was time to align oneself with reason and nature, not to escape duty.

Answer: (b)(i) Mark 2:23-28: Jesus' disciples pluck grain on the Sabbath to eat, and the Pharisees accuse them of breaking Sabbath law. Jesus responds by citing how David ate the consecrated bread reserved for priests when he and his men were hungry — showing human need can override strict ceremonial rules. Jesus concludes: 'The Sabbath was made for man, not man for the Sabbath. So the Son of Man is lord even of the Sabbath.' This teaches that the Sabbath exists to serve and benefit people (rest, restoration), not to become a burdensome, legalistic restriction.

Answer: (ii) Four points of advice for Mr Jombo: (1) reassure him that, as Jesus taught, the Sabbath serves human need — occasional necessary work (his job's duties) does not violate its true purpose; (2) suggest he arrange alternative worship times (personal prayer, weekday services) for the times he must work; (3) point out that the promotion lets him better provide for his family, itself a God-honouring responsibility; (4) advise him to discuss flexible shift arrangements with his employer/church so he can still attend worship most Sabbaths.

**Question Q3 (Section B: Order and Freedom in Society). (a) EITHER Identify six examples of injustice within social systems. [6] OR Explain how Dom Helder Camara was a champion of justice. [6] (b)(i) Give the content of a passage from the Gospel of Luke that teaches justice includes recognising God as the final judge of all people, and includes judging oneself. [10] (ii) Your class monitor has taken it upon himself as the only person who knows classmates' strengths/weaknesses and gives this information to the teacher. Using the above passage, explain in four ways how you would advise him/her not to be the final judge over others. [4]**

Answer: (a) Six examples of injustice within social systems: corruption/bribery in government; unequal access to education; gender discrimination in employment; unfair distribution of wealth and resources; tribalism/nepotism in hiring; and exploitation of workers through unfairly low wages.

Answer: OR Dom Helder Camara was a Brazilian Catholic archbishop known for defending the poor and oppressed. He spoke out against social and economic injustice and against military dictatorship in Brazil, promoted the church's duty to defend the marginalised, and lived a simple lifestyle himself in solidarity with the poor. He famously said, 'When I give food to the poor, they call me a saint; when I ask why the poor have no food, they call me a communist' — highlighting his fight to address the ROOT CAUSES of injustice, not just offer charity.

Answer: (b)(i) Luke 6:37-42: Jesus teaches, 'Judge not, and you will not be judged; condemn not, and you will not be condemned... For with the measure you use it will be measured back to you.' He then gives the parable of the speck and the log: 'Why do you see the speck that is in your brother's eye, but do not notice the log that is in your own eye?... first take the log out of your own eye, and then you will see clearly to take the speck out of your brother's eye.' This teaches that true justice requires self-examination first, recognising God alone as the final judge, rather than hypocritically condemning others while ignoring one's own faults.

Answer: (ii) Four ways to advise the class monitor: (1) remind them that only God has the full knowledge to judge fairly, while human judgment is often flawed; (2) point out that everyone, including the monitor, has their own weaknesses too, making it hypocritical to expose others'; (3) encourage a more constructive approach — offering private, helpful support to struggling classmates instead of exposing them; (4) explain that revealing others' weaknesses damages trust and relationships in the class, against Christian love and mercy.

**Question Q4 (Section B: Order and Freedom in Society). (a) EITHER Describe the Hindu joint family as an example of service. [6] OR Show how the life of Reverend Justo Mwale is an example of service to the church and family. [6] (b)(i) Give the content of a passage from the Old Testament where Ezekiel speaks out against the bad leaders. [10] (ii) You have just been appointed the new District Commissioner, taking over from the previous bad regime. Explain in four ways how you would ensure that the services you offer will cater for all the people in the district. [4]**

Answer: (a) In a Hindu joint family, several generations live together sharing resources and responsibilities. Members serve one another through combined labour, caregiving of children and elders, and shared duties (cooking, farming, pooled income). Elders are served through respect and care in old age, while younger members are served through guidance, education and provision — the family operates on mutual service rather than individualism.

Answer: OR Reverend Justo Mwale was an early ordained minister and pioneering leader of the Reformed Church in Zambia, helping to establish and strengthen church institutions and theological education in the country. He balanced his pastoral duties with care for his own family, showing servant leadership through mentoring younger clergy, community outreach, and dedication to both his congregation and household.

Answer: (b)(i) Ezekiel 34, the 'Shepherds of Israel' passage: God, through Ezekiel, condemns the 'shepherds' (rulers) of Israel for feeding themselves instead of the flock — not strengthening the weak, healing the sick, or seeking the lost, but ruling harshly. Because of this the sheep were scattered and became prey to wild animals. God declares He will judge these shepherds and set up a true shepherd (a servant like David) to care for the flock properly.

Answer: (ii) Four ways a new District Commissioner can ensure services reach everyone: (1) conduct needs assessments/community consultations across all areas of the district, not just favoured ones; (2) ensure equitable budget allocation across all wards/communities, including remote or poor areas; (3) establish transparent complaint/feedback mechanisms so all residents can raise concerns; (4) actively support vulnerable groups (the disabled, elderly, orphans) through targeted programmes.

**Question Q5 (Section C: Life). (a) EITHER Describe the importance of Mecca to a Muslim. [6] OR What were the African Traditional Societies' teachings and beliefs about what happiness is? List six points. [6] (b)(i) Give the teachings of an Old Testament passage in which the Psalmist compares the destiny of the good with that of the wicked. [10] (ii) Parents in your neighbourhood have gone to work in another province, leaving their children to look after the house; those children now party and play loud music every weekend, and your younger siblings are envious. Using the passage above, suggest four pieces of advice for your younger siblings. [4]**

**Answer:** (a) Mecca is the holiest city in Islam and the birthplace of the Prophet Muhammad. It houses the Kaaba, the sacred structure Muslims face during their five daily prayers. Muslims who are able are required to perform Hajj (pilgrimage) to Mecca at least once in their lifetime — one of the Five Pillars of Islam. Mecca is thus the spiritual centre of the Islamic faith, tied to key events in the lives of Abraham and Muhammad.

**Answer:** OR Six African Traditional beliefs about happiness: (1) happiness comes from good relationships within family/community; (2) happiness comes from having children, continuing the family lineage; (3) happiness comes from good harvests and material sufficiency; (4) happiness comes from peace and harmony with neighbours; (5) happiness comes from the respect and status earned through age and wisdom; (6) happiness comes from receiving blessings from the ancestors/spirits.

**Answer:** (b)(i) Psalm 1: 'Blessed is the man who walks not in the counsel of the wicked... he is like a tree planted by streams of water... In all that he does, he prospers. The wicked are not so, but are like chaff that the wind drives away... for the LORD knows the way of the righteous, but the way of the wicked will perish.' This contrasts the flourishing, stable destiny of the righteous with the fleeting, doomed destiny of the wicked.

**Answer:** (ii) Four pieces of advice for envious younger siblings: (1) remind them that lasting happiness (like the 'tree by streams of water') comes from disciplined, righteous living, not fleeting pleasure; (2) warn that the other children's path, like 'chaff in the wind,' may lead to trouble (poor grades, bad influences) without lasting benefit; (3) encourage them to focus on their studies and long-term goals rather than short-term envy; (4) reassure them that their parents' guidance will bring better outcomes in the end, even if less exciting now.

**Question Q6 (Section C: Life). (a) EITHER Describe Samsara as the endless round of rebirth. [6] OR Explain the Christian understanding of death. [6] (b)(i) Give the content of Paul's teachings to the Corinthians about what the resurrection means. [10] (ii) Your friend has been found with cancer and tells you he is afraid he is going to die. Give four pieces of advice from the above passage to assure your friend on resurrection. [4]**

**Answer:** (a) Samsara is the Hindu belief in a continuous cycle of birth, death and rebirth, driven by karma (accumulated actions determining one's future existence). The soul (atman) is reborn into different forms/lives based on past karma, until it achieves Moksha (liberation), which frees it from the cycle; Samsara is regarded as a form of suffering that spiritual practice aims to escape.

Answer: OR In Christianity, death is the separation of the soul from the body, a consequence of sin entering the world (Genesis/Romans 5). Through Christ's death and resurrection, death has been conquered and is no longer the final end for believers — it is seen as a transition to eternal life with God, while the body will ultimately be resurrected at Christ's second coming, reuniting body and soul in a glorified, imperishable state.

Answer: (b)(i) 1 Corinthians 15: Paul explains that the resurrection body is a 'spiritual body' — 'sown a perishable body, raised imperishable... sown in weakness, raised in power... sown a natural body, raised a spiritual body' — comparing it to a seed that appears to die but grows into a greater form of life. He affirms Christ's own resurrection is the 'firstfruits' guaranteeing believers' future resurrection, and that without it, 'your faith is futile.'

Answer: (ii) Four pieces of advice for a friend afraid of dying from cancer: (1) assure him physical death is not the end — believers will be resurrected to a new, imperishable body; (2) remind him that Christ's own resurrection guarantees this hope for all who believe; (3) encourage him to find comfort through prayer and trust in God during this illness; (4) reassure him that even in suffering, God's power can bring victory over death, as Christ demonstrated.

**Question Q7 (Section D: Man and Woman). (a) EITHER Clarify why lobola is paid by a man who wants to marry in Zambian Traditional Society. [6] OR Describe briefly the wife's obligations in a Muslim marriage. [6] (b)(i) Give the content of a passage from the book of Deuteronomy which teaches that divorce was first permitted. [10] (ii) You recently visited an orphanage with your class teacher and witnessed a number of orphans and homeless children. Suggest four reasons why divorce should not be allowed in the church and courts of law. [4]**

Answer: (a) Lobola is paid to: (1) show appreciation to the bride's family for raising her; (2) formalise and validate the marriage; (3) unite the two families; (4) compensate the bride's family symbolically for the loss of her contribution to their household; (5) give the marriage stability and seriousness; (6) confer status and respect on the husband as a responsible provider.

Answer: OR A wife's obligations in a Muslim marriage: to be respectful and cooperative with her husband within Islamic principles; to manage the household and care for children; to maintain modesty and good conduct; to remain faithful and loyal to her husband; to support her husband's efforts to provide for the family; and to help maintain harmony and peace in the home.

Answer: (b)(i) Deuteronomy 24:1-4: 'When a man takes a wife and marries her, if then she finds no favour in his eyes because he has found some indecency in her, and he writes her a certificate of divorce and puts it in her hand and sends her out of his house...' This shows Moses permitted divorce under specific circumstances, provided a certificate was issued — though Jesus later explained (Matthew 19:8) this was allowed 'because of your hardness of heart,' not because it reflected God's original intention for marriage's permanence.

Answer: (ii) Four reasons divorce should not be easily allowed: (1) it creates orphans and homeless children who suffer from broken families, as seen at the orphanage; (2) it contradicts God's original design of marriage as a permanent union ('what God has joined together, let not man separate'); (3) it causes lasting emotional and financial hardship for children and spouses; (4) easy divorce weakens the stability of families and of society as a whole.

**Question Q8 (Section D: Man and Woman). (a) EITHER State six effects of HIV and AIDS on family life. [6] OR Explain the importance of children in an African Traditional marriage. [6] (b)(i) Give the content of a passage from the book of Samuel which teaches that to have no children was a curse. [10] (ii) Tendai, married to Paul for six years, has been subjected to cruelty by Paul because she has failed to conceive or bear him a child. Explain in four ways why Paul should stop ill-treating his wife. [4]**

**Answer: (a) Six effects of HIV/AIDS on family life:** loss of income after illness/death of the breadwinner; an increase in orphans and child-headed households; emotional and psychological stress and grief; an increased caregiving burden on remaining family members (often grandparents); stigma and discrimination against affected families; and depletion of family savings spent on medical care.

**Answer: OR Importance of children in an African Traditional marriage:** (1) children continue the family lineage/name; (2) children provide security and support for parents in old age; (3) children are seen as a blessing and a sign of a successful marriage; (4) children help with family labour (farming, herding); (5) having children secures a woman's status and respect in marriage; (6) children ensure continuity of family customs and inheritance.

**Answer: (b)(i) 1 Samuel 1:** Hannah was barren and deeply distressed, taunted by Peninnah, her husband Elkanah's other wife, who had children. Hannah wept and prayed fervently at the temple, vowing that if God gave her a son she would dedicate him to the Lord's service. Eli the priest blessed her, and God remembered her; she conceived and bore Samuel. This shows the cultural belief that barrenness was a source of shame, while children were seen as God's blessing and the answer to prayer.

**Answer: (ii) Four reasons Paul should stop ill-treating Tendai:** (1) childlessness may not be the wife's fault at all — the cause could lie with either partner; blame is unjust; (2) like Hannah, prayer and patience should be the response to childlessness, not cruelty; (3) a marriage's value does not depend solely on children; mutual love and respect (Ephesians 5) matter more; (4) ill-treatment itself violates Christian teaching on love and care for one's spouse, and may amount to abuse.

**Question Q9 (Section E: Man's Response to God through Faith and Prayer). (a) EITHER List six statements people make to show there is no God. [6] OR Explain how the early church became divided. [6] (b)(i) Give the contents of a passage from the Gospel of Luke which teaches that selfishness is a way of turning away from God. [10] (ii) Your area Member of Parliament is on a familiarisation tour; as ward Chairperson of an area where a large piece of land was recently sold to a wealthy person, prepare four convincing facts showing the act was illegal and how the MP should help the people affected. [4]**

**Answer: (a) Six statements people make to deny God's existence:** 'If God existed, there would be no suffering/evil in the world'; 'science can explain everything without needing God'; 'I have never seen God, so He doesn't exist'; 'bad things happen to good people, so God can't be real or just'; 'different religions have different gods, so none can be true'; 'the universe came about by chance/natural processes, not creation.'

Answer: OR The early church became divided through: (1) doctrinal disputes, e.g. debates over the nature of Christ leading to church councils and schisms; (2) cultural and linguistic differences between the Greek East and the Latin West; (3) disagreements over church authority/leadership (Rome versus Constantinople); (4) persecution, which caused some to compromise their faith, creating rifts with those who remained faithful; (5) heresies (e.g. Gnosticism, Arianism) splitting orthodox believers from heterodox groups; (6) political interference from empires, dividing the loyalties of church leaders.

Answer: (b)(i) Luke 12:16-21, the Parable of the Rich Fool: a rich man's land produced abundantly; he decided to build bigger barns to hoard the surplus for himself, telling himself, 'Soul, you have ample goods laid up for many years; relax, eat, drink, be merry.' But God said, 'Fool! This night your soul is required of you.' Jesus concludes: 'So is the one who lays up treasure for himself and is not rich toward God.' This shows that selfish hoarding, without generosity or dependence on God, is itself a form of turning away from Him.

Answer: (ii) Four convincing facts and MP actions: (1) traditional/customary land often cannot legally be sold without proper consultation and consent of the community or chief — if this was bypassed, the sale is invalid; (2) the land may not have had proper title deed processing through the Ministry of Lands, making the transaction illegitimate; (3) the affected community members were not properly compensated or resettled, violating land-rights regulations; (4) the MP should investigate the sale through the Ministry of Lands, push for reversal of any illegal sale, and ensure affected residents are compensated or the land is returned.

#### Question Q10 (Section E: Man's Response to God through Faith and Prayer).

(a) EITHER Describe the Kutomola Ceremony as a search for God. [6] OR What is secularism? [6] (b)(i) Give the content from the Gospel of Luke which teaches that people have to be open to God's message. [10] (ii) A Grade 12 pupil has just completed writing the final examinations and is looking for something greater to achieve immediately. Give four things that this pupil should not go into before preparing oneself for life. [4]

Answer: (a) \*\*\* NOTE: this builder cannot confidently reconstruct the specific steps of the 'Kutomola Ceremony' (a localised traditional rite) without risking inaccurate invented detail not verifiable from general reference material, so the safer, confidently-answerable OR option below (secularism) is recommended for full marks. A student with a textbook covering this specific ceremony should verify its exact steps directly before answering this alternative. \*\*\*

Answer: OR Secularism is the principle of separating religion/religious institutions from the state and public affairs. It holds that public institutions (government, education, law) should operate independently of religious authority, treating all religions (or none) equally without state preference. It promotes religious freedom and neutrality, allowing individuals to practise any (or no) religion privately, while public policy is based on non-religious, rational grounds.

Answer: (b)(i) Luke 8:4-15, the Parable of the Sower: a sower scatters seed — some falls on the path and is eaten by birds; some on rocky ground, springing up quickly but withering without root; some among thorns, which choke it; some on good soil, producing a hundredfold. Jesus explains: the seed is the word of God; the path represents those who hear but the devil snatches the word from their hearts; the rock represents those who receive the word with joy but fall away when tested, having no root; the thorns represent those choked by life's worries, riches and pleasures; the good soil represents those who hear the word with an honest, good

heart, hold it fast, and bear fruit with patience. Openness of heart determines whether one truly receives and bears fruit from God's message.

Answer: (ii) Four things a Grade 12 school-leaver should avoid before preparing for life: (1) rushing into risky 'get-rich-quick' schemes seeking instant success; (2) turning to alcohol/substance abuse seeking quick escape or gratification; (3) entering premature relationships or early marriage without proper preparation; (4) neglecting further education or skills training in favour of chasing immediate material gain — like the 'thorny ground' choked by worldly cares.

## Disclaimer

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