

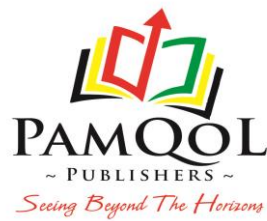
FISH EAGLE

First Edition

ORDINARY LEVEL QUESTION AND ANSWER

Series Number 1

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PART A: INDIGENOUS RELIGION

1. Define Religion

[2]

Religion can be defined:

- A fundamental set of beliefs and practice of beliefs and practices.
- The belief in and worship of a supernatural being or deity
- it is a set of beliefs, feelings, dogmas and practices that define the relationship between human beings and the sacred or divine/ deity.

(See Understanding Family and Religious Book 1)

2. Identify any four key beliefs in Indigenous Religion

[4]

Key Beliefs can be identified:

- Belief in the existence of spirits (ancestral, etc.)
- Belief in life after death
- Belief in the Supreme Being
- Belief in taboos and punishments
- Belief in the sacredness of nature and the land.

3. Explain any two types of Religions you know

[6]

Types of Religions can be explained:

Monotheistic Religions

- these hold a belief in one Supreme Being
- Mono means 'One', theistic means 'God/ Supreme Being
- Examples are Christianity, Judaism, Islam, AIR
- Do not acknowledge the existence of other gods

Polytheistic Religions

- These hold a belief in many gods
- the gods may have names and different roles/functions
- uphold the practice of praying to many gods

4. Describe any four characteristics of Indigenous Religion

[8]

Characteristics of Indigenous Religion

- a) It does not seek to make converts: A.I.R does not have preachers who go around preaching so that people are converted to the religion. One is born into the religion and one remains part of the religion either as a practicing or non-practicing member of the religion. It is for this reason that it has adopted its identity from a geographical space.
- b) Has a belief in God: many scholars, especially of the European disposition, have tried to dismiss the religion as having no solid belief in God with Placid Temples refusing to call the Supreme Being in Africa God but rather as a vital force. Africans believe in God, the Supreme Being, who is referred to by many names depending on the tribe and occasion. It is monotheistic in nature as God is one.
- c) Moral code: the religion has a strong moral code based on the sacredness of the other being. Failure to adhere to the moral code has strong repercussions in the afterlife. Some of the things that are forbidden includes killing, any form of injuring another person, witchcraft, and stealing. The moral code also brings in the concept of respect of elders and honouring parents. The code is also enshrined in taboos, myths and wisdom sayings.
- d) Existence of spirits: the world around is full of spirits and any mishap can be explained either as the angry spirits or offended spirits. These spirits are either bad or good and are very useful to the existence of a society.
- e) It is orally transmitted: there is no scripture or sacred text. The religious belief and practices are transmitted by word of mouth from one generation to the other. Probably this is what has led to some variations that can be noted from one place to the other on the way things are done. The continuous practice of the religion makes it transmittable orally as the young generation observes as the older generation lead.
- f) Belief in life after death: If a person dies in African Indigenous Religion he\she lives on and can still hear and make decisions on life and it is for this reason that the person is informed of every steps being taken even during the burial arrangements. There is a communion between the dead and the living, with the dead having assumed a higher order than the still living.
- g) Veneration of ancestors: believers in African Indigenous Religion have a respect for ancestors and the ancestors are seen as participators in this life. The veneration of ancestors has seen many people mistaking this as ancestral worship. Ancestors play a pivotal role in the African worshipping; they are connectors that connect the three worlds of the cosmological view. Ancestors are fore fathers and mothers who, through death, have departed from this world. The basic principle is that you can communicate with the one you know and that person would then transmit further until it gets to the Supreme Being.

5. Indigenous Religion has a strong belief in the existence of a Supreme Being.

(a) What is Indigenous Religion

[2]

-Indigenous Religion are religious beliefs and practices of Africans that originate from the Africans themselves.

(b) Suggest any four sources of Indigenous Religion [4]

-Oral sources (songs, myths, proverbs, prayers, ritual incantations, names of places)

-art and language

-ceremonies and rituals

-Religious objects and places like shrines, altars and ceremonial symbols.

-The desire to explain mysterious forces of nature such as disasters, floods, death and calamities, birth, joy, suffering e.t.c.

(c) Explain any three names of God in Indigenous Religion [6]

- Mwari:/mlimo/mwami/leza:

-Musikavanhu/Umdali/Sikabumba [creator of human beings] this name is commonly used among the Zezuru people, identifies God as the creator of human beings. It is usually used during festivals like the rain making ceremony where the ancestors are compelled to take the request of the people to the creator who would then respond by granting the request. It is common knowledge that the ancestors are not an authority in themselves but they work for Musikavanhu who loves his creation. Thus an elder can be heard saying “...*motisvitsirawo kuna Musikavanhu*”. Once this has been said it marks the end of the prayer for nothing comes after Musikavanhu. Musikavanhu is made up of two words which are Musika which literally translated means the creator and vanhu which means human beings. It is a name derived from the attribute of God as a creator of humans.

-MUSIKI (CREATOR):/Namalenga: This name, though connected to Musikavanhu is different from Musikavanhu, for it does not limit God to the creation of people only but as the creator and owner of everything in this world. Everything has its origins in Musiki. Musiki is regarded as the author of the world and everything in it. It should be noted that this, like any other name, is coming from the attribute of God. Thus, the name Musiki comes from the act of God in creating all that exists. He is therefore named after his work of creating.

6. God is given several attributes by Indigenous Religion believers.

(a) Define an attribute [2]

Attribute can be defined:

-a quality of feature regarded as a characteristic or inherent part of someone or something.

(b) Identify any four attributes of the Supreme Being in Indigenous Religion [4]

- Transcendent – he operates above his creation
- Omnipotent – he is all powerful
- Omniscient – he knows everything
- Omni present – he is present everywhere
- Eternal – existed before the creation
- Incorporeal – has no physical existence
- Oneness – he is only one

(c) Explain any three attributes of the Supreme Being in Indigenous Religion [6]

(As explained above)

(d) Explain briefly the role of ancestral spirits in Indigenous Religion. [8]

Role of Ancestral Spirits can be explained

- bless families with wealth and good health
- ensure family security and protection from both spiritual and physical dangers.
- are a source of unity within the family e.g. when conducting appeasing ceremonies
- can punish family members when they disobey the rules and commandments
- Foster good behavior and ubuntu
- protect family members when traveling
- grant success to family members
- advise family members in the case of disasters
- ensure the protection and preservation of nature.

7. Death is the separation of the body and the spirit.

(a) Define Spirit [2]

- Spirit is the non-physical part of the human person (the soul)

(b) Identify any four other types of spirits in Indigenous Religion [4]

Types of Spirits are:

- Family Spirits

- Alien Spirits
- Avenging Spirits
- National Spirits
- Ghost spirits
- Marine Spirits

(c) Describe any three ways human beings communicate with Spirits [6]

Ways of communicating with spirits can be described:

- Libation: a ritual of pouring liquid, beer, or grains such as millet, as an offering to Spirits. Communicates thanksgiving or requests made by human beings to ancestors. The drink/ alcohol can be poured out or drunk in honor
- Singing and dancing
- Recitation/ chanting invoking spirit and ancestors' names
- Making sacrifices to them, e.g. slaughtering cows, goats and so on
- Giving offerings.
- Burning incense
- Vision
- Hearing voices of ancestors and spirits
- Through dreams

(d) Explain the roles of Avenging Spirits in Indigenous Religion [8]

- People will respect the sanctity of human life. No one has authority to take someone's life. They enforce adherence to traditional norms against murder.
- Retribution or compensation ensures peace and creates right relationships among people.
- promotes respect among people especially to reward people for the services rendered.
- Determines ethical behaviour in society. It ensures the promotion of Ubuntu and fosters respect for parents and protects the vulnerable. It guards against ill treatment of orphans and strangers as well as the disabled. *there is a general understanding that the avenging spirit of a vulnerable member of society is very difficult to appease (Ngozi yerombe igandanzara)
- They guarantee respect of humanity, parents, spouses and debt payment.

-They administer justice by compensation to the extent of exchanging life for another and payment of cattle.

8. Symbols are part of religious expression.

(a) What is a Symbol?

[2]

-A symbol is something, (an idea, a sign a ritual art or a behavioural pattern) that stands as a means of communicating an inner essence.

(b) Identify any four symbols used in Indigenous Religion

[4]

Symbols used in Indigenous Religion are:

-Trees

-Animals

-Fire

-Water

-Beads

-Crowns

-Axes

-Spears

-Knobkierries

Any relevant points can be added.

(c) Explain, using examples, the uses of any three symbols in Indigenous Religion

[6]

Symbols are used in the following occasions

-Rites of passage ceremonies

-Initiation ceremonies

-healing

-Marriage symbols

-funeral rites

Any relevant points on uses of symbols can be added

9. Religions make use of different Rites and Rituals in worship.

(a) List any four rites of passage in Indigenous Religion [4]

-Birth and Naming

-Marriage

-Death

-Coronation of a King

10. (a) Define the word ‘Sacred Attire’ [2]

-A distinctive dress worn by a Religious Practitioner

(b) Suggest any four Sacred Practitioners who wear distinct Dressing in IR [4]

-Priests

-Spirit Mediums

-Diviners

-Medicine men and women

-Kings

-Seers

(c) Explain the importance of Sacred Practitioners in Indigenous Religion [6]

-Assist in times of natural disasters and calamities

-help in times of sickness

-consulted in times of political crisis

-offer advises to the community

-they are custodians of culture and traditions.

11. African Indigenous Religion has a number of ‘Sacred Days’

(a) What is a Sacred Day? [2]

-A day set aside and considered to be holy.

(b) Suggest any four sacred days in Indigenous Religion [4]

-Chisi

- The day of the death of a King
- The month of December
- New Year
- The day of prayer for the rains
- Bira
- The day of Nhimbe
- the day of the traditional ceremony of Inxwala

(c) Explain the importance of sacred days to believers in IR. [6]

- Help preserve culture
- Give importance to certain events in life
- Help keep the tradition and culture safe
- Are a source of unity and togetherness

(d) Describe how any two of the Sacred Days is observed [8]

- Chisi: (Mahakurimwi) -People do not plough and observe this day, any day of the week for resting purposes.
- no work is required to be done
- people rest and share stories and visit each other.
- Rainmaking Ceremony day: varies from place to place
- beer is brewed
- there is singing
- clapping and ritual libation
- there are incantations and prayers made for the rains
- People drink beer.

12. (a) Define a Sacred Place [2]

- A place holy and dedicated to a deity/ a religious shrine

(b) List any four Sacred Places in Indigenous Religion [4]

- Mountains e.g. Nyanga Mountain
- Rivers e.g. Zambezi Rive

-Shrines e.g. Heroes Acre, Matobo

-Caves e.g. Chinhoyi Caves

(c) Explain the importance of sacred places in Indigenous Religion

[6]

-National Shrines and Monuments are significant as rainmaking ceremonies venues. These shrines were and are still used as religious places. A good example is the Njelele rainmaking shrine in Matobo hills in Matebeleland South. The place is visited between August and September annually when rainmakers from all over the country come together for ritual purposes just before the rain season. It is at this place that spirit mediums would ask for rains and rituals are performed so that enough rains may be experienced.

-They are places of spiritual intervention: Elders used to go and report all problems bedevilling the community to the high God through the spirit mediums at the shrines. Such problems included droughts, lightning, natural disasters, plagues and many other problems. In essence, these shrines were and are places of deep spiritual intervention and prayer. It is believed that at Njelele, there used to be a voice coming from the rock whenever spirit medium Iwosana presented their reports to the shrine.

-Shrines also brokered peace to avoid wars that threatened life. This means that these shrines were sources of life. Whenever there was a threat of a war or actual war, shrines were used to consult spirit mediums and for talks that brokered peace.

-Spirit mediums used divination bowls or bones to tell the future at the shrines.

-Priestly and traditional dances to the ancestors were performed at the shrines

-Animals also sought refuge at the shrines. It is believed that when an animal runs to the shrine it was not pursued anymore.

-Humans also sought refuge at the shrines in times of war

-Healing of chronic diseases or any forms of illness was done at the shrines by traditional healers or mediums gifted with the gift of healing.

-Shrines also assist in environmental preservation since some trees around the shrines are forbidden to be cut down. These areas are out of bounds for grazing and unnecessary visits.

-Most of the shrines are tourism resort areas helping in the economy to bring revenue and the much needed foreign currency.

-Some of the shrines are burial ground, for example, the National Heroes Acre is a burial ground whose purpose is to commemorate Patriotic Front guerrillas who were killed during the struggle for independence. The Heroes Acre also commemorates Zimbabweans whose dedication or commitment to their country justify their being buried at the shrine. Persons buried at the shrine are considered heroes and heroines.

-Other shrines embody the spirit of the independence of the country and are Museums. For example, at the National Heroes Acre has the tomb of the unknown soldiers which recognizes and unidentified insurgents who lost their lives during the war. These include a bronze statue

of three guerrillas, one female and two males, a flag pole and an ornate artefact. There is also the eternal flame which rests atop a tower measuring some forty meters. It was lit at independence celebrations in 1982 and embodies the spirit of Zimbabwe's independence. Two walls on the side of the monument carry murals depicting the history of Zimbabwe, from pre-colonial times, through the Chimurenga struggle and Independence under National Hero, Robert Mugabe.

-Near the entrance of the National Heroes Acre is a Museum dedicated to the rise of African Nationalism in Zimbabwe and anti-colonial struggle, showcasing artefacts, photographs and other paraphernalia from the war period and shortly after

Shrines and Monuments are also centres of learning. A lot concerning the country's history and practices is learnt from the shrines and monuments

13 (a) What is a Taboo? [2]

- A taboo is a prohibition or a ban (restriction) usually resulting from religious and social practice.

(b) Identify any four taboos [4]

- i** If you sit on the mortar on which grain is pounded, all the wives that you marry will die.
- ii** If you sit on a hearthstone, you will kill all your wives.
- iii** If you excrete on the road, you develop boils on the buttocks.
- iv** If you peep on a person who is bathing you will develop pimples on your eyelids.
- v** If you imitate a lame person you will become lame too.
- vi** If you kill a frog the heavens will fail to bring down the rains.
- vii** If you ride a dog you will become a witch.

(c) Explain any three functions of taboos [6]

Functions of Taboos can be given:

- to ensure proper behavior in the society
- they help prevent destruction of the natural environment
- they prevent the cutting down of certain endangered tree species
- they help prevent incestuous relationships and sexual affairs

14. Religions must uphold the rights of People Living With Disabilities

(a) What is disability? [2]

- It can also be an impairment that prevents someone from engaging in gainful employment

(b) List any four types of disability [4]

Mobility and Physical Impairments

This category of disability includes people with varying kinds of disability like upper limbos disability, lower limbos disability, manual dexterity and disability in coordination of different organs of the body.

Spinal Code Disability

Spinal Code Injury can lead to life-long disability. This may occur due to severe accidents and may be complete or incomplete disability.

Head Injury/ Brain Disability

This type of disability occurs due to brain injury. The magnitude can range from mild, moderate to severe. There are two types of brain injury. These are Acquired Brain Injury which is not hereditary but occurs after birth due to a variety of reasons. Traumatic Brain Injury is another type of brain injury which occurs due to several causes as well. Causes of brain injury are many but are usually external forces applied to the body parts.

Vision Disability

This may be serious such as blindness or ocular trauma. Other types of vision disability include scratched cornea, scratched on the sclera and other related eye conditions such as dry eyes and corneal graft.

Hearing Disability

This includes people that are completely deaf or partially deaf. People who are partially deaf can use hearing aids to help them in hearing. Hearing disabilities occur as accidents at birth or can occur later in life from several biological causes such as meningitis. Deaf people use sign language as a means of communication.

Cognitive/Learning Disability

Present in people who are suffering from dyslexia and various other learning difficulties and speech disorders.

Psychological Disorders

These manifest as affective disorders of mood or feeling states, either short or too long.

Autism

Affects verbal and non-verbal communication and social interactions generally evident before the age of three

Speech/ Language Impairment

Invisible impairment: this type of impairment is not apparent to other people.

(c) Explain the role of Indigenous Religion in assisting people with disabilities [6]

- Offer them mutual support
- help them with work that they cannot do
- Encourage them to work and support themselves
- Trying to get them treatment to ease their pain
- Form support groups within communities
- Begin projects and cooperatives for People Living with Disabilities.

(d) Describe how Indigenous Religion can help improve the lives of people with Disabilities [8]

15. The Liberation Struggle was geared towards establishing a peaceful society

(a) What does the word 'liberation' mean? [2]

- Setting free
- The action of setting someone free from imprisonment, slavery or oppression

(b) Name any four Sacred Practitioners of IR who participated in the Liberation Struggle [4]

Practitioners of the Struggle:

- Mbuya Nehanda
- Sekuru Kaguvi
- Chaminuka
- Chief Mapondera
- Mkwati
- Mlugulu
- Siginyamatshe

(c) Explain any three challenges that IR faced in its role in the Liberation Struggle [6]

Challenges

- Lack of unity from the fighters
- Shona and Ndebele were divided along tribal lines
- Inferior weapons on the people they were leading
- supplies and logistics was not well coordinated.
- whites had superior weapons and got support from South Africa and Botswana.
- Some chiefs were controlled by the ruling regime and used against fellow Africans
- other Africans decided to collaborate with Whites
- Religious Leaders were arrested and others executed.

(d) Describe the role played by IR during the liberation struggle [8]

Role of IR during the Liberation Struggle

- Religion offered prophecy on what to do, where to go and where not to go during the struggle
- it provided and boosted the morale of the fighters
- Religion influenced the masses to support the struggle
- Religion provided leadership and direction during the struggle.
- Religion boosted confidence of the fighters through promises of victory and healing through charms and incantations
- Spirit Mediums steered the war through Religious approval and even fighting with the fighters.

16. Indigenous Religion has a number of creation myths

(a) Define a myth [2]

-A story usually legend, made up to explain an event or phenomenon which is difficult to understand.

(b) Identify any two myths in Indigenous Religion [4]

- The Mwedzi Myth on Creation
- the Nyami nyami myth on the river Zambezi

17. (a) Define Education [2]

- It is the process or action of teaching someone in a school, college or university
- It is knowledge, skill and understanding that one gets from attending a school, college or university

(b) List any three types of Education [4]

-Formal Education

-Informal Education

-Non- Formal Education

(c) Explain the characteristics of Informal Education [6]

-It is planned and with a particular end in view e.g. certification

-It is limited to a specific period e.g. 4 years

-It is well defined and has a systematized curriculum

-Usually it is given by qualified teachers

-It includes activities outside and inside the classroom

-It is given in schools, colleges or formal institutions which are established for that purpose

-It observes strict discipline

-The learner and the teacher are aware of the need for discipline when engaging themselves in formal education

-The process of teaching will involve supervision, instruction, set plan, definite aims, and principles.

-Usually there is a certificate awarded at the end of the instruction following assessment.

-It is a conscious act

d. Explain four advantages of informal education over formal education. [8]

i) It is affordable

ii) Learning is personal and less threatening

iii) There is a lot of freedom for someone to work at his or her own speed, time and place

iv) There is more room for originality and brain stimulation

v) Improves individual skills and capabilities

18. The family lineage is geared towards establishing a friendly society.

a) What is a *family*? [2]

- A group of people who live together and are related to each other by marriage, blood or adoption.

-a group of people consisting of a grandfather or grandmother living with their children.

-a group of people who are related through blood, marriage or custom

b) Identify four types of family. [4]

Types of family can be identified

- Nuclear family

- Extended family
- Single parent family
- Child headed family
- Adopted family
- Step/ blended family
- Foster family

19. The family plays an important role in solving conflict in Indigenous Religion.

(a) What is *conflict*? [2]

- is a struggle or contest between parties with opposing needs, beliefs, values, interests or goals.
- the struggle that exists when the actions of either an individual or group of people harm or affect negatively another person or group of people.

(b) List four examples of conflict in the family. [4]

- husband and wife
- parents and children
- in laws and daughters in law
- wife and husband's relatives

(c) Explain three causes of conflict in the family. [6]

- cultural differences
- misunderstanding
- poor communication
- lack of planning
- witch hunting
- deceit
- religious labels

(d) Write four ways of solving conflict at family level in Indigenous Religion. [8]

- Through the use of Aunts
- Through the use of Uncles
- Through dare
- Through the use of elders in the family

20. Describe the traditional rites connected with death in African societies. [8]

- Washing/preserving the body as a sign of respect.
- Positioning graves in specific places.
- A decent burial to avoid haunting.
- Mourning to express sorrow.
- Dancing/singing to consol the bereaved.

- Looking down upon those who take their own lives.
- The fact that unfaithful partners are not allowed to move close to the dead partner.
- Sharing of property.
- Inheritance of widows.

21. Why was death feared in Indigenous African society, Give four reasons? [4]

- It disrupts the rhythm of human life.
- It cannot be escaped.
- It brings poverty to the family involved.
- It brings impurity to the family.
- It at times causes misunderstanding in the community.
- It deprives the community of their loved ones.
- It involves too many rituals.
- It comes unawares/abruptly/unannounced.
- It marks the end of earthly life.
- Nobody is aware of the afterlife.

22. Explain how people in Indigenous African society helped bereaved families. [6]

- They kept them company.
- They consoled them through singing, dancing and willing words.
- They were helped in preparing the grave.
- Society contributed food and other material support, particularly during the funeral.
- They attended the funeral to give the dead a decent send-off.
- They helped by performing certain duties for them
- They helped in preparing the body for burial
- They participated in rituals performed.
- They made a eulogy to praise the deceased.
- Informed friends and relatives about the death.

23. Give two reasons why cleansing rituals were performed in Indigenous African society [2]

- They were performed to forgive wrong doers of their sins.
- To protect individuals against impending punishment.
- To accept back a member who had broken a taboo to continue with the normal activities of the society.
- To appease the ancestral spirits.
- To maintain good relationship/cohesion in the community.
- To prepare the dead for new life.
- To send away evil spirits.
- As a rite of passage, changing from one stage to another.
- To protect one against calamities.
- To approach the spirits so that they do not cause misfortune.

24. Explain the reasons why taboos were important in Indigenous African communities. [6]

- They helped to maintain the member's dignity.
- They guided people on moral behavior.
- They outlined kinship ties.
- They maintained respect to God.
- They created harmony and peace in the society.
- They guided on acceptable eating habits.
- They maintained law and order.

25. Give any four causes of death in Indigenous African society? [4]

- Old age;
- Diseases;
- Accidents;
- Witchcraft;
- Punishment by spirits;
- Curses.

26. Explain the causes of suffering in Indigenous African society. [6]

- Breaking a taboo;

- A curse from elders due to disobedience.
- Failure to respect sacred places.
- Breaking agreements.
- Breaking social rules and regulations.
- Disobeying ancestral spirits.
- Because of witchcraft.

27. Why were disputes over land rare in African Indigenous society?

[6]

- There were clear guidelines on the use of the land.
- Every member was allocated land.
- Elders disciplined those who grabbed land.
- Cursed befell those who acquired it unjustly.
- It was property of the clan.
- There was enough land assigned to everybody.
- Elders allocated the land freely.

28. Name the rites of passage and their role in inculcating moral values in the Indigenous African community.

[8]

- Birth and Naming. During pregnancy, mothers are treated specially in various ways e.g. being exempted from heavy tasks. After birth, the child was warmly welcomed and later named according to the surrounding, seasons and place, etc
- Marriage. It is the third rite of passage. It is looked at as sacred and ordained by God
- Death. It is the final stage one has to undergo. This stage is quite feared by all members of the society.

29. Give any four rules and regulations (taboos) observed by pregnant mothers in Indigenous African society.

[4]

- Eating special food and avoiding some e.g. eggs.
- Avoiding heavy tasks.
- Abstaining from sexual intercourse.
- Avoiding handling iron/metallic tools, which easily attract lightning.

-Not speaking directly to one's husband.

-Returning to one's parents' home to give birth there, then returning after the baby is weaned.

30. Describe measures that were taken to discourage pregnancy before marriage in African Indigenous Religion? [8]

-Education about sex was given to the youth to enable them lead a responsible life.

-Virginity was highly valued, thus premarital sexual behavior abolished.

-The youth were guided and counseled on the consequences of irresponsible sexual behavior.

-Girls who became pregnant before marriage were dishonored and severely punished.

-There were rules and regulations stipulated on sexual relationships.

-The whole community was concerned with morality.

-Boys and girls were taught to respect each other and their own bodies.

-Parents closely watched their daughters' movement.

-Young men who impregnated a girl during marriage were reprimanded or defamed.

-Young people were supervised during special occasions e.g. dancing.

31. Define Morality [2]

-Principles concerning the distinction between right and wrong or good and bad behavior.

32. Which four factors have contributed to immorality among the youth today? [4]

-Drug abuse among the youth;

-Lack of proper sex education;

-Poverty, leading to commercial sex;

-Pornography,

-Permissiveness in the society,

-Urbanization, leading to lack of privacy;

-Mass media influence;

-Availability of contraceptive drugs;

-Unemployment, which makes the youth get lured into sex;

-Frustration, which causes the youth to seek consolation in sex;

-The adults, who should serve as role models, are, themselves, promiscuous, influencing the youth negatively;

- The youth follow the footsteps/influence of peers;
- Parents have abandoned their role of inculcating moral values.

33. Name six ways in which Indigenous African society showed respect to the unborn child. [6]

- The expectant mother is exempted from heavy tasks.
- The expectant mother is given protective charms to wear.
- They observe certain taboos, rules and regulations.
- The expectant mother is treated gently.
- The expectant mother is given herbs to protect her.
- The expectant mother is given special food.
- The expectant mother is checked/examined regularly by traditional midwives.
- The expectant mother is not allowed to get involved in sexual intercourse.

34. Describe how marriage was formalized in Indigenous Religion [8]

- Dowry was given as a token of appreciation.
- Religious rituals were performed, characterized by exchange of gift.
- Ceremonies were held to create harmony.
- The families of the bride and groom visited one another.
- Marriage negotiations were held.
- Singing and dancing marked the celebration of marriage.
- Oathing was observed to reinforce the marriage.
- Virgidity of the bride was to be proved.

35. Describe why polygamy was common in Indigenous African culture [8]

- Polygamy ensured harmony in the community.
- Children were a source of pride, therefore, the more one had, the better.
- To avoid getting children of a single sex.
- Children ensured security in old age.
- To reduce irresponsible sexual behavior.
- To prevent or do away with childlessness.

- The wives boosted the man's wealth through their labour.
- Death, which never promised, led people to marry several women.

36. Why was the birth of a child seen as a joyous event in African Indigenous culture? [6]

- Children are a source of wealth.
- They are a source of security.
- They are a blessing in marriage.
- They increase labour force.
- They cement the couple's relationship.
- They enhance the family's social status.
- They remove the shame on the parents.
- Through children, people acknowledged God's work.

37. Name any four rituals carried out in Indigenous African Society to ensure safety of the newly born baby. [4]

- The birth is made public to the whole family.
- The placenta is disposed off in a secret place.
- The baby is born in a clean place.
- The baby is delivered by an expert.
- The umbilical cord was carefully cut.
- Prayers are offered for the well being of the child.
- The baby was cleansed using medicinal herbs.
- The baby and mother stayed in seclusion for some time.
- The mother is given protective charms and herbs.
- The baby is named.
- Mother and baby are given nutritious food.
- They put on/wear protective charms.

38. State any four roles of midwives as Sacred Practitioners in African Indigenous society. [4]

- They helped pregnant mothers in delivery.
- They gave advice to the mother.

- They took care of the weak mother and child.
- They announced the sex of the child (whether male or female).

39. Explain why divorce was not common in Indigenous African culture? [6]

- Marriage was highly valued.
- Courtship was allowed in some communities.
- Marriage negotiation involved many people.
- In divorce, bride wealth was to be returned.
- A divorced person lacked dignity.
- Early education on marriage life was offered.
- Gender roles were clearly defined.
- In case of barrenness, an alternative was sought.
- Elders handled marriage disputes.
- The wife belonged to the wider community.
- Children and dowry sealed marriage.
- Clear marriage procedures were followed.

40. How was a marriage partner chosen in Indigenous Religion? [8]

- Courtship was done early by parents.
- A mediator identified a girl from a family and informed the man.
- Parents chose marriage partners.
- Young people chose who to marry.
- First wives chose girls for their husbands.
- Girls were waylaid and taken for marriage.
- Inheritance of a brother's wife.
- Bride wealth could be paid in advance.
- A girl could be given as a gift to rulers.
- To replace one who died, a girl was given.
- A girl was given as payment of fines.

41. Give two reasons why seclusion after childbirth is important in African Indigenous Religion. [2]

- It protects the mother and baby from evil eyes.
- It gives the mother time to regain lost energy.
- It accords the mother time to rest.
- It marks the end of pregnancy and beginning of new life.
- It enables the mother to take maximum care of the baby.
- It enables the baby to adjust to new life.
- It enables the mother to feed well to produce enough milk.
- The mother acquires training on proper handling of the child.

42. Suggest any four moral values acquired during marriage in African Indigenous Religion? [4]

- Faithfulness;
- Honesty,
- Humility,
- Respect;
- Love;
- Cooperation;
- Hard work;
- Hospitality/kindness;
- integrity;
- Tolerance/endurance.

43. Explain the practices in African Indigenous Religion that show belief in life after death. [6]

- Burying the dead with some property.
- Naming the children after the dead.
- Invoking the names of the dead during important occasions.
- Taking care of the grave yard.
- Fulfilling the will of the dead.

- Pouring of libations to the dead;
- Offering sacrifices to the dead.
- Holding commemoration ceremonies;
- Burying the dead in a particular position.
- Giving the dead a decent burial.

44. Describe the importance of initiation ceremonies in African Indigenous Religion. [8]

- The initiate receives special education, which marks his/her moral conduct later on.
- The initiate gained a new status in life, characterized by transition from childhood to adulthood.
- One acquired new rights and privileges e.g. he/she qualified to marry or own property.
- Initiation is one of the factors that contribute to mutual and harmonious living; it unites the kins and kith.
- It helps to form age sets and age groups, which are concerned with and for each other.
- During initiation, one is linked to God through prayer.
- Among the Ndebele and Zulu, it was a sign of courage and bravery.
- The pain felt prepares the candidate to face challenges in life.
- in circumcision, the blood- shed unites the candidate to ancestral spirits.
- Through initiation, the society's cultural heritage is preserved.

45. How were initiates prepared for life in Indigenous Religion? [6]

- The pain they faced was to encourage them to tolerate/endure challenges.
- They were exposed to hardship to prepare them for the coming adult life.
- They were taught the history of their respective communities to help them trace their ancestry.
- They lived in seclusion.
- They were grouped into age sets to share responsibility.
- They were told moral stories to sharpen their moral awareness.
- To acquire skills and develop independence.

46. Name four moral values taught to the youth during initiation in Indigenous Religion. [4]

- Kindness;
- Honesty;

- Integrity;
- Perseverance;
- Cooperation;
- Hard work;
- Love;
- Chastity/self control;
- Obedience;
- Respect;
- Responsibility.

47. Explain the rituals that mark the birth of a child in Indigenous Religion. [6]

- Blessing of the newborn;
- Singing and dancing;
- Giving gifts to the mother;
- Feasting and celebration;
- Seclusion of mother and child;
- Protective charms given;
- Burial of the placenta at a secret place;
- Praises for father of the child;

48. Differentiate between a duty and a role [4]

-A duty is a moral or legal obligation, a responsibility while a role is how someone is involved in an activity and how much influence you have on such an activity.

49. Explain the duties of children to the elderly in African Indigenous Religion? [6]

- Assist them with daily chores;
- Respect them;
- Listen to their pieces of advice;
- Obey them;
- Keep them company,
- Protect them in old age;

-Entertain them.

50. Why was the naming ceremony important in African Indigenous Religious? [6]

-To show that the child was accepted in the community.

-Thanking God for the new child.

-It gives a child an identity.

-It blesses a child.

-To appease the ancestors.

-It enabled us to remember important events and people.

-Brings unity among people.

-Is a sign of continuity of the society.

-To show the link between the living and the dead.

51. Describe the rituals that took place during the naming ceremony of a baby in Indigenous Religion [8]

-Bathing of the baby as a sign of the beginning of a new life.

-Shaving of mother's and baby's hair to symbolize new life.

-Finding out the appropriate name for the baby, which identifies the child in the community.

-Praying in quest for blessing.

-Carrying or holding the baby by members of the community to show the concern of the entire community.

-Offering gifts to the baby and mother as a sign of good will and acceptance of the child in the community.

-Putting on Charms for protection

-Slaughtering animals for thanksgiving.

-Feasting as a sign of welcoming the baby.

52. State four ways names were acquired in Indigenous Religion [4]

-Looking at weather conditions.

-The difficulty the mother underwent during pregnancy

-Departed relatives.

- Relating to their religion e.g. Munashe
- Condition of the child e.g. twins.
- Place of birth e.g. on the way.
- Children could be named after a hero.
- The time of birth e.g. night.
- The prevailing natural or peculiar event.

53. Explain the role of healers/medicine men in African Indigenous Religion. [6]

- They healed the sick.
- They protected people from evil spirits.
- They advised people on how to guard themselves against death.
- They sensed when one had performed witchcraft and prescribed a cure for it.
- They helped to maintain people's fertility.
- They carried out cleansing rituals to people to draw them out of impurities.
- They offered protective charms.

54. Describe the occasions when the services of a medicine man were required in Indigenous Religion.

[8]

- During illness.
- When going for a war/raid.
- During a natural phenomenon such as famine.
- When forces of evil e.g. magic haunted someone.
- In case of impotence/barrenness/childlessness.
- When one is in need of a protective charm
- During ceremonies e.g. marriage or initiation.

55. Explain the factors that have affected the role of medicine men in modern Zimbabwe. [6]

- Destruction of indigenous forests, which provide herbs.
- Christianity, which is against the use of herbs.
- Educated people look at herbs as backward.
- Modern medicine, which has outweighed the traditional.

- Most herbalists are treated with suspicion.
- The government is not giving adequate support.
- Urbanization, which has eroded most African culture.
- Most medicine men who are skilled have died.

56. State any four roles of diviners in Indigenous Society [4]

- They serve as counselors and advisors.
- They were fortune tellers.
- They can distinguish spirits that cause trouble.
- They interpret messages from the spirit world.
- They reveal the cause of mysteries.
- They preside over various cases in the community.
- They tell the causes and possible cure of sickness.
- They comfort the sick in the community.

57. Explain ways in which traditional medicine is still used in our society today. [6]

- Herbal clinics have been licensed.
- Herbs are still used.
- Medicine men are still consulted.
- Barren women seek medicine men for help.
- Research centres on traditional medicine have been established.
- Herbalists have been recognized.

58. Define the word Courtship [2]

- A period during which a couple (boy and girl) develop a romantic relationship before getting married.

59. Give four reasons why courtship was important in Indigenous African marriage. [4]

- It helped in identification of a suitable marriage partner.
- A strong relationship was/is nurtured/established between the two families.
- The boy and the girl get a chance to learn one another and even the families they come from
- It allowed time for the two to know whether or not they are related.

- It was easier to know whether the two came from a marriageable clan.
- It gave enough time for marriage arrangement.
- The two parties had time to negotiate on dowry payment.
- It gave time to establish the status of the boy e.g. virginity and barrenness.
- The gifts exchanged cemented ties between the two families.
- It prepared the partners for a marriage relationship through the life education given
- The two were instructed on their responsibilities.

60. Explain the roles of a priest in African Indigenous Religion

[6]

- Offered prayers during religious ceremonies.
- Performed rituals.
- Offered sacrifices on behalf of the community.
- Warned people of impending danger.
- Served as mediators between God and the people.
- Were part of decision making during calamities.
- Reconciled warring parties.

61. Explain the roles of parents in African Indigenous Society

[4]

- To set good examples to their children.
- Enhancement of family unity.
- Settlement of disputes that arise in the family.
- Decision makers on all matters.
- Passing on inheritance to their off springs.

62. Explain the role of a grandfather in African Indigenous Religion.

[4]

- Guided and counseled family members.
- Was a role model.
- Was a source of valuable knowledge?
- Was a link between the living and the dead.
- Was consulted on matters affecting the family.
- Was a custodian of the morals.

- Controlled family resources.
- Prescribed punishment for evil doers.
- Officiated in some family rituals.
- Was a family decision maker.
- Provided entertainment through story telling.

63. State four occasions when seers were consulted in African Indigenous Societies. [4]

- When misfortunes e.g. death often struck.
- Outbreak of calamities e.g. drought.
- During marriage ceremonies.
- During cleansing rituals.
- When going for a raiding expedition.
- Before initiation rites.
- During early pregnancy if any problems.
- In case of a serious disagreement.

64. Explain the role of elders in traditional African society. [6]

- They presided over ceremonies.
- They judged cases.
- They prescribed punishment to errant members.
- They offered prayers for the community.
- They led in communal sharing of property.
- They mediated between God/ancestors and the people.
- They guided and counseled the community.
- They formulated/came up with laws that governed the community.
- They led people into reconciling sessions.

65. What are rites of passage? [2]

- These are ceremonies that mark important transitional periods in a person's life, e.g. birth, puberty, marriage, death.

66. Explain the role of rites of passage in inculcating moral values in African Indigenous Religion

[6]

-Moral values are the principles that are accepted to govern human conduct/behaviour. Some of these moral values include:

-Obedience. Children are called upon to obey the adult, including their parents. Failure to do this would cause them to face punishment. This is enforced during initiation.

- Respect. During initiation, the candidates are trained to respect their parents and other people. This will give them good reputation.

-Honesty. In marriage, the couple are taught to be honest with themselves and everything they undertake.

-Self control. During initiation, the youth are taught the importance of self control in all situations in life.

-Mutual concern: The rites of passage are essential for they unite all members to come and assist where necessary. They share ideas and all that they have.

-Responsibility. Young initiates are taught how to be responsible in their homes. They are expected to look after their homes, family property and parents.

-Courage. This is tested mainly during initiation. The youth are taught to be brave in order for them to be able to face challenges in life.

-Hard work. This was advocated while laziness was totally forbidden. During marriage, the value is emphasized between the couple.

-Hospitality. The rites of passage call for hospitality, whereby the members are to act generously towards others. They share food, drinks, etc.

-Loyalty. Children are called upon to be loyal to their parents and other people. Initiates, once grouped in age sets, should remain loyal to one another.

- Appreciation. Members are asked to show gratitude to God whenever they undergo a certain rite of passage.

67. Explain any four moral values in African Indigenous Religion.

[8]

-Hospitality i.e. being generous and kind. One is able to share possession with others.

-Honesty i.e. ability to tell the truth and deal fairly with others.

-Loyalty i.e. being committed to the community's expectations without breaking any at all.

-Respect i.e. being able to recognize other people's rights, status and circumstances.

- Cooperation i.e. mutual aid and working together for a common purpose. Cooperation promotes harmony.
- Obedience i.e. living in accordance with the spiritual laws and regulations of the society.
- Integrity i.e. being relied/depended on. People should have a lot of confidence in you.
- Humility i.e. the act of not being boastful of one's achievements. A humble person is cautious in his/her actions.
- Sharing ie. giving oneself and one's time to the community, characterized by use of one's abilities and resources to serve the community.
- Hard work ie. rebuking laziness. One has to get involved in activities that are for the betterment of the community.
- Responsibility . This is a Caring attitude that one feels he/she should possess.
- Chastity i.e. having good sexual morals. One should only have sex in marriage without indulging in premarital or extramarital sexual behaviour.
- Love ie. Appreciation of others and their weaknesses.
- Unity . This is a bond ie. The ability of coming together/fitting in the society. Courtesy ie. being polite and possessing good manners.

68. What was the purpose of bride wealth in African Indigenous Society? [4]

- It was a sign of respect and appreciation of the girl's parents.
- It cements the relationship between the two families.
- It gives the wife security in her new home.
- It guarantees the right to inheritance for the children.
- It gives a man the right to his children.
- It was a symbol of unity to the society.
- It established sexual rights to the husband.

69. Give four reasons as to why ancestors were venerated in African traditional culture. [4]

- The ancestors were believed to offer solutions to certain difficulties.
- The ancestors mediated between people and God.
- Through the ancestors, people worshipped God.
- The people prayed to God through the ancestors.

- They protected them from certain misfortunes.
- Through the ancestors, God received people's sacrifices and offerings.
- They involved ancestors in their daily activities.
- They helped in moral upkeep.
- Through ancestors, the spirits are appeased.

70. Name four sacred places where prayers were offered in traditional African culture. [4]

- In shrines;
- Under sacred trees.
- In caves
- On mountains.
- At grave yards.
- At river banks.
- On rocks.
- At water falls.
- In homes of religious leaders.

71. Explain the African concept of community [6]

- A community can imply a family, clan or even the school
- It is a group of people linked by common values
- This group of people share same values interest and goals
- Every community has a different view about God
- Every member is committed to his or her community
- They are called upon to come to the aid of other members of the community
- Members also participate in the life of the community
- Every community has a similar organization socially.

72. Describe the Characteristics of communities in Indigenous Religion [8]

- Common ancestor
- Unique language

- Occupies a particular geographical area
- Has a clear social and political organizations
- It has a distinct way of life e.g. customs, taboo, rules etc
- It includes living, the dead and the unborn
- Climatic conditions dictate the economic activities.

73. Explain the rites connected with death in African societies.

[6]

- Washing/preserving the body as a sign of respect.
- Positioning graves in specific places.
- A decent burial to avoid haunting.
- Mourning to express sorrow.
- Dancing/singing to consol the bereaved.
- Looking down upon those who take their own lives.
- The fact that unfaithful partners are not allowed moving close to the dead partner.
- Sharing of property.
- Inheritance of widows.

74. Explain the reasons why taboos were important in African Indigenous Religion.

[6]

- They helped to maintain the member's dignity.
- They guided people on moral behavior.
- They outlined kinship ties.
- They maintained respect to God.
- They created harmony and peace in the society.
- They guided on acceptable eating habits.
- They maintained law and order.
- They preserved the environment

PART B: JUDAISM

1. Define Judaism [2]

-It is an ancient, monotheistic and Abrahamic religion of the Jewish People.

-it is the totality of religious beliefs and practices of Jewish people as given by God and recorded in the Torah.

2. Give any four Jewish Patriarchs [4]

Jewish Patriarchs can be given e. g

- Abraham
- Jacob
- Isaac
- Benjamin
- Moses
- Ishmael

3. Explain Jewish ideas and beliefs about God [6]

Ideas about God may be identified, eg

- Monotheism. (God is one and unique)
- Creator.
- God who acts in history.
- God who is just.
- God who cares for his people.
- Special relationship with chosen people.
- Communicates with people.
- Covenant God.
- Omnipotence.
- Omniscience.
- Omnibenevolence.
- Supreme goodness.

4. Describe challenges to these beliefs and ideas in the modern world [8]

Challenges:

- God who is just and acts in history – challenged by persecution and the Holocaust.
- God who acts in history – challenged by many events in world history, past and present.
- Omnipotence – challenged if God doesn't intervene and reveal his power; also by environmental issues.
- Communicates with people – for many, and with painful experiences, God seems silent.
- Creator – challenged by environmental issues and climate change.
- Just – challenged in world of injustice.
- Cares for his people, Covenant God, just – all challenged by Holocaust.

- Covenant God and Just – challenged by evil and suffering in the world.
- Monotheism – some may suggest that this is challenged by a multifaith society.

Focus here is on the **challenges**, to the idea about God not on challenges to Judaism.

5. Judaism as a Religion has a very complex history in its development

(a) Suggest any two places that are central to the development of Judaism [2]

Places central to the Development of Judaism e.g

- Israel (the promised land of Palestine)
- Mt. Sinai (place where the law was given)
- The Red Sea (Reminds Jews of their crossing from Egyptian Slavery)
- Jericho e.t.c

6. What four factors promoted the growth and development of Judaism? [4]

Several factors promoted the growth and Development of Judaism e.g.

- Persecution (Jews carried their religion wherever they went and it strengthened them)
- Judaism is not distinguished from the tribe of Jews, as the tribe grows, so does the religion
- Judaism has been able to adjust to the changing of times, keeping up with modern demands.
- God does not change through time, and Jewish beliefs about God are timeless.

7. Explain briefly the history of Judaism [6]

The history Judaism can be explained from:

- Creation story
- Abraham and his call
- The promise of God to Abraham to make him the father of many nations.
- Jacob and his call to be Israel
- The Egyptian slavery and the Exodus
- The Ten commandments and the Decalogue
- The Covenant and the Promised Land

8. The Jewish God has several attributes and names with different meanings.

(a) Suggest any four names of God in Judaism [4]

- YHWH

- El (God)
- Elohim
- Eloah
- Shaddai (Almighty)
- Tzevoat (of hosts)

9. Describe any four attributes of God in Judaism

[8]

- Omnipresent: God is present everywhere
- Omnipotent: God is all-powerful and able to do all things that are consistent with his nature
- Omnibenevolent: God wants only the best for his creation
- Omniscient: God is all-knowing, of past, present and future
- Creator: All existence in the universe comes from God
- Transcendent: God is not part of the material world and cannot be fully grasped by human beings
- Immanent: God can be experienced in daily life
- Personal: Individuals have a relationship with God
- Impersonal: God is more distant and is a sphere of force.
- Eternal: God has and will always exist and is not limited by time or space.

10. Jews have so many beliefs

(a) What is a belief?

[2]

- An acceptance that something exists and is true
- Trust, faith, or confidence in someone or something

11. Give any four key Jewish beliefs

[4]

Key Jewish beliefs can be given

- God exists, is perfect and he created everything
- God is one
- God does not have a physical body
- God is eternal
- Only God should be worshiped

- God communicates with people through prophets
- Moses is the most important of the Prophets
- The Torah is God's law and cannot be changed.
- God will reward good and punish evil
- The belief that the Messiah will come
- The dead will be resurrected

12. Explain the key components of Jewish Scriptures

[6]

- The Torah is the first part of the Jewish Scripture/Bible
- it is the central and most important part of the Bible
- Torah refers to the first five books of the Hebrew Bible
- These are Genesis, Exodus, Leviticus, Numbers and Deuteronomy
- The Tanach is the word commonly used to describe the whole Jewish Bible
- The first letter refers to the Torah, then Nevim meaning Prophetic writings or prophets, and Ketuvim meaning the writings.
- The Nevim are the books of the Prophets
- it includes prophetic stories and teachings.
- Prophets are people sent by God to guide the people, giving them warnings about behavior
- they carry the message of God.
- Ketuvim are the range of literature, from books of poetry, historical books as well as philosophical debates such as Job
- These are the three important components of the Jewish Scripture.

13. Differentiate between the Torah and the Talmud

[8]

- The Torah is a Hebrew name for the first five books of the Hebrew Bible
- It is the law and Jews believed it was handed down to Moses by God
- The Torah was given on Mt. Sinai
- Torah means guidance and instruction
- the Torah is of divine origin and is considered the word of God

- Meanwhile the Talmud is a kind of protocol religious debate and scholastic learning
- it is a textbook of laws, tales, and commentaries on the Mishna

14. The Talmud developed from two major components

(a) Name these components. [2]

-(Oral Law (Mishnah) and commentaries on it (Gemara))

15. Explain the nature of the Talmud [6]

The nature of the Talmud

- Application of the Law to life.
- Developed from Oral law-Mishnah, and commentaries on this – Gemara.
- Jerusalem and Babylonian Talmuds.
- **There may be some detail on development of Talmud.**
- Divided into 6 Sedarim – Zera'im (seeds), mo'ed (seasons), nashim (women), Nezikim (damages), kodashim (holy things), and Toharot (purities).
- Subject matter practical, though debate may be very 'academic'.
- Distinctive methods of Talmudic debate.
- Distinctive layout of a page of Talmud.

16. Describe the use of the Talmud [8]

The use of the Talmud

- To inform people on practical issues today – especially Gemara.
- To guide on issues of practice and observation.
- Rabbinic scholarship and response.
- As a basis for rabbinic thought today.
- In religious courts (and particularly use in marriage, divorce and custody of children).
- Main subject studied in the yeshivot (Jewish academies).
- Studied in some Jewish schools.

17. The Torah is an essential component of Jewish life

(a) What is the 'Torah'? [2]

Torah is the Jewish Law – expressed in the first five books of the Hebrew Bible.

18. Suggest four reasons why the Torah alone is important for Jews [4]

-If Torah is the word of God and divine revelation, it does not need interpretation by other scriptures.

- The Torah speaks for itself.
- Discussions of the rabbis can never be as significant and meaningful as the Torah itself.
- The Talmudic debates are themselves now dated.
- Some may argue the word 'alone' and suggest that the Torah needs the Talmud and other Rabbinic writings , but the Torah can be understood without them.

However,

- Jewish scriptures are complex, and Law written centuries ago, so the interpretative tool in form of the Talmud is required.
- In a religion in which adherence to the Law is so important, it is essential to have guidance of this such as the Talmud
- Following the debates of the rabbis helps people today to understand the scriptures.
- Its content is so wide-ranging that it answers the majority of questions.

19. Explain the use of the Torah by the Jews [6]

Use of the Torah by the Jews:

- It is the Supreme Law
- All other laws are derived from the Torah and must be in line with the Torah
- Is used in worship and as a guideline for resolving disputes and trials
- In Religious courts
- For studies by scholars

20. Bar/ Bat Mitzvah are part of Jewish coming of Age ceremonies.

(a) What is Bar/Bat Mitzvah? [2]

It is a Jewish coming of Age rite which signifies growth and responsibility in faith.

21. Outline four practices of Bar Mitzvah [4]

- Preparation, including learning Hebrew and preparation for reading the scrolls.
- Called up to read the appropriate passage of Torah and Haftarah.
- Boys spend weeks learning the parts of the Torah they will read.
- Approaching his bar mitzvah, a boy has a pair of tephilim and practices how to use them.
- Father reciting a blessing giving thanks for no longer having the responsibility for boy's sins.
- Rabbi's sermon will contain words of exhortation to the boy.
- The boy declares his obligations as a Jewish man.
- Role of the community.

- Celebratory meal and gifts.

22. Illustrate how these practices reflect Jewish teachings and ideas. [6]

- Jews have always taught the importance of identity – and this is an important statement of identity.
- Emphasis on the role of men – the father and the boy have special roles becoming part of the minyan.
- Emphasis on the family and upbringing within Judaism – the boy is taking on adult roles at an early age.
- The importance of the community, and sense of corporate identity – part of belonging to the Covenant. The boy’s ‘coming of age’ is a public event.
- Jewish sense of history means that continuity is very important.
- The importance of Torah – learning Hebrew and his preparation to read Torah in the synagogue.
- Also taking on the responsibility of living by Torah – reflecting importance of Torah for all Jews. He is becoming literally ‘son of the commandment’.

23. Describe how Bar Mitzvah is a Religious Event

- Clearly has religious context and content – synagogue and reading of Torah.
- Part of religious upbringing.
- Boy becomes part of minyan – essential for synagogue worship.
- Treated with great religious solemnity by many.

However

- Not Biblical in origin – probably medieval.
- For many today, a social event.
- As demonstrated by scale of event and celebrations.
- Test of whether it is religious is how far the responsibilities are followed up in years to come.

24. (a) Name any two places of worship in Judaism [2]

Places of worship in Judaism are:

- The Temple
- The Synagogue

25. List any Sacred Practitioners in Judaism [4]

Sacred Practitioners in Judaism include:

- The High Priest
- Kohein: The Priest and descendant of Aaron, the original High Priest.
- The Rabbi : Teacher and decider of matters of the law.
- Chazan : The Cantor who leads congregation in prayer.
- The Levite: Descendant of the Biblical Levites.
- Gabbai: a volunteer who assists with Torah readings
- Tzaddik: a righteous person with spiritual power.

- The Priest

26. Describe the Sacred Attire worn by any two of the Religious Practitioners in Judaism. [6]

Jewish attire for Priests:

- Wore tunics
- White linen alb/ Priestly vestment
- A belt round his waist
- A cloak covering the head and down to the toes
- High Priests wore different with different colors representing different symbolical meanings.
- Gold always represented Kingship and purity (as pure as gold)
- Blue and purple represent the human and divine nature of man respectively. (Notice purple colors for Catholic Priests represent the same and are usually worn during special seasons)

27. Judaism has a good number of Sacred Days.

(a) Define a Sacred Day [2]

A sacred day is a holy day, set aside for worship or religious purposes.

28. Suggest any four sacred days in Judaism [4]

Sacred Days/ Jewish Festivals include:

- Shabbat
- Yom Kipur
- Rosh Hashanah
- Pesach

29. Explain the practices of Yom Kipur [6]

Practices of Yom Kipur

Home

- Preparation during the 10 days of penitence, use of mikveh (ritual bath) and food sent to the poor.
- Fasting for 25 hours will take place.
- Families ask for forgiveness from one another.
- They may light candles to remember dead relatives.
- Blessings are said.
- Money is collected for charity and there are festive meals before the fast with prayers.
- Prohibitions on washing, perfumes, sex, leather shoes.

Synagogue

- Recitation of confessional prayers on afternoon before festival.
- Jews will almost certainly be there on the day.

- Seeking forgiveness from each other.
- Five services will be held in the synagogue.
- Use of the kittel and white clothing.
- The ark is covered in white and there is an account read of the ritual of the temple in Jerusalem.
- The service will usually end with the first line of the Shema and the shout of Elijah.
- Shofar is blown at the end.

30. Describe what these practices express about Jewish beliefs [8]

Importance of these practices on Jewish faith

- Stress on repentance and forgiveness – belief that God will forgive.
- God can only forgive after people have forgiven each other- hence seeking forgiveness from each other.
- Forgiveness and purity in the symbolism of clothing and covering in white.
- For some the kittel is a symbol of the shroud of death, and therefore of final judgement.
- Belief in collective responsibility – prayers are all in first person plural.
- In the services themselves including KolNidre and N'eilah, (closing of the gates) the emphasis will be upon atonement and forgiveness but with the clear idea that forgiveness is a gift from God, not a right.
- Belief in purity – mikveh.
- Importance of commitment – following rites of Yom Kippur seen as measure of commitment.

31. The Temple is a Sacred Place for Jews

(a) Name any two activities that were done in the Temple [2]

Activities done in the Temple

- Offering of Sacrifices
- Atonement of sins
- Prayers
- Blessings
- Singing
- Teaching (in the Temple courts)

32. Examine orthodox Jewish beliefs about the Temple [6]

- *Students may give some relevant background such as:* The Temple in Jerusalem refers to a series of structures located on the Temple Mount in the old city of Jerusalem.
- Historically, two temples were built at this location, It was the centre of ancient Judaism according to Hebrew scripture.
- As the sole place of Jewish sacrifice, the Temple replaced the local sanctuaries.

- According to Orthodox Jewish belief, the Temple acts as the figurative ‘footstool’ of God's presence in the physical world.
- God’s ‘dwelling place’.
- Despite the destructions of the Temple, it is still believed to be a place of prayer, as shown by praying at Western Wall.
- It is written that the Temple of Jerusalem will be rebuilt by a King from the lineage of David.
- The desire for the restoration of the Temple has been the prayer of the Orthodox Jew since the destruction of the Second Temple in AD 70.
- Jewish eschatology hopes for the building of a Third Temple in Jerusalem associated with the coming of the Messiah.
- ‘Next year in Jerusalem’ (Pesach).
- Each generation in which the Temple is not rebuilt is considered as if they destroyed the Temple.

33. Describe the relevance of the Temple to modern day Jews [8]

Relevance

- Traditions regarding the temple are vital for the survival of Orthodox Judaism.
- Belief in the coming of Messiah is still central, and beliefs about the Temple are integral to this.
- Many work actively for the cause of restoration.
- Importance demonstrated by the numbers who still go to pray at Western Wall.

However

- Many are focused on coping with the demands of life in the 21st century, as well as the demands of following Jewish law.
 - For many the Temple belongs to another time, and is geographically far away, so beliefs about it seem irrelevant.
 - Beliefs are mainly eschatological, and people are focused on the here and now
 - Many may see rebuilding as unlikely, especially as Dome of the Rock mosque is on the site.
 - Reform and Liberal Judaism have less emphasis upon Temple.
 - Many have no desire to return to animal sacrifices.
 - No longer active priesthood.

34. Define Education [2]

Education is the process of receiving and giving instruction.

(b) Outline any four characteristics of Informal Education [4]

- It is incidental and spontaneous, there is no conscious effort involved in it.
- It is learnt outside the classroom following an informal curriculum
- It is neither pre-planned nor deliberate
- The learner learns many habits, manners and patterns at home, in the community, from peers, in the society as well as via media
- It is not imparted by any specialized agency such as the school or college
- There is no prescribed timetable or curriculum
- It consists of experiences and actual living in the family and community
- It may take a negative direction if not well checked

35. Explain the characteristics of Formal Education [6]

- It is planned and with a particular end in view e.g. certification
- It is limited to a specific period e.g. 4 years
- It is well defined and has a systematized curriculum
- Usually it is given by qualified teachers
- It includes activities outside and inside the classroom
- It is given in schools, colleges or formal institutions which are established for that purpose
- It observes strict discipline
- The learner and the teacher are aware of the need for discipline when engaging themselves in formal education
- The process of teaching will involve supervision, instruction, set plan, definite aims, and principles.
- Usually there is a certificate awarded at the end of the instruction following assessment.
- It is a conscious act

36. Describe how Judaism has contributed to Formal Education [8]

- Judaism provide a valuable resource and formal education is also funded from Jewish religious bodies concerned. They are therefore helping to support the state system.
- They help to meet religious and cultural needs which would be more difficult for others to provide.
- They support the idea of parental choice.
- In a multi-cultural, multi-faith society it is appropriate for the state to support these needs in education, just as they support diversity of provision in other aspects of life.
- Jewish schools have been constructed and equipped to provide formal education in the formal curricular in many countries.

37. Outline the role of faith schools in Zimbabwe [6]

- Some were set up to provide for the poor.
- Usually owned by different churches and government aided
- Traditionally defined by being voluntary aided or voluntary controlled.
- Varying degrees of state funding according to their status.
- Also independent faith schools. They are usually independent and fall under the responsible authority of different Religious Leaders from the founding denominations
- Provide education for children within locality (particularly the case with rural primary schools, where they may be the only schools in immediate vicinity).
- Also, especially for secondary schools, providing education in a context amenable to the faith concerned.
- Facilities for the practice of the faith are available e.g. chapel, Priest or chaplain
- Admissions policies allowing priority to those of the faith.
- Usually become the best in performance and results
- Attract majority of high class earning learners from rich parents.

38. Describe the reasons that have led to the expansion of faith schools in Zimbabwe [8]

- Government of Zimbabwe allowing for expansion.
- Parental desire for children to be educated in context amenable to their faith in face of what is often perceived as secular educational system.
- Perceived by many to achieve better results and behaviour.
- In some cases providing access to funding.
- Meeting needs of parents and children, especially in the case of non-Christian faith schools.
- Some are funded by the mother Churches and have better access to good infrastructure and room for expansion.

39. Define Ethics [2]

- Ethics are moral principles that govern a person's behavior or the conducting of an activity or event.

40. Suggest any four sources of Jewish Ethics [4]

Sources of ethics in Judaism can be given:

- The Torah
- The Talmud
- The Hebrew Bible in general
- Rabbinic interpretations and writings

41. Explain the importance of Religious Teachings on Human Relationships [6]

- All religions promote respect and care and so, therefore, will always remain relevant as they are the aims of all relationships.

- Due to the rise in divorce, single parent families, unhappiness and general dysfunction, society has lost the values that can be found in religion and therefore are more relevant today than ever.
- Some religious teachings are taken as given in relationships today so in that sense they are relevant as the origin of such practices. For example, Christian teachings on adultery.
- All religions teach on the respect for human life and the sanctity of life and thus, they are relevant today.
- All religions teach against crime and other vices that violate and disturb harmony and therefore, offer relevant teachings on human relations.
- All religions teach values that are meant to promote good relations and preach against vices that destroy good human relationships.

42. Describe what Judaism teaches about human relationships [8]

- All humans are created equal by God, therefore harm of another is forbidden and respect is demanded as a result of equality.
- 10 commandments forbid the disrespect of parents, the murder of or stealing from another, the envy or adultery of another, the bearing of false witnesses all emphasizing the respect of others.
- Jewish law forbids abuse of power whether economically, sexually and even by humiliating another in thought or deed.

43. Explain the causes of Pollution [6]

Causes of Pollution are:

- Gasses and harmful chemicals released from factories and cars
- fertilizers and chemicals released into the watercourse
- Rubbish and other wastes also create water pollution
- land can be polluted by rubbish and wastes buried in the ground
- visual pollution can be caused by transport and industry links, there can create an eye sore
- noise pollution is caused by noise from airplanes, traffic and many other noise producing things.

45. Explain what a Jew might do to care for the natural Environment [6]

- wastes recycling/ reuse materials
- reduce the amount of litter going to landfill
- Not waste food or anything that God created
- Choose to use recycled products

-Support local environmental groups such as EMA

-Protest about environmental issues

46. Describe how Jewish stewardship of the environment is an important duty [8]

-At creation, God entrusted human beings to look after the planet

-Jews teach that human beings should work in partnership with God to care for the planet

-Jews are commanded not to destroy fruit trees in war

-Jews are commanded to leave a migrash surrounding towns

-the planet is only on loan to the Jews, it belongs to God

-Human beings must repair the world (Tikkun Olam)

-Jews must observe the sabbatical year

47. Explain the purpose of Jewish marriage [6]

-To fulfill the plan of God in one's life

-To show life- long commitment to one another

-To provide companionship and friendship to one another

-To provide a stable setting for raising children

-Jews are commanded to 'be fruitful' and multiply and fill the earth

-To grow spiritually in relationship with each other and God

48. Explain Jewish teaching about Life after death [6]

-There is uncertainty about what happens after death in Judaism

-Jews teach that this world is a corridor of the world to come (Hoalam/Habah)

-There are a variety of different ideas about what happens after death

-The Torah states that the dead will join their ancestors.

-The Tenack describes the Sheol where the soul awaits judgment in darkness

-Jews believe in the immortality of the soul

-Some Jews believe in the idea of resurrection

-Others believe that God will judge the people accordingly and reward good and punish evil

-A good person will go to paradise whereas a bad person will go to Gehenna (hell)

-Other Jews believe that resurrection will only happen when the Messiah comes.

49. Give two of the key moral principles of Judaism [2]

- Justice
- Healing the world
- Charity
- Saving life
- Kindness to others

50. Give two four reasons why Jews celebrate Brit Millah [4]

- A symbolic act showing the belonging to the faith
- the ceremony has been practiced for centuries, it's a tradition
- it is a sign of the covenant God made with Abraham
- It is a sign of respect towards the Jewish fathers
- it is part of an everlasting covenant.

51. List four religious practitioners who wear distinct attire in Judaism. [4]

- prophets
- priests
- high priest
- scribes
- Rabbi
- men
- women

52. Give the meaning of any three colors of the Jewish attire. [6]

- Gold – purity of the heart
- Red – the animal aspect of men
- Blue- conveys the heavenly spiritually
- Purple – man is both physical and spiritual
- White – pure and untarnished

53. Describe the symbolism of the attire of a priest. [8]

- Tunic boxed stitches – readiness to reach his final goal
- Belt – preparation
- Turban – forgiven for hidden thoughts
- Blue cloak – totally immersed in spirituality
- Bells – atonement of sins made by speech
- Breast plate – unite with all the various tribes of Israel
- Stones – importance of tribes of Israel to God
- Gold plate – atonement for misguided thoughts

- 54. Define enterprise.** [2]
 - Is the activity of creating a business and managing them.
 - a business or organisation
- 55. List four forms of enterprise in Judaism.** [4]
 - sole trader
 - partnership
 - private limited company
 - public limited company
 - public corporation
- 56. Describe three forbidden ways of enterprise in Judaism.** [6]
 - selling pork
 - keeping of pigs
 - gambling
 - profiteering
- 57. Define Bar Mitzvah** [2]
 -Son of the commandment
- 58. Explain why Bar Mitzvah and Bat Mitzvah are important** [6]
 -It is the day when, religiously, the child becomes an adult
 -The child consciously steps into the responsibility of being one of God's chosen people
 -The child confirms their wish to keep the religion going.
 -It is a central rite of passage in Judaism
 -Bar/Bat Mitzvah reinforces a person's faith and enables them to understand it more
 -It promotes togetherness within the community
 -It binds the person to their community.
- 59. What is Rosh Hashanah?** [2]
 -it is a Jewish New Year
- 60. Name any other four Jewish Festivals/Sacred Days** [4]
 -Passover
 -Feast of the Booths
 -Shabbat/Sabbath
 -Yom Kipur

61. Explain the Jewish Festival of Rosh Hashanah

[6]

- Happens on the first day of the month of Tishri (in September/October)
- Is the beginning of a ten day period of prayer and reflection
- Focus is on the individual and their way of life on earth
- Jews receive the promise of mercy from God and the ten days are a way of making sure that this happens.
- There is the custom of sounding the Shofar (horn) as a call of repentance.

PART D: Islam

1. Define Islam [2]

-Islam means submission to God/Allah

2. List any four areas that are central to the growth and development of Islam [4]

Areas central to the growth and development of Islam may be given:

-Meccah in Saudi Arabia

-Medina

-Jerusalem

-North Africa

3. Explain how Sufi Muslims value their relationship with God above all other things [6]

- Sufis are not content with following the Five Pillars; they want to feel as close to Allah as possible.
- Simple lives in order to devote themselves to Allah.
- The path or tariqh is the method of achieving union with Allah.
- Ecstatic and mystical elements emphasise importance of the relationship between God and Sufis.
- Happy to use writings of other religions as a way to spiritual experience of God

However

- Some regard Sufism as true version of original Islam, so whole path of true Islam is important.
- Sufis look back on the first four Caliphs in particular as saintly men who led simple lives and their example matters to them.
- The 'Order' or 'Brotherhood' of Sufis matters most.
- Sufis put absolute trust in a religious teacher, putting aside their own ideas and preferences.
- Importance of simple life, right state of mind and moral conduct.

4. List any four Sacred Practitioners in Islam [4]

-Sheik

-Imam

-Mufti

-Ayatola

5. Explain in any two Religions, how prayer is led by a Religious leader [6]

Christianity:

The vicar or priest leads the worshippers to sing hymns to praise God / they may read the Bible to teach people how to follow the religion / they pray to ask God for help, especially for other people / they consecrate and give out bread and wine to the congregation, etc.

Islam:

An imam recites the call to prayer then leads the people by standing in front of everyone / he prays by standing, then kneeling and prostrating (performing a rak'ah) / he recites the Qur'an to the people and then explains it so they learn more about the religion, etc.

Judaism:

The rabbi leads the main Shabbat service on a Saturday / he has a cantor to help lead the chanting / there are readings from the scrolls and prayers / he gives a sermon etc.

7. List any four symbols in Islam [4]

- The Crescent half moon and Star
- the word Allah in Arabic
- The Beads
- Fish
- Bread

8. Explain how Symbols are used in any two religions of your choice [6]

Islam:

Prayer mat has a mihrab (arch) representing the qibla (direction of Makkah) / pictures of three holy mosques at Makkah, Madinah and Jerusalem / symbol of a lamp to remind Muslims of the Verse of the Light in the Qur'an / tasbee beads remind them of the 99 names of Allah, etc.

Christianity:

Crucifix – shows figure of Jesus on a cross / symbol of Christ's death. Cross – no figure on it / reminder of resurrection. Bread and wine – the body and blood of Jesus / receiving salvation from God / sharing Communion with other Christians, etc.

Judaism:

Tallit (prayer shawl) has four tassels at the corners tied into knots which represent the mitzvah (commandments) which Jews must obey. Tefillin (leather boxes) are worn on the forehead and the left arm nearest the heart – God's Law is in their minds and hearts, etc.

10. Define Chronic Conditions [2]

- Chronic condition means a condition that is persistent and comes with time and generally lasts for more than three months.

10. Suggest any four examples of Chronic Conditions

[4]

- Arthritis
- Cancer
- Hypertension
- Chronic Respiratory diseases like Asthma
- Cardiovascular diseases like Heart diseases
- Epilepsy
- Diabetes
- Obesity
- Alzheimer's disease
- Cerebral Palsy (all types)
- Thyroid disease
- HIV/AIDS

11. Examine what any two religions teach about human relationships and abuse of power
[6]

Islam:

- All humans are created equal by God.
- The importance of the Ummah and supporting Muslim brothers and sisters.
- To kill one member of the human race is to kill the whole human race to Allah.
- The abuse of power is considered shirk as to harm Allah's creation is to place yourself on a par with Allah.

Christianity:

- All humans are created equal by God.
- Influence of the Decalogue.
- Jesus' command to 'love your neighbour as yourself'.
- Parable of the Good Samaritan demonstrates the importance of compassion to others.
- Power in Christianity comes with responsibility of care such as Adam's role of stewardship with animals and the environment and Jesus' teachings on marriage.
- Relationships are created for care and protection.

Judaism:

- All humans are created equal by God, therefore harm of another is forbidden and respect is demanded as a result of equality.
- 10 commandments forbid the disrespect of parents, the murder of or stealing from another, the envy or adultery of another, the bearing of false witnesses all emphasising the respect of others.
- Jewish law forbids abuse of power whether economically, sexually and even by humiliating another in thought or deed.

12. Are religious teachings about human relationships still relevant today in your society? [8]

In support of Religious Teachings:

- All religions promote respect and care and so, therefore, will always remain relevant as they are the aims of all relationships.
- Due to the rise in divorce, single parent families, unhappiness and general dysfunction, society has lost the values that can be found in religion and therefore are more relevant today than ever.
- Some religious teachings are taken as given in relationships today so in that sense they are relevant as the origin of such practices. For example, Christian teachings on adultery.

Other Views:

- Cultural practices often overrule religious practices and therefore religion becomes irrelevant.
- Changes in social attitudes drive relevance of religious claims – homosexuality and divorce as examples.
- Sometimes the law has to override religious views due to human rights – arranged marriage, for example.
- Libertarian views that individual freedom is paramount.
- The overarching principles of religious belief remain relevant, however the detail is no longer relevant.
- Feminist views that traditional religious teachings are patriarchal and inhibit female flourishing.

13. Explain the meaning of the phrase ‘natural environment’ [2]

-Natural Environment refers to all living and non-living things that occur naturally on a particular region.

-It can also be defined as the natural surroundings in which an organization operates, e.g. Air, Water, Land and natural resources, Flora, Fauna, humans and their inter-relations.

14. Identify any four components of the natural environment [4]

- Lithosphere (Land)
- Hydrosphere (water)
- Atmosphere (Air)
- Vegetation (Flora and Fauna)
- Wildlife

15. In any two religions, suggest any uses of the components of natural environment [6]

Christianity

- Baptism
- Holy water
- Blessing
- Healing
- Exorcism

16. List any four key beliefs in Islam [4]

- Tawhid.
- Monotheism
- Aakhirah
- Risalah:
- Belief in the Angels/Malaikah:
- Belief in God's Revealed Books

17. Explain the following key beliefs in Islam: Tawhid, Akhira and Risalah [6]

Tawhid

- Oneness / unity of Alla e.g. nothing to rival him, nothing like him.

Risalah

prophet hood / channel of communication. e.g. way in which God and humanity communicate.

Akhirah

-Life after death. e.g. eternal, death not the end of existence.

18. Describe the events which led to a center being a pilgrimage in any two religions of your own choice. [6]

ISLAM

In Makkah, the event of Ibrahim and Ishmael building the Ka'aba and the black stone falling to earth / at Mina the event of Ibrahim resisting Satan's temptation / between Safa and Marwa the events of Hagar searching for water for Ishmael and finding the spring of Zamzam / on the Mount of Mercy, Muhammad's final sermon / at Madinah the event of building the first mosque and the death of Muhammad / at Jerusalem the ascent of Muhammad into Paradise etc. These places can be viewed as one because they are part of the same pilgrimage.

CHRISTIANITY

In Bethlehem, the events of Jesus' birth. In Jerusalem, the events of Jesus being condemned to death and resurrection. In Rome, the persecution of the early Christians, especially the death of St. Peter. In Lourdes, St. Bernadette's vision and finding the spring of water followed by miracles of healing, etc.

JUDAISM

At the Western Wall, the events of the building, then destruction of the successive Temples / at YadVashem the deaths of millions of Jews during the Holocaust etc.

19. Are pilgrimages still important in prayer today? Justify your answer. [8]

Religions that believe in God, teach that God is everywhere so you can worship God anywhere / this means people can worship God at home without going to a special place / your home can be a spiritual place where you are close to God / Buddhists can also meditate at home / they can find enlightenment without going to the Bodhi tree / God can forgive your sins if you ask him at home / you do not have to bathe or stand in a special place, etc.

Even though you can worship God at home, the presence of God can feel more real at pilgrimage places / these places are also associated with important events in the history of a religion / miracles are claimed to happen at some of these places / for all these reasons pilgrims feel the need to go on pilgrimage / some have personal reasons too / the act of going on pilgrimage with others is a valuable spiritual experience / helps to deepen faith through greater understanding, etc.

20. Give any two Prophets of Islam [2]

Prophets of Islam can be given:

-Ibrahim

-Isa

-Muhammad

-Dawudi

-Adaoe.t.c.

21. Explain beliefs about God in any two religions of your choice

[8]

ISLAM

A Muslim belief is that there is one God, Allah, as stated in the Shahadah / they believe Allah has 99 names but it is impossible to understand him completely / Allah created the universe and will judge all people on the final day / Allah is compassionate and merciful (forgiving) / also Allah has no partner (wife or son) / Allah is all-powerful, all-knowing / Allah is eternal and has no equal / he answers their prayers etc.

CHRISTIANITY

A Christian belief about God is that God is one but also three (Trinity) as stated in the creeds / God is Father, Son and Holy Spirit / God created and sustains the universe / God became a human being (incarnation) / God speaks to people (revelation), e.g. through the Bible / he judges human beings / God is all-powerful, all-knowing, all-loving, eternal / he answers their prayers, etc.

JUDAISM

A Jewish belief about God is that God is one as stated in the Shema (“Hear O Israel”) / God’s name is so holy it cannot be written in full / God created and sustains the universe / God is all-powerful, all-knowing and eternal / God revealed the Torah to Moses / they say God will judge all people but is also forgiving / he answers their prayers / God cannot be fully understood, etc.

22. List any four rituals of Islam

[4]

- a. Adhan
- b. Tasmiyah (Naming ritual)
- c. The Aquqah
- d. Khitan (circumcision)
- e. Bismillah/ commitment
- f. The Mandraash/ Religious Education
- g. Marriage in Islam

23. Explain why rituals and ceremonies celebrating the birth of a child are important.

[6]

The birth of a baby is a normal everyday event / not as dangerous as it used to be / nothing to do with God / can be celebrated without a religious ceremony / parents may not be religious / society

is different now and people are accepted whether they have been through a religious ceremony or not, etc.

For parents who follow a religion they may be very important / they celebrate new life / the first step in bringing up their child in a religion / a time to thank God for the safe arrival / a chance to bring the whole family together / in some religions the ceremony is important for the child because of its meaning, e.g. baptism and circumcision, etc.

24. Define the term ‘Rite of Passage’ [2]

-Religious ceremonies at a key moment in a person’s life.

examples such as a religious celebration of a person’s birth / an important event in a religious family when a couple are married or someone dies / a religious ceremony when a person comes of age / becomes an adult / when someone is named / a funeral.

25. Explain briefly why believers celebrate religious festivals [6]

Celebrating a festival together unites the followers of a religion / reminds them of the history of the religion / rewards them for being faithful / it is fun / it is traditional / a break from routine / brings the family together / most festivals have a special meaning / credit examples of these / educates children in the faith / they thank God for an event, e.g. the birth of Jesus / thank God for food, e.g. at harvest, etc.

26. Describe the importance of Eid-Ur-Fitr in Islam [8]

27. Explain the importance of Religious practitioners to their local communities in any two religions. [6]

Islam

Imams lead prayers in the mosque for the local community / give a sermon on Fridays / care for people who attend the mosque / can lead rites of passage / can explain the Qur’an and Hadith, etc.

Christianity

Priests, vicars and ministers lead worship for their local community / organise rites of passage / provide teaching / care for people in their community / offer advice / answer questions / visit schools, hospitals and prisons, etc.

Judaism

Rabbis lead and care for people in their local community / preach a sermon at Shabbat service / provide advice on keeping the Torah / prepare young people for Bar (Bat) Mitzvah. Bet Din is a rabbinical court which judges divorce and other cases, etc.

28. Explain Islamic rules concerning divorce [6]

There are rules for both revocable divorce and for irrevocable divorce

Men

- Must be sane and not coerced into divorce.
- Men can divorce their wives simply by saying ' I divorce you' three times – but regulations on when these pronouncements can be made.
- Some different interpretations have arisen, eg for some, when a man first tells his wife that he is divorcing her, there should be a three month waiting period (iddah).
- The couple and their families will do all they can to help the couple reconcile.
- When man pronounces talaq, payment has to be made.
- No divorce in case of temporary marriage.
- Rules for Mubarat divorce (mutual breakdown).

Women

- Have to apply to the Shari'a court.
- The purpose is for the Shari'a to give rulings on any aspect of law.
- Required to prove her husband's behaviour.
- Repayment of dowry.
- Regulations for period of iddah – including code of conduct for the woman.
- Not allowed to enter any other marriage contract before end of iddah period.
- The woman may have to explain why she wants a divorce. It could be the husband's adultery, violence, desertion or breaking of the marriage contract.
- Role of council.
- Talaq to be pronounced when woman is in state of purity.

29. Are women favored in Islamic divorce? Explain your answer

[8]

In support

- Opportunity for a woman to leave an abusive relationship.
- The woman has the full support of her family network.
- The law protects women if they are pregnant.
- When written into the nikah, women have full rights under the law.
- The husband must always provide for the children of the marriage.
- Automatic custody of children.

Other views

- Often women have to go to court to ask for a divorce but men do not.
- Onus is often placed on the woman to keep the family together and not get divorced.
- Life can be made difficult for the woman if she asks for a divorce.
- Some women are denied a divorce even if they request one in an all-male court.

30. Explain why a Mosque should always reflect the magnificence of Allah/God [6]

Agree

Magnificence shows how much Muslims love Allah / it reflects the beauty of Allah / it glorifies Allah / reflects the power and intelligence of Allah / fitting tribute / an appropriate place to be worshipping / makes the building stand out in the community / it shows non-Muslims how much Allah means to the Muslim community / these places have all the symbols to represent Allah in patterns and calligraphy etc.

Other views

Not necessarily as anywhere can be a mosque as long as it is clean / wherever the hour of prayer overtakes Muslims, that is their mosque / it is the intention to pray that is important not the building / magnificence may cause distraction / money should be spent on people not places especially the poor / Allah does not need magnificence / He knows what people believe in their hearts already / there are many mosques that are very simple in design yet are just as important to that community of worshippers etc.

31. Explain Islam teaching about divorce [6]

Divorce is allowed (halal) / ‘The most detestable act that God has permitted is divorce’ (Hadith) / should be a last resort / not taken lightly / there is legal provision but highly discouraged / ‘either keep your wife honestly, or put her away from you with kindness. Do not force a woman to stay with you who wishes to leave’ Surah 22 / ‘If a wife fears cruelty or desertion there is no blame on them if they arrange an amicable settlement’ Surah 4 / ‘Paradise shakes at the thought of divorce’ Hadith / splits the family which is the basis for all society to work successfully.

32. Describe reasons why Muslims should agree with remarriage after divorce [8]

Women should not be left unprotected / children should have a father figure / children should have a mother figure / marriage is part of the sunnah / to fulfil the duty to reproduce if a Muslim has had a previous childless marriage / the couple might realize their decision to divorce was a mistake.

33. Describe the nature of Allah [8]

The nature of Allah/God

Muslims believe there is only one God. They call him Allah. All prayer and worship is directed to Allah. Allah is the Supreme Being with supernatural powers. Allah is the sole creator and designer of the world

and everything in it. He is also the sustainer of the universe. Allah has characteristics and attributes that shed more light on his person and role.

- Transcendent: He is above and beyond anything that exists in the world.
- Immanent: He is close to every human being and acts within the world daily.
- Omnipotent: He is all-powerful. This shows that Allah is in control of everything that happens and there is nothing more than Allah.
- Beneficent: He is all-loving and cares for his creation on a personal level.
- Merciful: He forgives the things that people do wrong. He is compassionate when people are sorry.
- Just: He judges people in fairness and just manner.

33. What is a Pillar? [2]

-Something that is an important part of a group/ place or activity

34. List the five pillars of Islam [4]

The Shahaddah(means bearing witness) or The Declaration of Faith The individual Muslim is to believe and pronounce that “There is no god worthy of worship except Allah (God) and Muhammad is His prophet and messenger.”By saying the shahaddah, one commits oneself to obey God and the prophet. Islam is a religion of uncompromised monotheism. Muhammad’s revelations stressed the oneness of God. God is one and no one partakes his divinity. God begets not, neither is he begotten. Allah is the creator of the world and is not divided. This statement is heard by a Muslim throughout his/her life. It is uttered or whispered into the ears of a Muslim child at birth. The same words are said by a Muslim at his/her deathbed. If one declares these words publicly in the presence of three Muslim witnesses one becomes a convert.

Prayer (Salat) Prayer (*Salat*) is the obligatory worship which is observed five times a day. These are Morning Prayer (*Fajr*) between break of dawn until just before sunrise, Noon Prayer (*Dhohr/Zuhr*) between just after midday until mid-afternoon, Afternoon Prayer (*Asr*) late afternoon until just before sunset, Sunset Prayer (*Maghrib*) sunset until darkness, and Night Prayer (*Isha*) throughout night hours. Before the Prayer is held, ablution or ritual washing is required. The prayer has to be performed in a clean place; i.e., no dirt or toilet. Before praying one is required to remove his/her shoes and also to wash one’s body. Where water is not available one may use ashes or sand. Standing on a clean surface (e.g. a mat, carpet, blanket, or towel) a Muslim faces Mecca (northeast direction) and prostrates himself/herself before God in prayer as prescribed by religious law. These prayers are preferably said within a congregation if it is possible. The Friday Prayer, which will be explained later, is a mandatory congregational prayer, conducted by an Imam who is chosen on the basis of his knowledge, practice and piety.

Charity (Zakat)

In Islam, prayer is closely linked to almsgiving. Muslims believe that all things belong to God and that wealth is therefore held by human beings in trust. Charity (*Zakat*) is a religious tax that entails payment of two and half percent of one’s annual savings or capital. It is to be used

primarily for aiding the poor, widows, prisoners, debtors, travellers and the needy. The Koran teaches them to be generous. This pillar demonstrates the principle of social responsibility.

Fasting (Saum) Fasting (Saum) the month of Ramadan, is obligatory for every Muslim man and woman. Fasting reminds Muslims of their obligations towards Allah. In Islam, fasting means abstaining completely from food, drink, smoking and sexual relations every day of Ramadan before the break of dawn until sunset. Ramadan, the holy month of fasting, is the ninth lunar month of the Islamic calendar. Fasting infuses the individual with a genuine virtue of deprivation, vigilance and sound conscience, discipline, patience, self-control, and sympathy to the needy and poor. Adequate, suitable food and drink should be provided at the commencement and the conclusion of the fast each day to prevent ill health. A Muslim may be exempt from fasting if he/she is ill. Women are exempted when they are pregnant or when menstruating. All missed days, however, have to be made up on other days. It is highly recommended that Muslims increase the recitation of the Holy Qur'an.

Pilgrimage (Hajj)

Pilgrimage (Hajj) to the holy city of Mecca (the city of Mecca is central to Islamic worship and when a Muslim prays he or she should always face the holy city), in which the Ka'aba, (the black stone) is found. The sacred Ka'aba, towards which all Muslims turn their faces in prayer, was built by the Patriarch Prophet Ibrahim as the First House of God. This stone is said to have fallen from heaven and according to tradition it was white in colour. It only turned black because of human's sin. At least once during his/her lifetime, a Muslim is expected to visit Mecca if health and wealth permits. A Muslim can send someone to visit Mecca on his/her behalf. The performance of Hajj is obligatory, at least once in a lifetime. Unmarried women should be accompanied by a male relative.

Mount Arafat, which Muslims regard as the hill, of mercy, reminds Muslims of Allah forgiving humanity. According to Islamic tradition, Adam and Eve reunited at this hill after their expulsion from paradise. It is believed that Prophet Muhammad delivered his last sermon at Mount Arafat before he died. At Mt Arafat, Muslims will stand before Allah from noon to sunset without moving and they will be praying for forgiveness. At sunset the pilgrims return to Mecca collecting stones on the way with which to stone the devil. These pebbles are thrown ritually against three stone pillars in the neighbouring village of Mina. At the end of the Hajj, Muslims throughout the world join with the pilgrims in Mina for the feast of slaughter where either sheep or camels are sacrificed. This feast marks the end of the Hajj. One who has undertaken the pilgrimage has the title al-hajj prefixed to his/her name.

35. Explain briefly the importance of the call to prayer (Adhan) [6]

It contains the words of the Shahadah / brings Muslims to Allah five times a day / the words are a constant reminder of the importance of Allah / gives success as a reason for prayer / prevents prayer times being forgotten / these were the words spoken by Bilal to first summon the faithful to prayer in Madinah / the words praise Allah.

36. For Muslims, the Rakat (actions) are more important than the words. Is this true? [8]

It is the physical positions which show dedication to Allah / the final position shows total submission (because of the bowing down) to Allah / this action is not done to worship anything or anyone else in life / standing and bowing side by side shows the equality in the ummah / the words are set and are not personal but the physical positions are etc.

Without the words the actions are pointless / the words are said from the heart / prayers said in congregation are more important as the benefits gained are more – the same is not said about action / neither is more important because salah requires both etc.

37. Describe how Muslim women contribute to the Islamic community [6]

In some societies, involvement in politics and national / local decision-making / working within the caring services (teacher, nurse, pharmacist) / preparation of female deceased before funerals / role models for other women etc.

Family role is to be a wife and mother / to teach the family right and wrong (a sense of morality) / to care for and look after her husband / as a homemaker / to have children / bring children up in the religion / she has a right to be respected by her husband / not to disgrace her husband / to welcome visitors / to work if it benefits the family / to be treated fairly.

38. Do you agree that everyone is equal in Islamic community? [8]

Agree

Equality is a key teaching of Islam / equality allows Muslims to treat others with respect / Allah created difference so all differences are equal / everyone is equal but roles are different e.g. men and women / equality is not about treating people the same so if difference is seen, that does not mean Muslims are not equal / all Muslims are judged equally by Allah regardless of wealth or status / paradise is open to all Muslims etc.

Other views

In practice all Muslims are not equal – some rich some poor, women do not have equal rights in some countries (voting or driving), Islamic law treats men and women differently in the cases of divorce and adultery / homosexuals do not have the same rights in law / in the mosque women are separated from men, which could be interpreted as inequality / modesty rights are not equal / no female imams / everyone should be treated equally but not always the case etc.

39. List any four values promoted in Islam [4]

-Life

-Religion

-Intellect or Knowledge

-Family life and offspring

-Wealth

40. Explain why respect for one another is important in Islam

[6]

Shows equality / respecting Allah's creation so this shows respect for Allah / respect allows fair treatment / reinforces the belief in ummah and is a natural consequence of it / respect means you follow Muslim laws / respect means you are considerate and compassionate to others / respect allows the Muslim community and family to function / showing respect makes others think that Muslims are good / respect in the mosque or through prayer gives Muslims benefits from Allah etc.

41. Explain the importance of Muhammad's work in Madinah

[6]

Muhammad welcomed and honoured as a respected leader / this enabled him to work the next ten years to unite the tribes under the rule of Allah, seeing a community devoted to Allah / provided a written constitution with rights and duties / so that the community could live in peace / the first mosque was built / prayer times introduced / money collected for the poor / and fasting / this was in fact the establishment of the first Muslim community / Jewish people given freedom to worship / this was a model that Muhammad used in Makkah and he was able to do this because of the success in Madinah.

42. Describe the events of the Hijra

[8]

Journey from Makkah to Madinah / plot to kill Muhammad in Makkah / tradition suggests each tribal leader was to stab him so that no individual could be blamed / Ali heard about the plot and stayed as a decoy, sleeping in Muhammad's bed / Muhammad left with his followers / hid in a cave on Mt Thawr / his followers went on ahead again as a decoy / bird's nest and spider's web untouched over the cave / safe arrival in Madinah where he and his followers were welcomed.

43. Explain the Challenges of translating the Quran into other languages.

[6]

-Lack of competency in either of the languages.

-Lack of competency in translation skills.

-Inadequate vocabulary equal to the Arabic word in the other languages e.g. Swalah.

-Limitations in giving the full meaning of the word or phrase. -

-Limited knowledge of other branches of Islam e.g. Seerah. hadith, fiqh. etc.. necessary for the translation of Quran.

-Inability to capture the exact meaning of the Arabic text in the other languages.

-Inability to maintain the rhythm. flow and affection of Arabic text in the other languages.

-Subjectivity and personal prejudices of the translators(s).

-Existence of certain words e.g. Kalala, (Q 4: 176), which do not have an equivalent in other languages.

-Existence of certain words e.g. ALIF LAAM MIIM which cannot be translated.

44. Describe the reasons Why the Quran is considered a perfect revelation. [8]

- It is a comprehensive legislation governing all aspects of human life.
- Its language and style are unique and cannot be imitated.
- It lacks contradictions in its teachings.
- It lacks human manipulation/omissions or additions.
- The copies of the Quran in existence are all uniform.
- Allah promised to preserve it from all alterations or loss.
- It has balanced teachings which answer to all human needs and problems.
- it addresses the past, Present and future with all its prophecies coming true.
- It is a divine miracle that confirms the truth in the mission of all the revealed scriptures.
- It was revealed in its precise meaning and wording and transmitted by numerous persons both verbally and in writing.

45. Describe the Characteristics of the Angels of Allah [8]

- They are free from sins.
- They are created from light.
- They are gender neutral.
- They neither drink nor eat.
- They have no material bodies.
- They cannot deviate from God's commands.
- They have no physical desire, e.g. sleep.
- They don't have a will of their own.

46. Explain the Rights of a Muslim wife [6]

- To receive Mahr (dowry) from the husband.
- To receive maintenance (nafaqah) in form of food, clothing, shelter and medical care.
- Equal and fair treatment from the husband especially, if he is married to more than one wife (Q 2:228).
- Right to conjugal intimacy.
- Has a greater right to the custody of children (especially minors) at the dissolution of marriage and to receive maintenance of this service.

-Right to keep and dispose any property she earns through her effort or that i which she may have inherited from her relatives.

-Right to inherit from her deceased husband.

-Right to be consulted on decisions that affect her. e.g marriage of the daughters.

-Respect for her close relatives. e.g her parents, siblings etc.

-Right to retain her identity i.e retain her surname.

47. Describe the Circumstances under which a business contract is considered invalid in Islam [8]

-A sale is not valid unless there is an offer by the seller and acceptance by the buyer or his agent.

-The transaction is invalid ‘if the offer and acceptance do not correspond i.e if the offered ‘price’ is one thousand and the buyer ‘accepts’ for five hundred.

-A sale is invalid if the offer or acceptance is made conditional upon an event outside the agreement e.g ‘I sell it to you. should the rain fall.’

-Parties to the contract must have reached the age of puberty and are sane. It is not a must that both are Muslims.

-Parties to the contract must not be forced to make the business contract. c

-A business contract should not involve something that is impure in itself (najasa) e.g sale of pigs.

-It is invalid to transact something which is not useful or unlawful e.g poison, musical instruments.

-It is not valid to sell other people’s properties without their permission.

-Any business contract or transaction that involves riba (interest) is invalid (Q.2:275; 2:278).

-It is not valid to make a transaction or contract that includes an invalid stipulation e.g I buy your house provided you divorce your wife.

48. Explain ways in which Muslims ensure that the Quran remains in its original form [8]

-The Quran is recited in prayers in its original form

-It is applied in Sharia, hence its teachings are adhered to

-It has been memorized in its original form

-Translation is done with the Arabic version beside it

-When quoting the Quran, it must be done in its original form, paraphrasing is not allowed

- It has been recorded in electronic media
- Rules and regulations regarding the handling, reading and recitation of the Quran have been put in place e.g. it must be recited with proper articulation and pronunciation
- Quran is taught in schools; madrassa and Duksi
- Quran recitation competitions are held all over the world
- The whole Quranic text is recited during the month of Ramadhan by Muslims all over the world
- It is a practice by all Muslims that at the beginning of every Islamic function, the Quran is recited.
- Almost each and every Muslim keeps a hard copy of the Quran in its original form
- Hard copies of the Quran are usually distributed freely.

49. Explain the Divisions of the Holy Quran [6]

- Juzu (parts). The Quran is divided into 30 parts or juzu. This is convenient for Muslims who want to recite the whole Quran within one month especially during the month of Ramadhan e.g. the first juzu consists of surah Al- Fatiha and part of surah Baqarah, the first juzu starts with surah Al- Fatiha
- Surah (chapter). The Quran is divided into 114 chapters, the first chapter is surah Al- Fatiha and the last chapter is surah An- Nas, the longest chapter is surah Al- Baqarah with 286 verses.
- Ayat (verse). Each surah or chapter in the Quran contains several ayat or verses e.g. surah Al- Fatiha has seven verses.
- Manzil (phases), the Quran is divided into 7 phases for convenience of recitation e.g. if a Muslim wishes to recite the entire Quran within one week, may do so by reciting one manzil a day.
- Ruku (paragraph/sections) these are like paragraphs or sections containing 7 to 12 ayats e.g. surah Al- Fatiha has 7 ayats grouped in one Ruku.

50. Suggest any three Muslims festivals and why each is celebrated [6]

- Idd-ul-fitr is celebrated to mark the end of the holy month of Ramadhan
- Idd-ul-adh-ha is celebrated to mark the end of Hajj and to remember the sacrifice of Nabi Ibrahim (A.S)
- Milad-un-Nabi is celebrated to mark the birthday of the Prophet (P.b.u.h)
- The first day of Muharram is celebrated to mark the beginning of a new year.

51. Explain the Social benefits of Hajj to Muslims [6]

- Meeting Muslims from all over the world helps one to develop a sense of brotherhood

- People from different continents meet, exchange ideas, share experiences and get to know each other
- Develops in the pilgrims a sense of responsibility towards others hence can assist each other.
- Barriers of race, class are forgotten as all people come together to perform the rituals of Hajj
- Wearing of Ihram by all pilgrims is a sign of equality among Muslims
- Performance of Hajj facilitates the realization of unity among Muslims
- During Hajj, a person foregoes the normal comforts of life, this makes one appreciate the hardships of life/the plight of those who suffer hardships
- While on Hajj a person exercises self-control over passion, gossip, dishonesty

52. Explain the Relevance of the belief in tawheed/ Tawhid to Muslims [6]

- A Muslim who believes in tawheed surrenders his life to Allah, this makes him fulfill Allah's commands and maintain law and order in the society.
- Belief in tawheed produces in a believer a high degree of self respect and confidence because he depends on non other than Allah for the fulfillment of his needs.
- Makes a believer humble and modest, he is not arrogant because he knows that everything is controlled by Allah.
- Makes a believer to be dutiful and upright because he knows that Allah will hold him responsible for his deeds on the Day of Judgement.
- Makes a believer contented for he knows that Allah will take care of all his needs.
- Makes a believer brave and courageous because he knows that it is only Allah who safeguards and protects.
- A believer perseveres and becomes patient as he knows that whatever problem he has Allah will be able to solve it.
- Belief in tawheed makes a believer submit completely to the will of Allah
- Liberates a believer from idol worship.
- Belief in tawheed is a basis on which believers unite regardless of race, colour, nationality or social status.
- Inculcates values, virtues based on piety and righteousness
- Ensures tranquility and peace of mind in a believer.

53. Explain the Meaning of any three attributes of Allah [6]

- Ar-Rahim — the most merciful

- Al- Ghaffar — the forgiver
- Arrazaq — the sustainer
- Al- Hayyu — the living/alive
- Al- Qayyum — the existing
- As- swamad — the self sufficient

PART C: CHRISTIANITY

1. What is Christianity? [2]

-A religion based on the teachings of Jesus Christ

2. Suggest any four figures who were instrumental in the development of Christianity as a Religion [4]

-Peter the Apostle

-Paul the Apostle

-James

-Mathew

-Mark

-John e.t.c

3. Explain factors that led to the Development of Christianity [6]

-Persecutions: Christians ran away from the persecutors and went to other territories when they got there they started to evangelise and thus the church grew as some people were converted to the new faith.

-Paxromana [Roman Peace: peace creates a conducive environment for the growth of any religious movement. The Romans established a peaceful environment which allowed free movement of people from one region to the other and as long as one was a Roman citizen, one was assured of protection. The peace brought about a boom in trade. Trade brought together many people this way new religion was propagated.

-Roman civilisation: the Romans established a road network that reached all the corners of the empire and Christians took advantage of these roads to travel and preach. Paul was a traveller and so was Peter and all the other disciples. The Roman civilisation ensured that people had a language of communication.

-Colonisation: this brought about the religion to other continents especially Africa. Zimbabwe is a Christian country because it was colonised by a Christian nation. At the Berlin Conference, it was agreed that the coloniser must Christianise the colony.

4. Suggest any four important events in Jesus' life [4]

Important events in Jesus' life

-His remaining in the Temple, listening and asking questions from the Doctors of the Law/Important because Jesus was receiving the relevant Jewish instruction and familiarizing with future debates.

-Baptism/ prepared him for his mission/ gave him the Holy Spirit/ made him stronger to face his mission.

-Temptation/ made him stronger/ helped him to reflect on his mission/ he conquered he devil.

-Arrest, Crucifixion, death and Resurrection.

-Ascension.

5. Explain how Christians understand the person of Jesus [6]

Answers need to focus on 'person' – understandings of who Jesus was.

This is a broad question which may be approached from various angles, including:

Gospels

- Human – with human emotions and physical exhaustion (storm on the lake; suffering on the Cross).
- Divinity – stressed in birth narratives, and resurrection.
- Logos – Johannine prologue.
- 'Son of God' – baptism narrative.
- Preacher of the Kingdom of God – implications of this at the time.
- Questions about how far titles used in the Gospels reflect idea of Jesus as Messiah.

Early Church and Patristics

- Ongoing debates as later generations of Christians attempted to understand Jesus.
- Divine and human? If so, how and in what way?
- Rise of heresies such as Arianism.
- The development of the Nicene Creed.
- Chalcedonian definition.

20th century developments and debates

- Challenges to traditional 'supernaturalness' in 'Honest to God'.
- Concept of 'the man for others'.
- Debates in 'Myth of God incarnate'.
- Especially whether incarnation is essential to Christianity.

Other 20th century developments

- Liberation theology – its approach to the Gospel views and understandings of Jesus as liberator.
- Understandings of Jesus in feminist theology.

6. Is it relevant for Christians today to understand the person of Jesus [8]

Against

- The debate is for scholars and academics.
- There are many different views about Jesus in the Gospels and among Christians.
- Some of the views found in the Gospels and in theology have little meaning for people today.
- Christian belief is about faith.
- And following the teachings and example of Jesus.

In support

- Such questions will always be of relevance, as people seek to understand their faith.
- People cannot justify their belief and practice without dealing with some of the questions of who Jesus was.
- Christianity has always sought to deal with these questions, as is demonstrated by the creeds.
- Language of hymns, prayers and sermons dependent on such questions.

7. Define 'Enterprise'

[2]

- Is the activity of creating a business and managing them.
- a business or organisation

8. Suggest any four enterprises that Christians can do to earn a living

[4]

- Farming
- Poultry
- Making rosary beads and selling them
- Music
- Basketry
- Sawing
- Kiosk

9. What is a belief?

[2]

- A state of mind in which someone accepts something to be the case regardless of empirical evidence to prove that something is the case with factual certainty.
- Trust, faith and or confidence in something

10. Outline any four Christian beliefs

[4]

- Belief in one God

- Belief in Jesus Christ
- Belief in the Holy Spirit
- Belief in the baptism for the remission of sins
- Belief in the second coming of Jesus
- Belief in life after death
- Belief in resurrection of the body
- Belief in eternal life
- Belief in angels

11. Explain the Christian belief in the Holy Trinity

[6]

- Christian beliefs about God are expressed in the doctrine of the Trinity.
- This doctrine is unique to Christianity.
- The Trinity is a way of describing the three ways of being God
 - God the Father, God the Son and God the Holy Spirit.
- It describes the relationship between these three ‘persons’ which are all part of the one God.
- Statements about the Trinity are found in the Nicene Creed (the Christian statement of faith):

12. Describe why it is important for Christians to believe in Life after death
[8]

- The belief in life after death is based on the resurrection of Jesus.
- Jesus’ death and resurrection are part of God’s divine plan for human beings
- Jesus in the Bible, tells Christians that they will be brought back to life (John 11:25)
- The Apostles, especially Paul, taught about life after death and how Christians will be resurrected.
- Without life after death, Christian faith will be baseless and not with meaning.

13. What is Baptism?

[2]

- it is the Christian rite of sprinkling water on to a person’s forehead or of immersing them in water, symbolizing purification and admittance to the Christian Church.

14. List down any four reasons why Jesus was baptized

[4]

- To identify with sinners
- To set an example for Christians to follow

- To approve of John the Baptist's work
- As a preparation to begin his ministry
- To receive the grace that he needed for his ministry.

15. Explain the importance of the ceremony of Confirmation as a Rite in Christianity. [6]

- Takes place at a later stage in Christianity
- Is seen as a personal commitment to the faith that the baby was baptized into
- Confirmation is believed to strengthen the believer's faith
- It makes strong the commitment and faith to the Church of a believer
- For Anglicans and Methodists, Confirmation enables the candidate to become a full member of the church and to receive Holy Communion

16. Describe a Christian Baptism celebration [8]

- Some Christian denominations use total immersion of the believer
- Those who want to be baptized present themselves to the minister
- there are readings from the Bible
- They are reminded of how they became believers, in some cases, they describe how they became believers themselves.
- The Candidates ask for baptism
- The Minister and the congregants welcome the candidates, and they enter the baptismal pool where the candidate is fully submerged in the water for several seconds
- The Minister says 'I baptize you in the name of the Father, and of the Son and of the Holy Spirit'
- The newly baptized person changes cloths and in some cases, puts on white, and is given a candle that is lit
- he or she is asked to say her baptismal commitment of vows and the statement of faith is said, in many cases, the Apostles Creed

17. What is 'Advent'? [2]

- The word Advent means 'coming'
- it is a time of preparation for the celebration of the birth of Jesus

18. Suggest any other four Christian Sacred Days/Festivals [4]

- Christmas
- Pentecost Day

-Palm Sunday

-Easter

19. Explain why Sunday is an important day of worship for many Christians [6]

-

20. Marriage is a rite of passage in Christianity

(a) What is matrimony? [2]

-The joining together of two people in marriage in a Christian way.

21. Suggest four reasons why marriage is important for Christian [4]

-All Christian see marriage as very important

-It is regarded as a 'Sacrament' by Catholics

-A Church service, like a registry office, is the occasion of a legal contract.

-God is the one who makes the union

-The union is witnessed and supported by the church

-the Christian idea of marriage is expressed

-Marriage helps to control the sex drive and to bring up children in a secure environment

-The occasion is heightened by prayers, hymns and vows.

22. Explain Christian ideas about divorce [6]

-Christians believe that what God has put together, no man should separate.

23. Christianity preserves its heritage in a number of ways.

(a) Define heritage. [2]

-

24. List any four heritage sites in Christianity. [4]

- Church

- Holy ground

- Jerusalem

- Holy mountains

- Holy shrines

- Graves of saints

25. Explain three ways heritage helps to strengthen faith. [6]

- remembering where Christianity starts

- remembering history of a church

- going for prayer

- Manifestations
- preaching the gospel

26. Describe any four ways of preserving heritage in Christianity. [8]

- Fencing
- Guarding
- Putting laws
- Declaring it as holy

27. Like any other religion, Christians have a right to freedom of worship.

(a) Define the term human rights. [2]

- are basic conditions that each person is entitled to by law or social rule.

(b) State any four other human rights. [4]

- civil rights
- political rights
- social rights
- economic rights
- cultural rights
- right to privacy
- right to life
- right to human dignity

28. Describe three ways in which the right to freedom of worship is associated with responsibility. [6]

- reduce corruption
- engendering peace
- promoting stability
- promote democracy
- create employment opportunities

29. Explain four benefits associated with the right to freedom of worship. [8]

- fostering respect
- reduce corruption
- bring peace
- encourage unity
- promote stability
- promote democracy
- employment opportunities