



A Practical Approach to **Family and Religious Studies** **'O' Level Revision**

- With summary notes covering syllabus objectives
- Model ZIMSEC questions and answers



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Anchors of the schools curricula

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INTRODUCTION

Family and Religious Studies is the study of religion, religious teachings, practitioners, rites and rituals and their impact on an individual and family as well as local, national and global community. Family and Religious Studies O-Level Revision Guide covers all the topics and concepts that are found in the ZIMSEC Syllabus and are structured according to the New Curriculum expectations.

It summarises the two main topics that are in the Syllabus whilst equipping students with relevant information in their preparation for the O-Level Family and Religious Studies examinations. You must work your way through this study guide to improve your understanding, identify your areas of weakness and correct your own mistakes.

To ensure a high-quality pass, you should also substantiate your knowledge other textbooks and your class notes. We are confident that this Family and Religious Studies revision book can help you prepare well so that you pass the ZIMSEC O-Level exams.

Overview of the exam

A practical approach to Family and Religious Studies O-Level Revision is a summary of all topics covered in the subject from form 1 to 4. This book equips learners to prepare for the O-Level final examination successfully with these 3 well-structured sections:

- Notes.
- Typical ZIMSEC examination questions.
- Answers.

Paper 1 (4047/1) structured question paper carries 12 questions and candidate are expected to answer five questions only. The examination has four sections (Indigenous Religion, Judaism, Islam and Christianity). The candidate is required to answer four questions choosing one question from each of the sections and the last question from any of the four sections.

Paper 2 (4047/2) essays question paper consist of four sections (Indigenous Religion, Judaism Religion, Christianity Religion and Islam Religion) with 12 questions, With each question carrying 25 marks. Candidates are instructed to choose one question only from each section.

How to use this study guide

This study guide covers all aspects of the different topics from Form 1 to 4 Family and Religious Studies. The given points in the notes section are a summary of what it is usually taught from Form 1 to 4. The summarised notes may be composed in any essay or prose using your own words. This guide presents the Family and Religious Studies typical ZIMSEC examination questions in both papers, Paper 1 (4047/1) and Paper 2 (4047/2). This guide provides full answer guide with all points sufficient enough to obtain 100% total marks. All answers are presented in point form not in essay form to avoid temptation to cram and direct plagiarism. A total of ten typical ZIMSEC exam papers are included in the study guide for you to practice.

Structure of papers

The typical examination questions consist of two papers.

Paper 1 (structured questions). Structured questions will prompt you to remember simple facts that you were taught. They often start with command words such as name, list, state, write, define, describe and illustrate. Pay attention to the demands of the question. Writing a few points will not get you all the marks allocated for the question. If you write down more, and one is wrong, you might lose marks.

Paper 2 (essay questions). These are examination questions that require an answer in continuous writing. The purpose of essay exams is to test whether you can synthesize ideas, make an argument or prove a point. Words such as explain, evaluate or analyse are some of the words used in essay questions. A typical essay answer contains an introduction, body and conclusion. Show that you have understood the demands of the question in your introduction and hint at the key points to be discussed in the essay. In the body, you are expected to explain points in detail, each point in its paragraph. In the conclusion, summarise all the points discussed in the body and the points given in your judgement.

Answering technique

Paper 1 (4047/1) Structured consists of 4 sections (Indigenous Religion, Judaism Religion, Christianity Religion and Islam Religion) with 12 questions, each with 20 marks. Candidates are instructed to answer five questions. Choose one question only from each section.

Paper 2 (4047/2) Essays consist of 4 sections (Indigenous Religion, Judaism Religion, Christianity Religion and Islam Religion) with 12 questions, with each question carrying 25 marks. Candidates are instructed to choose one question only from each section.

Time management

Paper 1 (4047/1) Examination time 2 hours 30 minutes. Candidates are advised to spend not more than 30 minutes on each question. The examination has 4 sections, candidates are to choose one question from each section and choose any other question from any question from the 4 sections.

Paper 2 (4047/2) Examination time 2 hours. Candidates are advised to spend not more than 30 minutes on each question.

Malpractice

Examination malpractice has been on the increase amongst candidates in recent years. It includes circulating and using purported exam material before taking the exam, cheating, bringing non exam material into the examination room, impersonation among other practices. These practices are a criminal offence and candidates who are caught will be penalised or disqualified. Candidates should be well-prepared for the examination.

Examination tips

Candidates should follow the instructions given on the examination papers. Pay attention to the keywords and address the demands of the question. The use of clear and readable handwriting is of utmost importance. Manage your time effectively to ensure that you do not spend more time on one question. When answering paper 1 questions, choose 4 questions from the 4 sections first then choose the fifth question from any one of the 4 sections.

Common Errors

Candidates deliberately ignore reading of examination instructions

- In paper 1 some candidates answer questions from one section or answer only four questions instead of five questions.
- Improper numbering or failure to number work properly.
- Candidates fail to comply with the commands of the question.
- Mostly in paper 2 candidates may be able to raise points but failed to explain the points appropriately.
- In paper 2 some candidates fail to follow the stages of writing an essay such as introduction, body development and conclusion.
- Candidates sometimes failed to identify low-order and high-order questions. NB: Some questions need to be balanced.

Top 10 study tips

1. Try these study tips to make learning easier.
2. Have all your materials ready before you begin studying – pencils, pens, highlighters, paper and all the other necessary material.
3. Be positive. Make sure your brain holds on to the information you are learning by reminding yourself how important it is to remember the work and get the marks.
4. Take a walk outside. A change of scenery will stimulate your learning. You will be surprised at how much more you take in being outside in the fresh air.
5. Break up your learning sections into manageable parts. Trying to learn too much at one time will only result in a tired, unfocused and anxious brain.

6. Keep your study sessions short but effective and reward yourself with short, constructive breaks.
7. Teach your concepts to anyone who will listen. It might feel strange at first, but it is worth reading your revision notes aloud.
8. Your brain learns well with colours and pictures. Try to use them whenever you can.
9. Be confident with the learning areas you know well and focus your brain energy on the sections that you find more difficult to take in.
10. Repetition is the key to retaining information you must learn. Keep going, do not give up.

Sleeping at least 8 hours every night, eating properly and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like strenuous exercise, so you must be prepared physically.

Question words to help you answer questions

It is important to look for the question words (words that tell you what to do) to correctly understand what the examiner is asking. Use the table below as a guide when answering questions.

Question word	What is required of you
Account for	Explain the cause of; explain why; give reasons for.
Analyse	Separate; examine and interpret critically; positives and negatives; pros and cons argue put forward reasons in support of or against a statement.
Classify	Place things with similar characteristics in the same group; to arrange according to type or sort.
Comment	Give your opinion, based on facts.
Compare	To list both similarities and differences.
Contrast	Stress the differences between things, events or problems.
Define	Give a concise and clear meaning.
Demonstrate	Show or make clear; illustrate or explain; prove by reasoning and evidence (note that you can give examples).

Describe	List the main characteristics of something; give an account of (note that a diagram or map may be part of a description).
Discuss	Give the reasons for your statement; present both sides and reaching a conclusion.
Evaluate	Express an opinion, using evidence, of how good/bad, negative/positive, successful/unsuccessful something is.
Explain	Make clear, interpret, and spell out the material you present. Give reasons for differences of opinion or of results.
Give	To state facts without discussions or explanations (note that you may be asked to 'give a reason').
Identify	Name a feature from the source material.
Interpret	To give an explanation of; to give the meaning of.

Study skills to boost your learning

This guide makes use of two study techniques you can use to help you learn the material:

- Mobile notes
- Mnemonics

Mobile notes

Mobile notes are excellent tools for learning all the key concepts in the study guide. Mobile notes are easy to make and you can take with them with you wherever you go:

1. Fold a blank piece of paper in half. Fold it in half again. Fold it again.
2. Open the paper. It will now be divided into eight parts.
3. Cut or tear neatly along the folded lines.
4. On one side, write the basic concept.
5. On the other side, write the meaning or the explanation of the basic concept.
6. Use different colours and add pictures to help you remember.

7. Take these mobile notes with you wherever you go and look at them whenever you can.
8. As you learn, place the cards in three different piles:
 - I know well.
 - Getting there.
 - I need more practice.
9. The more you learn them, the better you will remember them.

Mnemonics

A mnemonic code is a useful technique for learning information that is difficult to remember. This is an example of a word mnemonic using the word MAPPING where each letter of the word stands for something else:

- M** – **M**ake an effort.
- A** – **A**pply yourself to your studies.
- P** – **P**ractise, practise, practise.
- P** – **P**repare well for the exams.
- I** – **I**gnite your passion for Family and Religious Studies.
- N** – **N**otice your subject around you.
- G** – **G**o for it – the stars are the limit!

Mnemonics code information and make it easier to remember. The more creative you are and the more you link your ‘codes’ to familiar things, the more helpful your mnemonics will be. This guide provides several ideas for using mnemonics. Be sure to make up your own.

Top 10 exam tips

1. Make sure you have all the necessary stationery for your exam, such as pens, pencils as well as your ID document and exam admission letter.
2. Arrive on time, at least one hour before the start of the exam.
3. Go to the toilet before entering the exam room. You don’t want to waste valuable time going to the toilet during the exam.
4. Use the 10 minutes reading time to read the instructions carefully. This helps to ‘open’ the information in your brain. Start with the question you think is the easiest to get the flow going. In the mapwork exam, use this time to look carefully at the whole map.
5. Break the questions down to make sure you understand what is being asked. If you don’t answer the question properly you won’t get any marks for it. Look for the key words in the question to know how to answer it. A list of these words is on page ix of this study guide.
6. Try all questions. Each question has some easy marks in it so make sure that you do all the questions in the exam.
7. Never panic, even if the question seems difficult at first. It will be linked with something you have covered. Find the connection.

8. Manage your time properly. Don't waste time on questions you are unsure of. Move on and come back if time allows.
9. Check weighting – how many marks have been allocated for your answer? Take note of how marks are allocated to the questions in this study guide. Do not give more or less information than is required.
10. Write big and bold and clearly. You will get more marks if the marker can read your answer clearly.

Topic introduction

Today, the continent's various populations and individuals are mostly adherents of Christianity, Islam and to a lesser extent several African Religions. As societies become larger and more complex, its people become more likely to join monotheistic religions. These three most influential monotheistic religions in world history are Judaism, Christianity and Islam, all of which began in the Middle East. Christianity was born from within the Jewish tradition, and Islam developed from both Christianity and Judaism. However, in this Revision Book, Christianity, Judaism, African Religion and Islam will be looked at.

Unit objectives

By the end of this unit, you should be able to:

- *define religion.*
- *identify the different religions in Zimbabwe.*
- *describe the characteristics of religion.*
- *discuss the role of religion in Zimbabwean communities.*
- *describe the national distribution of religion in Zimbabwe.*

Religion

It is important to note that this topic demands one to provide one or more working definitions.

- Religion is a system of faith or worship.
- It can be defined as a belief in God or gods.
- It is a belief in a Supreme being and man's response through symbols and actions to the presence of the Supreme Being.

The importance of religion in Zimbabwe

- Zimbabwe has always been a religious country dominated by the worship of *Mwari* initially before the coming of whites who brought another religion.
- Religion plays a lot of roles in society.
- The role of religion must be developed on a broader spectrum.
- Religion promotes unity among people.

- The religious code of conduct enforces self control or discipline among followers.
- Encourages tolerance.
- Religion advocates for peace and harmony.
- Religion is the best way to solve conflict.
- Some people have their health complications solved.

Types and characteristics of religion

The world is religious and it is important to acknowledge the existence of many religions in the world. Those taking courses or studies of this nature must be taught much about tolerance. It is vital to accept, tolerate and respect other people's faiths and beliefs. Those teaching the subject must be professional enough not to condemn and teach to convert. Some of the religions of the world include:

- Christianity.
- Judaism.
- Hinduism.
- Islam.
- Buddhism.
- Baha'i-faith.
- Indigenous Religion (IR).
- Hellenism.

National distribution of religions in Zimbabwe

- National distribution of religion shows how religions are spread within the nation.

- It is important to note that Zimbabwe is a country that allows freedom of worship.
- Freedom of worship is enshrined in the 2013 constitution of Zimbabwe.
- The law of the land has limited restrictions when it comes to the choice of religion.
- However, some perceive Zimbabwe as a Christian country even though it is a multi-faith country.
- It is factual that Zimbabwe is regarded as a multi-faith nation considering that many religions are operating in different parts of the nation.
- It is advised that when looking at the distribution of religion, national statistical data must be considered.
- The statistical data must be analysed in a constructive style bringing forward religious groups such as Christianity, Islam, Judaism and Indigenous Religion.

Christianity

- Dominates in as far as the distribution of religion is concerned in Zimbabwe.
- Christianity is a religious movement with various denominations.
- The religion subscribes the faith though in different Christian denominations.
- The national statistical data captured shows that, the apostolic sect is a Christianity with a following of about 33%.
- Protestant Christians are ranked at 17%.
- Pentecostal Christians are fast-growing at 10%.

Indigenous religion (IR)

- Constitutes 3%.
- The analysis also shows that Christianity has other Christian groups constituting 8% of the Christian population in Zimbabwe.

Non-religious

However, the result from the collected data points out that 12% of the nation's population is non-religion.

Islamic

Islamic faith and other religions constitute 19% of the national population.

Facts

- Zimbabwe is a Christian country considering that it has a big Christian followership.
- These segments include the: Apostolic Christian sects, Protestants, Pentecostel, Christian and churches that exist but are hoked to some unknown denominations.
- Christianity is not a united religion as it is characterised by having various segments, one belief, same God and share the same code of conduct but varies in the way activities are conducted.
- Apart from activities, the posture in which services are conducted also differs. The religion accepts the bible as the sacred text however denominations interpret the scriptures differently.
- To a lesser extent, Zimbabwe may not be considered a Christian community but rather a multi-faith nation considering other religions that are visibly all over.

- The diagram clearly shows that Indigenous religion is among the religions found in the country as represented by the purple colour.
- The sky blue colour shows that other religions such as Islam, and Judaism to mention but a few are existing religions in Zimbabwe.
- The non-religion as pointed out by the orange colour is also all over the country. This clearly shows that Zimbabwe considers freedom of worship as enshrined in the constitution of the country.

Global distribution of religions

- Global distribution refers to the spread of various religious groups in the world.
- It is essential to assess and use numerical processed data in terms of the number of followers that subscribe to a certain religion.
- The demographic study carried out provides authentic information concerning world religions that may be easily analysed by paying particular attention to the presented data.
- The geographic distribution of religious groups varies mostly in size depending on how popular the religion is in a certain geographical landscape or nation.
- The religion may be popular in a certain country mostly when its origins may be traced and find its roots muffled at the centre of a particular nation.
- The fact that a particular religion originated in a certain nation, makes the religion part of the DNA of that nation.
- It is vital to note that, some religions spread throughout the world simply because it was in their aims and objectives to spread and to convert souls.
- These religions with the mandate to convert send missionaries around the world to attract various people from different parts of the world.
- Similar patterns of sending missionaries were adopted by religions such as Christianity and Islam to mention but a few.
- This enabled such religions to be found in several countries around the world where they popularised their message and teaching.
- Religions that do not seek to convert souls are never bothered to send missionaries because they took their religion as indigenous and theirs only therefore spreading it to foreigners was regarded as a taboo.
- Christianity 31.5%.
- Islam 23.2%.
- Hinduism 15.0%.
- Buddhists 7.1%.
- African indigenous religion (IR) 5.9%.
- Judaism 0.2%.
- Unaffiliated 16.3%.
- Other religions 0.8%.

Unit objectives

By the end of this unit, you should be able to:

- *define Indigenous Religion.*
- *provide the historical background of Indigenous Religion.*
- *give names of the Supreme Being in Indigenous Religion.*
- *identify the attributes of the Supreme being.*
- *point out beliefs in Indigenous Religion.*
- *comment on religious teachings.*
- Religion does not have written scripture.
- They believe in the existence of good and bad spirits.
- Believes in life after death, significance of totems and God as the creator who is the sustainer of the universe.
- Believe in veneration to the ancestors using clan names.
- Believe in the three tier world which consists of the: underworld, earth and the skies. They perform ceremonial events such as *kurova guva/umbuyiso* and rain asking ceremonies.

Historical background

- Indigenous Religion is the religion of the native people of Zimbabwe.
- The religion has no known founder.
- Religious teachings are conveyed through oral means.
- The religion does not have missionaries and if there are there, do not inspire others or there is no zeal to evangelise.
- Its religious followers are pragmatic that is they consider everything that works.
- Indigenous Religion subscribes to a God or deity (*Mwari/Umlimu*).
- Religion came into being as a traditional way of life for the native Zimbabweans.
- Religion does not have any sacred texts.

Key beliefs in Indigenous Religion

- They believe that God exists.
- Subscribe to a God or deity (*Mwari/Umlimu*).

Names of the Supreme being

The names are referred to as descriptive or praise names of God. The names are mainly aimed at praising God as the owner of the universe. These names are grouped into four reflecting:

- what god does.
- the human picture of god.
- human nature of god.
- people's relationship with god.

The names of God give his attributes

- Nyadenga** - *Nya* is a prefix that shows ownership hence he is the owner of the heavens.
- Musiki/uMdali** - Taking God as the creator. *Musikavanhu* creator of humankind. God could have used the same method to create people. *Muumbi* (Moulder). *Muumbapasi* is the moulder of the earth. God could have used different clay colours to mould people.

- (c) **Mutangakugara** - *Mutanga* means the one who begin. *Kugara* means to live.
- (d) **Samasimba/Usomandla** - The owner of all power.
- (e) **Mudzimumukuru** - Great great ancestor.
- (f) **Dzivaguru** - The biggest pool and water which signified life.
- (g) **Dziva** - A large pool. Water from some of the pools is curative. *Dziva* also represents the female aspect of God.
- (h) **Chidzivachepo** - A pool that will be always there and never dries.
- (i) **Chirazamauya** - Goodness is an expression of God's love.
- (j) **Chirozvamauya** - That one who could withdraw his endowments if people disrespect him.
- (k) **Chirozva** - One who withdraws/withholds good things.
- (l) **Zame** - Refers to the fertility cult of the Shona people approve cults at Great Zimbabwe to approach Zame. The names which are used to describe God show how people conceive the being.
- (m) **Mwari** - Comes from *kumwararika* meaning everywhere. Hence God is universal as his presence fills the whole universe.

Symbols

- Symbols are very important in Indigenous Religion.
- Symbols are defined as objects, acts, relationships and language or linguistic formations that stand for a multiplicity of meanings.
- Symbols can be a term, a name or even a picture that we are familiar with.

- Such symbols possess specific connotations in addition to what a person believes the obvious meaning of such a symbol.
- Symbols such as the spear express gender roles in Indigenous Religion.
- A spear is a symbol of war in Indigenous Religion.
- The spear is also a weapon for the male.
- Symbols are used for worshiping purposes in IR.
- These symbols have a religious meaning.

Examples of symbols



Fig. 2.1 An axe



Fig. 2.2 A spear

- Proverbs.
- Masks.
- Icons.
- Myths.
- Parables.

Unit objectives

By the end of the unit, you should be able to:

- *define Islam.*
- *narrate the historical background of the Islam.*
- *identify sacred scriptures in Islam.*
- *list names of the Supreme being.*
- *list key beliefs in Islam.*
- *identify religious symbols in Islam.*
- *identify rites of passage in Islam.*
- *point out sacred days in Islam.*
- *give the significance of sacred days in Islam.*

Historical background

- Islam means peace and surrender of one's will or submission of oneself to God called Allah.
- Mohammed was the founder of Islam.
- He was born in Mecca.
- Mohammed's father died soon after his birth.
- His mother died when he was six and he was brought up by his uncle Talib.
- Mohammed at twenty five years got married to a wealthy widow called Khadija and they had three children, two sons and a daughter, the only daughter (Fatima) survived with them.
- At forty years Mohammed began to receive visions.

- In 610 A.D when he was meditating in the cave at Mecca he was visited by the Angel Gabriel who asked him to recite the Koran. It is believed that Mohammed is a prophet and is the final messenger of God who Angel Gabriel was sent to appoint as the messenger of God.
- Koran means Recite. The Koran is written in Arabic Language.
- It is divided into Ayas (verses) and Surahs (chapters).
- It is believed that Mohammed is the last prophet and messenger of God.

Names of the Supreme being

- Allah.
- God.

Key beliefs

- Justification of faith (Shahada).
- Prayer (salat).
- Alms (Zakat).
- Fasting (sawm).
- Pilgrimage (hajj).
- The promise of seventy virgins in heaven when one dies after submitting to Allah.
- They believe in messengers of Allah with Mohammed being the last messenger.
- Muslims believe in angels.
- In the oneness of God.
- Revelations.
- Prophets of God.

- On the day of judgement.
- In pre-measurement (Qadar).
- In resurrection after death.
- In messengers.

Scriptures

The sacred scripture in Islam contains Prophet Mohammed's prophetic words as he was asked by the angel to recite the Koran while meditating, in the cave near Mecca in Saudi Arabia.

- Koran.
- Quran.
- Torah.
- Sunnah.
- Tanakh.
- Zabur.
- The Hadith.
- Torah in Islam.
- Talmud.
- The Koran interpreted.
- Mahabharata (vyasa).
- Vedas.

Symbols in Islam

- The faith in Islam is symbolised by the crescent and star.
- The crescent is the early phase of the moon and represents progress.
- The star signifies illumination with the light of knowledge.

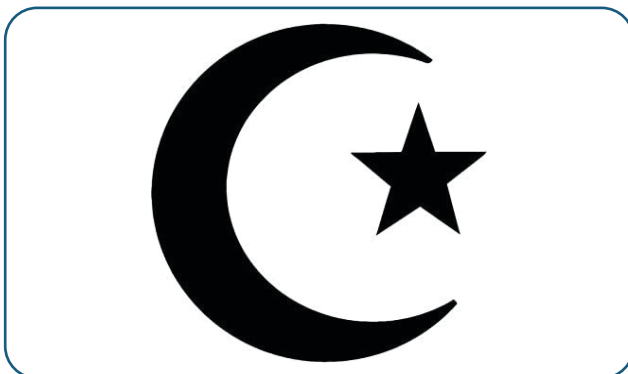


Fig. 5.1 A crescent moon

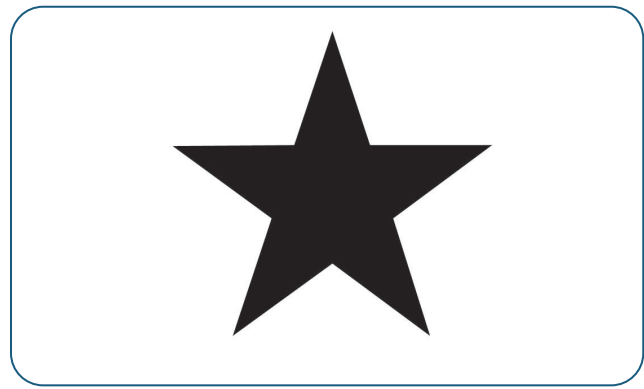


Fig. 5.2 A star



Fig. 5.3 A moon

Religious practitioners

- Ullama.
- Almam.
- Caliph.
- Abu-Barware.
- Imam.
- Grant Imam.
- Grand Mufti.
- Muezzin Mujtand.
- Mufti.

Rituals

- Entry into Islam, one has to recite the Ashaadu which is a declaration of faith and showing that Allah is the only God.
- Thereafter, the person is required to take a ritual bath which is known as ghusl. The basic form of this bath is to

wash the whole body, making sure that it is wet with water. The person will now be ready to perform the different acts of worship in Islam.

- Ritual purity this involves purifying the body through washing it (ghusl) or parts of it (wuthoo) before certain acts of worship like reciting the Quran, performing prayers, and going around the Ka'bah in Mecca (circumambulation).
- Prayers.
- Fasting.
- Zakat.

Rites of passage in Islam

Islamic rites of passage are the products of the encounter between the world view of Islam and cultures within and outside Arabia.

Rites of passage

The rites of passage in Islam include:

- Circumcision.
- Naming.
- Marriage.
- Betrothal.
- Mourning.

Attire in Islam

- Traditional dress for Muslim men typically covered at least the head and the area between the waist and knee.
- Women wear full body garments that only expose the eyes.
- The Quran instructs that dress is meant to cover private areas and be an adornment (Quran 7:26) revise.
- In light with this instruction, some Islamic woman choose to cover the whole face whereas others decide to cover the heads leaving the faces uncovered and bare of makeup.

Islamic clothing

Islamic clothing is modest and shows the humility of the Muslims before Allah. Muslim clothing should be:

- covering the whole body
- thick enough to conceal the skin
- loose and not tight
- plain and not decorated or perfumed.

There are different head coverings for Muslim woman which are:



Fig. 5.4 Burqa



Fig. 5.5 Chador



Fig. 5.6 Hijab



Fig. 5.7 Abaya

- Mecca.
- Saudi Arabia.
- Al-Masjid-a Nabani in Medina Saudi Arabia.
- Al- Aqsa Mosque.
- Jerusalem.

Sacred places

These are areas where the Muslims worship Allah and they are holy. They include the following:

- Kaaba.
- Al-Majid.
- Al-Harem.

Topic introduction

This will focus on the ways in which religion is defined, experienced and expressed in contemporary society. It aims to give learners a general theoretical understanding of the role of religions in the lives of individuals in the modern era, to enrich their understanding of the relationship between the state and religion, the idea of inter-religious tolerance and culture. However, religion affects the social, spiritual and spiritual influence of religion on society, primitive religious ideas, teachings of national and world religions, the essence of religion and its role in various historical stages of human society, and the importance of religious values in the spiritual development of society.

Unit objectives

By the end of this unit, you should be able to:

- *define a family structure and identity.*
- *describe the structure of the family.*
- *explain the role of Indigenous Religion in shaping family identity.*

Concept of family

A family is

- A group of people who are related through blood ties or by other circumstances such as marriage or co-existence.
- The word family comes from the Latin word *familiar* which refers to a group of people affiliated either by birth or by marriage.
- A family can also be defined as a group of two or more people associated by birth, cohabitation, marriage or adoption.
- A family normally consists of parents and their children.
- Family may refer to a group of people who are related through blood, marriage or custom.

Structure of a family

- The word structure refers to how parts of something are arranged into a whole.
- Family structure is how families are arranged or organized in terms of the numbers found in a particular family.

- The family structure has to do with the different people making a family.
- Families differ in size.
- A family consists of parents and children.
- Other families may include extended family members.

Family structure or types of family

- Nuclear family.
- Monogamous
- Polygamous.
- Extended family.
- Single-parent family.
- Adopted family.
- Child-headed family.
- Step family.
- Foster family.

Nuclear family

- This type of family consists of a husband (father), a wife (mother) and their children.
- Monogamous and polygamous families fall under this type of family.
- The monogamous family consists of a father, a mother and children.
- A polygamous family consists of a father, several wives and children.

Extended family

- This family type includes the nuclear family (father, mother and children) and their relatives such as grandparents, uncles, cousins, aunts and others.

Single-parent family

- Is a family that has one parent and the child or children.
- Parents in a single-parent family can be the father or the mother.

Child headed family

- This is a family whereby one of the children heads the family.
- The situation can be due to the death of parents, divorce or parents neglecting their children altogether.
- In this type of family, one of the children assumes the role of head of the family.

Adopted family

- This is whereby someone legally takes over the responsibility of a child from the biological parents.
- Through adoption, the adopted child loses all legal ties with their biological parents and becomes a full member of the adoptive family. The child usually takes the adopting family's name.
- Adoption can result in multi-racial and multi-ethnic families.

Blended or step family

- One parent or both have children from a previous relationship which they bring into a new relationship.
- In this type of family, the new partner is not the biological parent of the children that one already has.
- The parent without biological ties with his or her partner's children is referred to as a stepparent (stepfather or stepmother).
- The partner's children are stepchildren (stepson/stepdaughter).

- In this type of family, children who do not share either of the biological parents are step siblings.

Foster family

- This is the family in which a parent or parents take in a child from another family and become his or her temporary guardians.
- The foster family provides the child with the care that the parents would be failing to provide.
- Fostering is usually a temporary arrangement. A child lives with a family until conditions enable the child to return to his/her own family.
- A foster family can either be a single parent family or nuclear family.

Indigenous Religion and family identity

- Family identity refers to one's family values and desires.
- It defines one's family which sets it apart from other families.
- It is expressed in those traditions that a family participate in and treasure.
- To find out the identity, one must revisit those inherited traditional values and decide for himself/herself what to believe in and what to value.
- A positive family identity results in one being able to develop a positive self identity.

The following factors also influence one's identity:

- **Society:** A particular society can be easily identified with a certain type of behaviour and values.

Unit objectives

By the end of this unit, you should be able to:

- *identify causes of disability.*
- *give the types of disability.*
- *discuss the religious perceptions about disability.*

What is disability?

- Disability refers to people with different challenges.
- The National Disability Survey of Zimbabwe (1982) defines disability as a physical or mental condition which makes it either difficult or impossible for the person concerned to adequately fulfill his or her role in society.
- Disability is a physical or mental condition that limits a person's movements.
- Disability can also be defined as a condition that makes it difficult for someone to carry out their day-to-day activities.

Causes of disability

There are several causes of disability which include:

- Witchcraft.
- Punishment / sin / evil spirits.
- Natural causes.
- Demonstration of God's power / God's will.
- Accidents.

- Environmental causes.
- Wars.
- Failure to follow medical procedure.
- Drug abuse.
- Injuries at work or in society.
- Ageing.
- Avenging spirits / demon possession.
- Birth complications.
- Heredity.
- Complications from pregnancies.
- Cultural sacrileges for example, incestuous relationships.

Types of disability

There are many forms of disability and these include:

- **Learning or cognitive disability** refers to numerous disorders. One suffering from this disorder has challenges in understanding and memorizing for example dyslexia.
- **Hearing disability** which includes people who are partially or completely deaf. These have challenges in hearing.
- **Spinal cord disability** is the injury to the spinal cord and usually results in incomplete disability. For example Tetraplegia.
- **Head injury** is a type of disability which occurs due to brain injury.
- **Visual disability** is associated with blindness.
- Other types of disability include autism, psychological and physical.

Religious perceptions about disability in religions

The perceptions are either positive or negative.

Positive perceptions in Indigenous Religion

- In Indigenous Religion, the disabled are given a lot of consideration with their rights given top priority.
- The disabled are viewed as people who also contribute positively to the community.
- It is also society's belief that one is punished severely by God if one laughs at or despises the disabled.

Negative perceptions in Indigenous Religion

- In Indigenous Religion, the disabled are stigmatised. They are called by so many different names for example mad person *mupengo/uhlanya* or *murungudunhu/inkawu* for those living with a albinism.
- Some of the disabled like the mentally afflicted are feared and presumed to cause harm to others resulting in some of them being chained.
- In Indigenous Religion, the disabled are sometimes isolated for example, lepers.
- In most cases people with disability are not wanted by their families.
- Disability is also believed to be a result of a curse on the part of the victim or disobedience, for example, disobedience to parents.
- Disability is a result of one's actions for example, incest.

Positive perceptions about disability in Judaism

- Jews see disability as part of God's creation.
- Everyone should take care of the disabled.
- Judaism believes that the disabled can still give their great talents.
- Fees are paid for the disabled.
- The disabled are prayed for.
- The disabled are also given emotional support.

Negative perceptions about disability in Judaism

- Jews see disability as a curse from God.
- The disabled are despised.
- The Jews consider it a punishment for sins committed.

Positive perceptions about disability in Christianity

- For Christians, disability is a way of showing the work of God.
- Christians assist the disabled.
- Fees for their education are provided or they are facilities built for the disabled.
- The disabled are also given room to participate in ministry. For example, some are ministers in churches.
- The disabled are given special needs devices. For example braille for the visually impaired, walking sticks and wheelchairs.
- Some disabled people are given a chance to showcase their talents with support from the church, for example, Munyaradzi Munodawafa was supported by the church to kick start his musical journey.

Unit objectives

By the end of this unit, you should be able to:

- *define the term environment.*
- *give the importance of the environment.*
- *outline the attitudes of various religions towards the environment.*
- *give the uses of the environment.*
- *outline the ethics of the environment.*
- Springs are also considered sacred.
- Pools like Chirorodziva within Chinhoyi caves are sacred and used as worship centres.
- Mermaids are found in pools.
- It is important to note that boreholes, dams and wells are man-made sources of water.

Natural environment

- It is the immediate surroundings in which people live.
- It is the God given surroundings.
- The environment is sacred.
- It is God's gift to humanity.
- It is composed of various components like water, air, land, wildlife (fauna) and vegetation.
- There is a relationship between humanity and the environment.
- People survive on the environment and in return people should take care of the environment.

Components of the environment

These elements that form part of the environment include air, water, land, wildlife (fauna) and vegetation (flora).

(a) Water

- There is surface and underground water.
- Sources of water include rivers, dams, wells, aquifers, springs, boreholes, lakes and oceans.

(b) Air

The air that people breathe should be free from pollutants. The oxygen that organisms inhale is provided by vegetation hence should be protected.

(c) Land

Land is a very important resource which should be protected from degradation through crop rotation, paddocking and terracing.

(d) Animals (fauna)

- There are wild and domestic animals.
- Some wild animals are used as meat by humans like hare, impala, kudu and buffalo.
- Some are not used as meat by humans like lions, leopards and cheetahs.
- Domestic animals provide meat to humans which include cows, goats and chickens.
- Another argument is that domestic animals are exotic which means they were brought to Africa by Europeans, this argument is controversial.
- Animals have different habitats.

- Some live in water like fish, crocodiles and hippopotamus.
- There are also birds of the air like eagles, doves and owls.
- The majority of animals live on land, in holes or caves.
- Animals fall into different categories, omnivores, herbivores and carnivores.

(e) Vegetation (flora)

- These include trees like *muhacha/umkhuna*, *mutamba/umkhemeswane* and *muzhanje/amahobohobo*.
- Shrubs like *zumbani/umsuzwane* and grasses.
- Some of these trees and shrubs are used for medicinal purposes and are also sacred.

Environmental issues

Uses of the environment

- Places for burial like land.
- In pre-colonial Zimbabwe criminals and witches were thrown in pools such as *Chirorodziva*, *Gonawapotera* and rivers.
- The environment is also used for ritual purposes like under trees, mountains and pools.
- They become places of worship.
- The environment can be a habitat for ancestral spirits and mermaids (*njuzu* in rivers and pools).
- It also marks territorial boundaries with rivers and mountains.
- The environment can provide meat from animals and fruits and vegetables from the forest.
- The caves can be used as shelter for humans and animals.
- Trees can act as habitats for birds.
- Trees provide herbs.

- Trees also provide oxygen.
- Rivers can be used for irrigation.
- Water can be used for domestic uses like cooking, bathing and drinking.
- Wetlands and pools are considered as drinking places for territorial spirits (*mhondoro/indlozi*).
- The environment can be used for tourism like Nyangani Mountains and Victoria Falls.
- Foreign currency is gained through tourism, hunting and exports.
- Timber is also gained from the environment.
- Paper production is also done from trees.
- Hydro-electric power is also gained from generation in rivers and dams.

Environmental ethics

- Environmental damage results from the misuse of the environment without considering future generations.
- Ethical considerations need to be taken into account when using the environment for the benefit of man.
- There are various threats to the environment posed by man.
- There are human and natural threats to the natural environment.

Human threats

- Pollution is the addition of unwanted materials to the environment.
- Forms of pollution are influenced by the component, for example, air, water, and land pollution which covers animals and vegetation.
- Cutting down of trees (deforestation).
- Human fires during hunting and smoking stubs.
- Stream bank cultivation.
- Soil erosion.

- Discharge of waste material into rivers and dams.
- Industrial emissions.
- Uncontrolled and use of chemicals during mining.

Natural threats

- Lightning causes fires.
- Floods cause the bursting of dams.
- Drought causes the drying up of water sources and vegetation.
- Storms break down trees.
- Volcanicity.
- Landslides.
- Cyclones.

Indigenous Religion and the environment

Beliefs

- People in IR believe that the creation of the environment is Mwari's product.
- They believe that those who destroy the environment will be punished.
- They believe that their ancestors are the guardians of the land.
- In IR there is the supposition that ancestors dwell in the soil and command it to provide fertility for a bigger harvest.
- They have the perception that everything comes from the soil.
- They used the concept of sacredness to protect the environment.
- The use of totems is adopted to protect various species in the environment.

Preservation

- In IR, the environment is protected through the use of totems.
- Some parts of the environment are sacred hence they are spared from destruction.

- Practitioners such as traditional leaders usually charge high fines and penalties to people who destroy the environment.
- Days such as Chisi are respected with the sole aim of protecting the environment.
- Some pools are dwelling places of mermaids hence people would not dare abuse such places.

Christianity and the natural environment

Beliefs

- Christian beliefs on the environment are based on the fact that there is an agreement that everything on earth was created by God.
- People must protect the environment
- Those who destroy the environment will be punished in heaven.
- Christians believe that the natural environment is sacred. The environment is the meeting place between God and his people for example, white garment sects in Zimbabwe worship in mountains, rivers and valleys which were created by God hence the need to put efforts into protecting the environment.
- Sacrifices in Christianity are done at sacred places.
- According to Christian values, the environment is a source of wealth. Minerals, fruits and timber are all obtained from the environment.
- Christians engage in hunting and selling things such as ivory and game meat for survival.
- The environment provides minerals that are exploited and sold for survival purposes.

- Agriculture is done in the environment becoming a source of food for human survival.
- During the period of Jesus Christ, farming was done and the wealthy people were farmers.
- Christian attitude towards the environment.
- For Christians, the environment plays a pivotal role in the survival of mankind.
- They positively value land as a gift from God which should be kept as his legacy.
- Christians believe that fruits that are in the forest are a supplement to the human diet provided due to the love that God has for his people.
- Christians do despise the environment that does not produce fully for the people.
- Jesus Christ cursed the Fig tree which was a sign that Christianity values fertility.
- Christians also show that they keep the commandments, especially concerning what God provided for in the Old Testament. For example, Peter refused to kill any animal after he was shown the sheet containing different kinds of birds.

Judaism and natural environment

- Natural environment is a gift from Yahweh.
- Humans are stewards of the environment.

Jewish attitude towards the environment

- The land is holy and it was given to them as a promise.
- Land must not be sold but kept as an inheritance.

- The earth is the Lord's and the fullness thereof, the world and those who dwell therein; for he has founded it upon the seas, and established it upon the rivers (Psalms 24 vs 1 to 2).
- Humans should be thankful to God.
- They believe that everything that lives and moves about is food (Genesis 9:3).
- They believe in the sabbatical year where land has to be left fallow after seven years for it to regenerate and replenish itself.

Methods of preserving

- Preservation is guided by the Torah.
- The Torah prohibits wasteful use of the environment.
- It prohibits the unnecessary killing of animals (Deuteronomy 22 vs 6 - 7).
- No room to kill animals even during difficult moments like war (Deuteronomy 20 vs 19).
- As stewards, humans should take care of the environment.
- They should reclaim destroyed land.
- Jews practice afforestation.
- The concept of sacredness helps to preserve the environment.
- Animals like pigs and birds (eagles, owls) are not used for food and this preserves the animals.
- They encourage establishing green belts.
- Teaches against water pollution.

Islam and natural environment

- For Muslims, Allah is the creator and he gave the environment to humanity.
- It is Allah's gift to humanity.
- For the Muslims, the environment was created by Allah to give a livelihood to the people.

- The natural environment is a trust from Allah. All trusts must be used responsibly, and in a manner which shows gratitude. This is because if people are ungrateful, Allah will withdraw his blessings.

Islamic attitude towards the environment

- This is contained in the Koran and Prophet Muhammad's teachings in the hadith.
- The creator (Allah) made humans stewards of the environment.
- Humanity to protect the environment at all costs.
- The environment was created for humans.
- Humanity to use the environment sparingly.
- People will be judged for failing to protect the environment.
- Playing the role of stewardship will make one receive salvation.
- Islam is against deforestation.
- Fruit trees are important as they support human life, families should plant these trees and freely give people fruits.
- A Muslim should plant trees.

Islamic ways of preserving the environment

- The natural environment is a favour that Allah bestowed on human beings to enjoy and benefit from. Allah said: "It is he who created for you all of that which is on the earth."
- The natural environment is a trust from Allah. All trusts must be used responsibly and in a manner which shows gratitude. This is because if people are ungrateful, Allah will withdraw his blessings.

- Some resources from the environment are renewable while others are non-renewable. Both resources must be used economically and they should not be wasted. Wasting resources shows selfishness and not caring for future generations. The Prophet (peace be upon him) ordered Muslims to be frugal when using water even if they are making ablution in a river.
- Islam instructs Muslims to preserve the natural environment by adopting hygienic practices. Unsanitary behaviour spoils the natural resources such that all the people will be prevented from benefiting from them. In this regard, the Prophet (peace be upon him) forbade people from urinating in stagnant water (Saheeh Muslim, hadeeth number 423).
- Muslims do preserve the environment by planting trees.
- They are also discouraged from killing wildlife.

Unit objectives

By the end of this unit, you should be able to:

- *define rights.*
- *list and explain human rights.*
- *recognise the rights of the elderly.*
- *identify the rights of persons with disabilities.*
- *identify the benefits associated with freedom of worship.*
- *state the disadvantages associated with freedom of worship.*

Rights

- These are privileges that are enjoyed by a person by the virtue of being a human being.
- Human rights are granted.
- Human rights are supported by the constitution and should be upheld.

Basic human rights

Rights of the elderly

- According to the Zimbabwean constitution, the elderly are those aged 70 years and above.
- The elderly are given preference in all spheres of life, especially in areas where social services are provided.
- In Zimbabwe, the elderly do not pay hospital fees in public hospitals.
- To be elderly is a gift or blessing from the God.
- Getting old is natural though not welcome to many.

Characteristics of the elderly

- Poor eyesight.
- Loss of memory.
- Develop wrinkles.
- Difficulties in walking usually use a walking stick.
- Depend on others in doing various things.
- Slow to react.
- Vulnerable to emergencies like fire outbreaks and intruders.
- Poor health / weak immune system.

Importance of having elders in the community

- Considered as sources of wisdom.
- They are sacred practitioners like midwives.
- Advisors on various matters of the family and community.
- Community leaders like village heads.
- Taking care of children and the sick.
- Considered as role models.
- Prepare for rituals by brewing beer for rain asking ceremonies.

Problems faced by the elderly

- Exclusion from various family and community activities.
- Labeled as witches because of age and due to myths.
- Loneliness, as children get married, they live their parents to live alone and sometimes it is difficult for the elderly to find company.
- Retrenchments from employment.

Unit objectives

By the end of the unit, you should be able to:

- *narrate the background of the liberation struggle (Chimurenga/Umvukela).*
- *identify religious groups involved in Chimurenga/Umvukela .*
- *state the Indigenous Religion practitioners who participated in the liberation struggle (Chimurenga/ Umvukela).*
- *describe the roles played by Indigenous Religion practitioners who participated in the liberation struggle (Chimurenga/ Umvukela).*
- *state the Christian practitioners who participated in the liberation struggle.*
- *describe the roles of the religious practitioners who participated in the liberation.*

Background of the liberation struggle

- The liberation struggle was necessitated by a series of events that dated back to the scramble of Africa by European powers like Britain, Belgium and France.
- Zimbabwe was colonised by Britain.
- The British occupiers were led by Cecil John Rhodes.
- The coming of these settlers affected the indigenous way of life, politically, socially and economically.

- Local chiefs led their people in a fight to liberate themselves from the colonisers.
- The liberation struggle started around 1897.
- This was because of the problems that indigenous people had with the settlers.

Causes of the liberation

- The land question: fertile and productive land was taken and indigenous people were relocated to reserves like Gwaai and Shangani.
- Ill-treatment of workers at the farms.
- Sexual abuse of indigenous women.
- Several laws were not favourable to local people like the land.
- Apportionment Act.
- Introduction of taxes such as the hut taxes.

Role of religion in the liberation struggle

Christianity and liberation struggle

- Individual Christians and the clergy (bishops, deacons and priests) supported the liberation struggle.
- The late Rev Bishop Muzorewa and Rev Ndabaningi Sithole were notable Christian activists.
- They prayed for the guerrillas.
- Provided with moral support.
- Provided food, clothes and other consumables.
- They deliver prophecies that inspired and advised the guerrillas.

SPECIMEN EXAMINATION QUESTIONS

DIRECTIONS FOR USE

The Family and Religious Studies answers are presented in structured form and essay form. It is advised that students must not answer in point form when answering essay questions, such examination questions must be reduced to essay writing or prose writing. This booklet provided a full answer guide with all points sufficient enough to obtain 100% total marks. All answers are presented in point form not in essay form to avoid the temptation to cram and direct plagiarism. The given points in our revision guide may be composed in any essay or prose using your own words as long as you can communicate sense.

INTRODUCTION

The subject is called Family and Religious Studies (FRS). The Zimbabwe School Examination Council Syllabus on the subject breaks the papers into two. These are papers 1 and paper 2. It is of paramount importance that students should be well versed in, how to respond and present their answers to examination questions. The subject code is as follows:

(i) 4047/1 Family and Religious Studies paper 1 (Structured)

(ii) 4047/2 Family and Religious Studies paper 2 (Essays)

Paper 1 Structured questions, candidates should answer five questions. Candidates are to choose one question from each section. Students are to note that, some questions in this section seek one to present the answers in short essay form.

Paper 2 Essay questions, candidates should answer four questions from each section.

The paper one questions may also be twisted to essay questions, the same as paper two questions, they may be twisted to structured questions therefore the content of this textbook is suitable to answer all those questions.

NB: CANDIDATES ARE ADVISED TO READ ALL THE INSTRUCTIONS CAREFULLY BEFORE ATTEMPTING ANY QUESTION.

EXAMINATION PRACTICE 1**PAPER 1****TIME:** 2 hours 30 minutesAnswer **five** questions.Choose at least **one** question from each section.

Each question carries [20] marks.

SECTION A**INDIGENOUS RELIGION**

1. Indigenous Religion (IR) is a central way of life for Africans.
 - (a) What is Indigenous Religion (IR)? [2]
 - (b) Give the missionaries research findings about Indigenous Religion. [4]
 - (c) Describe the role of Indigenous religion practitioners. [6]
 - (d) Give eight characteristics of Indigenous Religion (IR). [8]
2. Indigenous Religion has a traceable history.
 - (a) Who studied Indigenous Religion? [2]
 - (b) Briefly give a historical background of Indigenous Religion. [4]
 - (c) List beliefs in Indigenous Religion. [6]
 - (d) Give any four uses of the natural environment. [8]
3. Rituals are our core in Indigenous Religion (IR).
 - (a) Define a ritual. [2]
 - (b) Name four rituals in Indigenous Religion. [4]
 - (c) Describe initiation rites into adulthood. [6]
 - (d) Explain the importance of initiation rites. [8]

SECTION B**JUDAISM**

4. Judaism subscribe to one Supreme Being.
 - (a) Name two people who are behind the formation of Judaism religion. [2]
 - (b) Define the following:
 - (i) Monotheism
 - (ii) Polytheism [4]
 - (c) Mention the Jewish religious leaders. [6]
 - (d) Give a brief background of Judaism religion. [8]
5. Judaism has several beliefs.
 - (a) What is a belief? [2]
 - (b) State four beliefs in Judaism. [4]
 - (c) Name any six Old Testament books. [6]
 - (d) Mention any eight prophets of the Old Testament. [8]

6. Scriptures are significant in Judaism religion.
- (a) What are sacred scriptures in Judaism? [2]
 - (b) Name the sacred books in Judaism. [4]
 - (c) Outline the importance of sacred scriptures. [6]
 - (d) Give detailed notes on sacred scriptures in Judaism. [8]

SECTION C

CHRISTIANITY

7. Christianity is one of the leading religions in the world.
- (a) Define global distribution. [2]
 - (b) Give roles played by religious founders. [4]
 - (c) Name any **six** religions in the world. [6]
 - (d) Identify and name founders of any four religions in the world. [8]
8. Christianity has followers around the world.
- (a) Define Christianity. [2]
 - (b) Who are Christians? [4]
 - (c) What does the word Christ mean? [6]
 - (d) Name the sacred scriptures in Christianity. [8]
9. Christianity value good ethics.
- (a) Define ethics in Christianity. [2]
 - (b) Name four Jesus ethics. [4]
 - (c) Mention six expected rights of conduct in Christianity. [6]
 - (d) Name and explain the importance of ethics in Christianity. [8]

SECTION D

ISLAMIC

10. Religious founders are always remembered.
- (a) Who is the founder of the Islam? [2]
 - (b) Explain how Mohammed received revelation. [4]
 - (c) Mention any six beliefs in Islam. [6]
 - (d) Describe the marriage of Mohammed. [8]
11. Scriptures are vital in the Islam.
- (a) What are sacred scriptures? [2]
 - (b) Name four religious practitioners in Islam who teach the Koran. [4]
 - (c) Outline vital elements of the Koran. [6]
 - (d) Suggest reasons why the Koran is important in Islam. [8]
12. Hygiene cannot be compromised in Islam.
- (a) What is cleanliness? [2]
 - (b) Explain moral purity. [4]
 - (c) Give tenets of cleanliness. [6]
 - (d) Discuss what physical purity means in Islam. [8]

EXAMINATION PRACTICE 1**PAPER 2****TIME:** 2 hoursAnswer **four** questionsChoose **one** question from each section.**SECTION A****INDIGENOUS RELIGION**

1. Explain the characteristics of Indigenous Religion. [25]
2. Discuss the missionaries' research findings about Indigenous Religion [25]
3. Outline the background of Indigenous Religion. [25]

SECTION B**JUDAISM**

4. Describe the background of Judaism religion. [25]
5. Explain why Abraham and Moses are the favourites for the formation of Judaism [25]
6. Discuss the relevance of beliefs in Judaism. [25]

SECTION C**CHRISTIANITY**

7. Describe the global distribution of religion in the world. [25]
8. Christianity is a fast-growing religion in the world. Discuss. [25]
9. Discuss roles played by religious founders in the world. [25]

SECTION D**ISLAMIC**

10. Explain any five beliefs in Islam [25]
11. Discuss the importance of beliefs in Islam. [25]
12. Give the historical background of Islam. [25]

SUGGESTED ANSWERS

EXAMINATION PRACTICE 1

PAPER 1 POSSIBLE ANSWERS

SECTION A

INDIGENOUS RELIGION

1. (a) What is Indigenous Religion? [2]
It is a religion in particular for the native people of a certain geographical location, often referred to as Indigenous Religion (IR).
 - (b) Give the missionaries research findings about Indigenous Religion. [4]
 - In general, the group had a false understanding of Indigenous Religion.
 - They thought Africans have no religion.
 - Western missionaries wanted to evangelise in the 18th and 19th centuries.
 - They described I.R as primitive, pagan, superstitious, heathen and non-Christian.
 - (c) Describe the role of Indigenous religion practitioners. [6]
 - Help persons establish maintain relations with other beings.
 - Preside over chieftainship and governance issues.
 - Are specialists in socio-medical and socio-political issues
 - Shape characters
 - Lead religious ceremonies
 - Teach cultural values and ethos.
 - (d) Give eight characteristics of Indigenous Religion. [8]
 - Does not have any scriptures.
 - It does not have a founder.
 - No elaborate places of worship.
 - Gives prominence to dead people as solution providers for the living.
 - God is not worshiped directly.
 - Use natural phenomena as worship places, for example, caves and under trees.
 - Indigenous religious adherence belief in life after death.
 - The followers believe that salvation is here and now.
 - Believers have the conviction that when people die, they revive as spirits in another life.
2. (a) Who studied Indigenous Religion? [2]
Group of missionaries, explorers, travelers studied Indigenous Religion
 - (b) Briefly give a historical background of Indigenous Religion.[4]
 - The religion has no known founder that is, the founder is not known. The religion comes into being, as a cultural and traditional way of life.
 - The religion is the people's culture and their tradition. The culture and tradition become people's religion as they follow various practices as a way of worshipping.
 - (c) List beliefs in Indigenous Religion. [6]
 - A supernatural being identified by various names.
 - Life after death.
 - Spirits that are either good or bad.
 - Significance of totems.
 - God is the creator who is the sustainer of the universe.
 - Veneration ancestors.
 - A three-tier world which consists of the underworld, the earth and the skies.
 - Existence of ceremonial events such as *kurova guva/umbuyiso*.

- (d) Give any four uses of the natural environment. [8]
- Land for burying the deceased.
 - Caves for burying chiefs.
 - Sacred *muhacha* trees for rituals such as *mukwerera*.
 - Wild animals as totems.

3. (a) Define a ritual. [2]
Is a fixed religious ceremony.
- (b) Name four rituals in Indigenous Religion. [4]
- Circumcision.
 - Marriage rite.
 - Sacred / Calendric rituals.
 - Funeral rites.
 - Birth rites.
 - Vocational initiation rites.
 - Puberty rites / initiation into adulthood.
- (c) Describe initiation rites into adulthood. [6]
- The rite marks the phase of level change approaching into secret societies and admission to a special vocation such as enthronement of a King or assuming mediumship.
 - The ritual coincides with physical, puberty or sexual maturity.
 - In some African societies, the rites include piercing earlobes, tattooing, ornamenting the body with special bracelets and haircuts.
- (d) Explain the importance of initiation rites. [8]
- Enable persons to realise a change of life phases.
 - Help groom individuals to be effective on levels of change.
 - Enable individuals gain basic practical skills of life for survival.
 - Make individuals understand gender differences.

- Males are equipped with masculine roles.
- Females are also equipped with feminine roles.

SECTION B

JUDAISM

4. (a) Name two people who are behind the formation of Judaism religion [2]
- Abraham
 - Moses
- (b) Define the following
- (i) Monotheism
– Refers to a belief in one God.
- (ii) Polytheism
– Refers to a belief in many Gods. [2]
- (c) Mention the Jewish religious leaders. [6]
- Prophets
 - Priests
 - Rabbis
 - Levites
 - Chazzans(cantors)
 - Rebbes
 - Tzaddiks
- (d) Give a brief background of Judaism Religion. [8]
- A Hebrew or Jewish religion.
 - A monotheistic religion founded 3500 years ago in the Middle East.
 - It is one of the religions that have a greater number of followers in Palestine.
 - It is the Abrahamic religion meaning Abraham is the founder as he is linked to the origins of prophecy, whilst some refer it to Mosaic religion meaning Moses is the founder and is also linked to prophecy.

- Abraham is considered the founder because God made a covenant with him.
- Moses won the foundership of the religion because he brought the ten commandments directly from Yahweh. The ten commandments are referred to as the code of conduct for the followers of Judaism.

5. (a) What is a belief? [2]

- Is whereby one has faith in a God or gods.
- Is when one attaches his or her faith to a supernatural or a Supreme being.

(b) State four beliefs in Judaism. [4]

- They believe that Yahweh created the universe.
- They believe in one God.
- They believe that God is the uncreated creator.
- They believe that God is the provider.
- They believe in the existence of a prophet.
- Believe that there is a holy place of worship.

(c) Name any six Old Testament books. [6]

- Genesis.
- Exodus.
- Leviticus.
- Numbers.
- Deuteronomy.
- Judges.

(d) Mention any eight prophets of the Old Testament. [8]

- Jeremiah.
- Isaiah.
- Micah.
- Nehemiah.

- Hosea.
- Amos.

6. (a) What are sacred scriptures in Judaism? [2]

Sacred scriptures are religious divine books.

(b) Name the sacred books in Judaism. [4]

- Torah.
- Tenakh.
- Talmud.
- Mishnah.

(c) Outline the importance of sacred scriptures. [6]

- Sacred scriptures contain the word of God.
- They teach good morals.
- Contains the law of God.
- Point out human behaviours that are unethical.
- Contains exemplary figures that portray sufficient faith in them.
- Provide the prophetic messages that are relevant to every generation.

(d) Give detailed notes on sacred scriptures in Judaism. [8]

- Torah – is written on scrolls and kept in a special cabinet called the Aaron Hakodish, the Holy Ark in the synagogues.
- Tenakh – is an ancient collection of writings that are sacred to the Jews.
- Talmud – is a collection of writings. It was written 2000 years ago and it has a recording of the Rabbis' discussion of the way to follow the Torah at that time.
- Mishnah Torah and the Shallahian Aruch – are recordings of rabbinic discussions from later periods.

SECTION C

CHRISTIANITY

7. (a) Define global distribution.[2]
Global distribution refers to the spread of various religious groups in the world.
- (b) Give roles played by religious founders. [4]
- Preach the word of the Supreme being.
 - Reveal the word of the Supreme being to their followers.
 - Conduct healing sessions.
 - Some give prophetic sessions to the world.
 - Provide the religious doctrines.
- (c) Name any six religions in the world. [6]
- Islamic religion.
 - Judaism religion.
 - Christianity religion.
 - Hinduism religion.
 - Buddhism religion.
 - Taoism religion.
- (d) Identify and name founders of any four religions in the world. [8]
- Christianity - Jesus.
 - Buddhism - Siddhartha Gautama.
 - Islam - Prophet Mohammed.
 - Judaism - Abraham.
8. (a) Define Christianity. [2]
Christianity means a religious movement that was founded by Jesus Christ.
- (b) Who are Christians? [4]
Christians are followers or subscribers who have decided to follow Jesus and therefore have to adapt Christ-like life.
- (c) What does the word Christ mean? [6]
- Christ means the anointed one.
 - It also means the chosen one.
 - Jesus Christ is the founder.
 - Christ refers to Jesus himself, which means the son of the Most High and Saviour.
- (d) Name and explain the importance of sacred scriptures in Christianity. [8]
- The Bible.
 - Church manual.
 - Lesson quarterly.
 - Denominational religious literature.
9. (a) Define ethics in Christianity. [2]
- Ethics are standards of right or wrong that guide congregants.
 - Christianity castigates all forms of wrong conduct.
 - Christian denomination has adopted various ways that enable the smooth impartation of right conduct.
- (b) Name four Jesus ethics. [4]
- Continuity.
 - Discontinuity.
 - Apparent discontinuity.
- (c) Mention six expected rights of conduct in Christianity. [6]
- Respect.
 - Dignity.
 - Love.
 - Obedience.
 - Peaceful.
 - Patience.
 - Forgiveness.
- (d) Explain the importance of ethics in Christianity. [8]
- Enable believers to adopt the right conduct.
 - Castigates wrong conduct.
 - Congregates emulates the right ethics.
 - Followers will fear doing wrong.

- The sinners are reminded to do good.
- Good ethics promote love and unity.
- Good ethics enable followers to maintain their purity.

SECTION D

ISLAM

10. (a) Who is the founder of Islamic religion? [2]
Prophet Mohammed is the founder of Islam.
- (b) Explain how Mohammed received revelation. [4]
- At the age of forty, Mohammed began to receive visions.
 - In 610AD when he was meditating in the cave at Mecca, he was visited by the angel Gabriel.
 - The angel asked him to recite the Koran. It is believed that Mohammed is a prophet and the final messenger of God who angel Gabriel was sent to appoint as the messenger of God.
 - Koran means reciting. The Koran is written in the Arabic language.
- (c) Mention any six beliefs in Islam. [6]
- They believe that life is given by God (Allah) even to humans and plants.
 - They believed that shariah has a similarity with the Mosque law.
 - They believe that maximum blood must be drained from animals that are to be used for human consumption.
 - They believe in life after death.
 - They believe in God (Allah).
- They believe that women are not suitable to preach the word of Allah.
 - They believe in a Mosque as their holy place.
 - Believe in the Koran as their sacred book.
 - They believe in the sacred journey to Mecca called pilgrimage.
 - They believe Mohammed is the prophet and final messenger of God (Allah).
- (d) Describe the marriage of Mohammed. [8]
- Mohammed was born in Mecca.
 - Mohammed's father died soon after his birth.
 - His mother died when he was six and he was brought up by his uncle Talib.
 - Mohammed at 25 years got married to a wealthy widow called Khadija.
 - They had three children; two sons and a daughter, the only daughter (Fatima) survive with them.
 - At the age of 45, Mohammed began to receive visions.
11. (a) What are sacred scriptures? [2]
It is a divine book of Muslims which is known as the Koran.
- (b) Name six religious practitioners in Islam who teach the Koran. [4]
- Ullama.
 - Almam.
 - Caliph.
 - Abu-Barware.
 - Imam.
 - Grant Imam.
 - Grand Mufti.
 - Muezzin Mujtand.

- Koyai/kiai.
 - Mufti.
- (c) Outline vital elements of the Koran. [6]
- The Koran was written in Arabic language.
 - Mohammed means peace be with you.
 - The Koran is regarded as original and has never been altered, edited or revised.
 - It is a direct word of God.
 - It explains the purpose of life.
 - It teaches, moral, spiritual values.
 - At any given time millions of Muslims memorise the Koran.
- (d) Suggest reasons why the Koran is important in Islam. [8]
- It is the sacred book in the Islam
 - It contains the words of Allah.
 - It also contains prophetic words of Mohammed the prophet and messenger of God.
 - The purity code is also found in the scriptures.
 - The prophet's words about the environment are in the scriptures.
12. (a) What is cleanliness? [2]
In Islam cleanliness is not only physical but also moral, social and spiritual.
- (b) Explain moral purity. [4]
- Moral purity means being free from immorality.
 - Immorality is viewed as unfair.
- (c) Give tenets of cleanliness. [6]
- Moral purity.
 - Social purity.
 - Economic purity.
 - Verbal purity.
 - Spiritual purity.
 - Physical purity.
- (d) Discuss what physical purity means in Islam. [6]
- Muslims use water after using the toilet and when they pray, they do not expose their body parts.
 - One must wash her body after having sex with their spouse.
 - Pubic hair and armpits must be shaved.
 - Sexual relationship during month prayer is not allowed.
 - During the monthly cycle, one is not allowed to fast.
 - Male circumcision is well recommended after birth.
 - Female circumcision is not recommended.

EXAMINATION PRACTICE 1

PAPER 2 POSSIBLE ANSWERS

SECTION A

INDIGENOUS RELIGION

1. Explain the characteristics of Indigenous Religion. [25]
- The religion has no known founder.
 - Religious teachings are conveyed through oral means.
 - The religion has no missionaries, if they are there, they do not inspire others or have no zeal to evangelise.
 - Indigenous Religion is tolerant of other religions, they can assimilate from other religions and hence flexible.
 - They are pragmatic (consider everything that works).
 - They believe that God exists.
 - Subscribe to a God or Deity (*Mwari/Umlimu*).

- Does not have written scriptures.
 - Teach good morals.
 - It is secretive, the information is hidden.
 - Believes in the existence of good and bad spirits.
 - Believes in life after death.
2. Discuss the missionaries' research findings about Indigenous Religion. [25]
- In general, the group had a false understanding of Indigenous Religion.
 - They thought Africans had no religion.
 - Western missionaries went to evangelise in the 18th and 19th centuries.
 - They describe Indigenous Religious as primitive, paganism, superstitious, heathen, and non-Christian.
3. Outline the background of Indigenous Religion. [25]
- The religion has no known founder, the founder is not known.
 - The religion comes into being through the cultural and traditional way of life.
 - The religion is the people's culture and their tradition.
 - The culture and tradition become people's religion as they follow various practices as a way of worshipping.
4. Describe the background of Judaism Religion. [25]
- A Hebrew or Jewish religion.
 - It is one of the religions that was founded a millennium of years ago.
 - A monotheistic religion founded 3500 years ago in the Middle East.
 - It is one of the religions that have a greater number of followers in Palestine.
 - It is the Abrahamic religion meaning Abraham is the founder as he is linked to the origins of prophecy, whilst some refer it as the Mosaic religion meaning Moses is the founder and is also linked to prophecy.
 - Abraham is considered the founder because God made a covenant with him.
 - Moses won the credit of a founder of the religion because he brought the ten commandments directly from Yahweh. The ten commandments are referred to as the code of conduct for the followers of Judaism.
5. Explain why Abraham and Moses are the favourites for the formation of Judaism religion. [25]
- It is the Abrahamic religion meaning Abraham is the founder as he is linked to the origins of prophecy.
 - Judaism is a Mosaic religion meaning Moses is the founder and is also linked to prophecy.
 - Abraham is considered the founder because God made a covenant with him.
 - Moses won the foundership of the religion because it was he, who brought the ten commandments directly from Yahweh. The ten commandments are referred to as the code of conduct for the followers of Judaism.

SECTION B

JUDAISM

4. Describe the background of Judaism Religion. [25]
- A Hebrew or Jewish religion.
 - It is one of the religions that was founded a millennium of years ago.

6. Discuss the relevance of beliefs in Judaism. [25]

- They believe that Yahweh created the universe.
- They believe in one God.
- They believe that God is the uncreated creator.
- They believe that God is the provider.
- They believe in the existence of a prophet.
- Believe that there is a holy place of worship.
- They believe in the divine book called Torah.
- Believe that God communicates with them through Torah and Prophets.
- Believe in the divine law, the ten commandments.
- Believe that man has power and dominion over creation.
- They believe in the messages of prophets as divine.

SECTION C

CHRISTIANITY

7. Describe the global distribution of religion in the world. [25]

- Global distribution refers to the spread of various religious groups in the world.
- It enables us to access numerical processed data in terms of the number of followers that subscribe to a particular religion.
- The demographic study carried out provides authentic information concerning world religions that may be easily analysed by paying particular attention to the presented data.

- The geographic distribution of religious groups varies mostly in size depending on how popular the religion is in a certain area or nation.
- The religion may be popular in a certain country mostly when its origins may be traced and found muffled in the centre of a particular nation.
- The fact that a religion commenced in a certain nation, the religion becomes the DNA of that unique nation. It is vital to note that some religions spread throughout the world simply because it was their aim and objective to preach to convert souls.
- These religions with the mandate to convert send missionaries around the world to attract various people from different landscapes in the world.
- Similar patterns of sending missionaries were adopted by religions like Christianity and Islam.
- This enabled such religions to be found in several countries around the world where they have popularised their preaching and teachings.
- Some religions that do not seek to convert, never bothered to send missionaries because they took their religion as indigenous and theirs only. Therefore, spreading it to foreigners was regarded as taboo.
- Religions like Indigenous Religion do not seek to convert, as their religion becomes part of their

culture and tradition that no outsider could understand its relevance.

- Indigenous Religion as it is popularly known is understood as the religion of Africa.
- Indigenous Religion has similarities in the way it is observed, traditionally and culturally as practiced by Africans in different landscapes of Africa.
- It is essential to note that, a particular religion has become popularly known in the world through its methodology of spreading its gospel, rather than contributing to it to record the highest or lowest population in the world.
- The diagram below will show the size of major religions in 2010. This may be subject to change as various factors might influence the changes.
- Christianity 31.5%
- Islamic religion 23.2%
- Hinduism 15.0%
- Buddhist 7.1%
- African Indigenous Religion (IR) 5.9%
- Judaism 0.2%
- Unaffiliated 16.3%
- Other religions 0.8%

8. Christianity is a fast-growing religion in the world. Discuss. [25]

- Christianity is a direct offspring of Judaism.
- The religion already has many followers after its introduction by Jesus Christ, it has attracted many hearts.

- During Jesus' ministry, many people who followed Jesus teachings and the miracles he performed were converted to Christianity.
- Those who become followers were the poor and vulnerable.
- Jesus' gospel was impartial, thus, it accommodated many with no conditions.
- The gospel was for all regardless of sex and nationality.
- Just after Jesus' crucifixion, the apostles took over preaching the gospel and many were converted to Christianity.
- Christianity has many missionaries around the planet, aiming to spread the gospel and convert many people.
- Christianity has many denominations around the world that subscribed to Jesus Christ.

9. Discuss roles played by religious founders in the world. [25]

- Preach the word of the Supreme being.
- Reveal the word of the Supreme being to their followers.
- Contact healing sessions.
- Some give prophetic sessions to the world.
- Provide the religious doctrines.

SECTION D

ISLAM

10. Explain any five beliefs in Islam. [25]

- They believe that life is given by God (Allah) to humans and plants.
- They believed that Sharia law has a similarity with the Mosque law.