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CHRISTIAN
RELIGIOUS
EDUCATION
Paper 1
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UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

CHRISTIAN RELIGIOUS EDUCATION

Paper 1

SCORING GUIDE

Item 1.

“I am the Lord your God who brought you out of Egypt, out of the land of slavery. You shall have no other gods before me. You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below. You shall not bow down to them or worship them; for I, the Lord your God, am a jealous God, punishing the children for the sin of the fathers to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments. You shall not misuse the name of the Lord your God, for the Lord will not hold anyone guiltless who misuses his name.” Exodus 20: 2 – 7. (NIV)

Tasks:

- (a) How can the message in the above text strengthen Christian’s faith in God, in Uganda today?

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	The text teaches about the oneness of God.	The text puts it that, “You shall have no other gods before me. You shall not bow down to them or worship them...”	Christians in Uganda are called upon to commit to the worship of God and not any other gods, in line with what is expected of any Christian according to the text.
2	It teaches about the omnipotence of God.	The mighty power is reflected in God’s liberation of the Israelites from the land of slavery in Egypt.	This is a motivation for Christians in Uganda to put all their trust in God, since He is capable of lifting their burdens and causing them joy.
3	God is a loving God.	This is reflected in God’s choice of Israelites to be His own, “I am the Lord your God...”, and in the liberation of Israelites from slavery.	Christians in Uganda ought to seek for Gods special love, by worshiping Him alone. This way, they will reap unlimited blessings that come with worshiping one God.
4	The text teaches about a jealous and punishing God.	The text puts it, for I, the Lord your God, am a jealous God, punishing the children for the sin of the parents to the third and fourth generation of those who hate me”.	As a way of avoiding God’s wrath, Christians in Uganda are called upon to do what pleases God and what is good for God’s entire creation. This will earn them and their generations God’s blessings.

b) Explain the attributes of God according to Traditional African Religions, that are similar to the Biblical teaching about God in the text above.

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	Traditional Africans believed in the oneness of God.	God is alone and above all other beings, incomparable. The Baganda call God “Katonda” (one creator) and not “Bakatonda”, emphasizing the oneness of God.	The Biblical text also teaches about the oneness of God. It states, “You shall have no other gods before me.”
2	God was believed to be all powerful.	Traditional African Society believed God used His mighty powers to create the entire universe, for which the Banyoro call him “Ruhanga”, meaning creator.	Similarly, the Biblical text presents a mighty God who used such powers to liberate the Israelites from slavery in Egypt.
3	God was believed to be a punishing God.	Traditional Africans believed God could punish those whose conduct was against the established values of a community.	This is similar to the Biblical text which states, “...for I, the Lord your God, am a jealous God, punishing the children for the sin of the parents to the third and fourth generation of those who hate me,...”
4	Traditional Africans believed God was a loving one.	As a loving God, they believed God cared for them, providing them with life, children, good health, material wealth etc.	The Biblical text also presents a loving God. He offered the self to mankind “I am the Lord your God” but also brought the Israelites out of Egypt, out of the land of slavery.

NO.	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Christian’s faith in God according to the Biblical text.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response
2	Attributes of God according to Traditional African Religion that are similar to the ones in the Biblical text.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response

Item 2.

In some village in Uganda, existed a polygamous marriage, in which a man had two wives with six children. However, he had not yet fulfilled marital obligations of bride price payment and Church wedding with any of the wives. The man separated with one of the wives due to marital unfaithfulness (adultery). She left behind her children with the man and the co-wife. The remaining wife then took responsibility for all the six children but she now feels that the step children should leave the home for her convenience. The husband is not in agreement with her idea and feels all the children should stay in his home.

Tasks:

(a) Explain the Christian values that the scenario teaches young people about marriage.

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	It teaches young people to marry Monogamously.	They ought to practice marriage between one husband and one wife, just as God created one woman Eve for one man Adam.	This can be a way of avoiding challenges of adultery and separation which occurred to the marriage in the scenario due to the polygamous nature of the marriage.
2	Young people ought to love their marriage partners.	According to 1 st Corinthians 13, St Paul teaches that love is kind and patient, which are key values in any marriage.	The scenario presents a case where the man was unable to love his wives, which resulted into marital unhappiness by one of them.
3	Young people should uphold the value of faithfulness in marriage.	Hebrews 13:4 teaches that let the marriage bed be undefiled, for God will judge the sexually immoral and adulterous.	One of the wives in the scenario was unfaithful to the husband and that resulted into separation.
4	Young ladies learn to be Submissive to their husbands.	Ephesians 5 teaches wives to submit to their husbands, as to the Lord.	The remaining wife ought to submit to the interests of the man and take care of all the children, for a stable and peaceful marriage.

b) How can Traditional African marriage approaches be used to promote stability of such a marriage in the scenario?

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	The man ought to fulfil the obligation of bride price payment.	According to the scenario, even the remaining wife was not customarily married, yet in traditional African society, bride price payment was a condition for marriage.	By fulfilling customary marriage obligations, the remaining woman will appreciate her place in this marriage as wife, for the stability of the marriage.
2	The woman should be submissive to the man.	In Traditional African Society, women were expected to abide by whatever the man said. Decision making in the family was for the man.	The remaining woman ought to fulfil the aspirations of the man by taking care of all the children. This will promote harmony between the man, woman and children, vital for marital stability.
3	The remaining woman should respect all the children in this family.	In Traditional African Society, children were highly valued. The more the children, the more respect society accorded to the family.	The remaining woman should raise all the children in this family. This will make the man appreciate her place as a mother of the family, key for marital stability.
4	Both parties should involve elders for support.	Elders in Traditional African Society played the role of mediation, counselling and guidance of marriage partners.	The involvement of elders will serve to peacefully resolve any emerging issues between the partners for the stability of the marriage.

NO	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Christian values that the scenario teaches young people about marriage.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response
		4	3	2	1	0
2	Traditional African marriage approaches that could promote stability the marriage in the scenario	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response

Item 3.

A brilliant young graduate remained unemployed for ten years because of despising available jobs. He eventually got a well-paying job as an accountant. Out of excitement, he got into alcoholism, spending most of his night time in bars. Fifteen years in employment, he has failed to develop himself in anyway.

Task:

Using Christian and Traditional African views, explain ways in which the scenario informs the youth in Uganda to be productive.

i. Christian views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	It teaches the youth to respect and do the work that God avails to them.	In the creation story, God worked for six days without rest. As a worker, God portrays special respect for the work of creation.	According to the scenario, the young graduate remained unemployed due to despising available jobs.
2	It informs the youth in Uganda to be prayerful for work and employment.	Psalm 90:17 presents a prayer; “May the favour of the Lord our God rest on us; establish the work of our hands for us...”	The scenario presents a young unemployed graduate who does not involve God in his search for a job, but seems to struggle alone, taking him years to get a job.
3	It encourages the youth in Uganda to be patient on matters of employment.	According to the book of Genesis, God worked step by step, until He accomplished the creation with patience.	This is also true with the young graduate in the scenario. He stayed without a job for ten years but did not give up on the search for employment. This persistence eventually yielded when he found a job.
4	It teaches the youth to use their incomes and leisure time for self-development.	According to 1 Corinthians 10:31, whether you eat, or drink, or whatsoever you do, do all to the glory of God.	After securing a job, it was important to spend money on personal and societal development rather than spend on alcoholism.

ii. Traditional African views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	It teaches the youth in Uganda to embrace hard work.	In Traditional African Society, laziness was discouraged. People took pride in their work. Whether they were farmers, fishermen, medicine men, or artisans, diligence and industriousness were highly valued.	Staying unemployed for ten years without any work is a sign of laziness and lack of creativity on the side of the young graduate. Fifteen years in employment, he has failed to develop himself in anyway.
2	The youth in Uganda should attach spiritual connection to work.	According to Traditional African Society, work was often intertwined with spiritual beliefs. People believed that their labour was connected to the divine beings.	It would have been prudent to spend on activities of God's work, instead of spending on alcoholism.
3	The youth in Uganda ought to ensure sustainable utilization of resources.	Traditional African practices emphasized sustainable resource use. Farmers rotated crops, and hunters respected the natural environment to ensure its longevity.	The young graduate instead resorted to wasteful spending of his income on alcoholism, which Traditional African values detest. He should have had consideration for some investments.
4	The scenario informs the youth in Uganda to be resilient in work.	African communities faced challenges such as droughts, conflicts, and epidemics. Their resilience and adaptability allowed them to overcome adversity.	This is also true with the young graduate in the scenario. While he stayed without a job for ten years, he did not give up, until he got it.
5	The youth ought to exercise cooperation with others as part of work ethics.	In African Traditional Society, individuals worked together to achieve common goals, recognizing that their efforts contributed to the prosperity of the entire community.	The young graduate seems to be connecting more with alcohol than colleagues at work and developmental people in society, people who would have helped him make right choices.

NO	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Christian teachings about productivity among the youth in Uganda in line with the scenario.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response
2	Traditional African Society views about, productivity among the youth in line with the scenario.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response

Item 4.

“There was a man who had two sons. The young one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them. Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. After he had spent everything, there was a severe famine in that whole country, and he began to be in need. So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.” Luke 15:11 – 16. (NIV).

Task:

Relate the message in the Biblical text above to;

- a) the ways of life of some people in Uganda today in regard to wealth and development.
- b) the Traditional African understanding of leisure time.

a) Ways of life of some people in Uganda today.

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	Some people in Uganda wastefully use resources of inheritance.	They sell their inheritance and spend the money on alcoholism, expensive cars, womanising etc. till they lose everything.	According to the scenario, the young son got together all he had, set off for a distant country and there squandered his wealth in wild living, spending everything.
2	Some forcefully demand for a share of their parents' fortune / estates.	They intimidate and demand of parents to divide and share family estates among the children, most times with selfish interests.	According to the scenario, the young son asked his father to give him a share of the estate. So he divided his property between them.
3	Some people from well off families in Uganda despise some types of work.	They put all their hope in the estates of their parents and develop a feeling of comfort. They do not see any reason for working to create their own wealth.	The young son in the scenario had a similar conduct. Instead of working to create his own wealth, he demanded for his share.
4	Some people migrate from their home areas to other places.	Upon getting some money out of the sale of their inheritance, some people in Uganda migrate to other areas as they spend the money.	According to the text, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living.

b) Traditional African understanding of leisure time.

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	In Traditional African Society, leisure time was used for developing skills and talent.	The young used this time to develop skills of building, carpentry, iron smith, crafts making, hunting, fishing etc. They also engaged in games and sports, music, dance and drama etc.	In the Biblical text, the younger son instead used his leisure time in wild living rather than developing skills and talents vital for a lifelong livelihood.
2	Leisure time was used for social interaction and strengthening friendships.	People used this time to visit relatives and friends, and sharing life opportunities and challenges.	The younger son used his leisure time traveling to a distant country, instead of visiting people who matter in his life for guidance on ways of using the share he was given.
3	People settled down in their homes and spent leisure time strengthening ties with family members.	During this time, parents talked to their children about life, with mothers talking to girls and fathers to boys. They prepared them for independent life.	The younger son chose to travel to a distant country, far from his father, instead of staying close to his father for parental guidance on the use of his share of inheritance.
4	Some people spent leisure time doing craft and artisanship.	Women in Buganda made mats and baskets. In Bunyoro, men made spears, arrows, pangas etc.	On the contrary, the younger son spent his time in wild living, until he spent all that he had. The traditional African perspective suggests, he should have found a trade to engage in for a livelihood.

NO	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Message in the Biblical text in relation to the ways of life of some people in Uganda today in regard to wealth and development	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.
		4	3	2	1	0
2	Message in the Biblical text in relation to the Traditional African understanding of leisure time	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.

Item 5.

Rinah borrowed some money from her friend Joan, promising to pay it back within one month. Unfortunately Rinah refused to pay back the money and instead asked Joan to produce evidence of lending her money. The two lost friendship and are now in conflict, hatred and ill-talk against each other to members of the community.

Task:

Using Christian and contemporary approaches, how best can the parties involved in the scenario resolve their differences.

(08 scores)

i. Christian views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	Joan should pray over the matter, for God's divine intervention.	Christianity teaches its followers to cast their burdens to God. According to 1 st Peter 3:12, the eyes of the Lord are on the righteous and his ears are attentive to their prayer.	In so doing, Rinah could be spiritually influenced to think twice about the matter, accept the fact that she was helped and even consider to pay back the money.
2	They should uphold peace in their effort to resolve the matter.	In the story of the woman caught in adultery, Jesus challenged the teachers of the law and Pharisees to be the first to stone her if at all they had no sin, which they failed to do.	Rinah and Joan should therefore consider all possible conflict resolution mechanisms such as dialogue, avoiding ill-talk against each other to avoid intensification of the conflict.
3	Joan is called upon to forgive Rinah for the sake of friendship.	According to the parable of the lost son, the father was quick to forgive him when he came back. This restored a good relationship between the two.	In forgiving Rinah, Joan will get healing over the unpaid debt and this could eventually restore their friendship from which the two can benefit in other ways.
4	Joan ought to engage other people to help resolve the issue.	Mathew 18:16 teaches engaging one or two other people in conflict resolution, particularly where a conflict fails to be resolved by the conflicting parties.	Joan can consider involving elders, parents or even other friends to mediate. In so doing, there are chances that the two people will have the matter amicably resolved and their friendship restored.

ii. Contemporary views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	Rinah ought to accept the fact that she borrowed money from Joan.	She should stop tasking Joan to produce proof for having given out money to her. This makes Rinah develop a feeling of lack of a debt, the more reason for not committing to pay.	This way, Rinah will be convicted to find the money and pay Joan, which will resolve a lot.
2	Rinah is called upon to plead for instalment payments.	She should develop a repayment plan indicating the money to be paid and the time it will be paid, and humbly present it to Joan for consideration.	This will reduce the burden of having to find all the money and pay at once something she could be finding difficult to do. This way, the money will finally be paid and the friendship restored.
3	Rinah should be humble in these circumstances.	Asking Joan to produce evidence for lending her money when she very well knows that she was helped, is being arrogant.	In a humble way, she will easily win the sympathy of Joan and agree on friendly terms for repayment, in a way resolving the matter.
4	Rinah should be compassionate.	She should imagine being in the situation Joan is in, helping a friend who refuses to repay and engages in ill-talk against the helper.	This will help Rinah reconsider her position and find ways of paying back the borrowed money and restoring the friendship.

NO	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Christian approaches to resolving the differences between Rinah and Joan.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.
2	Contemporary approaches to resolving the differences between Rinah and Joan.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.

Item 6.

In some areas of Uganda, live communities that are always in conflict. They raid each other over cattle, sheep, goats and foodstuff. People live in anger, hatred and fear for loss of property and life.

Task:

Basing on Christian and Traditional African views, explain ways in which people in the scenario can live in harmony.

i. Christian views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	They should pray for God's divine intervention.	Prayer links us to God who is all-powerful. In churches, homes and anywhere, they should seek God's grace in the circumstances.	This will invoke God's divine mercies in the lives of these people, inviting and guiding them to value peace, harmonious co-existence and stop the raids.
2	They ought to repent and stop raids against each other.	Repentance is a change of mind, feeling, purpose and conduct. According to 1 Peter 3, whoever would love life and good days must turn from evil and do good; they must seek peace and pursue it.	The people in the scenario should therefore seek for the blessing of repentance, the blessing of life, good days, and peace, by repenting the sins of raids, conflict, hatred and turning away from them.
3	They should create opportunities for forgiveness.	The book of Mathew teaches Christians to be prepared to forgive others as Jesus forgave them. (Matthew 6:12).	Forgiveness will be good reason to permanently stop raids against each other's property which will bring about friendship, harmony and peace.
4	They should seek for reconciliation.	In 2 Corinthians 5:19, St. Paul teaches people to Seek reconciliation with those they may have conflict with, in order to restore unity and harmony.	Upholding this teaching will soften the hearts of the people in these communities. It will foster comradeship and friendship, which are vital for peaceful co-existence.
5	They should learn to respect other people's property.	According to the book of Mathew, it is the duty of Christian parents to instruct children about proper dealing with other people's belongings. This will lay the right foundation for God's gifts and blessings (Matthew 24:45-47)	In respecting the property of other people in these communities, they stand to earn blessings from God. Such could be blessings for life, more animals, peace and harmonious co-existence.

ii. Traditional African views

NO	IDEA (CK)	EXPLANATION OF IDEAS (CU)	APPLICATION (AP)
1	Elders of these communities should engage in dialogue / negotiations.	The secret of negotiation in Traditional African Society was to harmonize the interests of the parties concerned. Consensus and social cohesion were key so that the management of the conflict favours the concerns of both parties.	In so doing, they should consider decisions which favours all parties in the interest of harmonious co-existence and peaceful means of ending the raids and conflicts.
2	Leaders of these communities should engage third parties for mediation.	In traditional African society, elders were trustworthy mediators because of their experience and wisdom. Their roles included, pressurizing, making recommendations on behalf of the parties, emphasizing relevant norms and rules, envisaging the situation.	Mediation will enable the warring parties to meet. It will serve to remind the warring communities of the need for peace and harmonious co-existence in society.
3	People in these communities should reconcile for peaceful co-existence.	Traditional African Society anchored reconciliation on the principle of give a little and get a little. The purpose was not to render a judgment in law but to reconcile the conflicting parties.	Such efforts will lead to manageable compensations to each other and forgiveness, as a way of providing for healing and putting the differences aside.
4	People in these communities ought to seek for forgiveness.	In traditional African Society, apology for wrongs done to individuals and the entire community was encouraged. Such apology was channeled through elders in the society.	This will prevent revenge acts against each other and foster harmonious co-existence.

NO	BASES OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1	Christian approaches to harmonious living among the people in the scenario.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.
		4	3	2	1	0
2	Traditional African Society approaches to harmonious living among the people in the scenario.	Gives ideas, explains and applies a minimum of 3 responses (AP).	Gives idea(s), explains and applies 1-2 responses (AP).	Gives and explains idea(s) but does not apply any (CU).	Gives idea(s) but does not explain and apply any (CK).	Wrong / No response.