

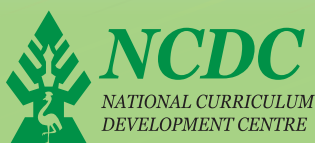


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



CHRISTIAN RELIGIOUS EDUCATION ASSESSMENT GUIDELINES



2026

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CURRICULUM

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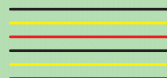
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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

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Kampala- Uganda
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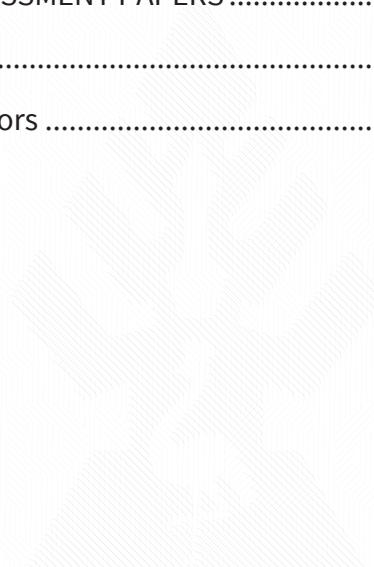
ISBN: 978-9970-494-58-3

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ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the development of these Assessment Guidelines to support the implementation of the Advanced Secondary Curriculum.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development process, the Curriculum Task Force of the Ministry of Education and Sports for the guidance and timely decisions whenever necessary, and members of the public who made helpful contributions towards shaping these Guidelines.

NCDC is also grateful to UNEB, Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, critical reviewers, and professional bodies for their contribution towards the design and development of these Assessment Guidelines. To all those who worked behind the scenes to finalise the production of these Guidelines, your efforts are invaluable.

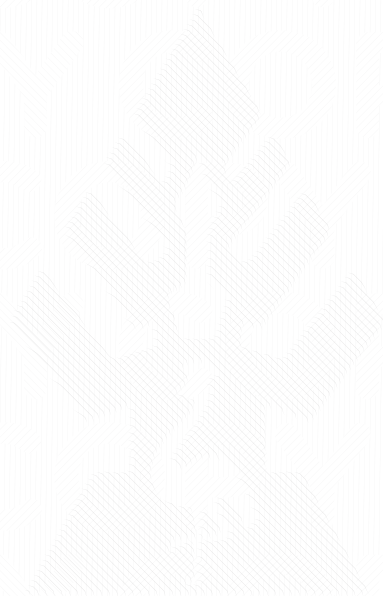
NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of **Christian Religious Education** as a subject.

The end-of-cycle assessment of Christian Religious Education will be administered by the Uganda National Examinations Board (UNEB) and guided by five assessment objectives drawn from five constructs as indicated in Table 1. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within constructs to address a societal problem.

1.1 Assessment Objectives

Assessment objectives for Christian Religious Education focus on the learner's ability to:

AO1: interpret covenantal themes and faith practices from the Pentateuch, Psalms, and Job, and demonstrate how these texts inform a resilient, worship-centred lifestyle in pursuit of God's purpose.

AO2: assess the learner's understanding of the functions and qualities of priestly, prophetic, and kingly figures in ancient Israel and their ability to apply these insights to demonstrate servant leadership rooted in faith, justice, and humility.

AO3: interpret the **scriptural texts** of Jesus in Mark and John, the Early Church, and letters of Paul, James, and Peter, and ways in which they inform Gospel witness in daily life.

AO4: Interpret and synthesise teachings from African Traditional, Contemporary, and biblical worldviews in making ethical decisions, fostering healthy social relations, and stewarding the world.

AO5: interpret and apply ethical principles from Traditional African, contemporary, and biblical teachings in addressing issues of justice, civic engagement, and global peace building, demonstrating a commitment to responsible living in diverse contexts.

1.2 Linkage Between Assessment Objectives, Constructs, And Syllabus

The table below shows a linkage between the assessment objectives, constructs, and relevant topics in the syllabus.

Table 1:

Table showing the relationship between assessment objectives, constructs, and the topics in the syllabus

Assessment Objective	Construct	Construct Description	Topics in the syllabus
A01	Man's covenant relationship with God and honest faith and worship across all situations, drawn from the Pentateuch, Psalms, and Job, for living according to God's purpose.	Analysing covenant-minded living by exploring honest faith and worship across life's situations and values grounded in the Pentateuch, Psalms, and Job, for shaping a purpose-driven journey with God.	1) The Pentateuch 2) Wisdom literature
A02	God's character through the priestly, prophetic, and kingly offices in ancient Israel for servant leadership marked by wise governance.	Applying the expression of God's character through the priestly, prophetic, and kingly roles in ancient Israel, for servant leadership in present-day life.	3) Theocracy in Israel 4) Monarchism in Israel 5) Prophetism in Israel

A03	The identity of Jesus according to the Gospels of Mark and John, the letters of Paul, James, and Peter, and the Early Church, for active and quiet witness in everyday life.	Analysing the unique identity of Jesus as represented in the Gospels of Mark and John, the Early Church, and the Epistles of Paul, James, and Peter, for a lifestyle of quiet and active Gospel witness.	6) The Pre-gospel period 7) The gospels 8) The epistles
A04	The African Traditional, Contemporary, and biblical perspectives on social relationships and stewardship of the earth for a lifestyle rooted in cultural and biblical discernment.	Assessing insights from African Traditional, Contemporary, and biblical worldviews to wisely address real-world challenges in relationships and stewardship of creation.	9) Sex and sexuality 10) Marriage 11) Family life 12) Work 13) Leisure 14) Money and wealth
A05	The Traditional African, contemporary, and biblical principles to nurture civic responsibility for peace and harmony at personal, national, and international levels.	Evaluating civic responsibility from the Traditional African, contemporary, and biblical perspectives, for commitment to peace-building on personal, national, and international levels	15) Law, crime and punishment 16) The state and the citizen 17) International order

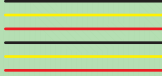
2. Table of Constructs

The table below details the constructs for Christian Religious Education, including competencies/learning outcomes that comprise the construct, the expected learner abilities, and what the assessor should look for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Learning Outcomes The learner should be able to:	Abilities The learner can:	Indicators of Mastery The learner:	Level of Complexity
Man's covenant relationship with God and honest faith and worship across all situations drawn from the Pentateuch, Psalms, and Job, for living according to God's purpose. Analysing covenant-	i) analyse the creation accounts in Genesis 1 and 2 to understand the biblical perspective on the origin of man and the universe as desired by God. (u, v, s, gs)	a) examine the creation accounts in Genesis 1 and 2. b) assess the biblical perspective on the origin of man and the universe as desired by God.	i) interprets each of the creation stories. ii) compares the two creation stories. iii) explains God's desire and plan for the universe.	Medium
	ii) demonstrate an appreciation for God's creation by analysing the place of man in creation to develop a	a) appreciate the place of man in creation to develop a personal and	i) demonstrates the unique position of man in the universe.	High

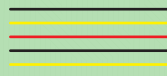
minded living by exploring honest faith and worship across life's situations and values grounded in the Pentateuch, Psalms, and Job, for shaping a purpose-driven journey with God.	personal and intimate relationship with God through love and worship. (u, v/a, gs)	intimate relationship with God through love and worship. b) appreciate the image of God in man.	ii) explains the different views on the position of man in creation. iii) explains interdependence on God through worship. iv) explains implications of man's position in the Pentateuch to the modern world.	High
iii) demonstrate appreciation for God by exploring His attributes as revealed through His works in the Pentateuch, and develop a deeper reverence for Him. (u, v, gs)	a) express reverence for God by exploring His attributes as revealed through the works in the Pentateuch. b) reflect the image of God in daily living.	i) describes the attributes of God. ii) explains the implications of the attributes on humanity. iii) shows reverence for God in daily life.		

iv) analyse the nature of man as presented in the Pentateuch by reading scriptures to recognise the uniqueness, purpose, and shortfalls of mankind. (u, v/a, gs)	a) examine the nature of man in the Pentateuch. b) examine the purpose and shortfalls of mankind.	i) describes the nature of mankind in the Pentateuch. ii) explains ways in which mankind expressed dominion over the world in the Pentateuch. iii) explains the implications of the fall of man to mankind.	Medium
v) analyse the theme of divine election and salvation as presented through key personalities and events in the Pentateuch, providing a foundation for evaluating modern ideas of deliverance from sin. (u, v/a)	a) explain the theme of divine election and salvation through personalities and events of the Pentateuch. b) explain the key covenants in the theme of salvation.	i) explains the role of Abraham and Moses in divine election and salvation. ii) describes the essential features of the Abrahamic and Sinaitic covenants. iii) derives the relevance of the principles of the	High



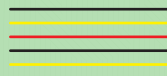
			decalogue in daily living. iv) explains the importance of delegation in various situations.	
	vi) evaluate the concept of priesthood in Israel as described in Leviticus, examining the responsibilities and significance of priests in religious and social contexts, and reflecting on their influence on ancient Israelite society and their enduring impact on society today. (u, v/a, gs)	a) assess the office of priesthood in Israel as presented in Leviticus b) Determine the shortcomings of the Israelite priests.	i) explains the roles of the priests in Israel ii) explains the weaknesses in priesthood in Israelite . iii) compares Israel and modern-day Christian priesthood.	High

vii) analyse the themes of suffering, justice, and patience in the book of Job, relating them to contemporary challenges to explore resilience and meaning in adversity. (u, v/a, s, gs)	a) assess the themes of suffering, justice, and patience in the book of Job. b) evaluate Job's faith amidst suffering.	i) describes Job's sufferings ii) explains the basis of God's blessings. iii) relates Job's experience to challenges in the modern world.	High
viii) evaluate the significance of dialogue and reflection in the Book of Job, applying these insights to modern discussions about empathy, support, and understanding during crises. (u, v/a, gs)	a. examine the significance of dialogue and reflection drawn from the book of Job. b. provide counsel to the discouraged.	i) explains the reactions of Job's wife and friends. ii) draws lessons from Job's experience. iii) describes Job's response. iv) explains the nature of God and man in terms of worship based on Job's experience.	High



	ix) appreciate the emotional and spiritual expressions in Psalms 2, 20, 22, 47, and 147, and reflect on how these texts shape contemporary worship practices and personal devotional life. (u, v/a, gs)	a) recognise the emotional and spiritual expressions in Psalms 2, 20, 22, 47, and 137. b) interpret the message in the selected Psalms.	i) reflects on the teachings in the book of Psalms. ii) draws lessons from the teachings in the selected Psalms.	High
God's character is revealed through the priestly, prophetic, and kingly offices in ancient Israel, exemplified by servant leadership	i) investigate Canaanite religion and the role of judges in ancient Israel, evaluating their impact on the moral, social, and political development of the Israelite community and its relevance to contemporary society. (u, s, v/a, gs)	a) examine the role and impact of judges on the Israelite community. b) analyse the Canaanite with the Israelite religion.	i) describes the functions of judges. ii) relates the function of judges to modern judicial systems. iii) identifies the similarities and differences between the Canaanite and Israelite religions.	High

marked by wise governance. Applying the expression of God's character through the priestly, prophetic, and kingly roles in ancient Israel, for servant leadership in present-day life.	ii) evaluate the priestly leadership of Eli and his family by using biblical scriptures to examine the consequences of their spiritual complacency and apply these insights to develop the value of accountability and discipline in church leadership today. (u, v/a, gs)	a) assess the priestly leadership of Eli and his family and its consequences. b) relate the sins of Eli's family with the rise of Samuel to power.	i) describes the functions of priests in Israel. ii) describes the sins of Eli's sons. iii) explains the consequences of Eli's spiritual complacency. iv) explains lessons for the modern priesthood.	Medium
	i) evaluate Samuel's leadership by examining his roles as a priest, prophet and judge so as to relate and guide modern leaders. (u, v/a, gs)	a) assess Samuel's leadership as a priest, prophet and judge in Israel.	i) explains the role of Samuel in Israel. ii) determines the relevance of Samuel to leaders in the contemporary world.	High
	ii) analyse the demand for human kingship in Israel by exploring the	a) assess the demand for	i) describes the social, political, economic, and religious situation that	Medium

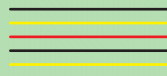


	societal, political, and religious factors that drove this shift from theocratic leadership, and evaluating its impact on Israelite governance and identity. (u, v, s, gs)	Human kingship in Israel. b) justify Samuel's reaction to the demand for a human king.	gave rise to human kingship in Israel. ii) explains Samuel's and God's response to the demand for human Kingship. iii) explains the role of religious leaders in secular politics.	
iii) analyse the leadership styles and governance of human kings in Israel by exploring the political, social, and religious impact of their rule on the development and identity of ancient Israelite society and lessons learnt from their leadership. (u, v/a, gs)	a) assess the leadership styles and governance of human kingship in Israel. b) associate leadership with the religious, social, and economic development of Israel.	i) explains the contribution of kings to the political, economic, social, and religious development of Israel. ii) derives lessons from Israelite kingship to modern leaders.	High	

iv) analyse the division of the kingdom of Israel by examining biblical scriptures to assess the roles of key figures and consequences, to appreciate God's power, sovereignty, and the importance of leadership accountability in modern society. (u, v/a, s, gs)	a) examine the division of the kingdom of Israel. b) assess the role of key figures in the division of the kingdom. c) appreciate God's power, sovereignty, and the importance of leadership accountability.	i) explains the division of the Israelite kingdom. ii) identifies the key players in the division of the Israelite kingdom. iii) explains the implications of Israel's leadership to modern leaders. iv) explains aspects of divisions in society today.	Medium
v) evaluate the reforms enacted by kings in Israel, examining the social, political, and religious changes they implemented and assessing their impact on the development and preservation of	a) assess the situation in Israel before the reforms. b) discovers the reformist kings and their	i) explains the situation before the reforms in Israel. ii) explains the reformist kings and their significance in Israel. iii) discusses the relationship between	High

	Israelite society. (u, v/a, s, gs)	significance in Israel. c) relates the reforms to modern society.	the reforms of the time and those in modern times. iv) identifies areas that require reform in society today.	
	vi) analyse the social, political, and economic contexts of the prophets' time, assessing their relevance and connections to contemporary issues. (u, v/a, gs)	a) analyse social, political, and economic context of the prophetic times and its relevance in the contemporary world.	i) describes the social, political, and economic situation that shaped prophetic missions. ii) explains the relevance of prophetic messages.	High
	vii) analyse the theme of the broken covenant, call for repentance, judgement and the day of the Lord, hope and individual	a) examine the theme of the broken covenant. b) assess the messages of	i) relates prophetic messages to the themes in the Pentateuch.	Medium

responsibility, as addressed by selected prophets, relating their messages to contemporary social, ethical, and spiritual issues. (u, s, gs)	repentance, judgement and hope by the prophets.	ii) identifies ways in which the covenant was abused. iii) relates the evils of prophetic times to today's evils. iv) explains the importance of individual responsibility in daily life.	
viii) synthesise the core messages of Old Testament prophets by analysing their books, identifying major themes, and exploring their relevance, to inform responses to modern ethical, social, and spiritual issues. (u, v/a, gs)	a) analyse the core messages of the selected Old Testament prophetic books. b) relate the message of the prophets to the teachings of the Pentateuch.	i) uses prophetic messages to modern contexts. ii) assesses the role of modern religious leaders in society in relation to prophetic roles.	High

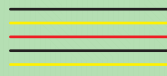


The identity of Jesus according to the Gospels of Mark and John, the letters of Paul, James, and Peter, and the Early Church, for active and quiet witness in everyday life.	i) investigate the link between the Old and New Testaments, focusing on the theme of Messiahship to understand how the Old Testament foreshadows and lays the groundwork for the New Testament. (u, v/a, gs)	a) examine the link between the Old and New Testaments. b) analyses the relevance of this linkage to Christianity.	i) determines the linkage between the Old and New Testaments. ii) establishes the disconnection between the two Testaments.	High
Analysing the unique identity of Jesus as represented in the Gospels of Mark and John, Early Church, and the Epistles of Paul, James, and Peter, for a lifestyle of quiet	ii) explore the features of the early church by analysing the message of the original gospel and early worship practices to gain insight into the birth of Christianity and how it shapes modern Christian practices. (u, v/a, gs)	a) examine worship in the early Church. b) assess the role of the early church in laying a foundation for the church today.	i) describes the features of the early churches. ii) analyses the message of the original gospel. iii) relates the worship practices of the early Church to those of the Church today. iv) explains the role of the Holy Spirit and	High

and active gospel witness.			persecution in the early Church.	
	iii) assess the origin, development, and criteria underlying the compilation of the New Testament Canon, recognising its divine inspiration in order to deepen reverence for the New Testament as the inspired Word of God that is relevant to the contemporary church. (u, v/a, s, gs)	a) examine the origin, development, and criteria underlying the compilation of the New Testament Canon. b) explain the role of the New Testament canon in evangelism. c) examine ways in which the New Testament canon influenced liturgy.	i) describes the literary process of the New Testament canon. ii) identifies the standards behind the canonisation process of the New Testament.	High
	iv) Analyse the preaching of John the Baptist as depicted in the Gospels of Mark and John, assessing his messages	a) examine the preaching of John the Baptist in the	i) identifies the message of John the Baptist in the gospels of Mark and John.	Medium

	of repentance and preparing the way for Jesus, and reflecting on the relevance of these teachings to modern Christians. (u, v/a, s, gs)	gospels of Mark and John.	ii) justifies the implications of John the Baptist's message to Christians today.	
v) Examine the different methods used by Jesus to convey his message about the kingdom of God in John and Mark through analysing parables and discourses, drawing their relevance to Christians today. (u, v/a, gs)	a) assess the different methods used by Jesus to convey the message about the kingdom by analysing the parables and discourses selected.	i) explains the message and person of Jesus in the parables and discourses. ii) draws lessons from the messages of the parables and discourses.	High	
vi) Evaluate the significance of miracles in the Gospel of Mark and signs in John through analysing their	a) examine the significance of miracles and signs in Mark and John.	i) explains the message and person of Jesus in the miracles and signs.	High	

implications and exploring how these events can inspire faith and hope in the contemporary world (u, v/a, s, gs)	b) differentiate miracles and signs.	ii) explains the Messiahship of Jesus. iii) justifies Jesus' supernatural works with those of Christians today. iv) explains the lessons Christians derive from Jesus' miracles and signs.	
vii) Analyse the instances of acceptance, controversies, and opposition that Jesus encountered in the Gospel according to Mark, drawing the relevance of unwavering faith and commitment in the contemporary world. (u, v/a, s, gs)	a) assess the instances of acceptance, controversies, and opposition that Jesus encountered in His ministry.	i) identifies the sources of controversy between Jesus and the various groups. ii) relates Jesus' controversies to the challenges Christians undergo today.	High



	viii) Analyse the passion, death, and resurrection of Jesus Christ through examining the biblical texts in Mark, reflecting on how these events can inspire resilience, empathy, and compassion in their own lives and communities. (u, v/a, s, gs)	a) assess the passion, death, and resurrection of Jesus Christ.	i) explains the passion experiences of Jesus. ii) generates the implications of Jesus' passion, death, and resurrection.	High
	ix) Examine the role of the Holy Spirit as presented in the epistles through exploring themes and reflecting on the ways the Holy Spirit influences modern Christian practices and choices. (u, v/a, s, gs)	a) assess the role of the Holy Spirit. b) assess the manifestations of the Holy Spirit.	i) explains the functions of the Holy Spirit in the lives of the apostles. ii) compares the works of the Holy Spirit in the early and modern Church contexts. iii) identifies hindrances to the prevalence of the Holy Spirit today.	High

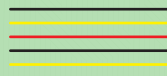
x) Critique the unethical behaviour of the Christians in the early Church through examining themes in the Epistles to guide Christian behaviour today. (u, v/a, s, gs)	assess the unethical behaviour in the Early Church as reflected in the Epistles of 1 Corinthians, 1 Peter, and James.	i) explains deviant Christian practices and behaviours during the apostolic times. ii) justifies the apostolic response to the unethical behaviours. iii) explains ways in which the deviant behaviours affect the image of the Church today.	High
xi) Appreciate the virtue of charity through analysing the message and principles in the epistles to inform and inspire contemporary Christian practices and attitudes toward the needy. (u, v/a, gs)	assess the virtue of charity in the early church as reflected in James.	i) describes the teachings about charity in all the selected Epistles. ii) explains the implications of the teachings on charity to the modern Church.	Medium

	xii) Analyse the teachings on faith in the Epistle of James, exploring themes of trust, perseverance, and belief in God's promises, and reflecting on how they strengthen contemporary Christian faith and practice (u, v/a, s, gs).	examine the teachings of faith in the Epistle of James.	i) identifies the tenets of faith in the letter of James. ii) draws learning points from James' teaching about faith.	Medium
	xiii) Analyse the themes of prayer and patience and the use of the tongue in the epistle of James through evaluating these teachings and how they can be applied to address contemporary issues. (u, v/a, s, gs)	examine the teaching about prayer, patience, and the use of tongues in the Epistle of James.	i) describes James' teachings about prayer, patience, and the use of the tongue ii) applies James' message about prayer, patience, and the tongue to a range of Christian contexts.	Medium

xiv) Appreciate the teachings about wealth and poverty by analysing scriptures in the letter of James in order to gain insights on stewardship, contentment, generosity, and social justice in modern churches. (u, v/a, s, gs)	a) examine the teachings about wealth and poverty in James. b) investigate the responsibility of the rich towards the poor.	i) critique James' message about wealth and poverty. ii) discusses the causes of poverty today. iii) establishes the implications of James' teachings on wealth and poverty to the modern Church.	High
xv) Examine the theme of holy living through analysing texts in 1 Peter to encourage righteousness and positive living among modern Christians. (u, v/a, s, gs).	explain the theme of holy living in 1 Peter.	i) explains 1 Peter's teaching about holy living. ii) describes the challenges to holy living in modern times. iii) applies Peter's counsel to challenges faced by various Christians.	Medium

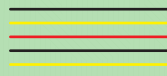
	xvi) Examine the teachings of 1 Peter on the aspect of suffering by exploring the messages of hope, perseverance, endurance, and faith in adversity, reflecting how these teachings can provide strength and inspiration to Christians in times of suffering (u, v/a, s, gs)	interpret the teachings about suffering in 1 Peter.	i) explains 1 Peter's teaching about suffering. ii) proposes ways in which suffering can be endured. iii) applies the teachings in 1 Peter for daily inspiration.	Medium
	xvii) Analyse human relationships addressed in 1 Peter and how these teachings influence Christian relations today. (u, v/a, s, gs)	a) assess human relationships addressed in 1 Peter. b) examine the influence of Peter's teachings on human relations today.	i) identifies the teachings on various human relationships in 1st Peter. ii) determines the relevance of Peter's guidance on human relationships.	Medium

The African Traditional, Contemporary, and biblical perspectives on social relationships and stewardship of the earth for a lifestyle rooted in cultural and biblical discernment.	1) Analyse African traditional perspectives on sex and sexuality by exploring their cultural, social, and spiritual dimensions, and reflect on their influence on modern attitudes and decision-making on sexuality. (u, v/a, s, gs)	a) examine African traditional perspectives of sex and sexuality. b) recognise African traditional values as a basis for character development.	i) describes the African traditional views about sex and sexuality ii) uses the positive African traditional perspective on sex and sexuality to guide modern society.	High
	2) Assess the modern understanding of sex and sexuality in order to develop respect and a positive attitude towards sex and sexuality. (u, v/a, s, gs)	evaluate the modern understanding of sex and sexuality.	i) examines modern opinions about sex and sexuality. ii) integrates African traditional ideas about sex and sexuality with those of modern society.	High
	3) Analyse deviant sexual practices in contemporary society to enhance an enriched	a) recognises deviant sexual practice in	i) identifies sexual deviations today.	Medium



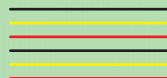
understanding of the dangers of sex misuse and promote informed decision making (u, v/a, s, gs)	contemporary society. b) examine the causes and impact of deviant sexual behaviours.	ii) describes the causes and dangers of sexual deviations. iii) prescribes solutions to sexual deviation.	
4) Analyse the biblical teaching about sex and sexuality to appreciate the proper understanding of sex as a divine gift to mankind. (u, v/a, s, gs)	a) examine biblical teachings on sex and sexuality.	i) applies Bible teachings to uphold morals regarding sex and sexuality in modern society. ii) compares African Tradition with Christian aspects of sex and sexuality.	High
5) Analyse the traditional African and contemporary	examine the traditional African and contemporary	i) describes the traditional African and contemporary	High

	perspectives about dating and courtship, and examining its impact on marriage. (u, v/a, s, gs)	perspectives about dating, courtship, and marriage.	perceptions about dating, courtship, and marriage. ii) explains the concept of courtship, its values, and challenges. associated with courtship and marriage today.	
6) Evaluate the value of bride wealth in contemporary society. (u, v/a, s, gs)	assess bride wealth in contemporary society.		i) explains the merits and demerits of bride wealth. ii) suggests ways of upholding the value of bride wealth.	high
7) Examine the modern and the traditional African understanding of marriage to uphold the institution of marriage in modern society. (u, v/a, s, gs)	analyse the modern and traditional understanding of marriage.		i) identifies the role of bride wealth today. ii) investigates the Christian response to bride wealth.	Medium



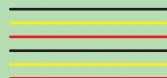
8) Analyse the biblical teaching about marriage through reading scriptures in order to appreciate and uphold marriage as a divine institution. (u, v/a, s, gs)	a) examine the biblical teachings on marriage. b) recognise marriage as a divine institution.	i) compares the concept of marriage in African traditional society with that of modern society. ii) identifies traditional marriage values that should be upheld today.	
9) Examine the traditional African approaches to family life and use the positive aspects to form a basic understanding of an ideal family. (u, v/a, s, gs).	appreciate traditional African approaches to family life.	i) describes the ideals in the African traditional family. ii) applies the traditional African ideals to modern family challenges.	Medium
10) Analyse the modern trends of family life to arrive at a clear understanding of the modern family challenges and how	recognise modern trends of family life.	i) integrates traditional African family approaches into the modern setting.	High

they can be mitigated. (u, v/a, s, gs)	11) Evaluate modern parenting styles to suggest practises that can shape positive and responsible characters among children living in a highly challenging technological and selfish environment. (u, v/a, s, gs)	ii) describes an ideal family. iii) identifies the modern trends of family life. iv) explains challenges in modern society and how to alleviate them. v) compares African traditional and modern family life.	High
	assess the modern parenting styles to suggest practices that can shape positive and responsible character traits among children.	i) explains the modern parenting styles. ii) justifies the ideal parenting styles. iii) relates modern to traditional African parenting styles to chart a way forward.	



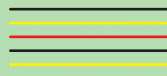
12) Analyse the biblical teachings about family life in order to appreciate God's will in contemporary Christian families. (u, v/a, s, gs) 13) Explore the traditional African understanding of work and draw ideals that can transform modern attitudes towards work. (u, v/a, gs) 14) Examine the complexities of work and vocation in contemporary society and develop strategies to improve work relations. (u, v, gs)	12) Analyse the biblical teachings about family life in order to appreciate God's will in contemporary Christian families. (u, v/a, s, gs)	examine biblical teachings about family.	i) identifies Bible teachings about family. ii) applies biblical teachings to stabilise modern families.	High
	14) Explore the traditional African understanding of work and draw ideals that can transform modern attitudes towards work. (u, v/a, gs)	appreciate the ideals of work that transform modern attitudes to work.	i) explains modern trends of work. ii) integrates the aspects of traditional African values of work with the modern trends of work to promote honesty.	High
	15) Examine the complexities of work and vocation in contemporary society and develop strategies to improve work relations. (u, v, gs)	recognise the complexities of work and vocation in contemporary society.	i) explains the concept of vocation ii) identifies the challenges related to work in modern society. iii) proposes solutions to work challenges.	High

		develop strategies that can improve work relations.	Medium	
16) Assess ideologies about work through analysing capitalism and socialism to promote fairness in the field of work. (u, v, gs).	a) examine capitalism and socialism. b) assess the contribution of the above ideologies in society.	i) explains capitalism and socialism in relation to work. ii) identifies the values in capitalism and socialism. iii) provides solutions to the problems of capitalism and socialism.	High	
17) Evaluate the standards of behaviour and competences expected in work by analysing the medical, legal, and teaching ethics to foster professional integrity and compliance with the	a) analyse the standards of behaviour and competences expected in work. b) examine the value of professional integrity.	i) describes work ethics amongst professionals. ii) identifies unethical professional behaviour in society today. iii) provides solutions to unethical work behaviour.	High	



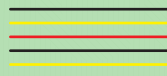
	laws, regulations, and codes that govern professions today. (u, v/a, s, gs)	examine the biblical teachings about work.	i) identifies Christian teaching about work. ii) applies biblical teachings to uphold work ethics.	High	
18) Appreciate biblical teachings about work to enhance their understanding of God's purpose and plan for work, to apply principles of ethics, integrity, and morality in modern workplace environments. (u, v/a, s, gs)					
19) Examine the understanding of Leisure in traditional African society through analysing traditional beliefs to uphold the expected morals		assess leisure in traditional African societies.	i) describes the traditional African understanding of leisure. ii) identifies traditional African values related to leisure.	High	

regarding the use of leisure. (u, s, v/a, gs)	20) Explore the contemporary leisure industry to develop informed judgment about the current trends of leisure. (u, v/a, s, gs)	evaluate contemporary leisure to develop an informed judgement about the current trends of leisure.	iii) uses the traditional African perspectives to provide solutions to modern leisure challenges.	High
	21) Analyse biblical teachings on leisure to develop insights into God's design for rest, relationships, and	appreciate God's design for rest, relationships, and responsible leisure practices.	i) describes the good and negative leisure activities in modern society. ii) upholds the values of leisure to make informed decisions. iii) compares the traditional with modern perspectives about leisure.	
			i) articulates the biblical teachings about leisure. ii) suggests acceptable moral behaviour in various leisure activities	High



	responsible leisure practices. (u, v/a, s, gs)	examine traditional African understanding of acquisition and utilisation of money and wealth to develop a proper attitude towards money and wealth today.	today based on biblical principles. i) explains the traditional African understanding of wealth. ii) describes the right attitudes towards money and wealth based on the traditional African perspective. iii) identifies the sources and value of wealth today. iv) compares the sources and utilisation of wealth in traditional African and modern societies. v) integrates the positive traditional African aspects of acquiring	High
22) Analyse the traditional African understanding of acquisition and utilisation of money and wealth with reference to African societies in order to develop a proper attitude towards money and wealth in the contemporary world. (u, v/a, s, gs)				

		wealth in the modern context.		
		i) explains the sources of money. ii) explains honest means of acquiring money and wealth. iii) explains ways in which money should be spent.	Medium	
23) Assess the sources and importance of money through analysing the current economic activities in society, in order to comply with the honest means of earning and spending money. (u, v/a, s, gs)	evaluate modern sources and the importance of money in order to comply with the honest means of earning and spending money.			
24) Examine biblical teachings on money and wealth to gain insight into responsible earning and stewardship practices. (u, v/a, s, gs)	analyse the bible teachings on money and wealth to gain insights into responsible earning and stewardship practices.	i) explains the Biblical teachings on money and wealth. ii) uses the biblical teachings to develop a positive attitude towards money and wealth.	High	



The Traditional African, contemporary, and biblical principles to nurture civic responsibility for peace and harmony at personal, national, and international levels.	1) Appreciate the purpose of the law in promoting moral uprightness by evaluating traditional and contemporary societal conduct and its impact on maintaining social order and harmony. (u, v/a, s, gs)	a) examine the purpose of the law in promoting moral uprightness in traditional and contemporary society. b) relate the law to Human rights.	i) explains the functions of the laws in traditional African society and today. ii) compares the roles of the laws in traditional and modern societies. iii) identifies ways how traditional African laws can influence morality. iv) relates global to Ugandan trends in matters of the law.	High
	2) Analyse the causes, impact and solutions to crime to deduce solutions to crime and promote observance of the laws. (u, v/a, s, gs)	a) examine the causes, impact, and solutions to crime. b) recognise the modern trends of crimes.	i) identifies the causes of crime in modern society. ii) explains the impact of crime in society. iii) proposes solutions to crimes in the contemporary world.	Medium

			iv) relates global to Ugandan trends in matters of crime.	
3) Evaluate the forms, purpose, and determinants of punishment to create a crime-free society to promote justice and harmony in society (u, v/a, s, gs)	assess the forms, purpose, and determinants of punishment to create harmony in society.		i) explains the concept of punishment in modern societies. ii) explains the merits and demerits of various punishments.	High
4) Analyse the biblical teachings about law, crime, and punishment to gain insights into God's justice (u, v/a, s, gs)	assess the biblical teachings about law, crime, and punishment.		i) explains the Christian teaching about laws and punishment. ii) applies the Biblical teachings to offer solutions to reduce crime.	High
5) Analyse the duties and rights of the state and citizens to demonstrate the spirit of patriotism	a) exhibit patriotism through analysing the duties and		i) describes the rights and duties of the state and the citizen.	High

	and responsible living. (u, v/a, s, gs)	rights of the state and the citizen. b) examine the international human rights and laws.	ii) explains ways in which the citizens and the state neglect their duties. iii) describes instances where patriotism is exhibited. iv) relates human rights to national constitutions.	
6) Evaluate the relationship between the church and the state through analysing the activities of the institutions to defend and promote a harmonious relationship between the two. (u, v/a, s. gs)	a) examine the relationship between the church and the state to promote a harmonious relationship. b) defend the need for Christian participation in politics. c) examine circumstances	i) explains rationale Christian participation in politics. ii) describes the proper relationship between the Church and the state. iii) explains the conflicts between the Church and the state.	High	

		where a Christian may shy away from politics.	7) Analyse the concept of prejudice and discrimination to inspire and promote the spirit of togetherness and respect for one another. (u, v/a, s, gs)	a) examine the concepts of prejudice and discrimination to promote unity. b) analyse the dangers of prejudice and discrimination in society.	i) explains the incidents and causes of prejudice and discrimination in modern society. ii) explain possible solutions to problems caused by prejudice and discrimination.	
			8) Appreciate the value of unity among different Christian denominations and Churches in East Africa to develop unity and cooperation. (u, v/a, s, gs)	examine the value of unity among different Christian denominations and churches in East African churches.	i) describes the functions of the ecumenical movement in East Africa. ii) identifies the pros and cons of the Uganda Joint Christian Council.	High

			iii) explains the challenges of the Uganda Joint Christian Council. iv) suggests a way forward to the challenges faced by the Uganda Joint Christian Council.	
		i) explains the causes and impact of modern conflicts on the Church. ii) explains the Christian and international efforts to promote peace. iii) draws values of traditional African ways of maintaining peace.	High	
		i) assess the causes and impact of modern armed conflicts and international efforts to promote peace. b) provide solutions to armed conflict.		
9) Analyse the causes of armed conflict, their impact, and modern ways of achieving international peace to promote harmonious living (u, v/a, s, gs)				
10) Examine the refugee problem and internal displacement in society to enable learners have a wider perspective of	assess the refugee crisis and the problem of internal	i) explains the causes, and impact of the refugee crisis and internal displacements.	High	

	handling challenges in life and promoting peace in accordance with international standards and God’s will (u, v/a, s, gs)	displacements with possible solutions.	ii) proposes solutions to the problem of refugees and internally displaced persons. iii) explains the international efforts in curbing the refugee crisis.	
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3. STRUCTURE OF THE ASSESSMENT PAPERS

There will be two assessment papers for Christian Religious Education: Paper One and Paper Two.

Paper 1

Paper 1 will have two sections, A and B. Section A will comprise of **two** compulsory items, drawn from Constructs 1 and 3. Section B will have **two optional** items, drawn from Construct 2. A candidate is required to respond to **one** Item from Section B.

All items in the paper will be scenario-based, and the entire examination will take 3 hours. **Paper 2**

Paper 2 will have two sections, A and B. The items in Section A will be drawn from construct 4, while the items in Section B will be drawn from construct 5. Sections A and B will comprise optional items. A candidate is required to respond to one item from each Section.

All items in the paper will be scenario-based, and the entire examination will take 2 hours.

Christian Religious Education

Paper I

November 2026

Time: 3 Hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION SAMPLE EXAMINATION PAPER

CHRISTIAN RELIGIOUS EDUCATION

Paper 1

3 Hours

INSTRUCTIONS TO CANDIDATES

*This assessment paper consists of **4** items. It has **two** sections: **A** and **B**.
Respond to **three** items in all.*

*Section **A** has **two** compulsory items.*

*Section **B** has **two** optional Items. A candidate is required to attempt **one** Item.
Any additional item(s) responded to will **not** be scored.*

***All** responses **must** be written in the booklet(s) provided.*

*Start each **Item** on a fresh page.*

SECTION A

Item 1.

Kilwa was a staunch Christian community. However, it experienced devastating floods in the last rainy season. Several people died, while others lost property. The community lost faith in Christianity because they saw floods as a God-sent catastrophe; they therefore see no reason for worship and trust in God anymore. As such, many of them have resorted to ungodly lifestyles. Due to the vulnerability and despair of the Christians in Kilwa village, the self-made mediums have taken advantage and have started exploiting them financially and sexually.

Priests and pastors of the area have tried to counsel the Christian community in vain. They even visit homes and pray for people trying to renew their faith in Christ, but in vain. Priests and pastors of recent pleaded with government and non-government organisations like the Red Cross to come to the rescue of Kilwa community. These have sent in food, medicine, clothes, blankets, and temporary shelters, but still, the people of Kilwa have refused to return to Christ.

Task:

Basing on the Pentateuch, Psalms 22 and 47 guide the Kilwa community and other Ugandans facing similar challenges to remain committed to God.

Item 2.

In Bekemoni, a remote village of Eastern Uganda, a young missionary named Daniel felt a call to spread the gospel in his area. Armed with a Bible, a solar-powered radio, and a strong sense of mission, Daniel walked on rugged terrain to spread Christianity. The villagers adhered to African ancestral traditions and were wary of strangers. Some elders viewed Daniel's message as a threat to their traditions. For weeks, no one attended his open-air teachings. Some threw stones to scare him off. Others whispered curses as he passed.

During that time, Daniel sometimes visited homesteads and helped farmers in their gardens, learning their customs and sitting silently at community gatherings.

One elderly woman, having watched his persistence, invited him for tea. Daniel engaged in a quiet conversation that opened the door to the first Bible study. In the home was a sick child, whom Daniel treated using a local herb he had learnt as he interacted with people, winning him some trust with the villagers. A local youth who loved music found friendship with Daniel over shared songs and eventually became his translator and ally. Months later, the village boomed with joyful singing. A small fellowship formed under a tree near the river. They called it **“The Tree of Hope”** and the river was renamed “River Jordan.” Ben, one of the community members, once said that Daniel’s works were comparable to Jesus’ ministry. This angered some members, who accused him of blasphemy.

Daniel’s story mirrors moments from the life of Jesus, especially His ministry. Daniel’s initial rejection by the villagers reflects Jesus’ experience in the Gospels according to **Mark and John**, where Jesus was rejected.

Task:

With reference to the gospels according to Mark and John, analyse the view that the challenges faced by preachers like Daniel in the scenario are not a new development and can be overcome.

SECTION B**EITHER****Item 3.**

Eli served as a priest and judge of Israel during a spiritually difficult period. As the high priest at Shiloh, he held key religious responsibilities. He guided the spiritual life of the nation and mentored Samuel. Though he was deeply committed to temple service, he struggled with the failures of his sons, Hophni and Phinehas. Despite receiving prophetic warnings about his sons' misbehaviours, he failed to discipline them decisively. God ultimately judged his household.

On the contrary, Samuel served and excelled as a model religious and political leader. He anointed the first two political leaders of Israel, one of whom, King David, turned out to be a model King.

In the world today, a number of religious and political leaders fail to live and lead people on the paths of righteousness. They ignore Christian teachings and hardly follow Christian moral conduct.

Task: Basing on the above scenario, analyse leadership in ancient Israel and propose a leadership code for leaders in modern society.

OR**ITEM 4**

Bipa came to power with a lot of enthusiasm and determination to serve the people of the Misot district. During his campaigns, he proposed a number of social and economic transformations in the fields of agriculture, transport, education, health, and industry. He vowed to fight unemployment through low-cost vocational schools. Bipa has been in office for four years now. Despite his great effort to serve his people, they are as impoverished as before and have threatened to deny him votes in the forthcoming elections. They complain of fraud in various district offices, injustices in courts, land grabbing by some district officials, the collapse of economic infrastructures, and poor social service delivery. Their bitterest concern is that Bipa does not respond to their concerns, yet he is the overall supervisor of district programmes.

In the Old Testament times, King Solomon, who had witnessed the challenges in his father David's leadership, foresaw the need to be pro-people and God-fearing. He devised several religious, economic, political, and military strategies to serve his people. Though he made some mistakes, the author portrays him as one of the wisest and most successful kings of Israel.

Task:

Analyse ways in which King Solomon's leadership strategies can help leaders like Bipa to be accountable to their people.



Christian Religious Education

Paper 2

November 2026

Time: 2 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION SAMPLE EXAMINATION PAPER

CHRISTIAN RELIGIOUS EDUCATION

Paper 2

2 Hours

INSTRUCTIONS TO CANDIDATES

*This assessment paper consists of **4** items. It has **two** sections: **A** and **B**.*

*Respond to **two** items in all, taking **one** from each section.*

*Any additional item(s) responded to will **not** be scored.*

***All** responses **must** be written in the booklet(s) provided.*

*Start each **Item** on a fresh page.*

SECTION A**EITHER****Item 1.**

Lackey's story is one of ambition, struggle, and personal transformation. After graduating from Makerere University in Uganda, she set out for Canada with high hopes of finding a well-paying job and building a better life. Her journey was driven by economic hardship and the desire to make her education count. Before leaving, her father gifted her a piece of fertile land with a river flowing through it, a symbol of pride and a reward for her academic achievement. However, life abroad did not unfold as she had imagined.

In Canada, Lackey faced unexpected challenges. The pressure to survive in a foreign land led her to make lifestyle changes that were unfamiliar to her upbringing. She was drawn into a same-sex relationship, not out of love, but as a means of earning a living. Over time, this lifestyle became part of her identity. When she returned to Uganda, she had little to show for her time abroad. Her parents, especially her father, hoped she would settle down, marry a man, and start a family. But Lackey, now shaped by different experiences and values, declined their plea.

Lackey's experience highlights the personal and cultural differences between modern life choices and Traditional African values that require solutions for young people who face similar struggles about life decisions.

There exist various Christian teachings and traditional African values that Lackey ought to reflect upon for a fulfilling marital life that is contrary to her contemporary lifestyle.

Task:

Examine ways in which the redemptive approaches presented in the scenario can help Lackey to address her struggles.

OR

Item 2.

In the quiet outskirts of Kampala lived James and Ruth, a devoted couple with four lively children, two boys and two girls. Having grown up in rural villages, James and Ruth remembered long days of farming, feeding animals, and walking through mud. Though they respected their backgrounds, they believed the future lay in formal education, not farm work.

Determined to give their children a better life, they focused on education. “Don’t touch that chicken, Anna,” Ruth would say. “Go finish your homework.” James often reminded the boys, “You will be engineers or doctors, not farmers.” They even hired personnel to manage their garden and animals so the children could focus on school. The children spoke fluent English and quoted famous scientists, but did not know the difference between cassava and yams.

Many times, the family visited Ruth’s father in the village. He welcomed them with fresh food from his garden. Unfortunately, Ruth and James died before the children could complete their education cycle to get white-collar jobs as the parents had planned. The children moved to the grandparents, who took care of them, enrolled them in new but moderate standard schools to continue with their education. The grandparents survived on farming and ably looked after their grandchildren. They engaged them in farm work and the preparation of farm supplies. However, the children were used to high-end lifestyles and failed to adapt to the moderate lifestyles of the grandparents. This created a sense of frustration, which saw them resort to bad peer groups. John turned 19 and Sarah 18.

One morning, the grandparents told John and Sarah to help in the garden and organise farm products, including Matooke and eggs for sale to the traders who were coming that afternoon. Sarah and the brother felt that it was too much work for them, and the money from farm produce was not coming in quickly enough. They chose to run away from their grandparents and look for better ways of making money in Kampala city, where there was electricity and modern life.

However, things did not work well for them; they got minor employment, helping with riding a *boda-boda* and making chapatis around the slum in Kivuli.

To date, James visits betting houses and sometimes gets a little money that entices him to keep going back. However, he cannot make a decent living. His friend, a *boda-boda* rider, gave him an idea of getting his own motorbike, but James lacks capital. He is contemplating going back to Kadyeeba village to convince his grandparents to sell part of their land and give him money to buy a *boda-boda* and set up a food kiosk for his sister, Sarah.

Task

Examine the Christian and Traditional African perspectives vital to bridge the gaps in child upbringing presented in the scenario.

SECTION B

EITHER

Item 3

The nation of Kivuli has descended into civil disobedience/strife, driven by entrenched political corruption, favouritism, tribalism, and employment is based on ‘technical know who’ other than merit and qualification. Qualified young people have resorted to flocking to Saudi Arabia to be employed as house girls, drivers, and guards.

This has led to the collapse of government institutions. Land grabbing has been institutionalised, and people have been rendered homeless, have no land for cultivation, and government wealth is distributed among a certain class of minority. Elections are marred with fraud and cheating, unqualified people are elected into positions of Members of Parliament, ministers, and peaceful protests against electoral fraud and injustices are met with violent crackdowns by government security. The rule of law has disintegrated, judicial systems have been politicised and destroyed, leaving citizens without legal protection. Civilians have been silenced by government operatives who kidnap whoever speaks and punish them in safe houses. Pressure groups are intimidated, and many leaders have flown into exile with their families.

The central government seems to be losing control over everything. Such a situation may spark off violent rebellion among civilians. The impact on civilians is devastating. This has resulted in internal displacements and a refugee crisis. Human rights organisations have documented injustices, yet justice remains out of reach. With no functioning legal institutions, perpetrators act with impunity. The crisis demands urgent civic responsibility. Both national and international efforts are needed to restore peace and human dignity in Kivuli.

Task:

Analyse the Christian teachings and international legal frameworks that can be applied to address the injustices in Kivuli.

OR

ITEM 4:

The Bible presents peace as God's will for humankind. The book of Genesis indicates that God is a God of peace and order and is pleased when His people live in peace. Peace is NOT ONLY the absence of conflict and war.

However, in the contemporary world, some people disregard peace and opt for war and conflicts as their means of attaining peace. They choose to fight, intimidate, and bewitch others. In our communities, some neighbours undermine others and take advantage of them, and this disrupts peaceful situations. For example, in the village of Bukoma, two families have been neighbours for generations. They used to cooperate in farming, weddings, and community projects. However, a dispute arose over a piece of land between them. The disagreement has become worse over the years. Some young people from both sides have started fighting, destroying each other's crops. The local leaders have tried to intervene, but no one is willing to forgive or listen. Church and cultural leaders have called for peace meetings, yet hatred and mistrust continue to divide the families. As a result, children from these families fear one another; they do not play with each other as before, and the situation is tense. The once joyful families now live in bitterness and fear.

Similarly, some nations have gone to war because of selfish desires such as extending their boundaries and fighting for minerals such as oil, copper, and gold. There has been disregard for the rule of law under certain circumstances and exploitation of the masses in societies. Disruption of peace contrasts with traditional African societies where people lived in peace, shared happy and sad moments.

Task:

Analyse the biblical perception of peace to propose a long-term plan to solve the problems presented in the above scenario.

END



Assessment Rubric

Item 1

OUTPUT: Essay on the Guidance to Kilwa Community on the valuable ways of remaining committed to God basing on the Pentateuch, Psalms 22 and 47

BASIS OF EVALUATION WITH INDICATORS	SCORE 4	SCORE 3	SCORE 2	SCORE 1
Interpretation of the task and scenario <i>Comprehensive overview of the biblical context and Kilwa Christian community Understanding of the biblical messages in the Pentateuch, Psalm 22 and 47 in relation to the loss of Kilwa community and the rest of Uganda</i>	i) Makes a comprehensive overview of the contexts in the Bible and in Kilwa Christian community in connection to loss of commitment to God and states the problem in the scenario. ii) Correct interpretation and analysis of the	a) Presents an overview of the context in Kilwa community in relation to the biblical personalities. b) Explains most of the biblical ideas from the provided texts and relates them to the context in Kilwa community	i) Makes a general overview of the situation in Kilwa community with scanty relations to the Bible scriptures. ii) Makes a general reference to the problem without giving the specifics, and presents general, unbacked biblical ideas and randomly relates	a) Gives a haphazard picture about the context in Kilwa and states the problem in a haphazard way leaving out the Bible context.

	biblical messages in the Pentateuch, Psalm 22 and 47 in relation to the loss of Kilwa community and the rest of Uganda		them to the situation in Kilwa community	
Generating and presenting of ideas <i>Presentation of biblical ideas and advice in a coherent, logical, and well-organized manner.</i>	i) Presents a comprehensive, practical, and biblically grounded set of suggestions to help Christians in Kilwa and other Ugandans renew their faith and commitment to God. ii) Presents biblical messages and guidance in a	a) Gives practical suggestions and actionable steps to restore commitment to God in the Kilwa community and Uganda in general, based on biblical scriptures. b) Presents most of the ideas, biblical messages, and guidance in a coherent, logical	i) Gives general suggestions for helping the people in Kilwa and other Ugandans restore their faith and commitment to God. Some of the suggestions may be too general without a Bible focus. ii) Makes a general presentation of biblical messages without expected	a) Writes unclear suggestions that are unrelated to the context in Kilwa. Most suggestions are irrelevant. b) Presents virtually no relevant ideas and in a disorganised manner.

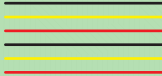
	coherent, logical, and well-organised manner.	manner, but with gaps in depth	coherence and biblical backing	
Making informed judgement and conclusion <i>This should be rooted in Bible scripture to restore hope, remove despair, and enhance commitment among Christians in Kilwa and other parts of Uganda.</i>	i) Makes a thorough conclusion based on the scripture and Christian values related to the context and suggests a powerful way forward.	a) Makes a sound conclusion reflecting understanding and suggests some way forward but with less depth.	i) Concludes with mainly a mere summary of ideas, limited reasoning and omits a way forward.	a) Gives an unreasonable conclusion or no conclusion at all.

ITEM 2 Output : an essay analysing the view that the challenges faced by Daniel in the scenario are not a new development and can be overcome with reference to the the gospels of Mark and John

BASIS OF EVALUATION WITH INDICATORS	Score 4	Score 3	Score 2	Score 1
Interpretation of the task and scenario <i>Overview of evangelism, witness, and challenges in Bekemoni.</i>	a) Presents a complete and detailed overview of evangelism, witness, and challenges in Bekemoni. b) Presents ideas that are clear, relevant, well-developed and logically connected and exhibiting a strong linkage with the scenario and good parallels between Bekemoni and the Gospels according to Mark and John.	i) Presents overview of the evangelism, witness and challenges in Bekemoni ii) Presents ideas that are clear, relevant, mostly coherent and logically connected but with minor gaps and exhibiting a linkage with the scenario and gives clear parallels though the parallels' connections are incomplete.	a) Presents a general overview of the evangelism, witness and challenges in Bekemoni Presents some ideas that are clear, relevant, and generally coherent giving some general but relevant parallels with a loose linkage with the scenario.	i) Presents a scanty overview of the evangelism, witness and challenges in Bekemoni or Misinterprets the problem and the claims. ii) Presents the relationship to the scenario vaguely and without clarity suggesting few or no strategies to help overcome the preacher's challenges in Bekemoni and elsewhere.
Understanding of the situation in Bekemoni and linking it to the gospels				

Generating and presenting of ideas coherently <i>Understand the problem of rejection situated in Daniel's story Selection and analysis biblical texts on rejection. Logical flow of connections within and between ideas and texts Concrete and practical strategies based on Mark and John for overcoming challenges</i>	i) Presents a complete and detailed synthesis of Daniel's problems and clearly links his life in Bekemoni with Mark/John. ii) Presents thorough interpretation of biblical passages in Mark & John on controversies and rejection	a) Presents a detailed synthesis of Daniel's problems and links his life in Bekemoni with Mark/John with minor gaps in depth. b) Presents good choice of biblical passages in Mark & John on controversies and rejection and most of the explanations are sound and accurate.	i) Presents a general synthesis of Daniel's problems with thin links of his life in Bekemoni to Mark/John ii) Presents general surface interpretations of biblical passages in Mark & John on controversies and rejection.	a) Presents aspect of Daniel's problems linking them to Mark/John . b) Presents partial and mostly inaccurate biblical references.
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	i) Makes accurate and in-depth analysis of the biblical ideas in relation to the context in Bekemoni. ii) Suggests practical ethical, actionable, strategies grounded in the Gospels according to Mark and John to overcome the preacher's challenges in Bekemoni and elsewhere.	a) Makes accurate analysis of the biblical ideas in relation to the context in Bekemoni with minor omissions. b) Suggests some ethical, practical, actionable, strategies grounded in the Gospels according to Mark and John strategies with minor omissions to overcome preacher's challenges in Bekemoni and elsewhere.	i) Makes a general analysis of the biblical ideas in relation to the context in Bekemoni with loose connection. ii) Suggests some strategies to overcome the preacher's challenges in Bekemoni and elsewhere. iii) Presents some generic strategies with brief ethical safeguards based on the Gospels according to Mark and John.	a) Presents weak or no analysis of the biblical ideas in relation to the context in Bekemoni. b) Presents some strategies with minimal reference to the Gospels according to Mark and John.
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Making informed judgement and conclusion <i>Judgement and informed conclusion hinged on the problems that modern preachers like Daniel face</i>	i) Presents a highly informed synthesis containing a clear and compelling call for actions to safeguard preachers like Daniel	a) Gives a clear, logical, and sound conclusion, though less profound.	ii) Presents a relevant conclusion based on adequate knowledge but is limited in depth.	a) Concludes in general terms, shows limited synthesis, and weak reasoning.
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Item 3:
Output: An essay about Leadership in ancient Israel and the Leadership Code

BASIS OF EVALUATION WITH INDICATORS	Score 4	Score 3	Score 2	Score 1	Score 1
Interpretation of the task and scenario <i>Understanding of the double task</i> overview of priest	i) Presents a detailed analysis and the proposed leadership code ii) Accurately presents Eli's failure to discipline his children and Samuel's faithful leadership	a) Presents good analysis and the proposed leadership code with minor omissions b) Presents Eli's failure to discipline his children and Samuel's faithful leadership with some omissions	i) Presents some relevant aspects and proposals but with limited connection between ancient and modern leadership. ii) Presents Eli's failure to discipline his children and Samuel's faithful leadership in a scanty way	a) Presents few aspects and the proposed leadership code that are weak b) Presents Eli's failure to discipline his children and Samuel's faithful leadership in an uncoordinated way	i) Demonstrates little understanding of the task ii) Ignores of the two required components.

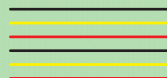
Generating and presenting ideas coherently <i>Analysis and leadership code components that leaders today should exhibit in relation to Priest Eli and Samuel's experience. Logical flow of ideas.</i>	a) Presents accurate and relevant, well-developed ideas for both components with strong logical connections; clear, organised with effective transitions.	i) Presents relevant, developed ideas; mostly logical connections; generally coherent with minor lapses.	a) Presents generally relevant ideas, but some underdeveloped connections and uneven, occasionally changing.	i) Presents partially relevant ideas; weak connection between leadership in ancient Israel and today, plus unclear or disjointed ideas.	a) Presents irrelevant ideas with no clear connections; and incoherent presentation, with no meaningful ideas given in relation to the analysis of leadership in ancient Israel and proposition of the leadership code but also characterised by disjointed statements.
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Informed Judgement and conclusion <i>Clear synthesis and actionable recommendations</i>	i) Presents an informed, insightful synthesis integrating analysis and codes derived from leaders from ancient Israel, which is an actionable recommendation for modern leaders.	a) Presents logical synthesis with relevant support, with a recommendation on to modern leaders that is sound though less detailed.	i) Presents a relevant conclusion based on knowledge; adequate reasoning, but limited depth or recommendation to modern leaders	a) Presents limited synthesis, weak reasoning, and recommendations to modern leaders.	i) Presents unclear, irrelevant synthesis with no evident recommendation on to modern leaders.
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Item: 4 Output: An essay analysing ways in which King Solomon's leadership strategies can help leaders like Bipa to be accountable to their people.

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1	Score 1
Interpretation of the task and scenario <i>Understanding of the double task</i>	i) Presents a comprehensive and accurate analysis of multiple leadership strategies employed by King Solomon, clearly linking them to principles of leadership and wise governance.	a) Presents several leadership strategies of King Solomon with mostly accurate details and clear links to leadership.	i) Identifies some of Solomon's strategies with basic explanation, but limited links to leadership principles.	a) Gives a minimal description of King Solomon's leadership with vague or weak links to servant leadership.	i) Shows little or no understanding of King Solomon's leadership strategies.

Generating and presenting ideas coherently <i>Address both analysis and leadership strategy in a logical manner</i>	i) Insightfully applies King Solomon's strategies to Bipa's leadership challenges, offering realistic, context-specific, and actionable solutions for accountability and governance.	a) Applies Solomon's strategies to Bipa's leadership with some relevant and practical solutions.	i) Presents general applications to Bipa's leadership but with limited relevance or practicality.	a) Presents a few applications to Bipa's leadership, most of which are unclear or impractical.	i) Provides no meaningful application of King Solomon's strategies to Bipa's situation.
Making informed Judgement and conclusion	i) Presents an informed, insightful synthesis integrating analysis and strategies derived from	a) Presents a relevant conclusion based on knowledge; adequate reasoning, but some depth or	i) Presents a conclusion based on knowledge; reasoning, but limited depth or recommendati	a) Presents a basic conclusion based on minimal knowledge and reasoning, with few recommendatio	i) Presents a conclusion based on in adequate knowledge; reasoning, with no recommendati



	leaders like King Solomon which are actionable recommendations for modern leaders. ii) Critically evaluates potential outcomes if Bipa adopted King Solomon's strategies, weighing benefits and possible challenges.	recommenda- on to modern leaders. b) Evaluates outcomes of adopting King Solomon's strategies, considering some benefits and challenges.	on to modern leaders. ii) Gives a basic outline of outcomes without balanced consideration of benefits and challenges.	ns to modern leaders. b) Gives minimal or one-sided discussion of possible outcomes.	on to modern leaders ii) Makes no evaluation of governance outcomes.
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SCORING RUBRIC FOR PAPER 2

Item 1: output: An essay on the redemptive approaches and plan to help Lackey come to terms with her struggles

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
Interpretation of the task and scenario <i>Understanding the scenario and the task</i> <i>Statement of the problem in Lackey's life</i>	i) Provides a reasoned introduction showing a broad understanding of all the aspects in the context of the scenario. ii) Accurately states the problem in the scenario, situates it in a proper context, and hints on the coming remedies	a) Presents a good grasp of most key aspects identified in the scenario. b) Gives a clear link between factors and the problem, though with minor gaps in depth.	i) Gives an introduction that provides a general understanding of the aspects in the scenario, but with thin links to the redemptive pathways. ii) Gives a general link between factors and the problem, though with minor gaps in depth.	a) Shows a limited grasp of the aspects in the scenario and almost no links to the problem. b) Gives limited or weak link between factors and the problem, though with minor gaps in depth.

Generating and presenting ideas coherently <i>Presentation of ideas that directly address Lackey's dilemma</i>	i) Demonstrates thoroughly and in detail accurate Christian and traditional African teachings and values to address Lackey's struggles ii) Uses a respectful tone but with accurate citation, examples, and back-ups iii) Presents accurately relevant, developed ideas, with most of them coherently and logically connected	a) Uses accurate Christian and traditional African teachings and values to address Lackey's struggles b) Uses a respectful tone but with minor gaps in citation, examples, and back-up. c) Mostly relevant, developed ideas with most of them logically connected. d) Generally coherent with minor gaps.	i) Gives general Christian and traditional African teachings and values. ii) Gives ideas that are briefly mentioned or undeveloped with limited examples and citations. iii) Refers to general strategies, but they lack coherence, support, and connection with the problem.	a) Gives partial views about the Christian and Traditional African teachings and values. b) Provides a weak connection or irrelevant with Lackey's situation and disjointed ideas. c) Cites minimal, or disjointed, or impractical strategies.

Making informed judgement and conclusion	i) Gives a highly informed, well-reasoned synthesis of how an integration of Christian and traditional African values can reshape the personality of Lackey and chat an actionable way forward for her.	a) Gives a clear, logical synthesis with relevant support and recommendations, though with less profound insights	ii) Makes a relevant conclusion based on knowledge, but with general recommendations lacking adequate reasoning and specificity.	a) Concludes with limited and weak reasoning and very few or no recommendations
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Item 2 Output: An Essay examining Christian and Traditional perspectives vital to bridge gaps in child upbringing

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
Interpretation of the task and scenario <i>understanding the dual nature of the task. .</i>	i) Demonstrates an extensive display of the examination and application that brings out all factors that connect perspectives to practical	a) Presents a decent display of most key factors identified, that connect perspectives to practical bridge	i) Presents basic relevant factors with a few opinions presented that connect perspectives to	a) Develops a few factors that are not prioritised, weak opinions, and unclear links to bridging

	bridge-building for the children, parents, and guardians.	building for the children, parents and guardians.	practical bridge-building for children and parents.	upbringing gaps.
Generating and presenting ideas coherently	i) Demonstrates Systematic and well-balanced integration of Christian teachings and traditional African values. Presents accurate explanations with relevant examples.	a) Demonstrates good integration with mostly accurate use of Christian and African traditional teachings/values, examples present, and minor gaps in depth.	i) Presents generally accurate but surface-level explanations with limited examples and occasional generalisations.	a) Presents partial and occasionally inaccurate analysis; weak support; noticeable generalisations or insensitivities.
Making informed judgement and Conclusion	i) Presents an accurate and well-reasoned ideas offering a clear, compassionate, and actionable way forward.	a) Presents relevant ideas; mostly logical connections; coherent with minor lapses.	i) Presents generally relevant ideas with some underdeveloped connections and uneven organisation	a) Presents partially relevant ideas; weak connections; unclear or uncoordinated work.

ITEM 3: output: An essay analysing the injustices in Kivuli, the dangers of injustices, the relationship between the constitution, courts of law, and human rights in promoting justice, and Action Pathway

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
Interpretation of the task and scenario <i>Understanding of the unjust situation in Kivuli</i> <i>Overview and clear statement of the problem of injustices in Kivuli</i>	i) Presents a comprehensive introduction to the injustices in Kivuli, which include but are not limited to: unfair arrests and detention of people, tribalism, unemployment, and favouritism. ii) Presents the dangers of such injustice that lead to unemployment, displacements, lack	a) Presents an introduction which reflects understanding of the scenario with most of the injustices in Kivuli. b) Presents some dangers of injustice.	i) Presents a general surface introduction basic knowledge and mentioning some types of injustices in Kivuli. ii) Mentions a few dangers of injustice in communities.	a) Presents limited knowledge by giving only a few injustices. b) No identification of dangers of injustices in Kivuli.

Generating and presenting ideas coherently <i>Using biblical Christian teachings both in the Old and New Testaments and how they support justice</i>	i) Demonstrates thorough, accurate, and balanced exposition with precise applications to Kivuli; well-chosen biblical references; tone is pastoral and justice-oriented.	a) Demonstrates sound exposition with mostly accurate applications; good biblical references; minor gaps in breadth.	i) Presents generally accurate but surface-level ideas with partially generic applications and limited biblical references.	a) Presents partial or occasionally inaccurate analysis; weak support; noticeable generalisations with paraphrased biblical references.
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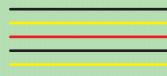
	ii) Comprehensively presents the constitution as an instrument of justice and mentions Kivuli's courts, some of the UN documents, such as the UN Declaration of Human Rights, and how they can promote justice in Kivuli coherently and logically	b) Presents the constitution as an instrument of justice and mentions Kivuli's courts, some of the UN documents, such as the UN Declaration of Human Rights, and how they can promote justice in Kivuli coherently and logically with minor errors.	ii) Mentions the constitution as an instrument of justice and mentions Kivuli's courts, some of the UN documents, such as the UN Declaration of Human Rights, and how they can generally promote justice in Kivuli inchorently	b) Mentions the constitution as an instrument of justice, mentions Kivuli's courts, very few on none of the UN documents and how they can promote justice in Kivuli in a haphazard manner.
Making informed judgement and Conclusion	i) Presents a highly informed and well-reasoned synthesis integrating ethics	a) Presents a clear, logical synthesis with relevant support;	i) Presents relevant conclusions based on knowledge,	a) Concludes with limited synthesis, weak reasoning,

<i>Using acquired knowledge to synthesise evidence and present a clear way forward</i>	and law with feasibility; offers a clear, principled, actionable way forward for Kivuli.	recommendations sound though less detailed.	adequate reasoning, but limited depth/specificity.	and minimal recommendations.
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Item 4 output: An essay with biblical analysis and a peace plan for Bukoma community

Basis of evaluation with indicators	Score 4	Score 3	Score 2	Score 1
Interpretation of the task and scenario <i>Understands peace biblically as more than the absence of conflict.</i> <i>Situates the scenario linking biblical peace to a practical, long-term plan for</i>	i) Demonstrates a comprehensive grasp of the biblical concept and the scenario's dynamics. ii) Presents all salient factors and presents a focused thesis bridging peace with practical long-term	a) Demonstrates a good grasp of most key factors identified. b) Presents a clear thesis, though links between biblical peace and the plan show minor gaps in depth.	i) Demonstrates basic grasp of relevant factors. ii) Presents a general thesis with uneven or thin links to practical planning	a) Demonstrates limited grasp of a few factors identified b) Presents a weak thesis with unclear or no links between concept and plan.

<i>the Bukoma community.</i> Generating and presenting ideas coherently <i>Analysis of peace; Identifies core themes; Uses themes and in the context of the Old Testament and New Testament.</i> <i>Address the scenario's problems and the peace objective with logical connections</i>	solutions for Bukoma. i) Presents a thorough and accurate exposition of key themes across scripture with significant application to land, relationships, and community; balanced, respectful	a) Presents sound exposition with mostly accurate applications; good thematic coverage with minor gaps in breadth.	i) Presents generally accurate but surface-level; applications are partly generic and have limited depth in coverage.	a) Presents partial or occasionally inaccurate analysis with weak support and noticeable generalisations
	i) Presents ideas that are fully relevant and well-developed with strong logical progression, clear, and effective transitions.	a) Presents relevant, developed ideas, mostly logical connections, generally coherent with minor lapses.	i) Presents generally relevant, but some ideas are underdeveloped, with connections uneven and	a) Presents partially relevant ideas with weak connections and unclear, disjointed organisation.



Making informed judgement and Conclusion <i>Actionable Long-term peace-building plan</i>	i) Presents an actionable, context-appropriate and ethically robust plan grounded in biblical peace; detailed roles, partnerships, steps, timelines, resources and indicators; clear risk analysis and safeguards.	a) Presents a practical and mostly context-appropriate; ethics/safeguards addressed; roles/steps generally clear though some details could be stronger.	i) Presents some useful strategies but partly generic; safeguards mentioned briefly about roles, steps, timelines vaguely.	b) Presents minimal or impractical strategies, limited safeguards with unrealistic roles and steps.
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THE END

Performance Level Descriptors

The candidates' overall performance per construct will be identified and recognised using construct descriptors, which are meant to differentiate achievement levels as follows:

CONSTRUCT 1	Performance level	DESCRIPTOR
Man's covenant relationship with God and honest faith and worship across all situations, drawn from the Pentateuch, Psalms, and Job, for living according to God's purpose.	Exceptional	Demonstrates comprehensive understanding of covenant, integrating themes across texts to show God's faithfulness and human response; applying principles to complex situations with ethical, workable actions, selecting appropriate worship responses for circumstances, and citing passages accurately with coherent and insightful reasoning.
	Outstanding	Demonstrates strong understanding of covenant and honest worship with accurate references to at least two sources, making sound applications to familiar contexts with clear moral choices and appropriate worship responses, and exhibits good integration across texts with clear communication and organisation with minor gaps.
	Satisfactory	Demonstrates a basic grasp of covenant and worship, and gives some correct examples; applies ideas in a general way to everyday issues; mentions worship responses but does not match them well with context, and exhibits limited cross-

		text synthesis, occasional inaccuracies, and inadequate organisation.
	Basic	Demonstrates limited understanding and recalls isolated facts or verses with weak linkage to covenant or honest worship in adversity; exhibits vague application with worship responses inconsistent with a few correct references, unclear reasoning, and loose organisation.
	Elementary	Demonstrates minimal evidence of understanding and cannot connect Pentateuch, Psalms, or Job to life, with irrelevant responses; lacks textual support and application.

CONSTRUCT 2	Performance level	DESCRIPTOR
God's character through the priestly, prophetic, and kingly offices in ancient Israel for servant leadership marked by wise governance.	Exceptional	Demonstrates a comprehensive understanding of how the priestly, the prophetic, and the kingly offices together reveal God's character; Integrates the three offices coherently and applies them to complex leadership decisions with clear, workable actions, examples, and accurate references with insightful and persuasive reasoning.
	Outstanding	Demonstrates strong understanding with good integration and accurate references to at least two of the three offices; draws clear links to servant leadership and wise governance, applies principles to familiar contexts with mostly clear, organised, and appropriate actions with minor gaps in depth.
	Satisfactory	Demonstrates a basic grasp of each office and some attributes of God in general terms, broadly applies ideas, exhibits limited synthesis across offices, and occasional inaccuracies, and adequate organisation.
	Basic	Demonstrates limited understanding, lists roles without explaining what they reveal about God's character or servant leadership; exhibits vague application with few correct references, unclear reasoning, and loose organisation.

	Elementary	Demonstrates minimal evidence of understanding, exhibits misconceptions about the offices and God's character, with an inability to relate them to servant leadership or wise governance; presents irrelevancies that lack textual support or concrete actions.
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CONSTRUCT 3	Performance level	DESCRIPTOR
The identity of Jesus according to the Gospels of Mark and John, the letters of Paul, James, and Peter, and the Early Church, for active and quiet witness in everyday life.	Exceptional	Demonstrates a comprehensive understanding of Jesus' identity across sources: Mark (suffering Servant/Son of Man with divine authority), John (incarnate Word, "I AM," giver of life), Paul (crucified-risen Lord, image of God, head of the Church, life in the Spirit), James (faith proven by deeds, wisdom, integrity), Peter (holy hope amid suffering, cornerstone, royal priesthood), and the Early Church (Spirit-empowered proclamation, community, mission); integrates them to shape both active witness (clear, respectful proclamation, justice/mercy, discipleship) and quiet witness (holy character, integrity, service, hospitality); Exhibits ability to apply context-sensitive, ethical, and workable with accurate references and persuasive reasoning.
	Outstanding	Demonstrates strong understanding with accurate links from at least three sources; good integration, clear and

		organised communication and connects Jesus' identity to daily witness with mostly appropriate actions (verbal sharing, compassion, integrity, peace-making). Integration is good but with minor gaps (e.g., less balance across sources or limited attention to suffering/Spirit). Communication is clear and organised.
	Satisfactory	Demonstrates a basic grasp: names key emphases (e.g., Mark—service and the cross; John—divinity and life; Paul—Lordship and new life; James—works; Peter—hope in suffering; Acts—community and mission). Applications to witness are general and sometimes uneven between active and quiet forms; limited synthesis and occasional inaccuracies.
	Basic	Demonstrates limited understanding, lists ideas without explaining what they reveal about Jesus' identity or how they guide everyday witness; exhibits vague application, confuses authority with domination, with unclear reasoning, and loose organisation.
	Elementary	Demonstrates minimal evidence of understanding with misconceptions about Jesus' identity and cannot relate sources to active or quiet witness; exhibits responses that are irrelevant with no meaningful textual support or practical actions.

CONSTRUCT 4	Performance level	DESCRIPTOR
The African Traditional, Contemporary, and biblical perspectives on social relationships and stewardship of the earth for a lifestyle rooted in cultural and biblical discernment.	Exceptional	Demonstrates a comprehensive understanding of the three perspectives and how they complement one another; clearly discriminates between what to affirm, transform; applies insights to complex real-life choices with concrete, ethical actions in relationships and earth care in an accurate, context-sensitive, coherent, and reasoned way.
	Outstanding	Demonstrates strong understanding with accurate links across at least two perspectives and sound use of the third, provides mostly appropriate applications for family, school, and community, exhibits good discernment with minor gaps in depth and balance, with clear and organised communication.
	Satisfactory	Demonstrates a basic grasp of key ideas in each perspective with generalised applications and limited synthesis across perspectives and uneven treatment of social relationships vs environmental actions; presents partially accurate, vague examples with inadequate organisation.
	Basic	Demonstrates limited understanding, lists isolated facts with weak links to discernment or lifestyle change, with superficial applications that overlook harmful practices, and exhibits a few

		correct connections among the three perspectives with unclear reasoning.
	Elementary	Demonstrates minimal evidence of understanding misconceptions about one or more perspectives, but cannot relate the perspectives to everyday relationships and gives incoherent responses with no workable actions.

Construct 5	Performance level	DESCRIPTOR
The Traditional African, contemporary, and biblical principles to nurture civic responsibility for peace and harmony at personal, national, and international levels.	Exceptional	Demonstrates a comprehensive understanding of all three perspectives and integrates them coherently, applying principles with specific, workable actions at all levels: personal, national, and international; exhibits sound discernment, conflict sensitivity, and ethical reasoning with accurate and persuasive examples.
	Outstanding	Demonstrates strong understanding with accurate links across at least two perspectives and generally sound use of the third; provides mostly appropriate applications at personal and national levels; Pays attention to international cooperation with good integration and justification with minor gaps in depth.
	Satisfactory	Demonstrates a basic grasp of key ideas in each perspective with general applications and limited synthesis, uneven treatment of personal vs national/international

		responsibilities, vague examples, and adequate organisation.
	Basic	Demonstrates limited understanding through listing isolated facts with weak links to civic responsibility; presents superficial applications, overlooking the rule of law, minority rights, or do-no-harm principles, with occasional confusion between authority and coercion; exhibits unclear reasoning with a few accurate connections among the perspectives.
	Elementary	Demonstrates minimal evidence of understanding and cannot relate principles to personal, national, or international responsibilities; gives responses that may endorse harmful or unlawful practices that are incoherent and lack workable actions.



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ISBN 978-9970-494-58-3



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