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CHRISTIAN
RELIGIOUS
EDUCATION
Paper 1
2024
2½ hours

JOINT EXAMINATIONS BOARD

Uganda Certificate of Lower Secondary Education
MOCK EXAMINATIONS - JULY/AUGUST 2024
CHRISTIAN RELIGIOUS EDUCATION

Paper 1

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES:

This examination consists of six items. It has two sections; A and B.

Respond to four items in all.

Section A has two compulsory items.

Section B has two parts; I and II. Respond to one item from each part.

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

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

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Turn Over

SECTION A

Respond to all the items in this section.

Item 1.

"All you that are righteous shout for joy, for what the Lord has done. Praise Him all you that obey Him. Give thanks to the Lord with herpsThe words of the Lord are true and all His works are dependable. The Lord loves what is righteous and just. His Constant Love fills the earth. The Lord created the Heavens by His Command. The sun, moon and stars by His spoken word. He gathered all the seas into one place..... The Lord watches over those who obey Him and those who trust in His Constant Love. He saves them from death and keeps them alive in times of famine. He is our Protector and our Help. We are glad because of Him and we trust in His Holy name. May your Constant love, be with us LORD, as we put our hope in you." Psalms 33:1-22(GNB)

TASKS;

- a) How can the message in the above text increase people's Faith and trust in God, in Uganda today?
- b) Explain the attributes of God according to traditional African Religions; that are similar to the Biblical teaching about the nature of God as revealed in the text above.

Item 2

Joseph, who is a resident of Kasokoso Village in Uganda, wants to divorce his wife Sarah with whom, he has stayed for nine years in a marriage bond. They want to separate and take the two children they have so far produced, to their grandparents. This is a couple that was officially married in church. The reason Joseph gives is that, Sarah has become lazy and unfaithful to her marriage vows. Sarah also admits and claims that, she has become disloyal to the vows of her monogamous marriage because Joseph has always failed to fulfill his sexual responsibilities due to his busy schedules at work. The friends of Joseph try to help him solve his marriage problems, but in vein.

Task

Using the Christian and Traditional African views, Explain the approaches that can be used to make the struggling marriage in the scenario stable.

SECTION B

This section consists of two parts: I and II

Part I

Respond to one item from this part.

Item 3

Peter was filled with Joy when he got a job after being unemployed for four years. The boss made several attractive offers that Peter thought would meaningfully change his life. At the end of the first month, Peter was given his full salary and all the allowances. However, by the end of six months, Peter had not been paid salary and allowances for four months. He lacked work equipment, machines had broken down and everything at the work place was in poor condition. Eventually, Peter dropped the job after the situation had worsened for him.

Tasks

- a) Explain the Christian teachings on the value of work that can help the person in the scenario to develop a positive attitude towards work.
- b) Using the traditional African approaches, how best can the party involved in the scenario be helped to understand the purpose of work?

Item 4

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

TASK

Relate the message in the Biblical text above to:

- a) The ways of life, of some people in Uganda today in regard to wealth and development.
- b) The traditional African understanding of wealth.

Part II

Respond to one item in this part.

Item 5

The Bible brings us many people who practiced justice in society and among them is King Solomon. He chose courage and strength but not money or fame. Solomon is a man who chose to ask for only the gift of wisdom and understanding from God. This helped him to be a Just leader who settled disputes fairly and made wise decisions for his people. He chose peace, stability and justice in the society where he lived and ruled as a King. He believed that, all human beings are equal, created in God's image and therefore deserve to be treated with fairness and justice. This belief enabled him to lead his people to the attainment of Joy, Gratitude, Peace and Friendship as values of a Just society. God was pleased with him because he was doing what Jesus asks everyone to do in Matthew 6:33 that: "seek first the Kingdom of God and His righteousness, then other things will follow." (GNB). King Solomon therefore was not seeking his own pleasure and power, but God's pleasure.

Tasks

- a) Using the Christian views, Explain the ways in which the leadership character of King Solomon in the context above, informs the leaders of Uganda to be righteous and just.
- b) Explain the traditional African Understanding of Justice that is similar to the Christian teaching about Justice as revealed in the Leadership Character of King Solomon, above.

Item 6

Mr. Kapere trusted his great friend Moses and gave him school fees for his (Kapere's) daughter to pay in the bank, using Flexi-pay alternative. Unfortunately, Moses misused the money for leisure time spending with his family at the beaches. After sometime, Kapere's daughter was sent home from school for fees balance. This shocked Kapere and he approached Moses on a demand note for his money. Moses denied that, he never received any money and he exchanged words with Kapere. The two lost friendship and are now in total conflict.

Task

Using the Christian and Contemporally approaches, how best can the conflicting parties in the scenario resolve their conflict?

1.	God was believed to be omnipotent because He has power over everything.	The traditional Africans believed that, God used His mighty powers to create the entire universe and as such, they attributed names to Him, which would bring meaning about the creator. For instance, the Banyoro call Him "Ruhanga"- meaning the creator.	Similarly, the Biblical text presents a mighty God who created the heavens, with the sun, moon and stars by His spoken word of command.
2.	Traditional Africans believed in God as a loving one.	Traditional Africans did charitable work of feeding the hungry, tendering to the sick, the old, orphans etc. as a way of obeying God's command and expressing His love for the needy people.	The Biblical text also presents a loving God, whose constant love fills the earth.

C	BASIS OF ASSESMENT	SUCCESS CRITERIA				
		4	3	2	1	0

3.	Traditional Africans believed in God as a provider.	God provided the Africans with life, children, good health, material possessions, good harvest, among others that they oftenly addressed to Him in prayers.	This is similar to the Biblical text which presents God as a protector, savior from death, provider and giver of life in times of famine, to those who trust in His constant love.
4.	God was believed to be perfectly good and most Holy.	Traditional Africans built shrines as sacred or Holy places for worship. They offered sacrifices and addressed their prayers to God in their shrines as a way of requesting for blessings and giving thanks to Him.	In the same way, the Biblical text presents God's Holy nature, whose name is Glorified by those who put their hope and trust in His Holiness.

People's increase in Faith and trust in God, according to the Biblical text	Gives ideas, explains and applies a minimum of 3 responses(AP)	Gives idea(s), explains and applies 1-2 responses(A P)	Gives and explains idea(s) but does not apply any (CU)	Gives idea(s) but does not explain and apply any (CK)	Wrong or NO Response
Attributes of God according to traditional African Religion, that are similar to the Biblical teaching about the	Gives ideas, explains and applies a minimum of 3 responses(AP)	Gives idea(s), explains and applies 1-2 responses(A P)	Gives and explains idea(s) but does not apply any (CU)	Gives idea(s) but does not explain and apply any (CK)	Wrong or NO Res

nature of God in the text above.					pon se
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**ITEM 2
TASK.**

Using the Christian and Traditional African views, Explain the approaches that can be used to make the struggling marriage in the scenario stable.

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	Sarah, who is presented in the scenario should uphold the value of faithfulness in marriage.	Hebrews 13:4 teaches that, let the marriage bed be undefiled for, God will Judge the sexually immoral and adulterous.	This therefore calls upon the unfaithful woman Sarah in the scenario, to respect the marriage vows of monogamy for permanent love relationship in their struggling marriage.
2.	The couple should respect the Christian values of: patience, love, tolerance, forgiveness and reconciliation.	God called for respect of these values when He asked Hosea to go back home and patiently love his unfaithful wife Gomer just as God Himself tolerated and still loved His people of Israel despite that, they were sinners. (Hosea 2 and 3, GNB)	This can help Joseph and Sarah as presented in the scenario to tolerate one another's evils, to be patient with each other's weaknesses, to forgive and reconcile with one another, as a basis for stability in their marriage.
3.	Should satisfy each other's sexual desires to guard against falling into sexual temptations.	Sexual intercourse is important for mutual love and comfort in a marriage relationship as according to St. Paul, in his letter to the Corinthians. (1 Cor. 7: 1-5, GNB)	This can be a way of overcoming challenges of unfaithfulness, laziness, divorce and separation in the struggling marriage the scenario presents above.

4.	They should lead prayerful lives for God's Devine Intervention.	Prayer links us to God who is all powerful, loving and merciful to our daily life.	Constant praying can therefore enable the couple in the struggling marriage above to seek God's grace and guidance of the Holy Spirit in decision making for the betterment of their marriage.

4.	It teaches that quality work reveals one's character as good and hard working.		<p>patience and hope in his work, despite the difficulties, pain, and discouragement.</p> <p>This motivates Peter To portray the good qualities of hard work and to aim at producing quality results, so as his character to be revealed as good and hard working.</p>
NO	<p>IDEA(CK)</p> <p>1. In traditional Africa, work served as a religious purpose.</p>	<p>EXPLANATION OF IDEAS(CU)</p> <p>Traditional Africans addressed their requests of good harvest in a prayer before planting and gave thanks to the Lord after harvesting. For instance, the first harvest would be used for sacrifice to thank and please the ancestral gods, among the Baganda.</p>	<p>APPLICATION(AP)</p> <p>This brings to the understanding of the person in the scenario that, he was meant to put God above his job through praying, and to offer to Him from his first salary as a way of thanking Him as well as seeking for more blessings because God is the provider.</p>

ii) Traditional African Views

Item 3

a) Explain the Christian teachings on the value of work that can help the person in the scenario to develop a positive attitude towards work.

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	Christianity teaches that, people should work to provide for themselves and their families the basic needs for survival.	In the New Testament, Paul is presented as a hard working man who provided for himself through making tents and others went fishing so as to pay taxes to the government.	This Christian value of work motivates the person in the scenario to accept any kind of job so that he can be able to meet his earthly obligations and the basic needs for his family such as; food, shelter, medication, clothing, among others.
2.	It teaches that work is a gift to man because it helps him grow into a closer union with God, when he shares his fruits of work with others.	According to the book of Deutronomy 24: 9-22, man should share and enjoy the fruits of work with one another, since work is for the service of mankind.	This can motivate Peter in the scenario to work while he puts God above his job for purposes of seeking His favors, provision, blessings and the guidance of the Holy Spirit, through praying and sharing his fruits of work with others.
3.	It teaches that, work well done leads to promotion to higher ranks.	The Old Testament puts it that, Joseph started as a manual worker and later he was promoted into a governor. King Solomon was revealed as a good worker after building the Jerusalem Temple in the Old Testament.	This teaching can motivate Peter to put

2.	<p>Work in traditional Africa was for providing one's worth.</p>	<p>Hard working people in society would easily attain leadership positions such as; Chiefs, Kings etc., besides getting good marriage partners.</p>	<p>This calls for Peter to understand that, hard working and quality work reveals one's character as good and can lead to promotion on job, despite the challenges met at the work place.</p>
3.	<p>In traditional Africa, work was related to the provision of the basic needs to the members of society.</p>	<p>Work such as; cultivation, house construction, hunting etc. provided society members with food, shelter, clothing among others.</p>	<p>This brings to the understanding of Peter in the scenario that, sustaining the job would be important in his life other than dropping it because it was a proper means of earning income that would enable him to provide for himself and his family, the basic needs of survival..</p>

4.	Work in traditional Africa defined the community that developed personal creativity through works of people's hands.	Wok was manually done and people used their own hands and creativity in their daily activities without regard to any machines. For instance, Blacksmiths (Abahesi) portrayed their skills of iron working and were able to equip society with materials such as; saucepans, pangas etc.	This makes the person in the scenario understand that he could have been creative and innovative through the works of his own hands in any type of work activity, instead of remaining unemployed for four years, before he secured a job.
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Item 4**Task**

Relate the message in the Biblical text above to;

- a) the ways of life, of some people in Uganda today, in regard to wealth and development
wealth and development.

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	Some people in Uganda waste fully use resources of inheritance.	They sell their inheritance and spend the money on alcoholism, expensive cars, leisure activities etc., till they lose everything.	According to the scenario, the son got together all he had, set off for a distant country squandered his wealth in wild living, while everything.
2.	Other people forcefully demand for a share of their parents' estates.	They intimidate and demand of parents to divide and share family estates among the children, most times with selfish interests.	This is in relation to what the scenario presents that, the young son asked his father to give him a share of the estate. So he divided the property between them.

3.	Some people from well to do families develop laziness and apathy towards work.	They put all their hope in the estates of their parents and develop a feeling of comfort. They do not mind about working to create their own wealth.	Similarly, the young in the scenario demanded for his share, instead of working to create his own wealth.
4.	Some people migrate from their home areas to other places.	After getting some money out of the sale of their inheritance, some people in Uganda migrate to other areas as they enjoy spending the money.	In line with what the scenario presents, the young together all he had and move distant country where he squanderec in wild living.

a) Traditional African understanding of leisure time

NO	IDEAS(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	<p>In traditional African society leisure time was used for developing skills and talent.</p>	<p>The young used this time to develop skills of building, carpentry, iron working, crafts making, hunting, fishing etc. they also engaged in games and sports, music, dance and drama, among others.</p>	<p>In the Biblical text, the younger son use his leisure in wild living instead of developing skills and talents that is vital for a life long livelihood.</p>
2. 3.	<p>Leisure time was used for social interaction and strengthening friendship.</p> <p>People settled down in their homes and spent leisure time strengthening ties with family members.</p> <p>Some people spent leisure time doing craft and artisanship.</p>	<p>People used this time to visit relatives and friends, to mend or build new relationships as well as sharing life opportunities and challenges.</p> <p>During this time, parents talked to their children about life. Mothers talked to girls and fathers to boys. They prepared them for independent life.</p> <p>Women in Buganda wove baskets and made mats. In</p>	<p>The younger son used his leisure time travelling to a distant country, instead of visiting his own people, who would guide him on ways of using the share he was given.</p> <p>The younger son chose to travel to a distant country, far from his father instead of staying close to him for parental guidance on the use of his share of inheritance.</p> <p>On the contrary, the younger son spent his time in wild living until he misused all the money had. The traditional African perspective suggests that, he</p>

4.		Bunyoro, men made spears, arrows, pangas.	could have found a business trade to engage in, for a livelihood.
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b) Traditional African understanding of leisure time

NO	IDEAS(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	In traditional African society leisure time was used for developing skills and talent.	The young used this time to develop skills of building, carpentry, iron working, crafts making, hunting, fishing etc. they also engaged in games and sports, music, dance and drama, among others.	In the Biblical text, the younger son used his leisure in wild living instead of developing skills and talents that is vital for a life long livelihood.
2.	Leisure time was used for social interaction and strengthening friendship.	People used this time to visit relatives and friends, to mend or build new relationships as well as sharing life opportunities and challenges.	The younger son used his leisure time travelling to a distant country, instead of visiting his own people, who would guide him on ways of using the share he was given.
3.	Some people from well to do families develop laziness and empathy towards work.	They put all their hope in the estates of their parents and develop a feeling of comfort. They do not mind about	Similarly, the young son in the scenario demanded for his share, instead of working to create his own wealth.

4.	Some people migrate from their home areas to other places.	working to create their own wealth. After getting some money out of the sale of their inheritance, some people in Uganda migrate to other areas as they enjoy spending the money.	In line with what the scenario presents, the younger son got together all he had and moved to a distant country where he squandered his wealth in wild living.
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NO	BASIS OF ASSESSMENT	SUCCESS CRITERIA				
		4	3	2	1	0
a)	Message in the Biblical text, in relation to the ways of life of some people in Uganda today, in regard to wealth and development.	Gives ideas, explains them and applies a minimum of 3 responses(AP)	Gives idea(s) explains and applies 1-2 responses(AP)	Gives idea(s) and explains ideas but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO response
		4	3	2	1	0
b)	Message in the Biblical text, in relation to the traditional African understanding of leisure time.	Gives ideas, explains them and applies a minimum of 3 responses(AP)	Gives idea(s) explains and applies 1-2 responses(AP)	Gives idea(s) and explains ideas but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Respons

b) Explain the traditional African understanding of Justice that is similar to the Christian teaching about Justice as revealed in the leadership character of King Solomon in the context above.

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)

Item 5

Task

- a) Using the Christian views, explain the ways in which the Leadership character of King Solomon in the context above, Informs the leaders of Uganda to be righteous and Just.

NO	IDEAS(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	It forms the leaders of Uganda to lead with courage and strength.	King Solomon gained courage and strength after God had chosen him at a tender age, to rule many people of Israel who could not be counted. I Kings 3:7-8.	This is in line with what the context presents that, Solomon chose courage and strength, but not money and fame. In the same way, leaders of Uganda are in formed to be courageous and strong other than seeking for money or prestige, in the political leadership of their country.

NO	BASIS OF ASSESMENT	SUCCESS CRITERIA				
		4	3	2	1	0
1.	Christian teachings on the value of work to help the person in the scenario develop a positive attitude towards work.	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), explains and applies 1-2 responses (AP)	Gives and explains idea(s) but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO response
		4	3	2	1	0
2.	Traditional African approaches to help the person in the scenario understand the purpose of work.	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), explains and applies 1-2 responses (AP)	Gives and explains idea(s) but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Response

2.	It teaches the leaders of Uganda to be prayerful to God for the gift of wisdom and understanding	After he was chosen as a King of Israel, Solomon prayed to God that, "so give me the wisdom I need to rule your people with justice and to know the difference between good and evil." God said to him, "Because you have asked for wisdom to rule Justly instead of riches, I will do what you have asked. I will give you more wisdom and understanding...." 1 Kings 3: 9-12.	This informs the leaders of Uganda to only ask for wisdom and understanding from God, instead of asking for riches or bribes from people, to enable them be Just and make right decisions. According to the context above, God's wisdom helped King Solomon to be a Just leader, who settled disputes fairly and made good decisions for his people.
3.	It teaches the leaders of Uganda to	1 Kings 4: 24-26 presents that, all the	This is true with King Solomon's character as

	<p>promote peace, stability and Justice in their society.</p>	<p>Kings West of the Euphrates were subjects to him and he was at peace with all the neighboring countries.</p>	<p>presented in the context above that he chose peace, stability and Justice in his leadership roles.</p>
4.	<p>It in forms the leaders of Uganda about the need to promote equal rights regardless of age, status or sex.</p>	<p>According to the book of Genesis, God created all human beings in His image and Holiness (Genesis 3). Therefore, they are all considered as equal children of God.</p>	<p>This is in line with King Solomon's belief in the above context that, all human beings are equal because they are created in God's image. This therefore teaches the leaders of Uganda to treat all people equally with fairness and Justice so as to lead them to attainment of joy, gratitude, peace and friendship as values of a Just society.</p>

1.	<p>Traditional Africans believed in the observation of norms and customs of society as a means to ensure peace and stability.</p>	<p>People had to observe the traditions and customs of society in order to restore harmony since there were no written laws.</p>	<p>Similarly, the context puts it that, King Solomon chose peace, stability and Justice as he obeyed God's commands to please Him.</p>
2.	<p>Traditional Africans treasured the value of reconciliation to promote harmonious living.</p>	<p>There existed local courts which were made up of influential people with wisdom such as; Chiefs, Clan leaders and elders for purposes of reconciling the conflicting parties.</p>	<p>In the same way, the context above presents King Solomon as a Just leader who used his wisdom to settle disputes fairly and made wise decisions for his people.</p>

3.	<p>Traditional Africans embraced communal life to promote the spirit of togetherness and equality for all people.</p>	<p>Public resources such as; land, forests and others were communally owned to meet the basic needs of community members than the individual interests.</p>	<p>This is in line with King Solomon's belief in the context that, all human beings are equal, created in God's image and therefore deserve to be treated with fairness and Justice.</p>
4.	<p>Traditional Africans believed in the righteousness of society members to ensure Justice and harmonious relationships.</p>	<p>Purification rites such as cleansing of an offender from his or her evil acts were carried out to avoid punishments by the ancestral spirits.</p>	<p>This is similar to what the context states that, God was pleased with the righteousness of King Solomon, something Jesus asks everyone to (Matthew 6: 33).</p>

NO	BASIS OF ASSESMENT	SUCCESS CRITERIA				
		4	3	2	1	0
a)	Christian views which the leadership character of King Solomon in the context above, informs the leaders of Uganda to be righteous and Just.	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), and applies 1-2 responses. (AP)	Gives and explains idea(s) but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Response
		4	3	2	1	0
b)	Traditional African understanding of Justice that is similar to the Christian teaching on Justice in relation to the above character of King	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), and applies 1-2 responses. (AP)	Gives and explains idea(s) but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Response

	Solomon in the context.					
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Item 6

Task

Using the Cristian and Contemporally approaches, how best can the conflicting parties in the scenario resolve their problem?

i. Christian views

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
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1.	Kapere should pray over the matter to seek God's Divine intervention.	Christianity teaches the followers to cast their burdens to God. According to 1 st Peter 3:12, the eyes of the Lord are on the righteous and His ears are attentive to their prayer.	Prayer can spiritually influence Moses to think twice about the matter and accept that he was in the wrong to misuse someone's school fees, which he may even clear for the good of his name.
2. 3.	The two parties should uphold the peaceful means of resolving the conflict. Kapere is called upon to forgive Moses for the sake of restoring friendship.	In the story of the woman caught in adultery, Jesus challenged the teachers of the law to be the first to stone her, if at all they had no sin and of which, they failed to do. According to the parable of the lost son, the father quickly forgave his son when he came back home. This restored a good relationship between the two.	Kapere and Moses should therefore consider all possible conflict resolution mechanisms such as; Dialogue, Confession and repentance etc. to avoid intensification of the conflict. In forgiving Moses, Kapere's pain of the lost money will get healed and eventually, reconciliation will help the two, to benefit in other ways.

4.	Kapere should engage other people to help him resolve the issue.	Matthew 18: 16 teaches about involving one or two other people in conflict resolution, especially where a conflict fails to be resolved by the conflicting parties.	Kapere can consider involving elders, parents or his friends, to mediate. This may help the conflicting parties to have the matter amicably resolved and their friendship restored.
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ii. Contemporary views

NO	IDEA(CK)	EXPLANATION OF IDEAS(CU)	APPLICATION(AP)
1.	Moses should accept that, he received the fees balance of Kapere's daughter, to be paid in the bank.	He should stop intimidating through use of bad words for, he gets more angry and frustrated. There is need to avoid intensification of the conflict through peace talks.	This way, Moses will be convicted to find the money and pay Kapere, which will resolve a lot.

	<p>Moses is called upon to plead for instalment payments as he refunds the money to Kapere.</p>	<p>He should develop a repayment plan indicating the amount of money to be paid, the time it will be payed and humbly present it to Kapere for consideration.</p>	<p>This will reduce the difficulty and tension of paying all the money at once. This way, money for fees will finally be refunded and the friendship restored.</p>
<p>3.</p>	<p>Moses should be humble in these circumstances.</p>	<p>Being entrusted with people's money adds value to one's personal character. Denying that, he never received any money from Kapere yet he knows the truth of the matter, Moses is losing trust and worthiness.</p>	<p>Therefore in a humble way, Moses will easily win the sympathy of Kapere and agree on friendly terms for him to refund the money, as a way of resolving the conflict.</p>

Moses should be compassionate.

He should put himself in the experience of Kapere and realize the pain he is going through while seeing his daughter missing school because of fees demand, which he even struggled to clear.

This compassion will help Moses reconsider his position and find ways of refunding the money, for the good of Kapere's daughter and restoring the friendship.

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	Christian approaches to resolving the conflict between Kapere and Moses.	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), and applies 1-2 responses. (AP)	Gives idea(s) and explains ideas but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Response
ii)	Contemporary approaches to resolving the problem between Kapere and Moses.	Gives ideas, explains and applies a minimum of 3 responses (AP)	Gives idea(s), and applies 1-2 responses. (AP)	Gives idea(s) and explains ideas but does not apply any(CU)	Gives idea(s) but does not explain and apply any(CK)	Wrong or NO Response

END