

P245/2
CHRISTIAN
RELIGIOUS
EDUCATION
Paper 2
2026
2 hours



JOURNEY OF SUCCESS EXAMINATIONS BOARD
JOINT MOCK EXAMINATIONS 2026

Uganda Advanced Certificate of Education
CHRISTIAN RELIGIOUS EDUCATION

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES

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

Section A has one compulsory item.

Section B has two optional items. Respond to one item.

Respond to two items in all.

Any additional item responded to will not be scored.

Responses to each part of the item should start on a fresh page.

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

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SECTION A

Item 1.

In a busy trading town near Mbale lived a couple who had built a thriving hardware business from nothing. Having known real hunger in their youth, they were determined that their three children would never lack anything. The parents worked tirelessly to accumulate wealth, buying land, rental houses, and vehicles, and they measured success purely by what could be owned and displayed. From an early age, the children were taught to value money above all else, and were rewarded for grades and business ideas but rarely praised for kindness, sharing, or honesty.

This upbringing created a challenge. The children grew financially ambitious but emotionally distant from their relatives and neighbours. They found it difficult to visit the sick, contribute to funeral expenses, or share a meal with a struggling cousin, viewing such gestures as a waste of resources. The turning point came when their elderly aunt fell seriously ill and needed urgent support; the children hesitated, calculating what they stood to lose, while relatives from the village arrived immediately with food, labour, and comfort, expecting nothing in return.

This scenario reflects a real-life challenge in contemporary Uganda, where many children are raised to pursue wealth and personal success without being grounded in generosity, contentment, and communal responsibility. As a result, they grow financially capable but disconnected from the values that sustain family and community life, highlighting the need to combine ambition with compassion so that children can succeed both materially and relationally.

Task:

- (a) Examine biblical experiences to bridge the gaps in child upbringing as presented in the scenario.
- (b) Analyse the Traditional African approaches to wealth and sharing that differ from those in the scenario above.

SECTION B

Respond to one item from this section.

Item 2.

Acts 6:1-7 records a moment of growing tension within the Early Church. As the number of disciples increased, the Grecian Jews among them complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food. Rather than handling the matter alone, the twelve apostles gathered all the disciples and said, “It would not be right for us to neglect the ministry of the word of God in order to wait on tables. Brothers, choose seven men from among you who are known to be full of the Spirit and wisdom. We will turn this responsibility over to them and will give our attention to prayer and the ministry of the word” (NIV).

This proposal pleased the whole group, and they chose Stephen, a man full of faith and of the Holy Spirit, together with Philip, Prochorus, Nicanor, Timon, Parmenas, and Nicolas. These men were presented to the apostles, who prayed and laid their hands on them. As a result, the word of God spread, the number of disciples in Jerusalem increased rapidly, and a large number of priests became obedient to the faith.

This passage demonstrates that unity and growth in a community are sustained when leaders recognise their limits, delegate responsibility fairly, and involve the whole community in choosing trustworthy people to serve. It shows that shared leadership, when guided by wisdom and the Spirit, resolves conflict and strengthens the wider mission.

Task:

- (a)** Discuss the guidance that the biblical text above provides to Ugandans in the sharing of leadership responsibilities.
- (b)** Assess likely hindrances to the application of the Early Church's approach to shared leadership in Uganda today.

Item 3.

In Uganda, where the natural environment sustains both livelihoods and future generations, the Bible provides clear guidance on how people should relate to creation. Genesis 2:15 offers a foundational message for understanding environmental responsibility: “The LORD God took the man and put him in the Garden of Eden to work it and take care of it” (NIV). This text reminds humanity that the earth was entrusted to them not to exploit without limit, but to cultivate and preserve.

This principle is reinforced in Leviticus 25:2-4, where God instructed the Israelites that the land itself was to observe a sabbath rest: “When you enter the land I am going to give you, the land itself must observe a sabbath to the LORD. For six years sow your fields... but in the seventh year the land is to have a sabbath of rest” (NIV). Here, care for the land is presented not only as a practical necessity but as an act of obedience to God's design for renewal and balance.

In contemporary society like Uganda, this means that environmental responsibility should be embraced as both a practical and spiritual duty. When citizens and leaders honour these responsibilities, wetlands, forests, and soils are preserved in a way that reflects God's intention for creation to sustain life across generations.

Task:

- (a)** Discuss the duties of the citizens of Uganda towards the environment as guided by the message in the above biblical texts.
- (b)** Assess the need for Ugandans to observe responsible use of land and natural resources according to the above biblical texts.

END