



PAN AFRICA CHRISTIAN UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**END OF SEMESTER EXAMINATION FOR THE DEGREE OF
MASTER OF ARTS IN COMMUNITY DEVELOPMENT AND SOCIAL
PROTECTION**

MAY-AUGUST 2025 TRIMESTER

CAMPUS: ROYSAMBU

DEPARTMENT: COMMUNITY DEVELOPMENT

COURSE CODE: MCS509

COURSE TITLE: SOCIAL JUSTICE AND EMPOWERMENT

EXAM DATE:

DURATION: 3 HOURS

TIME: 5:30PM-8:30PM

INSTRUCTIONS

- Read the instructions and questions carefully before you write the answers.
- **Answer any TWO questions**
- *ALL PAC University's examination rules and regulations apply*

Question one

Maria, a 15-year-old girl with a physical disability in a low-income urban area, is unable to attend school due to inaccessible facilities and social stigma. Despite government laws promoting inclusion, there is no implementation at the local level.

- a) Using a relevant theoretical framework, explain how the deeper structural inequalities affecting girls like Maria are revealed. **(10marks)**
- b) Suggest multi-level strategies that could promote social inclusion for girls like Maria. **(10marks)**

Question Two

A major faith-based NGO runs food distribution programs in underserved areas. However, critics argue that the NGO only serves those who attend its religious services and uses its platform to promote exclusionary moral beliefs.

- a) Analyze this dilemma from a biblical perspective on social justice using FIVE biblical principles. **(10 marks)**
- b) Discuss FIVE ways how faith communities can balance mission work with inclusivity and empowerment. **(10 marks)**

Question Three

In a rural community, indigenous farmers are being displaced by a multinational company that has acquired ancestral land for commercial agriculture. In response, local youth and elders have organized protests, which have been met with arrests, media suppression, and a lack of consultation from government authorities.

Write an essay analysing this situation through the lens of social justice. In your essay, discuss:

- a) The nature of the injustices being experienced. **(5marks)**
- b) How systems of social exclusion and unequal power relations are at play. **(5 marks)**
- c) Explore how community activism, legal frameworks, or collaborative partnerships could be used to advance justice for the affected community. **(10marks)**

Marking Scheme

Question one

Maria, a 15-year-old girl with a physical disability in a low-income urban area, is unable to attend school due to inaccessible facilities and social stigma. Despite government laws promoting inclusion, there is no implementation at the local level.

- a. Using a relevant theoretical framework, explain how the deeper structural inequalities affecting girls like Maria are revealed. **(10marks)**

Identification of theoretical framework. (2 marks)

Clearly identifies and accurately describes a relevant theoretical framework (use either intersectionality, feminism or CRT), linked to Maria's case.

Explanation of structural inequalities. (5 marks)

Insightful explanation of how the chosen framework uncovers structural inequalities (e.g., gender, class, ethnicity, cultural norms) impacting Maria. Shows deep understanding of systemic oppression.

Demonstration of power dynamics and exclusion mechanisms. (3 marks)

Clearly articulates how systemic power imbalances and social exclusion operate in Maria's context.

- b) Suggest multi-level strategies that could promote social inclusion for girls like Maria. (10marks)**

Range of strategies. (4 marks)

Suggests well-balanced strategies at individual, community, institutional, and policy levels, clearly tailored to Maria's context.

Justification of strategies. (4 marks)

Provides strong, logical justification showing how strategies address both immediate needs and root causes of exclusion.

Feasibility and cultural sensitivity. (2 marks)

Strategies are realistic, context-sensitive, and culturally appropriate.

QUESTION TWO

A major faith-based NGO runs food distribution programs in underserved areas. However, critics argue that the NGO only serves those who attend its religious services and uses its platform to promote exclusionary moral beliefs.

a. Analyze this dilemma from a biblical perspective on social justice using FIVE biblical principles. (10 marks)

A strong answer will first identify relevant biblical principles of social justice, such as justice for the oppressed, compassion, stewardship, fairness, and care for the marginalized, and will apply them directly to the dilemma described. (3marks)

2 marks will be awarded for the use of scriptural references. A full score will require students to provide at least one or two specific and appropriate scripture quotations or citations that strengthen their argument.

The moral and ethical analysis of the dilemma will account for up to 3 marks. A top-scoring response will demonstrate insightful discussion of the moral challenges and ethical tensions involved, showing how biblical teachings help reveal the complexity of the situation.

2 marks will be awarded for the student's explanation of how biblical principles could guide concrete action or decision-making in response to the dilemma.

b. Discuss FIVE ways how faith communities can balance mission work with inclusivity and empowerment. (10 marks)

A well-articulated response will identify and clearly discuss five distinct, practical ways (e.g, Promote community-led initiatives, Adopt non-discriminatory practices in service delivery, Invest in capacity building and leadership development, Foster partnerships with diverse organizations) that faith communities can balance their mission work while promoting inclusivity and empowerment. The student should demonstrate understanding of how faith-based efforts can respect diversity, support marginalized groups, and avoid exclusionary practices.

Each of the five points will carry 2 marks, awarded as follows:

The point is well-articulated, specific, and directly relevant to both mission work and the theme of inclusivity/empowerment. The student provides a clear explanation or example showing how the faith community could apply this in practice. (2 marks per point)

Question Three

In a rural community, indigenous farmers are being displaced by a multinational company that has acquired ancestral land for commercial agriculture. In response, local youth and elders have organized protests, which have been met with arrests, media suppression, and a lack of consultation from government authorities.

Write an essay analysing this situation through the lens of social justice. In your essay, discuss:

a. The nature of the injustices being experienced. (5 marks)

For example....Dispossession of ancestral land, Violation of indigenous rights, Suppression of free speech and protest, Lack of consultation and participation, Media blackout and lack of transparency, Economic marginalization. 5 marks for clear, detailed description of multiple injustices

b. How systems of social exclusion and unequal power relations are at play. (5 marks)

Excellent explanation of how structural power dynamics (e.g., between multinational corporations, government, and indigenous communities) and mechanisms of exclusion (e.g., marginalization, suppression of voice) are operating.

c. Explore how community activism, legal frameworks, or collaborative partnerships could be used to advance justice. (10 marks)

10 marks will be awarded for thoughtful, well-supported proposals on how to pursue justice. The points should provide detailed, realistic and relevant strategies across activism, legal options, and/or partnerships. Explanations should show how these would promote social justice and address structural inequities.