

# PRINCIPAL EXAMINER'S REPORT



BOTSWANA  
EXAMINATIONS  
COUNCIL

**JCE MORAL EDUCATION**

**2022**

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18/2

## **General Comments**

Generally, the performance of the 2022 Cohort was mediocrity. This was observed in the way they responded to the different items. The bulk of this cohort was able to satisfactorily access questions in Section A which covers knowledge and understanding. However, it was observed that some of these Candidates in this Section had difficulty in accessing questions on understanding especially in Grades C to E.

This was apparent in the manner in which they responded to questions; and the type of questions they were able to score better marks on. For instance, the majority of them were able to access questions that were not so demanding such as knowledge and understanding items in Section A. It is important to note that even though these items appeared to be the easiest when it came to questions that were more on understanding such as those which demanded explanation and differentiation it was difficult for Grades C to E to access them. In Section B, Candidates would generally be able to state points and make an effort to explain the presented content but would show limitations in developing points and demonstrating critical thinking skills.

This limitation even affected the presentation of their work, thereby affecting the marks they score in the end.

In conclusion, it is clear that Candidates are limited in critical thinking. This makes it difficult for them to access application items. They do not demonstrate the know-how of meeting the demand of the question even when it is clear that they have the content. handling (40). The limitations disadvantage Candidates because even where it is clear that they have the content, presenting their ideas as demanded by the question and demonstration of desired or tested skills stands in their way of excellence. This observation makes it necessary for Centers to capacitate Candidates in this area.



## Section A

### Questions 1

- a. A sizeable number of Candidates were able to identify at least one moral value that is violated by the act depicted by the picture such as *Respect, Loyalty, Fairness*, etc. However, there were those who stated the example of the crime that was depicted in the picture which is Bribery.
- b. Most Candidates struggled to come up with ways that teachers could use to promote autonomy in learners instead they stated elements of self-concept such as self-confidence, and self-esteem and taught them to make independent decisions.
- c. Majority of the Candidates were able to explain the importance of good interpersonal skills in a relationship as such most of them were able to score full marks (1).
- d. This question was poorly performed by Candidates across all Grades. It was clear that Candidates do not know what manslaughter is. They gave responses such as *killing all men and killing men who are not married. Killing a lot of people, killing men who were not able to have children* Instead of *killing someone unintentionally*. The result was that most of the Candidates scored (0) mark. This makes it necessary for Centers when teaching crime to cover all types of crime and their examples.
- e. Generally, a sizeable number of Candidates managed to score a full mark of (2) in this question. They demonstrated knowledge of how family resources are managed.



## Questions 2

2. a. Majority of the Candidates demonstrated knowledge and understanding of the issues surrounding living positively with HIV and Aids because they were able to come up with benefits that were promoted by the picture on the billboard.
- b. Candidates demonstrated knowledge of cruelty to domestic animals. They were able to give responses such as *starving, branding, and dehorning*. This enabled them to score full marks of (2).
- (c) Most Candidates were not able to access the full marks of (4) because they were not able to explain the two advantages of heterosexuality. Some candidates' responses indicated that they were not able to differentiate sexual orientations. This resulted in the majority of them failing to score the partial mark of (1)
- (d). (i). Candidates largely could not depict the human rights violations depicted by the call-out. Instead of giving *xenophobia* as the correct answer they would write *Human rights such as the Right to life. The right to freedom of speech of clients*. This caused a loss of marks for most of them
- (d).(ii). Most Candidates across Centers did not access this question. Their responses indicated that they could not differentiate between international and local organizations that react to Human Rights Violations. They would write organizations such as Emang Basadi, Ditshwanelo instead of United Nations, Amnesty International, etc. This resulted in most of them scoring a zero mark.



## **SECTION B**

### **Questions 3.**

The candidate's performance in this question was pleasing. Candidates indicate an understanding of abortion as a moral issue because they were able to discuss the moral implications of Sarah's decision. The limitation was on developing the stated moral implications across grades as presented under the general comments.

### **Questions 4.**

The performance of Candidates in this question was wanting. It was clear that candidates confuse *money laundering* with economic crimes such as *fraud, bribery and corruption*. The E cohort demonstrated a lack of knowledge of this economic crime because instead of writing about *money laundering* they wrote about petty *theft*.

### **Questions 5.**

Generally, most Candidates displayed an understanding of the moral implications of adultery because they were able to examine the moral implication of *Mrs. Thomo* who was depicted in the scenario as an unfaithful wife. This resulted in candidates performing fairly in this question.

### **Questions 6.**

Performance in this question was below average. Although it was clear that candidates have an understanding of environmental issues it was apparent that candidates do not understand the phrase "*moral obligation*". That is why when the question called for a discussion of two moral obligations of human beings towards the environment they either discussed the *causes of environmental mismanagement* or the *effects of environmental mismanagement on human beings*.