

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE RELIGIOUS EDUCATION 2022



INTRODUCTION

This marking report constitutes feedback on candidates' performance from the 2022 JCE Religious Education examination for Paper 2 which was the component based on Structured questions.

Component 2 for the 2022 marking session for JCE Religious Education was marked between the 6th December 2022 to the 19th December 2022, held at Naledi Senior Secondary School. The examining team consisted 1 Principal Examiner, 2 Assistant Principal Examiners, 11 Team leaders and 79 examiners.

As a quality assurance initiative, examination checkers were engaged for the purposes of reviewing all clerical work for accuracy and error-free submissions of all candidate scores as marked by the different teams. All efforts were made to ensure that examiners worked under safe and secure conditions to enhance their productivity while keeping safe from COVID-19.

GENERAL COMMENTS

This paper was constructed to assess knowledge, understanding and application of Religious Education concepts, as well as assess the ability of candidates to analyse and evaluating religious issues. There were two sections in the paper, Sections A and B, where the former presented structured items assessing candidates' understanding of challenges arising from certain belief systems as well as different religions in the modern world, along with human relationships and the natural world.

Section B however targets assessing candidates' skills and competencies through essay items that gauge their ability to analyse and evaluate the role of religion in society, the value of religious pluralism and to assess the role played by religion towards achieving environmental sustainability.



The performance of most candidates in this paper did not exhibit any significant changes, with candidates attempting knowledge items and struggling with content, especially where the essay questions are concerned. Below are observations made from the marking of different items across the examination paper:

SECTION A

Question 1

a) State any two stages of human development (2 marks)

All candidates were able to access this question and score a minimum of two marks.

b) Describe the experiential dimension of religion (2 marks)

Candidates within the A grade had no difficulty in describing the dimension in relation to feelings, emotions that followers or founders had as they encountered with God or the Supreme Power. Those in grade C went as far as providing examples only without defining hence scoring a mark out of the two and Grade E candidates failed to score a mark in this question.

c) Describe oral literature (2 marks)

Candidates in A to C grades accessed the question without difficulty, they showed an understanding of that this refers to information passed by word of mouth from one generation to the other such as the proverbs and riddles. Those in the lower grades grappled with the question and some ended up scoring 1 mark for defining the word while others did not score a mark.

d) Describe two ways in which religious tolerance can bring about social harmony. (4 marks)

Candidates showed an understanding of religious tolerance especially those in the upper grades as the popular response of peace, unity were provided together with their explanation. Those in the A-C grades managed to score at least 3 marks in this



question, while the Ds grappled and scored two marks. The Es' provided the response Social Harmony which was repeating what was in the question.

Question 2

a) State two examples of sacred places in ATR in Botswana (2 marks)

All candidates as per the descriptors were able to access this recall question and score at least the maximum mark of 2 marks. Hills, rivers, mountains caves were the expected responses.

b) Describe sexual purity in ATR in Botswana (2 marks)

Most candidates managed to at least state that it is refraining from sexual activities, virginity or abstinence, hence scoring a mark. They however did not fulfil the skill of describing that the virginity or abstinence is only expected to cease when one gets married to score a maximum mark of 2 marks. Only those in the A grade managed to meet the demands of the question fully.

c) Describe any marriage ritual in ATR in Botswana (2 marks)

Some expected responses for this question were, lemipi, bogadi, patlo and molomo wa lenyalo together with their explanations. All candidates were able to state the ritual scoring a mark, however, majority of those in C and below grades failed to explain these to score a maximum of 2 marks.

d) Narrate any myth of the origin of human beings in ATR in Botswana (4 marks)

Candidates were expected to give a narration of myths such as;

Matsieng in Rasesa

Huwe for Basarwa

The Bakalanga-Ngwale

The Hambukhushu-(Rope from the sky)



Those in the A grade, managed especially to narrate the story of Matsieng while those in the lower grades C and below, got Matsieng right but mixed the story with that of Adam and Eve in Christianity making them to loose at least 3 marks.

Question 3

a) Define war (2 marks)

This was a question which was awarded either 0 or 2, no split marks. Those who scored the 2 marks demonstrated an understanding of that war is armed conflict or state of resolving conflicts through the use of weapons. A majority of candidates lost the 2 marks even those in the A grade lost the 2 marks because they defined war as a conflict or fight without the use of weapons as the standard demanded.

b) Describe any view held by Christians for taking care of the environment (2 marks)

The expected responses with the explanations were;

- Stewardship
- God as the Creator
- For God's glory
- Part of service to God.

Candidates in the lowest cut off of A and below gave general responses of how people take care of the environment such as cleaning, litter picking, watering, which are not related to Christianity. This led to the majority the candidates losing the 2 marks.

c) Describe nay Christian teachings that can be used to assist young people to acquire safe sexual behavior (2 marks)

The 2 marks were to be obtained by stating a teaching and explaining how it can be used to assist young people to behave morally/sexually well. Their responses included abstinence, no sex before marriage, do not fornicate, these will protect them from



sexually transmitted infections, no stress, no regrets as well as avoiding teenage pregnancy.

Those in the A grade, managed to meet the set requirements of the question while those in lower grades failed to focus the teaching to the youth but rather stated responses such as adultery which are more inclined on marriage life than the youth. The latter lost the 2 marks.

d) Explain any two Christian attitudes towards gaining wealth (4 marks)

Candidates were expected to state the Christian view concerning the way they are to acquire riches/wealth and then explain such attitudes. It attracted responses such as;

- Gaining wealth by cheating is prohibited or sinful.
- The rich are not to abuse or exploit the poor /needy in order to get rich.
- The rich are to share their wealth with those in need.
- Wealth should not shift one's attention/focus from God to prosperity.

It discriminated the candidates very well, the upper grades cohort managed to state and explain the attitudes well, while those in the lower grades stated only the attitude and not explaining them.

Question 4

a) State any two family structures in Bahai Faith (2 marks)

A simple recall question was scored well by all candidates across the grading bar even the 'U' grade. It is a concept covered in a majority of subjects except the Bahai Faith religion. Answers were nuclear and extended family.

b) State any two uses of the place of worship in the Bahai Faith (2 marks)

Candidates performed well since it is just a knowledgeable based question which required answers such as; used for worship, performing rituals, festivals and ceremonies in order to score a maximum score of 2.



c) Describe any teaching in the Bahai Faith on the conservation of the environment (2 marks)

A teaching on the conservation of the environment was to be stated followed by the explanation of how Bahai put it into practice to score maximum mark of 2. An example given without a teaching did not score any mark. Candidates grappled with the question and those in the upper grades managed to score 2 or 1 mark while those in the lower grades brought examples hence losing the 2 marks.

d) Explain two challenges that the founder of the Bahai Faith experienced when establishing the religion (4 marks).

Some of the challenges Bahauallah faced were as follows;

-Leaders in Iran were unhappy with the teachings.

-He was exiled.

-He was imprisoned with the followers hence stifling him from spreading his teachings.

-Other religions such as Islam and Zoroastrianism were already established in Iran and this challenged especially the Islamic authority.

It was evident that content on Baha'i Faith was too limited on the candidates across all levels. Most centers did not have the content needed to respond to this question and this resulted in a majority of candidates losing all the 4 marks even those in the 'A' level. Teachers are therefore encouraged to do a thorough research on religions and address the demands of the teaching syllabus so as to not put candidates on a disadvantage.



SECTION B (ESSAYS)

Question 5

Discuss the problems faced by African Independent Churches (AICs) in Botswana (10 marks)

This is an assessment question, it requires candidates to discuss those problems which are faced by the AICs. An excellent discussion is the one whereby the candidates will include; definition of AICs, examples of AICs and challenges supported by religious ideas and facts. The presentation must show both sides of the discussion (positive /negative) argument and then give either their personal view point, recommendations and advice based on their observations or discussions. The discussion as per the category: (A-C-E).

‘A’ Grade: Most of those who scored an A made an exceptional discussion, with deeper level of discussing problems facing the AICs, hence managing to cover in greater depth the five levels of response marking relating their discussion as per set standards. They provided their personal views and judgements concerning the topic at hand. They managed to score between 7 to 10 marks.

‘C’ Grade: Most candidates in this grade, failed to define what AICs are and even to give examples of AICs. However, they were able to list some of the problems facing the AICs and their presentation was averaged hence scored between 5-6 marks. In some cases such candidates presented one side of the demands of the question. Majority of them managed to demonstrate the skill needed but failed to apply the right content as they provided their personal opinions or advice.

‘E’ Grade: Candidates in this category, gave few or little examples of the AICS. They did not manage to define or even discuss the problems facing the AICS in Botswana. Their essays were illogical and inadequate, with no reference made to religious



concepts/ideas or content. They also confused the problems of AICs with those of the African Traditional Religion and the Christian Denominations.

Question 6

Assess how the Golden Rule Can be used to reduce the spread of Covid-19 Pandemic (10 marks).

Generally most of the candidates were unable to discuss the relationship between the Golden Rule and the Covid 19 Pandemic (the how part of the application of the Golden Rule was challenging to all grades. Bringing the two concepts together to make an exceptional discussion was a challenge and was therefore unsatisfactorily done. Their response as per the category are as follows:

‘A’ Grade: were able to state the Golden Rule from different religions correctly. They were able to explain what the Golden Rule is perfectly well as well as its role in curbing the spread of Covid 19. They managed to present an exceptional discussion, covering all level of response, gave relevant examples of how the Golden Rule could be applied to address the spread of Covid 19. They managed to present their discussion both the positive and negative as well as giving their personal judgement, advice and opinions.

‘C’ Grade: Some candidates had some challenges with meeting the demands of the question. They interchanged the Golden Rule with the Greatest Commandment (‘Love your neighbor as your love yourself’) and the Great Commission- (‘Go out into the world and preach Good News’). They gave one sided of the discussion whilst other just discussed the problems and Covid 19 Protocols. Their presentations were averaged hence scored between 5-6 marks.

‘E’ Grade: A lot of candidates in this cohort, just partially stated the Golden Rule especially the Christian based version. They too mixed it with the Greatest Commandment. Their presentation was highly limited with no mentioning of religious



facts and ideas. They just listed the Covid 19 Protocols only. They were awarded level 1 between 0-2 marks.

CONCLUSION

- Expose candidates to more practice on different aspects of the subject.
- Continue to find innovative way of helping candidates to learn and master the content taught within their syllabus.