

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE MORAL EDUCATION

2021

18/2

General Comments

Generally, the performance of the 2021 Cohort was of average. This was evident in the manner in which they responded to questions; and the type of questions they were able to score better marks on. For instance, majority of them were able to access questions which 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 which were more on understanding such as those which demanded explanation and differentiation it was difficult for Grade 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 demonstration of critical thinking skills.

Comparatively speaking, both 2020 and 2021 Cohorts demonstrated similar abilities and limitations. Generally they would access questions on knowledge and would be somehow challenged in items that tested understanding. In essay questions, expounding points and demonstration of critical thinking skills was evidently a wanting area. The inability to expound points basically affected presentation of their work adversely in that they ended up scoring less marks.

In conclusion, it is evident that essay questions are a challenge to Candidates; elaboration of points, developing points and demonstration of critical thinking skills make it difficult for Candidates to excel in this area and yet this is the section of this component which has more marks (40). The aforementioned 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 on their way of excellence. This observation makes it necessary for Centres to capacitate Candidates in this area.

Section A

Questions 1

- (a) (i) Although some Candidates were able to identify the type of punishment depicted in the picture, which was *capital punishment*, there was a sizeable no of students who instead of giving the type of punishment shown they would give the example of this type of punishment being *electrocution*.

- (a) (ii) Generally Candidates were able to state the human right violated by the punishment in question 1.(a)(i), this enabled majority of the Candidates to score a mark.
- (a) (iii) Majority of the Candidates demonstrated knowledge and understanding of the moral implications of Capital Punishment such that even where they would have given examples of capital punishment they still managed to give the correct moral implications
- (b) This item was not accessed by the majority of Candidates because instead of giving responses which showed ways in which lack of interpersonal skills can affect relationships in the workplace such as *hatred, conflict, lack of cooperation*; they would give ways in which the organization would be affected by lack of interpersonal skills in the workplace such as *low productivity, loss of profit, loss of clients*. This caused loss of marks for most them.
- (c) Most Candidates across Centres did not access this question. This was due to the fact that when differentiating the two sexual orientations, Candidates would not make it distinct in their responses that these are sexual relationships not sexual practices nor any other relationship.
- (d) This question was generally well done across all grades. Candidates were able to show how someone who is on antiretroviral therapy would be affected by taking intoxicants.

Questions 2.

- (a) The question was satisfactorily attempted. Those who did not score marks it was because instead of giving the effects of climate change on human beings such as *drought, loss of life, development of new diseases* they would give responses such as *global warming, acidic rains* etc.
- (b) Candidates did well in this question. They were able to give and explain the moral implication of abortion and as such were able to score full marks of (2). The few who scored a partial mark of (1) were those who only stated the moral implication but could not go further and explain as demanded by the question.
- (c) Performance in this question was average. While some Candidates were able to point out the role of traditions in the moral development of a community, majority of the Candidates would just mention traditions such as *totems, riddles, proverbs* or would give answers like; *they entertain people*. Such responses meant that the moral aspect that was required by the question was not addressed.

- (d) This question was fairly attempted. There was a group which was able to describe the benefits of genetically modified organisms, and then there was a sizeable no of Candidates who could only state the benefit but would fail to give the description. However there were those who demonstrated that they had no idea of what the question was calling for or maybe had a very low understanding of issues surrounding genetically modified food.

SECTION B

Questions 3.

Candidate's performance in this question was satisfactory. They displayed understanding of nepotism and were able to state moral implications of nepotism such as *strained work relations, unfair promotions, low productivity* and so forth. In most cases they were able to develop the stated points enough to show the unfavorable situations that came with the stated points. They would however be limited in elaborating them. However there were a good number of cases where it was clear that Candidates confused nepotism with either xenophobia or tribalism. Such Candidates underperformed in this question.

Questions 4.

The performance of Candidates in this question was of average. They managed to appropriately state factors which could contribute to gender based violence such as financial *instability, cultural influence, division of gender roles, unemployment* etc. The challenge that was evident was analysis of the stated point. Those who made an effort could only partially make the analysis.

Questions 5.

Generally speaking, most Candidates demonstrated understanding of the concept; how it negatively affected Children in terms of their emotions, character, and possibly their academics as well as their perception towards the institution of marriage. They would like in other questions make a fair attempt of showing how the stated point affected children. There were a few who were able to logically develop the point enough for it to earn full marks of (5). On the other hand there were those Candidates who demonstrated misinterpretation of the question because instead of giving effects of divorce on the children they presented effects of divorce on the couple as well as causes of divorce.



Questions 6.

Performance in this question was below average. Generally across Centres lack of knowledge of the concept of animal cloning was very clear such that they would be inability to come up with ethical issues of animal cloning. In some cases Candidates brought ethical issues related to human cloning and genetically modified organisms. There were few Candidates who demonstrated slight knowledge of the concept even though most of them went as far as stating the point and only a limited number of those would barely develop the stated point. This resulted in majority of the Candidates not scoring marks or scoring very low marks in this question.