

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE RELIGIOUS EDUCATION

2021



SECTION A

1 (a) State any two world Religions. (2 marks)

All candidates across grades were able to access the question and score a maximum of two marks.

(b) Define the following terms:

(i) **Peace** (2 marks)

Candidates within the A and C grades had no difficulty in defining the term “peace” hence scoring 2 marks which were not split.

(ii) **Religious tolerance** (2 marks)

This religious term was also accessed well by candidates in the A and C grades. They displayed an understanding that, these are rules or principles which guide followers.

(c) Explain two ways in which the virtue of respect can be used to protect the environment. (4 marks)

Candidates were expected to state a solution and explain it to score 2 marks which ultimately would give them 4 marks if they manage to state and explain another solution. The outcome was that candidates in the A and C grades stated a solution and failed to explain it and those in the lower grades did not score well in this question. The action done in *apply the virtue* was to clearly come out which did not happen in the candidates responses. For example

- Ahimsa in Hinduism – No killing of animals
- Totemism – Treating certain animals as sacred

2 (a) Give any two symbols in Baha'i Faith. (2 marks)



Candidates who are taught the religion (Baha'i Faith) had no difficulty in accessing the question and scoring the two marks as it demanded simple recall of the symbols being: The Nine pointed Star or The Greatest Name. Those in the lower C, D and E managed to at least state one symbol.

(b) Describe any two family virtues in Baha'i Faith. (4 marks)

Any value known and explained granted candidates 2 full marks and the question was demanding for 2 virtues. The question was accessed by majority of candidates across all grades. Those who struggled in describing, scored 2 marks for stating the two virtues.

(c) Describe any two of the oneness of Baha'i Faith. (4 marks)

This question proved to be difficult for candidates and it was an issue of content as they did not know the three onenesses being:

- Oneness of God
- Oneness of Religion
- Oneness of Humanity

Some in grade A and C answered the onenesses focusing them on Baha'i Faith only and excluded the other religions and this made them to lose in describing the oneness.

3 (a) Identify two sacred objects in Islam. (2 marks)

All candidates were able to access this recall question. They managed to identify the sacred objects in Islam with ease.

(b) Explain how Muslims uphold any two of their five pillars. (4 marks)



Majority of candidates were able to give the two pillars required demonstrating knowledge acquired. Those in the lower C and E grades however, did not manage to explain the Pillars hence losing two marks but scoring two marking for pillars.

- (c) Describe any two forms of punishment in the Sharia Law. (4 marks)

Candidates in the A and C grades managed to access the question and score the four marks and those in the c and E managed to only state the punishment and failed to describe how or when the punishment is administered.

- 4 (a) Give two ways in which Buddhists take care of the environment. (2 marks)

This is one simple question which was open to a lot of responses pertaining to taking care of the environment such as sweeping, cleaning, wiping, gardening as such it was easily accessed by all and a maximum of 2 marks cut across the three grades. The responses for Question 1 (c) could also be used here and those in grade A realized this and scored easily.

- (b) Describe any two of the Eight Fold paths. (4 marks)

The minimum mark scored for this question was two marks for stating the two paths which all candidates managed to do. Those in the A to C grades scored well as they were able to state and explain.

- (c) Describe the story that is associated with the creation of the universe in Buddhism. (4 marks)

The question proved to be difficult to all candidates. The expectation was for them to narrate the story paying particular attention to that the universe comprises of creation of human beings and creation of other things living or non-living things. Those in the lower A gave one part of the story and scored 1 – 2 marks while those in the lower grades did not even have knowledge of the story of Panku. It was a 1 – 2 marks from the 4 marks awarded.



5. Describe how the virtue of tolerance assist in the creation of social harmony in the society. (10 marks)

This was a high order question demanding knowledge and understanding of what tolerance is and apply it to the creation of social harmony. It is at critical analysis. It discriminated candidates very well as their level of response differed from knowledge to critical analysis. Those in the higher A would move swiftly from knowledge of the concept 'tolerance' and be able to give the positive and negative and even go an extra mile to give their own opinions. Those in the C bracket would be limited in their discussion which is in a majority of cases was one sided hence scoring an average of 5 – 6 marks. The E grade candidates managed only to define the term 'tolerance' and failed to move further in applying it to social harmony. In summation, the question though difficult to a majority, discriminated the candidates well.

6. Assess the impact of the existence of Christian denominations in Botswana. (10 marks)

This questions proved to be at average level in terms of difficulty as candidates grappled with it across all grades to score a popular mark of 5 in it. It boosted most candidates as its responses were from a wider perspective of Religions establishment in Botswana, the arrival of missionaries and the strategies used by the missionaries to win Batswana into Christianity. Those in the A to upper C provided both the positive and negative sides of the establishment of Christianity and the denominations and they showed knowledge of Christian denomination and type as: African Independent Churches, Pentecostal and Mainline Churches which the lower C and grades below it could not do. Their knowledge was limited. An assessment of the impact of these denominations as a skill was difficult for most candidates to do. It was therefore popularly scored at 5 marks by those in the lower grades as their level of discussion was not balanced satisfactorily.