# PRINCIPAL EXAMINER'S REPORT

BOTSWANA
EXAMINATIONS
COUNCIL

# JCE MORAL EDUCATION

# 2024

# PAPER 1: MULTIPLE CHOICE

## General Comments

The candidates performed well in the component with the mean mark being 24.61. There were sixteen (16) questions in which more than 70% of the candidates got the item correct. There were ten (10) items in which less than 50% of the candidates got the item correct. For the remaining fourteen (14) items, between 50% and 69% of the candidates got the item correct. The candidates should be encouraged to read the question and all the options thoroughly for better understanding before making their choices.

Generally, Multiple-Choice items have a guessing factor that is considered to be the lowest proportion of being able to get the item correct without knowing the answer. For a Multiple-Choice item with four options, the guessing factor is 25% and any item which has the proportion of candidates who got it correct lower than the guessing factor is a cause for concern. Candidates should be encouraged to always read the question for understanding before they select an answer. Some options are usually given away by what is required from the stem. The report is mainly in table format showing the number of candidates at each of the options. The key for reading the table:

N        number of candidates that selected the option as their answer

Key      the option that was taken as the answer for the item

## Comments on Individual Items

**Item 1**: Empathy

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 8405 | | |
| B | 1628 | D | Well done. The candidates were generally aware of the definition of empathy with a few confusing it with trusting others |
| C | 2248 | | |
| D | 31197 | | |

**Item 2**: Sexual Practices

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 16881 | | |
| B | 18244 | B | Poorly done. The candidates were mainly split between options A and B. The candidates have missed the key words of the question which was two <u>different species</u>. Adultery is for the same species. |
| C | 5466 | | |
| D | 2887 | | |

**Item 3**: Values

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 5517 | | |
| B | 7087 | C | Fairly done. The candidates were aware that the item was looking for a statement that was **not** a cultural value. The candidates who didn't get the item correct were almost evenly spread across the three distractors. |
| C | 26667 | | |
| D | 4207 | | |

**Item 4**: Values

| Option | N | Key | Comment |
|---|---|---|---|
| A | 920 | B | Fairly done. The candidates were mainly split between options B and C. Being responsible for their ending means that whatever they do will determine how their future shapes up and they have to work hard for a better future, which is what they desire. |
| B | 28926 | | |
| C | 10204 | | |
| D | 3428 | | |

**Item 5**: Self-Concept

| Option | N | Key | Comment |
|---|---|---|---|
| A | 5954 | C | Well done. The candidates were able to deduce that the motto as displayed promotes self-confidence. Self-acknowledgement was the strongest distractor. |
| B | 3463 | | |
| C | 32384 | | |
| D | 1677 | | |

**Item 6**: Relationships

| Option | N | Key | Comment |
|---|---|---|---|
| A | 1375 | D | Fairly done. The candidates may have been challenged by the meaning of courtship, which was the most popular distractor, rather than the concept itself. |
| B | 864 | | |
| C | 19516 | | |
| D | 21723 | | |

**Item 7**: Sexual Orientation

| Option | N | Key | Comment |
|---|---|---|---|
| A | 4145 | D | Poorly done. The candidates were mainly split between homosexuality and incest. While both options may be considered as taboos, the more significant one which is currently making news is homosexuality. |
| B | 10810 | | |
| C | 7240 | | |
| D | 21283 | | |

**Item 8**: Nepotism

| Option | N | Key | Comment |
|---|---|---|---|
| A | 29704 | A | Fairly done. Generally, candidates were aware that fairness can curb nepotism. The candidates who got the item wrong were almost evenly spread across the three options. |
| B | 4466 | | |
| C | 3914 | | |
| D | 5394 | | |

**Item 9**: Effects of Suicide

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2407 | B | Well done. The candidates were aware of the effect of suicide on the family with most of them selecting option B as their answer. The other options were not an effect that could be brought about by suicide. |
| B | 34430 | | |
| C | 3756 | | |
| D | 2885 | | |

**Item 10**: Citizenship

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2499 | C | Fairly done. The candidates were mainly spread between options B, C and D. The candidates ignored the fact that though the parents were from Botswana, Lewatle was born in Finland. Naturalisation involves a citizen of a different country becoming a citizen of a country different from the one they were born at. |
| B | 7262 | | |
| C | 22082 | | |
| D | 11635 | | |

**Item 11**: Euthanasia

| Option | N | Key | Comment |
|---|---|---|---|
| A | 1899 | C | Well done. Almost all the candidates were able to identify the process being described as euthanasia. |
| B | 2022 | | |
| C | 37840 | | |
| D | 1717 | | |

**Item 12**: Euthanasia

| Option | N | Key | Comment |
|---|---|---|---|
| A | 11997 | B | Poorly done. The majority of the candidates were spread across options A and D. The answer got the least proportion of candidates and was even way below the 25% of the guessing factor. The candidates failed to critically think about the concept. |
| B | 7549 | | |
| C | 7623 | | |
| D | 16309 | | |

**Item 13**: Childcare.

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2075 | D | Well done. Almost all the candidates noted that allowing children unlimited use of phones does not promote childcare. |
| B | 1308 | | |
| C | 2713 | | |
| D | 37382 | | |

**Item 14**: Termination of Pregnancy

| Option | N | Key | Comment |
|---|---|---|---|
| A | 9822 | B | Poorly done. The candidates were spread mainly between options A, B and C. The candidates must be encouraged to always read and understand the options before they settle for them. Termination of pregnancy may actually destroy the reproductive system of the woman. |
| B | 15977 | | |
| C | 11735 | | |
| D | 5944 | | |

**Item 15**: Physical Abuse

| Option | N | Key | Comment |
|---|---|---|---|
| A | 1190 | C | Well done. Almost all the candidates were able to deduce from the picture that the abuse being displayed is physical. |
| B | 2210 | | |
| C | 37085 | | |
| D | 2993 | | |

**Item 16**: Moral Implication of Physical Abuse

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2412 | | |
| B | 4095 | C | Well done. The candidates were also able to easily identify body scars as the moral implication of the abuse shown in the picture. |
| C | 36146 | | |
| D | 824 | | |

**Item 17**: Funeral Expenditure

| Option | N | Key | Comment |
|---|---|---|---|
| A | 3898 | | |
| B | 2923 | C | Well done. Almost all the candidates were aware that the reason for Letlang to spend less is that they will need money to help them survive after the mother's funeral. |
| C | 31330 | | |
| D | 5326 | | |

**Item 18**: Will

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2964 | | |
| B | 1847 | D | Well done. Almost all the candidates noted that a <u>will</u> could be used to state the wish of Letang's mother. |
| C | 1218 | | |
| D | 37448 | | |

**Item 19**: Stages of Development.

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2223 | | |
| B | 36374 | B | Well done. Even though the question was asked in the negative, the candidates still did very well and selected menopause as a change that does not occur during adolescence. |
| C | 2493 | | |
| D | 2387 | | |

**Item 20**: Interpersonal Skills

| Option | N | Key | Comment |
|---|---|---|---|
| A | 7191 | | |
| B | 9500 | D | Fairly done. The stronger distractors were A and B. Candidates should understand the concept and the question before selecting the answer. Communication requires one to be a good listener while decision making helps one to make informed choices which does not necessarily involve control of emotions. |
| C | 3080 | | |
| D | 23706 | | |

**Item 21**: Citizenship.

| Option | N | Key | Comment |
|---|---|---|---|
| A | 37258 | | |
| B | 1434 | A | Well done. Almost all the candidates were able to remember that citizenship is a state of belonging to a country. |
| C | 2448 | | |
| D | 2337 | | |

**Item 22**: Use of Contraceptives.

| Option | N | Key | Comment |
|---|---|---|---|
| A | 28730 | A | Fairly done. The candidates should differentiate between long-term and short-term effects of any practice since they may not be the same. The strongest distractors were C and D. |
| B | 2260 | | |
| C | 6635 | | |
| D | 5852 | | |

**Item 23**: Leadership Styles

| Option | N | Key | Comment |
|---|---|---|---|
| A | 5281 | C | Well done. Candidates noted that the leadership style as described in the text is dictatorship. |
| B | 4416 | | |
| C | 31750 | | |
| D | 2030 | | |

**Item 24:** Effects of Leadership Styles

| Option | N | Key | Comment |
|---|---|---|---|
| A | 6757 | D | Poorly done. The question wanted the effect of dictatorship which on a short term could be increased productivity. The distribution of the candidates across the options indicates that they were guessing with the least proportion of candidates selecting an option being 16% and the most being 29%. |
| B | 12007 | | |
| C | 12122 | | |
| D | 12591 | | |

**Item 25**: Genetical Modified Foods

| Option | N | Key | Comment |
|---|---|---|---|
| A | 27150 | A | Fairly done. Generally, candidates were able to link genetically modified foods to food security. Very few candidates were spread across the three distractors, B, C and D. |
| B | 4799 | | |
| C | 4410 | | |
| D | 7118 | | |

**Item 26**: Vivisection

| Option | N | Key | Comment |
|---|---|---|---|
| A | 3861 | D | Poorly done. Majority of the candidates were not able to interpret the diagram correctly and selected torture as their answer. Fewer candidates were able to deduce the answer from the diagram. |
| B | 3459 | | |
| C | 20574 | | |
| D | 15583 | | |

**Item 27**: Vivisection

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2234 | B | Poorly done. The candidates were mainly split between options B and D. The reason for needs to be understood to ensure candidates have a better understanding of the concept of vivisection and how it can be prevented. |
| B | 20857 | | |
| C | 3699 | | |
| D | 16686 | | |

**Item 28**: Natural Resources

| Option | N | Key | Comment |
|---|---|---|---|
| A | 6984 | | |
| B | 30494 | B | Well done. Most candidates were aware that some of the species are likely to be non-existent when there is over harvesting of natural resources. |
| C | 3240 | | |
| D | 2758 | | |

**Item 29**: Teenage Pregnancy

| Option | N | Key | Comment |
|---|---|---|---|
| A | 17835 | | Poorly done. The candidates were mainly split between options A and B. Low self-esteem is likely to lead to teenage pregnancy rather than it being a result of teenage pregnancy. Single parenting is the one that comes as a result of the pregnancy. |
| B | 15979 | A | |
| C | 2091 | | |
| D | 7571 | | |

**Item 30**: Cloning

| Option | N | Key | Comment |
|---|---|---|---|
| A | 5129 | | |
| B | 33791 | B | Well done. The candidates were able to note from the similarity of the animals that the process should be cloning. |
| C | 1633 | | |
| D | 2923 | | |

**Item 31:** Moral Issue Related to Cloning

| Option | N | Key | Comment |
|---|---|---|---|
| A | 21969 | | Fairly done. The candidates were on the main split between A and D. Cloning means the animals will look alike and there will be challenges with ability to identify each of the animals. |
| B | 5769 | A | |
| C | 4556 | | |
| D | 11178 | | |

**Item 32**: Discrimination

| Option | N | Key | Comment |
|---|---|---|---|
| A | 2562 | | Fairly done. The question can be answered with general knowledge, but the candidates did not perform as expected for a question of its nature. The strongest distractor was tribalism, which is based on a tribe, in most cases the tribe has similar skin colour, rather than different skin colour. |
| B | 3670 | C | |
| C | 26399 | | |
| D | 10839 | | |

**Item 33**: Conservation of Animals

| Option | N | Key | Comment |
|---|---|---|---|
| A | 3046 | | Well done. Almost all the candidates noted that a cultural practice that helped in conservation of animals is having the animal as a totem, which ensured that they were not killed. |
| B | 2302 | D | |
| C | 1415 | | |
| D | 36705 | | |

**Item 34**: Financial Resource Management

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 2867 | | Fairly done. The candidates were on the main split between options C and D. Allocation of duties to family members does not necessarily help in managing financial resources and may in some instances increase expenditure. |
| B | 3266 | C | |
| C | 23407 | | |
| D | 13928 | | |

**Item 35**: Duty Evasion

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 14996 | | Poorly done. The candidates were almost evenly distributed across the options showing guess work. The proportion of the candidates who got the item correct is lower than those who selected options A and D. It looks like the candidates were not familiar with the concept. |
| B | 10282 | B | |
| C | 5275 | | |
| D | 12915 | | |

**Item 36**: Gender-Based Violence.

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 11438 | | Fairly done. Even though the candidates noted that when men have control over women it can promote gender-based violence, the performance in the item was not good. The strongest distractor was the one for equality of social status. |
| B | 3922 | D | |
| C | 4244 | | |
| D | 23862 | | |

**Item 37**: Punishment Used in Schools in Botswana.

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 3419 | | Well done. Most of the candidates noted that manual work is the most appropriate method. |
| B | 36097 | B | |
| C | 1750 | | |
| D | 2195 | | |

**Item 38**: Forms of Marriage

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 6045 | | Fairly done. The candidates who failed to get the item correct were evenly spread across the distractors. This is a concept that all candidates should be familiar with, and they should also know both advantages and disadvantages of each form of marriage. |
| B | 4638 | C | |
| C | 27015 | | |
| D | 5754 | | |

**Item 39**: Human Rights Articles

| Option | N | Key | Comment |
|--------|-------|-----|---------|
| A | 28201 | | Fairly done. The statement was about <u>men and women</u> of full age, but the candidates ignored that part and selected options B and C which focused on one of the two only. |
| B | 5008 | A | |
| C | 7865 | | |
| D | 2330 | | |

**Item 40**: Acts

| Option | N | Key | Comment |
|---|---|---|---|
| A | 21147 | | Poorly done. Most candidates settled for the Liquor Act, even though it is the act where traders are not allowed to sell alcohol to anybody under 18 years of age, hence protecting children. Candidates should be made aware of the details of the key acts in relation to children's rights. |
| B | 5378 | D | |
| C | 3854 | | |
| D | 12509 | | |

## PAPER 2: WRITTEN THEORY

### General Comments

Generally, performance of the candidates was average. This was evident in the manner in which the candidates responded to different questions. To give an example, in Section A where questions were in knowledge and understanding, candidates were able to do well in knowledge questions but struggled in understanding questions. Therefore, there were not able to access marks. Their inability was further displayed in Section B where candidates had challenges in interpreting some questions properly and as such lost marks. Another limitation they had in this section was the inability to meet the demand of the questions.

Comparatively speaking, the 2024 candidates performed slightly below the 2023 cohort. Although the duo performed relatively the same in Section A, the 2023 cohort was able to show better understanding of comprehension questions. In essays, although the two cohorts displayed limitations in elaborating and assessing questions fully, the 2023 group interpreted questions better than the 2024 lot.

In conclusion, candidates were challenged in questions that tested comprehension and application and this is the area that contributed to the moderate performance of the candidates because they lacked the skills that would have positively helped them to meet the demand of questions satisfactorily. It is therefore very imperative that Centres should work on equipping learners with such skills.

### Comments on Individual Questions

### Section A

1   (a)   (i)   Performance of candidates in this question was average. A good number of candidates were able to identify the aspect of self-concept depicted as low self-esteem or just self-esteem and as such there were able to score the (1) mark. However, there were some candidates who could not identify the aspect of self-concept and gave answers such as negative self-concept, negative assertiveness, low confidence, thus failing to score the mark.

(ii)   Generally, the candidates displayed inability to access this question and as such their performance was below average. Instead of giving responses such as identifying one's weaknesses and working on improving them, accepting one's mistakes and correcting them, surrounding oneself with people who think positively etc. the majority of them gave responses such as be confident, be assertive, which were not addressing the question.

(b)   (i)   Candidates performed averagely in this question. They were able to identify the moral value that was in the slogan. However, the candidates were not able to score full marks because instead of giving the two benefits that were called for, they listed moral values such as cooperation, unity, tolerance, etc. This resulted in candidates of this nature scoring a (1) mark. However, those who managed to give correct responses such as people may work together for a common goal, the society may join hands and help the needy members of the society were able to score full marks.

**(ii)** A sizeable number of candidates was able to apply the depicted moral value at global level and gave responses such as countries coming together to fight cross border crime, SADC countries sending off their troops on a peace keeping mission to Mozambique etc. Such responses enabled the candidates to score a full marks. As a result, the performance of candidates in this question was satisfactory.

**(c)** Candidates performed exceptionally well in this question. There were able to recall most physical changes that occur in girls during adolescence hence scoring the mark allocated. They gave correct answers such as widening of hips, growth of breast, menstruation, development of pubic hair.

**(d)** Candidates performed fairly in this question. A lot of candidates were able to state the positive way in which the social media can affect the individuals but were limited in giving the explanation. This resulted in most candidates scoring a partial mark of (1) and few of them scoring (2) marks. Candidates gave partial responses such as identifying a role model, finding good business skills without explaining. The candidates were to say identifying role models and copying the good habits that they have, finding good business skills and using them to start or grow your business for them to get full credit.

**2** **(a)** The performance of candidates demonstrated that they had interpreted the scenario accordingly even though they performed averagely. Most candidates were able to state the effect of the depicted crisis on human beings. They would go as far as stating responses such as death of human beings, development of diseases. This resulted in them scoring a partial mark of (1) instead of giving responses such as death of people due to dehydration, People developing diseases because of drinking water that is not so clean which would have made them score a total of (4) marks. In addition to this, there were candidates who could not access this question because their responses were not tied to how human beings could be affected by the crisis. For example, they wrote wrong responses such as crops will die, animals will migrate etc.

**(b)** Most candidates performed well in this question. They were able to point out ways of coping with the death of a loved one such as accepting that someone has passed on and moving on, seeking counselling, allowing oneself to mourn their loss. Such candidates were therefore able to score (2) full marks. However, there were those candidates who wrote programmes such as Guidance and Counselling, etc instead of ways of coping which were not credit worthy.

**(c)** The performance of candidates was below average and as such majority of the candidates failed to score a mark. This is because instead of writing national traditions such as the national flag, the national anthem, coat of arms they wrote local traditions such as taboos, totems, riddles etc.

**(d)** Generally, candidates demonstrated clear understanding of what the question called for. This resulted in them performing satisfactorily in this question and as such majority of them were able to score the full marks. There were some candidates who failed to meet the demand of the question scored a partial mark. Candidates were able to state the role of the school in the moral development of learners and explain how that comes into being. For example, Schools have

rules and regulations which learners must follow and behave well, teaching subjects which guide the behaviour of learners hence helping them make the right choices in life.

## Section B

3    Candidates performed averagely in this question even though they displayed knowledge and understanding of the concept of human rights. However, their responses indicated that while some understood the concept of upholding human rights some misinterpreted it to mean violation of human rights. As a result, they did not respond to the question as expected. There were those candidates who correctly stated effects of upholding human rights such as it allows individuals the chance to explore their talents, it brings peace and harmony. The candidates would then explain the point but fail to elaborate it fully. This resulted in most of them scoring (3) marks. The lot that missed the question gave responses such as people living in fear, property will be destroyed. Such candidates scored a (0) mark because their discussion was not in line with what was asked for.

4    Performance in this question was satisfactory. There were those candidates who were able to state the implication of the decision to introduce sex education by the government of the United Kingdom. They stated correct factors such as reduced teenage pregnancy, reduced contraction and transmission of sexually transmitted infections, increased sexual intercourse curiosity etc. Such candidates were able to score marks ranging from (3) to (5) depending on their ability to expound points and analyse accordingly. However, they were those candidates who instead of writing implications of the decision taken by the government they wrote effects of teenage pregnancy such as birth complications, school dropout etc. These responses resulted in candidates not scoring a mark in the question.

5    Performance in this question was below average even though candidates in their responses demonstrated understanding of the moral issue of prostitution. The challenge was their inability to realise that the question called for discussion of moral implications of prostitution at national level. Rather, most candidates tackled it at personal level, resulting in them not scoring higher marks or any mark at all. They gave moral implications such as the prostitute will contract sexually transmitted infections instead of there will be an increase of the spread of sexually transmitted infections, the ability to provide for the family instead of reduced dependency on the government. The result was that most candidates did score very low marks or no marks at all.

6    Generally, the performance of candidates in this question was satisfactory. Their responses indicated that they understood the economic crime depicted in the scenario. This was shown by their ability to correctly assess the effects of tax evasion at country level as demanded by the question. They gave correct effects such as scaring away investors, reducing the government revenue, widening gap between the rich and the poor across all grades. In addition to this, the A and C grades were able to give basic analysis of the stated point, with the A grade giving a further analysis. As a result, a good number of candidates were able to score marks ranging from (2) to (8) depending on their ability. However, the inability to assess questions fully was quite evident in the C and E cadre being the most hit.