

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE MORAL EDUCATION 2024



PAPER 1: MULTIPLE CHOICE

General Comments

The performance of the candidates was similar to that of the previous year with a slight decrease in the mean from 24.61 to 23.05. As usual, the performance varied across the items with some having very high proportions of candidates getting the item correct while others had very low proportions.

The strongest distractors across the options generally indicate that there were some misconceptions that were shown by the candidates and hence should be used as an indicator for identifying the next steps to rectify such misconceptions during teaching and learning.

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 necessarily 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.

The report is mainly in table format, showing the proportion of candidates at each of the options. The key for reading the table:

Prop. the percentage 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

Question 1

Option	Prop.	Key	Comments
A	0.02	C	Well done. Almost all the candidates were able to identify the value depicted in the picture.
B	0.02		
C	0.96		
D	0.01		

Question 2

Option	Prop.	Key	Comments
A	0.87	A	Well done. Candidates recognised that cultural value gives people sense of identity.
B	0.06		
C	0.03		
D	0.04		

Question 3

Option	Prop.	Key	Comments
A	0.13	C	Fairly done. The candidates were able to identify an amoral action from the list.
B	0.09		
C	0.65		
D	0.13		



Question 4

Option	Prop.	Key	Comments
A	0.19	C	Poorly done. Candidates were mainly split between options B and C. Centres are advised to address the misconception.
B	0.30		
C	0.48		
D	0.03		

Question 5

Option	Prop.	Key	Comments
A	0.29	A	Poorly done. Most candidates selected option D which was focused on understanding the problem rather than knowing the available options.
B	0.09		
C	0.16		
D	0.46		

Question 6

Option	Prop.	Key	Comments
A	0.12	B	Poorly done. The question was a simple recall but the correct option attracted less than half of the candidates.
B	0.42		
C	0.27		
D	0.18		

Question 7

Option	Prop.	Key	Comments
A	0.08	B	Fairly done. Most of the candidates selected the term which was suitable for Melanie's behaviour. The most plausible answers should be showing positiveness which were options B and D.
B	0.64		
C	0.05		
D	0.23		

Question 8

Option	Prop.	Key	Comments
A	0.13	D	Fairly done. Most candidates were able to identify prostitution as the most plausible practice that reduces human beings to objects of sale.
B	0.10		
C	0.14		
D	0.62		

Question 9

Option	Prop.	Key	Comments
A	0.17	B	Fairly done. Most candidates were able to identify a statement that indicates they are engaging in a behaviour by choice.
B	0.64		
C	0.09		
D	0.10		



Question 10

Option	Prop.	Key	Comments
A	0.05	C	Well done. Candidates were able to identify from the picture that the form of cruelty depicted is starvation.
B	0.08		
C	0.81		
D	0.06		

Question 11

Option	Prop.	Key	Comments
A	0.02	C	Well done. Almost all the candidates noted that a dog benefits people for security purposes.
B	0.03		
C	0.92		
D	0.03		

Question 12

Option	Prop.	Key	Comments
A	0.17	A	Poorly done. The question was asked in the negative and the candidates struggled to understand which of the options was transmitted in one way only.
B	0.20		
C	0.17		
D	0.46		

Question 13

Option	Prop.	Key	Comments
A	0.22	B	Poorly done. The candidates were to select a statement for an activity which when done may hinder the self-esteem. All the options were positive except for going through a trauma.
B	0.42		
C	0.29		
D	0.07		

Question 14

Option	Prop.	Key	Comments
A	0.31	B	Poorly done. The candidates were expected to recall the meaning of spontaneous abortion which is the unexpected or unplanned miscarriage. Options A and D were stronger though they were both planned forms of abortion.
B	0.33		
C	0.13		
D	0.23		

Question 15

Option	Prop.	Key	Comments
A	0.09	B	Poorly done. The candidates were mainly split between options B and D with the majority of them believing that genetically modified foods may cause malnutrition.
B	0.34		
C	0.07		
D	0.50		



Question 16

Option	Prop.	Key	Comments
A	0.31	D	Poorly done. The candidates were mainly split between options A and D. Generally, alcohol may damage the liver cells.
B	0.13		
C	0.11		
D	0.45		

Question 17

Option	Prop.	Key	Comments
A	0.14	B	Fairly done. The item was looking for a factor which was not an obligation for the employer to the employee. The only odd option was to obey reasonable orders which an obligation of the employee to the employer.
B	0.50		
C	0.25		
D	0.10		

Question 18

Option	Prop.	Key	Comments
A	0.15	C	Well done. Most of the candidates noted that road accidents was the most common cause of death amongst youth in Botswana.
B	0.04		
C	0.74		
D	0.07		

Question 19

Option	Prop.	Key	Comments
A	0.04	C	Well done. Almost all the candidates noted that problem solving skills was required to mend the relationship between Pitso and Leano.
B	0.08		
C	0.83		
D	0.05		

Question 20

Option	Prop.	Key	Comments
A	0.07	C	Well done. Most candidates were able to notice that withdrawal from pleasurable activities is a sign of suicidal tendency.
B	0.09		
C	0.73		
D	0.10		

Question 21

Option	Prop.	Key	Comments
A	0.06	B	Fairly done. The item was looking for a measure that does not help in the prevention of HIV and most candidates noted that breastfeeding was the correct option.
B	0.69		
C	0.12		
D	0.13		



Question 22

Option	Prop.	Key	Comments
A	0.11	C	Fairly done. The candidates were generally aware that human rights are universally acceptable.
B	0.09		
C	0.68		
D	0.12		

Question 23

Option	Prop.	Key	Comments
A	0.43	A	Poorly done. The candidates struggled to identify the action that reflects the responsibility that
B	0.19		
C	0.21		
D	0.17		

Question 24

Option	Prop.	Key	Comments
A	0.04	D	Well done. Almost all candidates identified the condom as a contraceptive that can help prevent the spread of sexually transmitted infections.
B	0.04		
C	0.07		
D	0.85		

Question 25

Option	Prop.	Key	Comments
A	0.79	A	Well done. The candidates noted that broken relationship can result in child abandonment.
B	0.10		
C	0.05		
D	0.06		

Question 26

Option	Prop.	Key	Comments
A	0.80	A	Well done. The item was handled well by the candidates with organ transplant identified as method of prolonging lives that involves harvesting of body parts.
B	0.10		
C	0.07		
D	0.03		

Question 27

Option	Prop.	Key	Comments
A	0.32	C	Fairly done. The candidates were spread mainly between options A and C. Tribalism divides along ethnic lines while racism divides along skin colour.
B	0.06		
C	0.59		
D	0.04		



Question 28

Option	Prop.	Key	Comments
A	0.11	C	Fairly done. The candidates noted that violation depicted may result in relocating of the affected to other countries.
B	0.11		
C	0.62		
D	0.16		

Question 29

Option	Prop.	Key	Comments
A	0.75	A	Well done. Most candidates identified acknowledging the seriousness of the crime committed may be used to justify capital punishment.
B	0.07		
C	0.10		
D	0.09		

Question 30

Option	Prop.	Key	Comments
A	0.04	B	Fairly done. Comprehensive sex education was identified as a strategy that can be used by Junior Secondary Schools to prevent teenage pregnancy.
B	0.64		
C	0.17		
D	0.14		

Question 31

Option	Prop.	Key	Comments
A	0.19	D	Well done. Exposing minors to pornography was noted to be an example of sexual abuse.
B	0.06		
C	0.06		
D	0.70		

Question 32

Option	Prop.	Key	Comments
A	0.59	B	Poorly done. Most candidates selected animals being friendly to people as a moral implication when people relate to animals closely. They failed to realise that the key aspect was people getting diseases from the animals.
B	0.25		
C	0.09		
D	0.08		

Question 33

Option	Prop.	Key	Comments
A	0.47	A	Poorly done. Candidates were mainly spread across options A and D. The issue that may arise from polyandry (marriage of a woman to two or more men) though the moral issue was paternity of the children.
B	0.12		
C	0.11		
D	0.30		



Question 34

Option	Prop.	Key	Comments
A	0.12	D	Well done. Candidates identified the Liquor Act as being used to protect children from alcohol consumption.
B	0.10		
C	0.10		
D	0.69		

Question 35

Option	Prop.	Key	Comments
A	0.12	B	Poorly done. The candidates were mainly split between options B and D. Global warming is a process that takes time while lower temperatures are a stage that can be represented.
B	0.33		
C	0.08		
D	0.47		

Question 36

Option	Prop.	Key	Comments
A	0.10	D	Poorly done. The candidates struggled with the terms used and showed lack of familiarity with the words used. Even though they were spread across options B, C and D, most of them were of the view that murder was crime against the state.
B	0.24		
C	0.42		
D	0.25		

Question 37

Option	Prop.	Key	Comments
A	0.57	A	Fairly done. The item wanted a statement that was not true about local traditions, and the answer was they are written and hold legal authority.
B	0.27		
C	0.08		
D	0.09		

Question 39

Option	Prop.	Key	Comments
A	0.13	B	Fairly done. A good number of candidates were able to select procrastination as an unethical behaviour in the work place.
B	0.64		
C	0.14		
D	0.09		

Question 40

Option	Prop.	Key	Comments
A	0.25	C	Fairly done. The candidates were mainly split between options A and C, with the answer being execution for murder.
B	0.11		
C	0.52		
D	0.13		

PAPER 2: WRITTEN

General Comments

Generally speaking, the performance of the 2025 candidates can be said to have been average. This is mainly because it was evident in their responses that they struggled with tasks which could be said to be of a lower demand. These tasks included recalling and comprehension of concepts in section A which resulted in most of them scoring low marks in this section. However, they were able to demonstrate some reasonable level of understanding in essay questions where they were expected to discuss some moral issues even though majority of them struggled with developing the stated moral issue fully. In addition to this, it was evident from their responses in questions where there were to demonstrate the ability to think critically that they were challenged. The latter and former observations were also perceptible in the 2024 Cohort. These traits are indicative of the fact that candidates are limited in critical thinking skills which often results in them scoring lower marks in such questions. The limitation therefore necessitates Centres to intensify assessment in this area. Another similar trait observed between the 2024 and 2025 Cohort is that they both have the difficulty of interpreting scenarios, hence the need for Centres to expose their candidates to be to items of this nature in order to sharpen their comprehension and application skills.

In addition to the aforesaid the two groups displayed lack of knowledge and conversances of the topic Traditions and the Law. This was evident in the 2024 group when they were asked to identify two national traditions in Section A, question 2 (c) and they could not do that across all grades, resulting in them scoring (0) in large numbers. This has been observed in Section B, question 3. Although this was an essay question where candidates were expected to give local traditions, in most cases they could not, and where effort was made a lot of mismatches were observed since they would give incorrect local traditions and align them with wrong roles. The inadequacy displayed by these groups in this topic for two consecutive years calls for Centres to increase testing of this topic and/or maybe any other topic which candidates may take for granted and think that they may never be tested. The last similarity was the inability to easily access marks in questions which call for description of some aspects hence the need for more practise in this area.

In terms of presentation of their work, it was satisfactory; the work was neat, and clear in most cases. They were able to present and categorise their points as expected even though they were not able to flow as demanded by the question.

Comments on Individual Questions

- 1 (a) (i) This question was well done by all candidates. Even though the E grade would score a partial mark of (1), Grade C and A were able to score full marks of (2). They correctly stated the moral values which were promoted by the scenario. These included moral values such as consultation, transparency, respect and democracy. On the other hand, the E grade would state one moral value correctly and give incorrect ones such as compassion, sympathy and love.
- (ii) This question was fairly done because of the candidates' inability to recognise the level of moral value application from the scenario given. The A cohort in most cases was able to identify the level at which the moral values were applied which was social level while the C and E band struggled to identify the level and gave wrong responses such as global,

political and national level. The result was that the former earned a full mark of (1) while the latter scored a (0) mark.

- (b) Candidates performed well in this question across grades, most of them managed to earn a score of (2) except in a few cases where incorrect answers such as imprisonment of the victim were given. In addition to this, there were those who would repeat the answer e.g. he will be imprisoned as the first effect and then have the second one as; the perpetrator will be jailed. Those who managed to score full marks of (2) were those who responded correctly and gave answers such as: the victim will contract sexually transmitted diseases, one will be stigmatised, the individual may develop low esteem etc.
- (c) Performance of the candidates in this question was not satisfactory across all grades. They were challenged to give a correct explanation of gender-based violence which is any act of abuse or harm committed against a person because of her or his sex or harm or threats committed against a person based on sex or perceived sex. Most of the candidates scored a partial mark of (1) because they gave responses such as violence against a person because of their gender (this is incorrect because the explanation given has not explained key terms they were expected to break down) or hurting or abusing another person. This response just pointed out the act of injustice without expressing that the victim is being subjected to such because of their sex thereby making the explanation that of violence than a gender based one.
- (d) The performance of candidates in this question was of average mainly because a sizeable number of candidates did not access it. Instead of responding by saying that, it is a person below the age of 18 which would earn them (1) mark, they brought incorrect answers which included, a person below the age of 14, some said below the age of 16 while others said below the age of 21. In addition to this, there were those who would write that a child is a little person who needs to be cared for. The result was that they scored a (0) mark.
- (e) Candidates performed satisfactorily in this question, they were able to come up with correct ways which Tiny could use to manage her tuckshop such as budgeting, market research, keeping business records, good interpersonal skills etc. They then managed to describe their stated point which enabled them to score full marks of (2). However, the grade C cohort were only able to state a strategy and failed to describe it, resulting in a partial mark score of (1), while the E cohort could not come up with any strategy instead, they gave incorrect answers such as she must hire her children. They then ended up scoring no mark.
- 2 (a) Performance was satisfactory in this question since candidates from most Centres were able to identify ways of promoting autonomy for the visually impaired and describe it as expected, for example the responses given would be; the use of the white stick or cane in order for them to know where they are going, use of braille so that they can read for themselves and reduce dependence. Responses such as these earned them a full mark of (2). However, there was a group that scored a partial mark of (1) because they went as far as stating a way of promoting autonomy for the visually impaired and not give a description for such. For instance, they would just write; the use of braille, the use of guide dogs, building self-worth or self-confidence. On the other hand, there were those who demonstrated lack of understanding of the question, as such



they scored a (0) mark for they would have given incorrect responses such as pulling them with a stick, finding a caretaker for them etc.

- (b) The question was, accessed by a few candidates at Grade A, while majority of them couldn't in all grades. They could not explain morality according to Utilitarianism as demanded by the question, showing that they did not know or maybe did not understand this theory and as such they scored a (0) mark. In some cases, instead of giving a full explanation of morality according to utilitarianism as the greatest happiness for the majority, an action is considered right or preferred if it reduces pain and increases happiness for the majority, they gave partial responses such as a morally right action is one that brings happiness, leaving out the aspect of the majority. This resulted in them scoring (1) mark. The group that could not access it completely gave responses such as an action that is right or wrong or any action that does not show knowledge of the sense of right or wrong of which the former explains morality while the latter explains an amoral action.
- (c) Candidates performed very well in this question resulting in a good number of them across all grades accessing it fully even though we had a few in Grade C and E who would get a partial mark, and a few who could not access it at all especially in Grade E category. The cohort that scored the 2 full marks gave two correct ways of promoting environmental sustainability such as promoting environmental awareness, enforcing environmental protection laws, picking litter, implementing the three Rs which are re-using, recycling and reducing. Those who scored (1) mark were those who wrote only one way or wrote a correct way as well as an incorrect one. For example, they would have the correct one as; practising afforestation and an incorrect one such as ploughing along the slope. Where Candidates would have scored a (0) mark they would have given ways that do not promote environmental sustainability which are environmental mismanagement activities such as deforestation, burning litter etc. These responses showed that such candidates do not understand the concept of environmental sustainability.
- (d) Generally speaking, performance of the candidates in this question was satisfactory since most of them understood the fact that the question was on the status of men according to the Customary Marriage Laws of Botswana such that even in responses where there was no description of it as demanded by the question, they would state the correct status. This effort of just stating the point was also noticeable even in some grade E candidates. Therefore, candidates who earned the full marks of (4) would be those who would state one point and give a description that would earn (4) marks. For example, they would state that; the man is the head of the family- this means that he is the decision maker of the household and as such he can make decisions such as selling cattle without consulting his wife even though sometimes such decisions brought suffering to the family. The other group which scored the full marks of (4) was one that came up with two separate points and gave a description of each status, meaning that each point scored (2) marks. Such candidates wrote responses such as the man is the breadwinner meaning that he is responsible for making sure that the family has basic needs such as shelter and food, a man can practise polygamy, this means that he can marry as many wives as he can as long as he is able to provide for them and their children. On the other hand there were those candidates who would score (1) mark or a maximum of (2) marks because they would have either stated one status and described it partially or just stated two points and



not describe them for example they would write; he is the head of the family, he is the breadwinner, he can marry more than one wife while those who scored (1) mark would have stated only one status of man under the Customary Law of Botswana. However, there were those who scored a (0) mark for they demonstrated no knowledge of what the question called for and as such gave wrong responses.

Section B.

- 3 The performance of candidates in this question was not satisfactory. A sizeable number of them was not able to come up with roles of local traditions, a weakness which could be attributed to the observation made to the effect that most of them do not know local traditions. This observation was substantiated by the incorrect information given as local traditions such as schools and roles of members of the family like man looking after cattle, women cooking for the family in their discussions instead of totems, taboos (bogwera and bojale), payment of dowry (bogadi) etc. The perceived ignorance of these content area resulted in some candidates failing to score any mark in this question because they would have been discussing incorrect information. The few that demonstrated knowledge of the tested content managed to state a local tradition but struggled to bring out the role e.g. totem instead of they give people identity. It will be in their discussion that the role will be picked but even so, they were not able to present their discussion in a manner that enabled them to score full marks nor satisfactory marks. Those who managed to state the role, would most of the time explain the stated point and fail to give an elaboration. The result was that only a few candidates were able to score beyond (6) marks out of (10).
- 4 This question was averagely done. Candidates demonstrated understanding of what the question called for since they were able to come up with correct responses such as creation of a conducive learning environment, provision and availability of learning materials. They were then able to develop their points coherently up to explanation and display limitation in elaborating the point. This resulted in most of the candidates scoring (6) marks or less. However, there were a few candidates who managed to do exceptionally well since they were able to relevantly elaborate their points. On the other hand, there were candidates who could not access this question because instead of coming up with ways in which cooperation can improve performance in schools they listed roles of parents, teachers and those of students. For example, parents must provide food for their children, teachers must mark students work, students must write their homework. This resulted in this group of candidates scoring (0) mark or less than (3) marks if by chance their discussion touched on the expected.
- 5 Most Candidates appeared challenged in this question since their performance was not satisfactory. The observation made was that instead of evaluating how the position of the Children's Maintenance Act can promote the wellbeing of a child as the question demanded their responses were on the benefit of raising a child in a stable environment. In addition to this, their responses tended to focus more on the cleanliness of the environment. Another observation was that candidates interpreted the question to have asked them to evaluate the role of the family in the moral development of a child as well as that of the place of the child in the family as taught under the topic Children's Rights. This resulted in incorrect responses such as a child should be taken to the hospital when sick, the child



should be taught moral values etc. instead of giving correct responses such as instilling accountability in parents, allowing children to grow and develop to their full potential etc. This resulted in most Candidates failing to score high marks in this question. A substantial number of them scored less than (5) marks.

- 6 Candidates performed exceptionally well in this question across all Grades such that even Grade E group in some cases was able to score (4) marks. Candidates demonstrated good knowledge of the subject matter. They gave correct responses such as loss of the breadwinner, orphanhood, increase of child headed families and even managed to fully assess the stated points as expected at Grade A. Grades C and E also made reasonable efforts which earned marks which resonate with their abilities.