

# PRINCIPAL EXAMINER'S REPORT



BOTSWANA  
EXAMINATIONS  
COUNCIL

## JCE MORAL EDUCATION

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18/2

## **General Comments**

The performance of the 2023 Cohort could be rated as average considering the manner in which they attempted various items. The general trend was that in Section A, which has items on knowledge and understanding majority of the Candidates accessed recall questions while a sizeable number of them would display some level of struggling in comprehension items. Grade C and E cadre appeared to be the most challenged in this area. In Section B, the 2023 Cohort displayed limitations in application items. This was even more difficult in questions that demanded them to do analysis or assessment of moral issues.

The 2022 and 2023 Cohorts were relatively the same. This was evident from the way they would respond to questions in Section A and B. The two Cohorts displayed similar strengths and weaknesses. Recall items were the most accessed and items on understanding posed a challenge to the duo. Demonstration of limited critical thinking skills in the two groups were obvious to a point where scoring of full marks was not easy. This made presentation of their responses wanting, consequently affecting their scores adversely.

In conclusion, it has been very clear over the years and even in these two Cohorts, that is; 2022 and 2023 that essay question remain a challenge. A lot of Candidates lose marks in this area hence the need for Centres to sharpen these skills in learners. In addition to this, it has been evident that Candidates become very much limited in terms of content where questions are on environmental and scientific based topics. The aforesaid content area coupled with the limitations that Candidates have in essay questions make it even more difficult for Candidates to excel. Therefore, it is crucial that as Centres work on item answering skills, they should also adopt teaching approaches that would enhance a better understanding of topics that have proved to be challenging to Candidates over the years.

## **Section A**

### **Questions 1**

- a. A good number of Candidates were able to identify moral values depicted in the picture given such as; *fairness, equality, unity and cooperation*. As a result, most of them were able to score full marks of (2). However, the E band was the one challenged because it appeared some had no clue of what moral values are and as such left the question unanswered. In some cases, they wrote anything that came to their mind which was not a moral value but a content area in Moral education while others just wrote any value, they knew without looking at their relevance of the picture they were to study.



- b. Some Candidates were able to identify the correct sources of morality such as; *Philosophy, Religion, Constitution, The Universal Declaration of Human Rights*, and earned full marks of (2). However, there were those who could not identify the sources of morality at all and those who gave responses such as; names of Philosophers like *David Humes and Emmanuel Kant*, *explain a theory or spell out* some human rights articles such as *The Right to life, The right to education*, In some cases they would single out a commandment from the ethical codes of some religions such as *Do not murder from Christianity*. This resulted in Candidates with responses of this nature scoring a (0) mark.
- c. This question was generally accessed by most Candidates across grades. They were able to give correct responses such as; *a sense of right or wrong behavior* in the society. This enabled most of them to score a full mark of (1).
- d. Most Candidates displayed knowledge and understanding of the question and as such they were able to earn a full mark of (1) from correct responses such as; *the act or process of making a choice*. However, they were those who scored a (0) mark because they would give a response such as; *the act of making a decision*, yet the question demanded that they explain what decision-making is.
- e. Although some Candidates stated benefits of applying decision making skills, most of the Candidates scored a (0) mark. This was because instead of giving the the benefit of applying decision making skills, they would write different decision making steps such as *Identify the problem* or *identify possible solutions* as their answers.
- f. This question was accessed by a few Candidates who were able to score full marks of (2) because they stated and explained their point accordingly while some Candidates could only go as far stating the importance but would not explain it. This resulted in them scoring a partial mark of (1). The majority of Candidates scored a (0) mark because instead of stating and explaining the importance of totems, they stated different totems such as; *Crocodile, Monkey, Baboon* etc.

### **Question 2.**

- a. The question was not satisfactorily attempted across all grades. This was because students were not able to come up with factors that affected boys only, rather they would come with those that were general and as such applicable to both the boy and girl child alike. For example, they would give answers such as *development of pubic hair or being gossiped/laughed at by peers*. This resulted in most of them scoring a (0) mark.
- b. Candidates performed satisfactorily in this question. They were able to bring forth correct ways that could assist in dealing with short temperedness such as; *developing and using anger management skills, walking away from an annoying*,



*environment, seeking counselling* and as such full marks of (2) were scored. However, there was that group which failed to access this question because instead of giving the ways called for, they wrote elements of self-concept like; *being self-confident, high self-esteem and being assertive.*

- b. Most Candidates were not able to score full marks of (2) in this question since most of them were only able to state a moral implication of making a high profit but could not give the description as requested. This resulted in them getting a partial mark of (1). The Candidates who could not access this question were those who brought in responses which showed how high profit could be made such as; *inflating prices, selling goods that have expired and underpaying employees.*
- c. Candidates performed averagely in this question because only a few of them accessed the question while a sizeable percentage of them would score a partial mark of (2) since they would give the benefit of being cared for by parents and fail to explain it. At the same time, there was another group of Candidates who could not bring out benefits of being cared for by parents instead, they would give responsibilities or roles of parents as answers. For example; *parents pay school fees for their children, buying clothes for the children.* This resulted in such Candidates scoring a (0) mark.

## **SECTION B**

### **Question 3.**

Candidate's performance in this question was satisfactory. Candidates displayed understanding of the death penalty as a form of punishment. This resulted in them being able to come up with the moral implication of death penalty on the family, and explain it or give a discussion of how that affected the family of the criminal but would be limited in elaborating the point enough for it to earn them full marks. However, there were Candidates whose responses either addressed the moral implication of death penalty on the perpetrator or the family of the victim. This resulted in this lot failing to score marks in this question.

### **Question 4.**

The performance of Candidates in this question was of average. They correctly identified the influence of peer pressure on people's behaviors, stating factors such as *studying hard at school, going to Church, desisting from the intake of alcohol and drugs, dating at an early age, joining gangsters.* These would then be partially assessed and would not make a further assessment of the point stated. In some cases it would be a struggle to write the influence while in other cases



especially in the C and E cadre, there was a tendency of presenting the influence in a general manner such as; *the behavior can be influenced positively or that the behavior can be influenced negatively*. In such instances, the assessment would be the one that would clearly bring out the influence the Candidate had in mind while in some cases the presented work would remain general. In some cases Candidates brought in different agents of change such as the *mass media, role models* and engaged in an assessment of how this affected behaviour. This resulted in such responses not earning any marks.

### **Question 5.**

Generally speaking, most Candidates demonstrated understanding of this question. Although there were Candidates who came up with moral implications of rape on the perpetrator, majority of the Candidates were able to give correct moral implications such as; *unwanted pregnancy, contraction of sexual infections*. The Candidates would in some cases in their discussions be lacking in further elaboration of the stated moral implications. However, there were those who were able to state a moral implication and discuss it full enough for it to score a full mark of (5) per point and a total mark of (10) for the question.

### **Question 6.**

Performance in this question was below average across grades and across Centres. It was quite evident that the concept of Genetic Engineering was an area that Candidates are not so conversant with. In some cases, Candidates would state potential dangers of cloning such as; *the copies of animals will pose a danger to human beings, the rights of the original animal are violated*. This meant that the analysis of the responses will be along these lines and as such these Candidates scored (0) mark. Nevertheless, there were those Candidates who though they were struggling in analysis as the question demanded, they were able to state correct potential dangers of genetically modified organisms such as; *extinction of the original species, development of new diseases, ineffectiveness of pesticides and herbicides*.

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