

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

RELIGIOUS EDUCATION (6893)

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Table of Contents

Subject Code(s): **Name of Component:** **Page No:**

6893 **Religious Studies P1** **3-9**

6893 **Religious Studies P2** **10-17**

EGCSE RELIGIOUS EDUCATION

Paper 6893/01

General Comments

There was a slight increase in the number of entries for this syllabus from 15600 to 17160. Overall performance of the candidates showed some improvement. Candidates achieved a wide range of marks with the highest candidate obtaining 78 out of 80 and the lowest getting 11. The majority of the candidates were in the 40's.

There was a fair achievement of assessment objective A (i) in most centres. Most candidates were able to describe religious phenomenon. However, a shift continuous writing to bulleting of points disadvantaged a number of candidates as they failed to develop their points clearly. In addition, most candidates gave poor descriptions of events, stories, and parables from the Gospel of St Luke. They either imported information from other gospels or gave distorted versions of what they were asked to narrate or describe. Candidates should be encouraged to read through the gospel.

Concerning Assessment Objective A (ii), candidates displayed understanding fairly well but as in the previous years, most could not go a step further to interpret or substantiate their argument. Candidates were expected to show the ability to understand and interpret religious concepts and explain the relationship between beliefs and practices. Failure to do that, limited the candidates to a level 3 score. Very few centres displayed the ability to interpret religious issues. Candidates still need assistance in this area.

Most candidates demonstrated good evaluation skills, that is, for assessment objective B. They were able to recognize the complexity of the religious issues that were raised and expressed opinions about different points of view. Candidates who were able to support their opinions with evidence and argument scored a maximum of level 4. However, those who did not go beyond than just taking a stand did not. Candidates were expected to not only take a stand but to also give different points of view and support these views with relevant argument. Candidates who failed to argue for the other side could only get a level 3 score. It is also important that the argument be based on Biblical ideas. There was a decrease in the number of centres whose candidates ended with the statement of the obvious or even a one

sided argument. The use of inappropriate language and comments like “Jesus was a fool...” were very few and teachers are commended for discouraging such.

Most candidates were able to answer all questions which was an indication of good time management.

Question 1

The question was poorly done. Most learners failed to manipulate the source, yet this was a source based question. This led to most candidates failing to get top level.

(a) (i) Relate what happened during the event in the source.

Most candidates made reference to the gospel of Matthew when relating the baptism of Jesus e.g. they included the conversation between John and Jesus. Yet the syllabus requires learners to use the gospel according to St. Luke. A majority of learners did not manipulate the source but they interpreted what was happening in the source.

Expected responses: Jesus prayed; heavens opened; Holy Spirit descended upon Jesus in a form of a dove; a voice came from heaven; though art my beloved son with thee I’m pleased.

(ii) Explain three reasons why this event was important for Jesus.

This part of the question was poorly done. Most candidates failed to show understanding. They identified the points but failed to explain them. The manipulation of the source was very rare hence most of them could not reach top level. Candidates gave a general understanding of the importance of baptism rather than giving the importance of baptism for Jesus.

Common responses: fulfilment of prophecy; sign of repentance, washing away of sin

Expected response: assurance of being God’s Son; formal introduction to the people; prepared Jesus for his ministry; identification with humanity; trinity revealed

- (b) Do you think this event is important for Christians today? Give reasons to support your answer and show that you have thought about different points of view.**

This part of the question was fairly done. A majority of the learners were able to display the skill of evaluation. However most of them were too general when answering this question because they failed to make reference to the story of baptism. Only a minority were able to refer to the source.

Common responses: Baptism is not important because most rivers are infested with diseases and evil spirits, pastors make money through baptism.

Expected responses:

Yes: commanded by scripture; Jesus was also baptised; public declaration of one's faith

No: faith in Christ is more important; repentance on the 11th hour

Question 2

- (a) (i) Give an account of the visit of the Angel Gabriel to Zechariah in the Temple**

This part of the question was well done by most candidates. Most candidates gave a clear account of the angel's visit. However, a few would say Zachariah was struck blind instead of mute.

Expected response: on rare opportunity in the temple; the angel told him that his wife Elizabeth would give birth to a son; his name will be John; full of unbelief Zechariah explained that he and his wife were advanced in years and the angel told him that he would be unable to speak until the child was born

- (ii) Explain why John the Baptist was important according to the angel's message.**

This part of the question was fairly done by most candidates. Most of them were able to give the characteristics of John but failed to expand on them. It is important to prepare candidates on the skill of interpretation.

Some candidates repeated one point in different words.

Expected response

Would prepare for the coming of the Messiah by preaching a repentance of baptism; he would be filled with the Holy Spirit from his mother's womb; would do Gods work (Nazarite); a source of joy for the people; would be as great as Prophet Elijah.

- (b) Do you think the punishment given to Zachariah was harsh? Give reasons to support your answer and show that you have thought about different points of view.**

This part of the question was fairly done. A majority of the candidates were able to display the skill of evaluation. They also gave valid arguments to support their stand. However, few candidates did not know the punishment given to Zechariah

Expected response:

Yes: to be unable to speak for nine months when you once spoke was harsh

No: unbelief is sin and must not go unpunished, emphasises the miraculous birth of John, Gabriel introduced himself as an angel that stood in the presence of the Lord

Question 3

- (a) (i) Narrate the story of the raising of Jairus' daughter.**

The question was fairly done even though some candidates spent more time on the woman with the flow of blood thus limited their space for writing on the raising of Jairus' daughter. They missed the setting of the story that Jesus raised the daughter as per an invite from Jairus. Some learners also left key points like, Jesus entered with three disciples and parents, the mourners, giving food, do not tell anyone

Expected response: Jesus went to Jairus' house after he was requested to go and heal Jairus sick daughter; before he got there messengers from Jairus' house came to report that the daughter was dead; Jesus assured Jairus that he should not worry his daughter was going to live ; on arrival he allowed only Peter, James and John with the parents of the girl into the house' ; he held the

hand of the girl and said little girl rise and the girl came back to life; Jesus commanded them to give her something to eat and not to tell anyone about what had happened.

(ii) Explain three lessons that can be learnt about Jesus' character from the raising of Jairus daughter.

This part was fairly done though some had a challenge writing about Jesus' character. The learners wrote about general lessons and some could not explain their points instead they listed them without support.

Expected response: Jesus had compassion on Jairus; He did not like popularity; had power over death; concern for basic human needs

(b) Do you think today's faith healers should keep the miracles secret? Give reasons to support your answer and show that you have thought about different points of view.

The candidates displayed good analysing skills. They were able to give and support both sides of the argument. Few candidates failed to support their points well.

e.g. No: because they are helping people and they get money. Performing miracles has become a source of income.

Yes: they are showing off and some are jealous they may bewitch faith healers.

Expected response:

Yes: to emulate Jesus; to avoid self-praise; avoid publicity and maintain your privacy

No: to boost the faith of their faith listeners; a way of evangelising; to emulate Jesus

Question 4

(a) (i) Outline the events that took place when Jesus entered Jerusalem triumphantly.

The question was poorly done by most candidates. Most candidates related the Cleansing of the Temple, the visit to the Temple at 12 years and the Last Supper. In rare cases learners wrote about the cursing of the fig tree. Candidates also confused the donkey with other animals like horses and mules. Some candidates also used a lot of siSwati in this question. They would use

the term “emasundvu” instead of palms. Some candidates commented that they had covered that part of the syllabus and wrote comments like “sorry marker we did not learn this”

Those that had an idea of what they were to write spent most of their time on the preparation. They would write that Jesus sent his disciples to go and find a colt and they should bring it to him. If anyone asks why they were untying it they should say that the master has need of it ... such candidates could not attain top level because they had no space to actually write about the triumphal entry into Jerusalem.

Candidates failed to understand the command word **OUTLINE**, instead of writing continuously they bulleted their essay.

Expected response

He came riding on a donkey; his disciples laid clothes on the donkey for him to sit on; some clothes and branches were laid on the road for the donkey to ride on; crowds shouted praises to him saying, Hosanna blessed is he who comes in the Name of the Lord; the Pharisees told Jesus to tell his disciples to keep quiet but he said if they kept quiet the stones will shout

(ii) Explain three reasons why Jesus’ entry into Jerusalem was important.

On average candidates did not do well on this part of the question. Most of them listed instead of explaining their points with specific examples. Candidates numbered their work which is discouraged since a structured format was expected. Candidates failed to substantiate their points for an example fulfilment of Old Testament prophecies, learners failed to give the prophecy that was fulfilled when Jesus entered Jerusalem. Again, some candidates gave wrong verses like Matthew, Malachi and Jeremiah. Instead of giving three reasons learners would repeat one point in different words.

Expected Response

It was a public declaration of his Messiahship; showed his humbleness by riding a donkey; fulfilment of scripture (Zachariah 9:9 and Psalm 118:26); the route

Jesus used meet Jewish expectations of Messiah (entering Jerusalem via Mount Olives)

- (b) Do you think it was necessary for Jesus to enter Jerusalem in the manner that he did? Give reasons for your answer and show that you have thought about different points of view.**

Only a few candidates did justice to this part of the question. Most of them had difficulty understanding the question thus giving the responses based on the cleansing of the Temple. Some candidates also give general arguments.

e.g. Yes. Because he was walking on a red carpet like the king he was.

No: because Jesus was supposed to use a car because he was king and he could afford it.

They also failed to give specific examples of why it was necessary to make a triumphal entry.

Expected response:

Yes: to show that he was the Messiah; He had come for peace (used an ass); to fulfil Old Testament prophecies

No: caused commotion; intensified the conflict between Jesus and religious leaders

EGCSE RELIGIOUS EDUCATION

Paper 6893/02

General Comments

The new Bible based syllabus was written for the second time this year. There has been a remarkable increase in the number of candidates who sat for the 2020 examination, from 15957 in 2019 to 17018 this year.

The overall performance of the candidates was fair; hence a wide range of marks was achieved with the highest candidate obtaining 77 marks out of 80 and the lowest was 02 marks. It is worth mentioning that the low marks do not necessarily reflect the true capabilities of the candidates as they had left blank spaces in a number of questions; especially the last question. There could be various factors that contributed to this, such as incomplete syllabus coverage.

The Religious Education teachers are commended for their dedication and tireless effort in equipping candidates with the necessary skills to respond to the questions. However, it was noted with great concern that most candidates failed to use the source in question 1. This made it impossible for them to attain top level marks.

It was also noted that some candidates brought religious information acquired from church or personal experiences which was not credit worthy. candidates must be encouraged to use information relevant to the particular question. They should also be trained to identify key words in a question and respond accordingly.

It is worth noting that most candidates managed to use the allocated time profitably. There were minimal rubric errors. It was also noted that some candidates presented their responses in bullets. They should be discouraged from doing such. Some candidates provided themselves with additional lines, an act which is not encouraged. Candidates should be given adequate practice on answering within the available spaces.

Comments on Assessment Objectives

AO 1: Knowledge and understanding

There were some candidates who demonstrated a sound grasp of the material questioned. However, there were those who lacked applying the skills needed in knowledge and understanding based questions. Such candidates could not achieve full marks (6 marks) as they did not refer to Christian beliefs or rather scripture as instructed by the questions themselves.

It is of great importance that candidates follow the instructions for each question carefully. Key words of the question should be analysed and followed.

Some candidates had good knowledge of key terms. For example, **Question 2 (a) (i)** “account” and **Question 3 (a) (i)** “describe”, “conversion” were well responded to. However in some cases misunderstandings of key terms became problematic, for example question 2 (a) (ii) “effects” and **Question 4 (a) (i)** “outline” which hindered achievement of full marks in these questions.

Source Based Questions

Some candidates managed to make use of the source in question 1. However, there were those who failed to manipulate the source in their responses. It is of great importance that candidates clearly analyse the source and use it appropriately in their responses. Candidates should not just randomly use the expression ‘... as seen in the source’ without clearly stating what exactly in the source they are referring to. This improvement in exam technique could assist candidates secure the highest level (6 marks). It is important to use the source in all three parts of the question.

AO 2: Evaluation

A majority of candidates demonstrated fairly acceptable evaluation skills. They managed to offer more than one points of view and included Christian ideas to support their views. However, a majority of candidates provided general arguments without making reference to the question.

It is still worrisome that some candidates offered one sided arguments. Worst cases were observed whereby candidates offered wholly irrelevant arguments which made them attain level 1 marks.

candidates are encouraged to make use of the first part question (a) (i) since the evaluation question is usually based on the initial story. Candidates must also ensure that they clearly articulate their stand. They should also ensure that they acknowledge other points of view without confusing them as their 'own' point of view as well. For example; "on the other hand, some people may argue that..." instead of "I also think that...".

Learners must also note that Religious Education paper 2 is set on The Acts of the Apostles, as such their supportive details should come from within the context of the text.

Comments on specific questions

Question 1

Generally, the question was fairly done. A majority of candidates were able to give a clear description of Peter's vision at Joppa. However, some candidates were unable to give a chronological order of the story. Other learners were unable to manipulate to source.

Those who performed well were able to use the source in response to all three parts of the question.

(a) (i) Describe the vision seen by Peter in Joppa as shown in the source.

This question was fairly done. Low level responses simply mentioned general information observed in the source without making any reference to Peter's vision. Some responses lacked the chronology of events (they mixed up the details). Other responses focused more on the events prior to the vision, mentioning that Peter was lodging in the house of Simon the tanner. Others on the other hand focused on events after the vision, e.g. Peter went to Cornelius' house.

Expected responses: Candidates were expected to give a chronological account of the Peter's vision at Joppa. These include: he saw heaven open, a great sheet with clean and unclean animals (refer to source), he heard a voice

commanding him to kill and eat, Peter refused to eat, it happened three times, sheet ascended to heaven.

(ii) Explain three reasons why the vision was important to the early church.

This part of the question was accessible to most candidates. Low level responses simply explained the importance of visions in general. Some responses simply focused on the importance of not eating in a dream, God allows us to eat any animal, especially pork etc. Most candidates just listed the responses without explaining them. For top level, candidates were expected to manipulate the source in their responses.

Expected responses: God shows no partiality. Helpful in resolving the Gentile issue in Jerusalem, helped spread the gospel, brought unity in the church.

(b) Do you think Peter was right to refuse to eat the animals shown in the source? Give reasons for your answer and show that you have thought about different points of view.

This question was generally fairly done. Most candidates gave both sides of the argument. Low level responses presented one-sided arguments. Some responses lacked a stand; such as “Yes I think Peter was right to refuse to eat the animals shown in the source” Responses that do not have a stand could not attain maximum marks. Low level responses did not manipulate the source.

Level 4 responses included the use of the source.

Expected responses included, but were not limited to the following:

Yes: Peter was a Jew and it was against his faith, was against the law of Moses, he was not used to eating such animals.

No: All animals were made by God. God gave animals as food after the fall.

Question 2

This question was not done well by a majority of candidates.

- (a) (i) **Give an account of how an angel freed Peter from prison after he had been arrested.**

Most candidates wrote about the imprisonment and release of Peter and John in Acts 5. Other candidates referred to the release of Paul and Silas in Acts 16. Such accounts did not score any mark. Low level responses lacked details about the release of Peter but focused on the prayer made by the believers.

Expected responses: The examiner expected an accurate, chronological presentation of the account, including: the angel woke Peter up, chains fell Peter dressed up. He was led by the angel through the doors that opened and he went to Mary's house.

- (ii) **Explain three effects of the miracle on the early church.**

This part of the question was not done well. Most candidates could not apply the skill of understanding and interpretation.

Low level responses only listed points without explaining them. Some candidates misinterpreted the question. They viewed effects as negative things brought by the miracle. For example; fear, people left the church, people did not accept Peter, etc. Other low level responses were about lessons drawn from the miracle. Examples include: God is powerful, if you have faith God will deliver you, etc.

Expected responses: Examiner expected the explanation of the following points: God's intervention in their suffering, Faith strengthened through the answered prayers, attracted non-believers to the church

- (b) **Do you think miracles like the release of Peter from prison are necessary today? Give reasons for your answer and show you have thought about different points of view.**

This question was fairly done well. Most candidates were able to display the skill of evaluation. They gave both sides of the argument.

Low level responses lacked a stand. A few candidates gave one sided arguments.

Expected responses: Candidates were expected to take a stand, give both sides of the argument and make reference to the account of Peter being freed by the angel from jail.

Expected responses included, but not limited to:

Yes: To strengthen Christian faith; to demonstrate God's power.

No: It would be showing off; it would lead to attracting people who are after miracles rather than God.

Question 3

This question was generally well done by a majority of the candidates.

(a) (i) Describe the conversion of the Ethiopian Eunuch.

Most candidates were able to demonstrate the skill of knowledge quite well. Low level responses gave irrelevant stories. Some responses lacked chronology and details.

Expected responses: Philip was taken by the Holy Spirit to the road leading to Gaza. He met an Ethiopian Eunuch who was from worshipping in Jerusalem. The Eunuch was reading Isaiah 53, Philip asked if he understood, he joined the chariot and interpreted the scripture and told him about the good news of Jesus. The eunuch asked to be baptized. Philip was taken by the Spirit and the eunuch went his way rejoicing.

(ii) Explain three lessons learnt about Philip from the story of the conversion of the Ethiopian Eunuch.

This question was well done by most candidates.

Low level responses simply explained lessons drawn from the conversion of the Ethiopian Eunuch. Proper question analysis was necessary in this part question. Other unacceptable responses focused on the character of the Ethiopian Eunuch.

Expected responses: He was greatly moved by the Holy Spirit. He was obedient to God. He was knowledgeable of the scriptures, He was humble, and he was committed.

- (b) **Do you think preaching to individuals is a more effective method of spreading the gospel? Give reasons for your answer and show you have thought about different points of view.**

This part of the question was fairly done. Most candidates were able to display the skill of evaluation.

Low level responses were one sided arguments and were general.

Expected responses: Examiner expected a balanced argument, showing a stand and having support from the story of the conversion of the Ethiopian Eunuch. Expected responses included, but were not limited to:

Yes: They can win more souls. It ensures clarity and understanding of scriptures.

Yes: Peter preached to a crowd and 3000 people converted

Question 4

This question seemed very inaccessible for most candidates. Quite a sizable number of candidates did not answer this question.

- (a) (i) **Outline Paul's farewell speech at Miletus.**

Low level responses included irrelevant information such as Paul's speech at Athens. Some learners simply gave plausible Christian teachings either associated with Paul or not.

Expected responses: Level 4 responses included Paul's actions and attitude as he did his work at Ephesus, his goals or future plans as he was determined to go to Jerusalem, his warnings and pieces of advice to the elders, as well as his reminders about how he supported himself and his companions through trade in accordance to the word "it is more blessed to give than to receive."

(ii) Explain what makes a good Christian according to Paul's speech.

This question was generally not done well.

Low level responses gave general qualities of a good Christian without any reference to Paul's speech (which was the requirement of the question).

Expected responses: Candidates were expected to explain qualities of a good Christian making reference to Paul's speech at Miletus. These include: Perseverance and resilience, self- sustenance, industrious, generous, good deeds, etc.

(b) Do you think church leaders today should work hard so that they can help needy members? Give reasons for your answer and show you have thought about different points of view.

This question was fairly done. Most candidates presented two sides of the argument. They gave relevant evidence and argument.

Low level response used supportive details that were general and social rather than religious.

Expected responses included, but were not limited to the following:

Yes: To follow the example of Church leaders, Obeying the Bible command, to be self-reliant like Paul (a tent maker), to avoid dependence on congregants.

No: Need to concentrate on God's word. The Bible commands the congregants to take care of their material needs. The early church never expected leaders to take care of their needs instead they sold their property and brought proceeds to the Apostles.