

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 10-16

EGCSE RELIGIOUS EDUCATION

Paper 6893/01

General Comments

The overall performance of candidates showed a slight decline. Candidates achieved a wide range of marks with the highest obtaining 78 out of 80 and the lowest 0 out of 80. The majority of candidate were in the range between 30 and 40 marks.

Teachers are commended for their tireless effort in equipping candidates with the necessary skills in responding to examination questions. However, it was noted that a majority of candidates failed to use the source which was used as a stimulus. This made it impossible for them to attain the top level in questions 1, 3 and 4. Candidates should be trained to use the given stimulus in all parts of the questions.

A majority of candidates seemed to have been able to finish the examination within the allocated time. There were minimal rubric infringements. It was noted that there were some candidates who presented their responses in bullet form instead of continuous form. Teachers are encouraged to advise candidates to desist from this practice and should be encouraged to write in continuous form. Some candidates drew additional lines for their responses, which is unacceptable. Teachers are again urged to train candidates to write only on the spaces provided.

Also worth mentioning is that some candidates used offensive language. Teachers are advised to caution candidates against using strong language.

Comments on Assessment Objectives

Assessment Objective A: Knowledge and Understanding

There was a fair achievement of Assessment Objective A. However, there were some candidates who failed to give an account or outline certain Biblical passages. It is important for candidates to follow instructions and note key words on each question. Teachers are advised to train candidates on the command words used in the syllabus. A few candidates demonstrated the high-level skills of understanding, analysis and interpretation. Candidates should be trained to demonstrate understanding of the subject matter asked and give detailed explanation.

Source Based Question

Few candidates made use of the source which was used as a stimulus in answering Question 1, 3 and 4. Candidates should use the stimulus source in answering all three parts of each question where required. Candidates should refrain from just saying, 'as seen in the source' without specifying exactly what they are referring to.

Assessment Objective B: Evaluation

Most candidates demonstrated a high-level skill of evaluation. They were able to recognize the complexity of the religious issues raised and expressed opinions about different points of view. They were able to support their arguments with religious evidence and argument. However, some could not attain top level 4 because they did not refer to the Biblical passage asked in **(a) (i)** as evidence for their argument. Candidates should also be trained to clearly take a stand and acknowledge the other point of view. They should avoid 'I also think...' when acknowledging the other point of view. They can rather say, some people argue that... or on the other hand some may argue that... or on the contrary some say....

Comments on Specific Questions**Question 1**

Generally, this question was fairly done. However, some candidates failed to manipulate the source and ended up obtaining level 3. Those who performed well were able to manipulate the source in all the three parts of the question.

(a) (i) Give an account of the miracle performed in the source. [6]

This part question was fairly done. Some candidates were able to give an account of the raising of the widow's son of Nain. Low level responses simply mentioned general information in the source without adding new information. Some wrongly gave an account of the raising of Jairus' daughter, a woman with a flow of blood and healing of a paralytic.

Expected responses

Jesus, his disciples and a crowd approached Nain, A widow's son had died and was carried on a bier for burial; Jesus had compassion on the widow who had lost her son; He told the widow not to cry; touched the bier and told the dead man to arise; the young man rose and began to speak; People glorified God; The news spread throughout Judea (Luke 7:11-17).

- (ii) **Suggest two lessons that can be learnt about Jesus from this miracle.** [6]

This part question was well done by most candidates although some candidates failed to manipulate the source and ended up getting level 3. Most candidates were able to identify lessons learnt about Jesus from this miracle. However, there were some candidates who totally missed that the question required an analysis of the character of Jesus and responded by saying Jesus had faith, the widow had faith and Jesus had power over sickness.

Expected responses

Had compassion; Did not need to be asked to perform the miracle/ cares about human needs/ loving; Had power over death/ Authoritative.

- (b) **Do you think miracles are necessary today? Give reasons for your answer and show you have thought about different points of view.** [8]

This part question was fairly done. Candidates were able to display the evaluation skill even though some failed to refer to the source as part of their evidence and argument.

Expected Responses

Yes

There are still needs that must be met supernaturally; They validate the gospel; God still expects Christians to pray and ask Him for help (dependency on God); Miracles make people believe on God; They reveal the heart of God towards the people.

No

Advancement in technology helps to meet human needs; Help can be sourced from elsewhere; The glory ends up with the performer instead of God.

Question 2

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

- (a) (i) **Give an account of Mary's visit to Elizabeth.** [6]

The performance in this part question was below average. Most candidates gave the annunciation account and only recalled the leaping of the baby. In other instances, they would mention the leaping of both babies and confuse characters (Mary and Elizabeth) in their quotations. The utterances made by Elizabeth were least mentioned yet they formed a vital part of the expected response for level 4.

Expected response

Mary went to the hill country, to a city of Judah and entered the house of Zechariah and greeted Elizabeth; The baby leaped in Elizabeth's womb; She was filled with the Holy Spirit; She said Mary was blessed among women, and blessed is the fruit of her womb; She asked why it was that the mother of her Lord visit her; She said when Mary greeted her, the baby in her womb leaped for joy; Mary sang the Magnificat; Remained in Elizabeth's house for three months.

(ii) Identify two roles of women in the ministry of Jesus. [6]

This part question was not well done by a majority of candidates. Most candidates gave a general role of women like give birth to and nurturing children. Others gave the domestic roles of women such as cooking and taking care of the homestead ignoring the, 'in the ministry of Jesus' part question.

Expected response

They supported Jesus' ministry; Provided Jesus with accommodation; Made spices to embalm Jesus; Supported Jesus emotionally during his crucifixion.

(b) Do you think women have an important role to play in the church of Eswatini today? [8]

Only a few candidates performed well in this part question. Most candidates did not perform well because they based their arguments on social flaws of women using unpalatable words such as 'witches, prostitutes, gossipers and wicked' making their argument social than religious in nature. Few candidates also made reference to what happened in Palestine ignoring the 'Eswatini today' part of the question.

Expected response**Yes**

We were all created in God's image/ We are all equal; They provide support for their families and the church; They are able to nature the young in faith; Provide spiritual guidance; Some of them are preachers.

No

Paul taught that women should be silent in churches; None of Jesus' Apostles was a woman, Their traditional role is in the home.

Question 3

The question was fairly done.

“Take care of him... I will repay you when I come back”

- (a) (i) Outline the role played by the Samaritan in the parable of the good Samaritan. [6]**

This question was fairly done by some candidates. However, some candidates spent most of their time outlining the whole parable instead of concentrating on the role played by the Samaritan. This limited the space to write the relevant information. Some candidates ignored the stimulus while others totally missed the question and responded as if they were asked to explain the role yet it demanded them to outline the role of the Samaritan.

Expected response

A Samaritan came by that road and when he saw the wounded man; He had compassion on him; He went to him, bound up his wounds pouring oil and wine; Took him to an inn in his beast and took care of him; The next day he gave two denarri to the innkeeper and asked him to continue taking care of him for he pay all expenses at his return.

- (ii) Explain three lessons that can be learnt about the Samaritan from the parable of the good Samaritan. [6]**

Most candidates performed below average in this his part question. They demonstrated lack of understanding of the question and just gave general lessons of the parable yet the question demanded lessons about the Samaritan. Level 4 responses needed an analysis of the character of the good Samaritan.

Expected response

Servanthood; Not resist/ Accommodative of other races; Loving and caring/Neighbourly love; Compassionate; Generous.

- (b) Do you think the parable has any relevance to our society today? Give reasons for your answer and show you have thought about different points of view. [8]**

This part question was fairly done. However, some candidates discussed the relevancy of parables in general, yet the question specifically asked about the relevancy of the parable of the good Samaritan to our society today.

Expected responses**Yes**

Need to offer help to whoever need it; No discrimination; Advocate for social justice; Need for compassion.

No

It is dangerous to offer help to strangers; The parable encourages people to be irresponsible and expect to get assistance; In the age of HIV/AIDS, it is risky to help wounded people; With the economic meltdown, it is not wise to spend money on strangers.

Question 4

This question was not well done by most candidates as they ignored the stimulus and ended up scoring low marks. Some did not write anything at all.

(a) ***“Did not our hearts burn within us while he talked to us on the road when he opened to us the scriptures?”***

(i) **Give an account of the encounter with Jesus after the resurrection on the road to Emmaus and the meal that followed it. [6]**

This part question was not well done by most candidates. Low level responses gave irrelevant information such as the Last supper; Jesus’ encounter with Thomas; and appearance to the eleven Apostles. Some referred to Emmaus as an individual person. A few candidates were able to attempt the question and omitted the stimulus and scored low marks.

Expected responses

He appeared to two men on the road to Emmaus discussing the things that have happened there; Could not recognise Jesus; What conversation are you holding with each other; Stood still looking sad, Are you the only visitor; Concerning Jesus of Nazareth who was condemned, crucified; Now third day since this happened; Women at the tomb did not find the body; Some of those who were with us went to the tomb and did not find him; Oh foolish, slow of heart to believe... he interpreted to the scripture things concerning him; Jesus appeared to be going further, they constrained him saying stay with us for it is towards evening and he went to stay with them; Jesus was at table in the village that night; He took bread, blessed and broke it and gave it to them; Suddenly their eyes were opened and they recognised him; Immediately he disappeared; Did not our hearts burn within us while he talked to us on the road and when he opened to us the scriptures.

(ii) Explain the importance of the resurrection of Jesus to Christians. [6]

This part question was generally well done by most candidates as they were able to explain the importance of the resurrection of Jesus to Christians. However, there were some candidates who wrote about the significance of the Ascension. Others listed points without unpacking them.

Expected responses

Expected responses included Proof of Messiahship/ fulfilment of prophecy; Fulfils Jesus' promise of life after death; Assures Christians of their own resurrection; Assures Christians of Jesus omnipresence; God has power over death (Omnipotence); Strengthens Christian faith.

(b) Do you think the appearance of Jesus after the resurrection was helpful to his disciples? Give reasons for your answer and show you have thought about different points of view. [8]

This part of question was fairly done. Candidates were able to show the different points of view. They gave valid arguments to support their viewpoints but failed to refer to a) i) and ended up scoring level 3.

Expected responses**Yes**

To help them believe the prophecies about his death and resurrection; To assure them of their own resurrection; Removed their fear of death and gave them hope of eternal life.

No

He scared them with his mysterious appearances; Never performed miracles thus not helpful to them; Could no longer stay with them permanently; Did not continue with his usual ministry.

EGCSE RELIGIOUS EDUCATION

Paper 6893/02

General Comments

The overall performance of the candidates was fair; hence a wide range of marks was achieved with the highest candidate obtaining 79 marks out of 80 and the lowest obtaining 00 marks. Some of the candidates did not attempt to answer all the questions and left blank spaces.

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 that most candidates failed to use the stimulus 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 the Gospel of St Luke which was not a requirement of the question. Teachers are encouraged to train candidates to use information relevant to the question and support arguments with examples. Candidates should also be trained to identify key words in a question and respond accordingly.

It is worth noting that most candidates seem to have managed the allocated time profitably. There were minimal rubric infringements. Some candidates provided themselves with additional lines while others used the blank pages to write their responses which is not acceptable. Teachers are advised to give candidates 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 demonstrated lack of skills in the knowledge and understanding based questions. Such candidates could not achieve full marks (6 marks). Some candidates demonstrated good knowledge of key terms. However, in some cases misunderstandings of key terms became problematic which hindered achievement of full marks in these questions.

Source Based Questions

Some candidates managed to make use of the stimulus source in Question 1. However, there are those candidates who had a challenge in attaining full marks because of their failure 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 seeing. A careful selection of relevant information from the source would be important in assisting candidates to attain the highest level (6 marks). It is important to use the source in all the three part questions.

AO 2: Evaluation

A majority of candidates demonstrated a general understanding of evaluation skills. They managed to offer more than one point of view and included Christian ideas as support. However, some of the candidates provided general arguments without making reference to the question asked. Some candidates offered one sided argument whereas others offered wholly irrelevant arguments which made them lose marks. Quite a number of candidates left the questions unanswered. It is of paramount importance for candidates to analyse the question thoroughly before offering an argument. Candidates should clearly articulate their stand and acknowledge other points of view without confusing them as their 'own' point of view. For example, "on the other hand, some people may argue that..." instead of "I also think that..." Candidates must also note that this component 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 an account of the miracle at the Beautiful Gate. However, some candidates were unable to give a chronological order of the events in the story. Others gave irrelevant responses of Jesus healing a blind man. A small group even made the mistake of identifying the people in the source as Paul, Jesus or James. Most candidates failed to manipulate the source, yet this was a source-based question. Those who performed well were able to use the source in response to all three parts of the question.

(a) (i) Give an account of the miracle shown in the source. [6]

This question was fairly done. Candidates with high level responses managed to give an orderly account of the events of the miracle of Peter healing the lame man at the Beautiful Gate including an appropriate use of the source. Low level candidates gave an account of Jesus healing a blind man; others left the space blank.

Expected responses

Candidates were expected to give a chronological account of the healing of the lame man at the Beautiful Gate. These include Peter and John going to the Temple at the ninth hour of prayer; A lame man from birth was laid at the gate asking for alms daily. Peter directed his gaze at him and John and said he should look at them. The man looked at them (refer to the source) expecting to receive something; Peter said, 'I have no silver and gold, but I give you

what I have; in the name of Jesus Christ of Nazareth, stand up and walk,' He took him by the hand (refer to source) and raised him up; immediately his feet and ankles were made strong; He leaped, walked joyfully and entered the Temple. (Acts 3:1-9).

(ii) Identify two lessons from the incident in the source. [6]

This part question was fairly done. Low level responses gave general responses such as 'persistent in prayer'. Most candidates just listed the responses without explaining them. For top level response, candidates were expected to manipulate the source.

Expected responses

There is power in the name of Jesus; The continuity of Christ' ministry was seen through the Apostles; Faith is important for miracles to occur; The work of the Holy Spirit is seen through the Apostles; Gratitude; God knows our needs; Peter and John's compassion.

(b) Do you think Christians should provide for the needy? Give reasons for your answer and show that you have thought about different points of view. [8]

This question was fairly done. Most candidates gave both sides of the argument. Low level responses presented one-sided arguments. Some responses lacked a stand, such as "I think Christians should provide for the needy." Responses that did 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 not limited to:

Yes: Christians believe that everybody shares the responsibility to care for the poor; to emulate Jesus; it is humane. Peter and John provided healing for the beggar at the Beautiful gate.

No: The needy must be given skills for self-sustenance; to always provide, encourages laziness; the Bible teaches that we reap what we sow.

Question 2

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

(a) (i) Relate how Matthias was appointed an Apostle. [6]

Some candidates wrote about the choosing of the deacons. Such accounts could not score any marks. Low level responses lacked details about the appointment of Matthias but focused on the casting of lots and the process of casting these.

Expected responses:

The examiner expected an accurate, chronological presentation of the account, including Peter's address to the 120 disciples concerning the Judas replacement; Qualities of the candidate to be selected i.e. should have witnessed Jesus' resurrection; They brought forward Joseph Barsabbas surnamed Justus and Matthias; They prayed; They cast lot and lot fell on Matthias: He was enrolled with the eleven disciples.

(ii) Describe the role of Peter in the life of the Early Church. [6]

This part of the question was fairly done. However, most candidates could not clearly flag out Peter's role nor support this with clear descriptive evidence of what Peter did in the book of the Act of the Apostles. Low level responses included the call of Peter from being a fisherman. Other low-level responses included Peter's experiences of persecution.

Expected responses:

Leader (took initiative); Preacher (teacher); Miracle performer.

(b) Do you think the modern church should follow the way of life of the Early Church? Give reasons for your answer and show you have thought about different points of view. [8]

This question was well done. 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.

Candidates were expected to take a stand, give arguments for both sides of the question and make reference to the way of life of the Early Church (praying together, sharing of possessions, breaking of bread and preaching) together with reference to the story of Choosing of Matthias.

Expected responses:

Yes: To emulate the Early Church with the characteristics e.g., preaching, breaking of bread; praying together; sharing.

No: Meeting daily would be socially, financially and economically costly for the church today; time is money these days.

Question 3

The candidates' performance in this question was below average.

- (a) (i) **Give an account of what happened after Peter's speech in Cornelius' house.** [6]

Low level responses related Peter's vision at Joppa. Some candidates missed the key word 'after' hence they made reference to Peter's sermon at Cornelius' house or simply related how Peter was invited and welcomed at Cornelius' house.

Expected responses:

Holy Spirit fell upon all who heard the word; Believers among the circumcised were amazed; Gift of the Holy Spirit poured on Gentiles; They spoke in tongues and praised God; Peter asked for water to baptise the people; He baptised them in the name of the Lord (Acts 10:44-48).

- (ii) **Explain two characteristics of Luke's Gospel that can be drawn from this incident.** [6]

This question was fairly done by most candidates. Low level responses simply explained the Character of Peter. Others wrote the qualities of Luke the author.

Expected responses:

Gospel of the marginalised (universalism); gospel of Prayer; emphasis on the Holy Spirit; salvation is prevalent.

- (b) **Do you think Christians today should associate with non-Christian? Give reasons for your answer and show you have thought about different points of view.** [8]

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:

The question required a balanced argument, showing a stand and having support from the story of Peter at the house of Cornelius. Expected responses included, but were not limited to:

Yes:

To show that God shows no partiality; All humans were created by God and they belong to God. To emulate Peter who went into the house of a Cornelius, the Gentile.

No: Bad company corrupts good behaviour; non-Christians should repent first in order to be acceptable; non-Christians can pollute Christians.

Question 4

This question was poorly done by most candidates. Quite a sizable number of candidates did not answer this question.

(a) (i) Outline the events that led to the imprisonment of Paul and Silas in Philippi. [6]

Some candidates simply gave general Christian experiences of persecution. Others gave responses that included irrelevant information such as Paul's speech at Athens and the riot at Ephesus.

Expected responses:

Level 4 responses included: Paul and Silas were going to the place of prayer; a slave girl who had a spirit of divination followed Paul and his team; She kept crying, calling them servants of the Most High God who proclaim the way of salvation; Paul was annoyed and charged the spirit out of her; it came out that very hour; the owners of the girl took Paul and Silas to the rulers, accusing them of disturbing the city by advocating customs that are unlawful to Romans; the crowd attacked them and the magistrate tore their garments and gave orders to beat them with rods; they inflicted many blows upon them and threw them into prison, telling the jailer to keep them safely. (Acts 16:16-24). Paul states his Roman citizenship repeatedly in Acts of the Apostles.

(ii) Identify two benefits that Paul could enjoy as a Roman citizen. [6]

This question was not well done by most candidates. Some candidates' responses gave inaccurate information about Paul's ministry and his general life. Most candidates gave responses about Paul being a king of Rome, his ability to preach, and finding any woman he wanted. Other candidates stated that people would listen to Paul because he spoke the Roman language.

Expected responses:

Paul was entitled to a fair trial; No corporal punishment; the right to appeal to the Emperor Caesar; A right to travel safely across the Roman Empire; Exemption from paying tax.

(b) Do you think church today should cast out spirits of divination from people? Give reasons for your answer and show you have thought about different points of view. [8]

The performance in this part question was below average as most candidates confused 'divination' with 'being divine'. Worst cases were that some candidates misunderstood 'divination' for 'division' and as such provided wholly irrelevant responses.

Expected responses:

Yes: The spirit of divination is an evil spirit; once possessed the spirit possesses and enslaves you (e.g., the slave girl).

No: Some people make a living out of the spirit of divination; there is also divination some churches.