

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

RELIGIOUS EDUCATION (6893)

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EGCSE RELIGIOUS EDUCATION**Paper 6893/01****General Comments**

There was a massive decrease in the number of entries for this syllabus from 23540 to 13780. The overall performance of candidates showed a slight decline. There could be a number of factors which contributed to the slight drop, such as incomplete syllabus coverage due to COVID-19 and the compressed academic year which started in April instead of January. Candidates achieved a wide range of marks with the highest obtaining 80 out of 80 and the lowest 04 out of 80. The majority of candidates were in the region of 30 and 40 marks.

Religious Education teachers are commended for their tireless effort in equipping candidates with the necessary skills for responding to examination questions. It was however noted that some candidates bring religious information from other Gospels and the Acts of the Apostles. Candidates should be trained to give the Lukan accounts of the life and ministry of Jesus.

A majority of candidates were able to finish the examination within the allocated time. It was noted that there are some candidates who still present their responses in bullet form. This should be discouraged and candidates should be encouraged to write in continuous form. It was also noted that candidates still draw additional lines for their responses. They should be trained to write on the spaces provided.

Comments on Assessment Objectives**Assessment Objective A: Knowledge and Understanding**

There was a fair achievement of assessment objective a i). However, there were some candidates who failed to give an account or outline certain Biblical passages. Some candidates failed to give a chronology of events in some of the Biblical passages. It is important that candidates follow instructions and follow key words on each question. There is still need for teachers to teach candidates the command words used in the syllabus so that they respond to questions as per the demand of the command words.

Some 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 in order to score maximum marks. Candidates should be trained to substantiate their arguments with relevant Biblical evidence. Questions that require candidates to 'explain lessons about...' expect the candidates to give an analysis of character of that individual asked.

Source Based Question

Few candidates made proper use of the picture source in answering question 1 hence they could not go beyond level 3. A majority of the candidates wrote their essays well but failed to incorporate the source in their answer. They would just write 'as seen in the source' anywhere in their essay. For the picture source candidates should refrain from just saying, 'as seen in the source' without specifying exactly what they are referring to. Candidates must use the source in answering all three parts of the question.

Assessment Objective B: Evaluation

Most candidates demonstrated 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. There is still a need to train candidates to argue using 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 be encouraged to make use of a) i) Biblical passage since the evaluation question is usually based on the initial story. 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.... Candidates must also note that this component is set on the Gospel according to Luke, as such their supportive arguments should come from within the context of this portion of scripture.

Comments on specific questions**Question 1**

Generally, this question was fairly done by a majority of candidates. However, some ignored the source and they could not go beyond level 3. Those who performed well were able to manipulate the source in all three parts of the question.

(a) (i) Narrate the story in the source.**[6]**

This part question was fairly done. A majority of candidates were able to give an account of the calming of the storm. However, some candidates were unable to give a chronological order of the nature miracle. Others gave irrelevant responses of the great catch of fish, the story of Jonah and the whale and Jesus walking on water. Some failed to manipulate the source and ended up obtaining level 3. Others wrote about what they see on the source without adding new information and they were not able to go beyond level 1.

Expected responses:

One day Jesus got into the boat with his disciples saying to them, “let us go across to the other side of the lake”; As they sailed Jesus fell asleep; A storm of wind came down on the lake and the boat was filling with water; They woke up saying, ‘ Master we are perishing’; He woke up and rebuked the wind and the raging waves; They ceased and there was calm; He said to them, “Where is your faith?”; They were afraid and marvelled saying, “who is this that even commands wind and water and they obey him”. (Luke 8: 22-25)

- (ii) **Explain two lessons which can be learnt about Jesus from the story shown in the source.** [6]

This part question was well done by most candidates though 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 who totally missed that the question wanted an analysis of the character of Jesus and responded by saying they learn that the storm are the challenges we face in life and we should run to Jesus just like the disciples did.

Expected responses:

He has power over nature/ Authoritative; Has concern for human life; Exercised faith; Was fully human, slept when tired.

- (b) **Do you think it was right for the disciples to be afraid? 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 well as (a) (i) as part of their evidence and argument and they could not go beyond level 3.

Expected Responses:**Yes**

Natural for humans to be afraid; Humans cry for help when in danger; Jesus was asleep.

No

Should have trusted his command to go to the other side; they had been with Jesus for some time; They knew he had power over nature.

Question 2

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

(a) (i) Give an account of the naming of John the Baptist. [6]

This part question was poorly done. Most candidates gave the annunciation account and totally missed that the question was about the naming ceremony which took place on the 8th day after the birth of John. Some wrote about Mary's visit to Elizabeth. Such accounts could not score any marks.

Expected responses:

When John was born, relatives and neighbours gathered for the naming and circumcision of the boy on the 8th day; They would have named him after Zachariah his father but Elizabeth said he would be called John; Relatives argued that none of their relatives was called by that name; Using signs, they enquired from Zachariah his father what the name of the child would be; He asked for a writing tablet and wrote his name is John; Immediately he was able to speak and all marvelled and wondered what the child would be since the hand of the Lord was with him. (Luke 1:57-66).

(ii) What can be learnt about God from the naming of John the Baptist? [6]

This part question proved challenging to a majority of candidates. Again candidates gave general lessons learnt from the naming ceremony yet the question required an analysis of the character of God revealed in the account. Those who tried to analyse the character of God revealed in the account would support their arguments using one argument and they could not go beyond level 3. For example:

- God is powerful because He was able to make Zachariah speak after writing the name of John on the tablet.
- God keeps his promise because Zachariah was able to speak immediately after he wrote the name John on the tablet.

Expected responses:

God keeps His promises/ Faithful; Has power/ Authoritative; Not obligated by human traditions.

(b) Do you think God wants his people to practice their traditions? Give reasons for your answer and show you have thought about different points of view. [8]

This part question was fairly done by some candidates who displayed the skill of evaluation by giving both sides of view. Some did not understand the term 'tradition' and wrote about Swazi tradition. Some supported with wrong information. A few supported with information from the Old

Testament and Acts of the Apostles. Candidates should be reminded that their support details should come from the story in a) i) and within the Gospel according to Luke.

Expected responses:

Yes

He did not stop them from any traditional practices e.g. circumcising their children, even Jesus was circumcised; The Bible does not discourage traditions.

No

He told Zachariah to name his son against what was traditionally done; Some traditions are ungodly.

Question 3

The performance of the candidates in this question was below average.

(a) (i) Outline Jesus' teachings on giving.

[6]

A majority of candidates wrote about teaching on forgiving instead of giving. Some wrote about the parable of a friend at midnight, parable of Lazarus and the rich man and the parable of the rich fool. Such accounts could not score any marks

Expected responses:

Give to anyone who asks or begs from you; Whoever takes away your goods do not ask them back; Lend expecting nothing in return; Your reward will be great and you will be called Sons of the Most High; Give and it shall be given you good measure, pressed down shaken together, running over it will be placed on your lap; the measure you give will be the measure you get back. (Luke 6: 30, 34-35, 38)

(ii) Explain why it is important for Christians to give. Give two details.

[6]

This part question was fairly done by most candidates. Candidates were able to explain why it is important for Christians to give and were able to score level 4. However, some could not substantiate their points clearly and they could not reach level 4.

Expected responses:

It is commanded by Scripture; To emulate Jesus who gave his life; To meet other people's needs; To be able to receive; To close the gap between the rich and the poor.

- (b) Do you think Jesus teaching to give is still applicable in the society today? Give reasons for your answer and show you have thought about different points of view. [8]**

This part question was fairly done by most candidates. However, some candidates wrote about giving in general and did not support their arguments by going back to Jesus' teaching hence their responses were social instead of religious.

Expected responses:

Yes

We still have the needy amongst us; The Bible command still stands; It is more blessed to give than to receive.

No

Cost of living has gone too high; Giving may promote laziness; Giving promotes dependency syndrome.

Question 4

This question was fairly done by a majority of the candidates.

- (a) (i) Relate the events that took place at the Mount of Olives when Jesus was arrested. [6]**

This part question was fairly done by some candidates. They were able to remember the events that took place on the Mount of Olives when Jesus was arrested but some failed to give the events in their chronological order. However, there was quite a number of candidates who gave an account of Jesus' prayer on Mount Gethsemane which took place before the arrest. Some gave an account of the Triumphal entry of Jesus in Jerusalem, Transfiguration, Crucifixion and trails. Such accounts scored level 0.

Expected responses

While Jesus was speaking to his disciples at the garden, a crowd led by Judas came to them; Judas drew near to Jesus to kiss him; Jesus said, 'Judas would you betray the Son of Man with a kiss; Seeing what would follow, the disciples asked Jesus if they should strike with a sword; One of them struck off the right ear of a slave of a High Priest; Jesus said, 'no more of this'; He touched his ear and healed him; Jesus asked the crowd why they had come to him armed as if he was a robber yet he was with them in the temple daily, but then it was their hour (Luke 22:47-53).

(ii) Explain the importance of this incident to Christians.**[6]**

This part question was poorly done by a number of candidates. Some argued that the incident is important to Christians since it teaches them that the person who can betray you is one close to you. Some argued that prayer is important and we should also pray when we have challenges.

Expected responses:

Led to the crucifixion, death and resurrection of Jesus/ Fulfilment of prophecies; It provides Christians with an example to follow when faced with opposition and conflict/ reveals Jesus' teaching in practice/ Non retaliation; It reveals Jesus 'character; It reveals Jesus' power.

(c) Do you think the crowd should have continued to arrest Jesus after the events that unfolded at the Mount of Olives? Give reasons for your answer and show you have thought about different points of view.**[8]**

This part question was fairly done by those who answered question 1 a) i) correctly. Low level responses were those candidates who argued using the prayer at Gethsemane, The triumphal entry, crucifixion and trials of Jesus.

Expected responses:**Yes**

They were given orders to arrest him; It was God's plan.

No

They should have been ashamed by Jesus' compassion to one of their own; They shouldn't have harassed someone who was not fighting them.

EGCSE RELIGIOUS EDUCATION

Paper 6893/02

General Comments

There has been a remarkable decrease in the number of candidates who sat for the 2022 examination, from 23516 in 2021 to 18782.

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. It is worth mentioning that the low marks do not necessarily reflect the true capabilities of the candidates as some left blank spaces.

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 when responding to Question 1. This made it impossible for them to attain top level marks. Teachers are encouraged to teach learners all the necessary skills.

It was also noted that some candidates brought religious information acquired from the Gospel of St Luke. Teachers should encourage learners to use information relevant to The Acts of the Apostles.

It is worth noting that most candidates managed to use the allocated time profitably. There were minimal rubric errors. Some candidates provided themselves with additional lines, an act which is not encouraged. Teachers are advised to give learners 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).

Some candidates had 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 source in question 1. However, there are those candidates who still have a challenge in attaining full marks because of their failure to manipulate the

source in their responses. It is of great importance that students 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. This improvement in exam technique could assist candidates secure the highest level (6 marks). It is important to use the source in all three-part questions.

AO 2: Evaluation

Most candidates demonstrated fairly acceptable evaluation skills. They managed to offer more than one points of view and included Christian ideas as support. However, some of the candidates provided general arguments without referring to the question asked.

It is a concern that some candidates offered one sided argument. Worst cases were observed whereby candidates offered wholly irrelevant arguments, which made them attain level 1 mark. Others even left the questions unanswered. For this, they got level zero. It is of paramount importance to analyse the question thoroughly before offering an argument.

Candidates must 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. Some candidates were able to give an account of the miracle of the raising of Eutychus. However, some candidates confused the account with the one in the Gospel of St Luke, the raising of Jairus’ daughter, thus giving a wholly irrelevant response. Others gave a narrative of what they see in the source without giving an account as per the requirement of the question. Most learners 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 The raising of Eutychus, including an appropriate use of the source. Low level candidates gave an account of The raising of Eutychus and The raising of the widow’s son at Nain, others left the space blank.

Expected responses: Candidates were expected to give a chronological account of The raising of Eutychus. These include: First day of the week, they were gathered at Troas to break bread; Paul preached overnight at the third floor because he intended to depart the next day; The boy, Eutychus fell asleep sitting on the window; He fell from the third floor to the ground and died; Paul went down and embraced him; He said they should not be worried because the boy was alive; He went back to preach overnight till dawn; At dawn he departed; The boy was taken away alive and his family was amazed.

- (ii) **Explain any two reasons why the incident shown in the source is important to believers.** [6]

This part of the question was fairly done. Some candidates just listed the responses without explaining them. For top level, candidates were expected to manipulate the source in their responses.

Expected responses: God has power over death; Holy Spirit working through the Apostles; demonstration of God's love; Strengthening of faith.

- (b) **Do you think Eutychus is to blame for his death? 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 came from candidates who lacked knowledge of the account in (a) (i). 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 were not limited to:

Yes: Should have focused on Paul's teachings; Should not have slept in the middle of a sermon.

No: Paul had prolonged his preaching; It is human nature to fall asleep at night.

Question 2

This question was well done by most candidates.

(a) (i) Describe the way of life of the early church just after Pentecost. [6]

Some candidates wrote about Peter's sermon after Pentecost. Such accounts could not score any marks. Other candidates just listed the way of life of the early church and did not describe it as per the requirement of the question.

Expected responses: Breaking of bread; Praying together; Preaching; Sharing

(ii) Explain the importance of the way of life of the early church. [6]

This part of the question was fairly done. However, some candidates demonstrated the skill of understanding without explanation. Candidates are encouraged to unpack their points. Low level responses were from candidates who brought back knowledge from (i)

Expected responses: Led to numerical growth of the church; Brought unity; Encouraged compassion; Led to spiritual growth.

(b) Do you think today's Christians 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 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 argument.

Expected responses: 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).

Expected responses included, but not limited to:

Yes: Still worship and break bread together; They have committees that care for the needy.

No: Some do not sell properties to give to the needy; Do not drink from the same cup in fear of diseases.

Question 3

This question was well done by most candidates.

(a) (i) Give an account of the raising of Tabitha at Joppa. [6]

Low level responses were from candidates who did not give a chronological account, some candidates brought an undetailed account, leaving out important elements of the account.

Expected responses: Tabitha had died and her body washed and placed in an upstairs room; The disciples sent two men to ask Peter at Lydda to come to Joppa; Peter came and found widows who were crying and showing him the clothes that Tabitha (Dorcas) had made while she was still alive; Peter sent them out of the room; He got down on his knees and prayed; He commanded Tabitha to get up; She opened her eyes, saw Peter and got up; Peter took her by the hand and helped her to her feet; He called the believers and widows and presented her to them alive.

(ii) Explain any three reasons why this miracle is important for Christians. [6]

This question was fairly done by most candidates. However, some candidates tended to bring points showing understanding without unpacking them.

Expected responses: Shows God's power over death; Sign of God's love; demonstration of the impartiality of the gospel – gospel of women; Faith and healing go hand in hand; Led to the numerical growth of the church; Continued work of the Holy Spirit through the Apostles.

(b) Do you think the raising of Tabitha was necessary? 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 argument and were general.

Expected responses: Examiner expected a balanced argument, showing a stand and having support from the story of the raising of Tabitha.

Expected responses included, but were not limited to:

Yes: Tabitha had good deeds; The people were poor and needed help; The miracle had to show God's power over death.

No: There were other good people who had died earlier but no miracle was performed (e.g. Stephen); Death is a necessary end.

Question 4

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

(a) (i) Outline how Demetrius the Silversmith incited the people to riot in Ephesus. [6]

Low level responses were from candidates who related the riot in Ephesus instead of how Demetrius incited his fellow silversmiths to riot.

Expected responses: Level 4 responses included: Paul has turned people away from Artemis;

Saying gods made of human hands are not gods; danger of the temple of the Artemis being valueless; She may be deposed of her magnificence whom all Asia and the world worship; People were enraged.

(ii) Explain any two similarities of the conflicts experienced by Paul in Philippi and in Ephesus. [6]

This question was challenging to most candidates. Low level responses related the riot at Philippi. Some candidates cited the account of the exorcism from the slave girl instead of comparing the conflicts at Philippi and Ephesus

Expected responses: In both cities business was negatively affected; False accusations about Paul; Riots in both cities; In both cities Paul was brought before the authorities.

(b) Do you think Paul's missionary work at Ephesus was a success? Give reasons for your answer and show you have thought about different points of view. [8]

This question was fairly done by most candidates. Most candidates were able to give valid ideas in support of their viewpoints. They were able to relate Paul's missionary work at Ephesus.

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

Yes: Laid hands on the 12 disciples and they received the Holy Spirit; Extra ordinary miracles performed; Artemis followers converted to Christianity; Magicians burnt books and repented; He stayed for 3 years

No: Some spoke evil of the people of the Way; There were riots; Sons of Sceva undermined the gospel.