

## **RELIGIOUS AND MORAL EDUCATION 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared well with that of the previous years. The questions also covered the various sections of the syllabus and were in simple language candidates would understand.

The overall performance of the candidates was the same as that of last year. There were few candidates whose performance was extremely excellent.

### **2. SUMMARY OF CANDIDATES' STRENGTHS**

- (1) Most candidates followed the rubrics of the paper by answering the required number of questions choosing one question from each section.
- (2) Most candidates numbered their points and presented them in paragraphs making them neat and very easy to read.
- (3) Candidates were able to handle questions on the following topics with ease:
  - (i) Moral teachings and commitment
  - (ii) Obedience

### **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

- (1) Some candidates could not provide adequate answers to questions from the following topics.
  - (i) God, his creation and his attributes.
  - (ii) Religious Personalities
  - (iii) Religious festivals
  - (iv) Decency and substance abuse
  - (v) The family
- (2) Some of the candidates wasted time by defining some terms in the questions before answering them.
- (3) Some candidates could not express themselves well in the English language and this contributed to their low performance. They had a lot of spelling mistakes and grammatical errors in their answers.
- (4) Illegible handwriting continued to be the headache of some candidates.

#### 4. SUGGESTED REMEDIES

- (1) Candidates should ensure they comprehend the demands of the questions before they attempt answering them.
- (2) Candidates should ensure they provide just what the questions demanded in order not to provide irrelevant materials which earn them no marks.
- (3) Candidates should cultivate the habit of reading story books and use the English language in conversations in school. This will help to improve on their grammar and spellings.
- (4) Candidates should learn to write legibly to ensure their scripts could be read with ease.

#### 5. DETAILED COMMENTS

- Q1. (a) Narrate the Dagomba traditional story of creation.**  
**(b) State three attributes of God according to the Akan.**

This question was in two parts; (a) and (b) and candidates were required to answer all. The question was not popular among the candidates. Among those who answered it, very few of them answered both parts well and scored good marks.

Some of the candidates focused their answers on the Biblical account of creation instead of traditional society of the Dagomba. They deviated with wrong answers and scored very low marks. Some of the points candidates could have considered as answers to the question were:

- (i) To the Dagomba, the Supreme Being (Nawuni) is the creator of the heavens and the earth and all the living things in it.
- (ii) The Dagomba believe that Nawuni is Omnipotent, Omniscient and Omnipresent and has no partner.
- (iii) They believe Nawuni took six days to create the world and all creatures
- (iv) The things created by Nawuni include; human beings, the sky, animals, vegetation, water bodies etc.
- (v) Apart from human beings, Nawuni created spirit forces and lesser gods (bola) as his messengers.
- (vi) The lesser gods were created to act as intermediaries between Him and human beings.

The (b) part of the question was well answered by almost all the candidates who attempted the question. Candidates were required to state attributes of God according to the Akan. Some of the correct answers provided by the candidates were:

- (i) God is Omnipotent i.e. Almighty, All-powerful.
- (ii) God is Omnipresent i.e. God is ever present everywhere.
- (iii) God is Omniscient i.e. All-knowing.
- (iv) God is Sovereign (Otumfour).

Performance of the candidates on this question was however fair.

- Q2. (a) Narrate the covenant God made with Abraham.**  
**(b) What three lessons can be learnt from God's covenant with Abraham.**

This question was a popular one and many candidates answered it. The (a) part required a narration of the covenant God made with Abraham. However, some candidates deviated and this affected their scores. They rather wrote on the sacrifice of Isaac by Abraham and the separation of Lot and Abraham. Some of the points candidates could have considered in their answers were:

- (i) At age 75, God called Abraham and asked him to leave his country for the land of Canaan.
- (ii) God promised Abraham many descendants who would be a great nation.
- (iii) God blessed Abraham and promised to make him famous
- (iv) God told Abraham, he would bless those who bless him and curse those who curse him.
- (v) Abraham built an alter and worshiped God
- (vi) But Abraham hid not have a child so he was worried.
- (vii) Then, God promised to give Abraham a child.
- (viii) God asked Abraham to perform a sacrifice as a sign that He would fulfil His promise to him.
- (ix) Abraham had a dream in which God revealed to him that, his descendants would be strangers in a foreign land for 400 years after which they would be free.
- (x) God promised Abraham long life.

The (b) part of the question was however answered well by majority of the candidates who attempted the question. The correct points as provided by the candidates include:

- (i) God is Almighty.
- (ii) God must be respected for his greatness.
- (iii) He is gracious and deals with people peacefully.
- (iv) God is ready to fulfill his promise to human beings.
- (v) God has the power to decide who he chooses to use to fulfill his plans.
- (vi) God can change a person and situations.

- Q3. (a) Describe how Christians celebrate Easter.**  
**(b) State four reasons for which Easter feast is important to the Christian.**

This question was popular among the candidates but it was poorly answered. It had two parts. The (a) part required candidates to describe how Christians celebrate Easter.

Most of the candidates could not recognize that Easter spans from Good Friday to Easter Monday. They were not able to identify the events that mark the various days of the celebration. Some candidates provided the answer of the (b) part for the (a) part and again repeated it for the (b) part. Candidates could have considered some of the following points as answers to the question.

- (i) Easter is the feast that marks the death and resurrection of Jesus from the dead.
- (ii) A period of six weeks or forty days of lent is used to prepare for the feast.
- (iii) Lent is observed from Ash Wednesday to Holy Saturday that precedes Easter Sunday.
- (iv) On Good Friday, Christians mourn the death of Jesus Christ.
- (v) On Easter Sunday, Churches are decorated with beautiful flowers and ribbons.
- (vi) Worshippers and Priests dress in descent clothes to attend church services.
- (vii) During the church services, stories of the suffering, death and resurrection of Jesus are told and special prayers and songs are offered to the risen Lord.
- (viii) The scriptures remind worshippers of how some women went to embalm the body of Jesus at dawn but only found the tomb empty.

The answers provided for the (b) part was good and marks scored were also good. Candidates were to state four reasons for which Easter feast is important to the Christian. Some of the correct answers as provided by the candidates were:

- (i) It marks the resurrection of Jesus Christ.
- (ii) It gives Christians courage and hope that the Lord they worship is alive.
- (iii) That the resurrection of Jesus Christ confirms he is the son of God.
- (iv) It is the authority that makes Christians feel assured of eternal life through Jesus Christ.
- (v) Jesus has won victory over death for mankind.
- (vi) That death is only a gateway to eternal life in the kingdom of God.
- (vii) The resurrection story is a pillar of Christian faith.

- Q4. (a) Describe four ways by which one can demonstrate good dressing habits to school.**
- (b) State four reasons for which students must dress well to school.**

This question required candidates to describe four ways to demonstrate good dressing habits to school. It was a popular choice for candidates. They provided good answers to both the (a) and the (b) parts. Many candidates scored full marks for this question. However, some candidates focused on taking good bath, mending torn dresses and reporting at school on time which were irrelevant to the question. These candidates lost some marks. The overall performance of candidates on this question was good.

Some of the correct points provided by the candidates for the demonstration of good dressing habits were:

- (i) Wear neatly washed and ironed uniform
- (ii) Put on uniforms that cover sensitive parts of the body.
- (iii) Underwears should not be longer than the dress
- (iv) Shave one's hairs neatly.
- (v) Wear belts on the waist lines appropriately.
- (vi) Tack in one's shirts appropriately.
- (vii) Put on laced shoes and sandals
- (viii) Wear dresses that are fairly loosed on the body (not too tight).
- (ix) Keep one's nails well cut.

For the (b) part some of the reasons for which students must dress well to school were.

- (i) To serve as role model to others.
- (ii) To show that one is well trained and disciplined.
- (iii) To attract respect and admiration from others.
- (iv) To avoid exposing parts of the body which can lead to abuse.
- (v) To promote moral values in society, e.g. decency.
- (vi) It makes one look smart and confident.
- (vii) To meet the expectations of the school and society.

- Q5. (a) Explain four ways of showing commitment to Allah.**  
**(b) State four benefits of showing commitment to Allah.**

This question was not popular. Very few candidates answered it and performed very well. The (a) part of the question required candidates to explain four ways of showing commitment to Allah. Majority of the candidates who answered it provided the correct points and scored good marks. Some of the few candidates who answered the question did not have adequate knowledge of the topic and therefore gave wrong answers which did not earn them any mark. Some of the answers required for this question were:

- (i) Obeying all the commandments of Allah.
- (ii) Praying to Allah and believing in him.
- (iii) Studying the Qur'an and other relevant books.
- (iv) Observing and practising all the teachings of Allah by being faithful and truthful.
- (v) Living good moral life.
- (vi) Showing good neighbourliness by helping others.

The answers to the (b) part were very good and most of the candidates scored full marks for it. It required candidates to state the benefits of showing commitment to Allah. Candidate performance on the question was good. Some of the good points as provided by the candidates were:

- (i) It gives peace and joy in a person's life.
- (ii) It ensures one leads a righteous life.
- (iii) It strengthens a person's faith.
- (iv) It improves one's relation with others.
- (v) It assures a person of eternal life.

- Q6. (a) Explain four causes of substance abuse by students.**  
**(b) State four defensive skills that can be used to protect oneself against the abuse of drugs.**

The question was in two parts; (a) and (b), and candidates were expected to answer both parts. It was the most popular choice by almost all the candidates. For the (a) part, almost all the candidates stated the correct points and scored marks for listing the points. However, only few candidates were able to explain the points and scored additional marks. Overall marks scored for this part was not good enough.

The correct points raised by the candidates as in the marking scheme include the following:

- (i) Negative peer influence.
- (ii) Ignorance.
- (iii) Refusal to follow medical advice.
- (iv) Immoral living.
- (v) Curiosity.
- (vi) Emotional stress.

The (b) part of the question was not properly handled by some of the candidates. They did not understand 'defensive skills' and therefore deviated in answering the question. They provided points on what the public must do to stem substance abuse instead of what they would do to protect themselves against abuse of drugs. Some of their points were; 'the state must make laws to deal with the drug pushers', 'parents must be responsible' etc. Some of the points expected from candidates as answers to the question were;

- (i) Refusing to accept drugs offered by peers and adults
- (ii) Avoid friends who indulge in drugs.
- (iii) Read literature about drugs and follow correct administration of drugs.
- (iv) Avoid self medication.
- (v) Seek guidance and counseling.
- (vi) Avoid eating food and drinks from people who cannot be trusted.
- (vii) Observe and practice good moral teachings in one's religion.
- (viii) Avoid use of expired drugs.
- (ix) Engage in sporting activities.

**Q7. (a) Describe four problems that may arise if parents and children refuse to perform their duties.**

**(b) State four consequences of anger in the society.**

This was the most unpopular question as a handful of candidates attempted it. It was poorly answered and marks scored were very low. Candidates could not give problems that may arise if parents and children refuse to perform their duties.

Candidates could have provided the following points as answers to the question:

- (i) It affects character formation of children.
- (ii) The needs of the family will not be met.
- (iii) The members of the family will not be happy.
- (iv) It can lead to street children and its attendant social problems.
- (v) Social vices; prostitution, stealing, drug abuse etc. will increase.
- (vi) The education of children will be affected leading to school dropouts.
- (vii) Children will lack development of necessary skills for life.
- (viii) Parents and children will lack respect from society.

The (b) part on the consequences of anger in the society was also poorly answered by candidates. They seemed not to understand the demands of the question.

The answers to the question expected from the candidates were:

- (i) It leads to misunderstanding and conflicts.
- (ii) It results in punishments e.g. suspensions, dismissals and imprisonment.
- (iii) It brings about destruction of property and loss of life.
- (iv) It leads to disunity in the society.
- (v) It brings loss of respect from parents, teachers and peers.
- (vi) It may tarnish one's image.
- (vii) You may lose friends and dear ones.
- (viii) Anger may cause mental health problems e.g. hypertension.
- (ix) It may incur the displeasure of God.

Performance of the candidates on this question was very poor.

- Q8. (a) State four rules that govern behaviour in the classroom**  
**(b) Explain five reasons for which rules and regulations must be obeyed.**

This was the most popular choice as many candidates answered it. They were able to state the various rules that govern behaviour in the classroom and scored very good marks.

The points provided by candidates as in the marking scheme were:

- (i) Students must be punctual and regular at school and class.
- (ii) Students must attend all school gatherings.
- (iii) Students must dress well to class.
- (iv) Students must respect class prefects and teachers.
- (v) Students must not leave class without permission.
- (vi) All must be tolerant and not fight in the classroom or school compound.
- (vii) Students must not disturb in the classroom especially during lessons.

The (b) part of the question required candidates to explain five reasons for which rules and regulations must be obeyed. Candidates gave the correct reasons for which rules and regulations must be obeyed. Marks scored by the candidates were very good.

Some of the correct points stated by the candidates were:

- (i) They help to achieve aims and objectives.
- (ii) They prevent confusion and conflicts.
- (iii) They help to promote peace and safety.
- (iv) They help to differentiate right from wrong.
- (v) They help to mould our behaviour.
- (vi) They help to prevent disgrace and embarrassment.