

RELIGIOUS AND MORAL EDUCATION 2

1. GENERAL COMMENTS

The standard of the paper compared well with that of the previous years. The questions were also within the knowledge level and capacity of candidates.

The overall performance of the candidates was good and better than 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 and answered the required number of questions
- (2) Some candidates were able to handle question on the following topics with ease:
 - (a) Processes of offering libation and importance of libation to the believer.
 - (b) Ways of getting reconciled with one another and benefits of repentance.
 - (c) Decency, decent behaviours in the community and reasons for leading decent life.
 - (d) Religious Youth Organizations and their teachings.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not provide good answers to questions from the following topics.
 - (a) The parable of the sower and lessons from the parable.
 - (b) Marriage rites in Islam and importance of marriage.
 - (c) Good deeds and rewards for doing good.
 - (d) Factors that promote good family relations and effect of healthy family relations.
- (2) 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.
- (3) Illegible handwriting continued to be a challenge of few candidates.

4. SUGGESTED REMEDIES

- (1) Candidates must ensure they provide just what the questions demanded in order not to provide irrelevant materials, which earn them no marks.

(2) Candidates must cultivate the habit of reading and use the English language in conversations in school. This will help to improve on their grammar and spellings.

(3) Candidates must learn to write legibly to ensure their scripts could be read with ease.

5. DETAILED COMMENTS

Question 1

(a) **Narrate the parable of the sower.**

(b) **State four lessons that can be learnt from the parable**

This question was fairly popular among the candidates and the performance of the candidates was fair. The (a) part required candidates to narrate the parable of the sower.

A few candidates gave good answers and scored high marks. A good number of the candidates presented points less than required hence lost substantial marks. Some candidates also wrote on the interpretation of the parable which was not the requirement of the question. Some other candidates deviated and wrote on the Prodigal Son and the Good Samaritan.

They therefore scored no marks. Some of the correct points candidates could have considered were;

- (i) A sower went to sow and some seeds fell along the path.
- (ii) Birds of the air came to devour it.
- (iii) Some of the seeds fell on rocky ground with little soil.
- (iv) They germinated but got scorched by the sun and withered.
- (v) Some fell among thorns, grew up but was choked and therefore yielded no grain.

The (b) part of the question required the candidates to state four lessons that can be learnt from the parable. Many candidates could not provide the correct points. Some candidates provided the interpretation of the parable as answer to the (b) part instead of lessons that were in the parable.

The lessons in the parable are as follows:

- (i) We must keep the word of God to overcome difficulties.
- (ii) Disobedience of the word of God leads to destruction.
- (iii) Much attention on worldly things leads to destruction.
- (iv) Obedience to God's word leads to spiritual growth.
- (v) We must exercise self-control and determination to achieve results.
- (vi) God is a friend to those who keep his word.

Question 2

- (a) Describe how marriage rites are performed in Islam.**
(b) In what four ways are marriage rites important?

This question was not popular among the candidates. The overall performance of the candidates on this question was not good enough. Majority of the candidates did not have adequate knowledge of how marriage rites are performed in Islam. They wrote on what pertains in their communities and focused so much on feasting and merry making.

Some also wrote on traditional and Christian way of performing marriage rites. Meanwhile very few candidates gave the correct answers and scored the maximum marks.

The correct points expected from the candidates as captured in the marking scheme include;

- (i) Parents usually cooperate to select partners for their children from the Islamic faith.
- (ii) The man does the asking although his mother's family initiates the proposal.
- (iii) A matrimonial guardian (Wali) must be present as the legal representative.
- (iv) Necessary background checks are made to avoid prohibited marriages.
- (v) The dowry (Mahr) which is determined by the woman's family is paid in the form of money or property.
- (vi) Kolanuts/sweets are shared to show that both families have agreed to the marriage.
- (vii) A wedding ceremony is performed by a licensed Imam, Islamic Priest or Muezzin almost immediately after the payment of the dowry.
- (viii) The Imam reads from the fourth chapter of the Qur'an and preaches on the importance of marriage.

The (b) part of the question tasked candidates to state ways in which marriage rites are important. This was better managed by few of the candidates. However, a good number of the candidates wrote wrong answers and scored no marks. The points candidates could have considered as the importance of the marriage rites are as follows;

- (i) It promotes good moral behaviour.
- (ii) It brings families together.
- (iii) It seals the marriage.
- (iv) It ushers the couple into new stage of life.
- (v) It introduces the couple to the community.

Question 3

- (a) Describe the process of offering libation.**
(b) Outline for ways in which libation is important to the believer.

The (a) part of the question tasked candidates to describe the process of offering libation. Majority of the candidates provided brilliant answers and scored very good marks. They displayed adequate knowledge of the demands of the question.

The (b) part of the question was also well answered. They gave the correct points to show they have good understanding of the question. A good number of the candidates scored the maximum marks for this question.

Question 4

- (a) Outline four acts considered as good deeds.**
(b) Describe four types of rewards a person may receive for doing good.

This was the most popular question answered by the candidates from the section. Majority of the candidates answered the part (a) well and scored good marks. Some candidates lost marks because they confused good deeds with decency and wrote on decent behaviours.

Candidates could have considered such answers as:

- (i) Helping the elderly to carry goods
- (ii) Giving your seat to the elderly, pregnant and sick people.
- (iii) Running errands free of charge.
- (iv) Caring for animals.
- (v) Helping the aged and the physically-challenged to cross lorry roads.

The (b) part of the question required candidates to describe four types of rewards a person may receive for doing good. This part of the question was fairly answered by majority of the candidates. They were able to identify the points but could not describe them.

For instance, candidates stated certificates, handshakes, promotions etc. as points but could not describe them for what they are. That was the import of the question and candidates missed it. They only scored marks for stating the points.

Substantial marks were therefore lost by the candidates. The overall performance in this question was not good enough.

Question 5

- (a) Outline four ways of getting reconciled with one another.**
(b) Explain four benefits derived from repentance.

The question was answered by very few candidates. It was difficult for the candidates. They were to outline ways of getting reconciled with one another for the (a) part. Majority of the candidates who answered it gave wrong answers and scored no marks.

They could have considered following answers;

- (i) Forgiving/ pardoning the offender with no condition when a remorse or confession or admission of guilt is made.
- (ii) Being prepared to have misunderstanding or dispute resolved peacefully.
- (iii) Avoiding unnecessary arguments and disputes.

For the (b) part, they were expected to explain four benefits derived from repentance. The candidates stated at least three points and attempted explaining them. Though their explanations were inadequate it was a good attempt and so they scored some appreciable marks.

Question 6

- (a) Explain the term decency.**
- (b) Describe four behaviours considered decent in your community.**
- (c) Give three reasons for leading a decent life in the community.**

This question had three parts. It was the best question answered by the candidates. Almost all the candidates understood the (a) part and provided varied explanations which were acceptable and therefore scored full marks.

The (b) part required candidates to describe four behaviours considered decent in their communities. Most of the candidates provided at least three correct points out of four for this part and described them as required. They scored the maximum marks for each correct point.

However, few candidates repeated some of the points in different forms. These points did not earn them additional marks. They therefore lost marks for those points. Some candidates yet still gave wrong answers and lost marks.

The correct points candidates could have considered as answers include:

- (i) Engaging in effective communication with others.
- (ii) One should control his or her temper when provoked by others.
- (iii) Learning to comport oneself at all times.
- (iv) Dressing decently and appropriately.
- (v) Adopting proper eating habits at home and in public.
- (vi) Showing appreciation to others when you receive a kind gesture from them.

For part (c), candidates were to give three reasons for leading a decent life in the community. Majority of the candidates provided the three correct points and scored the full marks. The overall performance of candidates in this question was good.

Question 7

- (a) List four factors that promote good family relationship.**
- (b) Explain four benefits of healthy relationship among family members.**

This was a popular question among the candidates. The (a) part required candidates to list four factors that promote good family relationship. Majority of the candidates did not understand the question and therefore provided wrong answers.

The wrong answers they gave led to loss of some marks. Some of the candidates however, understood the question and gave very good points which earn them good marks.

The correct responses candidates were expected to provide include;

- (i) There should be good communication among members.
- (ii) Members are to work hard to meet the financial needs of the family.
- (iii) Members should cooperate and love other members of the family.
- (iv) Members should give support to others in times of difficulties e.g. financial support.
- (v) Members must avoid selfishness and greed.
- (vi) Members must be courteous and polite to others.

The (b) part of the question required the candidates to explain four benefits of healthy relationship among family members. Some candidates stated the correct points but could not explain them to score full marks. Some of the candidates misunderstood the question as relationship between the opposites sex and provided wrong answers leading to loss of marks.

Some also understood it to mean healthy living and wrote on not getting sick with HIV/AIDS and other diseases. Because of the misunderstanding, candidates could not answer it well.

Marks scored by candidates were generally average. Points that were scored and which candidates could have considered were;

- (i) It promotes peace, unity and progress and happiness and all members feel free to communicate with one another.
- (ii) It fulfils God's directive that we live in peace and harmony.
- (iii) The family gains respect from other families and become role model to them.
- (iv) Members will work hard to defend and protect the good name of the family.
- (v) It enables the weak and poor members to seek for help from privileged ones.

Question 8

- (a) List four religious youth organizations in Ghana.**
(b) Explain four moral teachings of religious youth organizations

Part (a) of the question required candidates to list religious youth organizations in Ghana. Most of the candidates had problem with the actual names of the organizations and therefore substituted ‘organisation’, ‘union’, ‘association’, or ‘fellowship’ to qualify the names of the groups. For example Christian Youth Builders (CYB) was listed as Christian Youth Fellowship and Catholic Youth Association for Catholic Youth Organization.

Some candidates created their own organizations, e.g. Traditional Youth Organization, Christian Youth Organization and Islamic Youth Organization. It was an interesting innovation by candidates but marks were not allocated to these creations of candidates. Marks scored by candidates for this part was however good.

The (b) part of the question was better managed by the candidates. They were able to state the four points as required. Some of the points were well explained with examples earning the candidates the maximum marks. Few of them could not explain some of the points and so scored marks only for meaningfully stating them. On the whole performance in this question was good.

