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APPENDICES

Appendix A   **Letter from the editor**

University of Botswana
FACULTY OF EDUCATION
Department of Languages and Social Sciences Education
Private Bag UB 00702, Gaborone, Botswana

Telephone: (267) 355-2336/2337   Fax: (267) 3165096
Block 250: Office 130/128
E-mail address: Lang&Soc@mopipi.ub.bw

UNIVERSITY OF BOTSWANA

Ref:

To: Dean

Faculty of Education

University of Pretoria

From: Dr T. V. Moumakwa

Dept. of Languages and Social Sciences Education

University of Botswana

Date: 26 June 2009

Re: <u>EDITING A DRAFT THESIS FOR MR BAAMPHATLHA DINAMA</u>

This is to confirm that I Dr Tshiamiso V. Moumakwa, lecturer in the Department of Languages and Social Sciences Education at the University of Botswana, Faculty of Education, edited the draft thesis of Mr Baamphatlha Dinama titled *"HOW RELIGIOUS EDUCATION TEACHERS UNDERSTAND AND IMPLEMENT A MULTI-FAITH CURRICULUM – CASE STUDIES FROM BOTSWANA."*

Sincerely yours,

Tshiamiso V. Moumakwa

E-mail: moumakwt@mopipi.ub.bw

www.ub.bw

APPENDIX B -1

TELEPHONE:

3655400 TELEX:

2944THUTOBD

PAX:

351624/3655408

REFERENCE: E-11/17/XXXVIII(17}

MINISTRY *Of* EDUCATION PRIVATE BAG 005 GABORONE BOTSWANA

REPUBLIC *Of* BOTSWANA

20 July 2006

To: Baamphatlha Dinama University of Botswana P/Bag 00702 Gaborone

RE: PERMISSION TO CONDUCT RESEARCH

We acknowledge receipt of your application to conduct research that will

> How *RE teachers in* Botswana understand the *multi-faith curriculum*
> How the *multi-faith curriculum affects the teaching practices of RE*
> *teachers in Botswana.*
> How *different frame factors impact on RE teacher's translation of the*
> *multi-faith curriculum into practice..*

You are granted permission to conduct your research entitled:

HOW RELIGIOUS EDUCATION TEACHERS UNDERSTAND AND IMPLEMENT A MULTI-FAITH CURRICULUM- CASE STUDIES FROM BOTSWANA.

This permit is valid until 30 December 20O6 You are reminded to submit a copy of your final report to the Ministry of Education, Botswana

Thank you,

Phiri

For /Permanent Secretary

APPENDIX B -2 Extension of research permit

TELEPHONE 3655400

TELEX: 2944 THUTO BD

FAX: 351624/3655408

REFERENCE: E 11 /17 /XXXIX(69)

REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION

PRIVATE BAG 005

GABORONE BOTSWANA

25 January 2007

To: Baamphatlha Dinama
University of Botswana
P/Bag 00702 Gaborone

RE: EXTENSION OF RESEARCH PERMIT

We acknowledge receipt of your application for the extension of your permit.

Extension is granted to conduct your research entitled:

HOW RELIGIOUS EDUCATION TEACHERS UNDERSTAND AND IMPLEMENT A MULTI-FAITH CURRICULUM -CASE STUDIES FROM BOTSWANA .

This permit is valid until 30 June 2007. You are reminded to submit a copy of your final report to the Ministry of Education, Research Unit, Botswana
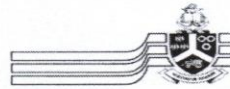
Thank you,

Ml. Phiri
For /Permanent Secretary

APPENDIX C

UNIVERSITY OF PRETORIA

FACULTY OF EDUCATION

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EM06/11/05
DEGREE AND PROJECT	PhD Policy Studies How religious education teachers understand and implement a multi-faith curriculum – case studies from Botswana
INVESTIGATOR(S)	Baamphatlha Dinama - 2535725
DEPARTMENT	Educational Management and Policy Studies
DATE CONSIDERED	27 February 2007
DECISION OF THE COMMITTEE	APPROVED

This ethical clearance is valid for ⟨3⟩ years from the date of consideration and may be renewed upon application

CHAIRPERSON OF ETHICS COMMITTEE	Dr S Human-Vogel
	2 November 2006
CC	Dr Newton Stoffels Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.
4. According to the student's research permit from the Ministry of Education, Botswana, the student may not continue to do fieldwork after 30 June 2007.

Please quote the clearance number in all enquiries.

APPENDIX D

Teachers' biographical questionnaire

I thank you for participating in this research study that will help me have an insight into how RE teachers understand and implement the multi-faith Re curriculum in Botswana junior secondary school. I will need this information in order to better understand who you are and how you understand this curriculum.

1. Gender: _____

2. Age (you may indicate range e.g. 20-30). _____

3. Religious affiliation (if any) _____

4. Highest qualification/s: _____

5. Number of years teaching RE: _____

6. a. Any school that you taught at before (if any) _____

6.b. If yes, what are they?

6.b.i. similarities in terms of the school administration?

6.b.ii. differences in terms of teaching and learning facilities?

7. Why did you choose to become an RE teacher?

8. What kind of training did you undergo for RE?

9. In your opinion, what does the notion of 'multi-faith' curriculum mean to you?

10.a. In your opinion what are the strengths (if any) of the multi-faith curriculum as practiced in Botswana?

10.b. In your opinion what are the weaknesses (if any) of the multi-faith RE curriculum as practiced in Botswana?

11. How does the multi-faith RE curriculum differ from the previous RE curriculum in terms of major changes?

12. What is your view are the changes in the present RE curriculum?

13. If you studied at secondary school, describe the experiences that influence your perception of the current RE teaching and learning?

14. a. What do you think the Ministry of education official (e.g inspectors) expect from RE teachers in terms of facilitating the multi-faith curriculum?

15. a. How do prescribed texts (if any) for RE influence your teaching?

15. b. Apart from prescribed texts what other:

i. resources do you use or are available at your school?

ii. facilities are available?

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16. Describe RE workshops you attended (if any in terms of relevance to the multi-faith curriculum.

17. If you have ever been invited to mark the national RE examinations, please describe briefly how it is done.

18. How does the Botswana Religious Education Association (BOREA assist you in teaching of RE?

19. What other comments (if any) would you like to make that are not covered in the questionnaire?

APPENDIX E

Interview schedule on the teachers understanding and implementation of the multi-faith RE curriculum

1. Could you describe the main features/elements of the multi-faith RE?

2. Could you describe how RE is perceived in school by: (a) RE teachers (b) other teachers (c) RE students (d) other students (e) school administration.

3. You have taught the RE curriculum for several years, and based on your experience, what do you think are its strengths?

4. You probably had some interesting teaching experiences in multi-faith RE curriculum. Can you recall them?

5. What do you think led to the revision of the previous curriculum?

6. What will be your response to those who say that the former Bible centres curriculum was effective?

7. To what extent does the present RE curriculum promote tolerance and awareness of diversity?

8. Please tell me about your typical day as a religious education teacher.

9. Could you tell me how you accommodate/recognize religious and other forms of diversity in a class? [where applicable]

10. Could you describe how you accommodate different cultural and religious backgrounds of your learners in RE lessons? [if any]

11. Could you share with me any particular interesting topic/s in the curriculum?

12. What do you think is the best way the students learn RE?

13. What are the activities that students engage in, in a typical RE lesson?

14. Describe how you choose religions that you use in your lessons.

15. Could you tell me about the teaching aids you use in your teaching?

16. Could you describe how RE may help learners to understand events in the world?

17. Tell me about RE examinations at: (a) school level (b) cluster level (c) regional level (d) national level.

18. What is your view about teachers collaborating? [*follow up*]

19. How much has college/university education prepared you to teach the multi-faith curriculum?

20. There is a view in education that the teachers' role is to care and develop the minds of the young. What is your view in relation to RE?

21. There is a view that RE is an easy subject to teach? What is your reaction?

22. A basic principle in teaching a multi-faith curriculum is that a teacher does not have to be religious. What is your position on this?

23. What personal values do you bring to your class when teaching?

24. Some people say that teaching RE alienates RE teachers from the rest of the teaching staff. Do you agree or not?

25. Can you share with me your experiences about the Botswana Religious Education (BOREA) in terms of its usefulness to you as an RE teacher? [*if any*]

26. How much do you know about the community surrounding your school in terms of their faith and diversity?

27. Could you mention examples of your school policy that affect your classroom practice?

28. What opportunities do you have that can help you further develop your teaching practices?

29. How does the number of contact teaching time affect your teaching?

30. Can you share with me any additional information of interest that we may not have talked about?

APPENDIX F

Teachers' pre-lesson interview schedule

1. Could you describe how you are going to introduce the lesson today?

2. Could you describe the major aspects that you will focus on?

3. Can you tell me about the teaching resources that you are going to use?

4. How is your content going to accommodate diversity?

5. In the lesson that you planned today, what are the constraints that could have influenced your planning.

6. How are you going to relate the learning experience with real life situations?

APPENDIX G

Teachers' post-lesson interview schedule

1. How useful were the teaching techniques, strategies and resources?

2. To what extent was the lesson consistent with the stated objectives?

3. To what extent was the lesson comprehended by the students?

4. How did your understanding of religious concepts in your interaction with the students?

5. To what extent were the students intellectually engaged? What did they do?

6. How did your classroom management style enhance the quality of your lesson?

7. What were the strengths of your lesson? *[follow up]*

8. How did you relate what you taught with the wider context/

9. Would you say that you were confident in your presentation of the lesson?

10. How did instructional activities reflect your attention to issues of diversity? *[where applicable]*

11. How were your questioning strategies likely to enhance students' understanding?

12. What did you do to encourage all your students to participate?

13. How did you ensure that students' ideas, questions and contributions were respected?

14. What personal values did you bring to class in relation to the lesson/

15. How would you rate the lesson you taught today in terms of achieving the objectives?

16. Do you think the lesson made any difference in the life of the students/

APPENDIX H

Class observation schedule

1. Is there any link of the lesson to students' previous knowledge?

2. Is the lesson aligned to the stated instructional objectives?

3. Is the lesson developed in a logical sequence, varied and suitable techniques and strategies used?

4. Does the teacher involve students by engaging them in activities and asking questions?

5. Does the teacher use different teaching techniques (e.g. debate, drama, role-play etc) in helping students to learn?

6. Is the teacher comfortable with the subject matter?

7. Does the teacher give information, question students and provide feedback?

8. Does the teacher encourage learners to take down notes while teaching?

9. Does the teacher use audio-visual aids? How appropriate are these aids?

10. Does the teacher encourage and praise students when working on working on tasks and giving responses?

11. Does the teacher encourage and praise students when working on tasks and when giving responses?

12. Is the teacher able to recognise the students' strengths? What does he/she do to enhance them?

13. Does the teacher encourage students to reflect on what they learnt?

14. How is the classroom arranged e.g. for group work, discussions etc?

15. Is RE taught in a regular classroom or in any other space?

APPENDIX I

Interview schedule for education officers

1. Could you describe to me your main responsibilities as an RE education officer?

2. What are the aims of the multi-faith curriculum?

3. What do you think led to the revision of the previous RE curriculum?

4. In your opinion, what do you think are the strengths of the present RE curriculum?

5. In your opinion how would you rate RE in relation to other subjects? [*e.g. in terms of popularity*]

6. There are those who suggest that RE gives an insight into what is happening around the world. What is your view?

7. There is a view in education that the teachers' role is to care and develop the minds of the young. What is your view in relation to RE?

8. A basic principle in teaching a multi-faith curriculum is that a teacher does not have to be religious. What is your position on this?

9. There is a view held by some people that RE should be excluded from the school curriculum. What is your position on this?

10. Some people say that teaching RE alienates RE teachers from the rest of the teaching staff. Do you agree or not?

11. How does the multi-faith RE curriculum affect a teacher's outlook of life?

12. How are teaching and learning resources chosen?

13. How does the number of contact teaching time affect the RE teachers' effectiveness?

14. Describe other resources other than the textbooks that are provided to teachers. [*if any*]

15. How do teachers choose religions that hey use as examples in their lessons?

16. Could you describe for me some of the in-service workshops you organized for the RE teachers?

17. How often to you organize workshops for the teachers?

18. Are there any workshops that you intend to organize for teachers?

19. Some people say that RE is an easy subject. What is your view on this matter?

20. When inspecting schools which teaching methods tended to be common?

21. How are the long term effects of RE on students determined?

22. How would you rate students' performance in RE?

23. How effective are the annual RE fairs organized by BOREA?

24. How do the RE fairs relate to classroom teaching and learning?

APPENDIX J

Interview schedule for students [Focus group]

1. Can you tell me how RE can be of benefit to you? [follow up]

2. What are the activities that you usually do in RE lessons?

3. Could you tell me of a lesson this week which was interesting? What made the lesson interesting?

4. How popular is RE according to you?

5. Some of your schoolmates say that RE is an easy subject. What is your reaction to this perspective?

6. Other than the textbooks, what other resources do RE teachers use in their lessons?

7. In learning RE you are not expected to be religious. What is your reaction?

8. Can you share with me an interesting topic/s in the syllabus? [*if any*]

9. Give me an example of instances when you were allowed to use examples from your background such as religion or gender.

10. Do you think learning RE makes any differences in your lives?

11. What does the teacher do to encourage you to participate in class?

12. Give examples when your ideas, questions and contributions were respected by your teacher?

13. What personal values to you bring to an RE class? [follow up]

14. Can you share with me any additional information of interest that we may not have talked about?

APPENDIX K

Letter to Parents

University of Botswana
Faculty of Education

Private Bag 00702, Gaborone
Botswana.

Telephone: 3552970
Cell phone: 72163096
Fax: 3185096

Dear (Parent/Guardian),

RELIGIOUS EDUCATION TEACHERS' CLASSROOM PRACTICES RESEARCH PROJECT

I am a teacher educator at the University of Botswana currently on study leave at the University of Pretoria where I am pursuing a doctoral degree in educational policy studies.

I have been granted permission by the office of the Permanent Secretary of the Ministry of Education to conduct my study in secondary schools. This study is funded by the University of Botswana.

I am writing to request you to grant me permission to interview your child who is doing Religious Education (RE) about the effective ways of learning the subject. The child will be in a group of about 8 selected students. The interview session for students will be done once and will last between 30-40 minutes. I will also negotiate with students through their teacher the best time to conduct the interview. I will audiotape and transcribe the interview for analysis.

The study attempts to explore how RE teachers understand and teach this curriculum and what students view as effective ways of learning RE bearing in mind the effective techniques and strategies that teachers use. The curriculum is intended to cultivate in learners a sense of tolerance bearing in mind the diversity found in Botswana in terms of ethnicity, religion, education and the socio-economic background of the people. The study is also informed by Vision 2016 which envisages a Botswana society which will be tolerant.

There are no risks for participating in this study. The names of the participants will be changed in any written reports or articles to protect identity and guarantee confidentiality. All research participants will be informed that participation is voluntary and they can withdraw from the study anytime.

When completed, a copy of my dissertation study will be presented to the school head for use in the school library. The copy will also be available online at the University of Pretoria and in its libraries, Ministry of Education (Director of Secondary Education), Botswana archives and records, National Library Services and the University of Botswana library.

Please feel free to call me if you have any questions or would like more information about this study. I can be reached at 3931201 (home), 3552336 (work) and 72163096 (mobile).
.

 Yours faithfully

 _____
 B. Dinama (Mr)

Cut here---cut here---

CONSENT FORM

I _____ (**name of parent/guardian**) allow my child
_____ (**name of child**) to participate in the study on how religious education teachers understand and teach Religious Education. I understand that the participation is voluntary and that I can withdraw my child from this study anytime without any negative consequences. I also grant you permission to interview my child. I realize that the interview recordings will be used for educational and research purposes related to this study.

_____   _____
Parent/Guardian's Signature   Date

APPENDIX L

EXAMINATION RESEARCH AND TESTING DIVISION

JUNIOR CERTIFICATE EXAMINATION

CHIEF EXAMINER'S REPORT

RELIGIOUS EDUCATION

COMPONENT CODE 31/2

DECEMBER 2006

SECTION 1 – GENERAL COMMENTS

Candidates for the year 2006 also performed according to their abilities in comparison to the previous year. High achievers demonstrated a comprehensive understanding of religious concepts such as basic teachings and beliefs as the paper demanded. They managed to attempt high order questions, which required critical thinking like showing how the beliefs in life after death influence the life of followers. The low achievers demonstrated a limited understanding of such religious concepts.

The paper structure was good as it progressed well from simple to complex items and enabled candidates to write their responses in the spaces provided. It was also evident that an erratum sent to schools to correct question 6(c) did not reach the majority of schools as candidates stated only two death rituals instead of three.

Candidates were generally neat in their writing except for a few who drew strange pictures and wrote strange comments on their scripts. There was also a problem of duplicate examination numbers by candidates. This delayed examiners as it called for cross-checking with core subjects to establish the candidate's real numbers. Schools are asked to check for such mistakes before submitting their centres to avoid unnecessary delays. Some schools also enclosed the attendance registers and sitting plans with scripts. These should be submitted to the department to assist in the processing of receipt forms before marking.

SECTION 2: COMMENTS ON INDIVIDUAL QUESTIONS

QUESTION 1 (a)
What is meant by characteristics of religion?

Most candidates correctly answered this question by stating that characteristics are traits, elements features or qualities of a religion. However, there were some words used such as 'things' to explain characteristics of religion. Such responses do not answer the question. Students should be reminded to refrain from using definitions such as 'thing' or to define a term by itself.

QUESTION 1 (b)

Give three examples of characteristics of religion

Most candidates got this question correct except for those who spelt 'practices' wrongly as 'practises' and 'beliefs' as 'believes'. Spelling of RE technical terms is vital. Candidates need to show knowledge of religious concepts.

QUESTION 1 (c)

List three different beliefs from two religions practised in Botswana

A majority of our candidates overlooked the word **different** hence repeated the beliefs given for thee first religion. This made the candidates to lose marks due to failure to follow the instructions. Some candidates overlooked the word 'Botswana' and stated the beliefs of a religion not practiced in Botswana as a result, they lost marks.

Spelling of Religious Education technical terms wrongly, is another area of concern. Religious terms such as Christianity, Prophet Muhammad were spelt wrongly. Botswana Traditional Religion was abbreviated to BTR or referred to as Botswana African Traditional Religion or African Traditional Religion. These made the candidates to lose a lot of marks and this area needs to be attended to as a matter of urgency by Religious Education teachers.

This question (1c) also revealed that some candidates confused 'beliefs' with 'attributes' or 'teachings' e.g. God is the creator or God is eternal are attributes.

QUESTION 2 (a)

What are religious teachings?

Grade A candidates performed fairly well in this question.

QUESTION 2(a)

Give three reasons why religious teachings are important to followers of religions

The candidates who got 2(a) wrong also got 2(b) wrong as 2(b) is connected to the former. Expected responses were e.g. 'To uphold believers faith' or 'enlighten followers about their religion'.

QUESTION 2C

What is the difference between Myths and religious Ethical Codes?

Most candidates did very well in this question except for a few who failed to *differentiate*, though they correctly stated what Myths and religious ethical are: Contrasting terms such as 'while', 'whereas' or 'but' must be used during teaching to assist candidates to perform their task and score better. The word 'and' as a conjuction should not be used to.

QUESTION 2(d)

State two different ways in which two religions practiced in Botswana are involved in the fight against HIV/AIDS

This was a good question though most of the candidates did not interpret it well. Their responses were focused more on how to help those already infected by HIV/AIDS than on what religions are doing to fight against HIV/AIDS.

QUESTION 3(a)

State the religious importance of animal life in any two religions. Give a different answer for each religion.

To score all the marks candidates were not supposed to repeat the answer in ''a' religion for religion (b).

Candidates' performance was not satisfactory in this question. Our candidates failed to distinguish between 'importance' and 'use'. Popular responses were on use of animal life rather than on importance.

QUESTION 3(b)

Give two ways in which human beings can abuse animal

Most candidates answered this question very well some confused abused with destruction hence giving wrong responses such as killing them.

QUESTION 3(c)

State two ways in which plant life is used in two religions

The question did well as it discriminated candidates very well. Grade A and B candidates gave the religious use of plant life while the low achievers stated the general use of plant life such as for decoration of a Christmas tree etc.

QUESTION 3(b)

State two ways in which human beings can benefit from animal life

This question was generally well done by all candidates.

QUESTION 4(a)

State three reasons why people commit murder?

The question was generally well answered except a few who did not answer the question well.

QUESTION 4(b)

Give three reasons why murder is considered wrong by the society

The majority of the candidates performed well in this question except for those who gave very general responses.

QUESTION 4(c)

What is the difference between suicide and euthanasia?

This was another question which demanded differentiation of two concepts. (see 2c)

QUESTION 4(d)

State one view on death penalty n any religion practiced in Botswana

The candidates performed badly in this question. They were expected to give views of a particular religion and not human rights.

QUESTION 4(e)

Give two disadvantages of death penalty

Generally well done by most candidates.

QUESTION 5(a)

What is marriage?

Most candidates failed to explain marriage as a union of a man and a woman resulting in them becoming husband and wife. The union was rather explained as occurring between husband and wife which is post marriage.

QUESTION 5(b)

Give three reasons why marriage is important?

Generally well done by most candidates. The candidates managed to at least get two popular answers correct:
- to start a family
- for procreation

Some stated 'to unite two families' as a response. This answer was considered as a reason for marriage. One does not marry to unite families but for thee responses stated above. Unity of families if at all it occurs happens after the marriage.

QUESTION 5(c)

Name two religions and describe two different rituals performed to solemnise marriage in each religion.

Generally well done by most candidates except for some who repeated rituals in religion A when responding to religion B. Students need to show a wide understanding of these rituals in order to do well in examinations.

Rituals and procedures also confused candidates. It was evident that some candidates failed to clearly distinguish the two.

Some candidates have failed to distinguish Christianity from Botswana Traditional Religion as has been in the past for example payment of bogadi (bride price) was given as a response for Christianity and this resulted in candidates losing marks. Religious Education teachers need to assist students in drawing the line between the two religions.

QUESTION 5(d)

Give one religion and state its view on inter-religious marriage.

Candidates like in 4(a) failed to state the view. Majority of them went as far as stating 'there are against inter-religious marriage'. The question is of a high order, it demanded that candidates go further and state why these religions are against or in support of inter-religious marriages.

QUESTION 5(e)

Give one religion and state its view on divorce.

All the candidates managed to score the one mark allocated to it simply stating 'it is not allowed or is not allowed'.

QUESTION 6(a)

Explain the difference between a religious ceremony and a religious festival.

Majority of candidates failed to differentiate between a religious ceremony and a religious festival. Their responses were mostly concerned with time factor not what the concept is e.g. – a religious festival has a fixed date while a religious ceremony does not.

QUESTION 6(b)

Give two names of religious festivals from any religion of your choice.

This was a simple recall question however some candidates failed to score marks. Others still gave responses such as Ramadan as a festival for Islam, Christmas as a festival for Botswana Traditional Religion.

QUESTION 6(c)

Name and describe two death rituals performed in any religion of your choice.

This question proved to be difficult for most candidates. Some described the rituals instead of naming them while others stated procedures instead of rituals as has been noted in 5(c). Some candidates stated the importance instead of describing the ritual.

<u>SECTION B</u>

QUESTION 7

Explain five advantages of being part of a family

This question proved to be difficult for candidates as they were not able to give an advantage and explain it to score the two points per the five advantages. Some stated the advantage and failed to give the explanation or give an explanation or give an explanation and not state the advantage. Many of our high performers did not organize their work well to score the 10 points in the essay.

QUESTION 8

Discuss how belief in life after death influences the lives of followers of a religion of your choice.

This was the most difficult question in section B. Majority of the candidates especially those who chose other religions rather than Botswana Traditional Religion scored a maximum of two marks out of ten. Candidates failed to show how the belief in li after death influences the lives of believers of a particular religion. Some tended to narrate the story of the lizard and chameleon which attempts to explain why human beings die and never come back to life. There is need to interpret the objectives properly.

QUESTION 9

Discuss five ways in which roles of women have changed in a religion of your choice.

Generally, the question was satisfactorily answered. Candidates were able to discuss how roles of women have changed. However, some candidates confused these changing roles with duties of individual members of the family like father, mother, daughter and son.

Some candidates confused changing roles of Botswana Traditional religion with that of Christianity and the secular world. Emphasis needs to be made on these problems.

Some candidates carelessly lost marks by not stating the religion being discussed and this meant loss of all the ten marks. Teachers really need to encourage students to start always with a religion if they are to discuss views of religions.

APPENDIX M

TOGAL JUNIOR SECONDARY SCHOOL
MIDYEAR EXAMINATIONS
JULY 2007
RELIGIOUS EDUCATION

PAPER 2   **FORM 3**

TIME: 2 HOURS   **MARKS: 90**

Centre Number: _____   Candidate Number: _____

INSTRUCTIONS

1. Write your examination number in the space provided.

2. Answer **all** questions.

3. Answer in the spaces provided

4. You will be allowed fifteen minutes to read through the questions.

During this time you will not be allowed to write.

FOR EXAMINER'S USE ONLY

Section	Marks Scored
A	
B	
Total Marks	

This question paper contains 9 printed pages. Do not turn over the page until you are told to do so.

Section A   **[60 marks]**

Answer all questions in this section.

1 (a) What is meant by characteristics of religion

_____

_____

_____

_____ (1)

(b) Give three examples of characteristics of religion

(i) _____

_____

(ii) _____

_____

iii) _____

_____ (3)

(c) List three different beliefs from two different religions practiced in Botswana. Give different beliefs for each religion

Religion: _____

Beliefs: _____

_____

_____

Religion: _____

Beliefs: _____

_____

_____

2 (a) What are religious teachings?

_____

_____

_____ (1)

(b) Give three reasons why religious teachings are important to followers of religions

(i) _____

_____

(ii) _____

_____

(iii) _____

_____ (3)

(c) What is the difference between myths and religious ethical codes

_____

_____

_____

_____

_____ (2)

(d) State two different ways in which two religions are involved in the fight against HIV/AIDS

Religion: _____

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_____

_____ (2)

Religion: _____

_____

_____

_____

_____ (2)

3 (a) State the religious importance of animal life in any two religions. Give a different answer for each religion.

Religion: _____

_____

_____

_____

_____ (2)

Religion: _____

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_____

_____ (2)

(b) Give two ways in which human beings can abuse animal life

(i) _____

_____

(ii) _____

_____ (2)

(c) State two different ways in which plant is used in two different religions

Religion: _____

_____

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_____

_____ (2)

Religion: _____

_____

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_____

_____ (2)

(d) State two ways in which human beings can benefit from animal

(i) _____

_____

(ii) _____

_____ (2)

4 (a) State three reasons why people commit murder

(i) _____

_____

(ii) _____

_____

(iii) _____

_____ (3)

(b) Give two reasons why murder is considered wrong by the society

(i) _____

_____

(ii) _____

_____ (2)

(c) What is the different between suicide and euthanasia

_____

_____

(d) State one view on death penalty in any religion practiced in Botswana

Religion: _____

_____

_____ (1)

(e) Give two disadvantages of death penalty

(i) _____

_____

(ii) _____

_____ (2)

5 (a) What is marriage?

_____

_____ (1)

(b) Give three reasons why marriage is important

(i) _____

_____

(ii) _____

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(iii) _____

_____ (3)

(c) Name two religions and describe two different rituals performed to solemnize marriage in each of the religions. Give different rituals for each religion

Religion: _____

Ritual _____

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Ritual _____

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_____

_____ (2)

Religion: _____

Ritual _____

_____

_____

_____

Ritual _____

_____

_____

_____ (2)

(d) Give one religion and state its view on inter-religious marriage

Religion: _____

_____

_____ (1)

6 (a) Explain the difference between a religious ceremony and a religious festival

_____

_____

_____ (2)

(b) Give two names of religious festival from any religion.

Religion: _____

(i) _____

(ii) _____ (2)

(c) Name and describe death rituals performed in any religion of your choice.

Religion: _____

Ritual: _____

_____

_____ (1)

Description: _____

_____

_____

_____ (2)

Ritual: _____

_____

_____ (1)

Description: _____

_____

_____

_____ (2)

Ritual: _____

_____

_____ (1)

Description: _____

_____

_____

_____ (2)

Section B   [30 marks]

Answer all questions

1. Explain five advantages of being part of a family.

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_____ (10)

2. Discuss how beliefs on life after death influence the lives of the followers of a religion of your choice.

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_____ (10)

3. Discuss five ways in which the roles of women have changed in a religion of your choice.

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(10)

APPENDIX N

MAKALA JUNIOR SECONDARY SCHOOL

RELIGIOUS EDUCATION

END OF MARCH EXAMINATIONS

FORM 3- 2007

MARKS ;40

INSTRUCTIONS

1. ANSWER ALL QUESTIONS IN THIS PAPER

2. WRITE YOUR NAME IN THE SPACE PROVIDED BELOW

NAME …………………………………………….

CLASS ……………………

1. What is capital punishment?

A. A death sentence

B Life imprisonment

C Killing prisoners

D Abstinence

2. Which of the following is the main reason for family planning?

A To reduce population

B To space the children

C To protect the mother's health

D To protect oneself from sexually transmitted diseases

3. Which of the following **is not** a method of contraception?

A Withdrawal

B fertilization

C Rhythm

D Abstinence

4 Which of the following is a non religious festival?

A Christmas

B Botswana day

C Boxing day

D Easter

5 Which of the following problems **is not** caused by substance abuse?

A Criminal activity

B Increased birth rate

C Mental illness

D Soured relations

6. The characteristic that differentiates human beings from animals is the ability to

A Breath

B Move around

C understand life

D Feel

7 Which of the following **is not** an effect of abortion?

A Sterility

B Stigma

C Abdominal pains

D Breast cancer

8 Which of the following is a possible reason for murder?

A Mercy

B Love

C Tolerance

D Empathy

9 Why do some people have a negative attitude towards people living with HIV and AIDS?

A They know that HIV and AIDS is incurable

B They associate HIV and AIDS is with poverty

C They think that they may also loose relatives

D They think that they may be infected by contacts.

10 How can HIV and AIDS is infection be avoided

A By avoiding mosquito bites

B By not sharing utensils

C By keeping toilets clean

D By practicing safe sex

11 Which of the following is not a death ritual?

A Washing of the body

B Shaving of the body

C Covering the body with a shroud

D Burying or cremating the body

12 In some cultures certain trees are not supposed to be cut. This is an example of

A aforestation

B Plant protection

C Plant importance

D Plant worship

13. Which of the following is a direct way in which human beings use animals?

A For security

B For shelter

C For school fees

D For clothing

14. Which of the following is not in the UN charter?

A the right to employment

B the right to life

C the right to share property

D the right to marry

15. Why is Religious Education taught in schools?

A For moral instruction

B To promote religious tolerance

C For religious conviction

D To provide social information

16 Which of the following reflects the importance of sacred literature?

A Healing of followers

B Regarded as divine

C Decorating places of worship

D Entertaining followers

17 How can animal life be destroyed

A By dehorning

B By breeding

C By poaching

D By conservation

18 Which of the following can be controlled by human being?

A Time of birth

B Colour of skin

C Type of marriage

D Family membership

19 Which of the following **does not** lead to destruction of plants?

A. Contaminated water

B Floods and heavy winds

C Crafting of plants

D Conserving natural habitats

20 Which of the following is a legal reason for committing abortion?

A To avoid embarrassment

B To avoid health risks

C To control population

D To terminate pregnancy due to rape

21 Which of the following can be the effect of suicide on the society?

A Loss of skilled manpower

B Loss of bread

C Change in laws

D Bad luck

22 Which of the following attributes of God is common in most religions?

A The sun

B The spirit

C The father

D The compassionate

23. Which of the following best defines a religious festival?

A A communual celebration

B A religious gathering

C A celebration to mark an important religious event

D A celebration to mark an important occasion in a religion

24 Which of the following birth rituals is found in all religions of the world?

A Strengthening

B Purifying

C Naming

D Anointing

25 Puberty rituals are important because they

A Foster virginity

B Promote culture

C Promote individuality

D Prepare the young for adulthood

26 Which of the following practices is not associated with marriage?

A Initiation

B Dowry

C Negotiations

D Bride wealth

27 Which of the following does not explain the importance of ethical teachings in religion?

A Control people

B Establishing harmony

C Reducing violence

D Guiding behaviour

28 Which of the following religions is not found in Botswana?

A Bahai faith

B Christianity

C Jainism

D Sikhism

29 A myth is a story meant to

A. challenge people s thinking

B. explain issues that puzzles people

C. provide the moral meaning of creation

D. convince people about how life began

Read the passage below and answer question 30 to 31

A teenager was abused. The only people she could turn to were teachers. They took her to a doctor who gave her medication. She was too scared to take the medication home. She feared that the family would demand to know where she got it from and who she had told about the abuse. Mentally, she was deeply affected by years of abuse.

30. Which human right was the teenage girl denied?

A. The right to protection and opportunity to grow physically, spiritually, socially and emotionally.

B The right to adequate nutrition, housing, recreation and medical services.

C The right to protection from discrimination based on race and religion

D The right to protection from discrimination on the bases of sex, political affiliation or social position.

31 The girl told teachers about her problems because they

A serve a religious function

 B have special abilities

 C have valid legal opinions

 D serve a social function

32 What is religion?

A A spiritual nourishment that people enjoy

B The way people express their understanding of the meaning and purpose of life

C A process of creating spiritual awareness in life

D The way creatures express their understanding of the meaning and purpose of life

33 What is freedom

A Knowing one's rights

B Doing what one likes

C Making responsible choices

D Making choices of others

34 Which of the following is a characteristic of human intermediaries

A Immortal

B Intagible

C Visible

D Invisible

35 What is natural abortion?

A Delivering of a baby without an operation

B Expected expulsion of the baby from the womb

C Unexpected expulsion of the foetus from the womb

D Death of a baby immediately after birth

36 Which of the following is a long term result of substance abuse?

A Physical handicap

B Physical stimulation

C Mental deterioration

D Mental stimulation

37 Which of the following **is** not a stage of human development?

A Puberty

B Initiation

C Marriage

D Birth

38 Inter-religious marriages happen between religious people who belong to

A different areas

B same area

C Same_religion

D different religions

39 What is the role of religion in solemnizing marriage?

A To strengthen it

B To promote it

C To bless it

D To protect it

40 What is a basic teaching?

A Ethical code

B Spiritual fact

C Vital instruction

D Spiritual practice