

**THE WEST AFRICAN EXAMINATIONS  
COUNCIL, ACCRA**



**BASIC EDUCATION CERTIFICATE  
EXAMINATION FOR SCHOOL CANDIDATES**

**JUNE 2024**

**RELIGIOUS AND MORAL EDUCATION 2**

**FINAL MARKING SCHEME**

**THE WEST AFRICAN EXAMINATION COUNCIL  
BECE FOR SCHOOL CANDIDATES, 2024  
RELIGIOUS AND MORAL EDUCATION 2**

**FINAL MARKING SCHEME**

**RUBRICS:** Candidates are expected to answer **THREE** questions in all, answering question one which is compulsory and any **TWO** questions from **SECTION B**. Each question carries **20** marks. Maximum obtainable marks = 60.

**Head note**

Mere mention of points = 1 mark

Meaningful statement of points without explanation = 2 marks

Statement of points with explanations with good examples or illustrations = full marks

Definition of concepts without explanation or examples(s) = 2 marks

**SECTION A**  
**COMPULSORY**

1. (a) **Factors to consider when dressing for an occasion**

- i. The type of occasion or function one is attending- eg. Wedding, funeral, church, party etc.
- ii. The type of audience or personality one is meeting.
- iii. Time of the day.
- iv. The culture / religious affiliation of the people one is meeting
- v. One's age
- vi. One's social status
- vii. One's gender
- viii. The season and weather condition.
- ix. The venue for the occasion.
- x. Dress code

**Any 4 points ×2 = 8marks**

(b) **Factors contributing to the inappropriate ways of dressing by the youth**

- i. **Peer pressure:** Youth often dress to fit in with their peers, which can lead to imitating styles that may be considered indecent.
- ii. **Disregard for cultural norms:** Ignorance or disregard for cultural norms regarding modesty and decency in dressing can lead to inappropriate choices.
- iii. **Social media influence / Influence of foreign culture:** The pressure to showcase oneself on social media platforms with trendy or revealing outfits can influence the youth to dress indecently
- iv. **Lack of role models:** Limited exposure to positive role models who promote modesty and appropriate dressing can contribute to indecent choices.
- v. **Desire for attention:** Some youth may dress provocatively to attract attention and acceptance from others.

- vi. **Misconception of fashion:** A misunderstanding of fashion and style can lead to inappropriate choices in dressing.
  - vii. **Lack of guidance:** Insufficient guidance from parents or guardians on appropriate dressing standards can contribute to indecent dressing.
  - viii. **Climatic changes:** Due to climate change, the youth opt for lighter more revealing clothing to cope with the heat which sometimes crosses cultural or social norms regarding modesty.
- Any 4 points × 2 = 8 marks**

(c) **Behaviours that are considered courteous in the society**

- i. Politeness
- ii. Active listening
- iii. Showing respect / Respecting one's privacy
- iv. Being punctual
- v. Offering help
- vi. Apologizing when necessary
- vii. Respecting different opinions
- viii. Showing gratitude
- ix. Being patient
- x. Following social etiquette/ Decent dressing
- xi. Being honest
- xii. Meekness / Humility
- xiii. Obedience / Running errands

**Any 4 points × 1 = 4 marks**

**Total = 20 marks**

**SECTION B**

*Answer any TWO questions from this section*

2. (a) **Emotional changes adolescents go through that may affect their relationship with parents**

- i. **Mood swings:** Changes in emotions are characterized by rapid shifts between happiness and sadness, anger and excitement etc.
- ii. **Fear and worry:** Emotions may be experienced more intensely during adolescence, leading to heightened feelings of fear, anxiety and worry.
- iii. **Peer pressure:** Adolescents become more influenced by peer relationships, seeking acceptance and validation from peers which can impact their emotional well-being.
- iv. **Self-reflection and consciousness:** Adolescents may become self-aware and self-conscious, evaluating their own thoughts and behaviours and appearance in relation to others.

- v. **Stress and pressure:** Increasing academic demands, peer relationships and future uncertainties can contribute to stress and feeling of pressure.
- vi. **Romantic and sexual developments/Interest or attraction to the opposite sex:** Adolescents experience changes in romantic and sexual interests which can lead to new emotional changes.
- vii. **Identity formation crises:** Adolescents undergo a search for identity, exploring different roles, values and beliefs to establish a sense of self.
- viii. **Desire to be independent:** Adolescent think they are matured and should be allowed some freedom to be on their own,
- ix. **Curiosity and adventure:** Adolescents develop the desire to explore more about their environment.
- x. **Crave for love and care:** They crave for love and affection in order to feel belonged.
- xi. **Shyness and rebellion:** Adolescents as a result of their physical development feel uneasy in the presence of their parents/ others and are quick to rebel at the least provocation.

Any 4 points  $\times 3 = 12$  marks

(b) **Cultural significance of puberty rites in traditional Ghanaian societies**

- i. Puberty rites mark the transition from childhood to adulthood, signifying readiness for adult responsibilities, roles and expectations within the society.
- ii. Participation in puberty rites reinforces cultural identity and belonging by passing down traditions and customs from one generation to the next.
- iii. Puberty rites often involve rituals and ceremonies that integrate adolescents into the social fabric of their community.
- iv. During puberty rites, individuals are connected to their cultural beliefs, deities, ancestors etc.
- v. Through puberty rites, adolescents receive education, guidance about adult roles and the importance of being chaste.
- vi. Puberty rites include rituals aimed at promoting physical and emotional well-being, such as purification rites or teachings on personal hygiene.
- vii. Participation in puberty rites fosters solidarity and cohesion within the community by bringing together family members, neighbours to support the adolescents' transition.
- viii. It brings honour and respect to the initiate and the family.
- ix. The initiates are trained to cultivate courage, obedience, endurance and respect for elders.

Any 4 points  $\times 2 = 8$  marks

**Total = 20 marks**

3. (a) Ways of fulfilling the commandment

- i. **Resting/relaxation:** Taking a break from work, school or daily routines to rest and rejuvenate physically and mentally.
  - ii. **Attending religious services:** Participating in worship services, prayers or religious gatherings.
  - iii. **Reading scripture:** Devoting time to reading and studying religious scripture or text associated with one's faith.
  - iv. **Family time:** Spending quality time with family members, engaging in healthy conversations and strengthening family bonds.
  - v. **Engaging in community activities:** Participating in community activities such as volunteering, charity works, communal labour etc.
  - vi. **Enjoying nature:** Spending time outdoors in nature, appreciating the beauty of creation. Examples include going on excursions, recreation etc.
  - vii. **Visiting the sick or elderly:** Taking time to visit hospitals, nursing homes or homes of the elderly to offer companionship and support.
  - viii. **Environmental stewardship:** undertaking activities that promote environmental conservation etc.
  - ix. **Personal renewal:** Engaging in activities that promote personal growth and self-improvement eg. Learning new hobbies etc.
- Any 4 points × 2 = 8 marks**

(b) Benefits derived from observing the commandment

- i. Taking a break from work and daily routines allows for physical rest, reducing stress levels and promoting overall health.
- ii. Engaging in worship, prayer and spiritual practices foster spiritual growth/strengthens relationship with God, deepens one's faith and enhances inner peace.
- iii. Spending quality time with family members strengthens relationships, promotes communication and creates lasting memories.
- iv. Participating in religious services and community activities foster a sense of belonging, unity and support within the community.
- v. Taking time for rest and relaxation can stimulate creativity, allowing for new ideas and inspiration.
- vi. Observing the Sabbath day encourages a healthy balance between work, school, personal life and promoting overall life satisfaction.
- vii. Engaging in meaningful activities during the Sabbath day can clarify personal values and goals leading to deeper sense of purpose in life
- viii. Sabbath observance often includes acts of charity, kindness and hospitality towards others, fostering a spirit of generosity and compassion.
- ix. It attracts blessings from God.
- x. It attracts God's protection.

**Any 4 points × 3 = 12 marks**  
**Total = 20 marks**

4. (a) Ways through which individuals obtain authority within a community

- i. Old age
- ii. Hereditary/ tradition/succession
- iii. Election
- iv. Appointment / constitution
- v. Religious experience/revelation
- vi. Prophecies
- vii. Volunteering / Community service
- viii. Being a parent
- ix. Achievements / Education / Wealth / Resources

Any 4 points  $\times$  2 = 8 marks

(b) Ways leaders can use authority in the best interest of society

- i. **Promoting justice and equity:** Leaders can ensure fair and equitable treatment of all members of society, regardless of backgrounds by implementing policies that promote justice and equality.
- ii. **Fostering economic development:** Leaders can use their authority to implement economic policies that promote growth, create job opportunities and reduce poverty and inequality.
- iii. **Protecting human rights:** Leaders can uphold and protect fundamental human rights by enacting laws that safeguard civil liberties etc.
- iv. **Investing in education and healthcare:** Leaders can prioritize investments in education and healthcare systems to ensure access to quality education, healthcare services etc.
- v. **Building infrastructure:** Leaders can use their authority to develop and maintain critical infrastructure to support economic growth and improve quality of life.
- vi. **Encouraging civic engagements:** Leaders can foster a culture of civic engagement by promoting transparency, accountability and encouraging participation in decision making processes.
- vii. **Supporting cultural diversity:** Leaders can celebrate and support cultural diversity in society by promoting tolerance and preserving cultural heritage.
- viii. **Promoting healthy lifestyles:** Leaders can encourage healthy behaviours and lifestyles through public health campaign initiatives to combat substance abuse etc.

ix. **Protection of lives and properties:** People in authority should ensure that laws are made to protect lives and properties.

Any 4 points  $\times$  3 = 12 marks

Total = 20 marks

5. (a) **Advantages enjoyed in a nuclear family**

- i. Nuclear families often have strong bonds and close relationships between family members.
- ii. They have clearer roles and responsibilities which can lead to efficient decision making and task allocation.
- iii. They enjoy greater privacy and autonomy.
- iv. In many cases nuclear families benefit from increased financial stability because resources are focused on smaller family size.
- v. Parents in nuclear families invest more time and resources in their children's education enhancing overall development.
- vi. They experience fewer conflicts leading to a more harmonious living environment.
- vii. Members often provide love and care /strong emotional support systems where family members can rely on each other during times of difficulty.
- viii. Children in nuclear families have more opportunities for personal growth and self-discovery.
- ix. Children receive focused attention and support from their parents/ Provision of the needs of children.
- x. Sharing of inheritance is less problematic.

Any 4 points  $\times$  2 = 8 marks

(b) **Responsibilities of a father to his family**

- i. Providing financial support / basic needs
- ii. Ensuring emotional support / showing love and compassion
- iii. Being a role model
- iv. Ensuring discipline in the home
- v. Supporting spouse

- vi. Ensuring safety and security
- vii. Encouraging education and development
- viii. Promoting health and well-being
- ix. Ensuring cultural and spiritual guidance
- x. Spending quality time and bonding with family

Any 4 points  $\times 2 = 8$  marks

(c) Ways by which members of a family can promote good relationship among themselves

- i. Effective communication
- ii. Respect and empathy / Sympathy
- iii. Spending quality time together
- iv. Resolving conflicts
- v. Establishing roles and responsibilities
- vi. Forgiving and letting go
- vii. Respecting individual differences / Tolerance
- viii. Celebrating each other

Any 2 points  $\times 2 = 4$  marks

Total = 20 marks