



ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	RELIGION STUDIES		
PAPER	ONE		
DATE OF EXAMINATION:	NOV 2011	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The general overview of learner performance in the question paper as whole being based on the 100 random-sampled scripts is as follows in terms of averages on each question:
<ul style="list-style-type: none">• Question 1: 62.6%
<ul style="list-style-type: none">• Question 2: 56.8%
<ul style="list-style-type: none">• Question 3: 57.2%
<ul style="list-style-type: none">• Question 4: 46.3%
<ul style="list-style-type: none">• Question 5: 43%
The learners performed well in the lower and middle order questions. They have fairly performed in the high order questions.
The learners could have performed better if the learners were well informed in religious concepts.
They could have performed better if they had the following:
<ul style="list-style-type: none">• Answering the whole question, not in part.



SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The majority of the candidates performed well on question one (1). Teachers are appreciated for the good work. There are however, those who did not perform very well.
The teachers must continue to do their best tirelessly to develop the learners- the future leaders of this country .For more information , read suggestions in (c) below.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question was not poorly answered few did not do so well. Read the recommendations under suggestions below.
The candidates failed to provide the appropriate words as required in 1.1
The candidates failed to explain the in the context of religion .Some did explain but in the general way (see 1.2) Some candidates were unable to choose the word that does not fit , see 1.3
The suggestion is given in (C)
(a) Provide suggestions for improvement in relation to Teaching and Learning
It is advised that teachers must continue with the drill method no matter how old fashioned it is.
Learners must be made to like to do tasks even if it is in an informal way, for instance:
<ul style="list-style-type: none"> • Complete the following sentences using the word provided. • Explain concepts in the context of religion, not in any way. • Choose the word that does not fit. • Choose an item from column B that matches a word in column A.
This must be a daily exercise. To make this exercise easy for the teacher; group marking / correction/ peer correction /marking is recommended and the teacher may monitor this whole
Exercise by verifying through the marked work and put his or her signature. This form of
question must not confront the learners during June, September and November examinations.
There must be no surprises in the examination room.
(d) Describe any other specific observations relating to responses of learners
e) Any other comments useful to teachers, subject advisors, teacher development etc.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 2 was well set and the performance was generally good, but the response of most candidates was not very pleasing in 2.2 and 2.3. In question 2.2 the majority of candidates did
Not do justice in their response. Those who attempted the question responded on one part of

the
Question either emphasis was on ONE Eastern religion or on ONE of the Abrahamic religions.
The recommendation therefore to teachers is that learners must be trained to respond to the question fully.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In 2.3 most candidates dwelt much on the responsibilities, not on the actions thereof.
The recommendation is that learners must be trained once more on reading Questions many times before responding to them. Again the same question could mislead the candidates because the statement given embraces both responsibility and actions but the question is instructing the candidates to discuss responsibility to any two of the following religions
Hence most candidates dwelt much on responsibilities not linked to actions associated with responsibility. The question could have been phrased thus: briefly discuss the issue of Responsibility and action thereof, with reference to any ... in this way the question embraces both aspects of the statement
“responsibility and action”. The examiner may as well highlight in bold, the aspects that need to be emphasized: responsibility and action.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The learners must be trained not to panic in the examination process, they must be made to believe that final or external examination is just one of the tasks that are set outside the premises of the school.
Teachers are requested to continue to drill the learners on the explanation of concepts in the context of religion . Some candidates explained the concepts in 2.1.1 and 2.1.3 in a general way , otherwise they would have performed better.
(d) Describe any other specific observations relating to responses of learners
There are no other observations other than those stated in (C) above.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The teachers are requested to expose the learners to concepts in Religion Studies as from Grade 10 for more information see (e) under question 3.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was well answered except 3.1.2. The explanation is given below under (b)
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question was well presented except 3.1.2. it would have been better if it would have been phrased “Discuss this religion’s internal differences under the following headings”
3.1.2 governance or leadership
This word governance is not common in most religious realms or fields but religious leadership is common. This led the majority of the candidates to confuse governance with government.
what the government must or must not do and so forth.

(c) Provide suggestions for improvement in relation to Teaching and Learning

In future the best way is to teach learners about Internal differences under the following:

1. The religious teachings.
2. Governance / Leadership
3. Religious practices

This means that internal differences should not be taught in a general way but specifically in the fashion stated above. It has appeared in candidates' responses that they have a clue of internal differences but in general way not in the fashion stated above, that is, according to headings stated above.

(d) Describe any other specific observations relating to responses of learners

In the case of Christianity e.g. religious teachings, religious practices etc.

The candidate discussed teachings in general under Christianity not what catholic teachings are, not what orthodox churches' teachings are, not what protestants' teachings are.

Sometimes they mix the teachings of different branches, likewise under practices. It is on this basis that teachers are requested to teach learners on internal differences or differentiations

Under the specific headings as stated in (c) above.

Again concepts are very important in Religion Studies, hence the request to dwell much on them

Is given in (e) below.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Religion Studies is a new subject, some people still equate it to Biblical Studies though even the latter was very good for that era. Religion Studies is very complex, it embraces all aspects of our lives socially, politically and also expose the learners to conflict resolution etc. Teachers who offer it must have a courage to say 'we are building the nation from the class room holistically that is ethically, morally and socially. Religion Studies is a concept subject therefore definition of concepts must be done as from Grade 10 and all LO AND ASSESSMENT STANDARDS covered in time so that there is enough time for revision..

Some important areas are: what is meant by religious dialogue? Explain concepts like colonialism in relation to religion.

The role of religion in the struggle for liberation and transformation. LO4 assessment standard one deals with conflict in SA, Africa and the world.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

4.1 was well answered by the candidates. In 4.2.1 most candidates would agree with quotation but the reasons provided would not agree or correspond with response, they tended to contradict themselves. The advice is that the learners need to be cool and calm when confronted

With the question, they must read it at least three times before they make an attempt.

In 4.2.2 most candidates do not understand "Secular worldview" instead they confuse it with word "Circular" in their explanation. They would, for instance, the world is round or the earth is round.

(b) Why was the question poorly answered? Also provide specific examples, indicate

common errors committed by learners in this question, and any misconceptions.

It would appear that learners panicked so they could not read the question with full understanding, hence the request is given in 4(a) above.

Candidates need to read the whole question more than twice, before attempting to answer the question

(c) Provide suggestions for improvement in relation to Teaching and Learning

The teachers are requested to expose learners to these concepts : Agnosticism , Communism, Atheism etc. The concept should be defined and each worldview explained extensively , clearly and in a very simplified way.

Teaching may as well be requested to expose learners to other concepts as early as grade 10: polytheism, monotheism, reincarnation, transformation, religious imperialism, cooperative model etc. The reason being that these concepts feature in one way or the another from grade 10-12

(d) Describe any other specific observations relating to responses of learners
Candidates could not define or explain briefly the concepts e.g. secular worldview.
They could not understand secular worldviews: agnosticism, communism, secular humanism, atheism.
NB: the request to teachers is reflected in (c) above.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The whole question 5.1 was well answered by the candidates and even those who did not do so well , their attempt was acceptable.
It is however, requested that 5.2.1 in the memo should read as it is in the question paper “ in favour of or against” not , Yes or No “ Yes implies do you agree ? and No, implies do you disagree ?The question about the article is about favouring or being against .
NB. Notably arguable, the article is neither in favour nor against but just bring forth the outcome of the research .In par. The last sentence reads : an overwhelming majority.....and in par. Two the last part reads : to draw government’s attention to biblical solutions to women’s oppression. Even in the third par., last sentence reads : However , just as many studies internationally and locally suggest it will not . This does not at all imply that the reporter is against death penalty .He or she is just expressing the fact. The question could also be phrased “ Do you think the article is in favour or against the death penalty ? The response in the memo as it is would suit very well. The memo reads ; it refers to...
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The candidates as indicated above contradicted themselves.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The candidates need to be developed academically in the classroom to respond to such questions whereby one has to motivate or substantiate one’s response whether in favour or against.
It is also very good to say that the approach is that of a debate style. Again candidates might be developed in such a way that they may respond to both in favour of or against with motivation on both sides, but this being based on the nature of the question and requirement thereof.