



ASSESSMENT AND EXAMINATIONS DIRECTORATE

Bundy Park, Private Bag 4571, King William's Town, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	RELIGION STUDIES		
PAPER	1		
DATE OF EXAMINATION:	NOV/DEC 2015	DURATION:	2 HOURS

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

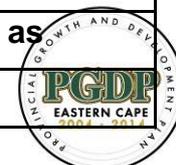
- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

This was an equitable question paper that caters for a range of cognitive levels according to the formal assessment guidelines. Bloom's taxonomy is very clear throughout the question paper.
The results as per question as per consequence of random sample of 100 script is as indicated below.
Question 1: 32,7
Question 2: 24,36
Question 3: 7,28
Question 4: 15,24
Question 5: 20,34
This question paper is CAPS compliant and was set according to the exam guidelines for 2015. This is a well-balanced question paper and there was an average attempt from learners regarding the answering of the paper, although there were some challenges, one could see that they were well prepared for the Paper.

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?
Learners answered this question effectively. This question required from the learner to give short explanations and brief descriptions from the concepts in the context of religion. This indicates that the work that has been done in the classroom has been good. The majority of candidates got more than 50% as indicated above.



It is advised that whenever the lessons on concepts and religious teachings are taught in the class it should be accompanied with examples.

Question 2

This was a very popular question amongst the candidates. They answered this question satisfactory because the majority of them obtained marks over 50%. It should be emphasized that whenever a lesson on concepts and religious teachings is presented, it must be accompanied with examples. It has appeared that the majority of the candidates were able to give a brief explanation on the concepts but had a shortcoming in giving examples. It does not have to be emphasized the fact that concepts and religious teachings should be taught within the context of religion, not in isolation.

Question 3

This question was not popular amongst the learners even those who made an attempt to answer this question did not do well. The majority of candidates who made an attempt on this question 3.2 tended to put more emphasis on the historical background of this inter religious organizations and not the function thereof, as instructed. In the classroom the lessons on interreligious relationships should be taught contextually. It is good that candidates are exposed to the historical background of the inter-religious organizations. It is also very good to put emphasis on the functions of this organizations. It is important that the functions when they are taught must be related to the context, so that the candidates do not merely memorize the functions of this inter-religious organizations. The learners must be able to apply the functions of this inter-religious organizations in their historical life situations.

Question 4

This question was answered by 35% of the candidates. The majority of candidates who attempted this question obtained 50% and above. This question was fair because it was in line with CAPS document and exam guidelines. Question 4.1 and 4.2 was rather problematic for the candidates because this concepts was prevalent during the pre- democratic era. During the pre-democratic era the political activists where known or painted as terrorists. The candidates who got on advantaged of this concepts where the History students, this was sense from the learners responses.



Question 5

The majority of candidates who attempted this question did proficiently well. The majority of the candidates obtained 50% and above. This question was an open ended question and the candidates were able to contextualize it.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

This question was not poorly answered but more work still needs to be done in the classroom. More informal tasks dealing with religious teachings, concepts in context of religion. The examples when dealing with concepts must always be included, almost all examples must be related to related.

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

Assessment is very important but feedback is even more important. The purpose of the feedback is both diagnostic and remedial. Peer marking can be used as an assessment guidelines in this process.

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

In this question paper the tendency of the candidates is that they explained the concepts (2.1.5 and 4.1) outside religious contexts. Some applies to Golden Rule and terrorism. Learners are unable to write essay type questions in a logical order and systematic way. Learners in a classroom should be encouraged to engage in short easy writing (pieces of work).

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

Practical examples must be included especially when presenting a lesson on inter-religious relationships, religion and conflict and religion and conflict. Teachers are therefore requested to engage learners on the teaching of interreligious relationships knowing that through the teaching of Religion Studies in the classroom, a responsible, morally and ethically balanced nation can be born.



NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

