

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	Religion Studies
PAPER:	1
DURATION OF PAPER:	2 hours
DATES OF MARKING:	1 December 2019

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

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 candidates performed poorly. This does not emanate from the way how this question paper has been set. It emanates from the method which was used in the classroom. It means that the learners are not taught and assessed contextually and appropriately e.g. 1.1.1-1.1.10. In this question the candidates are expected to choose the answer that is the most appropriate one. This is a straightforward question but needs to be read meaningfully because the possible answers are already given.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners are not taught contextually. This means that the concepts are taught in isolation that is the reason why the candidates cannot coordinate the words in context. In 1.2 Again the candidates did not follow the instruction "choose the word that does not match", some chose the word but failed to give reason. This again proves the fact that candidates are not exposed to this kind of questioning. In 1.3, the majority of candidates performed well in this sub-question. In 1.4, the candidates failed to "correct" the statement. They mostly wrote "false" but not corrected the statement. They mostly gave a partial response to this question, and as such lost fifty percent (50%) of the marks. 1.5 and 1.6 were not the real problem. Their reasons were good except 1.6.2 and 1.6.3 whereby they could not display the full understanding of the question.



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

The candidates must be engaged in the classroom on this type of responses during the process of teaching and learning throughout the year .During revision time in preparation for Mi-d year examinations and Trial examination learners must be drilled on Section A Paper.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Firstly, the candidates are not very conversant with Section A. They do not have full knowledge of concepts , and are not answering what is asked. They failed to make full responses to the questions asked .The teaching and learning need to succumb to the guidance given above. This is a standard way of setting questions in both sections . This Paper is set according to the requirements of both CAPS and Examination Guidelines .This means that teaching must comply to the dictates of these Departmental documents.

QUESTION 2

The majority of candidates chose this question and more candidates were able to obtain more than 25 marks out of fifty marks which is fifty percent. 2.1.1 was indeed a low order question and the advantage for the candidates was that candidates could rake answers from the extract. In 2.1.2 and 2.1.3 candidates were able to contextually answer the question by reading connotatively from the extract and applied their academic knowledge they acquired in the course of the year from the classroom. In 2.1.5, most candidates obtained about forty percent. The 'how' part was not fully understood, the candidates mostly generalized in their responses. This should not be perceived as a surprise because this type of question is a high order level. It calls for critical thinking. In 2.2 and 2.3. the majority of candidates obtained more than fifty percent.

QUESTION 3 This question is a popular question. Most candidates performed well. In 3.1 did well. Very few candidates who could not answer the question in full. In 3.2 the candidates did very well, but some failed to give facts as expected. In 3.3 the candidates performed well, though indeed the question was tricky for them. In 3.4 they did well, managed to get fifty percent of 3.4.1. In essence, this question appears to be within the premise of the candidates.

Provide suggestions for improvement in relation to teaching and learning

This question proves that hard work has been done by the teachers. The candidates manifest that content was dealt with by teachers. It is proper to take this opportunity to extend the word of appreciation to teachers for their precious work they do despite all odds.

Question 4

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

It was poorly answered. Firstly, the question has not been a popular question. Amongst the candidates who attempted the question, very few who obtained more than 26 marks. The majority of candidates obtained less than twenty marks. The major assumption for poor performance of learners in this question, may be associated with inability to critically read the extracts. The extract chosen is not complex at all. It is imperative, therefore, that learners are engaged in meaningful reading and writing. They also need to be exposed to variety of texts e.g. poetic, narrative material etc. They need to read and explain the texts within the context, that is, contextualisation.

QUESTION 5

Question 5 has been the most unpopular question. The candidates who chose this question performed poorly, very few who obtained more than 20 out of fifty marks (50 marks).

The majority of the candidates partially answered sub-question 5.2 and 5.3.1, for the latter, they confused incarnation with reincarnation. All in all, question 5 has been a challenge to those who chose it. It is, of course, strange that the candidates who chose it performed so poorly, because the content assessed is the actual content that is in their textbooks and within the premises of CAPS and Examination Guidelines. The learners in the classroom need to understand the content that is in their textbooks e.g. 5.5 was first dealt with from Grade 10 and Grade 11. It is, therefore, very important to ensure that there is culture of reading and writing from lower Grades. When they are in Grade 12 this culture of reading and writing will be bearing fruit.