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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **EPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **RELIGION STUDIES** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

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| **Questions 1.2. 1.3. 1.5 and 1.6 were poorly answered.** |
| In question 1.2 some candidates would mention why the word would not fit, instead of what is common with the remaining words. |
| Learners must be taught in class the same way they are assessed at the end of the year. |
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**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).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| QUESTION 2  Question 2 was a fair question. The majority of the learners answered this question. Question 2 required content knowledge. The majority of learners scored their marks here. |
| In 2.2 most of the candidates were confused by the phrase “importance of uniqueness”. As a result, they lost valuable marks. In 2.4.1 candidates wrote on common features of Abrahamic religions.  Candidates’ lack of knowledge could clearly be seen in this question. This question demanded content knowledge. Teachers must make sure that learners work in groups and study uniqueness / unique features. It is part of the curriculum. Teachers must teach and provide learners with the information. Teachers must make sure that corrections are done by the learners and that their work is well marked |

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| QUESTION 3  In this question, learners that they are not used to questions based on Western and Eastern cultures. In 3.2, however, the content is more of an application which means it is CAPS compliant. The knowledge had to be applied in our daily life. Some answered this question also fairly. The majority could not score a lot of marks. In 3.3 very few learners manged to name the correct country and to give correct details. In 3.4 some candidates struggled to connect human rights with a religious teaching. However, those who wrote on ATR, Christianity and Islam scored marks. |
| QUESTION 4  Most learners answered this question.  This question was poorly answered.  In 4.2, they answered media questions in relation to Christmas and Good Friday. This was and indication that they lacked content knowledge on media. In this question most candidates failed to give proper examples.  In 4.4 the word ’stereotype’ was not understood by candidates.  Learners also did not understand 4.5 the word ‘neutralise’ and generalised answers were given. |

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| In Question 1.3, some candidates would mention why the word would not fit, instead of what  Is common with the remaining words.  Lack of content knowledge was obvious. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Examination guidelines should be taken seriously by teachers.  Teachers must familiarise themselves with which sections are relevant for which question paper.  Teachers must make sure that they teach their learners in the same manner in which they will be assessed in the end of year exam.  Religious terms and concepts must be emphasised.  A comprehensive database of possible short questions must be developed and made available to all subject teachers.  The *Mind the Gap* resource must also be made available for Religion Studies.  Workshop and seminars to be conducted for Religion Studies teachers.  Revision sessions should be made compulsory for all Religion Studies teachers.  Learning tool for teacher and candidates. The teachers should guide learners in preparation  for each task given to the class/ learners. |
| Section A is made up of a standard range of questions.  Learners can be helped by practicing throughout the year.  Past exam papers are good resources.  Perhaps occasionally one could go the other way around and get learners to make up short  questions for Section A based on patterns, similarities, differences, contrasts they observe.  Standard range of questioning! Multiple-choice; choose the word that does not match – ‘remember’ give a reason; true or false – remember to correct a false statement. Most of the learners were unable to obtain high marks here.  Also, facts about a variety of concepts. The availability of an exam bank for Section A could solve this problem. |

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| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Training and proper information should be given on media topics. |
| Extra activities, which could count as SBA, should be given after completing a certain topic. |
| The topic of Conflict is very broad, since it includes Africa and Europe. If it could be separated, the learners might do better. |
| Conflict wasn’t answered adequately. Teachers must familiarise themselves with the topic and emphasize the religious role and the reasons for the conflict. |
| Subject teachers must look for ways to make religious concepts better understandable for their learners, as they struggle with these concepts. |
| Some candidates do not carry out the instructions of the questions. As a result, candidates loose marks unnecessarily. Example: True or false and correct a false statement write 2 sentences/facts. Also, choose the word that does not match and give a reason why it does not fit. |
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| **RECOMMENDATIONS** |
| Learners should be given individual topics to research and present their findings. |
| Revision of Grade 11 topics and their inclusion in the SBA is important. |
| Religion Studies should not be written with other subjects. Each paper must be written separate from each other and other subject. |