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

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

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| **SUBJECT** | **RELIGION STUDIES (NSC)** |
| **PAPER** | **2** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

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| * Learner performance ranged from weak to very good, with marked differences between different centres and schools. * Many learners struggled with questions that assessed higher order conceptual understanding, application, descriptive reasoning and analysis across different topics. |

**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? |
| * This question was answered by a majority of learners and they score high marks in this question. * Most learners scored full marks but for others it was a bit challenging, because they could not distinguish between causes and negative effects. |

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| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * Q1.1 was well answered in general and learners scored full marks. * Q1.2 Some candidates score good marks in this question. Some still struggled to answer the action verbs “NAME “and Give an example. * Q1.3 and1.4 Some candidates gave the same answers for the “causes” and the “negative effects”. * Q1.5 was answered very well by learners and they scored high marks in this question. |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| * Educators need to holistically prepare the candidates if they choose to focus on this content. * The teaching of content must be linked to the phrasing of exam questions. * The skills must be drilled or the learners will not know what to do with the content. * Candidates should be exposed to the concepts, content and context through the teaching of this topic. |

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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. |
| * When content is taught link it directly to the way the questions are phrased and asked in an examination question paper. * Focus on the informal activities to identify where learners are struggling with the level 1,2,3 questions. * Arrange learner specific interventions. * Guide learners on how to approach the questions. |

**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 2** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * This question was very popular amongst the learners and had mixed results. * On average the learner performance was good. |

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| (b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * Q2.1 learners answered this question well in the context of religion and score full marks. * Q2.2 it was clear that learners understood the role of inspiration and they scored high marks in this question. * Q2.3It was evident that learners who studied and understood hermeneutical principles scored full marks in this question and those who attempted this question on general knowledge failed dismally. |

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| (c)Provide suggestions for improvement in relation to Teaching and Learning |
| * Various ways of having this question asked must be revised with learners so that they know how to prepare for this question. * They also need to know how to use the content and develop the line of argument based on the question asked. * Educators should emphasise the difference between governance, practices and teachings. * Learners should also be taught to name the principles and discuss it, in order to obtain maximum marks. |

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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. |
| * Educators should make learners aware that they must read every question carefully and answers specifically. * Examination skills amongst learners in general ia an area which needs to be improved on. |

**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 3** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * This question was not so popular and was not well answered by the learners. |

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| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * Q3.1.1Learners did not understand the term “scientific explanation”, therefore learners confused Big Band theory with Darwin’s Theory of evolution. * Q3.1.2 This question was challenging for the candidates because they confused the EASTERN religion with a middle eastern religion and obtained 0 marks in this question. * Q3.2 The learners could not critically evaluate the response of Buddhism and Hinduism to Darwin’s theory of evolution they could not elaborate much, but they scored full marks in 3.2.2 Christianity. |

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| (c)Provide suggestions for improvement in relation to Teaching and Learning |
| * Educators must ensure that learners READ the questions carefully and plan their responses before answering. * Clear guidance on the theories of evidence for evolution needs to be given and educators should elaborate on each theory. * Educators should be guided by the National Examination Guidelines and CAPS document. |

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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. |
| * Educators must ensure that learners can differentiate between EASTERN and MIDDLE EASTERN religions. * Learners must be afforded the opportunity to engage with the main religions more than a theoretical way. Subject advisors could arrange for members of these Eastern religions to address teacher workshops or even learners so that other learners could be impacted visually on these particular religions. |

**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 4** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * This question was a popular question and learners performed very well in this question. * The topics assessed in this question was “Secular worldviews” and “Central Teachings”. |

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| 1. Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * Q 4.1 Most of the learners who attempted this question scored full marks because the learner was awarded 2 marks for naming the secular worldview. * A few learners actually wrote that South Africa is a secular state which is a clear indication that they are not clued up with on the topic of secular worldviews. * Q4.2 Learners who studied secular worldviews scored full marks in this question. * Q4.3 It is evident that in this question learners scored full marks because they understood and have great knowledge about the Central teachings. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * Educators should motivate learners to work through previous papers as to familiarize themselves with various ways of asking the same topic. * Encourage learners to work independently during the year. * Teachers and learners must be committed in teaching and studying the subject. |

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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. |
| * It is critical that teachers do assess the central teachings and Secularism in a formal and informal way. * Educators need to work in extra updated resources for learners to reference. * Many textbooks are outdated and many answers to questions are not found in the textbook. * Learners must be taught on strategies in revising and consolidating content. |

**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 5** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * Only a few learners attempted this question and answered it very poorly. |

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| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * Q5.1 Facts were vague or incomplete and that resulted in the learners forfeiting marks. * Q5.2 Learners had a lack of knowledge and they incorrectly explained the difference between the PROCMURA and ACRL. * Q5.3 Candidates were unable to list the achievements of IFAPA. * Q5.4 and Q5.5 Candidates failed dismally to discuss the history and evaluate Parliament of the World’s Religions, due to lack of knowledge. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * The topic -History and Present day dynamics of interreligious relationships in SA as well as in the international community must be revisited in Grade 12. * Planned revision within the scope CAPS with adequate resources is highly recommended. |

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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. |
| * The Religion Studies department must ensure that they cover the whole syllabus in grades 10 and 11 to avoid content gaps in the learners’ knowledge * Educators need to look at innovative ways to stimulate learners to usher their thinking into the modern era and critical thinking skills that accompany it. |