Province of the
EASTERN CAPE
EDUCATION

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	Religion Studies		
QUESTION PAPER	1X	2	3
DURATION OF QUESTION PAPER	2 hours		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	7 – 18 December 2023		

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

- ➢ The paper was fair, however, content knowledge were required to answer the paper effectively.
- ➢ The quality of the responses to the questions varied from one examination centre to the next.
- ➢ In certain examination centres, general content knowledge were lacking.
- ➢ Many questions were poorly answered.
- ➢ Some responses were irrelevant to the questions or no answers were given.
- ➢ However, in some centres there were evidence that learners were adequately prepared for the question paper.
- ➢ Those teachers must be honoured for their dedication.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Section A continues to be a challenge for most learners. While the questions in Section A was easier than in previous papers, most candidates were not up to the challenge to provide meaningful responses to the questions.

1.1 Multiple Choice questions: The highest mark was 9, while the lowest mark was 3. The average for the MCQ's was around 4, with a few scoring over 7 marks.

1.2 Fill in the Missing words: This question was badly answered. Very few scored 5 or 6/6. Most scored 3-0.

1.3 Column A and B. The guessing game did not work well for most. Question 1.3.4 were foreign to all candidates.

1.4 Choose the Correct Word and Provide a Reason: Guessing was at the order of the day in this question.

1.5 True or False: Many learners did not provide a reason for the FALSE selections.

1.6 Facts about Concepts: Most candidates struggled to provide correct answers.

1.6.2 Ramakrishna was a foreign concept to 99% of the learners.

1.6.3 Many candidates struggle to provide two correct facts about a basic concepts like monotheism.

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

➤ Lack of adequate content knowledge seem to be a major contributor to the performance of the learners.

➤ Another reason could be the fact that adequate time might not have been spent on preparation for Section A in class.

➤ Revision is usually focused on the questions that are longer.

➤ Another reason could be the congested nature of the ATP that does not allow for time for focus on Section A.

➤ As a result focus shifts to past papers which is a great source, but often not adequate.

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

➤ Specific time allocated for teaching and testing of Section A.

➤ A dedicated, thorough Exam bank for Section A.

➤ The examiners need to focus only on the Grade 12 syllabus when setting question papers, unless Grade 10 and 11 work is specifically added to the Grade 12 syllabus.

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

➤ Well developed and structured Controlled Test(s) for Term 1 that have to replace or complement the task.

➤ It could have affected the preparation for the Trail and NSC Exams negatively if the candidates are only confronted with an exam in June.

QUESTION 2

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

- From Section B, this was the most popular question.
- Out of the 100 scripts sampled, 90 selected this question.

- This question was wholly based on the work done during the year. Despite the fact that most of these terms should have been tested during the June and September examinations, many struggled to answer them.

2.1.2 **Difference** was also answered in very general, often vague, terms.

2.1.3 It seemed as if **Ideology** was a foreign term to many candidates who chose Question 2, despite the fact that it appears in all the FET Grades.

2.2. **Unique features** of the different religions were also a challenge for many learners. Again generalized answers were the order of the day for the unique features of religions like Islam and Christianity. Responses were focussed on sacred texts and names of deities. Very few candidates had good information on the unique features of Taoism and Hinduism.

2.3 Candidates were able to explain **religious teaching**, but struggled to define **belief**. Most could not explain the relationship between religious teaching and belief.

2.4 This question was generally answered well.

2.5 Very few, probably less than 5 candidates, could answer the question on the Four Noble Truths.

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

- Content knowledge again seem to be a major contributor to the performance of the learners.
- Another reason could be the fact that adequate time might not have been spent on preparation for the topics of Uniqueness and the Concepts.
- Again the congestion of the timetable can be fingered as a culprit, as it seem some learners went to write on general knowledge.

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

- Revision of Uniqueness and the Concepts need to be intensified.
- The examiners need to guide educators better as to the Grade 10 and 11 work that would be examined.
- Learners should be exposed to examinations from Term 1, where these kinds of questions are posed to them.

	➢ The SBA should be amended to write more tests.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	➢ A dedicated day for class tests would help to prepare candidates to remember their work better. ➢ Command verbs must be practiced i.e. verbs like compare, discuss, describe, explain, and list.

QUESTION 3

(a)	**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
	➢ Out of a 100 sampled scripts, 34 candidates selected this question. ➢ 56% of the marks in this question came from questions that were based on the extract. ➢ Questions 3.2 was a question that was part of the Gr 12 syllabus, meaning the candidates should have been able to answer this question. ➢ Question 3.3 was on the minority religions and media coverage. This question was in previous papers, so it was answerable. ➢ Learners responses was a clear indication that they struggled to answer comprehension type of questions.
(b)	**Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**
	➢ The major contributor to this question being answered not well, is learners' inability to read with comprehension. ➢ Many of the answers could have been taken from the extract, yet many missed this. ➢ 3.1.1 – 3.1.2 the candidates could have gotten 6 marks, that were in the extract. ➢ However, many opted to quote extensively, long passages from the extract which often had nothing to do with the questions. ➢ 3.2 Most learners got this question wrong. ➢ They couldn't understand what they needed to do, and choose to quote long, irrelevant passages from the extract.
(c)	**Provide suggestions for improvement in relation to Teaching and Learning**
	➢ Teachers need to train learners extensively on answering questions that has extracts in, especially media questions. ➢ Past papers would be very useful in this regard. ➢ Teachers must expose learners to the different ways in which media questions could be answered.

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

> - Learners need to be trained in discerning when the extract based questions end.
> - Many of the candidates who wrote this examination, answered the whole of Question 3 as if all the questions was based on the extract.

QUESTION 4

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

> - This was also a fair question.
> - This question on conflict had an extract that accounted for 20% of the marks.
> - The other questions (4.1.4, 4.1.5, 4.2, 4.3 and 4.4) were syllabus based work.
> - This means that if the studied properly, they could have scored 80% without even consulting the extract.
> - Yet, it seems as if the extract clouded their ability to see the syllabus based questions among the extract based questions.
> - 4.2 - 4.4 was on the practical steps and why South Africa has no interreligious conflict.
> - The questions appeared frequently in past papers and most of the candidates answered those well.
> - However, some candidates wrote generalized answers.
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> - A large number of candidates wrote the answers of the conflict of Sudan that they learned. Some learners wrote generalized answers that they found in past question papers, instead of the relevant answers to the questions asked.
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> - Many Afrikaans candidates struggled with difficult words like "sektariese", "georkestreer" "paramilitêre", which is due to their limited intellectual capabilities.
> - In some schools, progressed and struggling learners are "guided" by the SMT's to do Religion Studies, which attest to their limited intellectual capabilities.

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

In this question, too, the problem was an inability to read with understanding.

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

> - Past papers can be employed to help learners answer questions that are frequently repeated.
> - Learners must be trained the knowledge and skills to answer these type of questions.

(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	➤ Teachers must expose learners to questions where they learn to answer these type of questions, instead of just copying from the question paper.

QUESTION 5

(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	➤ This Question was on Media, Human Rights and religious freedom.
	➤ This question was fair.
	➤ Out of the 100 scripts sampled, 34 candidates chose this question.
	➤ Only 10 marks (20%) in this question, was based on the extract, while the other 80% was based on the work covered in class.
	➤ Many of the learners scored well in this question, while some could not come to grips with the questions that required them to recall the work they were supposed to learn.
	➤ The highest mark was 50 out of 50.
	➤ 5.1, a high order question, where learners had to write what type of government France have, most learners made up their own answer.
	➤ In 5.5 learners could not differentiate between a state religion and a secular state.
	➤ 5.7 was a challenge to many learners where they struggled to discuss human rights with reference to freedom of speech.
	➤ 5.8 was poorly answered because learners did not see that they needed to write the disadvantages of 5.8.1 state religion and 5.8.1 a secular state.
	➤ 5.9 This question was well answered.
(b)	**Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**
	➤ Content knowledge seem to be a major contributor to the performance of the learners.
	➤ Inability to interpret the content of the extract and formulate proper answers hampered candidates from getting high scores.

(c)	Provide suggestions for improvement in relation to Teaching and Learning
	➤ Test extract based content extensively in class.
	➤ Train learners to differentiate between extract based questions and those answers they should have known going into the examination.
	➤ Informal activities to be given on a regular basis and feedback should be given with regards to challenges in learners' responses.
	➤ Familiarize learners with past question papers.

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

that are useful to teachers, subject advisors, teacher development etc.
- Subject advisors and Specialists in provincial departments should train teachers properly on how to teach the subject effectively.   - Workshops and seminars should be arranged and conducted to help teachers be more effective in the subject.   - Invite members of the panel of examiners and moderators to come and speak at these workshops and seminars.   - Afrikaans translations need to be done in a more learner friendly manner, as some translated words are unfamiliar to many candidates.