



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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**2023 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Religion Studies		
<b>QUESTION PAPER</b>	1	<del>2</del>	3
<b>DURATION OF QUESTION PAPER</b>	2 hours		
<b>PROVINCE</b>	EASTERN CAPE		
<b>DATES OF MARKING</b>	09/12/2023 -19/12/2023		

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

The general performance of the learners was not as expected in most centers. There are responses that indicate that some candidates lack the basic knowledge that should have been covered in grade 11 2021 and 2022. This report utilizes a sample 100 scripts out of 740 scripts and may not be a true reflection of the learners' performance in this question. However, it gives a good insight on the performance especially regarding the details about the question. Overall, there was average learner performance in this question paper .The non-mastering of reading and studying skills by learners leads to them being unable to answer higher cognitive questions. More than 50 % of moderated candidate scripts indicate that the learner does not know how to respond to some questions regarding action verbs.

**SECTION 2: Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Question 1 was based on the Social problems regarding Crime and Corruption.</p> <p>1.1 The learners performed averagely in this question; mostly because the learners were unable to or don't understand the meaning of "link".</p> <p>1.2 The performance of learners was good as most of them were able to identify how crime and corruption affects communities.</p> <p>1.3 The question was answered well by learners as the learners were able to identify possible reasons why there is a high level of corruption in the public sector.</p> <p>1.4 The question was a challenge for the slow/average learner. As a result, learners performed averagely.</p> <p>1.5 The learners disappointed in answering this question as it was expected from them to get maximum.</p> <p>Question 2 was based on central teachings and normative sources.</p> <p>2.1.1 The candidates did very well and were able to obtain maximum marks.</p> <p>2.1.2 Learners displayed a great sense of knowledge in central teachings and scored good marks.</p> <p>2.2 The learners that studied very well answered this question adequately and thus obtained high marks. However, some learners named instead of explaining and were unable to maximize their marks.</p> <p>2.3 In this question, learners were allocated a maximum of 4 marks for explaining oral tradition, which most of them understood and received the necessary marks.</p> <p>Question 3 was based on the topics: internal differentiation in religion with regards to teachings and practices and normative sources.</p> <p>3.1.1 - 3.1.3 The majority of learners obtained good marks and had great knowledge of the teachings and practices of the different branches of a religion.</p> <p>3.2 Learners found it difficult to analyse the positive and negative consequences of internal differences that exist within religions. Most of the learners generalized and scored low marks in this question. This is evident by the answering of the positive consequences with a positive response while offering the opposite of this under the negative consequences.</p> <p>3.3 The learners scored very low to no marks because they were unable to answer the origin of sacred text.</p> <p>Question 4 is based on the topics of Religion and Science- Darwin's theory of evolution and the</p>

Big Bang theory.

4.1 Most learners explained only Darwin's theory or the Abrahamic's religion theory of evolution.

4.2 Learners explained why Hinduism has no problem with Darwin's theory of evolution.

4.3 The learners interpreted this question incorrectly. Furthermore, they mostly explained Taoism or the Big Bang theory.

4.4 The learners do not know the meaning of the word "impact". Subsequently, this question was answered poorly.

Question 5 is based on Secular Worldviews and Inter religious relationships in SA as well as in the International community.

This question was poorly answered by candidates. As a result, the question seems to be the most challenging question.

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

Question 1

Poor reading skills and limited vocabulary to express themselves.

Question 2

This was a popular question among the candidates. The common mistakes made by the learners were the confusion of life after death with reward and punishment.

Question 3

This question was poorly answered because the learners had a lack of content knowledge with regards to the origin of sacred text. The learners also found it difficult to answer the positive and negative consequences of internal differences within religions.

Question 4

The learners did not tabulate. The learners also did not name one Abrahamic religion as requested but mentioned Abrahamic religion as a group. They also did not respond well to Question 4.3 and this indicates that they have a lack of knowledge or understanding of the word "respond". Additionally, the learners did not know the meaning of the word "impact".

Question 5

The learners do not know how to compare secular views with any religion. It is clearly a higher order question. They also did not understand Question 5.1.2 and rather explained only the "secular" view.

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

- Educators should lay emphasis on religious terms and concepts.
- Educators should teach and explain the examination guidelines clearly.

- A database with possible short questions needs to be made available to subject teachers and learners.
- Resources like Mind the Gap booklet, final push and exam bank must be available to all schools that offer Religion Studies.
- Terminology needs to be taught more carefully and thoroughly with frequent practice and formative assessment.
- Clear guidance on the categories of evidence needs to be given and the teachers should elaborate on each categories. Moreover, learners need to be taught to read instructions carefully.

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

Learners with poor marks in Question 1 misinterpreted the question. The majority of candidates obtained poor marks in this question. Additionally, learners failed to provide an appropriate explanation in most parts of the question.