



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	Religion Studies		
QUESTION PAPER		P2	
DURATION OF QUESTION PAPER	2 Hours		
PROVINCE	Eastern cape		
NAME OF THE INTERNAL MODERATOR	Mrs. T. Reciet		
NAME OF THE CHIEF MARKER	Mrs. T. Sabani		
DATES OF MARKING	28 November - 13 December 2025		
HEAD OF EXAMINATION:	Mr. E.M. Mabona		

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

Overall learner performance was uneven across the paper, although most demonstrated a basic factual understanding of religious concepts, many struggled with higher order questions, interpretation of source-based material, comparative analysis and easy structure.

Overall, there was average learner performance in this question paper. More than 50% of moderated candidates scripts indicate that the learner does not know how to respond in some questions regarding the action verbs. Learners demonstrate a clear understanding of the required concepts with relevant well-structured answers. Most candidates were able to interpret the question accurately and provide appropriate examples. The responses show good preparation familiarity with the content indicating effective teaching and learning in this section.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

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

Question 1:

Question 1 was the most popular question, 95% of candidates chose and answered this question. Most of candidates scored high marks, some even scored full marks. Most of the learners who chose this question passed. They comprehended and interpreted the questions well, as it was also easy for them to relate. Question 1 was well answered. Learners had a solid grasp of the core terminology and applied it correctly. The question was straight and aligned well with classroom teaching. There was evidence of adequate exam preparation and familiarity with similar past questions. Responses generally reflected logical argumentation and relevant examples.

Question 2:

This question was well answered by the learners and covered the topics Central teachings and normative sources. Learners showed a good understanding of the content required by the question. Most candidates interpreted the question correctly and responded directly to what was asked. Answers were generally well structured and supported with relevant examples or explanations. There was clear evidence of adequate exam preparation and familiarity with their topics. The command words (such as discuss, evaluate and explain) were well applied, resulting in responses that met the cognitive level of the question.

Question 3:

This question was fairly answered by the learners and it covers the topics -Inter-religious dialogue and internal differentiation of religions. It was evident that the learners had a lack of content knowledge in question 3.1.1 and 3.1.2. Those learners who attempted Q3 either scored low marks or no marks at all. It was clear that Q3.2.1 and 3.2.2 was answered very well by the learners who attempted this question .

Question 4:

This question was well answered and it covers the topics Religion and Science. Learner performance in this question was above expectations. Learners had a solid grasp of the core terminology and could apply it correctly. The question was straight and aligned well with classroom teaching. There was evidence of adequate exam preparation and familiarity with similar past question. Responses generally reflected logical argumentation and relevant examples.

Question 5:

This question was not a popular question as very few candidates chose this question. Many learners misinterpreted the command verb (such as discuss, evaluate and compare). Some responses showed rote learning instead of conceptual understanding. Learners lacked the depth and failed to integrate examples or a reference key features of the topic. There was confusion between related concepts, indicating gaps in foundational knowledge.

Some candidates reproduced irrelevant information likely memorized from notes without adapting it to the question.

QUESTION 2

Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The questions were poorly answered primarily because learners failed to interpret the demands correctly, relied heavily on rote-learned content, demonstrated limited higher order reasoning skills and showed gaps in content knowledge. Weak exam technique in adequate engagement with source material, and disruptions and teaching and learning further contributed to the poor performance.

Questions on Religious Teachings/Ethical issues (eg. Substance abuse)

Typical Poor Response:

Many candidates explained the ethical issues but did not apply religious teachings to the scenario. Discuss the teachings that specifically address the problem of substance abuse:

Learners wrote :

- Substance abuse is killing someone who is sick some people support it and some do not.
- They then repeated generic notes like: Religions teach morality and value life.

What was missing :

- Clear teachings from specific religions (eg. Christianity, Islam and Hinduism)
- Application to Substance abuse sanctity of life , karma, human dignity.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Strengthen conceptual understanding:

- Emphasis core concepts instead of memorization.
- Use graphic organizers (mind maps, tables, diagrams to show relationships between concepts).
- Frequently ask learners to explain concepts in their own words.

Teach exam skills:

- Show learners how to unpack action words (such as evaluate, compare, interpret, critically discuss).
- Model answer structures for higher order questions(introduction -main argument-example- conclusion)
- Use past papers to practice timing , interpretation of visuals and structure of extended responses.
- Use a variety of teaching strategies.
- Group discussions and debates to develop critical thinking .
- Case studies from real life religious issues to make content relevant.
- Role played or stimulation activities to deepen understanding of religious traditions and ethical dilemmas.

QUESTION 4

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

Misinterpretation of question verbs

Learners frequently confused

- Discuss with describe
- Evaluate with explain
- Critically assess with identify

As a result responses lacked depth and did not meet marking criteria for high -order cognitive verb.

Weakness in answering source -based questions

Common issues included:

- Ignoring the source and giving generic textbook information.
- Limited ability to extract relevant evidence.
- Not linking the source to the question's demand .

This shows a need for more practice with text image, and case -study analysis.

Poor structure in extended responses

Learners often wrote :

- Bullet points where essays were expected .
- Disorganized paragraphs with no logical flow.
- Responses without clear introduction or conclusions.
- Answers that were short to earn full marks.
- This suggests limited training in academic writing and argument development.