

**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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## **2019 NSC CHIEF MARKER'S REPORT**

SUBJECT:	RELIGION STUDIES
PAPER:	2
DURATION OF PAPER:	2 HOURS
DATES OF MARKING:	NOVEMBER / DECEMBER 2019

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

**This was a well -balanced challenging question paper. This question paper is fair with strict adherence to the CAPS document and the Examination Guidelines. The structure and content of the paper is in line with policy. Question 1 ,2 and 3 appear to be the most popular choices in almost all the centres. Question 4 and 5 was not so popular.**

## 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).

#### QUESTION 1

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

- **Question 1** – This question is a fair question indeed. It was selected by the majority of the candidates. The content of the Central Teachings of any ONE religion was required to do justice to this question. The way in which the question was phrased as well as the knowledge expected from the candidates is a clear indication, that the examiners used all cognitive levels. Question 1.3 was challenging for the learners because it's a level 3 question.
- **Question 2** – Another popular choice question, it was selected by the majority of the candidates. Quite challenging as candidates swap the teachings to governance and the governance to teachings. In question 2.2 its where candidates scored good marks. In 2.2.1 many learners analysed the impact of crime and violence on society correctly. In 2.2.2 most candidates lost valuable marks because they did not use the teaching of their two chosen religions to address the issue of crime and violence, instead they used ONE religion. The balance of the marks from this question came from 2.2.1.
- **Question3** was a level 3 question and candidates mostly generalised in this question. In question 3.1.2 candidates who attempted this question lost many marks because they have a lack of knowledge in the origin and the development of the sacred books. In 3.2 the candidates had a problem to follow the instruction of comparing the teachings of any one secular worldview with the teachings of one religion. Most of the learners lost marks because they discussed one side of the question.
- **Question 4** Not a popular choice question. Few candidates attempted this question. Those who attempted this question failed dismally. Question 4.1 was a bit challenging for the candidates because of the word "Geographical region". In 4.1.1 candidates wrote areas of conflict because candidates had a lack of content knowledge in geographical region. Candidates who attempted this question lost valuable marks as it appears to be follow on questions.
- **Question 5** was not a popular question but those candidates who attempted it got below 30 %. In 5.1 the word "Tabulate" was unknown to them but the content was less challenging. The candidates wrote about the Big Bang Theory but they failed to choose Abrahamic religion. In 5.3 Candidates performed very well because they had clear understanding about the Darwin's Theory of Evolution.

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

- Question 4 was poorly answered by the candidates because it was a follow on question. Many candidates struggled with the term “geographical region “. In question 4.2 the term “armed conflict” was very challenging, because on the topic of Conflict in the syllabus we just explain the areas of conflict and how to solve the conflict and if religion is part of the conflict.

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

- The syllabus must be finished on time so that the educator and the learners can have enough time for revision.
- Use past exam question papers when setting class test.
- Subject advisors must fully support the educators by LTSM.

**(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 explain the way action verbs must be addressed in a question paper. Example : In our Question paper of 2019 candidates experienced difficulty to comply with the action verbs “Tabulate (5.1) and “Compare in 3.2”.