

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	RELIGION STUDIES		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Mrs U. Isaacs		
NAME OF THE CHIEF MARKER	Rev. S. Goba		
DATES OF MARKING	29 Nov 2024 - 11 Dec. 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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

- Out of 864 learners, who sat for the Religion Studies NSC Grade 12 November 2024, 173 learners obtained less than 30 %. That gives us 80 % pass rate.
- This implies that the learner's performance is quantitatively satisfactory.
- The candidates' performance in individual questions below will confirm that the quality of results needs attention.
- The individual question report will also provide suggestion on how to improve the quality of the results.

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?

- The average mark for this question is 15,15.
- It shows that this question was poorly answered.
- One would expect a better performance on question types like multiple choice, matching item, terminology, True / False, choosing a word that does NOT fit with the rest, etc.

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

- In preparation for each lesson, the teachers should isolate the concepts and make learners pay special attention to them.
- The teachers should explain the concepts, with examples, in the context of the topic to reduce meaningless memorization.
- A quick, short class test of terminology, daily, will enable the learners to get used to SECTION A question types and improve their performance.

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

- Most of the learners did not learn or were not prepared for this question, because they failed dismally.
- The Subject Advisor should have a session with the teachers, in which they compile a glossary of terminology covered per term and build an item bank for various types of Section A questions with the marking guideline document.
- As part of the curriculum monitoring, s/he must insist on seeing evidence of SECTION A type assessment every week. This will ensure that the learners get continuous assessment on SECTION A type of questions.
- They should conduct an assessment workshop to train the teachers on how to set the SECTION A type of questions. When one develops an assessment task, s/he is forced to master the content.

QUESTION 2 (Summary)

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

- The average mark for this question is 24,94.
- This gives us the impression that the performance of learners on this question was good.
- This question was the most popular among the four choice questions, at 87% of learners choosing it.

<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>-Question 2.1 and 2.2 needed learners to remember the information as found in the textbook or their notes. Thus, learners who did not learn or who were not properly taught failed.</p> <p>-They had misconception with related concepts like uniqueness and difference.</p> <p>-The learners confused uniqueness with differences (2.1.2) and unique features of religion with general beliefs for various religions (2.2).</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning.</p> <p>-Teaching should Integrate contextual relevance and application to real life for each concept to reduce generalization when explaining the concepts.</p> <p>-For example: Many churches are currently re-uniting/working together and engaging themselves in Memorandum of Understanding (MOU) to seal their unity. Such process can be used to explain concepts like unity, similarities, differences, ecumenism, uniqueness, etc.</p> <p>- Noting that this question is always included in the question paper and therefore predictable, there must be a revision session targeting this question type. That will give enough practise and a targeted exam preparation for the learners.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p> <p>-Learners score good marks mostly in three religions, namely, Christianity, Islam and ATR. They struggle with Buddhism, Hinduism, Judaism and Taoism. This gives the impression that they are only taught the first three religions.</p> <p>-While learners can choose one religion for religious teachings, etc. The concepts and unique features must be taught and assessed for other religions as well.</p> <p>-Noting that there is no Mind the Gap or Study Guide for Religion Studies, the Subject Advisor should compile the unique features of ALL religions to beef up the notes and provide the teachers.</p> <p>- It is important to informally assess this topic, to improve the results.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>

<p>-The average mark for this question is 19,87, which translate to 38 %.</p> <p>- This indicates that the question was poorly answered.</p> <p>-31 % of the learners chose this question.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>-The questions were poorly answered because it is generally of a higher order question (3.1.3 - 3.1.7)</p>

<ul style="list-style-type: none"> -The provocative nature of this question needed critical thinking skills to respond approximately. (3.1.5 and 3.1.6) -The learners made common mistake of matching one word from the question with a paragraph in the article and rewrite the whole paragraph or the sentence with that word. (3.1.2)
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ul style="list-style-type: none"> - The teacher must incorporate debates and role play approaches when teaching this topic to make learners less sensitive to such provocative questions. -It is important to use real life media articles and social media messages, including the responses of adherents and society at large to such articles. -Informal assessment tasks can be used to prepare the learners for such questions in formal assessment, June Exams, the Trial Exams and the final examination.
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> -Most learners either did not fully understand the higher order questions, since the questions were often preceded by a stem or some information leading to the question. - During revision, be it a term test of June Exam OR Trial Exam, the teacher must decode and breakdown the question into small understandable parts. This will equip the learners with question interpretation skills.
<p>QUESTION 4</p>
<p>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> -The average mark for this question is 26,37, which translate to about 52 %. - This indicates that the question was fairly answered. -35 % of the learners chose this question.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> -Most learners performed very well in this question. -The common errors committed by learners is to respond 'YES' religion is part of the conflict but give reasons that support 'NO' religion is not part of the conflict (4.1.4).
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning.</p>
<ul style="list-style-type: none"> -Religious Conflict is an obvious stand-alone question in the question paper. Therefore, the learners must be practically and literally trained to answer it. -The teacher must integrate religious conflict from Sudan, Northern Ireland, Middle East, Nigeria, etc. when teaching this topic. - Though the questions are similar for each country, the teacher must thoroughly train the learners to questions for countries, where religious conflict is happening.
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>

<p>-The learners respond with Religious Conflict content based on Sudan (4.1.4), while the question is based on Nigeria. This gives the impression that only one example of religious conflict was taught to the learners.</p> <p>-Noting that this is an expected question in the question paper, the subject advisor must coach and / workshop the teachers in material development on this topic. That will enable the teachers to develop complete and comprehensive notes on this topic.</p> <p>-Thus, most examples of Religious Conflict in the world will be covered during teaching and learning.</p>
<p>QUESTION 5</p>
<p>(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<p>-The average mark for this question is 20,17, which translate to 40%.</p> <p>- This indicates that the question was fairly answered.</p> <p>-47 % of the learners chose this question.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>-This question was not poorly answered. 50 % of the questions constituted 'low hanging fruits.</p> <p>-Most learners confused the right to practise religious freedom with rights pertaining to the observation of one's religious beliefs (5.2)</p> <p>-Learners simply gave examples of human rights instead of the meaning of human rights (5.1.1).</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>-The teaching of human rights must always be integrated with real life examples like how women are treated in certain churches/religious organizations, print and social media examples of human rights violations, etc. (5.3 and 5.4)</p> <p>-Teaching and learning must also aim at teaching the learners to practise human rights in their daily lives. This will make it easy for them to appropriately respond to such questions.</p>
<p>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>- Learner's responses are very shallow and insufficient (5.1.3), giving the impression that this topic was not sufficiently taught. The teacher must use real life scenario to illustrate rights and responsibilities.</p> <p>-The Subject Advisor should assist the teachers to develop a module on this topic.</p>