



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>RELIGION STUDIES</b>
<b>PAPER:</b>	<b>2</b>
<b>DURATION OF PAPER:</b>	<b>2 HRS</b>
<b>DATES OF MARKING:</b>	<b>NOV/DEC 2018</b>

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

Question 1
Question 1 was a popular question amongst most of the candidates. A few candidates did not do well because they had misconceptions and did not read the action verbs correctly. It was difficult for some candidates to distinguish between teachings and practices. In question 2 the candidates scored good marks especially in question 2.3 where most of the candidates scored more than 50% and above this question. Question 3 not many candidates attempted this question, and those who attempted this question answered it very poorly because the question was structured at an angle that learners are not familiar with. Question 4 was chosen by most of the candidates but this question became challenging as the candidates had lack of knowledge in Hinduism and struggled to discuss the different responses in Question 4.3.1 Question 5 was not a popular question amongst the candidates and those ones who attempted and studied this topic on conflict scored good marks. Most of the Afrikaans candidates attempted this question.

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

**(It is expected that a comment will be provided for each question ).**

**QUESTION 1**

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

The structure and content of the paper is in line with policy. Question 1 was a popular question amongst most of the candidates. A few candidates did not do well because they had misconceptions and did not read the action verbs correctly. It was difficult for some candidates to distinguish between teachings and practices. In question 2 the candidates scored good marks especially in question 2.3 where most of the candidates scored more than 50% and above this question. Question 3 not many candidates attempted this question, and those who attempted this question answered it very poorly because the question was structured at an angle that learners are not familiar with. Question 4 was chosen by most of the candidates but this question became challenging as the candidates had lack of knowledge in Hinduism and struggled to discuss the different responses in Question 4.3.1 Question 5 was not a popular question amongst the candidates and those ones who attempted and studied this topic on conflict scored good marks. Most of the Afrikaans candidates attempted this question.

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

Question 1 was based on Topical Issues and Variety of Religions. Even though this was a popular question learners still had some challenges. This question comprises of two-sub-questions each addressing a different topic. Euthanasia as one of the prescribed major social problems for the 2018 examinations. In question 1.1.1. learners did not explain two forms of Euthanasia they explain the term Euthanasia which caused them to lose marks. Even the advantages and disadvantages were challenging because not even a single learner got full marks in this question. In Question 1.2 the learners mixed the practices and teachings of a religion. Question 2 was popular question and covered the topic common features of religion as a generic and unique phenomenon. The learners scored good marks those who prepared well. Learners are conversant with the content addresses, and those who have revised previous papers will find it very familiar. In question 2.2 some learners found the term on-Abrahamic challenging. The marks allocated in this question is relevant and gave guidance to the nature of the expected response. Question 3 was not popular amongst the learners. The topic covered in this question is Common features of religion as a generic and unique phenomenon. The focus is on Secularism and Secular Worldwide, with 40 marks out of 50. The content addressed was not strange to the learners. Learners who attempted this question did as expected. Question 4 appeared to be a very popular question amongst the learners voicing satisfaction and confidence in their responses. It covered the topic Research into and across religion, the Big Bang Theory and Darwin's Theory. Question 5 handles Religions Conflict. This question demands that a learner be conversant with an area plagued by Religious conflict, the actual cause the role of religion and finally to come with strategies to resolve the conflict. The chronological order of the question was the advantage of the learners where this topic has been well- taught and it was evident in the learners answer books.

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

Educators should have an examination briefing 2 days prior to the examinations to educate learners about action verbs (define, explain, discuss, compare etc.), so that it may not be challenging during exams. Common Tasks and common Test should be done in both languages otherwise it becomes challenging for the educator and time consuming to translate these tasks.

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

The subject advisor should run workshops regarding topics that are challenging, e.g. Religion and conflict and Secular Worldviews. The examiners are commended for sticking to the content specific Religion Studies content.