

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	RELIGION STUDIES	
PAPER	1	
GRADE	12	DURATION OF PAPER : 2 HOURS
PROVINCE	WESTERN CAPE	
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PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

Question 1:	Very reasonable. Most candidates profited from this question
Question 2:	Manageable. Though the quotes in question are a distraction
Question 3:	This required critical thinking. Very challenging to most learners
Question 4:	Distribution of marks uneven. However, a very reasonable question
Question 4.2.1	on diagram also proved difficult to some
Question 5:	This question really tested the cognitive level of the learners. They had to interpret the information in the extracts.
Question 6:	
Question 7:	
Question 8:	
Question 9:	

7. YOUR RECOMMENDATION FOR IMPROVEMENT.

i)	The easy 'for all' questions need to be spread to ensure that they occur in every question
ii)	The marks allocation especially on the concepts should be even
iii)	Watch how the quotes / extracts are used. They must not be a distraction because some tends to mislead certain candidates
iv)	Special care should be given to language (simplicity). It can make the question paper more learner-friendly

QUESTION 1

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

Short questions were well answered in most centres
Question 3.2 delivered mix results (from excellent to poor)
Question 4.2.1 some ignored this question
Question 4.2.4 certain learners had no idea what is meant with the term 'secular'
Question 5 is also challenging to others

2. Why question was poorly answered: Also provide specific examples:	
3.2	Reading is being required / If you can read you can interpret the question(s). Certain candidates battled with this matter
4.2.1	This was also a new occurrence in the paper. The extract did not really make matters easy to the candidate
4.2.4	The examiner(s) should have name the secular word views (e.g. atheism) and asked the learners to write on it
5.	Once again it was required from them to read, interpret, analyse and link it to world occurrences. It is a fact that learners (in general) do not keep their eyes on these issues
3. Provide suggestion for improvement in relation to the following :	
(i) Learning and teaching	
Effective teaching can only take place in an environment which is focused on the same goal (outcome) i.e. the future of our learners. This subject should be given the required respect and its rightful place at certain centres. One gets the impression That it is only seen as the "Cinderella" subject / last option.	
(ii) Support	
This subject is in desperate need of more directive guidelines; a dedicated subject advisor and educators to steer the ship. In the right direction. Workshops should be organized to all relevant role player where relevant subject-related matters and information is exchanged. This will only count in the favour of our candidates; it should impact positively on the outcome of the examination.	
(iii) Setting of questions	
It can only benefit the subject if subject-educators can come on the panel. They are the people best equipped to cover the issues on the subject.	
4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.	
Religion Studies is very relevant. It empowers the learners to be knowledgeable on matters relating religion and adds to the positive spirit of nation-building, tolerance and ubuntu in our country. On the positive side it is clear that learners who are focused achieved brilliant results. On the negative side, it seems as if certain learners still under estimate the difficulty level of Religion Studies.	
5. Any other comments useful to teachers, subject advisors	
We need to work as a unit in order to promote our subject to the next level of excellence. We can attract more candidates to the subject if we deliver the goods. Religion Studies should be a life-changing experience to the candidates. It underlines human rights, values, norms. It is imperative to know that Religion Studies requires study time. Look at examination time table It should not clash with another subject / it must be written on a separate day.	