

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

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

SUBJECT	RELIGION STUDIES	
PAPER	2	
GRADE	12	DURATION OF PAPER : 2 HOURS
PROVINCE	WESTERN CAPE	
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EVALUATION

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

Question 1: Question 1 was well answered by most centres
Question 2: More than 50% of our candidates performed above average, others tend to misinterpret the question
Question 3: Many learners struggled on the question on Evolution
Question 4: Most of the centred did reasonably well in this particular question
Question 5:
Question 6:
Question 7:
Question 8:
Question 9:

YOUR RECOMMENDATION FOR IMPROVEMENT.

I strongly recommend that the examiner(s) should provide five questions instead of four. This limits learners choices.

The usage of extracts should be limited, unless all questions are applicable on it. Question 3 proved very difficult to most learners. The examiners should look at how this question was formulated in the past, because educators used that as a guide line when they teach the 'evolution-theory'

QUESTION 1

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

Most learners achieved good marks in question 1. Question 2; This was a fair question. However, it is clear that some do not know the religious composition in their community / even confused the World Parliament of Religions with our parliament.

Question 3 proved difficult to certain candidates

Question 4 the normative sources was not dealt well by some candidates

<p>2. Why question was poorly answered: Also provide specific examples:</p> <p>As pointed out before extracts as in question 2 and 3 can unsettle the learner who has a reading barrier.</p> <p>The language used (2.3 : religious composition, 2.4 : peaceful co-existence) proved to difficult to some candidates / it derailed them.</p> <p>Question 3 : Most candidates expected this question Origin of Species the way it appeared in previous years. It is really a tall order to expect the candidates to do a comparison between religion and science.</p> <p>Question 4 : Previous examination papers showed that 4.1.1 Inspiration and 4.1.2 hermeneutical principles appeared in Paper 1</p>
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p>
<p>Religion Studies requires a lot of research from the educator and learner. Schools should give this subject its rightful place under the sun, and acknowledge how relevant it is.</p>
<p>(ii) Support</p>
<p>This subject needs people (educators) who are dedicated. They should look at bigger picture (enhancing the quality of teaching) and work as a close unit (exchanging all relevant information) to advantage our learners. Workshops and directive guidelines are required.</p>
<p>(iii) Setting of questions</p>
<p>Bring experience subject-educators on board. This will impact positively on the results.</p>
<p>4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.</p>
<p>It is clear that candidates can relate to social occurrences (i.e. Hiv / Aids, Drugs, alcohol, poverty, Abuse, etc.), because this happening in their community. It is also touching to see how they provide a plan of action to deal with these issues. To them religion plays an important part to solve these issues. Educators should be very observing and sensitive when they deal with these candidates.</p>
<p>5. Any other comments useful to teachers, subject advisors</p>
<p>Team work is vital. /unity/ Investigate why our subject cannot be written on a different time (not the same day as another subject). We need clearer guide-lines, because this year there was no guidance at all (that can have an influence on the outcome).</p>