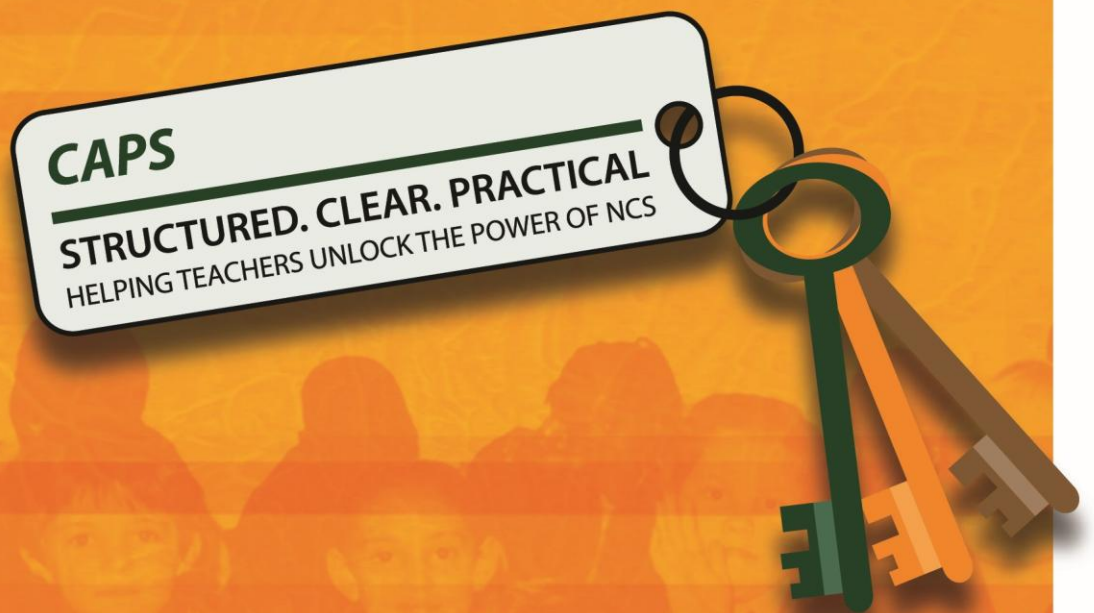


*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10-12*



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY STATEMENT  
GRADES 10 - 12**

**RELIGION STUDIES**



## basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

Department of Basic education

222 Struben Street

Private Bag X895

Pretoria 0001

South Africa

Tel: +27 12 357 3000

Fax: +27 12 323 0601

120 Plein Street Private Bag X9023

Cape Town 8000

South Africa

Tel: +27 21 465 1701

Fax: +27 21 461 8110

Website: <http://www.education.gov.za> © 2011 department of Basic education

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## FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term by term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

*National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

*National Protocol for Assessment Grades R-12*.

A handwritten signature in black ink, appearing to read 'Angie Motshekga'. The signature is written in a cursive, flowing style.

MRS ANGIE MOTSHEKGA, MP

MINISTER OF BASIC EDUCATION

**CONTENTS**

<b>SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS</b> .....	<b>3</b>
1.1 Background .....	3
1.2 Overview .....	3
1.3 General aims of the South African curriculum .....	4
1.4 time allocation .....	6
1.4.1 Foundation Phase .....	6
1.4.2 Intermediate Phase .....	6
1.4.3 Senior Phase.....	7
1.4.4 Grades 10-12 .....	7
<b>SECTION 2: INTRODUCTION TO RELIGION STUDIES</b> .....	<b>8</b>
2.1 What is religion studies? .....	8
2.2 Specific aims .....	8
2.3 Time allocation for religion studies in the curriculum .....	8
2.4 Weighting of topics .....	9
<b>SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS</b> .....	<b>10</b>
3.1 Overview of topics .....	10
3.2 outline of what is to be taught .....	11
<b>SECTION 4: ASSESSMENT IN RELIGION STUDIES</b> .....	<b>23</b>
4.1 introduction .....	23
4.2 informal or daily assessment .....	23
4.3 Formal assessment .....	24
4.4 Programme of assessment .....	24
4.4.1 Examinations.....	25
4.4.2 Test .....	26
4.4.3 Project .....	26
4.4.4 Extended writing and source-based tasks .....	27
4.5 Recording and reporting .....	28
4.6 Moderation of assessment .....	29
4.7 General .....	30

**SECTION 1**

No changes made

**SECTION 2****2.4 Weighting of topics**

	Topic	Grade 10		Grade 11		Grade 12	
		Weeks	Hours	Weeks	Hours	Weeks	Hours
1.	Variety of religions	9	36	8	32	8	32
2.	Common features of religion as a generic and unique phenomenon	10	40	11	44	7	28
3.	Topical issues in society	8	32	8	32	6	24
4.	Research into and across religions	6	24	6	24	7	28
	<b>Contact time</b>	<b>33</b>	<b>132</b>	<b>33</b>	<b>132</b>	<b>28</b>	<b>112</b>
	<b>Examinations</b>	7	28	7	28	12	48
	<b>Total</b>	<b>40</b>	<b>160</b>	<b>40</b>	<b>160</b>	<b>40</b>	<b>160</b>

SECTION 3

3.1 Overview of topics

	Topic	Grade 10	Grade 11	Grade 12
1.	Variety of religions	<ul style="list-style-type: none"> <li>• Various clusters of religions</li> <li>• The beginnings of the religions of the world</li> <li>• The nature of the religions in South Africa</li> <li>• Statistical spread of religions</li> <li>• Interaction of religions</li> </ul>	<ul style="list-style-type: none"> <li>• Main developments of religions</li> <li>• The mutual interdependence of religion and social factors</li> <li>• Influence and adaptation between religions</li> <li>• Important concepts</li> <li>• Approaches aimed at interreligious dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual distinctions</li> <li>• Internal differentiations within religions</li> <li>• Main features of such differentiations</li> <li>• Unique features of various religions</li> <li>• History and present dynamics of inter-religious relationships</li> </ul>
2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Definitions of religion</li> <li>• Aspects of understanding religion</li> <li>• Major dimensions common to all religions</li> <li>• Origins of religions</li> <li>• Roles of social forms, institutions and roles in religion</li> <li>• Social forms that have been produced in various religions</li> <li>• Leadership roles produced in various religions</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols</li> <li>• Theories about religion</li> <li>• The nature and role of narrative and myth in religion</li> <li>• Types of rituals and their role in religions</li> <li>• Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religious teachings</li> <li>• The central teachings in one religion</li> <li>• Normative sources in various religions</li> <li>• Interpreting one normative source</li> <li>• Analysis of secular worldviews</li> <li>• The origin, purpose and influencing factors behind at least two worldviews</li> </ul>
3.	Topical issues in society	<ul style="list-style-type: none"> <li>• Topical issues in South Africa</li> <li>• Topical issues in Africa and the world</li> <li>• Principles of ethical decision-making pertaining to public life</li> <li>• Religions and economics</li> <li>• Critical analysis of the relationship between religions and economics</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and the state</li> <li>• How religious beliefs influence the development of state policies and practices</li> <li>• Religion and politics</li> <li>• Religions and the natural environment</li> <li>• Co-responsibility and cooperation of religions</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a strategy to solve a major social problem</li> <li>• Role of media in influencing public opinion on religion</li> <li>• Religious freedom, human rights and responsibilities</li> </ul>
4.	Research into and across religions	<ul style="list-style-type: none"> <li>• Important principles of research in Religion Studies</li> <li>• Rituals</li> <li>• Inter-religious relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews on gender issues</li> <li>• Relaxation and leisure from an ethical point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Religion in areas of conflict in South Africa, Africa and the world</li> <li>• Religion and the natural sciences</li> </ul>

## 3.2 Outline of what is to be taught

TOPIC	TERM 1	GRADE 10
<b>Weeks 1 - 2</b>		Recommended resources
Variety of religions	8 hours	Textbook, maps, different religious calendars, dictionaries, religious wall charts
<ul style="list-style-type: none"> <li>• Various clusters of religions: religions in Africa, Europe, Asia, America, Australasia and the Pacific</li> </ul>		
<b>WEEKS 3 - 5</b>		
<b>Variety of religions</b>	12 hours	Textbook, wall charts, calendars, dictionaries, newspaper articles, resource persons
<ul style="list-style-type: none"> <li>• The beginnings of the religions of the world: <ul style="list-style-type: none"> <li>- The distinction between BCE (Before Common Era) and CE (Common Era)</li> <li>- Calendars of various religions</li> <li>- First signs of the occurrence of religion: burial practices and artwork</li> <li>- Early archaeological findings of religion in Africa and other continents: burial practices and artwork</li> <li>- Development of the clusters of religions: when and where</li> </ul> </li> <li>• The nature of the origins of religions in South Africa: <ul style="list-style-type: none"> <li>- Archaeological evidence, historical overview of developments, influence of different cultures with their own religions visiting or working in the country across the centuries</li> </ul> </li> </ul>		
<b>WEEK 6 – 7</b>		
<b>Variety of religions</b>	<b>8 hours</b>	<b>Textbook, newspaper articles, maps</b>
<ul style="list-style-type: none"> <li>• Statistical spread of religions: <ul style="list-style-type: none"> <li>- Religious categorisation</li> <li>- Methods of obtaining statistics: organisational, surveys, polls and census and reliability of statistics</li> <li>- Problem areas in using statistics and finding solutions</li> <li>- Important statistical data in connection with religions in South Africa, Africa and the world today: demographical data to describe the situation in various religions</li> </ul> </li> </ul>		
<b>WEEKS 8 - 10</b>		
Research into and across religions	12 hours	Textbook, religions' reference books, dictionaries, interview sheets



- Important principles of research in Religion Studies:
  - Definition of concepts: objectivity, subjectivity, neutrality, impartiality, insider and outsider perspectives
  - Applications of these insights to historical and social understanding of religion
  
- Rituals: an investigative process to develop observation skills
  - Identify the religions and rituals, including the rites of passage
  - Establish contact with the relevant persons
  - Observe due protocol
  - Present an objective report
  - Discuss in class

<p><b>Formal assessment:</b>                  1, Written Task;                  The forms of assessment can be taken from Chapter 4,                  2. Test</p> <p><b>Informal assessments:</b>                  Written work, marking homework, class tests, case studies, etc.</p>		<p>It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.</p>
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TOPIC	TERM 2	GRADE 10
<b>WEEKS 1 – 2</b>		<b>Recommended resources</b>
<b>Variety of religions</b>	<b>8 hours</b>	<b>Textbook, newspaper articles, religions’ reference books</b>
<ul style="list-style-type: none"> <li>• Interaction of religions:                             <ul style="list-style-type: none"> <li>- Tolerance, respect, dialogue, conflict, fundamentalism, pluralism, propaganda, indoctrination and syncretism</li> </ul> </li> </ul>		
<b>WEEKS 3 – 5</b>		
research into and across religions	12 hours	Textbook, dictionaries, magazines, recent newspaper articles
<ul style="list-style-type: none"> <li>• Inter-religious relationships: an investigative process to develop interviewing skills                             <ul style="list-style-type: none"> <li>- Develop questions</li> <li>- Establish how interviews should be conducted</li> <li>- Identify the people to be interviewed</li> <li>- Present report</li> <li>- Discuss in class</li> </ul> </li> </ul>		
<b>WEEKS 6 - 7</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>8 hours</b>	<b>Textbook, maps, different religious calendars, dictionaries, religious wall charts</b>
<ul style="list-style-type: none"> <li>• Definitions of religion: compare various definitions of religion                             <ul style="list-style-type: none"> <li>- Religion as it is generally defined</li> <li>- Definition of religion in a religious context</li> <li>- The learner’s understanding of religion</li> <li>- The relationship of the term ‘religion’ with other concepts such as worldview and belief systems: reflection and impact of concepts on religious interaction</li> </ul> </li> </ul>		
<b>WEEKS 8 – 10</b>		
Examinations		
Formal assessment: 1. Mid-year examination Guidelines for the setting of mid-year examination is in Chapter 4  <b>Informal assessments:</b> Written work, marking homework, class tests, case studies, role play etc.	It is compulsory to cover term 1 and 2 topics.  If a common exam is set at a district or provincial level, it must be written on the same day.	

TOPIC	TERM 3	GRADE 10
<b>WEEK 1 – 3</b>		<b>Recommended resources</b>
<b>Common features of religion as a generic and unique phenomenon</b>	<b>12 hours</b>	<b>Textbook, maps, different religious calendars, dictionaries, religious wall charts</b>
<ul style="list-style-type: none"> <li>• Aspects of understanding religion: <ul style="list-style-type: none"> <li>- Basic facts of religions</li> <li>- Understanding religions from the point of view of the adherents</li> <li>- Learners' self-discovery as an ongoing process without external expectation to conform</li> <li>- Correlations and patterns</li> <li>- Distinctions between Religion Studies and Religious Education</li> </ul> </li> <li>• Major dimensions common to all religions: <ul style="list-style-type: none"> <li>- Divinity, cosmos, humanity, knowledge, the good and the beautiful, sacred and normative tradition, narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, faith, organisation</li> </ul> </li> </ul>		
<b>WEEKS 4 - 5</b>		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, dictionaries, religious wall charts, magazines
<ul style="list-style-type: none"> <li>• Origins of religions: <ul style="list-style-type: none"> <li>- <i>Beginnings of various religions</i>: religions without founders and religions with founders</li> <li>- <i>Roles in the formation of religions</i>: founders, prophets and reformers</li> </ul> </li> </ul>		
<b>WEEKS 6 – 8</b>		
Common features of religion as a generic and unique phenomenon	12 hours	Dictionaries, textbook, wall charts, magazines, newspaper articles
<ul style="list-style-type: none"> <li>• Roles of social forms, institutions and roles in religion</li> <li>• Social forms and/or institutions that have been produced in various religions: <ul style="list-style-type: none"> <li>- Monarchies-</li> <li>- Oligarchies</li> <li>- Democracies</li> <li>- Division of power between central organisation and local organisations</li> </ul> </li> <li>• Leadership roles produced in various religions: <ul style="list-style-type: none"> <li>Elder, healer, minister, nun, guru, imam, monk, pastor, priest, prophet, scholar, priestess, pundit, teacher, rabbi and roles based on birthright</li> </ul> </li> </ul>		
<b>WEEKS 9 - 10</b>		

<p><b>Topical issues in society</b></p>	<p><b>8 hours</b></p>	<p><b>Textbook, dictionaries, religious wall charts, newspaper articles</b></p>
<ul style="list-style-type: none"> <li>• Topical issues in South Africa:</li> </ul> <p>Choose any of the following topics: , Abortion, Health , Diseases including HIV and Aids, Economics , The state, Politics , Community and individuality, Family , Gender, Sexuality , Discrimination, Freedom, human rights and responsibilities , Environment, Indigenous knowledge systems , Natural sciences, Media , Leisure, Fundamentalism , Education, Art , Leadership, International relations , Euthanasia , Substance abuse, Death , Suicide, Kinship systems , Divorce, Crime and violence</p> <p>Topical issues should be changed on yearly basis.</p> <ul style="list-style-type: none"> <li>• Identify the topical issue</li> <li>• Causes</li> <li>• Manifestation</li> <li>• consequences</li> <li>• how they are understood and managed from a variety of religious perspectives</li> </ul>		
<p><b>Formal assessment:</b> 1.Project: should be on a topical issue where the learner presents evidence of community involvement</p> <p><b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc.</p>	<p>It is compulsory to cover the given topics in the term indicated. Learners should be given a project before the end of the second term</p>	

TOPIC	TER.M 4	GRADE 10
<b>WEEK 1 – 2</b>		Recommended resources
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Textbook, dictionaries, religions’ reference books, newspaper articles, magazines</b>
<ul style="list-style-type: none"> <li>• Topical issues in Africa and the world: give guidance</li> </ul> <p>Choose any of the following topics: , Abortion, Health , Diseases including HIV and Aids, Economics , The state, Politics , Community and individuality, Family , Gender, Sexuality , Discrimination, Freedom, human rights and responsibilities , Environment, Indigenous knowledge systems , Natural sciences, Media , Leisure, Fundamentalism , Education, Art , Leadership, International relations , Euthanasia , Substance abuse, Death , Suicide, Kinship systems , Divorce, Crime and violence</p> <p>Topical issues should be changed on yearly basis.</p> <ul style="list-style-type: none"> <li>• Identify the topical issue</li> <li>• Causes</li> <li>• Manifestation</li> <li>• consequences</li> <li>• how they are understood and managed from a variety of religious perspectives</li> </ul>		
<b>WEEK 3 - 4</b>		
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Textbook, dictionaries, magazines, newspaper articles</b>
<ul style="list-style-type: none"> <li>• Principles of ethical decision-making pertaining to public life: how people in different religions come to decisions regarding social ethics                             <ul style="list-style-type: none"> <li>- The sources of ethical decision-making</li> <li>- The principles of harmonious social existence expounded by various religions</li> </ul> </li> </ul>		
<b>WEEK 5 – 6</b>		
Topical issues in society	8 hours	Textbook, dictionaries, magazines, recent newspaper articles
<ul style="list-style-type: none"> <li>• Religions and economics from a Religion Studies perspective</li> <li>• Critical analysis of the relationship between religions and economics with reference to work, reward, justice, wealth and poverty:                             <ul style="list-style-type: none"> <li>- Religious views on the relationship</li> <li>- Ethical principles in religions pertaining to economics</li> <li>- Influence of religions on economic life</li> <li>- Influence of economics on religions</li> </ul> </li> </ul>		
<b>WEEKS 7 – 10</b>		

<b>EXAMINATIONS</b>	
<p><b>Formal assessment:</b></p> <p>End-of-year examination</p> <p><b>Informal assessments:</b></p> <p>Written work, marking homework, class tests, case studies, etc.</p>	

TOPIC	TERM 1	GRADE 11
<b>WEEKS 1 – 2</b>		Recommended resources
<b>Variety of religions</b>	<b>8 hours</b>	<b>Textbook, statistics on religious demographics, dictionaries, religious wall charts</b>
<ul style="list-style-type: none"> <li>Main developments of religions: developments in South Africa and the world Major influences in the development of religions</li> </ul>		
<b>WEEKS 3 – 4</b>		
Variety of religions	8 hours	Wall charts, dictionaries, textbook, newspaper articles and reports
<ul style="list-style-type: none"> <li>The mutual interdependence of religion and social factors: hunter-gatherer societies; early food producers; early state societies; societies of more advanced technology; modern technological society; postmodern society</li> </ul>		
<b>WEEKS 5 – 6</b>		
<b>Variety of religions</b>	<b>8 hours</b>	<b>Textbook, statistics on religious demographics, dictionaries, religious wall charts</b>
<ul style="list-style-type: none"> <li><i>Influence and adaptation between religions:</i> relationships that have existed between religions in the past                             <ul style="list-style-type: none"> <li>- <i>Very strong mutual influence between religions:</i> Sikhism and African Initiated Churches</li> <li>- Missionary religions: Christianity, Islam, Baha'i Faith and Buddhism</li> <li>- <i>Non-missionary religions:</i> African religion, Judaism and Hinduism</li> </ul> </li> <li><i>The distinctions between the important concepts:</i> mission, evangelism, proselytisation, revitalisation, ecumenism, syncretism and religious colonialism or imperialism.</li> </ul>		
<b>WEEKS 7 – 8</b>		
<b>Variety of religions</b>	<b>8 hours</b>	<b>Textbook, statistics on religious demographics, dictionaries, religious wall charts</b>

<ul style="list-style-type: none"> <li>• Approaches aimed at inter-religious dialogue: identify and critically investigate             <ul style="list-style-type: none"> <li>- Attitudes of a variety of religions to one another</li> <li>- Interpretation of a variety of religions of one another</li> </ul> </li> </ul>		
<p><b>WEEKS 9 – 10</b></p>		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, statistics on religious demographics, dictionaries, religious wall charts
<ul style="list-style-type: none"> <li>• Symbols:             <ul style="list-style-type: none"> <li>- Understanding of the term symbol</li> <li>- Importance of symbols in religion</li> <li>- The roles symbols play in representing and presenting something</li> <li>- Symbols central to various religions, including origin and significance and how and when they are used</li> <li>- How the meaning of symbols change over time</li> </ul> </li> </ul>		
<p><b>Formal assessment:</b></p> <p>1. Written Task</p> <p>2. Test</p> <p><b>Informal assessments:</b></p> <p>Written work, marking homework, class tests, case studies, etc</p>		<p>It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.</p>

TOPIC	TERM 2	GRADE 11
<b>WEEKS 1 - 2</b>		<b>Recommended resources</b>
<b>Common features of religion as a generic and unique phenomenon</b>	<b>8 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>Theories about religion:                             <ul style="list-style-type: none"> <li>- Understanding the term theory</li> <li>- Theory in a religious context</li> <li>- Understanding functionalist and conflict theories</li> <li>- Morality and ethics in religion</li> </ul> </li> </ul>		
<b>WEEKS 3 - 4</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>8 hours</b>	<b>Textbook, dictionaries, wall charts, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>The nature and role of narrative and myth in religion:                             <ul style="list-style-type: none"> <li>- Understanding the term narrative</li> <li>- Understanding the concept myth: different kinds of myth</li> <li>- The variety of roles of myth or mythical elements in religion</li> <li>- An analysis of a number of narratives and myths in religions</li> </ul> </li> </ul>		
<b>WEEKS 5 – 7</b>		
<b>Research into and across religions</b>	<b>12 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>Interviews on gender issues: structured interviews taking into consideration gender, religion, culture and economic backgrounds                             <ul style="list-style-type: none"> <li>- Identify the people to be interviewed</li> <li>- Develop the questions to be asked</li> <li>- Establish how the interviews should be conducted</li> <li>- Present an objective report</li> <li>- Discuss in class</li> </ul> </li> </ul>		
<b>WEEKS 8 – 10</b>		
<b>EXAMINATIONS</b>		
<b>Formal assessment:</b>  Mid-year examination  <b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc		It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.



TOPIC	TERM 3	GRADE 11
<b>WEEKS 1 – 2</b>		<b>Recommended resources</b>
<b>Common features of religion as a generic and unique phenomenon</b>	<b>8 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>• Types of rituals and their role in religions:                             <ul style="list-style-type: none"> <li>- Understanding the concept ritual: origin and significance of various rituals and how they relate to specific historical events in religion</li> <li>- Common characteristics of rituals</li> <li>- Distinguishing different kinds of ritual</li> <li>- Distinguishing the variety of roles of ritual in religion</li> <li>- Link between rituals and various religions</li> <li>- Ritual as a representation of the beliefs or principles of religions</li> </ul> </li> </ul>		
<b>WEEKS 3 - 4</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>8 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>• Concepts: faith, worship, prayer, meditation, mysticism and spirituality, artistic expressions of religion; meaning and how they occur in various religions</li> <li>• Ways in which religion is reflected in specific works of art and interpretation</li> </ul>		
<b>WEEKS 5 – 6</b>		
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Textbook, dictionaries, wall charts, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>• Religion and the state, with reference to various religions in history:</li> <li>• Critical analysis of the relationships between religion and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative model</li> <li>• Ways in which religious beliefs influence the development of state policies and practices, including examples.</li> </ul>		
<b>WEEKS 7 – 8</b>		
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>• Religion and politics</li> <li>• The relationship of religions and politics in terms of views of religions about politics, how religion influences political life, how politics influence religion</li> <li>• Aspects to include colonialism, imperialism, liberation and transformation</li> </ul>		
<b>WEEKS 9 – 10</b>		
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Textbook, dictionaries, wall charts, magazines, newspaper articles and reports</b>

- Religions and the natural environment: the influence of the natural environment on religion and the influence of religion on the natural environment
- Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: religious views, ethical principles, practical involvement, environmental justice and enjoyment

**Formal assessment:**

Project

**Informal assessments:**

Written work, marking homework, class tests, case studies, etc

It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 4	GRADE 11
<b>WEEKS 1 – 3</b>		<b>Recommended resources</b>
Topical issues in society	12 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
<ul style="list-style-type: none"> <li>• Co-responsibility and co-operation of religions:               <ul style="list-style-type: none"> <li>- Reasons why religions share responsibility for quality of life in society</li> <li>- Religious resources available to assume co-responsibility to improve quality of life</li> <li>- Examples of co-operation between religions to improve quality of life in society</li> <li>- Ways in which religion has an impact on society</li> </ul> </li> </ul>		
<b>WEEKS 4 - 6</b>		
<b>Research into and across religions</b>	<b>12 hours</b>	<b>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</b>
<ul style="list-style-type: none"> <li>• Religion and leisure from an ethical point of view:               <ul style="list-style-type: none"> <li>- Relationship between work and leisure</li> <li>- Forms of relaxation and recreation in individual and community life</li> <li>- Relaxation and recreation in various religions</li> <li>- Representative advertisements and sponsorship related to leisure activities: compile and analyse</li> <li>- Ethics of the leisure industry: evaluative report</li> </ul> </li> </ul>		
<b>Weeks 7 – 10</b>		
<b>EXAMINATIONS</b>		
<b>Formal assessment:</b>  End-of-year examination  <b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc		It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 1	GRADE 12
<b>WEEK 1 – 4</b>		<b>Recommended resources</b>
<b>Variety of religions</b>	<b>16 hours</b>	<b>Textbook, religious wall charts, world maps, dictionaries, current newspaper articles</b>
<ul style="list-style-type: none"> <li>• Conceptual distinctions:                             <ul style="list-style-type: none"> <li>- Concepts that are often used in the context of religion: identity, uniqueness, unity, similarity, difference and comparability</li> <li>- Use of the concepts in appropriate contexts</li> </ul> </li> <li>• Internal differentiations within religions: all regions display a wealth of internal differentiations. Focus will be on some subdivisions or schools of thought or branches in a number of religions in South Africa, including:                             <ul style="list-style-type: none"> <li>- African religion, Hinduism, Buddhism, Judaism, Christianity, Islam and other worldviews</li> </ul> </li> <li>• Main features of such differentiations with reference to teaching, philosophy, governance and practices</li> </ul>		
<b>WEEK 5 – 7</b>		
<b>Variety of religions</b>	<b>12 hours</b>	<b>Textbook, religious wall charts, world maps, dictionaries, current newspaper articles</b>
<ul style="list-style-type: none"> <li>• Unique features of various religions:                             <ul style="list-style-type: none"> <li>- Identification and explanation of unique features of various religions in a wide religious context</li> <li>- What various religions believe to be their own uniqueness -</li> </ul> </li> <li>• History and present dynamics of inter-religious relationships in South African, African and international communities:                             <ul style="list-style-type: none"> <li>- Overview of the history and present dynamics through written sources, interviews and literature</li> <li>- Organisations which include the promotion of inter-religious dialogue: background, purpose and impact</li> </ul> </li> </ul>		
<b>WEEKS 8 – 10</b>		
<b>Research into and across religions</b>	<b>12 hours</b>	<b>Dictionaries, religions’ reference books, textbook, magazines, resource persons</b>
<ul style="list-style-type: none"> <li>• Religion in areas of recent conflict in South Africa, Africa and the world: identify and study two or three areas of recent conflict                             <ul style="list-style-type: none"> <li>- Analyse these situations</li> <li>- In what ways is religion part of the problem?</li> <li>- In what ways is religion part of the solution by the prevention of conflict and by peacemaking? -</li> <li>- Specialisation in one religion</li> </ul> </li> </ul>		

<p>Formal assessment:</p> <ol style="list-style-type: none"><li>1. Written Task</li><li>2. Test</li></ol> <p><b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc</p>	<p>It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.</p>
<p>Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.</p>	

TOPIC	TERM 2	GRADE 12
<b>WEEKS 1 – 3</b>		<b>Recommended resources</b>
Topical issues in society	12 hours	Dictionaries, religions' reference books, textbook, magazines
<ul style="list-style-type: none"> <li>• Development of a strategy to solve a major social problem:                             <ul style="list-style-type: none"> <li>- Main elements:                                     <ul style="list-style-type: none"> <li>o Identifying and analysing the problem</li> <li>o Outlining and considering the religious sources available</li> <li>o Outlining practical steps to be taken to reach a solution</li> </ul> </li> </ul> </li> <li>• Specialisation in one religion:                             <ul style="list-style-type: none"> <li>o Role of media in influencing public opinion on religion                                     <ul style="list-style-type: none"> <li>- Religious issues reported on in the media</li> <li>- The different media presenting information on religion</li> <li>- Link between distinct media and different religions</li> <li>- Message conveyed about religion in the various media and how this influences public opinion</li> </ul> </li> </ul> </li> </ul>		
<b>WEEK 4</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>4 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines, resource persons</b>
<ul style="list-style-type: none"> <li>• <i>Religious teachings</i>: a variety of their roles in different religions:                             <ul style="list-style-type: none"> <li>- The difference between the concept ideology of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology</li> </ul> </li> </ul>		
<b>WEEK 5 - 7</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>12 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines, resource persons</b>

<ul style="list-style-type: none"> <li>• Specialisation in one religion: The central teachings in one religion:                     <ul style="list-style-type: none"> <li>- Core teachings including the following components: the nature of divinity, the nature of the world, the nature of humanity with reference to community and the individual, the place and responsibility of humanity in the world, the origin and the role of evil, the overcoming of evil, life after death.</li> </ul> </li>   <li>• Normative sources in various religions:                     <ul style="list-style-type: none"> <li>- Occurrence of the following normative sources in several religions: contemporary inspiration, oral tradition and sacred books</li> <li>- The origin and development of normative sources in different religions</li> </ul> </li> </ul>	
<p><b>WEEKS 8 - 10</b></p>	
<p><b>EXAMINATIONS</b></p>	
<p><b>Formal assessment:</b></p> <p>1. Mid-year examination</p> <p><b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc</p>	<p>It is compulsory to cover the given topics in the term indicated. The sequence in the term is , however, not fixed.</p>
<p>Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.</p>	

TOPIC	TERM 3	GRADE 12
<b>WEEKS 1 – 2</b>		recommended resources
Common features of religion as a generic and unique phenomenon	8 hours	Dictionaries, religions’ reference books, textbook, magazines, resource persons
<ul style="list-style-type: none"> <li>• Specialisation in one religion Interpreting one normative source:                             <ul style="list-style-type: none"> <li>- The hermeneutical principles of interpreting the normative sources in any one religion</li> <li>- Actual interpretation of one important normative source in any one religion: African oral and written tradition, the Bible, the Quran, the Tanach, the Vedas, the Kitab-i-Aqdas and the Pali Canon</li> </ul> </li> <li>• Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion: atheism, agnosticism, humanism and materialism</li> <li>• The origin, purpose and influencing factors behind at least two worldviews</li> </ul>		
<b>WEEKS 3 – 5</b>		
Research into and across religions	12 hours	Dictionaries, religions’ reference books, textbook, magazines, resource persons
<ul style="list-style-type: none"> <li>• Religion and the natural sciences:                             <ul style="list-style-type: none"> <li>- Examine the relationship between religion and the natural sciences with reference to views of creation and evolution.</li> </ul> </li> </ul>		
<b>WEEKS 6 – 7</b>		
<b>Topical issues in society</b>	<b>8 hours</b>	<b>Dictionaries, religions’ reference books, textbook, magazines, resource persons</b>
<ul style="list-style-type: none"> <li>• Religious freedom, human rights and responsibilities:                             <ul style="list-style-type: none"> <li>- Sources available in different religions pertaining to religious freedom, human rights and responsibilities</li> <li>- Religious teachings pertaining to morality and ethics in modern society</li> <li>- Practical involvement of different religions in promoting religious freedom, human rights and responsibilities</li> </ul> </li> </ul>		
<b>WEEKS 8 – 10</b>		
<b>EXAMINATIONS</b>		
<b>Formal assessment:</b> 1. Project 2. Trial examination  <b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc		It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.



## RELIGION STUDIES GRADES 10-12

Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.		
TOPIC	TERM 4	GRADE 12
<b>WEEK 1</b>		<b>Recommended resources</b>
<b>Variety of religions</b>	<b>4 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines</b>
<ul style="list-style-type: none"> <li>• Consolidation of work:</li> <li>- Conceptual distinctions</li> <li>- Internal differentiations</li> <li>- Unique features of various religions</li> <li>- Roles of various religions</li> <li>- History and present dynamics of inter-religious relationships in South Africa</li> </ul>		
<b>WEEK 2</b>		
<b>Topical issues in society</b>	<b>4 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines</b>
<ul style="list-style-type: none"> <li>• Consolidation of work:</li> <li>- Religious freedom, human rights and responsibilities</li> <li>- Social problems in South Africa and the world</li> <li>- Media coverage on issues with religious relevance</li> </ul>		
<b>WEEK 3</b>		
<b>Research into and across religions</b>	<b>4 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines</b>
<ul style="list-style-type: none"> <li>• Consolidation of work:</li> <li>- Religion in areas of recent conflict in South Africa and the world</li> <li>- Religion and the natural sciences</li> </ul>		
<b>WEEK 4</b>		
<b>Common features of religion as a generic and unique phenomenon</b>	<b>4 hours</b>	<b>Dictionaries, religions' reference books, textbook, magazines</b>
<ul style="list-style-type: none"> <li>• Consolidation of work:</li> <li>- The role of teaching in a variety of religions</li> <li>- Interpreting normative sources</li> <li>- The central teachings of one religion</li> </ul>		
<b>WEEKS 5 - 10</b>		
<b>EXAMINATIONS</b>		

<p>Formal assessment: 1. External examination</p> <p><b>Informal assessments:</b> Written work, marking homework, class tests, case studies, etc</p>	<p>It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.</p>
<p>Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.</p>	

## SECTION 4

### ASSESSMENT IN RELIGION STUDIES

#### 4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and assist the learner's development in order to improve the process of learning and teaching.

Religion Studies is not a form of religious instruction. Personal faith and beliefs are not critically assessed. What is assessed is the way in which operative concepts and thinking skills are applied to religion as a social phenomenon.

Learners' progress in Religion Studies is monitored throughout the school year and involves the following two different but related activities:

- (i) Informal or daily assessment tasks; and
- (ii) Formal assessment tasks.

#### 4.2 Informal or daily assessment

Informal or daily assessment is a daily monitoring of learners' progress. This is done through observation, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment should not be seen as separate from learning activities taking place during a lesson.

Informal assessment tasks in Religion Studies are used as part of the teaching and learning process to:

- (i) assess strengths and weaknesses in a timely manner, as a baseline or diagnostic assessment of learners' abilities;
- (ii) alert teachers and learners to the need for additional support (revising certain sections) and reassessment of teaching and learning activities;
- (iii) motivate and encourage learners to participate actively in class; and
- (iv) reinforce the development of learners' skills, knowledge and values.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

The informal activities should cover all the cognitive levels.

A minimum of two informal assessment task should be given per week (one classwork and one homework).

Class works:

These activities require cognitive demand levels 1 to 4. Refer to the cognitive level grid on the next page

Home works

These activities require cognitive demand levels 5 and 6. Refer to the cognitive levels grid on the next page

**4.3 Formal assessment**

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The forms of assessment used should be age and developmental level appropriateness. In the formal programme of assessment for Religion Studies learners are expected to complete five internal tasks per grade.

In Grades 10 and 11, six tasks are undertaken during the year and make up 25% of the total mark for Religion Studies, while the seventh is the end-of-year examination, which makes up the remaining 75%. In Grade 12, all seven tasks are internally set and assessed and make up 25% of the total mark for Religion Studies. The external examination is externally set and moderated and makes up the remaining 75%.

Formal assessments in Religion Studies must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level description	Blooms taxonomy
30%	Recall (knowledge)	Levels 1 and 2
40%	Comprehension	Levels 3 and 4
30%	Analysis, application, evaluation and synthesis	Levels 5 and 6

**Cognitive levels grid**

L1 and L 2		L3 and L 4		L5 and L 6	
Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Exhibit memory of previously learned material by recall facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by: organizing comparing translating,	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a	Examine and break information into parts by identifying motive or causes. Make inference and find evidence to	Present and defend opinions by making judgements about information , validity of ideas	Complied information together in a different way by combining elements in a new pattern or

	interpreting, giving descriptions and stating main ideas.	different way.	support generalisations.	or quality of work based on a set of criteria	proposing an alternative solutions
Choose	Classify	Apply	Analyse	Apply	
Define	Compare	Choose	Assume	Appraise	
Find	Contrast	Develop	Categorise	Assess	
How	Explain	Identify	Classify	Compare	
List	Illustrate	Interview	Compare	Conclude	
Match	Outline	Construct	Contrast	Criticise	
Name	Summarise	Report	Conclusion	Decide	
Relate	Infer	Change	Distinguish	Defend	
Select	Relate	Conclude	Examine	Determine	
What	Show	Demonstrate	Infer	Evaluate	
When	Demonstrate	Discuss Explain	List	Explain	
Where		Identify		Interpret	
Which		Illustrate Interpret		Judge	
Who		Report		Justify	
Why		Review		Opinion	
		Summarise		Recommend	
		Tell		Support	
		Prepare		Argue	
		Show			

**4.4 Programme of assessment**

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

The weighting of marks for the five internal formal assessment tasks for grade 10 to12 for Religion Studies is as follows:

Grades 10 and 11

Term 1	Term 2	Term 3	Term 4
Task 1 Written Task: 100 marks	Task 3 Mid-year examination: 300 marks	Task 4 Project: 100 marks	Task 5 End-of-year examination: 300 marks
Task 2 Test: 100 marks			

**Grade 12**

Term 1	Term 2	Term 3	Term 4
Task 1 Written Task : 100 marks Task 2 Test: 100 marks	Task 3 Mid-year examination: 300 marks	Task 4 Project: 100 marks Task 5 Trial examination: 300 marks	Task 6 External examination: 300 marks

### Nature of formal tasks in religion studies

The content, concepts and skills for Religion Studies detail the competencies per grade to be achieved in Religion Studies. In order to establish whether content, concepts, knowledge and skills have been attained, assessment will focus on the following aspects:

Complexity of knowledge increasing within and across grades (progression).

Operative concepts and general thinking competencies increasing within and across grades.

Data-handling, investigative, problem-solving and communication competencies.

### 4.5 Examinations

(i) Grade 10: mid-year and end-of-year one two-hour paper: 150 marks multiplied by 2 = 300

In the Grade 10 Religion Studies examination a learner will be required to answer three questions. The question paper will comprise one compulsory question (short questions of 50 marks) and two optional questions of 50 marks each (30 for source-based questions and 20 for extended writing). The paper should be divided into the following sections :

#### Section A is compulsory (50 marks.).

Short questions will require one-word answers, which will include definitions, true or false with (with reasons), matching items, fill in blanks and multiple choice questions, definition of concepts.

This section will also include questions that require short explanations and brief descriptions.

#### Section B : Choose two out of 4 Questions (50x2)

Source-based questions will focus on examining a range of sources such as texts, maps and graphs and include comparative questions. The required answers will range from short responses to paragraphs.

The extended writing piece will require learners to use their own knowledge and information to produce an extended text on a generic issue.

(ii) Grade 11: mid-year and end-of-year and Grade 12: mid-year and trial two two-hour papers: 150 + 150 = 300

Paper 1: 150 marks

Topics covered to be covered in

**PAPER 1: VARIETY OF RELIGIONS AND COMMON FEATURES OF RELIGION AS A GENERIC AND UNIQUE PHENOMENON**

The paper is divided into Section and section B.

#### SECTION A

Section A is compulsory. In SECTION A, questions require answers that comprise one word and short paragraphs. This section also includes questions that require short explanations and brief descriptions.

Questions types include true / false questions (with reasons) matching items, fill in and multiple choice questions.

Note: in this section, each fact carries one mark, unless otherwise stated.

#### SECTION B

A learner will be required to answer two out of three of four questions of 50 marks each.

Questions in this section focus on interrogating a range of sources such as texts, maps, graphs, etc. and include comparative questions. The required answers range from short responses to paragraphs.

Paper 2: 150 marks

Topics to be covered in

**PAPER 2: TOPICAL ISSUES IN SOCIETY AND RESEARCH INTO AND ACROSS RELIGIONS.**

Three focused extended writing questions (choice of three out of four to five questions): 50 marks each. Questions will focus on analysing and interpreting generic issues pertaining to religions. Learners are expected to present a position on the issue/or issues from a specific religious perspective and to argue this position and critique it. A source can be included to act as a stimulus.

The mid-year and end-of-year examinations in Grade 11, and the mid-year and the trial examinations in Grade 12 will be similar to the external examination. The examination guidelines will provide details of the social problems that will be addressed in Grade 12 for a particular year; if there are no new guidelines the previous years' guidelines will be considered relevant.

#### 4.4.2 Test

One 1 hour 30 minutes paper: 100 marks

A Religion Studies test will consist of three questions: 40 marks for section A and 60 marks for section B.

Section A: is compulsory (40 marks)

It comprises the following:

Section B: choose two out of four questions of 30 marks each. (total: 60 marks)

- Short based questions from sources requiring short responses (10 marks)
- Two extended (essays) worth 10 marks each. (total: 20)

#### 4.4.3 Project

The project will be in one of the following forms: a research assignment, oral assignment, enrichment assignment or an investigation. The topic and nature will be determined by the content covered according to the annual teaching plan. The project will require extended reading and writing on the part of the learner. The final product will be in the form of an essay with sub-headings relating to the criteria of the task. Learners will spend time outside of contact time to collect resources and information to perform the task. The completion of the task must be facilitated by the teacher in class time.

Learners should be given a project before the end of the second term, after the content related to the project has been addressed, for submission during the third term. They will need adequate guidance at the outset of the project and progress must be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.

Learners should be given a project before the end of the second term, after the content related to the project has been addressed for submission during the third term.

A suggested outline on the steps to follow for a **project** is presented below:

1. Choose a relevant topic
2. Brainstorm your topic (remember your audience and purpose )
3. Plan / draw a mind map of how and what you will do
4. Research / find information on your chosen topic
5. Organise the information that you have collected (think from all angles)
6. Prepare a draft document
7. Revise your draft
8. Prepare your final version
9. Present your findings according to your choice
10. Include a reference / bibliography

Learners can supplement your project with the following:

- Undertaking interviews
- Creating brochures
- Reading and/or writing newspaper articles
- Referring to magazine articles, advertisements (or drafting and article/assessment)
- Drawing or finding relevant pictures
- Taking photographs



- Making videos
- Using the internet to find relevant information (but remember - not everything on the Internet is equally reliable)
- Preparing a presentation or a wall chart

Learners are expected to include the following:

1. The declaration for your opinion.
  2. How you collected your information/ sources used
  3. Introduction
  4. Body to revolve around the ideas you judge to be the most important
  5. Conclusion
- Important points to remember :
    1. Learners are expected to hand in all rough work at their final presentation.
    2. They will be assessed according to a rubric/ marking guideline.
    3. They are expected to provide feedback on their thinking, attitude and findings to your teacher.
    4. The teacher should also provide learners with feedback on their project.

#### **4.4.3 Research and Enrichment assignment**

##### **4.4.3.1 Research assignment**

This task requires the learner to complete an assignment based on research and involving the process of enquiry. A key question is needed with a topic relating to a specific religious issue. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument, make an interpretation and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access sources relevant to the assignment. Learners will need to be guided in formulating a question for their research assignment and in locating the information sources available to them to research their chosen topic.

##### **4.4.3.2 Enrichment assignment**

An enrichment assignment is a creative, original, new, fresh way of presenting investigations into religions or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment, with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, history of religions, investigation of rituals, symbols and related values, texts, commentaries and local traditions. This type of assignment accommodates different learning styles.

#### **4.4.3 Investigation**

This task involves problem-solving linked to current or contemporary issues in interpretation and representation of a religion/or religions. Learners will be asked to present plans for addressing misinterpretations across the globe and misrepresentations in a community; or more straightforward investigations into community symbols and rituals associated with a religion/ or religions. This will be linked to knowledge about religious sites, religious celebrations

and religious holidays. The main idea is to broaden learners' understanding of the religion/or religions and how these are interpreted and represented in society and the world at large. Learners must access information from a variety of sources when carrying out an investigation.

#### **4.4.4 Extended writing (Essay)**

These tasks will include source work and extended writing and should be in the form of an essay with sub-headings relating to the criteria of the task. There must be a clear introduction section, the body section, explaining the issue being covered and a conclusion.

Each task involves an overall key question. Questions will be based directly on sources and require learners to use their own knowledge and new knowledge gained from the Religion Studies classroom to analyse and interpret the source provided in answering the key question. Learners will examine one or more sources for interpretive, evaluative and comparative reasons. Topics must address the content covered according to the annual teaching plan.

NB. A memorandum and a guideline for marking that suits each of the tasks above must be used to assess learner performance in a given task. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. The marking memorandum or guideline must make provision for the learner's own interpretation of the questions.

#### **4.4.5 Source-based tasks**

Learners are presented with a longer source from a particular book/newspaper/magazine, etc. that requires in-depth reading. Learners should digest the information and then respond to application questions based on informed decision-making and problem-solving. They may be expected to interpret quotations from the source, to analyse comments and possibly make suggestions.

#### **4.4.6 Case studies:**

Learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders. They should draw on their own experience, the experience of peers or prior learning to interpret, analyse, give advice and/or solve the problem(s) based on informed decision-making.

Example of a case study: Use a newspaper report on a current issue related to the Religion Studies curriculum.

*Newspaper articles, magazine articles, and TV or radio presentations form excellent case studies.*

*Learners have to read and/or listen, digest the information and then make informed decisions. Questions can range from lower order - direct quotes from the article - to higher order when they are asked to analyse comments and possibly make suggestions.*

*Case studies are a very good way of keeping the subject up to date and relevant.*

#### 4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/or her his readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Religion Studies, the following marks are applicable per term:

Grades 10 and 11

Term	Assessment task	mark per term		Year %
		Recording	Reporting	
1	Written task	100		600/6 = 100 (SBA)
	Test	100		
		200/2	100	
2				
	Mid-year examination	300		
		300/3	100	
3	Project	100	100	
4	School-based Assessment (SBA)	100		25%
	End-of-year examination	300		75%
	Total for end of year	400		100%

The SBA is calculated by adding the marks for tasks 1 to 6 out of a total of 800 and divide by 8 to arrive at the SBA mark out of 100.

**Grade 12**

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1	Written task	100		900/9 = 100 (SBA)
	Test	100		
		200/2	100	
2				
	Mid-year examinations	300		
		300/3	100	
3				
	Project	100		
	Trial examination	300		
		400/4	100	
4				
	SBA	100		25%
	External examination	300		75%
	Total for end of year	400		100%

The SBA is calculated by adding the marks for tasks 1 to 7 out of a total of 1100 and divide by 11 to arrive at the SBA mark out of 100.

The various achievement levels and their corresponding percentage bands are as shown in the table below.  
Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

Exemplar Working Mark Sheet: Religion Studies

GRADE		TERM 1				TERM 2					TERM 3			TERM 4						
Name of Task		WRITTEN TASK	TEST	TOTAL	REPORTING	PAPER 1	PAPER 2	MID-YEAR EXAM	(300) TOTAL	REPORTING	PROJECT		REPORTING	PAPER 1	PAPER 2	75 % (P1 & P2)	25% (600/6)	(75+25) TOTAL	(400/4) 100	
Date of Assessment																				
Learner's Names		100	100	200	(100)	150	150	300	300	(100)	100		(100)	150	150	300	100	400	100%	
1																				
2																				
3																				
4																				
5																				

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Levels of moderation

There following four levels of moderation are applicable for Religion Studies: School, district/ region, provincial and national

- School moderation

Grade 10 to 12 tasks are internally moderated by the head of the department or subject head at a school. The subject advisor must moderate a sample of these tasks during her or/his school visits, to verify the standard of the internal moderation.

The frequency of internal moderation: twice per term. Before formal tasks are given to learners and on completion of the marking of formal tasks set for that particular term.

Grade 12 tasks must be moderated at provincial level. This process will be managed by the provincial education department.

Sample:

- Teacher files: all grade 10 to 12 Religion studies teachers at the school
- Evidence of learner performance: A minimum of 12 learners selected from each grade for grade 10 to 12 (spread of four weak, four average and four strong learners learners per class per grade.

- Sample submitted per term has t be changed so that the same learners' work is not moderated more than once per year.

- **District / Region moderation**

**Applicable to Grades 10, 11 and 12**

**Moderator: Life Orientation Subject Adviser in charge of the district/region**

**Frequency:**

- **For Grades 10 and 11: once per semester (preferably at the start of the second and the fourth school terms).**
- **For Grade 12: continuous, throughout terms one to three. Where the number of schools in a district/region is high, subject advisers will sample and prioritise schools according to needs and performance.**

**Sample:**

- **Teacher files: sample of one Life Orientation teacher per grade per school.**
- **Evidence of learner performance: sample of six learners per grade per school (spread of two weak, two average and two strong learners per grade per school).**
- **Half of the sample submitted should be learner evidence that has already been moderated at school level.**

**NB. This level of moderation will include moderation for the Physical Education Task (PET) activities. The subject adviser will sample schools to moderate the PET during announced school visits by observing learners performing the actual assessment task. This means the moderation for PET will be done throughout the year. A checklist, which includes an indication of the evidence required to ascertain that movement activities have taken place in Life Orientation, signed by the subject advisor adviser has to be placed in the Life Orientation teacher's file as evidence of moderation for PET at a school.**

- **Provincial moderation**

- **Applicable to Grade 12 only**
- **Moderator: provincial moderation team appointed by the provincial education departments which includes Life Orientation subject advisers and teachers.**
- **Frequency: once a year during the September school holidays.**

**Moderation process:**

- Moderation at this level must be given the status of the external examination marking process
- All schools must be moderated

**- Sample:**

- a. Teacher files: sample of one Life Orientation teacher per school
- b. Evidence of learner performance: sample of twelve learners per school (spread of weak, average and strong learners per school). Moderators will select evidence equal to 3 – 6 learners' work from different learners in the given sample to moderate
- c. Half of the sample submitted should be learner evidence that has already been moderated at school and district/ region levels

- Discrepancies with regard to incomplete evidence, awarding and recording of marks will be sent back to schools for correction during the fourth term and re-submission to the provincial office on a date determined by the province depending on the nature of the discrepancy

- Incomplete evidence must be handled as stipulated in the policy: Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate, August 2008.

- National moderation

Applicable to Grade 12 only

**Moderator:** national moderation team appointed by the Department of Basic Education.

**Frequency:** once a year, during the fourth school term.

**Sample:**

- Teacher files: sample of one Grade 12 teacher file from 5% of the schools per province (minimum of 30 and maximum of 50); all districts must be included in the sample
- Evidence of learner performance: three Grade 12 learners at each of the above schools (spread of one weak, one average and one strong learner per Grade 12 cohort at each of the schools)
- Half of the sample submitted should be learner evidence that has already been moderated at school, district/region and provincial levels.
- The sample of schools submitted per year must be rotated so that the same schools are not moderated every year (spread of schools from farm, rural, urban, peri-urban and urban locations).

## ANNEXURE: GLOSSARY

Adaptation	- acclimatisation to a situation
Adherent	- someone who belongs / follows a particular religion
African traditional religion	- a belief systems of Africans in particular
Agnosticism	- the view that there is insufficient information for the existence or non- existence of God
Archaeology	- a study of proofs of the way people lived , from very old ruins, human and animal bones,
Atheism	- a belief system that there is no God
Buddhism	- the teachings of Siddhartha Gautama about enlightenment
Census	- a system of counting citizens of a country
Christianity	- the life and teachings of Jesus Christ
Cluster	- same group
Colonialism	- a system of one country dominating another country
Comparability	- juxtaposing two ideas / things
Conform	- fit to a standard
Contemporary	- something recent
Demographical data	- a head count of citizen's information
Divinity	- state of things believed to come from a supernatural power
Doctrine	- a religious teaching or set of beliefs
Dogma	- a kind of belief/ doing / executing teachings
Dynamics	- expected / unexpected happenings
Economics	- a system of creating / loosing wealth /
Ecumenism	- are those activities aimed at finding unity and cooperation between Christian denominations.
Elements	- essential parts that make a whole
Ethical	- principled in a certain way
Ethical principles	- elements of ethics
Ethics	- moral principles
Evangelism	- sharing information about a set of beliefs of a particular religion.
Evil	- foul way of doing things
Evolution	- a process of development /growth; progression to a higher stage
Expounded	- presented and explained theory or idea in detail
Faith	- an emotional expression of how life probably should be
Governance	- action/way of governing and controlling
Green	- house effect
Guru	- a Hindu spiritual teacher
Harmonious	- peaceful
Hinduism	- is a henotheistic (believe in one God) religion, also accepts the existence of many other gods and goddesses.



Humanism	- a way of thinking that focuses on humans' relationships with one another and the environment; humanists do not include God, a supreme being or other gods in their thinking.
Humanity	- an expectation of how human behaviour should be
Hunter- gatherer	- an economy of hunting and gathering food together
Ideology	- a way of thinking relating to a group or individuals
Impact	- after effects
Impartiality	- decisions are made based on objective criteria and not on the basis of any prejudice or bias.
Imperialism	- a policy of extending a countries power and influence using military force or other means
Inter religious dialogues	- interactive agreements between / among religions
Judaism	- a monotheistic religion centred around one God Yahweh.
Kitab-i-Aqdas	- the charter of future world civilisation / mother book of the Bahai Faith
Liberation	- a system of setting free
Manifestation	- a sign or a(human) form of something abstract (God)/ demonstration
Materialism	- a life depended on materials
Meditation	- a deep thinking and communication to a deity / God
Monarchy	- a kingdom / state led by a king / queen
Monotheism	- belief in one God
Moral	- to do with wrong or right behaviour
Mutual	- working / winning together
Mysticism	- a state of seeking a deep relationship with the divine
Myth	- a belief which might be true or not true
Narrative	- story
Normative	- according to how agreed
Normative tradition	- an exercise of doing things as to how agreed
Nun	- a female devotee in the Roman Catholic Church
Objectivity	- not taking a side / part (not favouring any religion)
Oligarchy	- power concentrated in a few persons
Opinion	- how one believes/sees or is convinced about a thought/life
Pantheism	- a belief that all is God and that God is in everything
Parable	- using a story to teach something
Pastor	- a shepherd/leader in the Christian faith
Pattern	- a constructive strand of design repeated for decoration or reinforcement
Perspective	- an agreed way of presenting
Philosophy	- the way of thinking
Politics	- activities aimed at increasing someone's status or increasing power within an organisation
Polytheism	- a belief of many gods who are subjected to a supreme Brahman god

Practices	- ways of doing things
Priest	- a leader of a spiritual congregation
Principles	- guidelines
Prophet	- the agent of prediction, often based on the message from God concerning what is happening in a particular historical context, especially about future events.
Proselytization	- Preaching / evangelising and even forcing others to convert.
Protocol	- rules about appropriate behaviour and dress
Pundit	- a leader has studied Sanskrit in Hinduism
Quran	- Holy book of Islam
Rabbi	- the Holy leader of the Jewish faith
Reformers	- an agent in the period of division in the Catholic Church, mainly in the 16 <sup>th</sup> Century in Europe, who led to the formation of different Christian denomination.
Revitalisation	- a system of giving a new shape / life
Rituals	- agreed upon practises
Sacred	- Holy
Sikhism	- the religion that originated in the Punjab region of the Indian sub-continent about the end of the 15 <sup>th</sup> century.
Subjectivity	- looking at something from your own point of view as an insider
Surveys	- to get right measurement
Syncretism	- when one religion incorporates the teachings, beliefs or practices of another religion
Tanach	- Holy writings of Judaism / Hebrew bible / Mikra
Taosim	- a religion from China
Technology	- doing things in a certain way in the present time to help in human needs
Theocracy	- the leadership of God to the people
Transformation	- a process of accepting new ways of doing things
Vedas	- texts which originated in India (Hinduism)
Worship	- totally submit to godly authority with sound and or slaughter of an animal