



# **basic education**

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

## **RELIGION STUDIES**

### **EXAMINATION GUIDELINES**

### **SENIOR CERTIFICATE (SC)**

**GRADE 12**

**2015**

**These guidelines consist of 6 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Religion Studies outlines the nature and purpose of the subject Religion Studies. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to provide clarity on the depth and scope of the content to be assessed in the Grade 12 Senior Certificate (SC) Examination in Religion Studies.

These Examination Guidelines should be read in conjunction with:

- A resumé of subjects for the Senior Certificate
- Curriculum and Assessment Policy Statements for all approved subjects

## 2. ASSESSMENT IN GRADE 12

### 2.1 FORMAT OF THE QUESTION PAPERS

The examinations will comprise two question papers of TWO HOURS EACH. The papers have equal weighting, and carry 150 marks each. The papers will assess the candidate's knowledge of all content in the subject.

Each valid point will be allocated two marks, e.g. a ten-mark-question will require five valid facts. However, for SECTION A of Paper 1, only ONE mark will be awarded for each fact, unless otherwise stated.

### 2.2 COGNITIVE LEVELS

Formal assessment in Religion Studies caters for a range of cognitive levels, as follows:

Weighting (%)	Cognitive Level Description	Bloom's Taxonomy
30%	Recall (knowledge)	Levels 1 and 2
40%	Comprehension	Levels 3 and 4
30%	Analysis, application, evaluation and synthesis	Levels 5 and 6

## 3. ELABORATION OF THE CONTENT FOR GRADE 12 (CAPS)

The religions that must be studied for the subject are chosen on the basis of their presence in South Africa. These are:

- African Traditional Religion/African Religion
- Hinduism
- Buddhism
- Baha'i Faith
- Judaism
- Christianity
- Islam
- Taoism

Some topics or subtopics in the CAPS are indicated as 'Specialisation in one religion.' This means that while the relevant content must be studied with regard to all eight religions, it should be studied in depth with reference to only one religion.

While recommended textbooks provide the core content of the subject, the study of this subject must include **topical issues** that impact on the inter-relationship between religion and society. It is therefore essential that candidates are knowledgeable of media coverage (both current and recent national and international developments that impact on religion).

## PAPER 1

Candidates will be required to answer three questions: one compulsory question (short questions of 50 marks) and a choice of two out of three or four questions of 50 marks each.

### SECTION A

**This section is COMPULSORY.**

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

Question types include true/false questions (with reasons), matching items and multiple-choice questions.

Note that in this section, each fact carries ONE mark, unless otherwise stated.

### SECTION B

**Answer TWO out of three or four questions.**

Questions 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.

For this section, the topics to be assessed are as follows:

- Conceptual distinctions
- Appreciation for the uniqueness of various religions
- Religious teachings
- Religious freedom, human rights and responsibilities
- Religion in areas of recent conflict in South Africa, Africa and the world
  - Analyse the situation
  - In what ways is religion part of the problem?
  - In what ways is religion part of the solution?
  - Relationship between politics and religion (colonialism, imperialism, liberation and transformation)
- Religion and politics
- History and present-day dynamics of interreligious relationships in South Africa as well as in the international community
- Investigate media coverage on public issues that have religious implications
  - Evaluate media coverage of religious issues
  - Investigate factors influencing religious issues
  - Present findings

## PAPER 2

### Answer THREE out of four or five questions.

This question paper consists of four or five questions. Candidates will be required to answer any THREE questions. All questions will carry equal marks, i.e. 50 marks each.

Questions will focus on analysing and interpreting generic issues pertaining to religions. Candidates are expected to present a position on the issue/issues from a Religion Studies perspective, and to argue this position and critique it. A source can be included to act as a stimulus.

For this question paper, the topics to be assessed are as follows:

- The central teachings in one religion
- The role of rituals in religion
- Internal differences within religions
- Main features of such differentiations
- Normative sources in various religions
- Ways of interpreting normative sources (hermeneutical principles)
- Actual interpretation of normative sources
- Interpreting in detail one normative source
- Religion and the sciences
  - Examine the changing relationship between religion and the natural sciences
  - Creation and evolution from scientific and various religious viewpoints
- Analysis of at least TWO secular world views. The four stipulated world views in the CAPS are atheism, agnosticism, humanism and materialism.
- The origin, purpose and influencing factors behind at least TWO secular worldviews
- Developing a strategy towards solving a major social problem, for example:
  - *Teenage pregnancy*
  - *Discrimination*
  - *The family as a social unit*
  - *Abortion*
  - *Substance abuse*
  - *Environmental issues*
  - *Community and the individual*
  - *Diseases such as HIV and Aids*
  - *Crime and violence*

## 4. CONCLUSION

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.