

**FURTHER EDUCATION &
TRAINING PHASE (FET)
RELIGION STUDIES
SBA EXEMPLAR BOOKLET
GRADES 10-12**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar book for School Based Assessment (SBA) to assist and guide teachers with the setting a development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching a learning methods to improve learner performance and the quality and management SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed and remediated, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar task models to set their own formal and informal assessment activities.



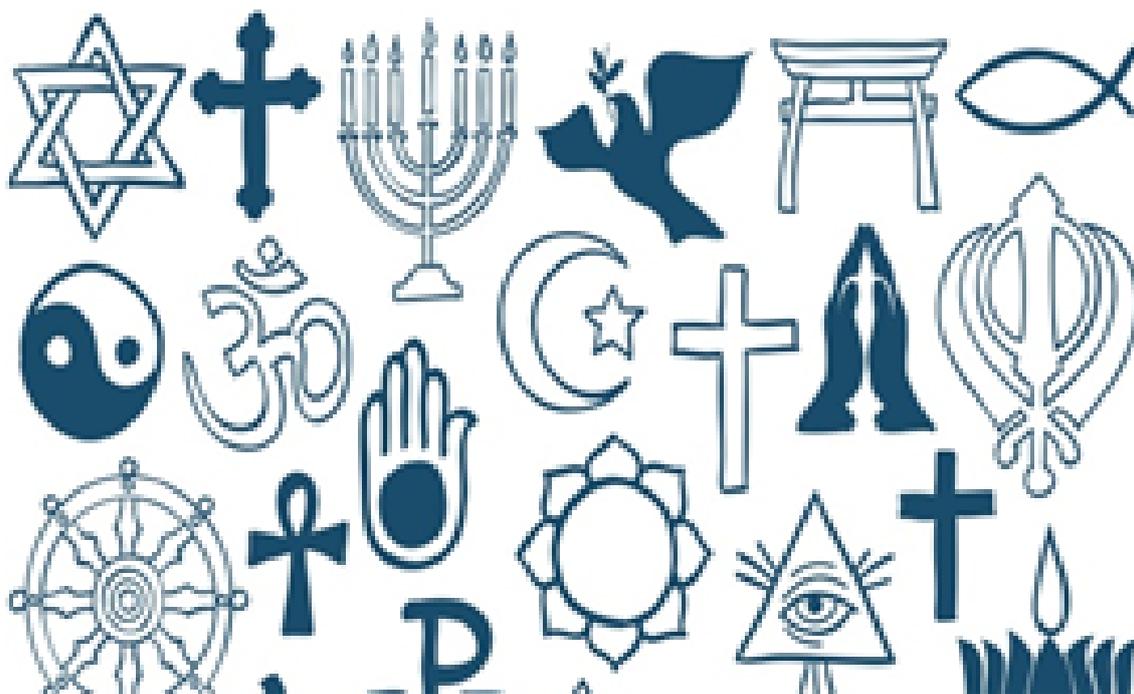
MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

Table of Contents

Section A.....	3
1. The school-based assessment booklet.....	3
2. Programme of assessment for Grade 10 and 11.....	4
Section B.....	8
Grade 10 Source based task.....	8
Grade 11 Source based task.....	22
Grade 12 Project.....	33



SECTION A: GENERIC FOR TEACHERS

1. THE SCHOOL-BASED ASSESSMENT BOOKLET

The SBA booklet is designed to assist in benchmarking of assessment tasks. The booklet provides exemplars of Religion Studies School-Based Assessment tasks for Grades 10, 11 and 12. The booklet is intended as a guide and is by no means a definitive way of completing tasks. Please consider the contextual factors and adapt accordingly. Please accept any shortcomings that one may find as measures were put in place to ensure rigour. In each of the tasks a concept block has been included to ensure that learners have the adequate prior knowledge and skills to complete the task.

What is religion studies?

Religion Studies is the study of religion as a universal human phenomenon and of religions found in a variety of cultures. Religion and religions are studied without favouring any or discriminating against any, whether in theory or in practice, and without promoting adherence to any particular religion. Religion Studies leads to the recognition, understanding and appreciation of a variety of religions within a common humanity, in the context of a civic understanding of religion and with a view to developing religious literacy.

The subject contains the following four topics:

- Variety of religions
- Common features of religion as a generic and unique phenomenon
- Topical issues in society
- Research into and across religions.

Learners need to be equipped for the 21st century skills which are vital for sustainable livelihoods.

The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

In Grade 12 you will be required to have knowledge of all Religions listed below; however you will need to specialise in one Religion.

- **Hinduism and other world views,**
- **African Traditional and African Religions,**
- **Baha’I Faith,**
- **Buddhism,**
- **Christianity,**
- **Judaism,**
- **Islam and**
- **Taoism.**

2. PROGRAMME OF ASSESSMENT FOR GRADES 10 AND 11

GRADES 10 AND 11				
TERM	ASSESSMENT TASKS	MARKS PER TERM		YEAR %
		RECORDING	REPORTING	
TERM ONE	Open-book extended	100	100	800/8=100 (SBA)
	Test	100		
		200/2		
TERM TWO	Project	100	100	
	Mid-year exam's	300		
		400/4		
TERM THREE	Source Based task	100	100	
	Test	100		
		200/2		
TERM FOUR	Final Exams	300		75%
	SBA	100		25%
	Final Total	400		100%

3. PROGRAMME OF ASSESSMENT FOR GRADE 12

GRADE 12				
TERM	TASKS	MARKS PER TERM		YEAR %
		RECORDING	REPORTING	
TERM ONE	Source-based task	100	100	1100/11=100 SBA
	Test	100		
		200/2		
TERM TWO	Project	100	100	
	Mid-year exams	300		
		400/2		
TERM THREE	Test	100	100	
	Open-book extended writing	100		
	Trial Exams	300		
		500/5		
TERM FOUR	External final	300	100	
	SBA	100		25%
	Final Total	400		100%

Formal assessments in Life Orientation must cater a range of cognitive levels and abilities of learners as follows:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
30%	Lower	Levels 1 & 2	What? Why? Who? List
40%	Middle	Levels 3 & 4	Discuss, explain, describe
30%	Higher	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

The action verbs associated with each cognitive level in CAPS is inadequate. The table below provides further action verbs.

Remembering L 1	Understanding L2	Applying L3	Analysing L4	Evaluating L5	Creating L6
Exhibit memory of previously learned material by recalling facts, basic concepts; and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts techniques and rules in a different way.	Examine and break information into parts by identifying motive or causes. Make inference and find evidence to support generalisations	Present and defend opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria	Complied information together in a different way by combining elements in a new pattern or proposing an alternative solution
Choose Define Find How List Match Name Relate Select What When Where Which Who Why	Classify Compare Contrast Explain Illustrate Outline Summarise Infer Relate Show Demonstrate	Apply Choose Develop Identify Interview Construct Report Change Conclude Demonstrate Discuss Explain Identify Illustrate Interpret Report Review Summarise Tell Prepare Show	Analyse Assume Categorise Classify Compare Contrast Conclusion Distinguish Examine Infer List	Apply Appraise Assess Compare Conclude Criticise Decide Defend Determine Evaluate Explain Interpret Judge Justify Opinion Recommend Support Argue	Change Choose Combine Compile Compose Construct Create Develop Discuss Elaborate Imagine Improve Plan Predict Propose Solve Suppose Produce

RELIGION STUDIES SCHOOL BASED ASSESSMENTS GRADES 10-12

EXEMPLAR COVER PAGE

LEARNER DETAILS			
NAME OF LEARNER			
GRADE			
NAME OF SCHOOL			
TASK			
ACTIVITY	MARK OBTAINED	DATE	SIGNATURE
TOTAL	100		

FEEDBACK TO LEARNER : (Please look at feedback written in task)

MODERATION	
HOD/SENIOR TEACHER	
DATE	
CLUSTER/DISTRICT	
DATE	

PROJECT

The purpose of the project is to develop: research, critical thinking and problem-solving skills of learners.

The project must be written in an essay format with sub-headings related to the task.

The project should be bound or stapled.

WHEN ENGAGING IN A PROJECT, CONSIDER THE FOLLOWING:

- Cover page
- Table of contents
- Topic
- Key question
- Introduction
- Texts divided into paragraphs /sections as indicated in the instructions / criteria for the project.
- Conclusion
- Self-Reflections
- Bibliography
- Cover page
- Table of contents
- Topic
- Key question
- Introduction
- Texts divided into paragraphs /sections as indicated in the instructions /criteria for the project.

You may 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)
- Drawing or finding relevant pictures
- Taking photographs
- Making videos
- Wall chart
- Power-point presentation;
- Graphs,
- Visual aids,
- Posters
 - A summary/ interpretation of research
 - Conclusion
 - Recommendations
 - Reflections

ANNEXURE A

RELIGION STUDIES

Guide to Referencing

Books

Author, Initial(s). Year. Name of Book. Edition. Place: Publisher.

Example

Armstrong, F. & Barton. L. 1999. Disability, human rights and education: Cross-cultural perspectives. 2nd edition. Buckingham: Open University Press.

Interviews: The interview has same format as books.

Brown, P.J., Managing Director of Pegasus Properties. 1987. Statement to author, 10 July. Johannesburg.

Encyclopaedia

Chow, T.C. 1983. Hydrologic sciences. Encyclopaedia Britannica: Macropedia, Volume 9. 15th edition.

Newspapers

Khumalo, S. 2017. Why is Religion controversial in schools? Daily Sun. 4 April .Page 17.2017.

Internet

Surname, initial(s). Year. Title of document. Organisation responsible for the site. From: URL (accessed Day Month Year)

NOTE: Do **NOT** provide only www.google.co.za as a reference; copy the ENTIRE URL address of the actual page where you get your information.

Johnston, J.C. 1991. A psychological perspective on the new design concepts for William Head Institute (British Colombia). Correctional service of Canada. From: <http://www.csc-scc.gc.ca/test/pblct/forum/e032/e032g.shtml> (accessed 5 April 2000). If there is no author, then you leave the author out.

Radio or Television Programmes

Station. Year. Title. [TV program]. Day. Month.

References must be arranged in ALPHABETICAL order.

SECTION B: SCHOOL BASED ASSESSMENTS

GRADE 10 SOURCE BASED TASK

TOPIC	Variety of Religions
SUB-TOPICS	<ul style="list-style-type: none">• Interaction of Religions:<ul style="list-style-type: none">➤ Tolerance➤ Respect➤ Dialogue➤ Conflict➤ Fundamentalism,➤ Pluralism➤ Propaganda➤ Indoctrination; and➤ Syncretism
CRITICAL QUESTION ISSUE	<ul style="list-style-type: none">• Understanding religions from the point of view of the adherents
PURPOSE	To understand interaction of Religions.
FORMS OF ASSESSMENT	Assignment
MARKS	100 Marks
DURATION	

CONCEPTS

Tolerance, Respect Dialogue Conflict Fundamentalism, Pluralism, Propaganda, indoctrination

INSTRUCTIONS

This task consists of two questions: Question one and Question TWO

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

Number the answers correctly according to the numbering system used in this task.

The mark allocation per question is an indication of the length of your answer.

Marks will be awarded depending on the level of answers. Example: for a FOUR mark question you could obtain 4, 3, 2, 1, or 0 subject to the quality of your answers

The answers must be neatly written or typed

Provide a cover page and table of contents.

This is a source based task and the articles/sources are used as *stimuli only, i.e. In order to demonstrate understanding and application of knowledge you will require critical, creative informed decision-making and problem solving skills to answer the questions.

(*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

QUESTION ONE

Read the extract below and answer the questions that follow.

REGLIGIOUS INFLUENCE OF THE ORGANISATION YEMME ON THE COMMUNITY

Ms. Amos, 47, said the fighters had come to her village in the morning, firing weapons as they spilled out of cars and rounded up women and children. She said that when the religious organisation called YEMME stormed her hometown in 2014, her two brothers were shot dead. Her husband managed to flee with five of their children, but Ms. Amos did not make it out, and neither did two of their other young children and a grandchild. YEMME rounded them up with other women and children, putting them in a long ditch to contain them.

They stayed there for days, eating one meal a day consisting of corn paste made from powder. Finally, a fighter arrived and asked a fateful question: "Do you want to follow Christianity, Islam, Hinduism or Judaism?" The women all agreed to follow the faith practised by the YEMMES, fearing they would be killed otherwise. Their training began. Not long afterwards, Ms. Amos was forced to enrol in their religious classes and to change her faith and religious beliefs.

(Excerpt adapted from the article by Dionne Searcey, April, 7, 2016. Names and places have been changed).

	QUESTION ONE	
1.1	Define religious interaction.	(2)

1.2	Define tolerance and respect. Explain whether the Religious adherents in the extract practice: tolerance and respect.	(2x2) 2 (2x2) 4
1.3	Explain the concepts propaganda and indoctrination within the context of the extract	(2x4=8)
1.4	Illustrate five consequences of indoctrination or propaganda	(5x2=10)
1.5	Demonstrate how dialogue between religions could avert religious conflict. Illustrate your answer by providing TWO examples.	(4x2=8)
1.6	Explain ONE right of the Girls that have been violated by YEMME.	(2x2=4)
1.7	Explain how the beliefs of any TWO religions can contribute to improving the lives of the less fortunate	(2X4 = 8)
	Bibliography Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(2x4)8
	TOTAL	54

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

QUESTION 2

Read the extract below and answer the questions that follow.

MIXED REACTION TO COURT'S RULING AGAINST SINGLE-RELIGION SCHOOLS

There has been mixed reactions following a judgement on Wednesday that no public school may promote that it subscribe to only a single particular religion to the exclusion of others.

The Organisasie vir Godsdiens-Onderrig en Demokrasie (Organisation for Religious Education and Democracy), which brought the application before the high court in Johannesburg, welcomed the judgement.

Its Chairman, Hans Pietersen, said the judgement meant a public school may not promote a specific Religion and exclude others.

“Our case was built on the fact that they were called Christian schools and coerced learners to participate,” Pietersen said.

The application by the organisation was to seek to restrain six schools, two in Western Cape and four in Gauteng, from partaking in a set of 71 instances of conduct with a religious theme, some of which were identified with the Christian faith.

Some of these challenged instances of conduct included having religious instruction and singing, handing out Bibles, opening the day with Scripture and explicit prayer dedicated to a particular God and having children draw pictures depicting Bible stories.

The organisation wanted the interdict to apply to all public schools.

(source: Ernest Mabuza, 28 June 2017, Mixed reaction to court's ruling against single – religion schools, Times Live. www.timeslive.co.za/news/south-africa/2017-06-28)

QUESTIONS 2		
2.1	Explain the application brought by the Organisation for Religious Education and Democracy to high court?	(2 x2 = 4)

2.2	Do you agree or disagree with their application? Motivate your answer.	(2 x 3 = 6)
2.3	Conduct interviews with any one (or more) of the following representatives and obtain their views on the above issue. 1.1.1 The principal or teacher 1.1.2 A religious leader in the community 1.1.3 A learner or 1.1.4 Parent	(4 x 2 = 8)
2.4	Write a summary / finding from their responses.	(2 x 4=8)
2.5	Research and explain: 2.5.1 The rights of learners in terms of Religion; 2.5.2 Education Policy in terms of Religious practices in school.	(2 x 2 = 4) (2 x 2 = 4)
2.6	Express your personal reflections on the task.	(2x 2 = 4)
2.7	Bibliography Include a bibliography according to an acknowledged reference technique. Use a minimum of TWO different resources to conduct your research.	(2)
	TOTAL	46
	TOTAL	54+46 100

Bibliography

Number of sources	Mark allocation
2 correctly captured sources	2
1 correctly captured source	1
No mark if no resources used	0

MARKING GUIDELINE GRADE 10 SOURCE BASED TASK

QUESTION 1

	QUESTIONS	
1.1	Define religious interaction. A positive interaction between people of different religious traditions, (i.e. faith) and/or spiritual or humanistic beliefs, at both the individual and institutional levels.	(2)
1.2	Define tolerance and respect. Explain whether the Religious adherents in the extract practice: tolerance and respect. Tolerance Is the attempt to understand and accept another person who holds beliefs that may be very different from your own/ or that you may not agree with. YEMME did not practice tolerance towards Mrs. Amos or the other girls/women they kidnapped. Mrs Amos was forced to enrol in YEMME'S. Respect To accept people despite the fact that we have differences/and not to see each other as a problem. YEMME did not practice respect.	(2) (2x2)4

1.3	<p>Explain the concepts propaganda and indoctrination within the context of the extract</p> <p>Propaganda is information that is often biased, misleading or even false. It is used to promote a particular case or point of view. Also to discredit other people or organisations. Propaganda which is not challenged or checked leads to mistrust and enmity between people.</p> <p>Indoctrination is uncritical acceptance of certain teachings or ideas. Methods used may include threatening or even torturing the person you are trying to indoctrinate. YEMME uses violence, intimidation and force to inculcate its religious beliefs convey the idea that the government is weak and corrupt.</p>	(2x4=8)
1.4	<p>Illustrate five consequences of indoctrination or propaganda</p> <ul style="list-style-type: none"> • Diminishing critical thinking • The vulnerable and young are easy targets • Destruction of private property; • Destruction of public property • Grievous bodily injury; • Death of people caught in their terror; • Displacement of thousands of people 	(5x2=10)
1.5	<p>Demonstrate how dialogue between religions could avert religious conflict.</p> <p>Illustrate your answer by providing TWO examples</p> <p>Religious dialogue is the attempt to understand and respect another person who holds beliefs that may be very different from your own, or that you may not agree with.</p> <p>PROCMURA – Programme for Christian-Muslim Relation in Africa. Engage Christians and Muslims for Peace in Africa.</p> <p>IFAPA – Inter-Faith Action For Peace in Africa. Work for peace, unity, democracy, equality, non-racialism and a decent life.</p> <p>WCRP – World Conference on Religion for Peace. Work together to resolve conflict and encourage mutual respect for religions.</p>	(4x2=8)
1.6	<p>Explain ONE right of the Girls that have been violated by YEMME.</p> <p>The right to Education: When they stormed a school and kidnapped the girls, they violated these girls' right to a proper education.</p> <p>The right to Safety. These girls were removed from the relative safety of the homes and schools where they were kidnapped to unsafe places where they experienced violence.</p>	(2x2=4)
1.7	<p>Explain how the beliefs of any TWO religions can contribute to improving the lives of the less fortunate</p> <p>Christianity: Followed the example of Jesus Christ. To take care to those are suffering and in need e.g. the help given by the good Samaritan to a stranger that was attacked. To give charity to the poor and less fortunate. To help people who are oppressed...</p> <p>Islam: Giving is a religious duty at all times. There are two kinds of charity. Giving as a personal action "sadaqah". Also paying the compulsory tax on income and wealth annually to the poor "zakah".</p>	(2X4 = 8)

	Bibliography Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(2x4)8
	TOTAL	54

Bibliography

Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research. (4x2)

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

QUESTION 2

	QUESTION 2	
2.1	<p>Explain the application brought by the Organisation for Religious Education and Democracy to high court?</p> <p>The application sought to restrain six schools in different provinces from participating in practices with religious themes that were solely identified with Christianity.</p>	2 x2 =4

2.2	<p>Do you agree with their application? Motivate your answer.</p> <p>Yes.</p> <p>Since the constitution of South Africa enshrines a multi-religious society, no public school may promote one religion to the exclusion of others.</p> <p>The National Policy on Religion in Education states that public schools should include “the common values that all religions promote, such as the human search for meaning and the ethic of service to others, and by the desirable social ends, such as expanding understanding, increasing tolerance, and reducing prejudice.”</p> <p>The Constitution has worked out a careful balance between freedom of religious belief and expression and freedom from religious coercion and discrimination</p> <p>No</p> <p>The judge gave the following key reasons. We explain why each is flawed:</p> <p>The judge stated his assumptions before his reasons:</p> <ul style="list-style-type: none"> • Judges assumption #1: “Public schools are organs of state” We argue that public schools should not be viewed as “organs of state”, but rather as independent institutions which are extensions of the family where teachers operate ‘in loco parentis’, under the authority of parents represented by the School Governing Body (SGB) in partnership with the state. The state takes parents tax money and redistributes it to public schools and regulates certain issues such as educational standards. Public schools should thus be viewed as ‘state-aided institutions’ rather than ‘state institutions’. The implications of this assumption influences whether the centre of authority should be parents or the state. <p>Judges assumption #2: The judge quoted the preamble of the Constitution as ‘united in our diversity’, but then interpreted from this ‘the need to celebrate our diversity’.</p> <p>Nevertheless, there is a big difference in the context of sharply differing views between ‘united’ and ‘celebration’ in the context of religion and belief. ‘United’ means that we tolerate, accommodate and respect differences and find ways to work together. It does not mean that we must ‘celebrate’ another’s religion or belief.</p>	2x3 =6
2.3	<p>Conduct interviews with any one or more the following representatives and get their views on this issue.</p> <p>2.3.1 The principal/ teacher</p> <p>2.3.2 A religious leader in the community</p> <p>2.3.3 A learner</p> <p>2.3.4 Parent</p>	
2.4	<p>Write a summary /finding from all their responses.</p>	2 x 4 =8

2.5	<p>Research and explain</p> <p>2.5.1. The rights of learners in terms of Religion;</p> <p>The South African Schools Act (1994-1996) upholds the constitutional right of all citizens to freedom from unfair discrimination on any grounds whatsoever, including religion in public education institutions.</p> <p>2.5.2 Education Policy in terms of Religious practices in school.</p> <p>The Policy encourages the equitable practices of Religious Observances at Schools, and the involvement of clergy in the extra-curricular Religious instruction of pupils, and as guest facilitators for Religion Education.</p> <p>The policy provides a framework within which religious observances could be organised at public schools and teachers should take cognisance of the opportunities that the framework offers for the development of ethical, moral and civic values.</p>	2x 4 = 8
2.6	Express your personal reflections on the task.	(2X2=4)
2.7	<p>Bibliography</p> <p>Include a bibliography according to an acknowledged reference technique. Use a minimum of TWO different resources to conduct your research.</p>	(2X2=4)

GRADE 10 PROJECT

TOPIC	Common features of religion as a generic and unique phenomenon
SUB-TOPICS	<ul style="list-style-type: none"> • Aspects of understanding religion • Basic facts of religions • Understanding religions from the point of view of the adherents • Learners' self-discovery as an ongoing process without expectation to conform • Correlation and patterns • Distinction between Religion Studies and religious education
CRITICAL QUESTION ISSUE	<ul style="list-style-type: none"> • Understanding religions from the point of view of the adherents
PURPOSE	To assist learners in understanding religions from the point of view of the adherents
FORMS OF ASSESSMENT	<p>Research</p> <p>Interview</p> <p>Summary</p> <p>Written report</p>
MARKS	100 Marks
DURATION	The task should be completed in a four (4) week period

CONCEPTS

Divinity, humanity, knowledge, sacred and normative tradition, narrative and myth, ethics, rituals, symbols, spiritual, faith and organisation

1	INTRODUCTION																	
	Explain FIVE facts common to all religions	2x5=(10)																
1.1	Define the term adherents within the context of religion	(2)																
1.2	Analyse any THREE religious beliefs of the following religions <ul style="list-style-type: none"> ➤ Hinduism; (2x5) ➤ Baha'i; (2x5) ➤ Taoism; and(2x5) ➤ Christianity(2x5) 	(3x10)30																
1.3	Compare and contrast the understanding of Religious practices with Religion Studies ?	2x4 (8)																
1.4	Research and discuss the concepts of the THREE religions tabulated below: <ul style="list-style-type: none"> ➤ Buddhism, ➤ Judaism, and ➤ Islam <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">CONCEPTS</th> <th style="width: 20%;">BUDDHISM</th> <th style="width: 20%;">JUDAISM</th> <th style="width: 30%;">ISLAM</th> </tr> </thead> <tbody> <tr> <td>Rituals</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Symbols</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ethics</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CONCEPTS	BUDDHISM	JUDAISM	ISLAM	Rituals				Symbols				Ethics				(3x4)12
CONCEPTS	BUDDHISM	JUDAISM	ISLAM															
Rituals																		
Symbols																		
Ethics																		
1.5	CONDUCT INTERVIEWS WITH THE ADHERENTS OF AFRICAN TRADITIONAL RELIGION The questions below will assist you to write a report on five practices in African Traditional religion. <ol style="list-style-type: none"> 1. How are the adherents of ATR expected to dress? (You can choose any one of the ATR groups) 2. Discuss TWO rituals that the followers of ATR are expected to follow. 3. Explain two narratives (stories) from ATR? 4. How does ATR explain humanity? 	(2x2)4 2x4(8) 2x4(8) 2x2(4)																
	Conclusion																	
1.6	Discuss your conclusion about the basic tenets practised by all religious adherents.	2x2(4)																
1.7	PERSONAL REFLECTION What have you learnt from this project.	(2)																
1.8	BIBLIOGRAPHY Include a bibliography according to an acknowledged reference technique. Use a minimum of FOUR different resources to conduct your research.	(8)																
	TOTAL	100																

Number of sources	Mark allocation
2 correctly captured sources	2
1 correctly captured source	1-
No mark if no resources used	0

MARKING GUIDELINE GRADE 10 PROJECT

1	INTRODUCTION	
	<p>Explain FIVE facts common to all religions</p> <p>All religions believe</p> <ul style="list-style-type: none"> ➤ God or Supreme Being. ➤ Family and community are important. ➤ Expect their adherents to be good to one another. ➤ Take care of the poor. ➤ Give guidance on moral values ➤ Followers should worship through prayer and meditation. ➤ Practice holy days. 	2x5=(10)
1.1	<p>Define the term adherents within the context of religion</p> <ul style="list-style-type: none"> ➤ Someone that supports a particular religion. ➤ Followers/worshippers/ believers/devotees of any religion. 	(2)
1.2	<p>Analyse any THREE religious beliefs of the following religions</p> <ul style="list-style-type: none"> ➤ Hinduism; (2x5) ➤ Baha'i; (2x5) ➤ Taoism; and(2x5) ➤ Christianity(2x5) <p>HINDUISM</p> <ul style="list-style-type: none"> ➤ Truth is eternal. ... ➤ Brahman is Truth and Reality. ... ➤ The Vedas are the ultimate authority. ... ➤ Everyone should strive to achieve dharma. ... ➤ Individual souls are immortal. ... ➤ The goal of the individual soul is moksha ➤ Hindus believe that there is one true god, the supreme spirit, called Brahman. ➤ Brahman has many forms, pervades the whole universe, and is symbolised by the sacred syllable Om (or Aum). ➤ Most Hindus believe that Brahman is present in every person as the eternal spirit or soul, called the atman ➤ Hindus believe in a great souls or spirit called Brahman. ➤ Hindus believe that every person has his or her own souls, which is called <i>atman</i>. ➤ They believe that when a person dies, his or her souls lives on and is born again (re-incarnated). 	

	<p>➤ BAHA'I</p> <ul style="list-style-type: none"> ➤ The Bahá'í view of God is essentially monotheistic. Baha'ís believe that there is only one God who is the source of creation. All religions have sprung from the same spiritual source. ➤ God is the imperishable, uncreated being who is the source of all existence. He is described as “a personal God, unknowable, inaccessible, the source of all Revelation, eternal, omniscient, omnipresent and almighty”. ➤ I come forth from God and return to God detached. ➤ Baha'ís believe in an essential unity of the great religions of the world. ➤ Baha'ís believe that every person has an immortal soul. The soul is not subjected to decomposition and is freed to travel through the spirit world. <p>TAOISM</p> <ul style="list-style-type: none"> ➤ Taoism is a religious or philosophical tradition of Chinese origin which emphasizes living in harmony with the Tao literally “Way”, also Romanised as Dao). ➤ Everything in creation consists of two kinds of forces: the Ying and the Yang. ➤ Yang is active, light, forceful, male; and ➤ Ying is passive, dark, yielding, and female. ➤ Basically, Taoists don't believe in sin. No punishments, Misfortunes they're Follow nature's course ➤ The divine is great; creation happens in it. <p>Christianity</p> <ul style="list-style-type: none"> ➤ Christians believe God is acting in three distinct ways: as God the Father, God the Son, and God the Holy Spirit. ➤ Sunday, the first day of the week, is as special day for Christians. ➤ Christianity is the religion of Christians who follow the teachings of Jesus Christ. 	(3x10)30
1.3	<p>Compare and contrast the understanding of Religious practices with Religion Studies?</p> <p>A religion is a cultural system of behaviours and practices, world views, sacred texts, holy places, ethics, and societal organisation that relate humanity to an order of existence e.g. The two most widely accepted sacraments are Baptism and the Eucharist (or Holy Communion), however, the majority of Christians also recognize five additional sacraments: Confirmation (Chrismation in the Orthodox tradition), Holy orders (ordination), Penance (or Confession), Anointing of the Sick and Matrimony (see</p> <p>Religion, studies is the multi-disciplinary academic field devoted to research into religious beliefs, behaviours, and institutions. It describes, compares, interprets, and explains religion, emphasizing systematic, historically based, and cross-cultural perspectives.</p>	2x4 (8)

1.4	Research and discuss the concepts of the THREE religions tabulated below:			(3x4)12	
	<ul style="list-style-type: none"> ➤ Buddhism, ➤ Judaism, and ➤ Islam 				
	CONCEPTS	BUDDHISM	JUDAISM		ISLAM
	Rituals				
	Symbols				
Ethics					

Concept	Buddhism	Judaism	Islam
Rituals	<p>Meditation,</p> <p>Mantras – sacred sounds,</p> <p>Mudras – symbolic hand gestures,</p> <p>Monasticism,</p> <p>Pilgrimage</p>	<p>Death and Mourning,</p> <p>Dietary laws,</p> <p>Daily prayer Rituals include the Circumcision of newly born Jewish males, Bar mitzvah - a ceremony marking the 'coming of age' of Jewish Boys and observation of the Sabbath (Shabbat). As in the other faiths, prayer is important. The Jewish prayer book is called the siddur</p>	<p>Muslims observe a month-long fast during the month of Ramadan, pilgrimage, five pillars, wudu, shahada – confession of faith</p> <p>Five important rituals (known as the pillars of Islam):</p> <ol style="list-style-type: none"> 1. Shahadah - A profession of faith. 2. Salat - Prayer five times daily. 3. Zakat - alms giving. 4. Sawm - Fasting during the Holy month of Ramadan. 5. Hajj - Pilgrimage to the Holy city of Mecca.
Symbols	A wheel with eight spokes is the symbol for Buddhism.	The Star of David is a symbol of Judaism.	The crescent and the star are symbols of Islam
Ethics	Right views, right intentions, right speech, right conduct, right livelihood, right effort, right mindfulness, right concentration	<ul style="list-style-type: none"> • God is good and God has given humans guidance for how to be good. • This guidance is contained in the Torah, repeated in the books of the prophets and taught by the rabbis. 	<ul style="list-style-type: none"> • Ethical behaviour is understood as doing Allah's will; • and submitting to it. • But it is not enough to want to do good – you have to do it



1.5

CONDUCT INTERVIEWS WITH THE ADHERENTS OF AFRICAN TRADITIONAL RELIGION

The questions below will assist you to write a report on five practices in African Traditional religion.

- 5. How are the adherents of ATR expected to dress? (You can choose any one of the ATR groups) (2x2)4
- 6. Discuss TWO rituals that the followers of ATR are expected to follow. 2x4(8)
- 7. Explain two narratives (stories) from ATR? 2x4(8)
- 8. How does ATR explain humanity? 2x2(4)

The questions below will assist you to write a report on five practices in African Traditional religion.

How are the adherents of ATR expected to dress? (You can choose any one of the ATR groups)

They are expected to wear traditional wear depending on the occasion, e.g. Wedding.

Discuss TWO rituals that the followers of ATR are expected to follow.

The Rite of Birth is the first of the major African initiation rites and it involves initiating the infant into the world through a ritual and naming ceremony. At the age of 18 boys are taken away in a group to be circumcised. There are different stages of initiation – a few weeks before the ceremony the abakwetha (boy initiates), the boys decorate themselves with ochre and wear a feather headdress, symbolising that last days of freedom as boys. On the day of the ceremony they are led to the circumcision hut or *ibhuma* by a group of stick fighters. An animal is sacrificed and the circumcision is performed by an *ingcibi* (traditional surgeon), using a sharp spear.

The Rite of Adulthood is the second major initiation rite and it is nowadays the most popular among the set of rites.

The Rite of Marriage is the third major initiation rite and it represents not only the joining of two families, but also the joining of the two missions of the new couple. The Rite of Eldership is the fourth major initiation rite and it is an important component of the initiation system, because it is the elders who represent tradition and the wisdom of the past.

The last of the five major rites is the Rite of Ancestor ship, which concerns passing over into the spirit world

Imbeleko

The birth of a baby is special time to celebrate. It is a time when te baby are introduced to the clan. It means “put the child on the back”. The members of the clan congregate at the kraal to celebrate. The father’s sister carries the child into the kraal. A goat stands ready to be offered. The father/ grandfather say a few words and hit the goat softly on the stomach. If the goat bleeps, it’s a sign that the child is accepted by the ancestors. The animal is than killed and the meat eaten.

Name one place of worship for the adherents of ART.

Along the river / forest

Kraal

Explain two narratives (stories) from ATR

	<p>The Lightning Bird of the San Bushmen and some Other African People</p> <p>The lightning bird is said to lay a big egg where it strikes. Some people say they have seen it, and it is a great brown bird. Others say it is more like a fish eagle with a white neck. Others say it has red legs and shining feathers like a peacock's. A person struck by lightning is said to have been clawed by the bird. Some think the lightning egg brings good luck; others say a diviner (Sangoma) should destroy it as it brings bad luck. Catching the lightning bird itself would be most valuable for medicine.</p> <p>An African Myth to Explain Why People Must Die</p> <p>The story tells that originally, humans did not want to die, but to keep coming back like the Moon. The people sent the millipede to the Moon to ask for this favour. On his way the millipede met the chameleon told him where was going and why. The chameleon went on ahead to the Moon and said that people did want to die but to come back like the Moon. The millipede's message to the moon was sent late time and was too late.</p> <p>The Moon had already done what the Chameleon had asked. And this is why all people must die and not come back like the Moon.</p> <p>How does ATR explain humanity?</p> <p>An African philosophy or ethic- Ubuntu-"I am because we are." It encourages people to see themselves as becoming human through belonging to a community. People should value and care for others in the community.</p>	
1.6	Conclusion	
	Discuss your conclusion about the basic tenets practised by all religious adherents.	2x2(4)
1.7	PERSONAL REFLECTION	
	What have you learnt from this project.	(2)
1.8	BIBLIOGRAPHY	
	Include a bibliography according to an acknowledged reference technique. Use a minimum of FOUR different resources to conduct your research.	(8)
	TOTAL	100

GRADE 11 SOURCE BASED TASK

TOPIC	Common features of Religion as a generic and unique phenomenon
SUB-TOPICS	<p>Theories about Religion</p> <ul style="list-style-type: none"> • Understanding the term theory in a religious context. • Different theories of religion. • Morality and ethics in Religion • Understanding the concept myth: different kinds of myths • Interviews on gender issues
CRITICAL QUESTION (S)/ ISSUE/S	<ul style="list-style-type: none"> • The relevance of theories about religion. • Can Religion assist to address and solve this particular injustice, especially the discrimination against woman?

PURPOSE	<p>To understand theories of Religion</p> <p>To understand the role of narrative and myth in religion.</p>
FORMS OF ASSESSMENT	<ul style="list-style-type: none"> • Written responses • Research • Source based-examples of theories
MARKS	<ul style="list-style-type: none"> • 100 marks
DURATION	<ul style="list-style-type: none"> • The task should be completed within four weeks

INSTRUCTIONS

This task consists of two questions: Question one and Question TWO

The task will require research.

Answer questions in full sentences except for questions that require one-word answers.

Number the answers correctly according to the numbering system used in this task.

The mark allocation per question is an indication of the length of your answer.

Marks will be awarded depending on the level of answers. Example: for a FOUR mark question you could obtain 4, 3, 2, 1, or 0 subject to the quality of your answers

The answers must be neatly written or typed

Provide a cover page and table of contents.

This is a source based task and the articles/sources are used as *stimuli only, i.e. In order to demonstrate understanding and application of knowledge you will require critical, creative informed decision-making and problem solving skills to answer the questions.

(*stimulus: something that provokes action or application, or quickens action, feeling, thought, etc.)

QUESTION ONE

Read the extract below and answer the questions that follow.

FUNCTIONALIST THEORIES

A famous French sociologist, Emile Durkheim (1858-1917), suggested that the purpose of Religion is to help keep order in social life. Thus Religion is necessary for maintaining harmony in society.

Sociologist and theologian, J Milton Yinger (1916-2011), suggests that Religion helps people cope with life's difficulties and gives people hope and meaning in the face of meaninglessness, evil and suffering. He suggests that Religion is more about believing in something, and not so much about the object of the belief. So, according to him, there does not have to be a God or supernatural being. If people believe in something outside of themselves, and this helps them find answers to the ultimate question, then it is a religion. On the other hand, if a person's system or belief doesn't help them, to find meaning in life, then it is not a religion.

Of course, not all scholars agree with Yinger. Some argue that there has to be a supernatural dimension (a god, gods, or spirit/s) to religion, otherwise anything can be considered a Religion and the term will become meaningless.

QUESTION ONE		
1.	Define the term “theory” in the religious context	(2)
2.	Name any TWO scholars that published theories on religion (excluding the ones from the extract).	(2x2)4
3.	Explain the functionalist view on religion? Substantiate your answer by providing FOUR examples.	(2x4) 8
4.	Who was the main proponent of Conflict theory? Explain FOUR main ideas on conflict theory	(2) (2X4)8
5.	How does the functionalist theory differ from conflict theory?	(2x5) 10
6.	Do you AGREE or DISAGREE with Yinger’s statement that Religion can exist without God or supernatural being? Substantiate your answer with FIVE reasons.	(2x5) 10
7.	Name FIVE examples of ethical issues (moral principles) in religion. Identify ONE story from any Religion to demonstrate Ethical or unethical issues	(2X5) 10 (2x 4) 8
8.	Define the concept MYTH in the context of religion.	(2x2) 4
9.	Discuss THREE examples of myths from African Traditional Religion.	(3x4)) (12)
10.	Narrate ONE story from any of the Abrahamic religions and explain the moral of the stories.	(2x5) 10
11.	Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(2x4) (8)
	TOTAL	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

MARKLING GUIDELINE GRADE 11 SOURCE BASED TASK

QUESTION ONE		
1.	Define the term “theory” in the religious context <ul style="list-style-type: none"> • A theory is a supposition or system of ideas to explain something, especially one based on general principles. • A theory has to be tested and proven before it can be accepted as fact. • Sometimes a theory is proved right and sometimes it is proved wrong. • In the context of Religion, it tries to explain the object of belief. • It looks at the purpose of religion. 	(2)

2.	<p>Name any TWO scholars that published theories on religion (excluding the ones from the extract).</p> <ul style="list-style-type: none"> • Emile Durkheim • Max Weber • Karl Marx 	(2x2)4
3.	<p>Explain the functionalist view on religion? Substantiate your answer by providing FOUR examples.</p> <p>To keep order in social life.</p> <p>It is important to maintain the status quo so that society can run smoothly.</p> <p>It stresses collective consciousness. and the common beliefs of the society</p> <p>Religion is more about believing in something, and not so much the object of the belief</p>	(2x4) 8
4.	<p>Who was the main proponent of Conflict theory?</p> <p>Explain FOUR main ideas on conflict theory</p> <p>Karl Marx</p> <p>The theory claims that society is in conflict because of the limited resources.</p> <p>Those who have wealth have power to oppress the poor because they are powerless. Religion in this regard plays a significant role in upholding an unequal society.</p> <ul style="list-style-type: none"> • They see Religion as playing a negative role in society which often contributes to conflict • Religions help to support inequalities • It helps to support the wealthy and powerful in their positions. <p>Conflict theory led to feminist theologians.</p>	(2) (2X4)8
5.	<p>How does the functionalist theory differ from conflict theory?</p> <p>Functionalist views:</p> <ul style="list-style-type: none"> • Religion promotes harmony in society • Help people cope with life's difficulties • It enables people to find answers to the ultimate question (e.g. life after death) whilst <p>Conflict views</p> <ul style="list-style-type: none"> • Religion promotes conflict in society • Keep people in bondage • Religion is the opium of the people (meaning that Religion like opium reduces peoples' immediate suffering and provides them with pleasant illusions but reduced their energy and willingness to confront the oppressive forces of capitalism) 	(2x5) 10

9.	<p>Discuss THREE examples of myths from African Traditional Religion.</p> <p>DEATH</p> <p>When a person dies his body is destroyed but his spirit lives on. The spirit receives s his body which is identical to his earthly body so that he can move around as spirit.</p> <p>A deceased is gathered to his forefathers, and it is finished with him. He is completely dead if no one remembers that ancestors. There is no hope of heaven or despair if hell.</p> <p>Witches and sorcerer are not allowed in the spirit world (world of the dead) because they are cut off from the tribe. Some tribes feed witches and sorcerers with hyenas.</p> <p>Remembering of the ancestors</p> <p>Food and drink for the dead during festivals Consultation and rituals through the diviner or medium Naming the dead in prayer Naming children after the deceased</p> <p>HEALING</p> <p>Traditional healers or medicine man use it. They try to find the source of evil, whether it is a sorcerer or a taboo. When the evil is discovered, the medicine man or healer gives the afflicted protection against his enemy. He may use bangles, powder, tattoo markings, leather necklaces, etc. Some of those items received from the medicine man or healer are believed to bring happiness, harmony and prosperity.</p> <p>CREATION</p> <p>Man is said to have come from the clay, from marsh, from a hole, from the leg of god, he was brought from the sky to earth. It is thought that at first man was living in harmony and immortality and in fellowship with the Supreme Being (God). Man is the centre of the universe. At that time heaven was very close to earth, and that a rope tied them up. Later on God went away from man because of sin. He went away not to be interested in him forever. There are many reasons given coming from different tribes, as to why God left. God was tired of man's requests Man wiped his dirty fingers on the sky A woman pounding in her mortar lifted her pestle too high and kept poking God in the eye, and God decided to go up higher. Smoke get into God's eye, when man set the grass on fire. The hyena broke the rope joining heaven and earth. There is a sense of disobedience on the part of man in all the myths</p>	(3x4)) (12)
10.	<p>Narrate ONE story from any of the Abrahamic religions and explain the moral of the stories.</p> <p>Christianity</p> <p>David and Goliath</p> <p>The Christians who were God fearing travelled to the promised land on their way they many people that fought against them</p> <p>Amongst the enemies was a giant named Goliath. He was strong and wanted to fight. David, a little boy took up the courage and fought against Goliath. David fired a stone from his sling which killed the giant.</p> <p>Moral: David was a to God. when he faced danger, God gave him the powers to defeat Goliath. If you serve and be obedient to God you will His rewards</p>	(2x5) 10
11.	<p>Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.</p>	(2x4) (8)
	TOTAL	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

GRADE 11 PROJECT

TOPIC	TOPICAL ISSUES IN SOCIETY
SUB-TOPICS	<ul style="list-style-type: none"> Theocratic state Religion and the state. Religion and politics The theocratic state Secularism and cooperation
CRITICAL QUESTION/S	<ul style="list-style-type: none"> Critical analysis of the relationships between religion and the state Theocratic state Looking at the ways religious beliefs influence the development of state policies and practices.
PURPOSE	<ul style="list-style-type: none"> to look at the fine line between state and religion to compare politics with religion by closely looking at the occurrence of these two elements in specific religions to state religion versus secular state religion to illustrate how the cooperation of inter faith groups led to the fall of the apartheid regime in South Africa.
FORMS OF ASSESSMENT	<ul style="list-style-type: none"> Project
MARKS	<ul style="list-style-type: none"> 100 marks
DURATION	

CONCEPTS

theocracy, colonialism, secularism, liberation, imperialism, transformation, interreligious cooperation, apartheid.

	Introduction	
1.	Explain the concepts: 1.1 State Religion 1.2 Theocratic State	(2 x 4 = 8) (2 x 4 = 8)
2.	From your research name and explain four examples of theocratic states.	(4 x 6 = 24)
3.	Analyse factors that contributed to state religions. (Give THREE examples)	(4 x 3 = 12)
4.	Compare and contrast the status of religion before and after democracy in South Africa.	(2 x 4 = 8)

5.	Critically analyse the role Religion played in dismantling apartheid.	(2 x 4 = 8)
6.	Explain the term secular state. Critically analyse ONE secular state	(2 x 2 = 4) (2 x 4 = 8)
7.	Evaluate the influence of religion in politics. Illustrate by giving two examples.	(3 x 2 = 6)
8.	What did you learn from this project?	(2 x 2 = 4)
9.	Bibliography Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(4 x 2 = 8)
	Total	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

MARKING MEMO GRADE 11 PROJECT

	Introduction	
1.	<p>Explain the concepts:</p> <p>A State religion is officially endorsed by the state, observing the statutes of the state religion are a requirement made to all citizens, especially public officials. However, the state is seen to be a higher power when it comes to government unlike a theocratic state</p> <p>The official religion of a state as established by law</p> <p>A state religion is a creed officially endorsed by the state</p> <ul style="list-style-type: none"> • A state religion only occurs if there is a separation between the state and religion. • However, the state is seen to be the higher power • when it comes to government. <p>Theocratic State is a form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's</p> <p>A theocratic state is a form of government in which a Supreme Being is recognized as the head of the government. The Supreme Being's commandments are seen to be law. Government on earth is carried out by the Supreme Being's representatives.</p> <ul style="list-style-type: none"> • Theocratic state is a form of government in which a Supreme Being is recognised as the head of government. • The Supreme Being's commandments are seen to be the law. • Government on earth is carried out by the Supreme Being's representative. <p>State Religion</p> <p>Theocratic State</p>	<p>(2 x 4 = 8)</p> <p>(2 x 4 = 8)</p>

2.	<p>From your research name and explain four examples of theocratic states.</p> <ol style="list-style-type: none"> 1. <u>Yemen</u> is based on theocratic governance with Islamic <i>sharia</i> law dictating the executive, legislative, and judicial branches of the government 2. <u>The Islamic Republic of Iran</u> is a revolutionary theocratic state. Here, the constitution denotes that the ruler of the state is best qualified to interpret Islam and ensure that the people of the state strictly adhere to the principles of the Shia Islamic religious practices 3. <u>Mauritania</u>, a small country in the Maghreb region of western North Africa, is an Islamic republic with a theocratic government. The legal system of the country is based on sharia law, and most of its national symbols, including the national flag, symbolize Islam 4. <u>Saudi Arabia</u>, an Islamic theocratic monarchy, has one of the most tightly controlled governments in the world. 5. <u>Vatican City</u> in Rome is seen as a Theocratic state he Vatican City is the only country in the world with an absolute theocratic state religion of Rome. Catholics believe that the Pope is the one person on earth who has the authority to represent the word of God on issues of faith and morals 	(4 x 6 = 24)
3.	<p>Analyse factors that contributed to state religions. (Give THREE examples)</p> <p>Christianity first became a state religion when Emperor Theodosius 1 decreed that all citizens of the Roman empire should be Christian. As a result of the strength of its numbers, some countries adopted it as the state religion.</p> <p>Buddhism became the state religion in the reign of Buddhist Mauryan Emperor Ashoka. The Buddhist temples received laity and royal support through the 12th century.</p> <p>Zoroastrianism was the official religion of the Persian Empire. Every emperor influenced his people according to the religion he subscribed too. As a result, Zoroastrianism became the state religion everywhere the Persian empire expanded too. It collapsed with the collapse of the Persian Empire.</p> <p>Islam became the state religion in most Middle Eastern nations through rigorous campaigns of conquest. As far as the conquering armies travelled, more territories came under the control of Islam.</p>	(4 x 3 = 12)
4.	<p>Compare and contrast the status of religion before and after democracy in South Africa.</p> <ul style="list-style-type: none"> • Pre-democracy: • Christianity was the state religion before democracy in South Africa. • Christianity became a powerful influence in South Africa, often uniting large numbers of people in a common faith. • After democracy SA transformed to a secular state where the right to freedom of religion was enshrined in the Constitution of South Africa. • In Section 9 of the constitution of SA, the equality clause, prohibits unfair discrimination on various grounds including religion. <p>Post democracy:</p> <ul style="list-style-type: none"> • All religions are treated equally. • The constitution protects the right of the various religions to enjoy equal treatment. <p>Everyone has the right to freedom of conscience, religion, thought, belief and opinion.</p>	(2 x 4 = 8)

5.	<p>Critically analyse the role Religion played in dismantling apartheid.</p> <ul style="list-style-type: none"> • During apartheid, many people came together across faith traditions in a common struggle against racial oppression and injustice. • Religion was pivotal in the dismantling of apartheid. • Apartheid was evil and degraded the non-whites on various tiers of their lives. • Inter-religious cooperation mobilised against the apartheid regime • Apartheid policies were challenged by many people of faith. • The Kairos document (1985) challenged the Christian churches to get involved in the struggle against apartheid. • Leaders from different religions resisted relentlessly to break down the shackles of apartheid. • Desmond Tutu, Allan Bussack, Frank Chikane and other religious leaders led various mass gatherings against the white minority. • The South African branches of the World Conference of Religions for Peace(WCRP) • played a significant role in the 1980s and 1990s • Albie Sachs, a South African Jew also contributed greatly to the liberation struggle. • Reverend Beyers Naude was placed under house arrest by the state, • and even banned from his home church for his stand against apartheid. • Due to these different faith groups, South Africa was isolated from the international arena. • With the introduction of democracy into South Africa, a number of steps have been taken to make sure that all religions are treated with respect and tolerance. 	(2 x 4 = 8)
6.	<p>Explain the term secular state. Critically analyse ONE secular state</p> <ul style="list-style-type: none"> • A secular state is a state is neutral in matters of religion; it supports neither religion nor irreligion. • It means equal treatment of all religions by the state A secular state also treats all its citizens equally regardless of religion, and does not give preferential treatment for a citizen from a particular religion over other. • Secularism is a documented position in a Constitution relating to political belief in the separation of religion and state. • While people are allowed to practise whatever they believe in as their religion, the government must not allow that to influence public policy. • Religion is the service and worship of God or gods. • It allows freedom of religion. • Non-religious people can live their lives without being persecuted or discriminated by the state • Governance is not based on religion. • Laws can be challenged if it supports a particular religion. • Although religious ideas about social justice and morality may influence political laws, these laws are not based on religion. • Laws can be challenged if they are seen to support a particular religion. • Tries to minimize the impact of particular religious points of view on social debates. Secularism is the belief that government and morality should not be based on religion. This does not mean that they cannot be influenced by religion. It just means that religion should not have the final say 	(2 x 2 = 4) (2 x 4 = 8)

	<p>France is a secular state.</p> <ul style="list-style-type: none"> • However, in the mid-1990's laws were passed which prohibited Muslim girls at state schools from wearing head scarves (hijabs) while attending school. • The girls felt that these laws violated freedom of religion because these headscarves were part of their religious dress code. 	
7.	<p>Evaluate the influence of religion in politics. Illustrate by giving two examples.</p> <ul style="list-style-type: none"> • Religion concern themselves with justice and questions that are important to people. • Inevitably it touches on religion • The Nigerian government left its constitutional position of non-interference with religious affairs, in order to control the population. • This check on religious freedom came out of trying to have political control of the citizens by using religion as a weapon; contrary to the constitutional provision of non-interference in the religious affairs of the people. • In the southern parts of Nigeria, this situation changed the way that families and governments think. <p>They now also had to create institutions to control religious affairs, while the ruling class in the north of Nigeria had to be seriously subsumed into the mold of the Islamic faith as a way of protecting her Islamic and political interests.</p>	(3 x 2 = 6)
8.	<p>What did you learn from this project?</p> <ul style="list-style-type: none"> • Possible answers: • Importance of recognizing the religious expressions of every individual, no matter how different they may be. • Importance of secularism in creating a society where people from different religious backgrounds can live in peace and harmony without the fear of being persecuted by the state. • Unless there is co-operation between religion and state, no harmony will be established. 	(2 x 2 = 4)
9.	<p>Bibliography</p> <p>Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.</p>	(4 x 2 = 8)
	Total	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

GRADE 12 PROJECT

PROJECT	
TOPIC	<ul style="list-style-type: none"> • Topical issues in Society
SUB-TOPICS	<ul style="list-style-type: none"> • Development of a strategy to solve a major social problem: <ul style="list-style-type: none"> ➢ Main elements ➢ Identifying and analysing the problem; ➢ Outlining and considering Religious sources' ➢ Outlining practical steps to be taken to reach a solution
CRITICAL QUESTION ISSUE	How can Religion help address a social problem such as Xenophobia?
PURPOSE	To allow learners to apply research skills to investigate Xenophobia
FORMS OF ASSESSMENT	<ul style="list-style-type: none"> • Research
MARKS	<ul style="list-style-type: none"> • 100 marks
DURATION	

CONCEPTS

Xenophobia, ethics, economy, politics, impact, role of religion.
--

Research issues related to Xenophobia and answer the questions below.

1.	Introduction	
1.1	Explain what is meant by social problems?	(2X 2) 4
1.2	Define the concept Xenophobia within the South African context.	(2 x 2) 4
1.3	Identify TWO incidences of xenophobic attacks Nationally and globally. Describe the xenophobic attacks.	(2) 2x2(4)
1.4	Do you think that there is any justification for the xenophobic attacks from a Religious point of view? Give FIVE reasons why Xenophobia takes place and demonstrate whether there is any justification from a religious point of view.	(2x5) 10
1.5	Analyse the negative impact that Xenophobia has on the "foreigners" on an: <ul style="list-style-type: none"> • Emotional; • Social; • Economical; and • Political status. 	(2x3)6 (2x3)6 (2x3)6 (2x3)6
1.6	Which rights of foreigners have been violated?	2
1.7	Suggest how religion could assist in addressing the problem of Xenophobia. Cite examples from normative sources to illustrate your answer.	(2x5) 10 (2x5) 10

1.8	Evaluate the government's strategies to address the issue of Xenophobia.	2x 6 (10)
1.9	Develop a strategy where you provide TWO practical religious steps to address the problem of Xenophobia in our society.	2 x4 (8)
1.10	What have you learnt from this research?	2x2 (4)
1.11	Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(2x 4) 8
	TOTAL	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	7-8
3 correctly captured sources	5-6
2 correctly captured sources	3-4
1 correctly captured source	1-2
No mark if no resources used	0

MARKING MEMO GRADE 12 PROJECT

1.	Introduction	
1.1	<ul style="list-style-type: none"> Explain what is meant by social problems? A social problem is a problem that influences a considerable number of the individuals within a society. It is often the consequences of factors extending beyond an individual's social issues. It is the source of a conflicting opinion on the grounds of what is perceived as a normal just personal life or societal order. 	(2X 2) 4
1.2	<p>Define the concept Xenophobia within the South African context.</p> <ul style="list-style-type: none"> Xenophobia is defined as an irrational fear of foreigners or anything foreign. An example of someone with Xenophobia is a person who is fearful or hateful of recent immigrants. It finds expression in fear or contempt for foreign people, places or things. People with this fear are known as xenophobes and the attitudes they have as xenophobic. Phobia refers to fear. Xenophobia can occur anywhere. <p>Xenophobia is the dislike of or prejudice against people from other countries, fear or hatred of foreigners, people from different cultures or strangers</p> <ul style="list-style-type: none"> Xenophobia is a gross violation of other peoples' human rights. <p>In the South African context refugees from the neighbouring are the targets for xenophobia</p>	(2 x 2) 4

<p>1.3</p>	<p>Identify TWO incidences of xenophobic attacks Nationally and globally.</p> <p>Alexandra Township in Johannesburg</p> <p>Zandspruit, a township in of Johannesburg</p> <p>Germany</p> <p>Describe the xenophobic attacks.</p> <p>Nationally</p> <p>In, angry youth destroyed the homes of migrants and marched the individuals down to the local police station where they demanded that the foreigners be forcibly and immediately removed. Many houses were burnt; shops were looted and burnt down. Hundreds of people were injured, thousands chased away..</p> <p>In Zandspruit, a township in of Johannesburg, residents went on a rampage burning down shacks of Zimbabwean foreigners living in the settlement with the intention of driving out foreigners they claimed were stealing their jobs and causing crime. Some Mozambicans were thrown from a moving train in Johannesburg by a group of individuals returning from a rally organised by a group blaming foreigners for the levels of unemployment, crime, and even the spread of AIDS.</p> <p>Globally</p> <p>In Germany some community members protested against the influx of one million asylum seekers, refugees and migrants that were brought to Europe. There were bombings of Mosques. Anti-Islam rallies were held. There were hate crimes targeting shelters for asylum seekers.</p> <p>Pakistan – attacks on refugees from Afghanistan</p> <p>USA – rejection of Mexican migrants</p>	<p>(2)</p> <p>2x2(4)</p>
<p>1.4</p>	<p>Do you think that there is any justification for the xenophobic attacks from a Religious point of view?</p> <p>Give FIVE reasons why Xenophobia takes place and demonstrate whether there is any justification from a religious point of view.</p> <p>The tenets of all religions require adherents to be merciful, kind, loving, respectful, tolerant, helpful, generous, and compassionate, to one another.</p> <p>The reasons for the xenophobic attacks listed below show that the attacks are contrary to any religious teachings.</p> <ul style="list-style-type: none"> • They feel that the resources of the community will be depleted and they are not willing to share • It is felt that the foreigners will contribute to unemployment • Many are envious that foreigners are more successful in business • It is not fair that are not taxed because they are not South African citizens. • They believe that foreigners are criminals and drug lords. • There is intense competition for jobs, commodities and housing; <p>NB Any relevant responses will be credited</p> <p>Demonstrate FIVE reasons why Xenophobia takes place.</p>	<p>(2x5) 10</p>

1.5	<p>Analyse the negative impact that Xenophobia has on the “foreigners” on an:</p> <ul style="list-style-type: none"> • Emotional; • Social; • Economical; and • Political status. • Political status. <p>1.5.1 Emotional</p> <ul style="list-style-type: none"> • The victims experiences a combination of sadness and anger. • Disillusionment and fear are also feelings that could be ascribed to victims. • They were angry towards the community members who attacked them. • They felt powerless because they did not know who will help them. • Victims comes from countries where there is war and where they were victims of crime. The xenophobic attacks are like double jeopardy to them. • The Police and government officials put pressure on them to leave the camp or places of safety where they felt protected. • Some of them were panic-stricken. They were too afraid to leave the camps or places of safety and also to be forced to go back to their countries of origin or the communities that displaced them. They felt they were not safe anywhere. <p>1.5.2 Social</p> <ul style="list-style-type: none"> • They were living in crowded and unhealthy living conditions. • They are vulnerable to being victims of exploitation in work situations. • They had to be willing to work for wages below the minimum wage prescriptions. • They were exposed to illnesses. • They needed food and a roof over their heads and medical treatment. • They were hungry. • The victims needed water and hygienic accommodation. <p>1.5.3 Economic</p> <ul style="list-style-type: none"> • Many foreigners being attacked owned spaza shops and have been forced to flee with whatever they could take with them. • These attacks were criminally motivated, because in most cases the foreigners were attacked in order for people to loot their businesses and homes, as most of them lived inside their business premises. • The heinous, barbaric and inhumane xenophobic attacks in the South Africa had caused the closure of many big South African companies across the African continent. • South African nationals were at risk of reprisals in the countries they reside and work in. <p>1.5.4 Political</p> <ul style="list-style-type: none"> • Some feel that politics played a major role in the xenophobic attacks. • Some political figures made bold statements to the media that may have influenced peoples’ attitudes towards foreigners. 	<p>(2x3)6</p> <p>(2x3)6</p> <p>(2x3)6</p> <p>(2x3)6</p>
-----	--	---

1.6	<p>Has rights of the foreigners been violated? Substantiated your answer.</p> <p>The right to human dignity ;</p> <p>The South African Constitution protects the rights to human dignity to all foreign nationals, with or without resident permits, residing within the borders of the Republic rights,</p> <p>The Constitution further explain that foreigners should not be treated in an inhuman and degrading manner, or to be killed. The human rights of non-nationals are set out in the international convention. South Africa is a signatory to the convention and is bound to the convention.</p> <p>The constitution protects all foreigners</p>	2
1.7	<p>Suggest how religion could assist in addressing the problem of Xenophobia. Cite examples from normative sources to illustrate your answer</p> <p>African Traditional Religion – Communal life and Ubuntu</p> <p>One of the most well-known African teachings is the idea of ubuntu which comes from the saying 'Umuntu ngumuntu ngabantu'. This means that a person is a person through his or her relationships with other people. In other words, who you are is shaped by your place within your family and community. It is therefore important that everyone treats each other with love and respect.</p> <p>'A person is a person through other people' strikes an affirmation of one's humanity through recognition of an 'other' in his or her uniqueness and difference. It is a demand for a creative intersubjective formation in which the 'other' becomes a mirror for my subjectivity. This idealism suggests to us that humanity is not embedded in my person solely as an individual; my humanity is co-substantively bestowed upon the other and me. Humanity is a quality we owe to each other. We create each other and need to sustain this otherness creation. And if we belong to each other, we participate in our creations: we are because you are, and since you are, definitely I am.</p> <p>Christianity</p> <p>'You shall love your neighbour as you love yourself'. These are the words of Jesus as found in Mark 12:31 in the New Testament. Jesus is quoting the words from Leviticus 19:18. Christians and Jews are in total agreement as to the importance of loving others as God has instructed them to. Throughout the first four books of the New Testament, Jesus' teachings show that all human beings are to be respected. The life Jesus lived was a perfect example of how to carry out this instruction. Christians believe that all people are children of God and have been made in the image of God. When we understand the nature and character of God, we are able to understand the uniqueness of human beings, and give them the respect due to them.</p>	(2x5) 10 (2x5) 10

1.8	<p>Evaluate the government's strategies to address the issue of Xenophobia.</p> <p>Government has provided adequate redress by:</p> <ul style="list-style-type: none"> : providing shelter, food, police protection, arresting and convicting the criminals holding strong advocacy campaigns <p>Government has NOT provided adequate redress.</p> <p>A lot more could be done viz.</p> <p>The government could implement the Service Charter for Victims of Crime (Constitution of the Republic of South Africa, 1996:3, 7,8), which provides seven rights for all victims of crime, including rights to:</p> <ul style="list-style-type: none"> • Be treated with fairness and with respect for dignity and privacy; • Offer information • Receive information; • Protection; • Assistance; • Compensation; and • Restitution <p>The government needs to:</p> <ul style="list-style-type: none"> • Strengthen the ability to detect and respond to threats or outbreaks of xenophobic violence; • Strengthen conflict resolution and prevention mechanisms at community level; • Strengthen disaster management systems and assistance to displaced persons; and • Conduct a public information campaign tackling myths and misperceptions about foreign nationals. 	2x 6 (10)
1.9	<p>Develop a strategy where you provide TWO practical religious steps to address the problem of Xenophobia in our society.</p> <p>Strategy</p> <ul style="list-style-type: none"> • Engage community leaders, political leader, and all members of the community including foreigners to discuss their problem. Included as many stakeholders to be a part of the solution viz. SA Police Service, the Durban Municipality, the NGOs, religious leaders and volunteers. • Request interfaith groups to pray, hold vigils, prayer to the victims of xenophobia. • Seek assistance from Police, to patrol the area and to be on guard during the nights. Communities to high-level engagements with law enforcement agencies to advise and encourage a scaling-up of efforts to achieve law and order, and arrest any further loss of life and damage to property. • Provide support to the affected families by, offering, food, clothing, shelter and other necessities. • Communicate with Non-governmental Organisations NGO's and Community based organisations (CBO's) to provide support by setting up camps. • Engage with media to not to provoke or incite violence with unfair reporting. the media to exercise caution over broadcasts relating to children and to ensure that in the current conditions women and children are not made more vulnerable • Engage with the Human Rights Commission to take up the Human Rights violations and to provide advice to the state on measures that may be taken towards achieving democracy and foster a culture of human rights and to avoid regression of democracy • Request all leaders, politicians to understand the impact words can have and to consider carefully the language which is used when communicating on issues relating to the attacks on foreign nationals. 	2 x4 (8)

1.10	What have you learnt from this research?	2x2 (4)
1.11	Include a bibliography according to an acknowledged reference technique. Use a minimum of four different resources to conduct your research.	(2x 4) 8
	TOTAL	100

Bibliography

Number of sources	Mark allocation
4 correctly captured sources	4x2
3 correctly captured sources	3x2
2 correctly captured sources	2x2
1 correctly captured source	1x2
No mark for incorrect bibliography	0

16. ACKNOWLEDGEMENTS

The Department of Basic Education would like to thank all Religion Studies' officials who assisted in developing the booklet

ELABORATION OF THE CONTENT ONLY 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 document (pages 19–22) are indicated as 'Specialisation in one religion.' This means that while the relevant content must be studied with regard to all eight religions listed above, the topic or subtopic should be studied in depth with reference to only one religion, as chosen by the candidate.

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 learners 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 (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.

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

NOTE: 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.

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

- Conceptual distinctions, e.g. identity, uniqueness, unity, similarity, difference and comparability
- Appreciation of the uniqueness of various religions
- Religious teachings
- Religious freedom, human rights and responsibilities
- Religion and politics (Relationships between 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

Candidates will be required to answer THREE questions out of four or five.

This question paper consists of four or five questions. Candidates will be required to answer only 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.

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

- The central teachings in one religion (with specialisation in ONE religion)
- 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
- The role of rituals in religion
- Internal differences in a NUMBER of religions (with specialisation in ONE religion)
- Main features of such differentiations
- Explain the main features of these groups with reference to Teaching, Governance and Practice

Religion Studies 6 DBE/2017 Examination Guidelines

- 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)
- Normative sources in various religions
 - Ways of interpreting normative sources (hermeneutical principles) (with specialisation in ONE religion)
 - 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, as specified below

For the final examination 2017 and supplementary examination 2018:

- Teenage pregnancy
- Discrimination
- The family as a social unit

For the final examination 2018 and supplementary examination 2019:

- Euthanasia
- Substance abuse
- Environmental issues

For the final examination 2019 and supplementary examination 2020:

- Diseases such as HIV and Aids
- Crime and violence
- Suicide

NOTE: The stipulated major social problems must be studied with reference to specialisation in ONE religion. At the end of 2019, the topics for the three-year-cycle will be repeated, unless replaced by a more recent Examination Guidelines document.

222 Struben Street, Pretoria, 0001
Private Bag X895, Pretoria, 0001, South Africa
Tel: 012 357 3000 • Fax: 012 323 0601

Private Bag X9035, Cape Town, 8000, South Africa
Tel: 021 486 7000 • Fax: 021 461 8110
Call Centre: 0800 202 933

ISBN 978-1-4315-3105-9

Department of Basic Education

 www.education.gov.za

 www.twitter.com/dbe_sa

 www.facebook.com/BasicEd