

## 2021 Annual Teaching Plan – Term 1 Religion Studies Grade 12

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23- 31 March
CAPS Topic	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Research into and across religions	Research into and across religions	Revision Test
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Conceptual distinction</li> <li>Concepts that are often used in the context of religion: Distinguish conceptually between , identity, uniqueness, differences , comparability as far as religions are concerned</li> <li>unity, similarity,</li> <li>Use of the concepts in appropriate contexts</li> </ul>	<ul style="list-style-type: none"> <li>Internal differentiations within religions:</li> <li>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</li> <li>'African Initiated Christian churches'</li> <li>Shembe</li> <li>Zionist</li> <li>Zion Christian Church (ZCC)</li> <li>Hinduism- e.g. Vaishnavism</li> <li>Shaivism</li> <li>Shaktism</li> <li>Smartism-</li> <li>Buddhism- e.g. Theravada - Buddhism- Mahayana - Buddhism- Tibetan- Buddhism- Zen- Buddhism-</li> <li>Judaism- Orthodox Jews</li> <li>Conservative Judaism</li> <li>Reform Judaism</li> <li>Christianity e.g. Roman Catholic</li> <li>Eastern Orthodox church</li> <li>Protestant Churches</li> <li>Anglican</li> <li>Methodist</li> <li>Islam e.g. Sunni Muslims</li> <li>Shi'a Muslims</li> <li>Sufism</li> </ul> </li> <li>Remove -and other worldviews</li> </ul>	<ul style="list-style-type: none"> <li>Main features of such differentiations with reference to teaching, philosophy governance and practices</li> <li>Focus will be on: African religion, Hinduism, Buddhism, Judaism, Christianity, Islam</li> </ul>	<ul style="list-style-type: none"> <li>Unique features of various religions:</li> <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> <li>Practices</li> <li>Beliefs</li> <li>Prayer</li> <li>Worship</li> <li>Punishment</li> <li>Rewards</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Examine History and present dynamics of inter-religious relationships in South African, African and international communities:</li> <li>SA -Relationships between religions since democracy</li> <li>Global dynamics between religions</li> <li>- Overview of the history and present dynamics through written sources, interviews and literature</li> </ul>	<ul style="list-style-type: none"> <li>Organisations which include the promotion of inter-religious dialogue: background, purpose and impact</li> <li>Effects of humanitarian crises on global relationships between relations</li> <li>Organisations promoting inter-religious relationships, dialogue e.g. Programme for Christian-Muslim Relations in Africa (PROCMURA)</li> <li>Inter-faith Action for Peace</li> <li>World Conference of Religion for Peace</li> </ul>	<ul style="list-style-type: none"> <li>Critically investigate areas of recent conflict South Africa, Africa and the world: identify and study two or three areas of recent conflict</li> </ul>	<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 peace-making?</li> <li>Conflicts involving religion</li> <li>Historical context</li> <li>Role of religion</li> <li>Response from the international community</li> </ul>	

<b>Term 1 45 days</b>	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23- 31 March
<b>Requisite Pre-Knowledge</b>	Concept Skills and Val Grade 11 religion studies related content and *concepts Understanding the different action/command verbs								
<b>Resources (other than textbook) to enhance learning</b>	Resources (other than textbook) to enhance learning Wall charts, dictionaries, textbook, magazines, newspaper articles and reports Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)								
<b>Informal assessments</b>	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Short class essays with peer marking Short pieces of extended writing								
<b>SBA (Formal Assessment)</b>	<b>Source-based task</b> The source-based task must be completed independently under controlled conditions. The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. <b>Test</b>								

## 2021 Annual Teaching Plan – Term 2 Religion Studies Grade 12

Term 2 47 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 26-30 April (4 days)	Week 4 3-7 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 10 21-25
<b>CAPS Topic</b>	<b>Topical issues in society</b>	<b>Topical issues in society</b>	<b>Topical issues in society</b>	<b>Topical issues in society</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>
<b>Core Concepts, Skills and Values</b>	Formulate a strategy to solve a major social problem: - Main elements: -Identifying and analysing the problem -Outlining and considering the religious sources available Outlining practical steps to be taken to reach a solution	Evaluate the role of media in influencing public opinion on religion - Religious issues reported on in the media - The different media presenting information on religion -Religious issues reported on in the media Publication of Cartoons	Understanding the issue Different perspectives on the issue Analysing the messages conveyed about a religion The importance of media analysis	- Link between distinct media and different religions - Message conveyed about religion in the various media and how this influences public opinion Factors that influence media reporting on religious issues Internet and social media	Religious teachings: a variety of their roles in different religions: -The difference between the concept ideology of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology	Analyse the central teachings in one religion: - 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	.Normative sources in various religions Norm – standard pattern in behaviour that is considered normal in a particular society	Descriptive statement Normative statements  Inspiration Oral tradition Written texts Sacred books	Occurrence of the following normative sources in several religions: contemporary inspiration, oral tradition and sacred books	- The origin and development of normative sources in different religions
<b>Requisite Pre-Knowledge</b>	Concept Skills and Values <ul style="list-style-type: none"> <li>Definitions of key *concepts</li> <li>Grade 11 religion studies related content and *concepts</li> <li>Understanding the different action/command verbs</li> </ul>										
<b>Resources</b>	Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint										
<b>Informal Assessment</b>	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: <ul style="list-style-type: none"> <li>Short class essays with peer marking</li> </ul> Short pieces of extended writing										
<b>SBA (Formal Assessment)</b>	<b>Project</b> Learners will spend time outside of contact time to collect resources and information. The completion of the task should be facilitated by the teacher in class time.										

**2021 Annual Teaching Plan – Term 3 Religion Studies Grade 12**

Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 August	Week 6 16-20 August (5 days)	Week 7 23-27 August	Week 8 30 August – 3 September	Week 9 6-10 Septem ber	Week 10 13-17 Septem ber	Week 11 Septem ber 20-23														
<b>CAPS Topics</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>Research into and across religions</b>	<b>Research into and across religions</b>	<b>Topical issues</b>	<table border="1"> <thead> <tr> <th colspan="2">GRADE 12 PAPER ONE : TOPICS TO BE COVERED</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><b>Variety of religions</b></td> <td>Conceptual distinctions Unique features of various religions:</td> </tr> <tr> <td>2</td> <td><b>Common features of religion</b></td> <td>Religious teachings</td> </tr> <tr> <td>3</td> <td><b>Topical issues in society</b></td> <td>Role of media in influencing public opinion on religion Religious freedom, human rights and responsibilities</td> </tr> <tr> <td>4</td> <td><b>Research into and across religions</b></td> <td>Religion in areas of conflict in South Africa, Africa and the world</td> </tr> </tbody> </table>					GRADE 12 PAPER ONE : TOPICS TO BE COVERED		1	<b>Variety of religions</b>	Conceptual distinctions Unique features of various religions:	2	<b>Common features of religion</b>	Religious teachings	3	<b>Topical issues in society</b>	Role of media in influencing public opinion on religion Religious freedom, human rights and responsibilities	4	<b>Research into and across religions</b>	Religion in areas of conflict in South Africa, Africa and the world
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1	<b>Variety of religions</b>	Conceptual distinctions Unique features of various religions:																							
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4	<b>Research into and across religions</b>	Religion in areas of conflict in South Africa, Africa and the world																							
<b>Core Concepts, Skills and Values</b>	Describe and exams ways of interpreting one normative sources in one religion: -The hermeneutical principles of interpreting the normative sources  Historical context Clearest meaning Plan, purpose ,context Meaning of words Figurative meaning Sacred texts .Literal meaning Grammar	Actual interpretation of one important normative source in any one religion:  e.g. African Traditional Religion Oral and written tradition Proverbs and metaphors Songs and Poetry Stories  , Bible,  Quran, Tanach, Vedas, Kitab-i-Aqdas Pali Canon  Misinterpreting sacred texts	Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion.  Definition secular world views Historical origins of secular thinking Development of secularism and the religious response Understanding the origin, purpose and factors influencing the world-views - Atheism - Agnosticism - Humanism - Materialism  The origin purpose and influencing factors behind at least TWO world views  Specialisation	Religion and the natural sciences: - Examine the relationship between religion and the natural sciences with reference to views of creation and evolution.  Historical development of the sciences Religion and Astronomy  Heliocentric and geocentric theories Cosmology: how science approaches "creation"	Religious and scientific accounts of creation Religious "theories" of creation Contradictions between religious and scientific accounts  Religion and the theory of evolution : Charles Darwin's theory of evolution	Religious freedom, human rights and responsibilities: - Sources available in different religions pertaining to religious freedom, human rights and Responsibilities  Where does the notion of 'human rights' come from? Universal Declaration of Human rights  Objections to the Universal Declaration - Religious teachings pertaining to morality and ethics in modern society Religious freedom Approaches to religious tolerance Religious basis for human rights, tolerance and respect.  Practical involvement of different religions in																			

Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 August	Week 6 16-20 August (5 days)	Week 7 23-27 August	Week 8 30 August – 3 September	Week 9 6-10 Septem ber	Week 10 13-17 Septem ber	Week 11 Septem ber 20-23
						promoting religious freedom, human rights and responsibilities e.g.  'Gift of the givers' ' Salvation Army'	<b>GRADE 12 PAPER TWO: TOPICS TO BE COVERED</b>				
							1	Variety of religions	<ul style="list-style-type: none"> <li>Internal to differentiations within religions</li> <li>Main features of such differentiations</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>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>Developing a strategy to solve a major social problem</li> </ul>		
							<b>Examinable Topics from Grades 10 &amp; 11 in Grade 12</b>				
							<b>Grade 12 paper 2</b>				
							Religion and the state (from Gr 11)				
							Types of rituals and their roles (from Gr 11)				
<b>Requisite Pre-Knowledge</b>	Concept Skills and Values · Definitions of key *concepts · Grade 11 RELIGION STUDIES related content and *concepts Understanding the different action/command verbs										
<b>Resources</b>	<ul style="list-style-type: none"> <li>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc.</li> </ul>										
<b>Informal Assessment</b>	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Short class essays with peer marking Short pieces of extended writing										
<b>SBA (Formal Assessment)</b>	<b>Trial Examination</b>										



**2021 Annual Teaching Plan – Term 4 Religion Studies Grade 12**

Term 4 47 days	Week 1 5-8 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 1-5 November (5 days)	Week 6 8-12 November (5 days)	Week 7 15-19 November (5 days)	Week 8 22-26 November (5 days)	Week 9 29 November – 3 December (5 days)	Week 10 6-8 December (3 days)
<b>CAPS Topic</b>	<b>Variety of religions</b>	<b>Topical issues in society</b>	<b>Research into and across religions</b>	<b>Common features of religion as a generic and unique phenomenon</b>	<b>GRADE 12 PAPER ONE : TOPICS TO BE COVERED</b>					
<b>Core Concepts, Skills and Values</b>	Consolidation of work: - Conceptual distinctions - Internal differentiations - Unique features of various religions - Roles of various religions - History and present dynamics of inter-religious relationships in South Africa	Consolidation of work: - Religious freedom, human rights and responsibilities - Social problems in South Africa and the world - Media coverage on issues with religious relevance	Consolidation of work: - Religion in areas of recent conflict in South Africa and the world - Religion and the natural sciences	Consolidation of work: - The role of teaching in a variety of religions - Interpreting normative sources - The central teachings of one religion	1	<b>Variety of religions</b> Conceptual distinctions Unique features of various religions:				
					2	<b>Common features of religion</b> <i>Religious teachings</i>				
					3	<b>Topical issues in society</b> Role of media in influencing public opinion on religion Religious freedom, human rights and responsibilities				
					4	<b>Research into and across religions</b> Religion in areas of conflict in South Africa, Africa and the world				
					<b>Examinable Topics from Grades 10 &amp; 11 in Grade 12</b> Grade 12 paper 1 Major dimensions common to all religions (from Gr 10)					
<b>GRADE 12 PAPER TWO: TOPICS TO BE COVERED</b>										
1.	Variety of religions <ul style="list-style-type: none"> <li>• Internal to differentiations within religions</li> <li>• Main features of such differentiations</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>• 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>• Developing a strategy to solve a major social problem</li> </ul>									
4.	Research into and across religions <ul style="list-style-type: none"> <li>• Religion and the Natural Sciences</li> </ul>									
<b>Examinable Topics from Grades 10 &amp; 11 in Grade 12</b> Grade 12 paper 2 Religion and the state (from Gr 11)										

Term 4 47 days	Week 1 5-8 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 1-5 November (5 days)	Week 6 8-12 November (5 days)	Week 7 15-19 November (5 days)	Week 8 22-26 November (5 days)	Week 9 29 November – 3 December (5 days)	Week 10 6-8 December (3 days)
					Types of rituals and their roles (from Gr 11)					
<b>Requisite Pre-Knowledge</b>	Concept Skills and Values Definitions of key *concepts Grade 11 religion studies related content and *concepts Understanding the different action/command verbs									
<b>Resources (other than textbook) to enhance learning</b>	<ul style="list-style-type: none"> <li>• Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>• Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc.</li> <li>• Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies</li> </ul> Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)									
<b>Informal Assessment</b>	<b>Informal assessment:</b> A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Short class essays with peer marking Short pieces of extended writing									
<b>Formal Assessment</b>	<b>Final exams</b>									