



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

RELIGION STUDIES

EXAMINATION GUIDELINES

GRADE 12

2009

This guideline consists of 6 pages.

STIPULATION OF MINIMUM CONTENT FOR THE GRADE 12 2009 RELIGION STUDIES EXAMINATIONS

INTRODUCTION

In order to assist teachers in preparing learners for the Grade 12 examinations that are scheduled for November 2009, the Department of Education has formulated Examination Guidelines. This document does not replace earlier documents but rather provides the focus areas for Grade 12 national examinations in 2009. This document must be used in conjunction with the Subject Assessment Guidelines and Learning Programmes Guidelines.

FORMAT OF QUESTION PAPER

1. Religion Studies has two question papers of two hours each.
2. The table below provides an outline for the Grade 12 external examination papers.
3. The learners should be aware of current issues/affairs.
4. Every valid point will be allocated two marks, e.g. a ten mark question will require five points.

EXTERNAL EXAMINATION

GRADE 12

	MARKS
Two - 2 hour papers: 150+150 = 300	300
Paper 1: 150 marks Three questions (one compulsory and choice of two out of three to four questions) 50 marks each equals 150. Focus on interrogation of a range of sources/such as texts, maps, graphs, etc., Can include comparative questions-answers required range from short responses to paragraphs.	
Paper 2: 150 marks Three focussed extended writing questions (choice of three out of four to five questions) 50 marks each equal 150. Focus on analysis and interpretation of generic issues pertaining to religions where learners are expected to present a position on the issue/s from a specific religious perspective and to argue this position and critique it. A source can be included to act as stimulus.	

BREAKDOWN OF PAPER 1 Section A (Compulsory) This section requires the learner to have knowledge of all content in Grade 12. The questions will require one word answers and short paragraphs. These will include definitions, true and false, filling of blanks and multiple choice questions. This section will also include questions that require short explanations and brief descriptions. Section B (Answer any two of the four questions in this section) The focus area for this Section will be: Learning Outcome One • Conceptual distinctions • Analysis of the internal differentiations • Appreciating the uniqueness of various religions Learning Outcome 2 • Religious teachings • Analysis of a secular worldview Learning Outcome 3 • Religious freedom, human rights and responsibilities • Comparative investigation of media coverage of a public issue with religious implication Learning Outcome 4 • Religion in areas of conflict in South Africa, Africa and the world	150 Grand Total (50 Marks) (100)
BREAKDOWN OF PAPER 2 This paper consists of 5 questions. Candidates will be required to answer only 3. All questions carry equal marks, i.e. 50 marks each. The focus areas for these questions will be: Learning Outcome 1 • History and present dynamics of inter-religious relationships in South Africa, Africa and international community	150 MARKS

Learning Outcome 2 • The central teachings in one religion • Normative sources in various religions • Ways of interpreting normative sources • Interpreting one normative source Learning Outcome 3 • Develop a strategy towards solving a major social problem Learning Outcome 4 • Religion and natural sciences	
Cognitive Level Description	Weighting
Recall (Knowledge)	30%
Comprehension	40%
Analysis, Application, Evaluation and Synthesis	30%

The teacher is encouraged to focus on the following for Grade 12:

LEARNING OUTCOME 1

1.1 Conceptual distinctions

The learners must be able to define the following concepts:

- Identity
- Uniqueness
- Unity
- Similarity
- Difference
- Comparability

1.2 Analysis of the internal difference within religions:

- African Traditional Religion
- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam

1.3 Appreciating the uniqueness of various major religions

- African Traditional Religion
- Islam
- Christianity
- Hinduism
- Judaism
- Buddhism

1.4 History and present dynamics of inter-religious relationships in South African, African and international communities.

LEARNING OUTCOME 2

2.1 Religious teachings

- Teaching
- Belief
- Doctrine
- Dogma
- Parable
- Myth
- Ideology

2.2 The central teachings in one religion

These may include the following components:

- The nature of divinity
- The nature of the world
- The nature of humanity, with reference to community and individual
- The place and responsibility of humanity in the world
- The origin and the role of evil
- The overcoming of evil
- Life after death

2.3 Normative sources in various religions

- Contemporary inspiration
- Oral tradition
- Sacred books

2.4 Ways of interpreting normative sources

- Hermeneutical principles

2.5 Interpreting one normative source

- African oral and written tradition
- The Tanach
- The Bible
- The Qu'ran
- The Vedas
- The Pali canon
- Kitab-I Aqdas

2.6 Analysis of a secular world view in the context of religion

LEARNING OUTCOME 3**3.1 Religious freedom, human rights and responsibilities**

- Sources from different religions
- How religions promote these ideas

3.2 A strategy towards solving a major social problem

- Identify and analyse the problem
- Considering religious sources available
- Outlining practical steps towards a solution

3.3 Investigation of media coverage on the public issue with religious implications

- Identify the issue
- Identify the media
- Identify factors to be investigated
- Present findings

LEARNING OUTCOME 4**4.1 Religion in areas of conflict:**

- Analyse the situations
- In what ways is religion part of the problem
- In what ways is religion part of the solution

4.2 Religion and the natural sciences

- Examining the relationship between religion and the natural sciences
- Creation and evolution

CONCLUSION

The Department of Education hopes that these guidelines will assist the teachers in preparing learners for the grade 12 examinations.

NB: For further details, descriptions and weighting of learning outcomes refer to the NCS, LPG and the SAG documents.