



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**National Curriculum Statement
Grades 10–12
(General)**

RELIGION STUDIES



Department of Education

Sol Plaatje House
123 Schoeman Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 312-5911
Fax: +27 12 321-6770

120 Plein Street
Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465-1701
Fax: +27 21 461-8110

<http://education.gov.za>

© 2005 Department of Education

ISBN: 1-920054-06-5

Design and Layout by: Formeset Digital (Tshwane), 012 324 0607



HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. The reader must read and integrate the information from the different sections in the document. The content of each chapter is described below.

■ Chapter 1 – Introducing the National Curriculum Statement

This chapter describes the principles and the design features of the National Curriculum Statement Grade 10–12 (General). It introduces the curriculum for the reader.

■ Chapter 2 – Introducing the Subject

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ Chapter 3 – Learning Outcomes, Assessment Standards and Content and Contexts

This chapter contains the Assessment Standards for each Learning Outcome and the content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. At the end of the chapter is the proposed content and contexts, which may be used to teach, learn and attain the Assessment Standards.

■ Chapter 4 – Assessment

This chapter deals with the generic approach to assessment suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ Symbols

The following are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts:



= Learning Outcome



= Assessment Standard



= Grade



= Code



= Scale



= Competence Description



= Content and Contexts

CONTENTS

HOW TO USE THIS BOOK	iii
ACRONYMS	vii
CHAPTER 1: INTRODUCING THE NATIONAL CURRICULUM STATEMENT	1
PRINCIPLES	1
THE KIND OF LEARNER THAT IS ENVISAGED	5
THE KIND OF TEACHER THAT IS ENVISAGED	5
STRUCTURE AND DESIGN FEATURES	5
LEARNING PROGRAMME GUIDELINES	8
CHAPTER 2: RELIGION STUDIES	9
DEFINITION	9
PURPOSE	9
SCOPE	10
EDUCATIONAL AND CAREER LINKS	13
LEARNING OUTCOMES	14
CHAPTER 3: LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS	15
ASSESSMENT STANDARDS	16
CONTENT AND CONTEXTS TO ATTAIN ASSESSMENT STANDARDS	24

CHAPTER 4: ASSESSMENT	37
INTRODUCTION	37
WHY ASSESS	37
TYPES OF ASSESSMENT	38
WHAT ASSESSMENT SHOULD BE AND DO	39
HOW TO ASSESS	39
METHODS OF ASSESSMENT	40
METHODS OF COLLECTING ASSESSMENT EVIDENCE	40
RECORDING AND REPORTING	41
SUBJECT COMPETENCE DESCRIPTIONS	43
PROMOTION	43
WHAT REPORT CARDS SHOULD LOOK LIKE	44
ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING	44
COMPETENCE DESCRIPTIONS FOR RELIGION STUDIES	44
GLOSSARY	55

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BCE	Before Common Era
CE	Common Era
CASS	Continuous Assessment
FET	Further Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
GETC	General Education and Training Certificate
HE	Higher Education
HEI	Higher Education Institutions
HR	Human Rights
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
LO	Learning Outcome
LP	Learning Programme
LTSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Material
NCS	National Curriculum Statement
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
RNCS	Revised National Curriculum Statement Grades R–9 (Schools)
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SKVA	Skills, Knowledge, Values, Attitudes

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

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

The Constitution further states that 'everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statement Grades 10–12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10–12 (General) is based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;
- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

Social transformation

The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed and of providing equal educational opportunities for all sections of our population. To achieve social transformation, all South Africans must receive an education which recognises their potential and removes artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation of the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting Learning Outcomes that must be achieved by the end of the education process. Outcomes-Based Education encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10–12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

Critical Outcomes

The Critical Outcomes (CO) require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- 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.

Developmental Outcomes

The Developmental Outcomes (DO) require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10–12 (General) aims to develop a high level of knowledge and skills in learners. It sets high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and Learning Fields. The integration of knowledge and skills across subjects and terrains of practice is crucial to achieve applied competence as defined in the National Qualifications Framework (NQF). Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10–12 (General) seeks to promote the integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the Learning Outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and contexts of each grade also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands which allows access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training (FET) Band falls between the General Education and Training (GET) and the Higher Education (HE) Bands, it is vital that the Further Education and Training Certificate (General) corresponds with the General Education and Training Certificate (GETC) and with qualifications in similar learning pathways of Higher Education. During the development of each Subject Statement, the exit level expectations of the General Education and Training Learning Areas and the entrance level learning expectations of related disciplines in Higher Education were scrutinised to achieve this articulation.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) can be transferred to another qualification in a different learning pathway of the same National Qualifications Framework band. To enhance the portability of subjects obtained in Grades 10–12, various mechanisms have been explored, for

example, regarding a subject as a 20-credit unit standard. Subjects in the National Curriculum Statement Grades 10–12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights (HR), inclusivity and environmental and social justice

The National Curriculum Statement Grades 10–12 (General) seeks to promote human rights, inclusivity and environmental and social justice. All newly developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined by the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10–12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10–12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners should be addressed through the design and development of appropriate Learning Programmes (LP) and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems (IKS)

In the 1960s, the theory of multi-intelligences illustrated to educationists that there are many ways to process information to make sense of the world and that if one were to redefine intelligence, one would have to take these different approaches into account. Up until then, the Western world had only valued logical, mathematical and specific linguistic abilities and rated people as 'intelligent' only if they were adept in these fields. Now, people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. Therefore, the National Curriculum Statement Grades 10–12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10–12 (General) aims to achieve credibility through pursuing a transformational agenda and providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001: 9–10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with moral and ethical values and who will act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training Band must also demonstrate achievement of the Critical and Developmental Outcomes listed in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition, learners emerging from the Further Education and Training band must:

- have access to and succeed in lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10–12 (General) requires educators who are qualified, competent, dedicated and caring. These teachers are able to fulfil the various roles outlined in the *Norms and Standards for Educators*. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, researchers and lifelong learners, community members, citizens and pastors, assessors and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10–12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10–12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for related subjects and formulates the rules of combination for the Further Education and Training Certificate (General). The Learning Fields for Grades 10–12 were demarcated with due consideration of articulation with the General Education and Training and Higher Education Bands, and with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10–12 (General) takes the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories.

Table 1.1 Learning fields and subjects

LEARNING FIELDS	SUBJECTS
Agricultural Sciences	Agricultural Sciences, Agricultural Management Practices, and Agricultural Technology
Arts and Culture	Dance Studies, Design, Dramatic Arts, Music, and Visual Arts
Business, Commerce and Management Studies	Accounting, Business Studies, and Economics
Languages	11 Official Languages (Home Languages and First Additional Languages) 11 Official Languages (Second Additional Languages) 13 Non-official Languages: Arabic, French, German, Gujarati, Hebrew, Hindi, Italian, Latin, Portuguese, Spanish, Tamil, Telegu, and Urdu
Manufacturing, Engineering and Technology	Electrical Technology, Engineering Graphics and Design, Mechanical Technology, and Civil Technology
Human and Social Studies	Geography, History, Life Orientation, and Religion Studies
Physical, Mathematical, Computer and Life Sciences	Computer Applications Technology, Information Technology, Life Life Sciences, Mathematical Literacy, Mathematics, and Physical Sciences
Services	Consumer Studies, Hospitality Studies, and Tourism

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject emphasised knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging and with rigid boundaries. Very often, subjects focussed virtually exclusively on Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10–12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic and always responsive to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible allowing for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training Band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills, values and attitudes required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Content of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1: Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10–12 (General).
- *Chapter 2: Introducing the Subject:* This chapter introduces the key features of the specific subject. It defines the subject and outlines its purpose, scope, educational and career links and Learning Outcomes.
- *Chapter 3: Learning Outcomes, Assessment Standards, Content and Context:* This chapter contains the Learning Outcomes with their associated Assessment Standards, Content and Context.
- *Chapter 4: Assessment:* This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement.
- *Glossary:* When appropriate, a list selected general and subject: specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training Band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines (LPG) assists teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

RELIGION STUDIES

The Curriculum for Religion Studies reflects the spirit of, and applies the guidelines provided in, the Policy on Religion and Education, declared on 12 September 2003 (Government Gazette Vol. 459, Pretoria, 12 September 2003, No. 25459). Religion Studies is the exact equivalent of what was announced in the Policy document as 'Religious Studies', i.e. 'the study of religion and religions in general, with the possibility of specialization in one or more in that context' (p 30). It is to be distinguished from religious instruction, which presupposes and aims at promoting adherence to any particular religion. The Curriculum Statement establishes a balance between the study of a plurality of religions in South Africa and the world, and the study of religion as a universal phenomenon, found in all cultures, with certain generic features.

DEFINITION

Religion Studies is the study of religion as a universal human phenomenon and of religions found in a variety of cultures throughout history. Religion and religions are studied, without favouring any religion or discriminating against any religion, 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 develop religious literacy.

In this document, religion refers to a comprehensive and fundamental orientation in the world. This usually contains ideas of the ultimate nature of things and of divinity transmitted in sacred traditions, requiring social and personal commitment and expressed in rituals and morality. It includes, but is not restricted to, organised forms of religion, worldviews, belief systems and indigenous knowledge systems (IKS).

PURPOSE

Religion Studies enhances the constitutional values of citizenship, human rights, equality, freedom from discrimination and freedom of conscience, religion, thought, belief and opinion. Religion Studies contributes to the holistic development of the intellectual, physical, social, emotional and spiritual aspects of the learner. The purpose is to enhance knowledge, skills, values and attitudes necessary to enrich each learner, interpersonal relationships and an open and democratic society.

Religion Studies enriches and empowers the learner by:

- increasing knowledge and understanding about the multiplicity of religions;
- contributing to an understanding of religions as sets of historically interrelated yet unique systems, intertwined with social, economic and political systems;
- encouraging analytical, critical and constructive thinking and debate;

- fostering creative thinking about the perennial religious concerns of humanity;
- stimulating reflection on values, morals and norms; and
- encouraging informed and responsible personal choices.

Religion Studies enhances interpersonal relationships of the learner by:

- cultivating sensitivity and respect across a range of religions;
- building confidence to deal positively with differing views;
- exploring the range of symbolic, conceptual, linguistic and other means of communication; and
- encouraging the ability of individuals and communities to co-exist and collaborate with people of various religious persuasions in a variety of ways.

Religion Studies contributes to an open and democratic society by:

- allowing the voices of all religions to be heard in the public domain on the basis of equality and non-discrimination;
- respecting and promoting the human rights and responsibilities of people of all religions in South Africa, Africa and the world;
- stimulating the positive acceptance and appreciation of religious diversity in South African society;
- developing the skills to communicate meaningfully and constructively across religions in a diverse society; and
- reflecting on and critiquing the contributions of religions to the moral, social, economic and political regeneration of society.

SCOPE

Religion Studies comprises the following interrelated dimensions:

- Variety of religions (Learning Outcome 1)
- Universal dimensions of religion as a generic and unique phenomenon (Learning Outcome 2)
- Topical issues in society (Learning Outcome 3)
- Research into religion as a social phenomenon, and across religions (Learning Outcome 4)

These are studied in a manner that combines broad attention to a range of different religions with a measure of specialisation.

Variety of religions

Religion has always been part of human existence and co-existence. This study focuses on religions found in South Africa, Africa and the world:

- Each religion is looked at in terms of its own self-understanding.
- The unique development through time of each religion is considered.

This approach entails the gathering of a range of information from various religions (as determined by schools) and the ability to understand such religions from the point of view of their adherents.

Common features of religion as a generic and unique phenomenon

The various religions are studied systematically, revealing common features, such as:

- Views concerning divinity, the cosmos, humanity, the purpose of life, knowledge, the good and the beautiful
- Sacred and normative traditions
- Narrative and myth
- Ethics
- Ritual
- Symbol
- Spiritual experience
- Faith
- Organisation

Topical issues in society

Religion Studies involves the study of the inter-relationship between religion and society and practical issues of importance such as:

- | | |
|--|-----------------------------------|
| ■ Inter-religious relationships | ■ Abortion |
| ■ Health | ■ Diseases including HIV and Aids |
| ■ Economics | ■ The state |
| ■ Politics | ■ Community and individuality |
| ■ Family | ■ Gender |
| ■ Sexuality | ■ Discrimination |
| ■ Freedom, human rights and responsibilities | ■ Environment |
| ■ Indigenous knowledge systems | ■ Natural sciences |
| ■ Media | ■ Leisure |
| ■ Fundamentalism | ■ Education |
| ■ Art | ■ Leadership |
| ■ International relations | ■ Euthanasia |
| ■ Proselytisation | ■ Substance abuse |
| ■ Death | ■ Suicide |
| ■ Kinship systems | ■ Divorce |
| ■ Crime and violence | |

Research into and across religions

Religion Studies provides opportunities to engage in active research into and across religions conducted according to sound academic principles in a variety of ways and not to promote religious interests. Aspects of research include:

- Literature research
- Fieldwork (observation)
- Interviewing

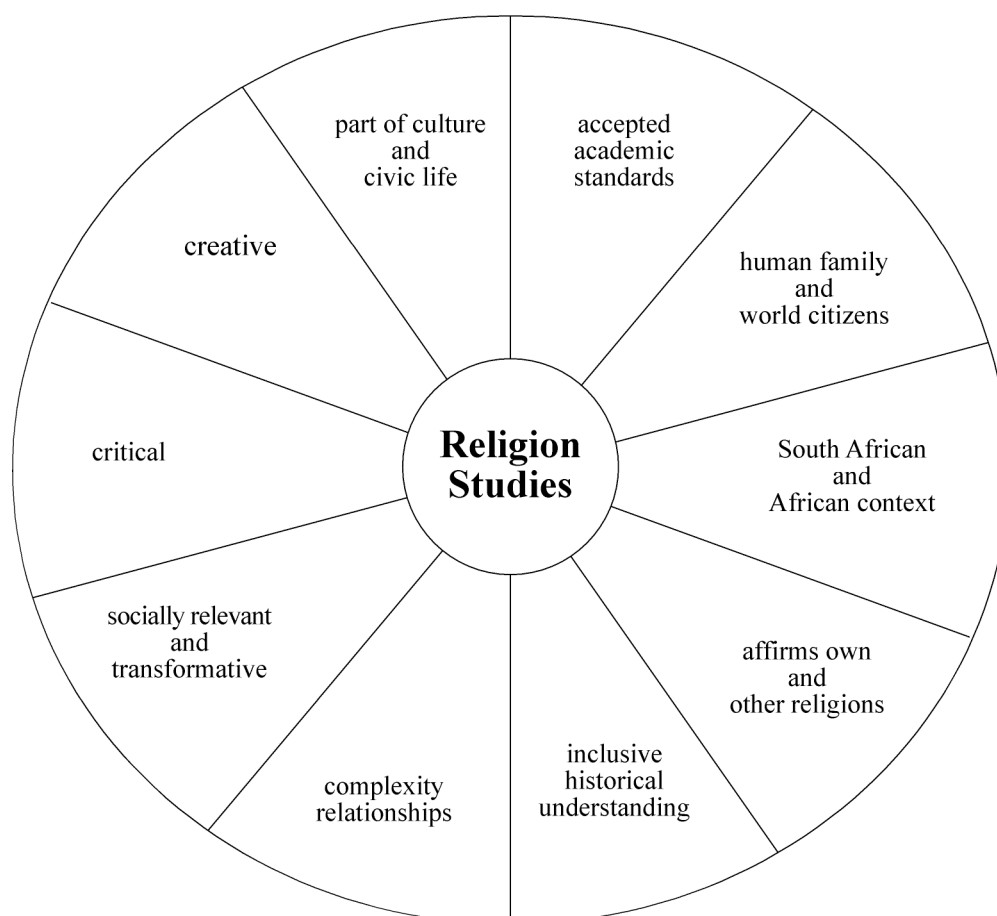
Ten principles structuring the attainment of understanding in Religion Studies

There are ten principles that need to be taken into account to understand Religion Studies and to attain the Learning Outcomes. These are to be approached as interrelated as illustrated in Figure 2.1. At all stages and in all four Learning Outcomes, these ten principles are relevant, even if they function in various ways in the different Learning Outcomes. Together, they can be compared to a wheel moving forward.

In accordance with this model, Religion Studies:

1. studies religion as part of culture and civic life;
2. is constructed in accordance with accepted academic procedures;
3. educates learners as members of the human family and citizens of the world;
4. is situated in the South African and African context;
5. affirms the learners' own religions and those to which they do not belong, by developing appreciation and respect for their own traditions and those of their fellow citizens;
6. facilitates inclusive historical understanding;
7. develops high orders skills of discovering relationships and dealing with complexity;
8. is socially relevant and transformative;
9. is critical; and
10. is creative.

Figure 2.1 Principles structuring the attainment of understanding in Religion Studies



EDUCATIONAL AND CAREER LINKS

On the basis of the General Education and Training Band (GET) Religion Studies in the Further Education and Training (FET) Band acts as a link to further studies in a variety of fields.

Religion Studies provides a basis for a wide range of careers, including those that require an understanding of the complex dynamics of South African, African and global society. It serves as vocational preparation for all professions in the public sector such as:

- | | |
|---|----------------------------------|
| ■ Teaching | ■ Research |
| ■ Work in religions | ■ Community service |
| ■ Social work | ■ Development |
| ■ Human rights-related careers | ■ Medical and counselling fields |
| ■ Business | ■ Politics |
| ■ Tourism | ■ Government chaplaincies |
| ■ Public relations | ■ Art |
| ■ Journalism and other fields of public communication | |

LEARNING OUTCOMES

All four Learning Outcomes are equally important but do not have the same weighting in terms of time allocation.

All four Learning Outcomes are mutually interdependent and should be addressed in an integrated manner. No Learning Outcome should be dealt with in isolation.



Learning Outcome 1: Variety of religions

The learner is able to demonstrate knowledge and understanding of a variety of religions and how they relate to one another.

The learner understands a variety of religions, each with reference to its own unique historical development and its specific self-understanding, in the context of a comprehensive mental map of religions and their interactions.



Learning Outcome 2: Common features of religion as a generic and unique phenomenon

The learner is able to analyse, relate and systematise universal dimensions of religion.

The learner uses relevant concepts critically and constructively to analyse, relate and systematise a variety of universal dimensions of religion.



Learning Outcome 3: Topical issues in society

The learner is able to reflect critically and constructively on topical issues in society from a Religion Studies perspective and apply such insights.

The learner reflects critically and constructively on the inter-relationships between religion and society and applies such insights to topical issues.



Learning Outcome 4: Research into and across religions

The learner is able to apply skills of research into religion as a social phenomenon, and across religions.

The learner uses research skills to acquire and contribute to an understanding of the role of religion in society and of the dynamics between religions.

CHAPTER 3

LEARNINGS OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

In the numbering system the first number refers to the grade; the second, to the Learning Outcome; the third, to the Assessment Standard. For example, 10.1.2 represents Grade 10, Learning Outcome 1, Assessment Standard 2.

Grade 10



Learning Outcome 1

Variety of religions

The learner is able to demonstrate knowledge and understanding of a variety of religions and how they relate to one another.

The learner understands a variety of religions, each with reference to its own unique historical development and its specific self-understanding, in the context of a comprehensive mental map of religions and their interactions.



Assessment Standards

We know this when the learner is able to:

- 10.1.1
Identify various clusters of religions in the world.
- 10.1.2
Provide a historical overview of the origins of a number of religions.
- 10.1.3
Explain the statistical situation concerning various religions in South Africa and the world.
- 10.1.4
Analyse the notions of tolerance, respect, dialogue, conflict, fundamentalism, pluralism, propaganda, indoctrination and syncretism with reference to religious interaction.

Grade 11



Assessment Standards

We know this when the learner is able to:

- 11.1.1
Provide a critical overview of the historical development of a number of religions.
- 11.1.2
Describe and critically analyse the mutual interdependence of religion and social factors.
- 11.1.3
Explain patterns of mutual influence and adaptation between religions.
- 11.1.4
Identify and critically investigate approaches aimed at dialogue between religions.

Grade 12



Assessment Standards

We know this when the learner is able to:

- 12.1.1
Distinguish conceptually between identity, uniqueness, unity, similarity, difference and comparability as far as religion is concerned.
- 12.1.2
Analyse the internal differentiations in a number of religions.
- 12.1.3
Identify and explain unique features of various religions in a wider religious context.
- 12.1.4
Examine the history and the present dynamics of inter-religious relationships in South African, African and international communities.

Grade 10



Learning Outcome 2

Common features of religion as a generic and unique phenomenon

The learner is able to analyse, relate and systematise universal dimensions of religion.

The learner uses relevant concepts critically and constructively to analyse, relate and systematise a variety of universal dimensions of religion.



Assessment Standards

We know this when the learner is able to:

- 10.2.1
Consider various definitions of religion.
- 10.2.2
Define religion and relate it to other concepts such as worldview, belief system, ethical system and indigenous knowledge system.
- 10.2.3
Distinguish aspects of understanding religion.
- 10.2.4
Analyse and categorise dimensions common to all religions.
- 10.2.5
Discuss how various religions originated.
- 10.2.6
Describe and explain a variety of social forms, institutions and roles in different religions.

Grade 11



Assessment Standards

We know this when the learner is able to:

- 11.2.1
Evaluate the significance of symbols in religion.
- 11.2.2
Debate a number of theories about religion.
- 11.2.3
Explain the nature and roles of narrative and myth in religions.
- 11.2.4
Analyse types of rituals and their role in religions.
- 11.2.5
Examine the concepts of worship, prayer, faith, meditation, mysticism, spirituality and the artistic expression of religion.

Grade 12



Assessment Standards

We know this when the learner is able to:

- 12.2.1
Analyse the roles of teaching in a variety of religions.
- 12.2.2
Expond systematically the central teachings of one religion.
- 12.2.3
Distinguish and examine oral, written and contemporary sources in several religions.
- 12.2.4
Describe and examine ways of interpreting normative sources or traditions in one religion.
- 12.2.5
Interpret selected part(s) from normative source(s) in one religion.
- 12.2.6
Analyse any one secular worldview.



Learning Outcome 3

Topical issues in society

The learner is able to reflect critically and constructively on topical issues in society from a Religion Studies perspective and apply such insights.

The learner reflects critically and constructively on the relationships between religion and society and evaluates and applies the contributions of religions to topical issues.



Assessment Standards

We know this when the learner is able to:

- 10.3.1
Analyse, from a Religion Studies perspective, a number of topical issues in South Africa, Africa and the world.
- 10.3.2
Describe ethical decision-making principles pertaining to public life in different religions.
- 10.3.3
Analyse critically, from a Religion Studies perspective, relationships between religions and economics at various times.

Grade 11



Assessment Standards

We know this when the learner is able to:

- 11.3.1
Critically investigate, from a Religion Studies perspective, relationships between state and religion at various times.
- 11.3.2
Analyse critically, from a Religion Studies perspective, the relationship between religion and politics at various times.
- 11.3.3
Critically investigate, from a Religion Studies perspective, the interdependence of religions and the natural environment.
- 11.3.4
Discuss the co-responsibility and co-operation of religions in the improvement of quality of life.

Grade 12



Assessment Standards

We know this when the learner is able to:

- 12.3.1
Discuss the notions of religious freedom, human rights and responsibilities in different religions.
- 12.3.2
Develop a strategy for seeking a solution to a major social problem.
- 12.3.3
Investigate, analyse and evaluate the role of the media in presenting and influencing public opinion and attitudes with reference to religion.



Learning Outcome 4

Research into and across religions

The learner is able to apply skills of research into religion as a social phenomenon, and across religions.

The learner uses research skills of to acquire and contribute to an understanding of the role of religion in society and of the dynamics between religions.



Assessment Standards

We know this when the learner is able to:

- 10.4.1
Analyse the notions of objectivity, subjectivity, neutrality, impartiality and insider and outsider perspectives in research into religions.
- 10.4.2
Attend, observe, describe and interpret rituals and write a report.
- 10.4.3
Design and conduct an interview with exponents of different religions on the relationships between religions.

Grade 11



Assessment Standards

We know this when the learner is able to:

- 11.4.1
Interview men and women from different religious, cultural and economic backgrounds about their experiences of gender issues and present a report.
- 11.4.2
Investigate leisure in terms of relaxation and recreation, advertising and sponsorship from an ethical point of view.

Grade 12



Assessment Standards

We know this when the learner is able to:

- 12.4.1
Critically investigate the involvement of religion in areas of conflict in South Africa, Africa and the world.
- 12.4.2
Examine the relationship between religion and the natural sciences.



CONTENT AND CONTEXTS TO ATTAIN ASSESSMENT STANDARDS

In this section, content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way to empower learner to achieve the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself.

The contexts suggested enable the content to be embedded in situations, which are meaningful to the learner and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learner.

Content and context, when aligned to the attainment of the Assessment Standards, provide a framework to develop Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

The guidelines on content and context provided refer to the following main themes: the variety of religions in the world; the universal dimensions common to all religions; topical issues in society; and learners' becoming actively involved in acquiring knowledge and establishing communication.

GRADE 10



Learning Outcome 1

10.1.1 Clusters of religions

- Religions in Africa
- Religions in Europe
- Religions in Asia
- Religions in the Americas
- Religions in Australasia and the Pacific

10.1.2 The beginnings of the religions of the world

- What is the distinction between BCE (Before Common Era) and CE (Common Era)?
- Calendars of various religions
- When did the first signs of religion occur?
- Early archaeological findings about religion in Africa and other continents
- When and where did the clusters of religion develop?
- What were the origins of religions in South Africa?

10.1.3 Statistical spread of religions

- Religious categorisation
- How are statistics obtained and how reliable are they?
- Problem areas in using statistics, and finding solutions
- What are the most important statistical data in connection with religions in South Africa, Africa and the world today?

10.1.4 Analysis of religious interaction

- These notions are of importance in the interaction between religions and need to be clearly understood:
 - Tolerance
 - Respect
 - Dialogue
 - Conflict
 - Fundamentalism
 - Pluralism
 - Propaganda
 - Indoctrination
 - Syncretism



Learning Outcome 2

10.2.1 The word 'religion'

- What does a definition do?
- Compare various definitions of religion.

10.2.2 Development and application of a definition of religion

- What does the learner understand by 'religion'?
- How does the term religion relate to other concepts such as worldview and belief system?

10.2.3 Aspects of understanding religion

- What are the aspects of coming to an understanding of religion?
 - Establishing the basic facts of religions
 - Understanding religions from the point of view of the adherents

- Self-discovery by the learners as an ongoing process without external expectation to conform
- Seeing correlations and patterns
- The distinctions between Religion Studies and Religious Education (as defined in the Policy on Religion in Education)

10.2.4 Major dimensions common to all religions

- Views concerning divinity, the cosmos, humanity, knowledge, the good and the beautiful
- Sacred and normative tradition
- Narrative and myth
- Ethics
- Ritual
- Symbol
- Spiritual experience or spirituality
- Faith
- Organisation

10.2.5 Origins of religions

- How did various religions begin?
 - Religions without founders
 - Religions with founders
- Roles in the formation of religions including:
 - Founders
 - Prophets
 - Reformers

NB: Whereas 10.1.2 deals with when religions started, 10.2.5 deals with how they started.

10.2.6 Social forms, institutions and/or roles in religions

- What is the role of social forms, institutions and roles in religion?
- What social forms and/or institutions have been produced in various religions?
 - Monarchies
 - Oligarchies
 - Democracies
 - Division of power between central organisation and local organisations
- Roles produced in various religions such as:

• Elder	• Guru
• Healer	• Imam
• Minister	• Monk
• Nun	• Pastor

- Priest
- Prophet
- Rabbi
- Scholar
- Priestess
- Pundit
- Roles based on birth right
- Teacher



Learning Outcome 3

10.3.1 Topical issues in South Africa, Africa and the world

- Analyse topics in terms of the following:
 - How do the topics manifest themselves?
 - What are their causes?
 - What are their consequences?
 - How are they understood from a variety of religious perspectives?

10.3.2 Principles of ethical decision-making pertaining to public life

- How do people in different religions come to decisions regarding social ethics?
 - The sources of ethical decision-making
 - The principles of harmonious social existence expounded by various religions

10.3.3 Religions and economics, from a Religion Studies perspective

- A critical analysis of the relationship between religions and economics in terms of:
 - Religious views on the relationship
 - Ethical principles in religions pertaining to economics
 - In which ways did/do religions influence economic life?
 - In which ways did/do economics influence religions?
- Aspects to look at may include the following:
 - Work
 - Reward
 - Wealth and poverty
 - Justice



Learning Outcome 4

10.4.1 Analysis of important principles of research in Religion Studies

- Definition of the concepts objectivity, subjectivity, neutrality, impartiality and insider and outsider perspectives
- The application of these insights to historical and social understanding of religion

10.4.2 Rituals

- This investigative process provides learners with the opportunity to develop observation skills. This process involves:
 - Identifying the religions and rituals, including rites of passage
 - Establishing contact with the relevant persons
 - Observing due protocol
 - Presenting an objective report
 - Discussion in class

10.4.3 Interviews on inter-religious relationships

- This investigative process provides learners with the opportunity to develop interviewing skills. The important aspects are the following:
 - Developing the questions
 - Establishing how interviews should be conducted
 - Identifying the people to be interviewed
 - Presenting the report
 - Discussion in class

GRADE 11



Learning Outcome 1

11.1.1 Main developments of religions

- What were the main developments of religions in the world?
- What were the main developments of religions in South Africa?

11.1.2 The mutual interdependence of religion and social factors

■ How is religion related to wider social factors in:

- Hunter-gatherer societies
- Early food producers
- Early state societies
- Societies of more advanced technology
- Modern, technological society
- Postmodern society

11.1.3 Influence and adaptation between religions

■ What kinds of relationships have existed between religions in the past?

- Sikhism and African Initiated Churches as example of very strong mutual influence between religions
- Christianity, Islam, the Baha'i Faith and Buddhism as examples of missionary religions
- African Religion, Judaism and Hinduism as examples of non-missionary religions

■ What are the distinctions between important concepts such as mission, evangelism, proselytisation, revitalisation, ecumenism, syncretism and religious colonialism or imperialism?

11.1.4 Approaches aimed at inter-religious dialogue

■ Identify and critically investigate:

- Attitudes of a variety of religions to one another
- Interpretations of a variety of religions towards one another



Learning Outcome 2

11.2.1 Symbols

■ What do we understand by the term symbol?

■ Why are symbols important in religion?

■ What role do they play in:

- representing something?
- presenting something?

■ Describe and explain a number of central symbols in various religions.

■ How does the meaning of symbols change over time?

11.2.2 Theories about religion

- What do we understand by theory?
- What do we understand by functionalist and conflict theories?

11.2.3 The nature and role of narrative and myth in religion

- What do we understand by narrative?
- What do we understand by the concept myth?
- Distinguish different kinds of myth.
- Distinguish the variety of roles of myth or mythical elements in religion.
- Analyse a number of narratives and myths in religions.

11.2.4 Types of rituals and their role

- What do we understand by the concept ritual?
- What are the common characteristics of rituals?
- Distinguish different kinds of ritual.
- Distinguish the variety of roles of ritual in religion.

11.2.5 Faith, worship, prayer, meditation, mysticism, spirituality, artistic expression of religion

- What do the above concepts mean?
- How do they occur in various religions?



Learning Outcome 3

11.3.1 Religion and the state

- With reference to various religions in history, critically analyse the relationships between religion and state including:
 - No differentiation
 - Theocracy
 - State religion
 - Secularism
 - Co-operative model

11.3.2 Religion and politics

- A critical analysis, from a Religion Studies perspective, of the relationship between religions and politics in terms of the following questions:
 - What views do religions have about politics?
 - In what ways did/does religion influence political life?
 - In what ways did/does politics influence religion?
 - Aspects should include the following: colonialism, imperialism, liberation and transformation

11.3.3 Religions and the natural environment

- The influence of the natural environment on religion
- The influence of religion on natural environment
- Aspect may include:
 - Religious views
 - Ethical principles
 - Practical involvement
 - Environmental justice and enjoyment

11.3.4 Co-responsibility and co-operation of religions

- For which reasons do religions share responsibility for quality of life in society?
- What religious resources are available to assume co-responsibility to improve quality of life?
- What examples are available of co-operation between religions to improve quality of life in society?



Learning Outcome 4

11.4.1 Interviews on gender issues

- Design structured interviews taking into consideration gender; religion; culture and economic backgrounds. The process involves:
 - Identifying the people to be interviewed
 - Developing the questions to be asked
 - Establishing how interviews should be conducted
 - Presenting an objective report
 - Discussion in class

11.4.2 Religion and leisure from an ethical point of view

- Explain the relationship between work and leisure.
- Identify forms of relaxation and recreation in individual and community life.
- Relaxation and recreation in various religions.
- Compile and analyse representative advertisements and sponsorships related to leisure activities.
- Write an evaluative report on the ethics of the leisure industry.

GRADE 12



Learning Outcome 1

12.1.1 Conceptual distinctions

- Define the following concepts that are often used in the context of religion:
 - Identity
 - Uniqueness
 - Unity
 - Similarity
 - Difference
 - Comparability

The above entails the ability to use the concepts appropriately.

12.1.2 Analysis of the internal differentiations within religions

- All religions display a wealth of internal differentiations. Learners may focus on some sub-divisions in a number of religions in South Africa, including:
 - African religion
 - Hinduism
 - Buddhism
 - Judaism
 - Christianity
 - Islam
 - Other worldviews

Explain the main features of such groups, with reference to teaching, governance and practices.

12.1.3 *Appreciating the uniqueness of various religions*

- What do various religions believe to be their own uniqueness?

12.1.4 *History and present dynamics of inter-religious relationships in South African, African and international communities*

- Obtain an overview of the history through written sources, interviews and literature
- Obtain an overview of the present dynamics through written sources, interviews and literature
- Identify organizations which include the promotion of inter-religious dialogue
- Write a report which demonstrates critical insight
- Engage in critical and creative discussion of the report.



Learning Outcome 2

12.2.1 *Religious teachings*

- Religious teachings may differ and play a variety of roles in different religions. How does the concept 'teaching' differ from:
 - Belief
 - Doctrine
 - Dogma
 - Parable
 - Myth
 - Ideology
- What are the roles of these and teaching in various religions?

12.2.2 *The central teachings in one religion*

- The learner will systematically set out the core teachings of one religion. This exercise will be done in accordance with the definition and explanation of Religion Studies in Learning Outcome 2 of Grade 10 (see 10.2.6).
- These may include 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

12.2.3 Normative sources in various religions

- How do the following normative sources occur in several religions:
 - Contemporary inspiration (e.g. in African religion)
 - Oral tradition
 - Sacred books

12.2.4 Ways of interpreting normative sources

- What are the hermeneutical principles of interpreting the normative sources in any one religion?

12.2.5 Interpreting one normative source

- Engage in the actual interpretation of one important normative source in any one religion, such as:
 - African oral and written tradition
 - The Tanach
 - The Bible
 - The Qur'an
 - The Vedas
 - The Pali canon
 - The Kitab-i-Aqdas

NB: Knowledge of an original language is not required for this exercise.

12.2.6 Analysis of a secular worldview

- Analyse any secular worldview with reference to the definition of religion and universal dimensions of religion.



Learning Outcome 3

12.3.1 Religious freedom, human rights and responsibilities

- What sources are available in different religions pertaining to 'religious freedom', 'human rights' and 'responsibilities'?
- How are different religions practically involved in promoting these ideas?

12.3.2 Develop a strategy towards solving a major social problem

- The main elements are:
 - Identifying and analysing the problem (such as HIV/Aids, poverty and substance abuse)
 - Outlining and considering the religious sources available
 - Outlining practical steps to be taken towards a solution

12.3.3 Comparative investigation of media coverage on an important public issue with religious implications over a period of time

- Identify the issue.
- Identify the different media.
- Identify factors to be investigated.
- Present findings which demonstrate critical insight.



Learning Outcome 4

12.4.1 Religion in areas of conflict in South Africa, Africa and the world

- Identify two or three areas of recent conflict.
 - Analyse these situations.
 - In what ways are religion part of the problem?
 - In what ways is religion part of the solution by the prevention of conflict and by peacemaking?

12.4.2 Religion and the natural sciences.

- Examine the relationship between religion and the natural sciences with reference to views of creation and evolution.

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10–12 (General). It is a process of collecting and interpreting evidence to determine a learner's progress in learning and to evaluate a learner's performance. Evidence can be collected at different times and places, using various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10–12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers and higher education and training institutions. Therefore, assessment results have to be reported to facilitate access to learners' overall performances and to infer learners' competences. There are many ways of reporting. The Learning Programme Guidelines and the *Qualifications and Assessment Policy Framework for Grades 10–12 (General)* discuss ways of recording and reporting on school-based and external assessment and guide assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clearly and unambiguously established. When the purpose of the assessment is understood, a method of assessment can be appropriately matched to the purpose. In turn, decisions and conclusions made based on the assessment will be fair and appropriate to the particular purpose or purposes.

There are many reasons why a learner's performance is assessed. These include monitoring progress and providing feedback; diagnosing or remediating barriers to learning; selecting, guiding and supporting learning; certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to measure the effectiveness of their learning. It informs them about their own progress and empowers them to take control of and decide about their learning. In this sense, assessment provides information about whether teaching and learning support the achievement of specified Learning Outcomes. When assessment indicates a lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and developing of Learning Programmes. Baseline assessment is usually recorded informally.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a gauge to redefine Learning Programme goals or to discover what learning has not taken place to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. This type of assessment informs all stakeholders about learners' progress. Constructive feedback is a vital component of formative assessment.

Summative assessment

When assessment is used to record a judgment of the learner's competence or performance, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT ASSESSMENT SHOULD BE AND DO

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on pre-set criteria of the Assessment Standards;
- use a variety of instruments;
- use a variety of methods;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible.

HOW TO ASSESS

Teachers' assessment of learners' performances must be reliable. This means that teachers' judgments of learners' competences should be consistent across different times, assessment items and markers. The judgments made through assessment should also be valid; that is, they should be made on the aspects of learning that were assessed.

As each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is classroom-based and school-based and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through day-to-day teaching, questioning, observation and interactions.

Continuous assessment should be applied to those sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESMENT

Self-assessment

As all Learning Outcomes and Assessment Standards are transparent, learners know what is expected of them. Therefore, through self-assessment, learners can ‘pre-assess’ their work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a check list or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single, composite assessable product. Group assessment looks at the process and the product. It involves assessing social skills, time management, resource management and group dynamics as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment tends to be less structured and develops of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured and enables teachers to gather the same evidence for all learners in the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give precise evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned to unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task check lists and help the teacher to assess each learner's performance.

RECORDING AND REPORTING

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each example is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a competence description which outlines what is required to achieve that score. The detail is more important than the coded score in the process of teaching and learning; it gives learners a much clearer idea of what has been achieved and where and why learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale is used in the National Curriculum Statement Grades 10–12 (General).

Task lists or checklists

Task lists or check lists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the check list can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as

criteria that have been met) describe the learner's performance. These check lists are very useful in peer or group assessment activities.

Rubrics

Rubrics combine rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the Learning Outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- What Learning Outcomes are being targeted?
- What Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric focuses both the learning and the performance and becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10–12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10–12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80–100
5	Meritorious	60–79
4	Satisfactory	50–59
3	Adequate	40–49
2	Partial	30–39
1	Inadequate	0–29

SUBJECT COMPETENCE DESCRIPTIONS

To evaluate the achievement of Learning Outcomes in Grades 10–12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise what is spelled out in detail in the Learning Outcomes and the Assessment Standards and stipulate the distinguishing features that indicate a particular rating has been achieved. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment - both school-based and external - should primarily be criterion-referenced. Marks can be used to evaluate specific assessment tasks but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, values and attitudes that a learner should demonstrate to achieve each level of the rating scale.

When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular Learning Outcome. The relevant Assessment Standard or Standards must be used to create an assessment rubric for the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Although, promotion at Grade 10 and Grade 11 level will be based on internal assessment only, it must be based on the same conditions as stipulated for promotion to attain the Further Education and Training Certificate. The requirements, conditions and rules of combination and condonation are spelled out in the *Qualification and Assessment Policy Framework*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card but the simpler the report card the better, providing that all pertinent information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against Learning Outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- Name of school
- Name of learner
- Learner's grade
- Year and term
- Space for signature of parent or guardian
- Signature of teacher and of principal
- Date
- Dates of closing and re-opening of school
- School stamp
- School attendance profile of learner

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

Learners who experience any barriers to learning are assessed in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10–12 (General)*.

COMPETENCE DESCRIPTIONS FOR RELIGION STUDIES

In Religion Studies assessment is conducted in terms of the following seven aspects:

1. Levels of complexity of material increasing within and across grades
2. Levels of complexity of operative concepts increasing within and across grades
3. Levels of complexity of general thinking competencies increasing within and across grades
4. Levels of complexity of data handling competencies
5. Levels of complexity of investigative competencies
6. Levels of complexity of problem-solving competencies
7. Levels of complexity of communication competencies

GRADE 10

Content (directly correlated with Learning Outcomes and Assessment Standards)

- Clusters of religions
- Historical overview of origins of religions
- Statistical information concerning religions
- Concepts regarding interaction between religions
- Various definitions of religion
- Religion and related concepts
- A variety of perspectives on religion, both from the point of view of adherents and the learner's own points of departure
- Major dimensions common to all religions
- Various ways how religions originated
- A variety of social forms, institutions and roles in different religions
- A number of topical issues in South Africa, Africa and the world
- Ethical principles pertaining to public life, as found in various religions
- The relationship between religions and economics
- The principles of research into and across religions
- Researching ritual by means of observation
- Researching inter-religious relationships by means of interviewing various people

Operative concepts

This list makes up the most important operative concepts in Religion Studies. Each concept operates in each grade. At each level the concepts are used with progressive sophistication.

- Religion, science, worldview
- Similarity, identity, difference
- Self, other
- Time, space
- Change, historical sequence, continuity
- Relation, interdependence
- Structure, function
- Cause, effect
- Individual, community, society
- Justice, peace, conflict
- Democracy, social transformation
- Human rights, responsibility
- Gender, race

General thinking competencies

In Religion Studies, general thinking competencies are required and are activated by doing the subject. Each competency operates in each grade. At each level the competencies are used with progressive sophistication.

- | | |
|---------------------------------|-----------------|
| ■ Remembering | ■ Defining |
| ■ Analysing | ■ Questioning |
| ■ Deducting | ■ Hypothesising |
| ■ Reasoning or logical thinking | ■ Contrasting |
| ■ Comparing | ■ Synthesising |
| ■ Theorising | ■ Evaluating |
| ■ Interpreting | ■ Reflecting |

Specific competencies

Data handling competencies

- Reading, analysing and interpreting graphically represented data

Investigative competencies

- Investigating topics using a range of sources
- Identifying sources for an investigation
- Accessing different types of sources of information
- Observing religious occasions

Problem-solving competencies

- Identifying important issues
- Gathering information
- Analysing information

Communication competencies

- Using appropriate terms and concepts to explain topics and issues
- Communicating knowledge using a range of techniques
- Communicating across religions

Scale of Achievement for Grade 10

CODE	SCALE	COMPETENCE DESCRIPTIONS
6	80%–100% Outstanding	At the end of Grade 10 the learner with Outstanding Achievement displays a very high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
5	60%–79% Meritorious	At the end of Grade 10 the learner with Meritorious Achievement displays a high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
4	50%–59% Satisfactory	At the end of Grade 10 the learner with Satisfactory Achievement displays a measure of competence and independence in applying the operative concepts and the applicable competencies.
3	40%–49% Adequate	At the end of Grade 10 the learner with Adequate Achievement displays a moderate degree of competence and independence in applying the operative concepts and the applicable competencies.
2	30%–39% Partial	At the end of Grade 10 the learner with Partial Achievement displays a low degree of competence in applying the operative concepts and the applicable competencies.
1	0%–29% Inadequate	At the end of Grade 10 the learner with Inadequate Achievement displays a very low degree of competence in applying the operative concepts and the applicable competencies.

GRADE 11

Content (directly correlated with Learning Outcomes and Assessment Standards)

- The main historical developments of a number of religions
- The mutual interdependence of religion and social factors
- Patterns of mutual influence and adaptation between religions
- Approaches aimed at dialogue between religions
- The significance of symbols in religion
- Theories about religion
- The nature and roles of narrative and myth in religions
- Types of rituals and their role in religions
- The concepts of worship, prayer, faith, meditation, mysticism, spirituality and artistic expression of religion
- Relationship between state and religion
- Relationship between religion and politics
- The interdependence of religions and the natural environment
- The co-responsibility and co-operation of religions in the improvement of quality of life
- Research into a variety of experiences of gender issues
- Research into the ethics of leisure in terms of relaxation and recreation, advertising and sponsorships

Operative concepts

This list makes up the most important operative concepts in Religion Studies. Each concept operates in each grade. At each level the concepts are used with progressive sophistication.

- Religion, science, worldview
- Similarity, identity, difference
- Self, other
- Time, space
- Change, historical sequence, continuity
- Relation, interdependence
- Structure, function
- Cause, effect
- Individual, community, society
- Justice, peace, conflict
- Democracy, social transformation
- Human rights, responsibility
- Gender, race

General thinking competencies

In Religion Studies, general thinking competencies are required and are activated by doing the subject. Each competency operates in each grade. At each level the competencies are used with progressive sophistication..

- | | |
|---------------------------------|-----------------|
| ■ Remembering | ■ Defining |
| ■ Analysing | ■ Questioning |
| ■ Deducting | ■ Hypothesising |
| ■ Reasoning or logical thinking | ■ Contrasting |
| ■ Comparing | ■ Synthesising |
| ■ Theorising | ■ Evaluating |
| ■ Interpreting | ■ Reflecting |

Specific competencies

Data handling competencies

- Presenting findings of an investigation graphically

Investigative competencies

- Analysing principles of research
- Asking and evaluating significant questions
- Evaluating sources
- Collecting and recording topic-relevant information

Problem-solving competencies

- Comparing different solutions

Communication competencies

- Defending and justifying a conclusion
- Debating and critiquing a position

Scale of Achievement for Grade 11

CODE	SCALE	COMPETENCE DESCRIPTIONS
6	80%–100% Outstanding	At the end of Grade 10 the learner with Outstanding Achievement displays a very high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
5	60%–79% Meritorious	At the end of Grade 10 the learner with Meritorious Achievement displays a high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
4	50%–59% Satisfactory	At the end of Grade 10 the learner with Satisfactory Achievement displays a measure of competence and independence in applying the operative concepts and the applicable competencies.
3	40%–49% Adequate	At the end of Grade 10 the learner with Adequate Achievement displays a moderate degree of competence and independence in applying the operative concepts and the applicable competencies.
2	30%–39% Partial	At the end of Grade 10 the learner with Partial Achievement displays a low degree of competence in applying the operative concepts and the applicable competencies.
1	0%–29% Inadequate	At the end of Grade 10 the learner with Inadequate Achievement displays a very low degree of competence in applying the operative concepts and the applicable competencies.

GRADE 12

Content (directly correlated with Learning Outcomes and Assessment Standards)

- Conceptual distinctions between identity, uniqueness, unity, similarity, difference and comparability
- The internal differentiations in a number of religions
- The uniqueness of various religions in the wider religious context
- The history and present dynamics of inter-religious relationships in South African, African and international communities
- The roles of teaching in a variety of religions
- The central teachings of one religion
- Oral, written and contemporary sources in several religions
- Ways of interpreting normative sources or traditions in one religion
- The understanding of selected part(s) from normative source(s) in one religion
- Analysis of any one secular worldview
- The notions of religious freedom, human rights and responsibilities in different religions
- The development of a strategy for seeking a solution to a major social problem
- The role of the media in presenting and influencing public opinion and attitudes with reference to religion
- Research into the involvement of religion in areas of conflict in South Africa, Africa and the world
- Research into the relationship between religion and the natural sciences

Operative concepts

This list makes up the most important operative concepts in Religion Studies. Each concept operates in each grade. At each level the concepts are used with progressive sophistication.

- Religion, science, worldview
- Similarity, identity, difference
- Self, other
- Time, space
- Change, historical sequence, continuity
- Relation, interdependence
- Structure, function
- Cause, effect
- Individual, community, society
- Justice, peace, conflict
- Democracy, social transformation
- Human rights, responsibility
- Gender, race

General thinking competencies

In Religion Studies, general thinking competencies are required and are activated by doing the subject. Each competency operates in each grade. At each level the competencies are used with progressive sophistication.

- | | |
|---------------------------------|-----------------|
| ■ Remembering | ■ Defining |
| ■ Analysing | ■ Questioning |
| ■ Deducting | ■ Hypothesising |
| ■ Reasoning or logical thinking | ■ Contrasting |
| ■ Comparing | ■ Synthesising |
| ■ Theorising | ■ Evaluating |
| ■ Interpreting | ■ Reflecting |

Specific competencies

- Data handling competencies
- Recording information in a variety of graphic formats
- Evaluating data to make recommendations

Investigative competencies

- Synthesising information
- Detecting bias, reliability and contradiction in sources
- Interpreting normative religious sources

Problem-solving competencies

- Suggesting solutions
- Taking actions

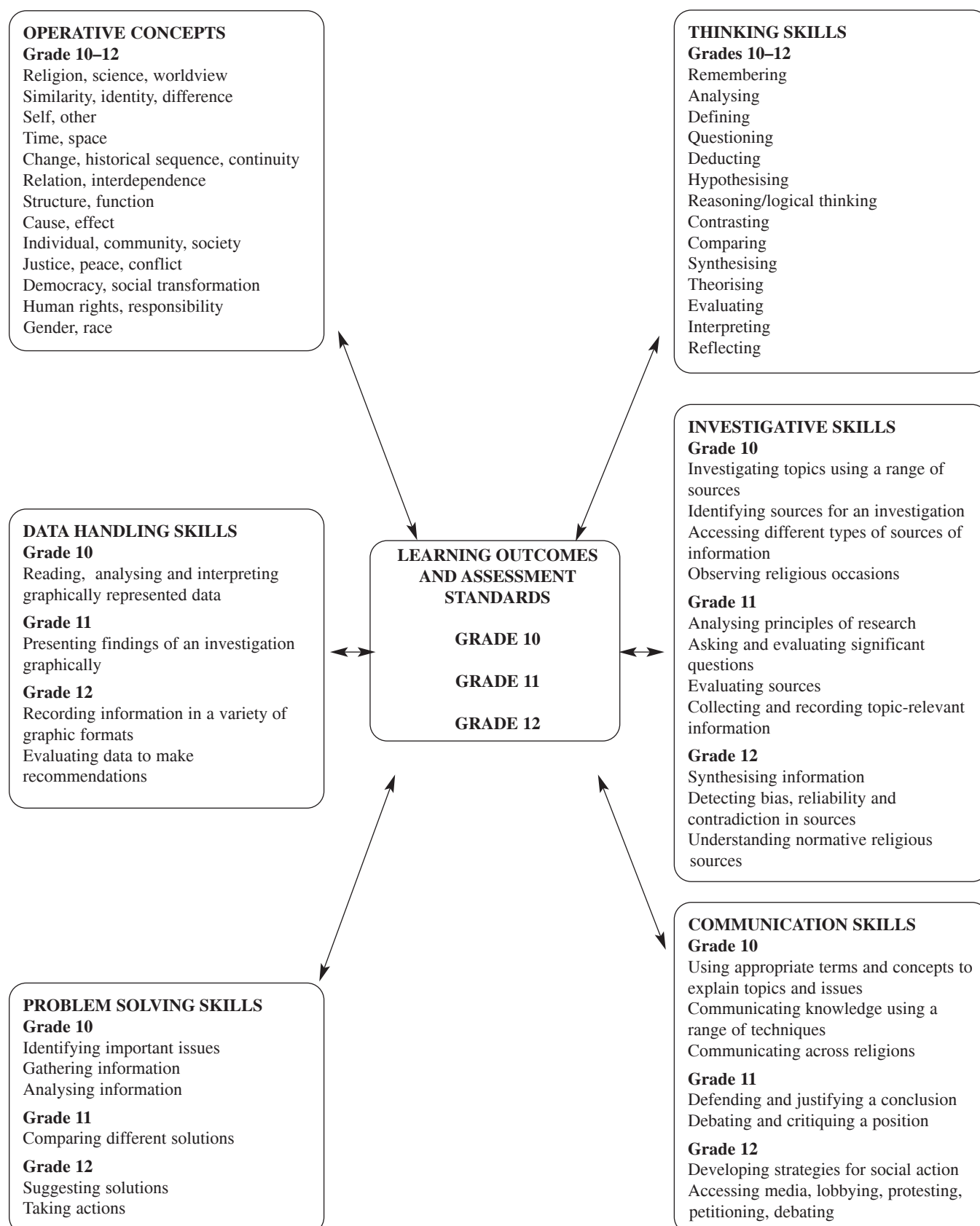
Communication competencies

- Developing strategies for social action
- Accessing media, lobbying, protesting, petitioning and debating

Scale of Achievement for Grade 12

CODE	SCALE	COMPETENCE DESCRIPTIONS
6	80%–100% Outstanding	At the end of Grade 12 the learner with Outstanding Achievement displays a very high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
5	60%–79% Meritorious	At the end of Grade 12 the learner with Meritorious Achievement displays a high degree of competence, independence and originality in applying the operative concepts and the applicable competencies.
4	50%–59% Satisfactory	At the end of Grade 12 the learner with Satisfactory Achievement displays a measure of competence and independence in applying the operative concepts and the applicable competencies.
3	40%–49% Adequate	At the end of Grade 12 the learner with Adequate Achievement displays moderate degree of competence and independence in applying the operative concepts and the applicable competencies.
2	30%–39% Partial	At the end of Grade 12 the learner with Partial Achievement displays a low degree of competence in applying the operative concepts and the applicable competencies.
1	0%–29% Inadequate	At the end of Grade 12 the learner with Inadequate Achievement displays a very low degree of competence in applying the operative concepts and the applicable competencies.

Overview map of competence descriptions for Grades 10–12



GLOSSARY

belief system - set of views about ultimate reality or divinity

democracy - power concentrated in many people in a society or community

doctrine - religious teaching

ecumenism - the fostering of positive relationships between sectors of one religion and between religions

ethics - set of principles directing good living

faith - experience of believing; religious trust and commitment; also used as synonym for religion

fundamentalism - a form of conservatism, selectively using elements of an old tradition, blending such elements with elements of modern society with a view to promoting the interests of a religious group

government chaplaincies - chaplaincies of various religions in the army, prison service and other government institutions

ideology - a set of ideas using religion with a view to attain non-religious (political or economic) aims

institution - religious group, with relatively permanent procedures and specialised roles, through which major religious functions are performed

modernity - the era starting at roughly the seventeenth century, with a specific set of concomitant presuppositions, attitudes and so on

monarchy - power is concentrated in a single and usually hereditary figure, such as a king

mysticism - the experience of unity with what is taken to be ultimate reality or divinity

myth - a type of sacred story, mainly about the origins or the end of time or key events in time

norm - a standard, rule, prescription

normative source - a source used in religion, acting as a norm for belief and action

oligarchy - power concentrated in a few people

perennial - occurring through time in all religions

postmodernity - the era which, according to many interpreters, may be in the process of replacing modernity, with a specific set of concomitant presuppositions, attitudes and so on

religious discourses - religious ways of thinking, speaking and writing

revitalisation - a phase in the history of a religion, marked by the rediscovery of ancient treasures and their adaptation and application to a new cultural situation

ritual - a religious observance, intended to remind of a sacred occasion or to bring a sacred presence about

secularism - the conduct of life independent of religious institutions and symbols

spirituality - the religious sensibilities, experiences and insights of an individual or group

symbol - a word, gesture or object that stands for a religious reality or brings its presence about

syncretism - the process of integrating elements from one religion into another religion; it may occur in various degrees, from the introduction of fairly peripheral items to the creation of a new religion

theocracy - a system of government based on the assumption that God is the prime governing agent

worldview - a conception of the world; it may overlap with religion