RELIGION STUDIES

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement

Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution 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 foundations 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.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR RELIGION STUDIES GRADES 10-12

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

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

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 What is Religion Studies?

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

1. The subject contains the following four topics:

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

The four topics of Religion Studies allow for specialisation in a specific religion in Grade 12. Part of the content provides for this by allowing an in-depth study of an issue in a specific religious context while the other parts call specifically for the study of the central teachings and normative sources of one religion. Specialisation in a religion must come after the various religions have been explored.

2.2 Specific aims

Religion Studies aims to:

(i) enhance the constitutional values of citizenship, human rights, equality, freedom from discrimination and freedom of conscience, religion, thought, belief and opinion;

(ii) develop the learner holistically, that is, intellectually, physically, socially, emotionally and spiritually;

(iii) enhance knowledge, skills and values necessary for the enrichment of each learner, interpersonal relationships and an open and democratic society;

(iv) equip the learner with knowledge and understanding of a variety of religions and how they relate to one another; and

(v) equip the learner with knowledge and skills for research into religion as a social phenomenon, and across religions as well as to relate and systematise universal dimensions of religion.

2.3 Time allocation for Religion Studies in the curriculum

Four hours per week are allocated to Religion Studies in the NCS. This means that there are 132 hours available for the teaching of Religion Studies in Grades 10, 11 and 12 hours in Grade 12. The groupings of content in section 3 of this document are paced across the 40 weeks (160 hours) of the school year to ensure coverage of the curriculum.

2.4 Weighting of topics

	Topic	Grade 10		Grade 11		Grade 12	
		Weeks	**Hours**	**Weeks**	**Hours**	**Weeks**	**Hours**
1.	Variety of religions	9	36	8	32	8	32
2.	Common features of religion as a generic and unique phenomenon	10	40	11	44	7	28
3.	Topical issues in society	8	32	8	32	6	24
4.	Research into and across religions	6	24	6	24	7	28
	Contact time	**33**	**132**	**33**	**132**	**28**	**112**
	Examinations	7	28	7	28	12	48
	Total	**40**	**160**	**40**	**160**	**40**	**160**

SECTION 3

3.1 Overview of topics

	Topic	Grade 10	Grade 11	Grade 12
1.	Variety of religions	• Various clusters of religions • The beginnings of the religions of the world • The nature of the religions in South Africa • Statistical spread of religions • Interaction of religions	• Main developments of religions • The mutual interdependence of religion and social factors • Influence and adaptation between religions • Important concepts • Approaches aimed at inter-religious dialogue	• Conceptual distinctions • Internal differentiations within religions • Main features of such differentiations • Unique features of various religions • History and present dynamics of inter-religious relationships
2.	Common features of religion as a generic and unique phenomenon	• Definitions of religion • Aspects of understanding religion • Major dimensions common to all religions • Origins of religions • Roles of social forms, institutions and roles in religion • Social forms that have been produced in various religions • Leadership roles produced in various religions	• Symbols • Theories about religion • The nature and role of narrative and myth in religion • Types of rituals and their role in religions • Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion	• Religious teachings • The central teachings in one religion • Normative sources in various religions • Interpreting one normative source • Analysis of secular worldviews • The origin, purpose and influencing factors behind at least two worldviews
3.	Topical issues in society	• Topical issues in South Africa • Topical issues in Africa and the world • Principles of ethical decision-making pertaining to public life • Religions and economics • Critical analysis of the relationship between religions and economics	• Religion and the state • How religious beliefs influence the development of state policies and practices • Religion and politics • Religions and the natural environment • Co-responsibility and co-operation of religions	• Developing a strategy to solve a major social problem • Role of media in influencing public opinion on religion • Religious freedom, human rights and responsibilities
4.	Research into and across religions	• Important principles of research in Religion Studies • Rituals • Inter-religious relationships	• Interviews on gender issues • Relaxation and leisure from an ethical point of view	• Religion in areas of conflict in South Africa, Africa and the world • Religion and the natural sciences

3.2 Outline of what is to be taught

TOPIC	TERM 1	GRADE 10
WEEKS 1 - 2		**Recommended resources**
Variety of religions	8 hours	Textbook, maps, different religious calendars, dictionaries, religious wall charts
• Various clusters of religions: religions in Africa, Europe, Asia, America, Australasia and the Pacific		
WEEKS 3 - 5		
Variety of religions	12 hours	Textbook, wall charts, calendars, dictionaries, newspaper articles, resource persons
• The beginnings of the religions of the world: - The distinction between BCE (Before Common Era) and CE (Common Era) - Calendars of various religions - First signs of the occurrence of religion: burial practices and artwork - Early archaeological findings of religion in Africa and other continents: burial practices and artwork - Development of the clusters of religions: when and where • The nature of the origins of religions in South Africa: - Archaeological evidence, historical overview of developments, influence of different cultures with their own religions visiting or working in the country across the centuries		
WEEK 6 - 7		
Variety of religions	8 hours	Textbook, newspaper articles, maps
• Statistical spread of religions: - Religious categorisation - Methods of obtaining statistics: organisational, surveys, polls and census and reliability of statistics - Problem areas in using statistics and finding solutions - Important statistical data in connection with religions in South Africa, Africa and the world today: demographical data to describe the situation in various religions		
WEEKS 8 - 10		
Research into and across religions	12 hours	Textbook, religions' reference books, dictionaries, interview sheets
• Important principles of research in Religion Studies: - Definition of concepts: objectivity, subjectivity, neutrality, impartiality, insider and outsider perspectives - Applications of these insights to historical and social understanding of religion • Rituals: an investigative process to develop observation skills - Identify the religions and rituals, including the rites of passage - Establish contact with the relevant persons - Observe due protocol - Present an objective report - Discuss in class		

Formal assessment: 1 Open-book extended writing 2 Test	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 2	GRADE 10
WEEKS 1 - 2		**Recommended resources**
Variety of religions	8 hours	Textbook, newspaper articles, religions' reference books
• Interaction of religions: - Tolerance, respect, dialogue, conflict, fundamentalism, pluralism, propaganda, indoctrination and syncretism		
WEEKS 3 - 5		
Research into and across religions	12 hours	Textbook, dictionaries, magazines, recent newspaper articles
• Inter-religious relationships: an investigative process to develop interviewing skills - Develop questions - Establish how interviews should be conducted - Identify the people to be interviewed - Present report - Discuss in class		
WEEKS 6 - 7		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, maps, different religious calendars, dictionaries, religious wall charts
• Definitions of religion: compare various definitions of religion - Religion as it is generally defined - Definition of religion in a religious context - The learner's understanding of religion - The relationship of the term 'religion' with other concepts such as worldview and belief systems: reflection and impact of concepts on religious interaction		
WEEKS 8 - 10		
EXAMINATIONS		
Formal assessment: 1 Source-based task 2 Mid-year examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.	

TOPIC	TERM 3	GRADE 10
WEEK 1 - 3		**Recommended resources**
Common features of religion as a generic and unique phenomenon	12 hours	Textbook, maps, different religious calendars, dictionaries, religious wall charts
• Aspects of understanding religion: - Basic facts of religions - Understanding religions from the point of view of the adherents - Learners' self-discovery as an ongoing process without external expectation to conform - Correlations and patterns - Distinctions between Religion Studies and Religious Education • Major dimensions common to all religions: - Divinity, cosmos, humanity, knowledge, the good and the beautiful, sacred and normative tradition, narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, faith, organisation		
WEEKS 4 - 5		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, dictionaries, religious wall charts, magazines
• Origins of religions: - *Beginnings of various religions*: religions without founders and religions with founders - *Roles in the formation of religions*: founders, prophets and reformers		
WEEKS 6 - 8		
Common features of religion as a generic and unique phenomenon	12 hours	Dictionaries, textbook, wall charts, magazines, newspaper articles
• Roles of social forms, institutions and roles in religion • Social forms and/or institutions that have been produced in various religions: - Monarchies - Oligarchies - Democracies - Division of power between central organisation and local organisations • Leadership roles produced in various religions: - Elder, healer, minister, nun, guru, imam, monk, pastor, priest, prophet, scholar, priestess, pundit, teacher, rabbi and roles based on birthright		
WEEKS 9 - 10		
Topical issues in society	8 hours	Textbook, dictionaries, religious wall charts, newspaper articles
• Topical issues in South Africa: - Manifestation, causes and consequences of topics and how they are understood from a variety of religious perspectives		
Formal assessment: 1 Project 2 Test	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.	

TOPIC	TERM 4	GRADE 10
WEEK 1 - 2		**Recommended resources**
Topical issues in society	8 hours	Textbook, dictionaries, religions' reference books, newspaper articles, magazines
• Topical issues in Africa and the world: - Manifestation, causes and consequences of topics and how they are understood from a variety of religious perspectives		
WEEK 3 - 4		
Topical issues in society	8 hours	Textbook, dictionaries, magazines, newspaper articles
• Principles of ethical decision-making pertaining to public life: how 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		
WEEK 5 - 6		
Topical issues in society	8 hours	Textbook, dictionaries, magazines, recent newspaper articles
• Religions and economics from a Religion Studies perspective • Critical analysis of the relationship between religions and economics with reference to work, reward, justice, wealth and poverty: - Religious views on the relationship - Ethical principles in religions pertaining to economics - Influence of religions on economic life - Influence of economics on religions		
WEEKS 7 - 10		
EXAMINATIONS		

Formal assessment: End-of-year examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 1	GRADE 11
WEEKS 1 - 2		**Recommended resources**
Variety of religions	8 hours	Textbook, statistics on religious demographics, dictionaries, religious wall charts
• Main developments of religions: developments in South Africa and the world Major influences in the development of religions		
WEEKS 3 - 4		
Variety of religions	8 hours	Wall charts, dictionaries, textbook, newspaper articles and reports
• The mutual interdependence of religion and social factors: hunter-gatherer societies; early food producers; early state societies; societies of more advanced technology; modern technological society; postmodern society		
WEEKS 5 - 6		
Variety of religions	8 hours	Textbook, statistics on religious demographics, dictionaries, religious wall charts
• *Influence and adaptation between religions*: relationships that have existed between religions in the past - *Very strong mutual influence between religions*: Sikhism and African Initiated Churches - Missionary religions: Christianity, Islam, Baha'i Faith and Buddhism - *Non-missionary religions*: African religion, Judaism and Hinduism • *The distinctions between the important concepts*: mission, evangelism, proselytisation, revitalisation, ecumenism, syncretism and religious colonialism or imperialism.		
WEEKS 7 - 8		
Variety of religions	8 hours	Textbook, statistics on religious demographics, dictionaries, religious wall charts
• Approaches aimed at inter-religious dialogue: identify and critically investigate - Attitudes of a variety of religions to one another - Interpretation of a variety of religions of one another		
WEEKS 9 - 10		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, statistics on religious demographics, dictionaries, religious wall charts
• Symbols: - Understanding of the term symbol - Importance of symbols in religion - The roles symbols play in representing and presenting something - Symbols central to various religions, including origin and significance and how and when they are used - How the meaning of symbols change over time		

Formal assessment: 1 Open-book extended writing 2 Test	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 2	GRADE 11
WEEKS 1 - 2		**Recommended resources**
Common features of religion as a generic and unique phenomenon	8 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Theories about religion: - Understanding the term theory - Theory in a religious context - Understanding functionalist and conflict theories - Morality and ethics in religion		
WEEKS 3 - 4		
Common features of religion as a generic and unique phenomenon	8 hours	Textbook, dictionaries, wall charts, magazines, newspaper articles and reports
• The nature and role of narrative and myth in religion: - Understanding the term narrative - Understanding the concept myth: different kinds of myth - The variety of roles of myth or mythical elements in religion - An analysis of a number of narratives and myths in religions		
WEEKS 5 - 7		
Research into and across religions	12 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Interviews on gender issues: structured interviews taking into consideration gender, religion, culture and economic backgrounds - Identify the people to be interviewed - Develop the questions to be asked - Establish how the interviews should be conducted - Present an objective report - Discuss in class		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1 Source-based task 2 Mid-year examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 3	GRADE 11
WEEKS 1 - 2		**Recommended resources**
Common features of religion as a generic and unique phenomenon	8 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Types of rituals and their role in religions: - Understanding the concept ritual: origin and significance of various rituals and how they relate to specific historical events in religion - Common characteristics of rituals - Distinguishing different kinds of ritual - Distinguishing the variety of roles of ritual in religion - Link between rituals and various religions - Ritual as a representation of the beliefs or principles of religions		
WEEKS 3 - 4		
Common features of religion as a generic and unique phenomenon	8 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Concepts: faith, worship, prayer, meditation, mysticism and spirituality, artistic expressions of religion; meaning and how they occur in various religions • Ways in which religion is reflected in specific works of art and interpretation		
WEEKS 5 - 6		
Topical issues in society	8 hours	Textbook, dictionaries, wall charts, magazines, newspaper articles and reports
• Religion and the state, with reference to various religions in history: • Critical analysis of the relationships between religion and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative model • Ways in which religious beliefs influence the development of state policies and practices, including examples.		
WEEKS 7 - 8		
Topical issues in society	8 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Religion and politics • The relationship of religions and politics in terms of views of religions about politics, how religion influences political life, how politics influence religion • Aspects to include colonialism, imperialism, liberation and transformation		
WEEKS 9 - 10		
Topical issues in society	8 hours	Textbook, dictionaries, wall charts, magazines, newspaper articles and reports
• Religions and the natural environment: the influence of the natural environment on religion and the influence of religion on the natural environment • Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: religious views, ethical principles, practical involvement, environmental justice and enjoyment		

Formal assessment: 1 Project 2 Test	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 4	GRADE 11
WEEKS 1 - 3		**Recommended resources**
Topical issues in society	12 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Co-responsibility and co-operation of religions: - Reasons why religions share responsibility for quality of life in society - Religious resources available to assume co-responsibility to improve quality of life - Examples of co-operation between religions to improve quality of life in society - Ways in which religion has an impact on society		
WEEKS 4 - 6		
Research into and across religions	12 hours	Wall charts, dictionaries, textbook, magazines, newspaper articles and reports
• Religion and leisure from an ethical point of view: - Relationship between work and leisure - Forms of relaxation and recreation in individual and community life - Relaxation and recreation in various religions - Representative advertisements and sponsorship related to leisure activities: compile and analyse - Ethics of the leisure industry: evaluative report		
WEEKS 7 - 10		
EXAMINATIONS		

Formal assessment: End-of-year examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.

TOPIC	TERM 1	GRADE 12
WEEK 1 - 4		**Recommended resources**
Variety of religions	16 hours	Textbook, religious wall charts, world maps, dictionaries, current newspaper articles
• Conceptual distinctions: - Concepts that are often used in the context of religion: identity, uniqueness, unity, similarity, difference and comparability - Use of the concepts in appropriate contexts • Internal differentiations within religions: all regions display a wealth of internal differentiations. Focus will be on some sub-divisions or schools of thought or branches in a number of religions in South Africa, including: - African religion, Hinduism, Buddhism, Judaism, Christianity, Islam and other worldviews • Main features of such differentiations with reference to teaching, philosophy, governance and practices • Specialisation in one religion		
WEEK 5 - 7		
Variety of religions	12 hours	Textbook, religious wall charts, world maps, dictionaries, current newspaper articles
• Unique features of various religions: - Identification and explanation of unique features of various religions in a wide religious context - What various religions believe to be their own uniqueness - Specialisation in one religion • History and present dynamics of inter-religious relationships in South African, African and international communities: - Overview of the history and present dynamics through written sources, interviews and literature - Organisations which include the promotion of inter-religious dialogue: background, purpose and impact		
WEEKS 8 - 10		
Research into and across religions	12 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• Religion in areas of recent conflict in South Africa, Africa and the world: identify and study two or three areas of recent conflict - Analyse these situations - In what ways is religion part of the problem? - In what ways is religion part of the solution by the prevention of conflict and by peacemaking? - Specialisation in one religion		

Formal assessment: 1 Source-based task 2 Test	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.
Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.	

TOPIC	TERM 2	GRADE 12
WEEKS 1 - 3		**Recommended resources**
Topical issues in society	12 hours	Dictionaries, religions' reference books, textbook, magazines
• Development of a strategy to solve a major social problem: - Main elements: o Identifying and analysing the problem o Outlining and considering the religious sources available o Outlining practical steps to be taken to reach a solution • Specialisation in one religion • Role of media in influencing public opinion on religion: - Religious issues reported on in the media - The different media presenting information on religion - Link between distinct media and different religions - Message conveyed about religion in the various media and how this influences public opinion		
WEEK 4		
Common features of religion as a generic and unique phenomenon	4 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• *Religious teachings*: a variety of their roles in different religions: - The difference between the concept of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology		
WEEK 5 - 7		
Common features of religion as a generic and unique phenomenon	12 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• The central teachings in one religion: - Core teachings including the following components: the nature of divinity, the nature of the world, the nature of humanity with reference to community and the individual, the place and responsibility of humanity in the world, the origin and the role of evil, the overcoming of evil, life after death • Specialisation in one religion • Normative sources in various religions: - Occurrence of the following normative sources in several religions: contemporary inspiration, oral tradition and sacred books - The origin and development of normative sources in different religions		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1 Open-book extended writing 2 Mid-year examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is ,however, not fixed.
Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.	

TOPIC	TERM 3	GRADE 12
WEEKS 1 - 2		**Recommended resources**
Common features of religion as a generic and unique phenomenon	8 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• Interpreting one normative source: - The hermeneutical principles of interpreting the normative sources in any one religion - Actual interpretation of one important normative source in any one religion: African oral and written tradition, the Bible, the Quran, the Tanach, the Vedas, the Kita-i-Aqdas and the Pali Canon • Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion: atheism, agnosticism, humanism and materialism • The origin, purpose and influencing factors behind at least two worldviews • Specialisation in one religion		
WEEKS 3 - 5		
Research into and across religions	12 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• Religion and the natural sciences: - Examine the relationship between religion and the natural sciences with reference to views of creation and evolution.		
WEEKS 6 - 7		
Topical issues in society	8 hours	Dictionaries, religions' reference books, textbook, magazines, resource persons
• Religious freedom, human rights and responsibilities: - Sources available in different religions pertaining to religious freedom, human rights and responsibilities - Religious teachings pertaining to morality and ethics in modern society - Practical involvement of different religions in promoting religious freedom, human rights and responsibilities		
WEEKS 8 - 10		
EXAMINATIONS		

Formal assessment: 1 Test 2 Project 3 Trial examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.
Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.	

TOPIC	TERM 4	GRADE 12
WEEK 1		**Recommended resources**
Variety of religions	4 hours	Dictionaries, religions' reference books, textbook, magazines
• Consolidation of work: - Conceptual distinctions - Internal differentiations - Unique features of various religions - Roles of various religions - History and present dynamics of inter-religious relationships in South Africa		
WEEK 2		
Topical issues in society	4 hours	Dictionaries, religions' reference books, textbook, magazines
• Consolidation of work: - Religious freedom, human rights and responsibilities - Social problems in South Africa and the world - Media coverage on issues with religious relevance		
WEEK 3		
Research into and across religions	4 hours	Dictionaries, religions' reference books, textbook, magazines
• Consolidation of work: - Religion in areas of recent conflict in South Africa and the world - Religion and the natural sciences		
WEEK 4		
Common features of religion as a generic and unique phenomenon	4 hours	Dictionaries, religions' reference books, textbook, magazines
• Consolidation of work: - The role of teaching in a variety of religions - Interpreting normative sources - The central teachings of one religion		
WEEKS 5 - 10		
EXAMINATIONS		

Formal assessment: External examination	It is compulsory to cover the given topics in the term indicated. The sequence in the term is, however, not fixed.
Specialisation in one religion indicates that the learner must have an in-depth knowledge of one religion, but does not imply exclusion of other religions.	

SECTION 4

ASSESSMENT IN RELIGION STUDIES

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and assist the learner's development in order to improve the process of learning and teaching.

Religion Studies is not a form of religious instruction. Personal faith and beliefs are not critically assessed. What is assessed is the way in which operative concepts and thinking skills are applied to religion as a social phenomenon.

Learners' progress in Religion Studies is monitored throughout the school year and involves the following two different but related activities:

(i) Informal or daily assessment tasks; and

(ii) Formal assessment tasks.

4.2 Informal or daily assessment

Informal or daily assessment is a daily monitoring of learners' progress. This is done through observation, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment should not be seen as separate from learning activities taking place during a lesson.

Informal assessment tasks in Religion Studies are used as part of the teaching and learning process to:

(i) assess strengths and weaknesses in a timely manner, as a baseline or diagnostic assessment of learners' abilities;

(ii) alert teachers and learners to the need for additional support (revising certain sections) and reassessment of teaching and learning activities;

(iii) motivate and encourage learners to participate actively in class; and

(iv) reinforce the development of learners' skills, knowledge and values.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The forms of assessment used should be age and developmental level appropriateness. In the formal programme of assessment for Religion Studies learners are expected to complete seven internal tasks per grade.

In Grades 10 and 11, six tasks are undertaken during the year and make up 25% of the total mark for Religion Studies, while the seventh is the end-of-year examination, which makes up the remaining 75%. In Grade 12, all seven tasks are internally set and assessed and make up 25% of the total mark for Religion Studies. The external examination is externally set and moderated and makes up the remaining 75%.

Formal assessments in Religion Studies must cater for a range of cognitive levels and abilities of learners as follows:

Weighting	Cognitive level description	Blooms taxonomy
30%	Recall (knowledge)	Levels 1 and 2
40%	Comprehension	Levels 3 and 4
30%	Analysis, application, evaluation and synthesis	Levels 5 and 6

4.4 Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

The weighting of marks for the seven internal formal assessment tasks for Religion Studies is as follows:

Grades 10 and 11

Term 1	Term 2	Term 3	Term 4
Task 1 Open-book extended writing: 100 marks Task 2 Test: 100 marks	Task 3 Source-based task: 100 marks Task 4 Mid-year examination: 300 marks	Task 5 Project: 100 marks Task 6 Test: 100 marks	Task 7 End-of-year examination: 300 marks

Grade 12

Term 1	Term 2	Term 3	Term 4
Task 1 Source-based task: 100 marks Task 2 Test: 100 marks	Task 3 Open-book extended writing: 100 marks Task 4 Mid-year examination: 300 marks	Task 5 Test: 100 marks Task 6 Project: 100 marks Task 7 Trial examination: 300 marks	External examination: 300 marks

Nature of formal tasks in Religion Studies

The content, concepts and skills for Religion Studies detail the competencies per grade to be achieved in Religion Studies. In order to establish whether content, concepts, knowledge and skills have been attained, assessment will focus on the following aspects:

(i) Complexity of knowledge increasing within and across grades.

(ii) Operative concepts and general thinking competencies increasing within and across grades.

(iii) Data-handling, investigative, problem-solving and communication competencies.

4.4.1 Examinations

(i) Grade 10: Mid-year and End-of-year

One two-hour paper: 150 marks multiplied by 2 = 300

In the Grade 10 Religion Studies examination a learner will be required to answer three questions. The question paper will comprise one compulsory question (short questions of 50 marks) and two optional questions of 50 marks each (30 for source-based questions and 20 for extended writing).

a. Short questions will require one-word answers, which will include definitions, true or false and multiple choice questions. This section will also include questions that require short explanations and brief descriptions.

b. Source-based questions will focus on examining a range of sources such as texts, maps and graphs and include comparative questions. The required answers will range from short responses to paragraphs.

c. The extended writing piece will require learners to use their own knowledge and information to produce an extended text on a generic issue.

(i) Grade 11: Mid-year and end-of-year and Grade 12: Mid-year and trial

Two two-hour papers: 150 + 150 = 300

Paper 1: 150 marks

A learner will be required to answer three questions: one compulsory question (short questions of 50 marks) and a choice of two out of three to four questions of 50 marks each. Questions will focus on interrogating a range of sources such as texts, maps, graphs, etc. and include comparative questions. The required answers range from short responses to paragraphs.

Paper 2: 150 marks

Three focused extended writing questions (choice of three out of four to five questions): 50 marks each. Questions will focus on analysing and interpretating generic issues pertaining to religions. Learners are expected to present a position on the issue/or issues from a specific religious perspective and to argue this position and critique it. A source can be included to act as a stimulus.

The mid-year and end-of-year examinations in Grade 11, and the mid-year and the trial examinations in Grade 12 will be similar to the external examination. The examination guidelines will provide details of the social problems that will be addressed in Grade 12 for a particular year; if there are no new guidelines the previous years' guidelines will be considered relevant.

4.4.2 Test

One 1 hour 30 minutes paper: 100 marks

A Religion Studies test will consist of three questions: 30 for source-based questions, 30 for short questions and 40 for extended writing.

4.4.3 Project

The project will be in one of the following forms: a research assignment, oral assignment, enrichment assignment or an investigation. The topic and nature will be determined by the content covered according to the annual teaching plan. The project will require extended reading and writing on the part of the learner. The final product will be in the form of an essay with sub-headings relating to the criteria of the task. Learners will spend time outside of contact time to collect resources and information to perform the task. The completion of the task must be facilitated by the teacher in class time.

Learners should be given a project before the end of the second term, after the content related to the project has been addressed, for submission during the third term. They will need adequate guidance at the outset of the project and progress must be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.

Learners should be given a project before the end of the second term, after the content related to the project has been addressed for submission during the third term.

a. Research assignment

This task requires the learner to complete an assignment based on research and involving the process of enquiry. A key question is needed with a topic relating to a specific religious issue. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument, make an interpretation and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access sources relevant to the assignment. Learners will need to be guided in formulating a question for their research assignment and in locating the information sources available to them to research their chosen topic.

b. Oral assignment

An oral assignment will have a number of components, that is, a key question to focus the research; formulation of questions for interview; background research to set interviews in context; interviews and transcription of the interviews; a written discussion about how the information in the interviews relates to the period; at grade 12 level, an evaluation of the interviews as sources about a religion/or religions and self-reflection in terms of personal growth and knowledge and understanding of the religion/or religions at the end.

c. Enrichment assignment

An enrichment assignment is a creative, original, new, fresh way of presenting investigations into religions or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment, with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, history of religions, investigation of rituals, symbols and related values, texts, commentaries and local traditions. This type of assignment accommodates different learning styles.

d. Investigation

This task involves problem-solving linked to current issues in interpretation and representation of a religion/or religions. Learners will be asked to present plans for addressing misinterpretations across the globe and misrepresentations in a community; or more straightforward investigations into community symbols and rituals associated with a religion/ or religions. This will be linked to knowledge about religious sites, religious celebrations and religious holidays. The main idea is to broaden learners' understanding of the religion/or religions and how these are interpreted and represented in society and the world at large. Learners must access information from a variety of sources when carrying out an investigation.

The investigation in grade 12 could be an extension of the assignment carried out in grade 11. However, if teachers wish and time allows it, a new assignment can be completed in grade 12.

4.4.4 Extended writing and source-based tasks

These tasks will include source work and extended writing and should be in the form of an essay with sub-headings relating to the criteria of the task. Each task involves an overall key question. Questions will be based directly on sources and require learners to use their own knowledge and new knowledge gained from the Religion Studies classroom to analyse and interpret the source provided in answering the key question. Learners will examine one or more sources for interpretive, evaluative and comparative reasons. Topics must address the content covered according to the annual teaching plan.

NB. A memorandum or guideline for marking that suits each of the tasks above must be used to assess learner performance in a given task. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. The marking memorandum or guideline must make provision for the learner's own interpretation of the questions.

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skills as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/or her his readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers will record actual marks against the task by using a record sheet and report percentages against the subject on the learners' report cards.

When recording and reporting on learner performance in Religion Studies, the following marks are applicable per term:

Grades 10 and 11

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1	Open-book extended writing	100		800/8 = 100 (SBA)
	test	100		
		200/2	**100**	
2	Source-based task	100		
	Mid-year examination	300		
		400/4	**100**	
3	Project	100		
	Test	100		
		200/2	**100**	
4	End-of-year examination	300		75%
	School-based Assessment (SBA)	100		25%
	Total for end of year	**400**		**100%**

The SBA is calculated by adding the marks for tasks 1 to 6 out of a total of 800 and divide by 8 to arrive at the SBA mark out of 100.

Grade 12

Term	Assessment task	Mark per term		Year %
		Recording	Reporting	
1	Source-based task	100		1100/11 = 100 (SBA)
	Test	100		
		200/2	**100**	
2	Open-book extended writing	100		
	Mid-year examinations	300		
		400/4	**100**	
3	Test	100		
	Project	100		
	Trial examination	300		
		500/5	**100**	
4	External examination	300		75%
	SBA	100		25%
	Total for end of year	**400**		**100%**

The SBA is calculated by adding the marks for tasks 1 to 7 out of a total of 1100 and divide by 11 to arrive at the SBA mark out of 100.

The various achievement levels and their corresponding percentage bands are as shown in the table below.

Codes and Percentages for Recording and Reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Grade 10 and 11 tasks are internally moderated by the head of the department or subject head at a school. The subject advisor must moderate a sample of these tasks during her or/his school visits, to verify the standard of the internal moderation. Grade 12 tasks must be moderated at provincial level. This process will be managed by the provincial education department.

4.7 General

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;* and

4.7.2 The policy document, *National Protocol for Assessment Grades R-12.*