

2021 Annual Teaching Plan – Term 1 Religion Studies Grade 10

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS Topic	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Research into and across religions	Research into and across religions	Research into and across religions
Core Concepts, Skills and Values	<p>The beginnings of the religions of the world Identify various clusters of religions and explain the development of the clusters of religions: when and where</p> <p>Religions in Africa: African Traditional Religions (ATR) Christianity Islam Judaism</p> <p>Europe</p> <p>Indigenous European Religions Asia Hinduism Buddhism Jainism America Christianity Indigenous Native American religions</p> <p>Australasia and the Pacific. Indigenous religions</p>	<p>Main categories:</p> <p>Polytheism-belief in many Gods;</p> <p>Pantheism-belief that all is God and God is in everything;</p> <p>Monotheism: belief in one God- foundation of Abrahamic religions</p>	<p>-The distinction between BCE (Before Common Era) and CE (Common Era) Year 1 on the Western calendar</p> <p>BCE (Before Common Era) – count backwards from year 1 Example – something happened seven years before year 1 would be : 7 BCE</p> <p>- Calendars of various religions</p> <p>Buddhist calendar- no fixed single calendar Christian calendar – Gregorian calendar – worked out by Pope Gregory Hindu calendar – the full moon, and new moon is of significance to hold festivals Islamic calendar –is a lunar calendar –is calculated according to the movement of the Moon around the earth.</p> <p>Jewish calendar – there ar 12 lunar</p>	<p>- Early archaeological findings of religion in Africa and other continents: burial practices and artwork</p> <p>- Development of the clusters of religions when and where</p>	<p>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</p>	<p>Statistical spread of religions:</p> <p>Categorisation and statistical data in connection with religions</p> <p>Religious Categorisation Religions in Africa Religions in Europe Religions in Asia</p> <p>Religions in Australasia Religions in Americas</p> <p>- Methods of obtaining statistics: organisational, surveys, polls and census and reliability of statistics Problem areas in using statistics and finding solutions Problems with maps</p>	<p>- Important statistical data in connection with religions in South Africa, Africa and the world today: demographical data to describe the situation in various religions</p>	<p>Important principles of research in Religion Studies: - Definition of concepts: objectivity, subjectivity, neutrality, Religions in impartiality, insider and outsider perspectives - Applications of these insights to historical and social understanding of religion</p>	<p>Rituals: an investigative process to develop observation skills - Identify the religions and rituals, including the rites of passage - Establish contact with the relevant persons</p>	<p>Rituals: an investigative process to develop observation skills - Observe due protocol - Present an objective report - Discuss in class</p>

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	Oral traditions and spiritual values Australian Aboriginal belief <i>Dreamtime</i> Historical overview of the origins of a religions.		months of 29 or 30 days each Calendar for African Religions- follow the agricultural Cycle Taoism calendar- is based on a cycle of 60 years Baha'i calendar called Wondrous – 19 months with 19 days (361 days) - First signs of the occurrence of religion: burial practices and artwork							
Requisite Pre-Knowledge	Concept Skills and Values · Definitions of key *concepts · Grade 10 RELIGION STUDIES related content and *concepts Understanding the different action/command verbs									
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> Wall charts, dictionaries, textbook, magazines, newspaper articles and reports Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)									
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: <ul style="list-style-type: none"> Short class essays with peer marking Short pieces of extended writing									
SBA (Formal Assessment)	Source-based task The source-based task must be completed independently under controlled conditions. The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test.									

2021 Annual Teaching Plan – Term 2 Religion Studies Grade 10

Term 2 47 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 26-30 April (4 days)	Week 4 3-7 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 11 21-25 (June)
CAPS Topic	Variety of religions	Variety of religions	Research into and across religions	Research into and across religions	Research into and across religions	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Revision Controlled test		
Core Concepts, Skills and Values	Interaction of religions: Definition of religion Religion and other concepts Dialogue, Respect and Tolerance Religious conflict, Propaganda , indoctrination, fundamentalism, Pluralism Syncretism <i>With reference to religious interaction.</i>	Interaction of religions: - Analyse the notions of: Propaganda, indoctrination and syncretism, with reference to religious interaction.	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	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	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	Definitions of religion: compare various definitions of religion - Religion as it is generally defined - Definition of religion in a religious context	Definitions of religion: compare various definitions of religion - The learner's understanding of religion	Definitions of religion: compare various definitions 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 The learner's understanding of religion - Religion as it is generally defined - Definition of religion in a religious context -			
Requisite Pre-Knowledge	Concept Skills and Values · Definitions of key *concepts · Grade 11 RELIGION STUDIES related content and *concepts Understanding the different action/command verbs										

Term 2 47 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 26-30 April (4 days)	Week 4 3-7 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 11 21-25 (June)
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Wall charts, dictionaries, textbook, magazines, newspaper articles and reports • Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)										
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: <ul style="list-style-type: none"> • Short class essays with peer marking Short pieces of extended writing										
SBA (Formal Assessment)	Controlled Test										

2021 Annual Teaching Plan – Term 3 Religion Studies Grade 10

Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 10-13 August (4 days)	Week 6 16-20 August (5 days)	Week 7 23-27 August (5 days)	Week 8 30 August – 3 September (5 days)	Week 9 6-10 September (5 days)	Week 10 Week 11
CAPS Topic	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Topical issues in society	Revision Test
Core Concepts, Skills and Values	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	Aspects of understanding religion: 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	Origins of religions: - Beginnings of various religions: religions without founders and religions with founders	Origins of religions: - Roles in the formation of religions: founders, prophets and reformers	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 birth right	Topical issues in South Africa: • Identify the topical issue • Causes • How topical issues manifests itself in society? • Consequences • How they are understood and managed from a religious perspective? • Topical issues in South Africa: • How does the issue manifest itself? • What are the possible causes? • What are the consequences? • How is it understood and managed from a variety of religious perspectives?	
Requisite Pre-Knowledge	Concept Skills and Values • Definitions of key *concepts •									
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> • Wall charts, dictionaries, textbook, magazines, newspaper articles and reports • Religion Studies Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are current and up-to-date/ Religion Studies Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)									

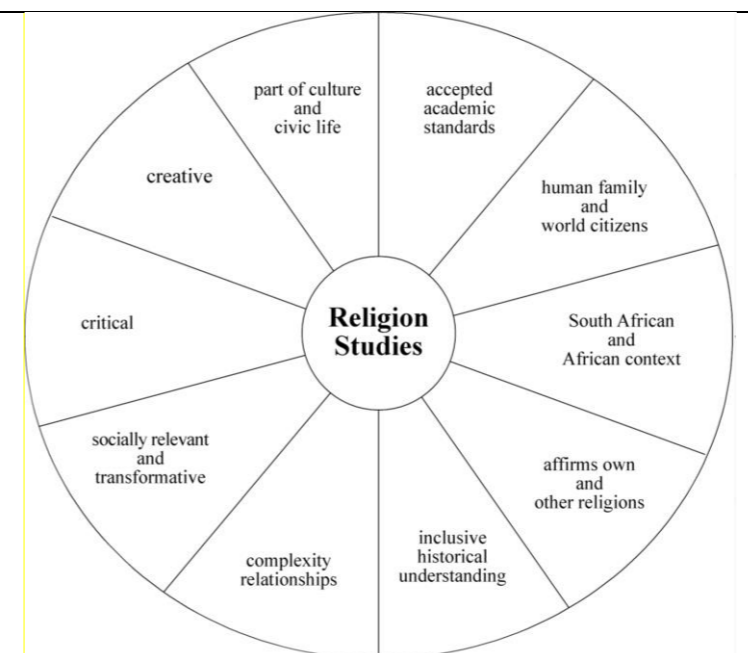
Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 10-13 August (4 days)	Week 6 16-20 August (5 days)	Week 7 23-27 August (5 days)	Week 8 30 August – 3 September (5 days)	Week 9 6-10 September (5 days)	Week 10 Week 11
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: <ul style="list-style-type: none"> • Short class essays with peer marking Short pieces of extended writing									
SBA (Formal Assessment)	Project Learners will spend time outside of contact time to collect resources and information. The completion of the task should be facilitated by the teacher in class time Test									

2021 Annual Teaching Plan – Term 4 Religion Studies Grade 10

Term 4 47 days	Week 1 5-8 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 1-5 November (5 days)	Week 6 8-12 November (5 days)	Week 7 15-19 November (5 days)	Week 8 22-26 November (5 days)	Week 9 29 November – 3 December (5 days)	Week 10 6-8 December (3 days)
CAPS Topic	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	EXAMINATION			
Core Concepts, Skills and Values	<p>Topical issues in Africa and the world:</p> <ul style="list-style-type: none"> Identify the topical issue Causes How topical issues manifests itself in society? Consequences How they are understood and managed from a religious perspective• <p>Topical issues in Africa and the world:</p> <p>How does the issue manifest itself?</p> <ul style="list-style-type: none"> What are the possible causes? What are the consequences? How is it understood and managed from a variety of religious perspectives? <p>See topics below</p>	<p>Topical issues in Africa and the world:</p> <ul style="list-style-type: none"> Identify the topical issue Causes How topical issues manifests itself in society? Consequences How they are understood and managed from a religious perspective 	<p>Principles of ethical decision-making pertaining to public life: how people in different religions come to decisions regarding social ethics.</p> <ul style="list-style-type: none"> The sources of ethical decision-making 	<p>Principles of ethical decision-making pertaining to public life: how people in different religions come to decisions regarding social ethics.</p> <ul style="list-style-type: none"> The principles of harmonious social existence expounded by various religions 	<p>Religions and economics from a Religion Studies perspective</p>	<p>Critical analysis of the relationship between religions and economics with reference to work, reward, justice, wealth and poverty:</p> <ul style="list-style-type: none"> Religious views on the relationship Ethical principles in religions pertaining to economics Influence of religions on economic life Influence of economics on religions 	<p>Grade 10 Examination</p> <p>Section A is compulsory (50 marks)</p> <p>Section B</p> <p>Learners will answer ONE out of TWO questions: source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs.(50 Marks)</p> <p>Learners will answer ONE out of TWO extended writing questions, which will require learners to use their own knowledge and information to produce an essay. (50 Marks)</p>			
	Requisite Pre-Knowledge	<p>Concept Skills and Values</p> <ul style="list-style-type: none"> Definitions of key *concepts Grade 11 RELIGION STUDIES related content and *concepts Understanding the different action/command verbs 								

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

Exemplar topics
 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, Substance abuse, Death, Suicide,
 Kinship systems, Divorce, Crime and violence.



Principles of understanding in Religion Studies

