

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10/11
<b>CAPS TOPIC</b>	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	The variety of religions	The variety of religions	The variety of religions	The variety of religions	The variety of religions	The variety of Religions	Research into and across religions	Research into and across religions
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Definitions of religion: compare various definitions of religion</b> <ul style="list-style-type: none"> <li>Religion as it is generally defined</li> <li>Definition of religion in a religious context</li> <li>The learners' understanding of the concept religion</li> </ul>	<b>Definitions of religion: Compare various definitions of religion</b> <ul style="list-style-type: none"> <li>The relationship between the term 'religion' and other concepts such as:               <ul style="list-style-type: none"> <li>Worldview</li> <li>Belief systems</li> </ul> </li> <li>Reflection and impact of concepts on religious interaction</li> </ul>	<b>The beginnings of the religions of the world:</b> <ul style="list-style-type: none"> <li>The distinction between BCE (Before Common Era) and CE (Common Era)</li> </ul> Calendars of various religions: <ul style="list-style-type: none"> <li>The Buddhist calendar – no fixed single calendar</li> <li>The Christian calendar – Gregorian calendar – worked out by Pope Gregory</li> <li>The Hindu calendar – the full moon and new moon are of significance to hold festivals</li> <li>The Islamic calendar – is a lunar calendar calculated according to the movement of the moon around the earth.</li> <li>The Jewish calendar – there are 12 lunar months of 29 or 30 days each</li> <li>The calendar for African religions- follows the agricultural cycle</li> <li>The Taoist calendar is based on a cycle of 60 years</li> <li>The Bahá'í calendar is called Wondrous – 19 months with 19 days each (361 days)</li> </ul>	<b>The beginnings of the religions of the world:</b> <ul style="list-style-type: none"> <li>First signs of the occurrence of religion: Burial practices and artwork</li> <li>Early archaeological findings of religion in Africa and other continents: Burial practices and artwork</li> <li>Development of the clusters of religions: When and where</li> </ul>	<b>The beginnings of the religions of the world:</b> The nature of the origins of religions in South Africa: <ul style="list-style-type: none"> <li>Archaeological evidence</li> <li>Historical overview of developments</li> <li>Influence of different cultures with their own religions visiting or working in the country across the centuries</li> </ul>	<b>The beginnings of the religions of the world:</b> Identify various clusters of religions and explain the development of the clusters of religions: When and where <b>Religions in Africa:</b> <ul style="list-style-type: none"> <li>African Traditional Religions (ATR)</li> <li>Christianity</li> <li>Islam</li> <li>Judaism</li> </ul> <b>Religions in Europe:</b> <ul style="list-style-type: none"> <li>Indigenous European religions</li> </ul> <b>Religions in Asia:</b> <ul style="list-style-type: none"> <li>Hinduism</li> <li>Buddhism</li> <li>Jainism</li> </ul> <b>Religions in America:</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Indigenous Native American religions</li> </ul> <b>Religions in Australasia and the Pacific:</b> <ul style="list-style-type: none"> <li>Indigenous religions</li> <li>Oral traditions and spiritual values</li> <li>Australian Aboriginal belief in <i>Dreamtime</i></li> </ul>	<b>Historical overview of the origins of religions</b> <b>Main categories:</b> <ul style="list-style-type: none"> <li>Monotheism: Belief in one God: Foundation of Abrahamic religions</li> <li>Polytheism: Belief in many Gods</li> <li>Pantheism: Belief that all is God and God is in everything</li> </ul>	<b>Statistical spread of religions:</b> <ul style="list-style-type: none"> <li>Religious categorisation</li> <li>Methods of obtaining statistics:               <ul style="list-style-type: none"> <li>Organisational</li> <li>Surveys</li> <li>Polls</li> <li>Census</li> <li>Reliability of statistics</li> </ul> </li> <li>Problem areas in using statistics and finding solutions</li> <li>Problems with maps</li> <li>Important statistical data in connection with religions in South Africa, Africa and the world today: Demographic data to describe the situation in various religions</li> </ul>	<b>Important principles of research in Religion Studies:</b> Definition of concepts: <ul style="list-style-type: none"> <li>Objectivity</li> <li>Subjectivity</li> <li>Neutrality,</li> <li>Impartiality</li> <li>Insider perspectives</li> <li>Outsider perspectives</li> </ul> Applications of these insights to historical and social understanding of religion	<b>Consolidation and assessment</b>
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>Definitions of key concepts*</li> <li>Grade 9 Religion Studies-related content and concepts</li> <li>Understanding the different action/command verbs</li> </ul>									
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>Religion Studies graphic organisers to enhance thinking skills, e.g., KWHL chart for baseline assessment and/or consolidation after lesson. Other types: A concept definition map, a discussion map for notetaking, summaries to organise ideas, etc.</li> <li>Internet/case studies/scenarios that are current and up to date/Religion Studies newspaper articles/DVDs/role play activities/presentations by learners/video clips, PowerPoint presentations/guest speakers on a subtopic as per CAPS content per term for Religion Studies</li> <li>Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/Social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style)</li> </ul>									

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10/11
<b>INFORMAL ASSESSMENT</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Short class essays with peer marking</li> <li>• Short pieces of extended writing</li> </ul>									
<b>SBA (FORMAL ASSESSMENT)</b>	<p><b>Source-based task</b>                      The source-based task must be completed independently under controlled conditions                      The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test</p>									

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	Research into and across religions	Research into and across religions	Research into and across religions	The variety of religions	The variety of religions	Research into and across religions	Research into and across religions	Research into and across religions	Revision Controlled test		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Rituals:</b> An investigative process to <b>develop observation skills</b> Identify the religions and rituals, including the rites of passage	<b>Rituals:</b> An investigative process to <b>develop observation skills</b> <ul style="list-style-type: none"> <li>Establish contact with the relevant persons</li> <li>Observe due protocol</li> </ul>	<b>Rituals:</b> An investigative process to <b>develop observation skills</b> <ul style="list-style-type: none"> <li>Present an objective report</li> <li>Discuss in class</li> </ul>	<b>Interaction of religions:</b> Definition of religious concepts <i>with</i> reference to religious interaction: <ul style="list-style-type: none"> <li>Dialogue</li> <li>Respect</li> <li>Tolerance</li> <li>Religious conflict</li> <li>Propaganda</li> <li>Indoctrination</li> <li>Fundamentalism</li> <li>Pluralism</li> <li>Syncretism</li> </ul>	<b>Interaction of religions:</b> Analyse the notions of: <ul style="list-style-type: none"> <li>Propaganda</li> <li>Indoctrination</li> <li>Syncretism</li> </ul> with reference to religious interaction	Inter-religious relationships: An investigative process to <b>develop interviewing skills</b> <ul style="list-style-type: none"> <li>Develop questions</li> <li>Establish how interviews should be conducted</li> </ul>	Inter-religious relationships: An investigative process to <b>develop interviewing skills</b> Identify the people to be interviewed and conduct the interviews	Inter-religious relationships: An investigative process to <b>develop interviewing skills</b> <ul style="list-style-type: none"> <li>Present report</li> <li>Discuss in class</li> </ul>			
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>Definitions of key concepts</li> <li>Grade 9 Religion Studies-related content and concepts</li> </ul> Understanding the different action/command verbs										
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>Religion Studies graphic organisers to enhance thinking skills, e.g., KWHL chart for baseline assessment and/or consolidation after lesson. Other types: A concept definition map, a discussion map for notetaking, summaries to organise ideas, etc.</li> <li>Internet/case studies/scenarios that are current and up to date/Religion Studies newspaper articles/DVDs/role play activities/presentations by learners/video clips, PowerPoint presentations/guest speakers on a subtopic as per CAPS content per term for Religion Studies</li> </ul> Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style)										
<b>INFORMAL ASSESSMENT</b>	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels Types of informal tasks could include the following: <ul style="list-style-type: none"> <li>Short class essays with peer marking</li> </ul> Short pieces of extended writing										
<b>SBA (FORMAL ASSESSMENT)</b>	Mid-year examination										

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10/11
<b>CAPS TOPIC</b>	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	Topical issues in society	Revision Test
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Aspects of understanding religion:</b> <ul style="list-style-type: none"> <li>Basic facts about religions</li> <li>Understanding religions from the point of view of the adherents</li> <li>Learners' self-discovery as an ongoing process without external expectation to conform</li> </ul>	<b>Aspects of understanding religion:</b> <ul style="list-style-type: none"> <li>Correlations and patterns</li> <li>Distinctions between Religion Studies and Religious Education (Reorganise to Term 1)</li> </ul>	<b>Major dimensions common to all religions:</b> <ul style="list-style-type: none"> <li>Divinity</li> <li>Cosmos</li> <li>Humanity</li> <li>Knowledge</li> <li>The good and the beautiful</li> <li>Sacred and normative tradition</li> <li>Narrative and myth</li> <li>Ethics</li> <li>Rituals</li> <li>Symbols</li> <li>Spiritual experience or spirituality</li> <li>Faith</li> <li>Organisation</li> </ul>	<b>Origins of religions:</b> Beginnings of various religions: <ul style="list-style-type: none"> <li>Religions without founders</li> <li>Religions with founders (Reorganise to Term 1)</li> </ul>	<b>Origins of religions:</b> Roles in the formation of religions: <ul style="list-style-type: none"> <li>-Founders</li> <li>-Prophets</li> <li>-Reformers</li> </ul>	<b>Roles of social forms, institutions and roles in religion</b> Social forms and/or institutions that have been produced in various religions: <ul style="list-style-type: none"> <li>Monarchies</li> <li>Oligarchies</li> <li>Democracies</li> <li>Division of power between central organisation and local organisations</li> </ul>	<b>Leadership roles produced in various religions:</b> <ul style="list-style-type: none"> <li>Elder</li> <li>Healer</li> <li>Minister</li> <li>Nun</li> <li>Guru</li> <li>Imam</li> <li>Monk</li> <li>Pastor</li> <li>Priest</li> <li>Prophet</li> <li>Scholar</li> <li>Priestess</li> <li>Pundit</li> <li>Teacher</li> <li>Rabbi</li> <li>Roles based on birth right</li> </ul>	<b>Topical issues in South Africa:</b> Choose a topical issue from the list: <ul style="list-style-type: none"> <li>Crime</li> <li>Substance abuse</li> <li>Teenage pregnancy</li> <li>Suicide</li> <li>Causes</li> <li>How do topical issues manifest in society?</li> <li>Consequences</li> </ul>	<b>Topical issues in South Africa:</b> How are they understood and managed from a variety of religious perspectives?	
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>Definitions of key concepts</li> </ul>									
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>Religion Studies graphic organisers to enhance thinking skill, e.g., KWLH chart for baseline assessment and/or consolidation after lesson. Other types: A concept definition map, a discussion map for notetaking, summaries to organise ideas, etc.</li> <li>Internet/case studies/scenarios that are current and up to date/Religion Studies newspaper articles/DVDs/role play activities/presentations by learners/video clips, PowerPoint presentations/guest speakers on a subtopic as per CAPS content per term for Religion Studies</li> <li>Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style)</li> </ul>									
<b>INFORMAL ASSESSMENT</b>	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels Types of informal tasks could include the following: <ul style="list-style-type: none"> <li>Short class essays with peer marking</li> <li>Short pieces of extended writing</li> </ul>									
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Project</b> <ul style="list-style-type: none"> <li>Learners will spend time outside of contact time to collect resources and information</li> <li>The completion of the task should be facilitated by the teacher in class time</li> </ul> <b>Controlled test</b>									

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-10
<b>CAPS TOPIC</b>	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	<b>EXAMINATION</b>
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Topical issues in Africa and the world:</b> Choose a topical issue from the list: <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Discrimination</li> <li>• Conflict</li> <li>• Human rights</li> <li>• Causes</li> <li>• How do topical issues manifest in society?</li> <li>• Consequences</li> </ul>	<b>Topical issues in Africa and the world:</b> How are they understood and managed from a variety of religious perspectives?	<b>Principles of ethical decision-making pertaining to public life:</b> <ul style="list-style-type: none"> <li>• How people in different religions come to decisions regarding social ethics</li> <li>• The sources of ethical decision-making</li> <li>• The principles of harmonious social existence expounded by various religions</li> </ul>	<b>Religions and economics from a religious perspective:</b> Critical analysis of the relationship between religions and economics with reference to: <ul style="list-style-type: none"> <li>• Work</li> <li>• Reward</li> <li>• Justice</li> <li>• Wealth</li> <li>• Poverty</li> </ul> Religious views on the relationship between religions and economics	<b>Religions and economics from a religious perspective:</b> <ul style="list-style-type: none"> <li>• Ethical principles in religions pertaining to economics</li> <li>• Influence of religions on economic life</li> <li>• Influence of economics on religions</li> </ul>	<b>Grade 10 examination</b> <b>Section A is compulsory (50 marks)</b> <b>Section B</b> Learners will answer <b>ONE</b> out of <b>TWO</b> questions: source-based, case study or short open-ended questions. Answers will range from short responses to paragraphs (50 marks) Learners will answer <b>ONE</b> out of <b>TWO</b> extended writing questions, which will require learners to use their own knowledge and information to produce an essay (50 marks)
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>• Definitions of key concepts</li> <li>• Grade 9 Religion Studies related content and concepts</li> <li>• Understanding the different action/command verbs</li> </ul>					
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Wall charts, dictionaries, textbook, magazines, newspaper articles and reports</li> <li>• Religion Studies graphic organisers to enhance thinking skills, e.g., KWHL chart for baseline assessment and/or consolidation after lesson. Other types: A concept definition map, a discussion map for notetaking, summaries to organise ideas, etc.</li> <li>• Internet/case studies/scenarios that are current and up to date Religion Studies newspaper articles/DVDs/role play activities/presentations by learners/video clips, PowerPoint presentations/guest speakers on a subtopic as per CAPS content per term for Religion Studies</li> <li>• Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style)</li> </ul>					
<b>INFORMAL ASSESSMENT</b>	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels Types of informal tasks could include the following: <ul style="list-style-type: none"> <li>• Short class essays with peer marking</li> <li>• Short pieces of extended writing</li> </ul>					
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Final exams</b>					