



2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 11 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	The variety of religions	The variety of religions	The variety of religions	The variety of religions	The variety of religions	The variety of religions	The variety of 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	Formal assessment
CORE CONCEPTS, SKILLS AND VALUES	<p>Main developments of religions: Developments in South Africa and the major world influences in the development of religions, e.g.</p> <ul style="list-style-type: none"> Indigenous religions Extinct ancient religions 	<p>Main developments of religions: Traditional religions such as:</p> <ul style="list-style-type: none"> Abrahamic religions Religions of India -Religions of China and Japan Modern religions 	<p>The mutual interdependence of religion and social factors: Describe and critically analyse the mutual interdependence of religion and social factors with reference to:</p> <ul style="list-style-type: none"> Hunter-gatherer societies Early food producers Early state societies 	<p>The mutual interdependence of religion and social factors: Describe and critically analyse the mutual interdependence of religion and social factors with reference to:</p> <ul style="list-style-type: none"> Societies of more advanced technology Modern technological society Postmodern society 	<p>Mutual influence and adaptation between religions Explain patterns of mutual influence and adaptation between religions:</p> <ul style="list-style-type: none"> Relationships that have existed between religions in the past Very strong mutual influence between religions: <ul style="list-style-type: none"> Sikhism and African Initiated Churches Missionary religions: Christianity, Islam, Bahá'í faith and Buddhism Non-missionary religions: African religion, Judaism and Hinduism 	<p>Distinction between various concepts in religion Distinguish between the important concepts:</p> <ul style="list-style-type: none"> Mission Evangelism Proselytisation Revitalisation Ecumenism Syncretism Religious colonialism or imperialism 	<p>Inter-religious dialogue Identify and critically investigate approaches aimed at inter-religious dialogue with reference to:</p> <ul style="list-style-type: none"> Interpretation and attitudes of a variety of religions to one another <ul style="list-style-type: none"> Exclusivist view Inclusivist view Pluralist view Syncretic view Building inter-religious dialogue 	<p>Symbols:</p> <ul style="list-style-type: none"> Understanding of the term 'symbol' Importance of symbols in religion The roles symbols play in representing and presenting something 	<p>Symbols Symbols central to various religions, including origin and significance and how and when they are used, e.g., African religion:</p> <ul style="list-style-type: none"> African beer Spear and assegai (<i>Umkhonto</i>) Symbolic kraals 	<p>Symbols</p> <ul style="list-style-type: none"> Symbols associated with: <ul style="list-style-type: none"> African Initiated Churches Buddhism Christianity Hinduism Judaism Islam Taoism Bahá'í faith How the meaning of symbols changes over time 	
REQUISITE PRE-KNOWLEDGE	<p>Concepts, skills and values:</p> <ul style="list-style-type: none"> 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 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. Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style) 										
INFORMAL ASSESSMENT	<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"> Short class essays with peer marking Short pieces of extended writing 										
SBA (FORMAL ASSESSMENT)	<p>Source-based task (total 100)</p> <ul style="list-style-type: none"> 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 										

2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 11 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8-11
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	Research into and across religions	Research into and across religions	Research into and across religions	Controlled test
CORE CONCEPTS, SKILLS AND VALUES	Theories about religion <ul style="list-style-type: none"> Understanding the term theory Theory in a religious context Debate the different theories about religion: <ul style="list-style-type: none"> Functionalist theory Conflict theory, e.g., Karl Marx Reorganisation of content	Morality and ethics in religion Morality and ethics in various religions	Narratives and myths Explain the nature and role of narratives in religion: <ul style="list-style-type: none"> Understanding the term 'narrative' Definitions of different kinds of narratives: <ul style="list-style-type: none"> Reports of events Historical accounts Diaries Biographies Autobiographies Stories Analysis of a number of narratives in religions 	Narratives and myths Explain the nature and role of in religion: <ul style="list-style-type: none"> Understanding the concept 'myth' -Different kinds of myth: <ul style="list-style-type: none"> Creation myths Stories that explain natural phenomena Myths about a great flood Myths of the mother goddess The variety of roles of myths or mythical elements in religion Analysis of a number of myths in religions Creation myth in different cultures and religions Myths explaining natural phenomena 	Interviews on gender issues: Interview men and women from different religious, cultural and economic backgrounds and from different communities about their experiences of gender issues and present a report: <ul style="list-style-type: none"> Identify the people to be interviewed <ul style="list-style-type: none"> Who Where When Number Gender Obtain consent 	Interviews on gender issues <ul style="list-style-type: none"> Develop the questions to be asked: Interviewer and interviewee: <ul style="list-style-type: none"> Structured interview: It is planned; every interviewee gets the same questions Semi-structured interview: It is informal; ask questions as the discussion flows Establish how the interviews should be conducted 	Interviews on gender issues <ul style="list-style-type: none"> Present an objective report Outline of report <ul style="list-style-type: none"> Cover page Introduction Methodology: Explain how you collected data Findings: Summarise main themes Analysis of findings: Explain why people hold certain views Conclusion Recommendations Discuss in class 	See topics below the table for Term 4
REQUISITE PRE-KNOWLEDGE	Concepts, skills and values: <ul style="list-style-type: none"> 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 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. Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style) 							
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)	Mid-year examination							

2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 11 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
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	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	Revision Test
CORE CONCEPTS, SKILLS AND VALUES	Rituals <ul style="list-style-type: none"> Analyse the types of rituals and their role in religions: Understanding the concept 'ritual' -Origin and significance of various rituals and how rituals relate to specific historical events in religion Common characteristics of rituals Distinguishing the different kinds of ritual in religion 	Rituals <ul style="list-style-type: none"> Distinguishing the variety of roles of ritual in religion Analyse the link between rituals and various religions Discuss rituals as a representation of the beliefs or principles of religions 	Concepts in religion Examine the concepts by providing their meaning and explaining how they occur in various religions: <ul style="list-style-type: none"> Faith Worship Prayer Meditation Mysticism Spirituality Artistic expressions of religion 	Religion and art Ways in which religion is reflected in specific works of art and interpretation	Religion and the state The relationships between the state and various religions in history: <ul style="list-style-type: none"> Critical analysis of the relationships between religion and the state from the Religion Studies perspective: <ul style="list-style-type: none"> No differentiation Theocracy State religion Secularism Co-operative model Ways in which religious beliefs influence the development of state policies and practices, including examples 	Religion and politics <ul style="list-style-type: none"> Analyse the relationship between religion and politics in terms of religious views about politics How religion influences political life How politics influence religion Aspects to include: <ul style="list-style-type: none"> Colonialism Imperialism Liberation Transformation 	Religion and the natural environment <ul style="list-style-type: none"> The influence of religion on the natural environment The influence of the natural environment on religion 	Religions and the natural environment: Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: <ul style="list-style-type: none"> Religious views Ethical principles Practical involvement Environmental justice Enjoyment 	
REQUISITE PRE-KNOWLEDGE	Concepts, skills and values: <ul style="list-style-type: none"> 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 Presentations/guest speakers on a subtopic as per CAPS content per term for Religion Studies 								
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)	<ul style="list-style-type: none"> Project <ul style="list-style-type: none"> 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 Controlled test 								

2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 11 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5-10
CAPS TOPIC	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	EXAMINATION PAPER ONE (150 marks) Paper ONE is divided into Section A and Section B. Candidates will be required to answer THREE questions: Section A: Compulsory question (short questions for 50 marks) Section B: Candidates will be required to answer TWO out of three or four questions for 50 marks each (total: 100) PAPER 2 (150 marks) This question paper consists of four or five questions. Candidates will be required to answer THREE questions. All questions will carry 50 marks each Questions will focus on analysing and interpreting generic issues pertaining to religions. Candidates are expected to present a position on the issue/issues from a Religion Studies perspective and to argue and critique this position. A source can be included to act as a stimulus
CORE CONCEPTS, SKILLS AND VALUES	Co-responsibility and co-operation of religions: <ul style="list-style-type: none"> Reasons why religions share responsibility for quality of life in society Religious resources available to assume co-responsibility to improve quality of life 	Co-responsibility and co-operation of religions: <ul style="list-style-type: none"> Examples of co-operation between religions to improve quality of life in society Ways in which religion has an impact on society 	Religion and leisure from an ethical point of view: <ul style="list-style-type: none"> Relationship between work and leisure Relaxation and recreation in various religions Ethics of the leisure industry: Evaluative report 	Revision and consolidation	
REQUISITE PRE-KNOWLEDGE	Concepts, skills and values: <ul style="list-style-type: none"> 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 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. 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 Power posters/stimuli such as picture(s)/Google Classroom/Kahoot/social media platforms/objects or material for demonstrations (to accommodate kinaesthetic learning style) 				
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 				
FORMAL ASSESSMENT	Final exams				

GRADE 11 PAPER ONE: TOPICS TO BE COVERED			GRADE 11 PAPER TWO: TOPICS TO BE COVERED		
1	The variety of religions	<ul style="list-style-type: none"> Main developments in religions Important concepts Influence and adaptation between religions 	1.	The variety of religions	<ul style="list-style-type: none"> The mutual interdependence of religion and social factors Approaches aimed at inter-religious dialogue
2	Common features of religions	<ul style="list-style-type: none"> Symbols Theories about religion Concepts: Faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion 	2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> Theories about religion The nature and role of narrative and myth in religion
3	Topical issues in society	<ul style="list-style-type: none"> Co-responsibility and co-operation of religions Religion and politics 	3.	Topical issues in society	<ul style="list-style-type: none"> Religion and the state How religious beliefs influence the development of state policies and practices Religions and the natural environment
4	Research into and across religions	<ul style="list-style-type: none"> Interviews on gender issues 	4.	Research into and across religions	<ul style="list-style-type: none"> Interviews on gender issues Relaxation and leisure from an ethical point of view