

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 12 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
<b>CAPS TOPIC</b>	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	Revision Test
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Conceptual distinction</li> <li>Concepts that are often used in the context of religion – distinguish conceptually between:               <ul style="list-style-type: none"> <li>Identity</li> <li>Uniqueness</li> <li>Differences</li> <li>Comparability as far as religions are concerned</li> <li>Unity</li> <li>Similarity</li> </ul> </li> <li>Use of the concepts in appropriate contexts</li> </ul>	Internal differentiations within religions: All regions display a wealth of internal differentiations Focus will be on some subdivisions or schools of thought or branches in a number of religions in South Africa, including: <ul style="list-style-type: none"> <li>African Traditional Religions (ATR)</li> <li>Islam</li> <li>Buddhism</li> <li>Hinduism</li> <li>Christianity</li> <li>Judaism</li> </ul>	Main features of such differentiations with reference to teaching, philosophy, governance and practices The focus will be on: <ul style="list-style-type: none"> <li>African religion</li> <li>Hinduism</li> <li>Buddhism</li> <li>Judaism</li> <li>Christianity</li> <li>Islam</li> </ul>	<ul style="list-style-type: none"> <li>Unique features of various religions: Identification and explanation of unique features of various religions in a wide religious context</li> <li>What various religions believe to be their own uniqueness:               <ul style="list-style-type: none"> <li>Practices</li> <li>Beliefs</li> <li>Prayer</li> <li>Worship</li> <li>Punishment</li> <li>Rewards</li> <li>Leadership</li> </ul> </li> </ul>	Examine the history and present dynamics of inter-religious relationships in South African, African and international communities: <ul style="list-style-type: none"> <li>SA: Relationships between religions since democracy</li> <li>Global dynamics between religions</li> <li>Overview of the history and present dynamics through written sources, interviews and literature</li> </ul>	<ul style="list-style-type: none"> <li>Organisations that include the promotion of inter-religious dialogue: Background, purpose and impact</li> <li>Effects of humanitarian crises on global relationships between religions</li> <li>Organisations promoting inter-religious relationships, dialogue e.g.:               <ul style="list-style-type: none"> <li>Programme for Christian-Muslim Relations in Africa (PROCMURA)</li> <li>Inter-faith Action for Peace</li> <li>World Conference of Religion for Peace</li> </ul> </li> </ul>	Critically investigate areas of recent conflict in South Africa, Africa and the world: Identify and study two or three areas of recent conflict	<ul style="list-style-type: none"> <li>Analyse these situations</li> <li>In which ways is religion part of the problem?</li> <li>In which ways is religion part of the solution via the prevention of conflict and peace-making?</li> <li>Conflicts involving religion</li> <li>Historical context</li> <li>Role of religion</li> <li>Response from the international community</li> </ul>	
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Concepts, skills and values</li> <li>Grade 11 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 ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>A minimum of one informal task should be given per week</li> <li>An informal task should cover the various cognitive levels</li> <li>Types of informal tasks could include the following:               <ul style="list-style-type: none"> <li>Short class essays with peer marking</li> </ul> </li> </ul> Short pieces of extended writing								
<b>SBA (FORMAL ASSESSMENT)</b>	<ul style="list-style-type: none"> <li><b>Source-based task</b> <ul style="list-style-type: none"> <li>The source-based task must be completed independently under controlled conditions</li> <li>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</li> </ul> </li> </ul> <b>Test</b>								

## 2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 12 (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>	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	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
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<p>Formulate a strategy to solve a major social problem: Main elements:</p> <ul style="list-style-type: none"> <li>Identifying and analysing the problem</li> <li>Outlining and considering the religious sources available</li> <li>Outlining practical steps to be taken to reach a solution</li> </ul>	<p>Evaluate the role of media in influencing public opinion on religion:</p> <ul style="list-style-type: none"> <li>Religious issues reported on in the media</li> <li>The different media presenting information on religion</li> <li>Religious issues reported on in the media</li> <li>Publication of cartoons</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the issue</li> <li>Different perspectives on the issue</li> <li>Analysing the messages conveyed about a religion</li> <li>The importance of media analysis</li> </ul>	<ul style="list-style-type: none"> <li>Link between distinct media and different religions</li> <li>Message conveyed about religion in the various media and how this influences public opinion</li> <li>Factors that influence media reporting on religious issues</li> <li>Internet and social media</li> </ul>	<p>Religious teachings: A variety of their roles in different religions: The difference between the concept ideology of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology</p>	<p>Analyse the central teachings in one religion: Core teachings including the following components:</p> <ul style="list-style-type: none"> <li>The nature of divinity</li> <li>The nature of the world</li> <li>The nature of humanity with reference to community and the individual</li> </ul>	<ul style="list-style-type: none"> <li>The place and responsibility of humanity in the world</li> <li>The origin and the role of evil</li> <li>The overcoming of evil; life after death</li> </ul>	<ul style="list-style-type: none"> <li>Normative sources in various religions</li> <li>Norm – standard pattern in behaviour that is considered normal in a particular society</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive statements</li> <li>Normative statements</li> <li>Inspiration</li> <li>Oral tradition</li> <li>Written texts</li> <li>Sacred books</li> </ul>	<p>Occurrence of the following normative sources in several religions:</p> <ul style="list-style-type: none"> <li>Contemporary inspiration</li> <li>Oral tradition</li> <li>Sacred books</li> </ul>	<p>The origin and development of normative sources in different religions</p>
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Concepts, skills and values</li> <li>Grade 11 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>	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										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>A minimum of one informal task should be given per week</li> <li>An informal task should cover the various cognitive levels</li> <li>Types of informal tasks could include the following:</li> <li>Short class essays with peer marking</li> <li>Short pieces of extended writing</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	<ul style="list-style-type: none"> <li><b>Project</b></li> <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> <li><b>Mid-year examination</b></li> </ul>										

**2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 12 (TERM 3)**

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</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	Research into and across religions	Research into and across religions	Topical issues	<b>GRADE 12 PAPER 1: TOPICS TO BE COVERED</b>				
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Describe and examine ways of interpreting one normative source in one religion: The hermeneutical principles of interpreting the normative sources: <ul style="list-style-type: none"> <li>Historical context</li> <li>Clear meaning</li> <li>Plan, purpose, context</li> <li>Meaning of words</li> <li>Figurative meaning</li> <li>Sacred texts</li> <li>Literal meaning</li> <li>Grammar</li> </ul>	Actual interpretation of one important normative source in any one religion: <ul style="list-style-type: none"> <li>African Traditional Religion:</li> <li>Oral and written tradition</li> <li>Proverbs and metaphors</li> <li>Songs and poetry</li> <li>Stories</li> <li>Bible</li> <li>Quran</li> <li>Tanach</li> <li>Vedas</li> <li>Kitab-i-Aqdas</li> <li>Pali Canon</li> </ul> Misinterpreting sacred texts	<ul style="list-style-type: none"> <li>Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion</li> <li>Definition secular worldviews</li> <li>Historical origins of secular thinking</li> <li>Development of secularism and the religious response</li> <li>Understanding the origin, purpose and factors influencing the worldviews                             <ul style="list-style-type: none"> <li>Atheism</li> <li>Agnosticism</li> <li>Humanism</li> <li>Materialism</li> </ul> </li> <li>The origin purpose and influencing factors behind at least TWO worldviews</li> <li>Specialisation</li> </ul>	Religion and the natural sciences: <ul style="list-style-type: none"> <li>Examine the relationship between religion and the natural sciences with reference to views of creation and evolution</li> <li>Historical development of the sciences</li> <li>Religion and astronomy: Heliocentric and geocentric theories</li> <li>Cosmology: How science approaches 'creation'</li> </ul>	<ul style="list-style-type: none"> <li>Religious and scientific accounts of creation</li> <li>Religious 'theories' of creation</li> <li>Contradictions between religious and scientific accounts</li> <li>Religion and the theory of evolution: Charles Darwin's theory of evolution</li> </ul>	Religious freedom, human rights and responsibilities: <ul style="list-style-type: none"> <li>Sources available in different religions pertaining to religious freedom, human rights and responsibilities</li> <li>Where does the notion of 'human rights' come from?</li> <li>Universal Declaration of Human rights</li> <li>Objections to the Universal Declaration of Human Rights: Religious teachings pertaining to morality and ethics in modern society</li> <li>Religious freedom</li> <li>Approaches to religious tolerance</li> <li>Religious basis for human rights, tolerance and respect</li> <li>Practical involvement of different religions in promoting religious freedom, human rights and responsibilities, e.g.:                             <ul style="list-style-type: none"> <li>Gift of the Givers</li> <li>Salvation Army</li> </ul> </li> </ul>	1	Variety of religions	<ul style="list-style-type: none"> <li>Conceptual distinctions</li> <li>Unique features of various religions:</li> </ul>		
							2	Common features of religion	Religious teachings		
							3	Topical issues in society	<ul style="list-style-type: none"> <li>Role of media in influencing public opinion on religion</li> <li>Religious freedom, human rights and responsibilities</li> </ul>		
							4	Research into and across religions	Religion in areas of conflict in South Africa, Africa and the world		
							<b>Examinable topics from Grades 10 &amp; 11 in Grade 12</b>				
							<b>Grade 12 Paper 1</b>				
							Major dimensions common to all religions (from Grade 10)				
							<b>GRADE 12 PAPER 2: TOPICS TO BE COVERED</b>				
							1.	Variety of religions	<ul style="list-style-type: none"> <li>Internal differentiations within religions</li> <li>Main features of such differentiations</li> <li>History and present dynamics of inter-religious relationships</li> </ul>		
							2.	Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>The central teachings in one religion</li> <li>Normative sources in various religions</li> <li>Interpreting one normative source</li> <li>Analysis of secular worldviews</li> <li>The origin, purpose and influencing factors behind at least two worldviews</li> </ul>		
							3.	Topical issues in society	Developing a strategy to solve a major social problem		
							<b>Examinable topics from Grades 10 &amp; 11 in Grade 12</b>				
							<b>Grade 12 Paper 2</b>				
							Religion and the state (from Grade 11)				
							Types of rituals and their roles (from Grade 11)				
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>Definitions of key concepts</li> <li>Grade 11 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> </ul>										

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week</li> <li>• An informal task should cover the various cognitive levels</li> <li>• 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> </li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Trial examination										

2023/24 ANNUAL TEACHING PLANS: RELIGION STUDIES: GRADE 12 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPIC</b>	The variety of religions	Topical issues in society	Research into and across religions	Common features of religion as a generic and unique phenomenon	<b>GRADE 12 PAPER 1: TOPICS TO BE COVERED</b>					
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Consolidation of work: <ul style="list-style-type: none"> <li>Conceptual distinctions</li> <li>Internal differentiations</li> <li>Unique features of various religions</li> <li>Roles of various religions</li> <li>History and present dynamics of inter-religious relationships in South Africa</li> </ul>	Consolidation of work: <ul style="list-style-type: none"> <li>Religious freedom and human rights and responsibilities</li> <li>Social problems in South Africa and the world</li> <li>Media coverage of issues with religious relevance</li> </ul>	Consolidation of work: <ul style="list-style-type: none"> <li>Religion in areas of recent conflict in South Africa and the world</li> <li>Religion and the natural sciences</li> </ul>	Consolidation of work: <ul style="list-style-type: none"> <li>The role of teaching in a variety of religions</li> <li>Interpreting normative sources</li> <li>The central teachings of one religion</li> </ul>	1	The variety of religions	<ul style="list-style-type: none"> <li>Conceptual distinctions</li> <li>Unique features of various religions</li> </ul>			
					2	Common features of religions	Religious teachings			
					3	Topical issues in society	<ul style="list-style-type: none"> <li>Role of media in influencing public opinion on religion</li> <li>Religious freedom, human rights and responsibilities</li> </ul>			
					4	Research into and across religions	Religion in areas of conflict in South Africa, Africa and the world			
					<b>GRADE 12 PAPER 2: TOPICS TO BE COVERED</b>					
					<b>Examinable topics from Grades 10 &amp; 11 in Grade 12</b>					
					<b>Grade 12 Paper 1</b>					
					Major dimensions common to all religions (from Grade 10)					
					<b>Grade 12 Paper 2</b>					
					<b>Examinable topics from Grades 10 &amp; 11 in Grade 12</b>					
					<b>Grade 12 Paper 2</b>					
					Religion and the state (from Grade 11)					
					Types of rituals and their roles (from Grade 11)					
<b>REQUISITE PRE-KNOWLEDGE</b>	Concepts, skills and values: <ul style="list-style-type: none"> <li>Definitions of key concepts</li> <li>Grade 11 Religion Studies-related content and concepts</li> <li>Understanding the different action/command verbs</li> </ul>									

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<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>	<ul style="list-style-type: none"> <li>• A minimum of one informal task should be given per week</li> <li>• An informal task should cover the various cognitive levels</li> <li>• 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> </li> </ul>									
<b>FORMAL ASSESSMENT</b>	Final exam									