

2020 REVISED CURRICULUM AND ASSESSMENT PLANS

RELIGION STUDIES

GRADES 10 and 11
Implementation June 2020



Presentation Outline

1. Purpose

2. Amendments to the Content Overview for the Phase;

3. Amendments to the Annual Teaching Plan;

4. Amendments School Based Assessment (SBA)

5. Conclusion



1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Religion Studies, Grade 10-11** for implementation in June 2020 as stipulated in **Circular S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.



1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



2. Amendments to the Content Overview for the Phase

SUMMARY: AMENDMENTS TO THE CONTENT OVERVIEW FOR THE PHASE RS GRADE

	TOPIC	GRADE 10	GRADE 11	GRADE 12
1.	Variety of religions	<p>Various clusters of religions</p> <p>The beginnings of the religions of the world</p> <p>The nature of the religions in South Africa</p> <p>Statistical spread of religions</p> <p>Interaction of religions (Reduced)</p>	<p>Main developments of religions</p> <p>The mutual interdependence of religion (Clustered topics) and social factors</p> <p>Influence and adaptation between religions</p> <p>Important concepts</p> <p>Approaches aimed at interreligious dialogue</p>	<p>Conceptual distinctions</p> <p>Internal differentiations within religions</p> <p>Main features of such differentiations</p> <p>Unique features of various religions</p> <p>History and present dynamics of inter-religious relationships</p>
2.	Common features of religion as a generic and unique phenomenon	<p>Definitions of religion</p> <p>Aspects of understanding religion</p> <p>Major dimensions common to all religions</p> <p>Origins of religions</p> <p>Roles of social forms, institutions and roles in religion</p> <p>Social forms that have been produced in various religions</p> <p>Leadership roles produced in various religions</p> <p>Reduced number examples</p>	<p>Symbols</p> <p>Theories about religion</p> <p>The nature and role of narrative and myth in religion</p> <p>Types of rituals and their role in religions</p> <p>Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion</p> <p>Reduced number of concepts</p>	<p>Religious teachings</p> <p>The central teachings in one religion</p> <p>Normative sources in various religions</p> <p>Interpreting one normative source</p> <p>Analysis of secular worldviews</p> <p>The origin, purpose and influencing factors behind at least two worldviews</p>



THE PHASE

	Topic	GRADE 10	GRADE 11	GRADE 12
3.	Topical issues in society	<p>Topical issues in South Africa</p> <p>Topical issues in Africa and the world</p> <p>Removed the world</p> <p>Principles of ethical decision-making pertaining to public life</p> <p>Religions and economics</p> <p>Critical analysis of the relationship between religions and economics</p>	<p>Religion and the state</p> <p>How religious beliefs influence the development of state policies and practices Removed some of the beliefs</p> <p>Religion and politics</p> <p>Religions and the natural environment</p> <p>Co-responsibility and cooperation of religions</p>	<p>Developing a strategy to solve a major social problem</p> <p>Role of media in influencing public opinion on religion</p> <p>Religious freedom, human rights and responsibilities</p>
4.	Research into and across religions	<p>Important principles of research in Religion</p> <p>Studies</p> <p>Rituals</p> <p>Inter-religious relationships</p>	<p>Interviews on gender issues.</p> <p>Reduced number issues</p> <p>Relaxation and leisure from an ethical point of view</p>	<p>Religion in areas of conflict in South Africa, Africa and the world</p> <p>Religion and the natural sciences</p>



3. Amendments to the Annual Teaching Plan

Summary: Content Topics Amended

Content/Topics	Term 2	Amendment
Theories about religion: Understanding the term theory	Reorganised	Merged Understanding term Theory with concept theory in Religious context To reduce content overload
Morality and ethics	Reduced	Reduced content on Morality and ethics in religion because themes overlap

Summary: Content/Topics Amended

Content/Topics	Term 2	Amendment
Specific Historical events	Reduced	Reduced the number of specific historical events There are numerous events which can be reduced Reduced the number of specific historical events It will be possible to understand the historical event without having to cover all events
Interviews on gender issues: structured interviews taking into consideration gender, religion, culture and economic backgrounds	Removed	Learners will not be able to go out and conduct interviews



Content/Topics	Term 3	Amendment
Concepts: faith, worship	Reorganised	Merged the two topics to reduce content faith, worship
Ways in which religious beliefs <ul style="list-style-type: none"> influence the development of state policies and practices, including examples 	Reorganised	Clustered Ways in which religious beliefs <ul style="list-style-type: none"> influence the development of The clustering of topics does impact the understanding of the concepts
<ul style="list-style-type: none"> theocracy, state religion, secularism and co-operative model	Reorganised	<ul style="list-style-type: none"> Clustered theocracy and state This will reduce content without affecting understanding of the concepts
<ul style="list-style-type: none"> politics in terms of views of religions about politics, how religion influences 	Reorganised	<ul style="list-style-type: none"> The relationship of Religions and politics in terms of views of religions about politics, how religion influences

Summary: Content/Topics Amended

Content/Topics	Term 4	Amendment
NO TOPICS REMOVED , REDUCED OR REORGANISED	TERM 4 IS MAINLY CONSOLIDATION	



4. Amendments School Based Assessment (SBA)

Summary: Revised Programme of Assessment

Term 2	Term 3	Term 4
Variety of Religions <ul style="list-style-type: none"> • Interaction of religions: <ul style="list-style-type: none"> - Tolerance, respect, propaganda, Dialogue , indoctrination and Syncretism 	Common features of religion as a generic and unique phenomenon Aspects of understanding religion: <ul style="list-style-type: none"> - 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 	Topical issues in society Principles of ethical decision-making pertaining to public life: <ul style="list-style-type: none"> - how people in different religions come to decisions regarding social ethics - The sources of ethical decision-making
Common features of religion as a generic and unique phenomenon <ul style="list-style-type: none"> • Definitions of religion: <ul style="list-style-type: none"> - Compare various definitions of religion - Religion as it is generally defined - Definition of religion in a religious context 	<ul style="list-style-type: none"> • Major dimensions common to all religions Divinity, cosmos, humanity, knowledge, good and the beautiful, sacred and normative tradition, narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, faith, organisation 	The principles of harmonious social existence expounded by various religions

Term 2	Term 3	Term 4
<p>Common features of religion as a generic and unique phenomenon</p> <p>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</p>	<ul style="list-style-type: none"> • Roles of social forms, institutions And roles in religion. • Social forms and/or institutions that have been produced in various religion Monarchies ,Oligarchies, Democracies -Division of power between central Organisations and local organisations. 	<p>Religions and economics from a Religion Studies perspective</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>Research into and across religions</p> <p>Inter-religious relationship : an investigative process to develop interviewing skill Develop questions, Establish how interviews should be conducted, Identify the people to be interview Present report, Discuss in class.</p>	<p>Leadership roles produced in various religions:</p> <p>Elder, healer, minister, nun, guru, imam, monk, pastor, priest, prophet, scholar, priestess, pundit, teacher, rabbi and roles</p> <p>Based on birthright</p>	

4. Amendments School Based Assessment (SBA)

Term	Assessment task	MARKS		YEAR %
		Recording	Reporting	
1	Written task	100	100	300/3 100%
2	NO ASSESSMENTS			
3	Project or Task Test	100 100	100	
4	School-based Assessment (SBA)	100		25%
	End-of-year examination	300		75%
	Total for end of year	400		100%

STRUCTUE OF TEST TERM 3

- **Test: One 1 hour 30 minutes paper: 100 marks**
- Religion studies test will consist of **three** questions
- **SECTION A:**
- Compulsory (30 marks)
- **SECTION B:**
- Learners will answer a short-source based questions (30 marks) and extended writing (40 marks)



CONCLUSION

AMMENDEMENT FOR COVID 19

- 1.Amendments to the Content Overview for the Phase
- 2.Amendments to the Annual Teaching Plan;
- 3.Amendments School Based Assessment (SBA)

Contact Details

Name: CES: Religion Studies

Dr K Perumal

Department of Basic Education

Tel: 012 357 4257 /0843012514

Email: Perumal.K@dbe.gov.za

