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REPUBLIC OF SOUTH AFRICA

2021 Annual Teaching Plan – Term 1 Religion Studies Grade 11

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**	**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**
Core Concepts, Skills and Values	• Consolidation Religion is generally defined Definition of Religion in religious context The learner's understanding of religion -Definition of religion: compare various definitions of religion	• Main developments of religions: developments in South Africa and the major world influences in the development of religions e.g. - indigenous religions, - extinct ancient religions, Traditional religions such as - Abrahamic religions, - religions of India, - religions of China and Japan - modern religions	• Describe and critically analyse the mutual interdependence of religion and social factors: - hunter-gatherer societies Development of hunter gatherer societies Nomadically Hierarchical Beliefs - early food producers Food- producing villages Anthropologists social and religious organisation of early villages - early state societies the role of priests	- societies of more advanced technology scientific advances, changes in ideas and beliefs and migration to cities) ; - modern technological society - postmodern society – believe that there is not only one objective truth since all knowledge and culture is created or constructed by people	• Explain patterns of mutual influence and adaptation between religions: relationships that have existed between religions in the past - Very strong mutual influence between religions: Sikhism and African Initiated Churches - Missionary religions: Christianity, Islam, Baha'i Faith and Buddhism - Non-missionary religions: African religion, Judaism and Hinduism	• The distinctions between the important concepts: -mission, -evangelism, proselytisation, -revitalisation -ecumenism, --syncretism and -religious colonialism or imperialism.	• Identify and critically investigate approaches aimed at inter-religious dialogue: identify and critically investigate - Attitudes of a variety of religions to one another - exclusivist view - inclusivist view - pluralist view - syncretism view - Interpretation of a variety of religions of one another Building inter-religious dialogue	• Symbols - Understanding of the term symbol - Importance of symbols in religion - The roles symbols play in representing and presenting something	- Symbols central to various religions, including origin and significance and how and when they are used e.g. African religion African beer Spear and assegai *Umkhonto* Symbolic kraals	-Symbols associated with African Initiated Churches, Buddhism, Christianity, Hinduism, Judaism, Islam, Taoism and Bahá'í faith - How the meaning of symbols change over time
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									

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)
Resources (other than textbook) **to enhance learning**	• 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. • 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: • Short class essays with peer marking • Short pieces of extended writing									
SBA (Formal Assessment)	**Source-based task (Total 100)** 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.									

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2021 Annual Teaching Plan – Term 2 Religion Studies Grade 11

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 Jun	Week 9 7-11 June	Week 10 14-18 June	Week 10 11 21- 25 June
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 - Understanding the term theory - Debate the different theories about religion -Functionalist Theory Conflict theory e.g. Karl Marx -Theory in a religious context - Morality and ethics in various religions	• The nature And role of narrative and myth in religion: Understanding the term narrative Definition Different kinds of narratives- reports of events, historical accounts, diaries, biographies, autobiographies, stories All religions have narratives	- Understanding the concept myth: different kinds of myth 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 narratives and myths in religions Creation myth in different cultures and religions Myths explaining phenomena	• Interviews on gender issues: Interview men and women from different religious , cultural and economic backgrounds , communities - Identify the people to be interviewed ○ Who ○ Where ○ When ○ Number ○ Gender	Obtain consent Develop the questions to be asked :interviewer and Interviewee Structured interview- is planned every interviewee get the same questions Semi-structured interview- informal, ask questions as the discussion flows Establish how the interviews should be conducted	Present an objective report Outline of report Cover page Introduction Methodology: Explain how you collected data Findings – Summarise main themes Analysis of findings Explain why people hold certain views Conclusion Recommendations Outline of report -Discuss in class	See topics below			
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	• 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. • Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)										

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 Jun	Week 9 7-11 June	Week 10 14-18 June	Week 10 11 21- 25 June
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: • 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 11

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 13-17 September(5 days)	Week 11 20-23 September (4 days
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	• Types of rituals and their role in religions: - Understanding the concept ritual: behaviour that is different from everyday ordinary life. origin and significance of various rituals and how they relate to specific historical events in religion - Common characteristics of rituals	- Distinguishing the variety of roles of ritual in religion - Link between rituals and various religions - Ritual as a representation of the beliefs or principles of religions	• Concepts: faith, worship, prayer, meditation, mysticism and spirituality, artistic expressions of religion; meaning and how they occur in various religions	Ways in which religion is reflected in specific works of art and interpretation Major dimensions common to all religions: - Divinity, cosmos, humanity, knowledge, the good and the beautiful, sacred and normative tradition,	Investigate from a Religion studies perspective relationships between the state, and various religions in history: Critical analysis of the relationships between religion and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative	Ways in which religious beliefs influence the development of state policies and practices, including examples.	Religion and politics - Analyse the relationship of religions and politics in terms of views of religions about politics, - how religion i influences political life, - how politics influence religion Aspects to include colonialism, imperialism, liberation and transformation the influence of the natural environment on religion and the influence of religion on the natural	Religions and the natural environment: Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources: religious views, ethical principles, practical involvement, environmental justice and enjoyment			

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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 13-17 September(5 days)	Week 11 20-23 September (4 days
	Group values and behaviour Teaches the way of life Can change			narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, faith, organisation	model		environment				
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	• Wall charts, dictionaries, textbook, magazines, newspaper articles and reports • Presentations/Guest speakers on a subtopic as per CAPS content per term Religion Studies										
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: Short class essays with peer marking Short pieces of extended writing										
Formal Task	**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**										

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2021 Annual Teaching Plan – Term 4 Religion Studies Grade 11

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	Topic Religion and leisure from an ethical point of view: - Relationship between work and leisure - Forms of relaxation and recreation in individual and community life • Religion and the state 2 • How religious beliefs influence the development of state policies and practices 2 • Religion and politics 2 • Religions and the natural environment2 •	**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** :C**ompulsory question** (short questions **50 marks**) **Section B**: Candidates will be required to answer **TWO** out of three or four questions **50 marks each. (100)**					
Core Concepts, Skills and Values	**Co-responsibility and co-operation of religions:** - Reasons why religions share responsibility for quality of life in society	- Religious resources available to assume co-responsibility to improve quality of life	- 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: - Relationship between work and leisure - Forms of relaxation and recreation in individual and community life Relaxation and recreation in various religions Representative advertisement and sponsorship related leisure Activities :compile and analyse Ethics of the industry: evaluative report	**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.					
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									

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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**	• 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: Short class essays with peer marking Short pieces of extended writing									
Formal Assessment	**Final Exams**									

GRADE 11 PAPER ONE TOPICS TO BE COVERED		
1	**Variety of religions**	• Main developments of religions • Important concepts • Influence and adaptation between religions
2	**Common features of religion**	• Symbols • Theories about religion • Concepts: faith, worship, prayer, meditation, mysticism, spirituality and the artistic expression of religion
3	**Topical issues in society**	• Co-responsibility and cooperation of religions • Religion and politics
4	**Research into and across religions**	• Interviews on gender issues

GRADE 11 PAPER TWO: TOPICS TO BE COVERED		
1.	Variety of religions	The mutual interdependence of religion and social factors Approaches aimed at interreligious dialogue
2.	Common features of religion as a generic and unique phenomenon	• Theories about religion • The nature and role of narrative and myth in religion
3.	Topical issues in society	• 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	• Interviews on gender issues • Relaxation and leisure from an ethical point of view

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