

# 2021 Annual Teaching Plans

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# RELIGION STUDIES

# FET



**Shuter & Shooter**  
PUBLISHERS (PTY) LTD

OS1001365



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Shuter & Shooter Publishers (Pty) Ltd  
Shuters House, 110 CB Downes Road, Pietermaritzburg 3201, South Africa  
PO Box 61, Mkondeni 3212, South Africa

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OS1001365 (TM2001459)

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## INTRODUCTION

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- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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- Fully CAPS compliant
- Lots of activities and exercises
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- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

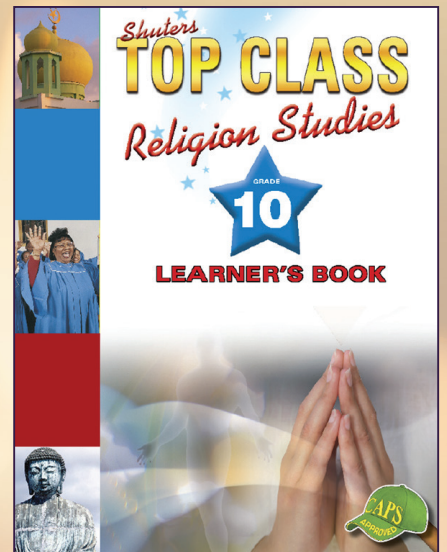
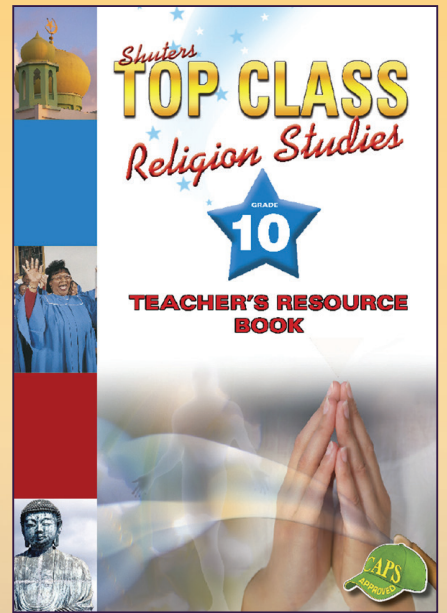
## Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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# 10



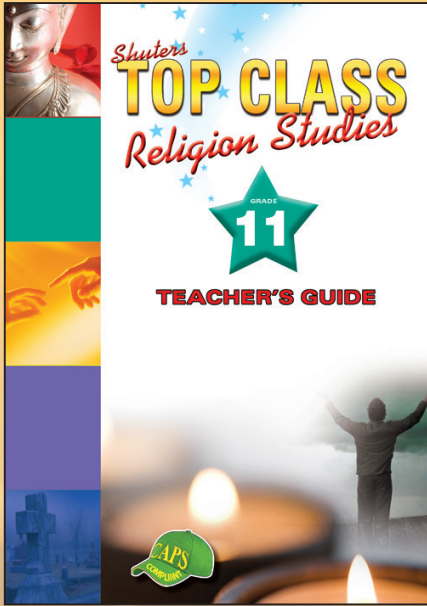
Topic	Content	Time allocation	Where to find it in <i>Top Class Religion Studies Grade 10</i>		
Section 1: Religions – their beginnings and development					
Unit					
			LB	TG	
Variety of religions	<p>Various clusters of religions: religions in Africa, Europe, Asia, America, Australasia and the Pacific</p> <ul style="list-style-type: none"> <li>• The beginnings of the religions of the world:                             <ul style="list-style-type: none"> <li>– The distinction between BCE and CE</li> <li>– Calendars of various religions</li> <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> </li> <li>• The nature of the origins of religions in South Africa:                             <ul style="list-style-type: none"> <li>– Archaeological evidence, historical overview of developments, influence of different cultures with their own religions visiting or working in the country across the centuries</li> </ul> </li> </ul>	Weeks 1–2	Unit 1 Clusters of religions	2–7	2
	<ul style="list-style-type: none"> <li>• Statistical spread of religions:                             <ul style="list-style-type: none"> <li>• Religious categorisation</li> <li>• Methods of obtaining statistics: organisational, surveys, polls and census and reliability of statistics</li> <li>• Problem areas in using statistics and finding solutions in</li> <li>• Important statistical data in connection with religions in South Africa, Africa and the world today: demographical data to describe the situation in various religions</li> </ul> </li> </ul>	Weeks 3–5	Unit 2 The beginnings of the religions of the world Unit 3 The nature of the origins of religions in South Africa	8–38	3–13
Research into and across religions	<ul style="list-style-type: none"> <li>• Important principles of research in Religion Studies:                             <ul style="list-style-type: none"> <li>– Definition of concepts: objectivity, subjectivity, neutrality, impartiality, insider and outsider perspectives</li> <li>– Applications of these insights to historical and social understanding of religion</li> </ul> </li> <li>• Rituals: an investigative process to develop observation skills                             <ul style="list-style-type: none"> <li>– Identify the religions and rituals, including the rites of passage</li> <li>– Establish contact with the relevant persons</li> <li>– Observe due protocol</li> <li>– Present an objective report</li> <li>– Discuss in class</li> </ul> </li> </ul>	Weeks 6–7	Unit 4 Statistical spread of religions	39–50	14–15
	<ul style="list-style-type: none"> <li>• Unit 5 Research into and across religions</li> <li>• Unit 6 Rituals: An investigative process to develop observation skills</li> </ul>	Weeks 8–10	Unit 5 Research into and across religions Unit 6 Rituals: An investigative process to develop observation skills	51–62	16–22



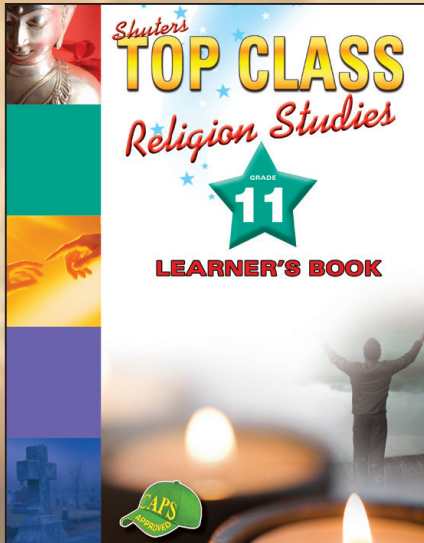
Section 2: Ways of interacting between religions					
		Weeks 1–2	Unit 1 Interaction of religions	64–74	29–33
Variety of religions	<p>Interactions of religions:</p> <ul style="list-style-type: none"> <li>Tolerance, respect, dialogue, conflict, fundamentalism, pluralism, propaganda, indoctrination and syncretism</li> </ul>				
Research into and across religions	<p>Inter-religious relationships: an investigative process to develop interviewing skills</p> <ul style="list-style-type: none"> <li>Develop questions</li> <li>Establish how interviews should be conducted</li> <li>Identify the people to be interviewed</li> <li>Present report</li> <li>Discuss in class</li> </ul>	Weeks 3–5	Unit 2 Inter-religious relationships: An investigative process to develop interviewing skills	75–83	34–36
Common features of religion as a generic and unique phenomenon	<p>Definitions of religion: Compare various definitions of religion</p> <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 learner's understanding of a religion</li> <li>The relationship of the term 'religion' with other concepts such as worldview and belief systems: reflection and impact of concepts on religious interaction</li> </ul>	Weeks 6–7	Unit 3 Definitions of religion	84–89	37–41

Topic	Content	Time allocation	Where to find it in <i>Top Class Religion Studies Grade 10</i>		
Section 3: Common features of religions					
Unit					
LB					
TG					
Common features of religion as a generic and unique phenomenon	<p>Aspects of understanding religion:</p> <ul style="list-style-type: none"> <li>• Basic facts of 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> <li>• Correlations and patterns</li> <li>• Distinctions between Religion Studies and Religious Education</li> </ul> <p>Major dimensions common to all religions:</p> <ul style="list-style-type: none"> <li>• Divinity, cosmos, humanity, knowledge, the good and the beautiful, sacred and normative tradition, narrative and myth, ethics, rituals, symbol, spiritual experience or spirituality, faith, organisation</li> </ul>	Weeks 1–3	Unit 1 Aspects of understanding religion Unit 2 Major dimensions common to all religions	92–114	50–58
	<p>Origins of religions:</p> <ul style="list-style-type: none"> <li>• Beginnings of various religions: religions without founders and religions with founders</li> <li>• Roles in the formation of religions: founders, prophets and reformers</li> </ul>	Weeks 4–5	Unit 3 Origins of religions	115–119	59–61
Topical issues in society	<ul style="list-style-type: none"> <li>• Roles of social forms, institutions and roles in religion</li> <li>• 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> </li> <li>• Leadership roles produced in various religions:                             <ul style="list-style-type: none"> <li>– Elder, healer, minister, nun, guru, imam, monk, pastor, priest, prophet, scholar, priestess, pundit, teacher, rabbi and roles based on birth right</li> </ul> </li> </ul>	Weeks 6–8	Unit 4 Roles of social forms, institutions and roles in religion Unit 5 Social forms and/or institutions that have been produced in various religions Unit 6 Leadership roles produced in various religions	120–138	62–65
	<p>Topical issues in South Africa:</p> <ul style="list-style-type: none"> <li>• Manifestation, causes and consequences of topics and how they are understood from a variety of religious perspectives</li> </ul>	Week 9	Unit 7 Topical issues in South Africa	139–155	66–75

Section 4: Topical issues in society					
Topical issues in society	<p>Topical issues in Africa and the world: Manifestation, causes and consequences of topics and how they are understood from a variety of religious perspectives</p> <ul style="list-style-type: none"> <li>Principles of ethical decision-making pertaining to public life: 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>	Weeks 1–2	Unit 1 Topical issues in Africa and the world	159–162	83
		Weeks 3–4	Unit 2 Principles of ethical decision-making pertaining to public life	163–177	84–90
	<ul style="list-style-type: none"> <li>Religions and economics from a Religion Studies perspective</li> <li>Critical analysis of the relationship between religions and economics with reference to work, reward, justice, wealth and poverty:                             <ul style="list-style-type: none"> <li>Religious views on the relationship</li> <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> </li> </ul>	Weeks 5–6	Unit 3 Religions and economics from a Religion Studies perspective Unit 4 A critical analysis of the relationship between religion and economics	178–193	91–97



# 11



Topic	Content	Time allocation	Where to find it in <i>Top Class Religion Studies Grade 11</i>		
			Unit	LB	TG
	<b>Section 1: Different religions – developments and relationships between them</b>				
Variety of religions	<ul style="list-style-type: none"> <li>Main developments of religions: Developments in South Africa and the world</li> <li>Major influences in the development of religions</li> </ul> <p>The mutual interdependence of religion and social factors: hunter-gatherer societies; early food producers; early state societies; societies of more advanced technology; modern technological society; post-modern society</p>	Weeks 1–2	Unit 1 Main development of religions; developments in South Africa and the world	2–11	3–6
	<ul style="list-style-type: none"> <li>Influence and adaptation between religions: relationships that have existed between religions in the past                             <ul style="list-style-type: none"> <li>Very strong mutual influence between religions: Sikhism and African Initiated Churches</li> <li>Missionary religions: Christianity, Islam, Baha'i Faith and Buddhism</li> <li>Non-missionary religions: African religion, Judaism and Hinduism</li> </ul> </li> <li>The distinctions between the important concepts: mission, evangelism, proselytization, revitalisation, ecumenism, syncretism and religious colonialism or imperialism</li> </ul>	Weeks 3–4	Unit 2 The mutual interdependence of religion and social factors	12–22	7–10
	<ul style="list-style-type: none"> <li>Approaches aimed at inter-religious dialogue: identify and critically investigate                             <ul style="list-style-type: none"> <li>Attitudes of a variety of religions to one another</li> <li>Interpretation of a variety of religions of one another</li> </ul> </li> </ul>	Weeks 5–6	Unit 3 Influence and adaptation between religions Unit 4 Distinctions between important concepts in religion	23–34	11–17
Common features of religion as a generic and unique phenomenon	<p>Symbols:</p> <ul style="list-style-type: none"> <li>Understanding of the term symbol</li> <li>Importance of symbols in religion</li> <li>The roles symbols play in representing and presenting something</li> <li>Symbols central to various religions, including origin and significance and how and when they are used</li> <li>How the meaning of symbols changes over time</li> </ul>	Week 7	Unit 5 Approaches aimed at inter-religious dialogue	35–39	18–19
		Weeks 8–10	Unit 6 Symbols	40–52	20–25

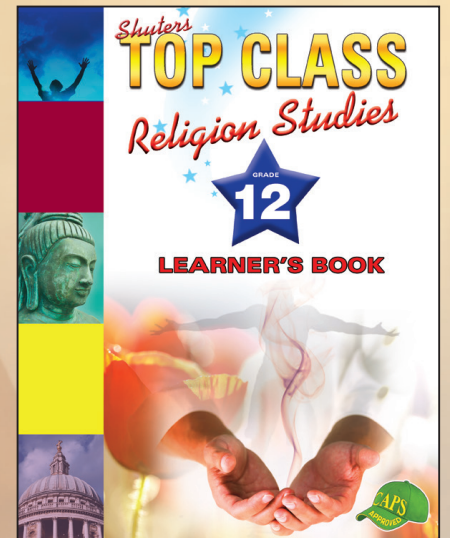
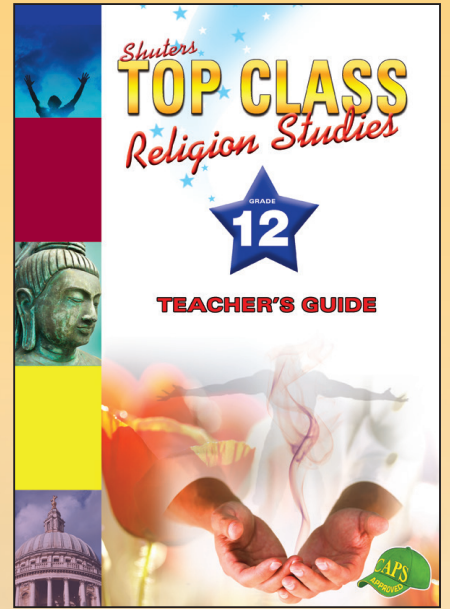
Topic	Content	Time allocation	Where to find it in Top Class Religion Studies Grade 11		
Section 2: Common features of religion					
Unit					
LB					
TG					
Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Theories about religion:</li> <li>• Understanding the term theory</li> <li>• Theory in a religious context</li> <li>• Understanding functionalist and conflict theories</li> <li>• Morality and ethics in religion</li> </ul> <p>The nature and role of narrative and myth in religion:</p> <ul style="list-style-type: none"> <li>• Understanding the term narrative</li> <li>• Understanding the concept myth: different kinds of myth</li> <li>• The variety of roles of myth or mythical elements in religion</li> <li>• An analysis of a number of narratives and myths in religions</li> </ul>	Week 1	Unit 1 Theories about religion	59–67	35–39
Research into and across religions	<p>Interviews on gender issues: structured interviews taking into consideration gender, religion, culture and economic backgrounds:</p> <ul style="list-style-type: none"> <li>• Identify the people to be interviewed</li> <li>• Develop the questions to be asked</li> <li>• Establish how the interviews should be conducted</li> <li>• Present an objective report</li> <li>• Discuss in class</li> </ul>	Weeks 2–4	Unit 2 The nature and role of narrative and myth in religion	68–81	40–47
		Weeks 5–7	Unit 3 Interviews on gender issues	82–88	48–50

Section 3: Common and topical issues in religion and society					
Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>Types of rituals and their role in religions:</li> <li>Understanding the concept ritual: origin and significance of various rituals and how they relate to specific historical events in religion</li> <li>Common characteristics of rituals</li> <li>Distinguishing different kinds of ritual</li> <li>Distinguishing the variety of roles of ritual in religion</li> <li>Link between rituals and various religions</li> <li>Ritual as a representation of the beliefs or principles of religions</li> <li>Concepts: faith, worship, prayer, meditation, mysticism and spirituality, artistic expressions of religion, meaning and how they occur in various religions</li> <li>Ways in which religion is reflected in specific works of art and interpretation</li> </ul>	Weeks 1–2	Unit 1 Types of rituals and their roles in religions	92–99	64–69
		Weeks 3–4	Unit 2 Concepts Unit 3 Ways in which religion is reflected in art	100–119	70–76
Topical issues in society	<ul style="list-style-type: none"> <li>Religion and the state, with reference to various religions in history</li> <li>Critical analysis of the relationships between religions and the state from the Religion Studies perspective: no differentiation, theocracy, state religion, secularism and co-operative model</li> <li>Ways in which religious beliefs influence the development of state policies and practices, including examples.</li> <li>Religion and politics</li> <li>The relationship of religions and politics in terms of views of religions about politics, how religion influences political life, how politics influence religion</li> <li>Aspects to include: colonialism, imperialism, liberation and transformation</li> <li>Religions and the natural environment: the influence of the natural environment on religion and the influence of religion on the natural environment</li> <li>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</li> </ul>	Weeks 5–6	Unit 4 Religion and the state	120–126	77–81
		Week 7	Unit 5 Religion and politics	127–135	82–86
		Week 8	Unit 6 Religions and the natural environment	136–144	87–93

Topic	Content	Time allocation	Where to find it in Top Class Religion Studies Grade 11		
Section 4: Topical issues in society					
Topical issues in society	<p>Co-responsibility and co-operation of religions:</p> <ul style="list-style-type: none"> <li>Reasons why religions share responsibility for quality of life in society</li> <li>Religious resources available to assume co-responsibility to improve quality of life</li> <li>Examples of co-operation between religions to improve quality of life in society</li> <li>Ways in which religion has an impact on society</li> </ul>	Weeks 1–3	Unit 1 Co-responsibility and co-operation of religions	149–155	102–104
Research into and across religions	<p>Religion and leisure from an ethical point of view:</p> <ul style="list-style-type: none"> <li>Relationship between work and leisure</li> <li>Forms of relaxation and recreation in individual and community life</li> <li>Relaxation and recreation in various religions</li> <li>Representative advertisements and sponsorship related to leisure activities: compile and analyse</li> <li>Ethics of the leisure industry: evaluative report</li> </ul>	Week 4	Unit 2 Religion and leisure from an ethical point of view	156–168	105–110



# 12



Topic	Content	Time allocation	Where to find it in <i>Top Class Religion Studies Grade 12</i>		
		Unit			
		LB	TG	LB	TG
<b>Section 1: Variety of religions and research into and across religions</b>					
Variety of religions	<ul style="list-style-type: none"> <li>• Conceptual distinctions:                             <ul style="list-style-type: none"> <li>– Concepts that are often used in the context of religion: identity, uniqueness, unity, similarity, difference and comparability</li> <li>– Use of the concepts in appropriate contexts</li> </ul> </li> <li>• Internal differentiations within religions: all regions display a wealth of internal differentiations                             <ul style="list-style-type: none"> <li>– African religion, Hinduism, Buddhism, Judaism, Christianity, Islam and other worldviews</li> </ul> </li> <li>• Main features of such differentiations with reference to teaching, philosophy, governance and practices</li> <li>• Specialisation in one religion</li> </ul>	Weeks 1–3	Unit 1 Some important concepts Unit 2 Internal differentiations within religions	3–34	2–15
Variety of religions	<ul style="list-style-type: none"> <li>• Unique features of various religions:                             <ul style="list-style-type: none"> <li>– 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</li> <li>– Specialisation in one religion</li> </ul> </li> <li>• History and present dynamics of inter-religious relationships in South African, African and international communities                             <ul style="list-style-type: none"> <li>– Overview of the history and present dynamics through written sources, interviews and literature</li> <li>– Organisations which include the promotion of inter-religious dialogue: background, purpose and impact</li> </ul> </li> </ul>	Weeks 4–6	Unit 3 Unique features of various religions Unit 4 History and present dynamics of inter-religious relationships	35–68	16–31
Research into and across religions	<p>Religion in areas of recent conflict in South Africa, Africa and the world: identify and study two or three areas of recent conflict</p> <ul style="list-style-type: none"> <li>• Analyse these situations</li> <li>• In what ways is religion part of the problem?</li> <li>• In what ways is religion part of the solution by the prevention of conflict and by peacemaking?</li> <li>• Specialisation in one religion</li> </ul>	Weeks 7–8	Unit 5 Researching religion in areas of recent conflict	69–79	32–36

<b>Section 2: Topical issues in society and common features of religion as a generic and unique phenomenon</b>				
<p>Topical issues in society</p>	<ul style="list-style-type: none"> <li>• Development of a strategy to solve a major social problem:                             <ul style="list-style-type: none"> <li>– Main elements</li> <li>– Identifying and analysing the problem</li> <li>– Outlining and considering the religious source available</li> <li>– Outlining practical steps to be taken to reach a solution</li> </ul> </li> <li>• Specialisation in one religion</li> <li>• Role of media in influencing public opinion on religion:                             <ul style="list-style-type: none"> <li>– Religious issues reporting on in the media</li> <li>– The different media presenting information on religion</li> <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> </ul> </li> </ul>	<p>Weeks 1–4</p>	<p>Unit 1 Development of a strategy to solve a major social problem Unit 2 Role of media in influencing public opinion on religion</p>	<p>86–103 48–56</p>
<p>Common features of religion as a generic and unique phenomenon</p>	<ul style="list-style-type: none"> <li>• Religious teachings: a variety of their roles in different religions:</li> <li>• The difference between the concept of teaching and the concepts of belief, doctrine, dogma, parable, myth and ideology</li> <li>• The central teachings in one religion:                             <ul style="list-style-type: none"> <li>– Core teachings including the following components: the nature of divinity, the nature of the world with reference to community and the individual, the place and responsibility of humanity in the world, the origin and the role of evil, the overcoming of evil, life after death</li> </ul> </li> <li>• Specialisation in one religion</li> <li>• Normative sources in various religions:                             <ul style="list-style-type: none"> <li>– Occurrence of the following normative sources in several religions: contemporary inspiration, oral tradition and sacred books</li> <li>– The origin and development of normative sources in different religions</li> </ul> </li> </ul>	<p>Week 5</p>	<p>Unit 3 Religious teachings: a variety of their roles in different religions</p>	<p>104–114 57–63</p>
		<p>Weeks 6–9</p>	<p>Unit 4 The central teachings across religions Unit 5 Normative sources in different religions</p>	<p>115–142 64–78</p>

Topic	Content	Time allocation	Where to find it in <i>Top Class Religion Studies Grade 12</i>	LB	TG
Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Interpreting one normative source:               <ul style="list-style-type: none"> <li>– The hermeneutical principles of interpreting the normative sources in any one religion</li> <li>– Actual interpretation of one important normative source in any one religion: African oral and written tradition, the Bible, the Quran, the Tanach, the Vedas, the Kita-i-Aqdas and the Pali Canon</li> </ul> </li> <li>• Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion: atheism, agnosticism, humanism and materialism</li> <li>• The origin, purpose and influence factors behind at least two worldviews</li> <li>• Specialisation in one religion</li> </ul>	Week 10	Unit 1 Interpreting a normative source Unit 2 Analysis of secular worldviews	147–174	104–115

<b>Section 3: Common features of religion as a generic and unique phenomenon, research into and across religions and topic issues in society</b>				
Common features of religion as a generic and unique phenomenon	<ul style="list-style-type: none"> <li>• Interpreting one normative source:                             <ul style="list-style-type: none"> <li>– The hermeneutical principles of interpreting the normative sources in any one religion</li> <li>– Actual interpretation of one important normative source in any one religion: African oral and written tradition, the Bible, the Quran, the Tanach, the Vedas, the Kita-i-Aqdas and the Pali Canon</li> </ul> </li> <li>• Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion: atheism, agnosticism, humanism and materialism</li> <li>• The origin, purpose and influence factors behind at least two worldviews</li> <li>• Specialisation in one religion</li> </ul>	Weeks 1–3	Unit 1 Interpreting a normative source Unit 2 Analysis of secular worldviews	147–174  104–115
Research into and across religions	<ul style="list-style-type: none"> <li>• 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 to creation and evolution</li> </ul> </li> </ul>	Weeks 4–5	Unit 3 Religion and the natural sciences	175–194  116–127
Topical issues in society	<ul style="list-style-type: none"> <li>• 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>– Religious teachings pertaining to morality and ethics in modern society</li> <li>– Practical involvement of different religions in promoting religious freedom, human rights and responsibilities</li> </ul> </li> </ul>	Week 6	Unit 4 Religious freedom, human rights and responsibilities	195–213  128–136

# RELIGION STUDIES Term 4

Topic	Content	Time allocation	Where to find it in Top Class Religion Studies Grade 12		
			Unit	LB	TG
Variety of religions	<p>Consolidation of work:</p> <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>	Week 1			
Topical issues in society	<p>Consolidation of work:</p> <ul style="list-style-type: none"> <li>• Religious freedom, human rights and responsibilities</li> <li>• Social problems in South Africa and the world</li> <li>• Media coverage on issues with religious relevance</li> </ul>	Week 2			
Research into and across religions	<p>Consolidation of work:</p> <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>	Week 3			
Common features of religion as a generic and unique phenomenon	<p>Consolidation of work:</p> <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>	Week 4			
			Consolidation, revision and examination practice	217–233	171–186

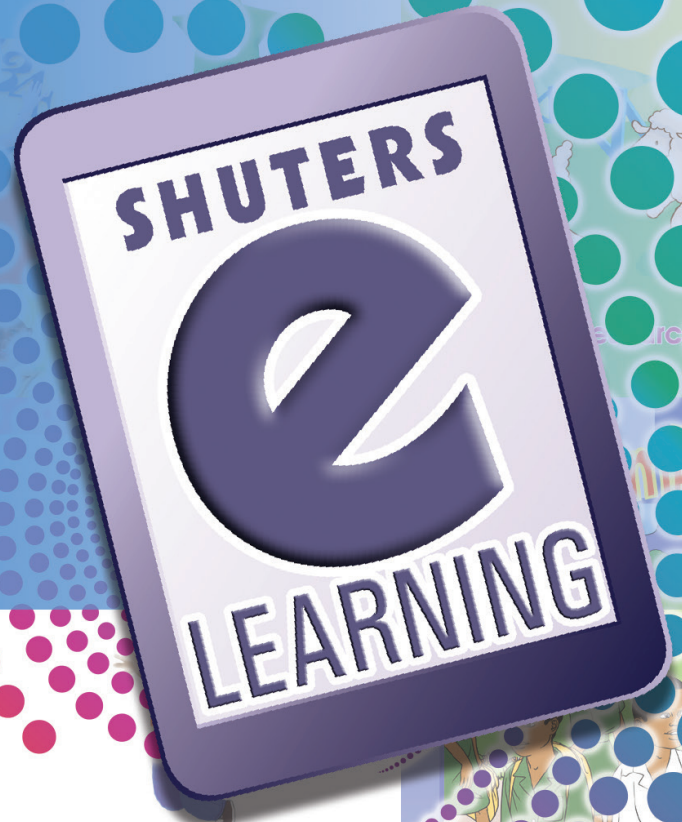
# PROGRAMME OF ASSESSMENT

Grade 10		
Term	Assessment task	Page references
1	Written task	TG page 23
2	Mid-year examination	TG page 41
3	Project	LB page 113 TG page 61
	Test	TG page 76
4	Final examination	TG page 98

Grade 11		
Term	Assessment task	Page references
1	Written task	TG page 30
2	Mid-year examination	TG page 52
3	Project	LB page 79 TG page 49–50
	Test	TG page 90
4	Final examination	TG page 108

Grade 12		
Term	Assessment task	Page references
1	Source-based tasks	LB page 81–84 TG page 41–42
	Test	TG page 43–46
2	Project	LB page 144–145 TG page 83–84
3	Trial examination	LB page 220–233 TG page 149–170
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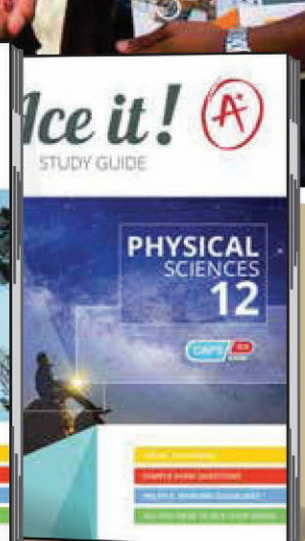
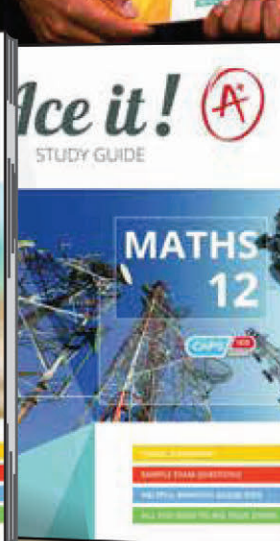
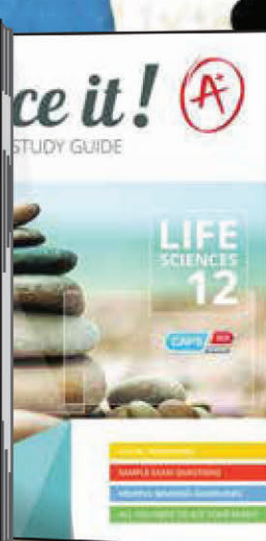
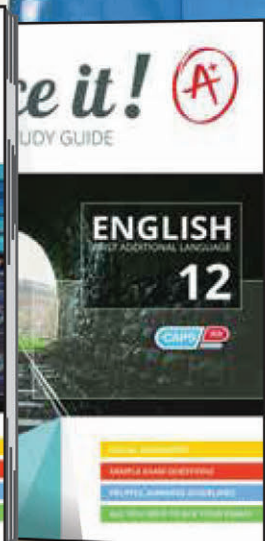
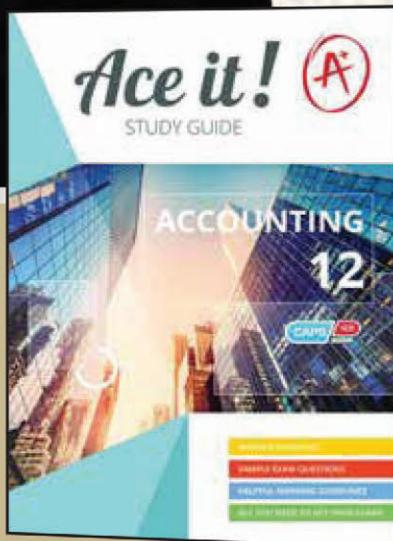
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