

2023

Annual Teaching Plans
RELIGION STUDIES



FET Phase



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INTRODUCTION

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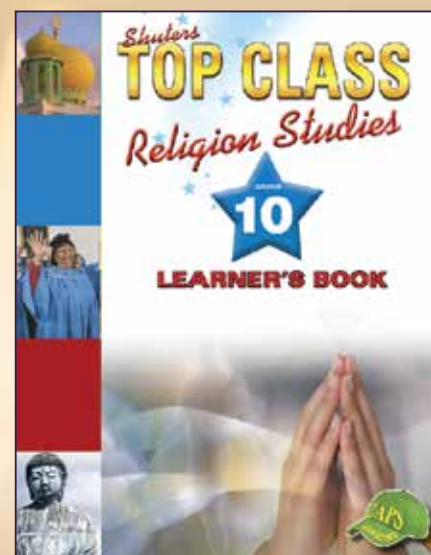
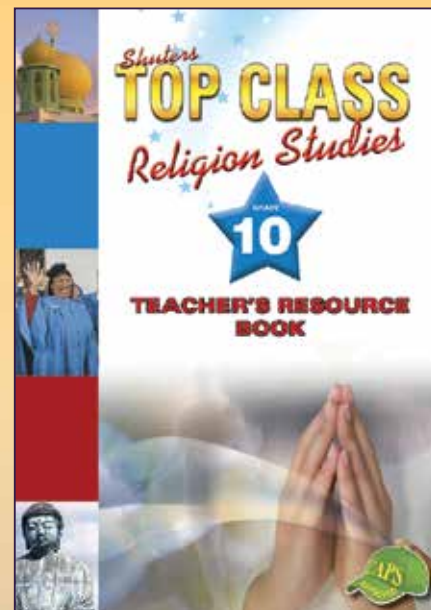
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- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|--|--|-----------------|---|-------|-------|
| | | | Unit | LB | TG |
| Section 1: Religions – their beginnings and development | | | | | |
| 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"> Religion as it is generally defined Definition of religion in a religious context The learners' understanding of the concept religion | Week 1 | Unit 3 Definitions of religion | 84–89 | 37–41 |
| | <p>Definitions of religion: Compare various definitions of religion</p> <ul style="list-style-type: none"> The relationship between the term 'religion' and other concepts such as: <ul style="list-style-type: none"> Worldview Belief systems Reflection and impact of concepts on religious interaction | Week 2 | | | |
| Variety of religions | <p>The beginnings of the religions of the world:</p> <ul style="list-style-type: none"> The distinction between BCE (Before Common Era) and CE (Common Era) <p>Calendars of various religions:</p> <ul style="list-style-type: none"> The Buddhist calendar – no fixed single calendar The Christian calendar <ul style="list-style-type: none"> Gregorian calendar worked out by Pope Gregory The Hindu calendar – the full moon and new moon are of significance to hold festivals The Islamic calendar – is a lunar calendar calculated according to the movement of the moon around the earth. The Jewish calendar – there are 12 lunar months of 29 or 30 days each The calendar for African religions- follows the agricultural cycle The Taoist calendar is based on a cycle of 60 years The Bahá'í calendar is called Wondrous – 19 months with 19 days each (361 days) | Week 3 | Unit 1 Clusters of religions | 2–7 | 2 |
| | <p>The beginnings of the religions of the world:</p> <ul style="list-style-type: none"> First signs of the occurrence of religion: Burial practices and artwork Early archaeological findings of religion in Africa and other continents: Burial practices and artwork Development of the clusters of religions: When and where | Week 4 | | | |
| | | | Unit 2 The beginnings of the religions of the world | 8–28 | 3–9 |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|--|---|-----------------|---|-------|-------|
| | | | Unit | LB | TG |
| Section 1: Religions – their beginnings and development | | | | | |
| Variety of religions | <p>The beginnings of the religions of the world: The nature of the origins of religions in South Africa:</p> <ul style="list-style-type: none"> • Archaeological evidence • Historical overview of developments <p>Influence of different cultures with their own religions visiting or working in the country across the centuries</p> | Week 5 | Unit 3 The nature of the origins of religions in South Africa | 29–38 | 10–13 |
| | <p>The beginnings of the religions of the world: Identify various clusters of religions and explain the development of the clusters of religions: When and where</p> <p>Religions in Africa:</p> <ul style="list-style-type: none"> • African Traditional Religions (ATR) • Christianity • Islam • Judaism <p>Religions in Europe:</p> <ul style="list-style-type: none"> • Indigenous European religions <p>Religions in Asia:</p> <ul style="list-style-type: none"> • Hinduism • Buddhism • Jainism <p>Religions in America:</p> <ul style="list-style-type: none"> • Christianity • Indigenous Native American religions <p>Religions in Australasia and the Pacific:</p> <ul style="list-style-type: none"> • Indigenous religions • Oral traditions and spiritual values • Australian Aboriginal belief in <i>Dreamtime</i> | Week 6 | Unit 2 The beginnings of the religions of the world | 8–28 | 3–9 |
| | <p>Historical overview of the origins of religions</p> <p>Main categories:</p> <ul style="list-style-type: none"> • Monotheism: Belief in one God: Foundation of Abrahamic religions • Polytheism: Belief in many Gods • Pantheism: Belief that all is God and God is in everything | Week 7 | | | |

| 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>Statistical spread of religions:</p> <ul style="list-style-type: none"> • Religious categorisation • Methods of obtaining statistics: <ul style="list-style-type: none"> – Organisational – Surveys – Polls – Census – Reliability of statistics • Problem areas in using statistics and finding solutions • Problems with maps • Important statistical data in connection with religions in South Africa, Africa and the world today: Demographic data to describe the situation in various religions | Week 8 | Unit 4 Statistical spread of religions | 39–50 | 14–15 |
| Research into and across religions | <p>Important principles of research in Religion Studies:</p> <p>Definition of concepts:</p> <ul style="list-style-type: none"> • Objectivity • Subjectivity • Neutrality, • Impartiality • Insider perspectives • Outsider perspectives <p>Applications of these insights to historical and social understanding of religion</p> | Week 9 | Unit 5 Research into and across religions | 51–55 | 16–18 |
| Consolidation and assessment | | Weeks 10–11 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|---|---|-----------------|---|-------|-------|
| | | | Unit | LB | TG |
| Section 2: Ways of interacting between religions | | | | | |
| Research into and across religions | <p>Rituals: An investigative process to develop observation skills Identify the religions and rituals, including the rites of passage</p> | Week 1 | Unit 6 Rituals: An investigative process to develop observation skills | 75–83 | 34–36 |
| | <p>Rituals: An investigative process to develop observation skills Establish contact with the relevant persons Observe due protocol</p> | Week 2 | | | |
| | <p>Rituals: An investigative process to develop observation skills Present an objective report Discuss in class</p> | Week 3 | | | |
| Variety of religions | <p>Interaction of religions: Definition of religious concepts with reference to religious interaction:</p> <ul style="list-style-type: none"> • Dialogue • Respect • Tolerance • Religious conflict • Propaganda • Indoctrination • Fundamentalism • Pluralism • Syncretism | Week 4 | Unit 1 Interaction of religions | 64–74 | 29–33 |
| | <p>Interaction of religions: Analyse the notions of:</p> <ul style="list-style-type: none"> • Propaganda • Indoctrination • Syncretism with reference to religious interaction | Week 5 | | | |
| Research into and across religions | <p>Inter-religious relationships: An investigative process to develop interviewing skills Develop questions Establish how interviews should be conducted</p> | Week 6 | Unit 2 Inter-religious relationships: An investigative process to develop interviewing skills | 75–83 | 34–36 |
| | <p>Inter-religious relationships: An investigative process to develop interviewing skills Identify the people to be interviewed and conduct the interviews</p> | Week 7 | | | |

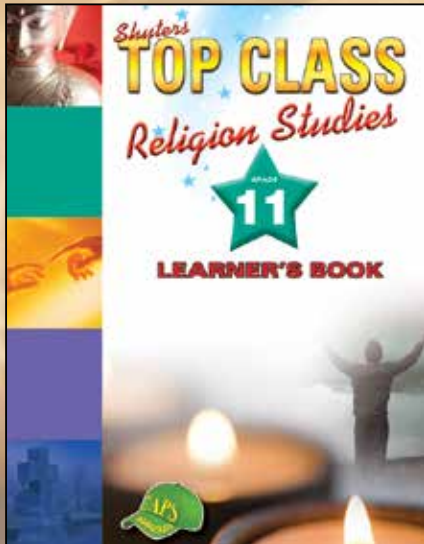
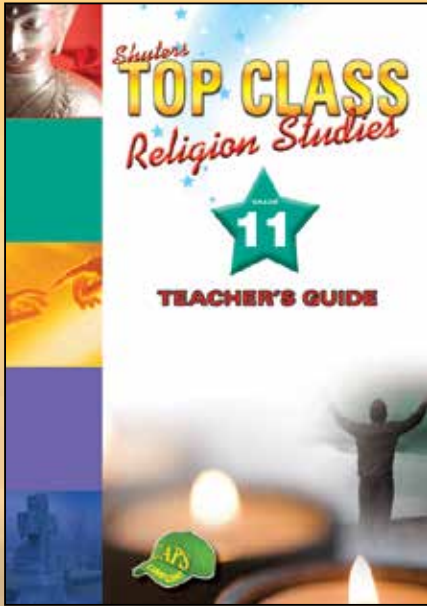
| Topic | Content | Time allocation | Where to find it in <i>Top Class Religion Studies Grade 10</i> | | |
|--|--|-----------------|---|-------|-------|
| Section 2: Ways of interacting between religions | | | | | |
| Unit | | | | | |
| LB | | | | | |
| TG | | | | | |
| Research into and across religions | Inter-religious relationships: An investigative process to develop interviewing skills <ul style="list-style-type: none"> • Present report • Discuss in class | Week 8 | Unit 2 Inter-religious relationships: An investigative process to develop interviewing skills | 75–83 | 34–36 |
| Revision | Revision Controlled test | Weeks 9–11 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|--|--|-----------------|--|---------|-------|
| | | | Unit | LB | TG |
| Section 3: Common features of religions | | | | | |
| Common features of religion as a generic and unique phenomenon | <p>Aspects of understanding religion:</p> <ul style="list-style-type: none"> • Basic facts about religions • Understanding religions from the point of view of the adherents <p>Learners' self- discovery as an ongoing process without external expectation to conform</p> | Week 1 | Unit 1 Aspects of understanding religion | 92–114 | 50–58 |
| | <p>Aspects of understanding religion:</p> <ul style="list-style-type: none"> • Correlations and patterns • Distinctions between Religion Studies and Religious Education | Week 2 | | | |
| | <p>Major dimensions common to all religions:</p> <ul style="list-style-type: none"> • Divinity • Cosmos • Humanity • Knowledge • The good and the beautiful • Sacred and normative tradition • Narrative and myth • Ethics • Rituals • Symbols • Spiritual experience or spirituality • Faith • Organisation | Week 3 | Unit 2 Major dimensions common to all religions | 104–114 | 55–58 |
| | <p>Origins of religions: Beginnings of various religions:</p> <ul style="list-style-type: none"> • Religions without founders • Religions with founders | Week 4 | Unit 3 Origins of religions | 115–119 | 59–61 |
| | <p>Origins of religions: Roles in the formation of religions:</p> <ul style="list-style-type: none"> • Founders • Prophets • Reformers | Week 5 | Unit 4 Roles of social forms, institutions and roles in religion | 120–122 | 62 |
| | <p>Roles of social forms, institutions and roles in religion</p> <p>Social forms and/or institutions that have been produced in various religions:</p> <ul style="list-style-type: none"> • Monarchies | Week 6 | Unit 5 Social forms and/or institutions that have been produced in various religions | 123–127 | 62 |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|--|---|-----------------|--|---------|-------|
| | | | Unit | LB | TG |
| Section 3: Common features of religions | | | | | |
| Common features of religion as a generic and unique phenomenon | <ul style="list-style-type: none"> • Oligarchies • Democracies Division of power between central organisation and local organisations | Week 6 | Unit 5 Social forms and/or institutions that have been produced in various religions | 123–127 | 62 |
| | Leadership roles produced in various religions: <ul style="list-style-type: none"> • Elder • Healer • Minister • Nun • Guru • Imam • Monk • Pastor • Priest • Prophet • Scholar • Priestess • Pundit • Teacher • Rabbi Roles based on birth right | Week 7 | Unit 6 Leadership roles produced in various religions | 128–138 | 63–65 |
| Topical issues in society | Topical issues in South Africa: Choose a topical issue from the list: <ul style="list-style-type: none"> • Crime • Substance abuse • Teenage pregnancy • Suicide • Causes • How do topical issues manifest in society? • Consequences | Week 8 | Unit 7 Topical issues in South Africa | 139–155 | 66–75 |
| | Topical issues in South Africa: How are they understood and managed from a variety of religious perspectives? | | | | |
| Revision | Revision Test | Weeks 10–11 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 10 | | |
|---|--|-----------------|---|---------|-------|
| | | | Unit | LB | TG |
| Section 4: Topical issues in society | | | | | |
| Topical issues in society | <p>Topical issues in Africa and the world: Choose a topical issue from the list:</p> <ul style="list-style-type: none"> • Poverty • Discrimination • Conflict • Human rights • Causes • How do topical issues manifest in society? Consequences | Week 1 | Unit 1 Topical issues in Africa and the world | 159–162 | 83 |
| | <p>Topical issues in Africa and the world: How are they understood and managed from a variety of religious perspectives?</p> | Week 2 | | | |
| | <p>Principles of ethical decision- making pertaining to public life:</p> <ul style="list-style-type: none"> • How people in different religions come to decisions regarding social ethics • The sources of ethical decision-making • The principles of harmonious social existence expounded by various religions | Week 3 | | | |
| Revision | <p>Religions and economics from a religious perspective: Critical analysis of the relationship between religions and economics with reference to:</p> <ul style="list-style-type: none"> • Work • Reward • Justice • Wealth • Poverty <p>Religious views on the relationship between religions and economics</p> | Week 4 | Unit 3 Religions and economics from a Religion Studies perspective | 178–188 | 91–95 |
| | <p>Religions and economics from a religious perspective:</p> <ul style="list-style-type: none"> • Ethical principles in religions pertaining to economics • Influence of religions on economic life • Influence of economics on religions <p>Revision Examination</p> | Week 5 | Unit 4 A critical analysis of the relationship between religion and economics | 189–193 | 96–97 |
| | | Weeks 6–10 | | | |

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| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 71 | | |
|---|---|---|--|-------|------|
| | | | Unit | LB | TG |
| Variety of religions | Section 1: Different religions – developments and relationships between them | | | | |
| | <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 | Week 1 | Unit 1 Main development of religions: developments in South Africa and the world | 2–11 | 3–6 |
| | <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 | Week 2 | | | |
| | <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 | Week 3 | Unit 2 The mutual interdependence of religion and social factors | 12–22 | 7–10 |
| | <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 | Week 4 | | | |
| <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 | Week 5 | Unit 3 Influence and adaptation between religions | 23–29 | 11–13 | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 11 | | |
|---|---|-----------------|--|-------|-------|
| | | | Unit | LB | TG |
| Section 1: Different religions – developments and relationships between them | | | | | |
| Variety of religions | <p>Distinction between various concepts in religion</p> <p>Distinguish between the important concepts:</p> <ul style="list-style-type: none"> • Mission • Evangelism • Proselytisation • Revitalisation • Ecumenism • Syncretism • Religious colonialism or imperialism | Week 6 | Unit 4 Distinctions between important concepts in religion | 30–34 | 14–17 |
| | <p>Inter-religious dialogue</p> <p>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"> – Exclusionist view – Inclusionist view – Pluralist view – Syncretic view • Building inter- religious dialogue | Week 7 | Unit 5 Approaches aimed at inter-religious dialogue | 35–39 | 18–19 |
| Common features of religion as a generic and unique phenomenon | <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 | Week 8 | | | |
| | <p>Symbols</p> <p>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 | Week 9 | Unit 6 Symbols | 40–52 | 20–25 |
| | <p>Symbols</p> <ul style="list-style-type: none"> • Symbols associated with: <ul style="list-style-type: none"> – African Initiated Churches – Buddhism | Week 10 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 11 | Unit | LB | TG |
|---|--|-----------------|---|----------------|-------|-------|
| Section 1: Different religions – developments and relationships between them | | | | | | |
| Common features of religion as a generic and unique phenomenon | <ul style="list-style-type: none"> - Christianity - Hinduism - Judaism - Islam - Taoism - Bahá'í faith • How the meaning of symbols changes over time | Week 10 | | Unit 6 Symbols | 40–52 | 20–25 |
| Formal Assessment | | Week 11 | | | | |

| Topic | Content | Time allocation | Where to find it in <i>Top Class Religion Studies Grade 11</i> | | |
|--|---|-----------------|--|-------|-------|
| | | | Unit | LB | TG |
| Section 2: Common features of religion | | | | | |
| Common features of religion as a generic and unique phenomenon | <p>Theories about religion</p> <ul style="list-style-type: none"> • Understanding the term theory • Theory in a religious context • Debate the different theories about religion: • Functionalist theory • Conflict theory, e.g., Karl Marx | Week 1 | Unit 1 Theories about religion | 59–67 | 35–39 |
| | <p>Morality and ethics in religion Morality and ethics in various religions</p> | Week 2 | | | |
| | <p>Narratives and myths Explain the nature and role of narratives in religion:</p> <ul style="list-style-type: none"> • Understanding the term 'narrative' • Definitions of different kinds of narratives: • Reports of events • Historical accounts • Diaries • Biographies • Autobiographies • Stories • Analysis of a number of narratives in religions | Week 3 | | | |
| | <p>Narratives and myths</p> <p>Explain the nature and role of in religion:</p> <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 | Week 4 | Unit 2 The nature and role of narrative and myth in religion | 68–81 | 40–47 |

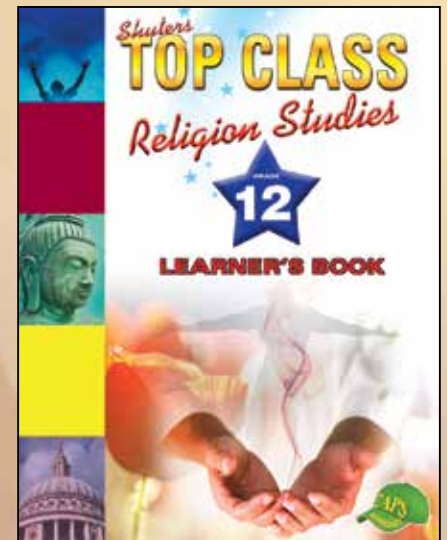
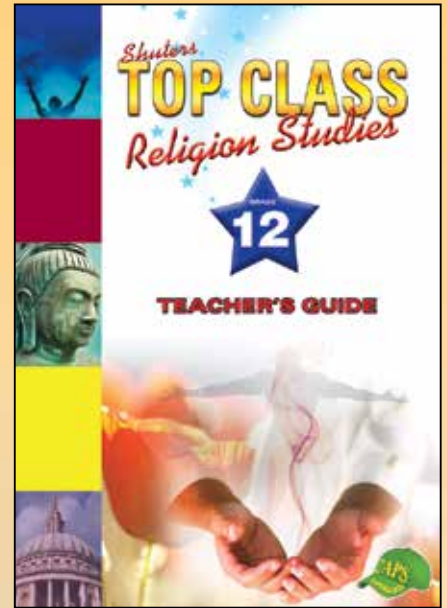
| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 71 | Unit | LB | TG |
|---|--|-----------------|---|-------|-------|----|
| Section 2: Common features of religion | | | | | | |
| Research into and across religions | <p>Interviews on gender issues: Interview men and women from different religious, cultural and economic backgrounds and from different communities about their experiences of gender issues and present a report:</p> <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 | Week 5 | | | | |
| | <p>Interviews on gender issues</p> <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 | Week 6 | Unit 3 Interviews on gender issues | 82–88 | 48–50 | |
| Controlled Test | <p>Interviews on gender issues</p> <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 | Week 7 | | | | |
| | | | Week 8 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 11 | | |
|--|---|--|---|-----------------|---------|
| Section 3: Common and topical issues in religion and society | | | | | |
| | | | Unit | LB | TG |
| Common features of religion as a generic and unique phenomenon | <p>Rituals Analyse the types of rituals and their role in religions:</p> <ul style="list-style-type: none"> • 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 <p>Rituals</p> <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 | Week 1 | Unit 1 Types of rituals and their roles in religions | 92–99 | 64–69 |
| | | Week 2 | | | |
| | | <p>Concepts in religion Examine the concepts by providing their meaning and explaining how they occur in various religions:</p> <ul style="list-style-type: none"> • Faith • Worship • Prayer • Meditation • Mysticism • Spirituality <p>Artistic expressions of religion</p> | Week 3 | Unit 2 Concepts | 100–111 |
| | <p>Religion and art Ways in which religion is reflected in specific works of art and interpretation</p> | Week 4 | Unit 3 Ways in which religion is reflected in art | 112–119 | 76 |
| Topical issues in society | <p>Religion and the state The relationships between the state and various religions in history:</p> <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 | Week 5 | Unit 4 Religion and the state | 120–126 | 77–81 |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 71 | | |
|--|---|-----------------|---|---------|-------|
| Section 3: Common and topical issues in religion and society | | | | | |
| | | Unit | LB | TG | |
| Topical issues in society | <p>Religion and politics</p> <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 | Week 6 | Unit 5 Religion and politics | 127–135 | 82–86 |
| | <p>Religion and the natural environment</p> <ul style="list-style-type: none"> The influence of religion on the natural environment The influence of the natural environment on religion | Week 7 | | | |
| | <p>Religions and the natural environment:</p> <p>Perspectives of different religions concerning issues such as the greenhouse effect and alternative energy sources:</p> <ul style="list-style-type: none"> Religious views Ethical principles Practical involvement Environmental justice Enjoyment | Week 8 | Unit 6 Religions and the natural environment | 136–144 | 87–93 |
| Revision | <ul style="list-style-type: none"> Revision Test | Weeks 9–11 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 11 | | |
|---|--|-----------------|--|---------|---------|
| | | | Unit | LB | TG |
| 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"> Reasons why religions share responsibility for quality of life in society Religious resources available to assume co-responsibility to improve quality of life <p>Co-responsibility and co-operation of religions:</p> <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 <p>Religion and leisure from an ethical point of view:</p> <ul style="list-style-type: none"> Relationship between work and leisure Relaxation and recreation in various religions Ethics of the leisure industry: Evaluative report | Week 1 | Unit 1 Co-responsibility and co-operation of religions | 149–155 | 102–104 |
| | | Week 2 | | | |
| | | Week 3 | Unit 2: Religion and leisure from an ethical point of view | 156–168 | 105–110 |
| Revision and consolidation | Revision | Week 4 | | | |
| | Final Examination | Weeks 5–10 | | | |

12



| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 12 | | |
|---|---|-----------------|---|-------|-------|
| | | | Unit | LB | TG |
| Section 1: Variety of religions and research into and across religions | | | | | |
| Variety of religions | <ul style="list-style-type: none"> • Conceptual distinction • Concepts that are often used in the context of religion – distinguish conceptually between: <ul style="list-style-type: none"> – Identity – Uniqueness – Differences – Comparability as far as religions are concerned – Unity – Similarity • Use of the concepts in appropriate contexts | Week 1 | Unit 1 Some important concepts | 3–7 | |
| | <p>Internal differentiations within religions: All regions display a wealth of internal differentiations</p> <p>Focus will be on some subdivisions or schools of thought or branches in a number of religions in South Africa, including:</p> <ul style="list-style-type: none"> • African Traditional Religions (ATR) • Islam • Buddhism • Hinduism • Christianity • Judaism | Week 2 | Unit 2 Internal differentiations within religions | 8–34 | 2–8 |
| | <p>Main features of such differentiations with reference to teaching, philosophy, governance and practices</p> <p>The focus will be on:</p> <ul style="list-style-type: none"> • African religion • Hinduism • Buddhism • Judaism • Christianity • Islam | Week 3 | | | |
| | <ul style="list-style-type: none"> • Unique features of various religions: Identification and explanation of unique features of various religions in a wide religious context • What various religions believe to be their own uniqueness: <ul style="list-style-type: none"> – Practices – Beliefs – Prayer | Week 4 | Unit 3 Unique features of various religions | 35–51 | 16–23 |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 12 | | |
|---|--|-----------------|--|-------|-------|
| | | | Unit | LB | TG |
| Section 1: Variety of religions and research into and across religions | | | | | |
| Variety of religions | <ul style="list-style-type: none"> - Worship - Punishment - Rewards - Leadership <p>Examine the history and present dynamics of inter- religious relationships in South African, African, and international communities:</p> <ul style="list-style-type: none"> • SA: Relationships between religions since democracy • Global dynamics between religions • Overview of the history and present dynamics through written sources, interviews, and literature | Week 4 | Unit 3 Unique features of various religions | 35–51 | 16–23 |
| | <ul style="list-style-type: none"> • Organisations that include the promotion of inter-religious dialogue: Background, purpose, and impact • Effects of humanitarian crises on global relationships between religions • Organisations promoting inter- religious relationships, dialogue e.g: <ul style="list-style-type: none"> - Programme for Christian–Muslim Relations in Africa (PROCUMURA) - Inter-faith Action for Peace - World Conference of Religion for Peace | Week 5 | Unit 4 History and present dynamics of inter-religious relationships | 52–68 | 24–31 |
| Research into and across religions | <p>Critically investigate 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"> • Analyse these situations • In which ways is religion part of the problem? • In which ways is religion part of the solution via the prevention of conflict and peace-making? • Conflicts involving religion • Historical context • Role of religion • Response from the international community | Week 6 | | | |
| | | Week 7 | Unit 5 Researching religion in areas of recent conflict | 69–79 | 32–36 |
| Revision | Revision Test | Weeks 9–11 | | | |

| Topic | Content | Time allocation | Where to find it in <i>Top Class Religion Studies Grade 12</i> | | | |
|--|---|--|--|---|---------|-------|
| | | | Unit | LB | TG | |
| Section 2: Topical issues in society and common features of religion as a generic and unique phenomenon | | | | | | |
| Topical issues in society | Formulate a strategy to solve a major social problem: Main elements: <ul style="list-style-type: none"> Identifying and analysing the problem Outlining and considering the religious sources available Outlining practical steps to be taken to reach a solution | Week 1 | Unit 1 Development of a strategy to solve a major social problem | 86–94 | 48–52 | |
| | Evaluate the role of media in influencing public opinion on religion: <ul style="list-style-type: none"> Religious issues reported on in the media The different media presenting information on religion Religious issues reported on in the media Publication of cartoons | Week 2 | Unit 2 Role of media in influencing public opinion on religion | 95–103 | 53–56 | |
| | <ul style="list-style-type: none"> Understanding the issue Different perspectives on the issue Analysing the messages conveyed about a religion The importance of media analysis | Week 3 | | | | |
| | <ul style="list-style-type: none"> Link between distinct media and different religions Message conveyed about religion in the various media and how this influences public opinion Factors that influence media reporting on religious issues Internet and social media | Week 4 | | | | |
| | Common features of religion as a generic and unique phenomenon | 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 | Week 5 | Unit 3 Religious teachings: a variety of their roles in different religions | 104–114 | 57–63 |
| | | Analyse the central teachings in one religion: Core teachings including the following components: <ul style="list-style-type: none"> The nature of divinity The nature of the world The nature of humanity with reference to community and the individual | Week 6 | Unit 4 The central teachings across religions | 115–131 | 64–73 |
| | | <ul style="list-style-type: none"> The place and responsibility of humanity in the world The origin and the role of evil The overcoming of evil; life after death | Week 7 | | | |

| Topic | Content | Time allocation | Where to find it in Top Class Religion Studies Grade 12 | Unit | LB | TG | |
|--|--|-----------------|---|------|---|---------|-------|
| Common features of religion as a generic and unique phenomenon | Section 2: Topical issues in society and common features of religion as a generic and unique phenomenon | | | | | | |
| | <ul style="list-style-type: none"> Normative sources in various religions Norm – standard pattern in behaviour that is considered normal in a particular society | Week 8 | | | | | |
| | <ul style="list-style-type: none"> Descriptive statements Normative statements Inspiration Oral tradition Written texts Sacred books | Week 9 | | | | | |
| | Occurrence of the following normative sources in several religions: <ul style="list-style-type: none"> Contemporary inspiration Oral tradition Sacred books | Week 10 | | | | | |
| | The origin and development of normative sources in different religions | Week 11 | | | Unit 5 Normative sources in different religions | 132–142 | 74–78 |

| Topic | Content | Time allocation | Where to find it in <i>Top Class Religion Studies Grade 12</i> | | |
|--|--|-----------------|--|---------|---------|
| | | | Unit | LB | TG |
| Section 3: Common features of religion as a generic and unique phenomenon, research into and across religions and topic issues in society | | | | | |
| Common features of religion as a generic and unique phenomenon | 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"> • Historical context • Clearest meaning • Plan, purpose, context • Meaning of words • Figurative meaning • Sacred texts • Literal meaning • Grammar | Week 1 | | | |
| | Actual interpretation of one important normative source in any one religion: <ul style="list-style-type: none"> • African Traditional Religion: • Oral and written tradition • Proverbs and metaphors • Songs and poetry • Stories • Bible • Quran • Tanach • Vedas • Kitab-i-Aqdas • Pali Canon Misinterpreting sacred texts | Week 2 | Unit 1 Interpreting a normative source | 147–163 | 104–109 |
| | Analysis of secular worldviews with reference to the definition of religion and universal dimensions of religion <ul style="list-style-type: none"> • Definition secular worldviews • Historical origins of secular thinking • Development of secularism and the religious response • Understanding the origin, purpose and factors influencing the worldviews <ul style="list-style-type: none"> – Atheism – Agnosticism – Humanism – Materialism • The origin purpose and influencing factors behind at least TWO worldviews • Specialisation | Week 3 | Unit 2 Analysis of secular worldviews | 164–174 | 110–115 |

| Topic | Content | Time allocation | Where to find it in <i>Top Class Religion Studies Grade 12</i> | | |
|--|---|-----------------|--|---------|---------|
| | | | Unit | LB | TG |
| Section 3: Common features of religion as a generic and unique phenomenon, research into and across religions and topic issues in society | | | | | |
| Research into and across religions | Religion and the natural sciences: <ul style="list-style-type: none"> Examine the relationship between religion and the natural sciences with reference to views of creation and evolution Historical development of the sciences Religion and astronomy: Heliocentric and geocentric theories Cosmology: How science approaches 'creation' | Week 4 | Unit 3 Religion and the natural sciences | 175–194 | 116–127 |
| | <ul style="list-style-type: none"> Religious and scientific accounts of creation Religious 'theories' of creation Contradictions between religious and scientific accounts Religion and the theory of evolution: Charles Darwin's theory of evolution | Week 5 | | | |
| Topical issues in society | Religious freedom, human rights and responsibilities: <ul style="list-style-type: none"> Sources available in different religions pertaining to religious freedom, human rights and responsibilities Where does the notion of 'human rights' come from? Universal Declaration of Human rights Objections to the Universal Declaration of Human Rights: Religious teachings pertaining to morality and ethics in modern society Religious freedom Approaches to religious tolerance Religious basis for human rights, tolerance and respect Practical involvement of different religions in promoting religious freedom, human rights and responsibilities, e.g.: Gift of the Givers Salvation Army | Week 6 | Unit 4 Religious freedom, human rights and responsibilities | 195–213 | 128–136 |
| Trial Examination | | Weeks 7–11 | | | |

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"> • Conceptual distinctions • Internal differentiations • Unique features of various religions • Roles of various religions • History and present dynamics of inter-religious relationships in South Africa | Week 1 | | | |
| Topical issues in society | <p>Consolidation of work:</p> <ul style="list-style-type: none"> • Religious freedom, human rights and responsibilities • Social problems in South Africa and the world • Media coverage on issues with religious relevance | Week 2 | | | |
| Research into and across religions | <p>Consolidation of work:</p> <ul style="list-style-type: none"> • Religion in areas of recent conflict in South Africa and the world • Religion and the natural sciences | Week 3 | | | |
| Common features of religion as a generic and unique phenomenon | <p>Consolidation of work:</p> <ul style="list-style-type: none"> • The role of teaching in a variety of religions • Interpreting normative sources • The central teachings of one religion | Week 4 | | | |
| Final Examination | | Weeks 5–10 | | | |
| | | | Consolidation, revision and examination practice | 217–233 | 171–186 |

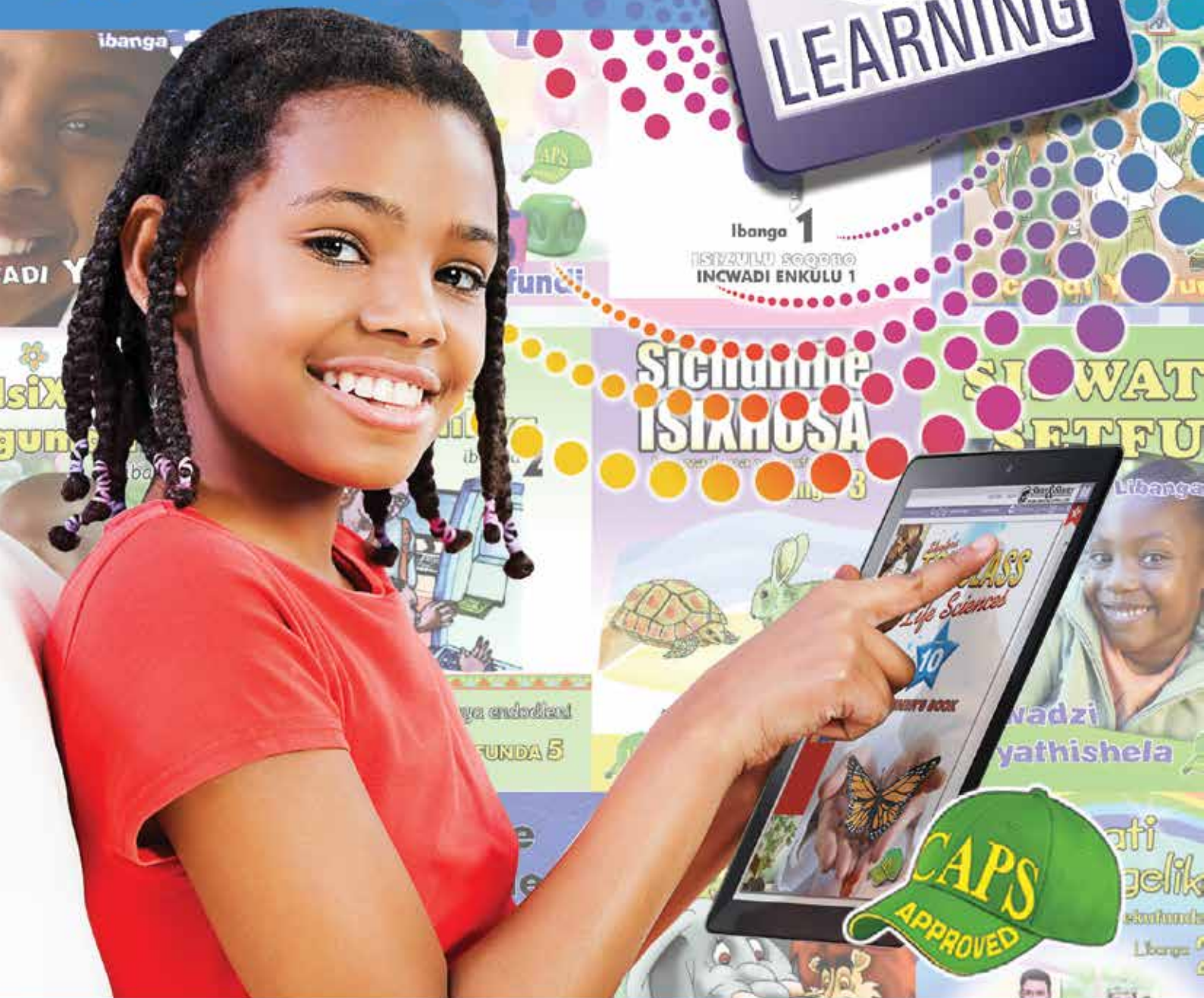
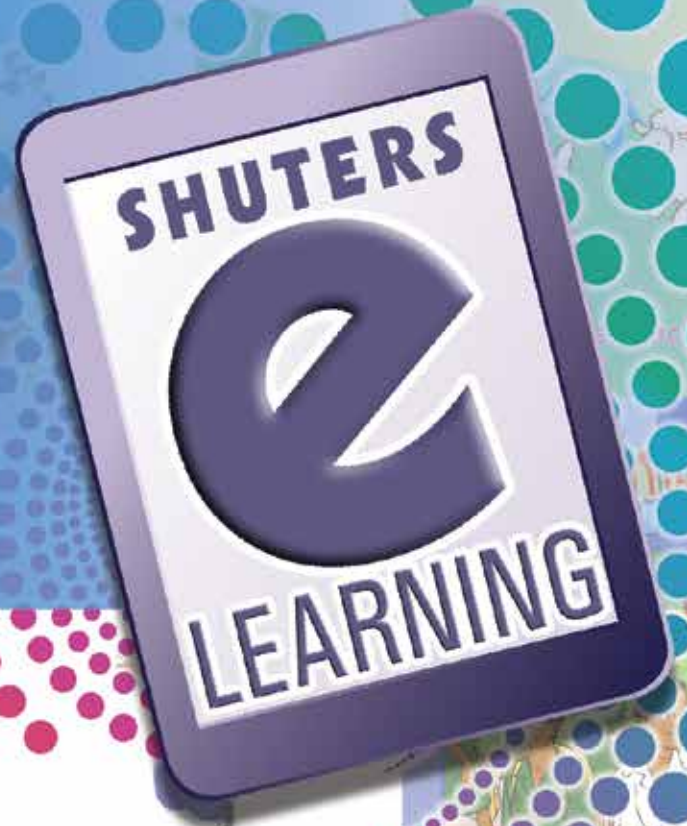
PROGRAMME OF ASSESSMENT

| Grade 10 | | |
|----------|----------------------|---------------------------|
| Term | Assessment task | Page references |
| 1 | Source-based 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 | Source-based 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 |
| | Mid-year examination | |
| 3 | Trial examination | LB page 220–233 TG page 149–170 |
| 4 | Final examination | External |

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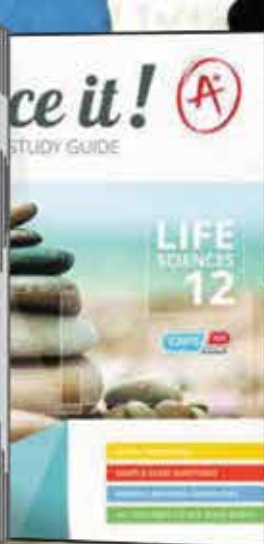
8-12

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| TVET Colleges | Vaasna Parbhodeen | 063 251 8566 | vaasna@shuter.co.za |
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| Gauteng | Themba Msimanga | 082 445 6435 | themba@shuters.com |
| | Amanda Mamabolo | 083 287 6855 | amanda@shuters.com |
| | Eugenia Sibeko | 083 287 6899 | eugenia@shuters.com |
| KwaZulu-Natal | Khanyo Cele | 083 281 0849 | khanyo@shuters.com |
| | Phumzile Ngcobo | 083 272 9029 | phumzile@shuters.com |
| | Gloria Mthethwa | 081 046 1735 | gloria@shuters.com |
| Limpopo | Dimakatso Makhurane | 083 215 6835 | dimagatso@shuters.com |
| Mpumalanga | Dimakatso Makhurane | 083 215 6835 | dimagatso@shuters.com |
| Northern Cape | Colette van der Merwe | 071 851 1814 | colette@shuters.com |
| North West | Phemelo Maiphehlo | 083 378 8725 | phemelo@shuters.com |
| Western Cape | Colette van der Merwe | 071 851 1814 | colette@shuters.com |
| Shuters Academy | Vickesh Thandray | 060 545 2264 | vickesh@shuters.com |

CUSTOMER SERVICES:

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|------------------|---------------------|-----------------------|
| Nhlanhla Zondi | +27 (0) 33 846 8779 | nhlanhla@shuter.co.za |
| Mbali Kunene | +27 (0) 33 846 8722 | mbali@shuter.co.za |
| Thandeka Ngcobo | +27 (0) 33 846 8724 | thandeka@shuter.co.za |
| Zandile Mthethwa | +27 (0) 33 846 8721 | zandilem@shuter.co.za |
| Sylvie Doarsamy | +27 (0) 33 846 8723 | sylvie@shuter.co.za |

HEAD OFFICE

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24 / 79
Fax: +27 (0) 33 846 8701

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