

2021 Annual Teaching Plan – Term 1 Religion Studies Grade 12

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
45 days	27-29	1-5 February	8-12 February	15-19 February	22-26 February	1-5 March	8-12 March	15-19 March	23- 31
	January (3 days)	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	March
CAPS Topic	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Variety of Religions	Research into and across religions	Research into and across religions	Revision Test
Core Concepts, Skills and Values	Conceptual distinction Concepts that are often used in the context of religion: Distinguish conceptually between , identity, uniqueness, differences , comparability as far as religions are concerned unity, similarity, Use of the concepts in appropriate contexts	Internal differentiations within religions: All regions display a wealth of internal differentiations. Focus will be on some subdivisions or schools of thought or branches in a number of religions in South Africa, including: African religion 'African Initiated Christian churches' Shembe Zionist Zion Christian Church (ZCC) Hinduism- e.g. Vaishnavism Shaivism Shaktism Smartism-Buddhism- e.g. Theravada - Buddhism-Mahayana - Buddhism- Tibetan- Buddhism- Zen- Buddhism- Zen- Buddhism- Judaism- Orthodox Jews Conservative Judaism Reform Judaism Christianity e.g. Roman Catholic Eastern Orthodox church Protestant Churches Anglican Methodist Islam e.g. Sunni Muslims Shi'a Muslims Shi'a Muslims Sufism Remove -and other worldviews	Main features of such differentiations with reference to teaching, philosophy governance and practices Focus will be on: African religion, Hinduism, Buddhism, Judaism, Christianity, Islam	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: Practices Beliefs Prayer Worship Punishment Rewards Leadership	Examine History and present dynamics of interreligious relationships in South African, African and international communities: SA -Relationships between religions since democracy Global dynamics between religions - Overview of the history and present dynamics through written sources, interviews and literature	Organisations which include the promotion of interreligious dialogue: background, purpose and impact Effects of humanitarian crises on global relationships between relations Organisations promoting interreligious relationships, dialogue e.g. Programme for Christian-Muslim Relations in Africa (PROCMURA) Inter-faith Action for Peace World Conference of Religion for Peace	Critically investigate areas of recent conflict South Africa, Africa and the world: identify and study two or three areas of recent conflict	- Analyse these situations - In what ways is religion part of the problem? - In what ways is religion part of the solution by the prevention of conflict and by peace-making? Conflicts involving religion Historical context Role of religion Response from the international community	



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9			
45 days	27-29	1-5 February	8-12 February	15-19 February	22-26 February	1-5 March	8-12 March	15-19 March	23- 31			
	January	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	(5 days)	March			
	(3 days)											
Requisite	Concept Skill	ls and Val										
Pre-		igion studies related content ar	•									
Knowledge	Understanding the different action/command verbs											
Resources	Resources (d	other than textbook) to enhance	e learning									
(other than	•	dictionaries, textbook, magazir	<u> </u>	eports								
textbook) to			· ·	•	assessment and/or con	solidation after lesson	n. Other types: as a co	oncept definition map	о,			
	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.											
enhance	discussion m	nap, for notetaking, summaries,	, to organize ideas, etc.									
enhance learning		nap, for notetaking, summaries e Studies/Scenarios that are cu		n Studies Newspaper	articles/DVD's/Role P	lay activities/Presenta	tions by learners/Vide	eo clips, DVDs,				
	Internet/Case		urrent and up-to-date/ Religio			lay activities/Presenta	tions by learners/Vide	eo clips, DVDs,				
	Internet/Case PowerPoint F	e Studies/Scenarios that are cu	urrent and up-to-date/ Religio on a subtopic as per CAPS o	content per term Religi	ion Studies		•					
	Internet/Case PowerPoint F	e Studies/Scenarios that are cu Presentations/Guest speakers ers/Stimuli such as picture(s)/ G	urrent and up-to-date/ Religio on a subtopic as per CAPS o	content per term Religi	ion Studies		•					
learning	Internet/Case PowerPoint F Power Poste Informal asse	e Studies/Scenarios that are cu Presentations/Guest speakers ers/Stimuli such as picture(s)/ G	urrent and up-to-date/ Religio on a subtopic as per CAPS o Google classroom/ Kahoot/So	content per term Religi	ion Studies		•					
learning Informal	Internet/Case PowerPoint F Power Poste Informal asses A minimum of	e Studies/Scenarios that are cu Presentations/Guest speakers ers/Stimuli such as picture(s)/ G essment:	urrent and up-to-date/ Religio on a subtopic as per CAPS o Google classroom/ Kahoot/So given per week.	content per term Religi	ion Studies		•					
learning Informal	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to	e Studies/Scenarios that are cu Presentations/Guest speakers ers/Stimuli such as picture(s)/ G essment: of one informal task should be g	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels.	content per term Religi	ion Studies		•					
learning Informal	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to Types of info	e Studies/Scenarios that are cu Presentations/Guest speakers ers/Stimuli such as picture(s)/ G essment: of one informal task should be g eask should cover the various c	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels.	content per term Religi	ion Studies		•					
learning Informal	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to Types of info Short class e	e Studies/Scenarios that are curves of the studies	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels.	content per term Religi	ion Studies		•					
learning Informal	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to Types of info Short class e	e Studies/Scenarios that are cure Presentations/Guest speakers ers/Stimuli such as picture(s)/ Gressment: of one informal task should be grask should cover the various cormal tasks could include the foressays with peer marking of extended writing	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels.	content per term Religi	ion Studies		•					
learning Informal assessments	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to Types of info Short class e Short pieces Source-base	e Studies/Scenarios that are cure Presentations/Guest speakers ers/Stimuli such as picture(s)/ Gressment: of one informal task should be grask should cover the various cormal tasks could include the foressays with peer marking of extended writing	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels. ollowing:	content per term Religicial media platforms/0	ion Studies		•					
Informal assessments	Internet/Case PowerPoint F Power Poste Informal asse A minimum of An informal to Types of info Short class e Short pieces The source-base	e Studies/Scenarios that are curves of control of extended writing of extended writing ed task	urrent and up-to-date/ Religio on a subtopic as per CAPS of Google classroom/ Kahoot/So given per week. ognitive levels. ollowing:	content per term Religicial media platforms/0	ion Studies Objects/material for der	monstrations (to accor	mmodate kinaesthetic					



2021 Annual Teaching Plan – Term 2 Religion Studies Grade 12

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 June (5 days)	Week 9 7-11 June (5 days)	Week 10 14-18 June (4 days)	Week 10 21-25	
CAPS Topic	Topical issues in society	Topical issues in society	Topical issues in society	Topical issues in society	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomeno n	
Core Concepts, Skills and Values	Formulate a strategy to solve a major social problem: - Main elements: -Identifying and analysing the problem -Outlining and considering the religious sources available Outlining practical steps to be taken to reach a solution	Evaluate the role of media in influencing public opinion on religion - Religious issues reported on in the media - The different media presenting information on religion -Religious issues reported on in the media Publication of Cartoons	Understandin g the issue Different perspectives on the issue Analysing the messages conveyed about a religion The importance of media analysis	- 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	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	Analyse the central teachings in one religion: - Core teachings including the following components: - the nature of divinity, -the nature of the world, -the nature of humanity 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	.Normative sources in various religions Norm – standard pattern in behaviour that is considered normal in a particular society	Descriptive statement Normative statements Inspiration Oral tradition Written texts Sacred books	Occurrence of the following normative sources in several religions: contemporary inspiration, oral tradition and sacred books	- The origin and development of normative sources in different religions	
Pre- Knowledg e	Grade 11 reUnderstandir	of key *concepts ligion studies related ng the different action	n/command verb	os .	Deliving Ottoling No.	(D)	/D:-/D-IDI	iki -/Dunantaki	l l	des dies DVDs	Develop	
Informal Assessme nt	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 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 Assessme nt)	•											



2021 Annual Teaching Plan – Term 3 Religion Studies Grade 12

	erm 3 8 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 August	Week 6 16-20 August (5 days)	Week 23-27 Au	ugust 30	Week 8) August – September	Week 9 6-10 Septem ber	Week 10 13-17 Septem ber	Week 11 Septem ber 20-23							
	CAPS opics	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Common features of religion as a generic and unique phenomenon	Research into and across religions	Research into and across religions	Topical issues	1 Va	GRADE 12	PAPER ON COVER										
		Describe and exams ways of	Actual interpretation of	Analysis of secular worldviews with reference	Religion and the natural	and scientific accounts of creation Religious in diffusion and anatural ences with erence to ws of ation and olution. Atorical velopment the ences ligion and olution: The contradiction accounts accou	and scientific human rights	and scientific human rights and	human rights and			human rights and	human rights and	scientific human rights and	rel	igions		eatures of v		
		interpreting one normative sources in one religion: -The e.g. Affine Religion Oral artradition principles of interpreting the normative sources metaph Songs Stories Historical context Clearest one with normative sources Historical context Clearest Bible,	one one important normative source in any one religion: e.g. African Traditional Religion f Oral and written	to the definition of religion and universal dimensions of religion. Definition secular world views Historical origins of secular thinking Development of secularism and the religious response Understanding the origin, purpose and factors influencing the world-views - Atheism - Agnosticism	- Examine the relationship between religion and the natural sciences with reference to views of creation and evolution. Historical development of the		responsibilities: - 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	fea	mmon itures of igion		s teachings									
								human rights and Responsibilities		pical issues society	opinion o	nedia in infloor on religion of freedom, honsibilities								
								an	search into d across igions	-	in areas of rica, Africa									
			, Bible,					Examinable Topics from Grades 10 & 11 in Grade 12					12							
Co	Core ncepts, ills and	meaning Plan, purpose ,context	Quran,		sciences Religion and Astronomy			Grade 12 paper 1 Major dimensions common to all religions (from Gr 10)												
	alues	Meaning of words	eaning of Kitab-i-Aqdas gurative Pali Canon The origin purpose and influencing factors behind at least TWO world views teral meaning - Materialism - Materialism - Heliocentric and geocentric theories - Cosmology:	- Religious teachings	Major	dimensions	common to a	II religions (from Gr 10)) 										
		Figurative meaning Sacred texts .Literal meaning Grammar		influencing factors behind at least TWO world views theories Cosmolog Specialisation how scient approaches	geocentric theories Cosmology: how science approaches	eocentric neories Cosmology: ow science pproaches creation"	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													



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 August	Week 6 16-20 August (5 days)	Week 7 23-27 August	Week 8 30 August – 3 September	Week 9 6-10 Septem ber	Week 10 13-17 Septem ber	Week 11 Septem ber 20-23		
						promoting religious freedom, human	GRADE	12 PAPER TWO	: TOPICS T	O BE COVI	ERED		
						rights and responsibilities e.g. 'Gift of the givers' ' Salvation Army'	1 Variety of religions	Main feaHistory a	to differentia atures of suc and present relationship	ch differentia dynamics o	ations		
							2 Common . features of religion as a generic and unique phenomeno	NormatiInterpredAnalysisThe orig	tral teaching ve sources in the sources in the sources in the sources of secular values in the secular in the secular the secular the secular in the s	n various re mative sour vorldviews and influend	eligions		
							3 Topical issu	• Developir problem	ng a strategy	to solve a	major social		
							Examinable To	e Topics from Grades 10 & 11 in Grade 12					
							Grade 12 pap	er 2					
							Religion and th	ne state (from Gr	1)				
							Types of rituals	s and their roles (f	rom Gr 11				
Deguiaita	Concept Skills an	d Values											
Requisite Pre-		key *concepts											
Knowledg	· Grade 11 RE	LIGION STUDIES related											
Resources	Wall charts, diReligion Studie	he different action/commar ctionaries, textbook, maga es Graphic organizers to e p, for notetaking, summari	zines, newspaper articles anhance thinking skills: e.g.		aseline asse	ssment and/or consolidat	tion after lesson. (Other types: as a o	concept defi	nition map,			
Informal Assessme nt	Informal assessm A minimum of one An informal task s Types of informal	ent: e informal task should be g should cover the various co tasks could include the fol s with peer marking	iven per week. gnitive levels.										
SBA (Formal Assessme nt)	Trial Examinatio	n											



2021 Annual Teaching Plan – Term 4 Religion Studies Grade 12

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)	1	Week 5 1-5 lovember (5 days)	Week 6 8-12 Novembe (5 days)	Week 7 15-19 r 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	Variety of religions	Topical issues in society	Research into and across religions	Common features of religion as a generic and unique phenomenon		4 Maria		12 PAPER ONE		BE COVERED	
	Consolidation of work: - Conceptual distinctions - Internal differentiations - Unique features of various religions - Roles of various religions	Consolidation of work: - Religious freedom, human rights and responsibilities - Social problems in South Africa and the world	Consolidation of work: - Religion in areas of recent conflict in South Africa and the world - Religion and the	Consolidation of work: - The role of teaching in a variety of religions - Interpreting normative sources - The central teachings of one religion		religi 3 Topio	mon res of on cal issues	Conceptual dist Unique features Religious teach	of various relings ings influencing p	ublic opinion on	_
	- History and present dynamics of inter- religious relationships in South Africa	- Media coverage on issues with religious relevance	natural sciences				arch into	Religious freedo Religion in area world		hts and respons	
						Grade 1	2 paper 1	rom Grades 10 mmon to all religion			
Core							GRADE	12 PAPER TWO): TOPICS TO	BE COVERED	
Concepts, Skills and Values						1. Varie	ty of religions	Main featur	res of such dif I present dyna	s within religions ferentiations amics of inter-rel	
						of reli gene	mon features igion as a ric and uniqu omenon	Analysis of	sources in var g one normativ secular world purpose and	rious religions ve source	rs behind at
						3. Topic socie	cal issues in ty	Developing	a strategy to s	solve a major so	cial problem
						I	arch into and	Religion a	nd the Natura	Sciences	
						Examinal Grade 12		om Grades 10 &	11 in Grade	12	
							and the state	(from Gr 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)
					Types of ri	tuals and their	roles (from Gr	11)		
Requisite Pre- Knowledge Resources (other than textbook) to enhance learning	 Religion Studies Graph discussion map, for not Internet/Case Studies/ Presentations/Guest s 	ots is related content and *co ent action/command verbes, textbook, magazines, hic organizers to enhance tetaking, summaries, to /Scenarios that are currespeakers on a subtopic a	newspaper articles and the thinking skills: e.g. KV organize ideas, etc. ant and up-to-date/ Relig s per CAPS content per	VHL chart for baseline ass ijon Studies Newspaper ar	ticles/DVD's/Rol	le Play activitie	es/Presentation	s by learners/	Video clips, DVI	Os, PowerPoint
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									