

Religion Studies

1. Portfolio

- **Teacher**
- **Learner**

2. Annual Programme of Assessment for Religious studies Grade 12

3. Number and Forms of Assessment Required for Grade 12

4. Moderation Processes and Tools

Dear Religion Studies Teachers

This portfolio guideline is designed to assist you in making classroom practice more manageable. It is highly recommended that you follow the structure and suggestions set out in this guideline. This guideline uses as its source of reference National and Provincial policy documents. Therefore this document will assist you in ensuring that you meet the policy requirements. Note that Grade 12 portfolios will be moderated by Umalusi, National, Provincial, and district teams. All tasks will have to meet the criteria as set according to National norms and standards.

In order to facilitate the process of benchmarking, guidelines are given for each task. You are strongly urged to make use of the exemplars and wherever the need arises to adapt it to suit contextual factors.

If there are unique problems that your school experiences do not hesitate to seek help using the proper protocol channels. Remember that at all times the Gauteng Department of Education Religion Studies team is ready to assist you in ensuring service delivery and meeting the needs of learners and teachers.

Portfolio

What is a portfolio?

A portfolio is a collection of a learner's evidence of formal assessments tasks and is determined by the National Protocol on Assessment and the Subject Assessment Guidelines (SAG).

Teachers' Portfolio

According to the Government Gazette Vol. 498 p 16

- All teachers are expected to keep a portfolio containing all documents related to assessments. It's the teacher's responsibility to ensure that the information in their assessment portfolios is kept up to date.
- A teacher assessment portfolio may be a file, a folder or any other suitable storage system.
- Each teacher must have his/her own portfolio.
- Teacher's portfolios should be available on request at all times for moderation and accountability purposes.
- The educator's portfolio should accompany the learner's portfolio when moderation takes place.
- The following information should be found in the Educator's portfolio:
 - Contents page;
 - The formal Programme of Assessment;
 - The requirements of each of the assessment tasks
 - The assessments tools used for each assessment task (e.g. memorandums(for the tests) , checklists, rubrics)
 - Record sheets for each class (working mark sheets)
 - There must be dividers to clearly differentiate between the different sections within the portfolio.

Learner's portfolios

The learner portfolio should be well planned, organized and presented in a neat manner, for example, a file. It should include the following:

- A contents page.
- The tests/examinations and assessment tasks each clearly separated from the next in accordance with the contents page.

Collection of learner evidence

It is suggested that each learner use either exercise books or files for the recording and collection of all written tasks in Grade 12.

NB. Portfolios for learners with barriers to learning should be clearly marked and special concessions should be made available to such learners.

ASSESSMENTS IN GRADE 12

The formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. In Grade 12, these marks will be submitted as the internal continuous assessment mark. This document provides details on the weighting of the tasks for promotion purposes.

Two of the assessment tasks for Religion Studies must be examinations. These examinations should take account of the requirements as set in this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 examinations should be administered in mid-year and September. These examinations should conform to the prescribed requirements set out in this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions

External assessment in Grade 12

External assessment is only applicable to Grade 12 where the final end-of-year examination is externally set and moderated. This makes up 75% of the final mark for Grade 12.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark).

The external examinations are set externally, administered at schools under conditions specified in the National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) and marked externally.

Guidelines for the external examinations are provided in Section 3.

Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Approach to assessments in Religion Studies

Religion Studies is one of the new subjects in the National Curriculum Statement. It is not a form of religious instruction. Critically, personal faith and beliefs are not assessed. What is assessed is the way in which operative concepts and thinking skills are applied to religion as a social phenomenon. The National Curriculum Statement (NCS) for Religion Studies details the competencies per grade to be achieved in Religion Studies. They can be summarised as follows:

- Religion Studies knowledge for the specific grade, as stated in the National Curriculum Statement for Religion Studies
- Communication competencies
- Investigative competencies
- Data handling competencies
- Problem solving competencies

The following are examples of the type of daily assessment activities that can be used in the Religion Studies classroom:

- Learners point out clusters of religions on a map and provide their origins and statistical information.
- Learners identify the symbols of different religions.
- Read extracts from a variety normative sources.
- Role-play a variety of religious rituals.
- Informally test definitions of religious concepts, a variety of social forms, institutions and roles in different religions and how religions originated.

The following table provides an example of a Programme of Assessment for Grades 12 including the mark to be reported per term:

PROGRAMME OF ASSESSMENT TASKS			
TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
TASK 1 Open-book extended writing task (100) TASK 2 Test (100)	TASK 3 Investigation (100) TASK 4 Midyear examination (300)	TASK 5 Assignment (100) TASK 6 Test (100)	TASK 7 End-of-year examination (300) PLUS *Year Mark (100)
200/2 = 100	400/4 = 100	200/2 = 100	400

*Year Mark: This mark is calculated using the weightings provided in the table A

Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Religion Studies and an external examination which makes up the remaining 75%. The Programme of Assessment for Religion Studies comprises seven tasks which are internally set and assessed. The external examination is externally set and moderated.

The following table provides an example of the annual assessment plan for Grade 12 including the mark to be reported per term:

PROGRAMME OF ASSESSMENT TASKS			EXTERNAL ASSESSMENT TASK
TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	3 tasks	EXTERNAL
TASK 1 Source-based task (100)	TASK 3 Investigation (100)	TASK 5 Test (100)	TASK 7 External examination (300) PLUS *Year Mark (100)
TASK 2 Test (100)	TASK 4 Midyear examination (300)	TASK 6 Assignment (100)	
		TASK 7 Trial examination (300)	
200/2 = 100	400/4 = 100	500/5 = 100	400

*Year Mark: This mark is calculated using the weightings provided in

Table A.

The following table suggests the weighting of cognitive levels for examinations and tests:

Cognitive Level Description	Weighting
Recall (Knowledge)	30%
Comprehension	40%
Analysis, Application, Evaluation and Synthesis	30%

Programme of Assessment for Grade 12

The Programme of Assessment for Religion Studies in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two tasks are examinations and two are tests. The remaining three tasks should consist of different forms of assessment such as investigations, assignments and extended writing.

The following table provides the suggested requirements and weighting of the Programme of Assessment tasks for Grade 12:

Table A

Programme of Assessment Tasks	Weighting
Description	Marks
Two tests written under controlled conditions: 2 X 100 marks = 200 reduced to 20 (200/2)	20
One investigation: This could be an investigation of media coverage on an important public issue with religious implications over a period of time in which learners: <ul style="list-style-type: none"> • Identify the issue. • Identify the different media. • Identify factors to be investigated. • Present findings which demonstrate critical insight. 100 marks reduced to 20 (100/5)	20
One assignment: This could be an oral, research or enrichment assignment set within a context covering one of the following issues: <ul style="list-style-type: none"> • The role of the media in presenting and influencing public opinion and attitudes with reference to religion • The involvement of religion in areas of conflict in South Africa, Africa and the world. 100 marks reduced to 30 (100X3/10)	30
One source-based writing task: This could be an open-book task where learners interrogate one normative source for interpretive reasons. 100 marks reduced to 10 (100/10)	10
Midyear and trial examinations: Midyear: Two 2-hour papers for 150 marks each = 300 marks reduced to 10 (300/30) Trial: Two 2-hour papers for 150 marks each = 300 marks reduced to 10 (300/30)	20
Total for assessment tasks undertaken during the year:	100 (25%)
External examination: Two 2-hour papers for 150 marks each = 300 marks	300
Total for external assessment task:	300 (75%)
TOTAL FOR RELIGION STUDIES	400 (100%)

Details of examination papers in Grade 12:

The midyear and trial examination in Grade 12 will be similar to the external examination. This will comprise two papers where one paper focuses on source-based questions and the other on extended writing. See Section 3.4.2 for the proposed outline for the two papers. See Appendix 2 for an example of an assessment matrix that can be used to assess extended writing questions.

External assessment in Grade 12

An external examination comprising two papers is written at the end of the year in Grade 12. The table below provides a suggested outline for the Grade 12 external examination papers:

EXTERNAL EXAMINATION	
GRADE 12	MARKS
Two 2-hour papers: 150 + 150 = 300 Paper 1: 150 marks Three questions (one compulsory and choice of two out of three to four questions) – 50 marks each = 150 Focus on interrogation of range of source/s such as texts, maps, graphs, etc., can include comparative questions – answers required range from short responses to paragraphs. Paper 2: 150 marks Three focused extended writing questions (choice of three out of four to five questions) – 50 marks each = 150 Focus on analysis and interpretation of generic issues pertaining to religions where learners expected to present a position on the issue/s from a specific religious perspective and to argue this position and critique it. A source can be included to act as a stimulus.	300

Promotion

The learner who has progressed from Grade 10 – 12 will be competent and will have achieved progress according to the competencies stated in The National Curriculum Statement Religion Studies. Those competencies are arranged per grade and they cover the following:

- Religion Studies knowledge
- Communication competencies
- Investigative competencies
- Data handling competencies
- Problem-solving competencies

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Religion Studies. This is subject to the requirement that a learner must achieve at least a level 3 rating (Moderate achievement: 40-49%) in at least one of the three choice subjects.

Moderation of internal assessment

A moderation plan must be drawn up and approved. This plan must include each task with its assessment guidelines. Pre- and post-assessment moderation should be conducted. Moderation will be conducted at the site by either the head of department or any other member from management.

NATURE AND SCOPE OF ASSESSMENT TASKS ASSIGNMENTS

Learners may choose between a research assignment, oral assignment and enrichment assignment.

A note on research assignments

This task requires the learner to complete an assignment based on research, which is based on the process of enquiry. A key question is needed with a topic relating to a specific religious issue. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument / make an interpretation and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access relevant sources for the assignment. Oral assignments in Grades 12 should have a number of components: key question to focus the research; formulation of questions for interview, background research to set interviews in context; interviews and transcription of the interviews; a written discussion about how the information in the interviews relates to the period and an evaluation of the interviews as sources about a religion/s. Optional self-reflection can be included at the end: what doing this project meant to me [the learner] in terms of personal growth and knowledge and understanding of the religion/s? What was the most important thing you learnt from the oral investigation? Having done the project, what would you like to know more about?

A Note on Enrichment Assignments

An enrichment assignment is a creative, original, new, fresh way of presenting investigations in religions or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, history of religions, investigation of rituals, symbols and related values, texts, commentaries and local traditions. This type of assignment provides for different learning styles

Source Work and Extended Writing

Source work and extended writing are regular tasks in Religion Studies. While ongoing classroom activities can be shorter, more focused tasks (e.g. to teach certain skills when working with source documents, or writing skills), the Programme of Assessment task needs to include both source work and extended writing. There will be an overall key question for each of the tasks.

The following outline provides guidance on how to develop source-based tasks and questions:

INVESTIGATIONS

Investigations might take the form of problem solving linked to current issues around interpretations and representations of a religion/s where learners could be asked to present plans for addressing misinterpretations and misrepresentations in a community, etc. or more straightforward investigations into community symbols and rituals associated with a religion/s. This could be linked to knowledge about religious sites, religious celebrations, religious holidays and so on. The main idea is to broaden learners' understanding of the religion/s and how the religion/s is interpreted and represented in society and the world at large. Learners could access information from a variety of sources when carrying out an investigation.

The investigation in Grade 12 could be an extension of the assignment carried out in Grade 11. However, if teachers wish and time allows it, a new assignment can be completed in Grade 12.

ASSESSMENT MATRIX FOR EXTENDED WRITING

This is an assessment matrix that can be used for assessing pieces of extended writing as part of an assignment, examination or test. This matrix is suitable for Grades 10-12.

Note: The mark allocation provided in the matrix is applicable for writing tasks counting out of 20, 30 and 50 marks.

MATRIX

PRESENTATION

CONTENT	7	6	5	4	3	2	1
Well planned and structured. Develops a relevant line of argument. Thinking skills and operative concepts applied at outstanding level. Very high level of independence and originality.	Well planned and structured. Develops a relevant line of argument. Thinking skills and operative concepts applied at very high level. High level of independence. Good measure of originality.	Well planned and structured. Develops a relevant line of argument. Thinking skills and operative concepts applied at high level. Good measure of independence.	Planned and structured to a certain extent. Attempts to sustain a line of argument. Thinking skills and operative concepts applied at moderate level. Measure of independence.	Attempts a structure. Attempts to sustain a line of argument. Thinking skills and operative concepts applied at low level. Little independence.	No clear structure. No sustained line of argument. Thinking skills and operative concepts applied at very low levels. No independence.	No structure. No line of argument.	
7	Question fully addressed. Very rich content. Content fully relevant to question.		Code 7 ⁺ 45-50 (50) 27-30 (30) 18-20 (20)		Code 7 40-44 (50) 24-26 (30) 16-17 (20)		
6	Question largely addressed. Rich content. Content relevant to question.	Code 7 40-44 (50) 24-26 (30) 16-17 (20)		Code 6 ⁺ 37-39 (50) 23 (30) 15 (20)		Code 6 35-36 (50) 21-22 (30) 14 (20)	
5	Question addressed to a great extent. Fairly rich content. Content adequately relevant to question.	Code 6 35-36 (50) 21-22 (30) 14 (20)		Code 5 ⁺ 33-34 (50) 20 (30) 13 (20)		Code 5 30-32 (50) 18-19 (30) 12 (20)	
4	Question partially addressed. Omissions and sometimes irrelevant content.	Code 5 30-32 (50) 18-19 (30) 12 (20)		Code 4 ⁺ 28-29 (50) 17 (30) 11 (20)		Code 4 25-27 (50) 15-16 (30) 10 (20)	

3	Question inadequately addressed. Omissions in coverage. Some irrelevant content.	Code 4 25-27 (50) 15-16 (30) 10 (20)	Code 3 ⁺ 23-24 (50) 14 (30) 9 (20)	Code 3 20-22 (50) 12-13 (30) 8 (20)
2	Question not addressed. Content sparse and irrelevant.	Code 3 20-22 (50) 12-13 (30) 8 (20)	Code 2 ⁺ 18-19 (50) 11 (30) 7 (20)	Code 2 15-17 (50) 9-10 (30) 6 (20)
1	Content does not address the topic.	Code 2 15-17 (50) 9-10 (30) 6 (20)	Code 1 0-14 (50) 0-8 (30) 0-4 (20)	

NB. The following are the moderation and assessment forms that should be adhered to when moderating assessments.

GAUTENG DEPARTMENT OF EDUCATION

PORTFOLIO SUBMISSION CHECKLIST FOR CLUSTER LEADERS: RELIGION STUDIES

NAME OF SCHOOL:		
NAME OF EDUCATOR:		
NAME OF CLUSTER LEADER:		
SUBJECT:		
DATE:		

		YES	NO
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LEARNER'S PORTFOLIOS

1	The correct portfolios according to the list from HO were submitted		
2	The best portfolio is submitted		
3	The computer-printed list of names is attached to Annexure E of Circular 6 of 2007		
4	The prelim answer books are signed by the learners		
5	The correct number of marked controlled tests are included		
6	The correct activities are in the learners' portfolios		
7	All learners signed declaration forms		
8	All learner portfolios have the correct, coloured cover sheet		

EDUCATOR'S PORTFOLIO

1	Provincial Annexure E of Circular 6 is completed correctly and included		
2	The list of names of selected candidates and the best portfolio is attached to Annexure E		
3	The working mark sheets are correct and included		
4	Proof of school moderation is included		
5	Proof of cluster moderation is included		
6	The checklist completed by the cluster leader is included		
7	Subject specific activities are included		
8	Relevant memoranda are included		
9	The educator's portfolio has the correct, coloured coversheet		

MARK SHEETS

1	All learners have marks		
2	Where there are no marks for a learner, a missing mark form has been completed		
3	All mark sheets are available		
4	Marks were added correctly on the mark sheets		
5	The totals on the mark sheets are correct and do not exceed the maximum mark		

GENERAL

1	<i>Please let the subject facilitator know immediately if this educator needs assistance or if an educator was absent. Fax this form with further comments to the relevant subject facilitator.</i>
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All areas where a "NO" is indicated have to be followed-up and corrected by the educator before submission to the district office.

SIGNATURE	DATE
EDUCATOR:	
CLUSTER LEADER:	
PRINCIPAL	



GAUTENG DEPARTMENT OF EDUCATION

CONTINUOUS ASSESSMENT GRADE 12 PORTFOLIOS – 2007 GRADE 12 MODERATION REPORT FORM

NAME OF SCHOOL: _____ DISTRICT: _____

SUBJECT AND GRADE: _____

(A separate form must be used for languages per grade)
Portfolio moderation check list (Tick column when completed)

	Educator	Moderator
Educator's portfolio		
Preparatory question paper with memorandum		
Controlled tests with memo		
Working mark sheets		

List of Sample Portfolios

All portfolios requested are included in bundle. (Attach computer printed list here.)

NAME OF CANDIDATE (SURNAME and INITIALS)	EXAM NUMBER	PORTFOLIO SCHOOL MARK /*	PORTFOLIO MODERATED MARK /*
1			
2			
3			
4			
5			
6			
7 (Best)			
Average marks		Of sample _____	Of moderation _____



GAUTENG DEPARTMENT OF EDUCATION

CONTINUOUS ASSESSMENT GRADE 12 PORTFOLIOS – 2007
EVIDENCE OF RELIGION STUDIES CLUSTER MODERATION

SUBJECT				
GRADE				
NAME OF SCHOOL				
NAME OF EDUCATOR				
NAME OF HOD				
DATES OF MEETINGS	1 st Meeting:	2 nd Meeting	3 rd Meeting	4 th Meeting
NAMES OF LEARNERS	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
	4.	4.	4.	4.
	5.	5.	5.	5.
COMMENT ON STANDARD OF WORK				
COMMENT ON NUMBER OF TASKS COMPLETED				
AVAILABILITY AND CORRECTNESS OF SUBJECT WORKING MARK SHEET				
ASPECTS THAT NEED ATTENTION				
SIGNATURES	TEACHER			
	CLUSTER LEADER			

Circular 0 / 2007

Absentees

1.1.1. Where the learner fails to comply with the minimum requirements of any component of the internal assessment mark, the following must apply:

In the event of a valid reason for non-compliance, the learner should be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal assessment mark will not be taken into consideration.

“Valid reason”, in this context, constitutes the following:

- (a) medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
- (b) humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
- (c) The learner appearing in a court hearing; supported by written evidence; or
- (d) Any other reason as may be declared valid by the Head of Department or his or her nominee.

1.1.2. Learners must be reminded that the fabrication of evidence constitutes fraud.

1.1.3. In the event of a learner failing to comply with the internal assessment requirements of a particular subject on the basis of valid reasons, evidence of such valid reason must be included in the learner portfolio for that subject.

1.1.4. Where the learner does not comply with the minimum requirements of internal assessment for a subject without a valid reason, a “0” is awarded. The method of calculating CASS marks when one or more components are allocated a “0” is shown in Annexure E.

1.1.5. All evidence of intervention for learners who do not complete a component of CASS for a reason that is not valid must be documented and filed. This must be made available on request.

The principal must keep the parent informed of the processes undertaken by the school to ensure that extended opportunities are given to the learner to complete a task. The parent must also be informed of a learner’s zero assessment mark.