



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2010

MARKS: 150

TIME: 2 hours

This question paper consists of 7 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A: COMPULSORY
SECTION B: Answer any TWO questions from this section.
3. Read ALL the questions carefully.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Write neatly and legibly.

SECTION A (COMPULSORY)**QUESTION 1**

- 1.1 Complete the following sentences by using the words provided in the list below. Write only the word next to the question number (1.1.1 – 1.1.5) in the ANSWER BOOK.

Mahabharata; Baha'u'llah; Torah; Bodhisattva; Iraq; Iran

- 1.1.1 ... is a person who on his or her own merit can enter Nirvana. (2)
- 1.1.2 The holy shrine of Karbala is in ... (2)
- 1.1.3 ... is the longest Hindu epic. (2)
- 1.1.4 ... is the sum total of God's will in Judaism. (2)
- 1.1.5 ... is the founder of the Baha'i faith. (2)
- 1.2 Write TWO facts on each of the following concepts in the context of religion:
- 1.2.1 Myth (4)
- 1.2.2 Parable (4)
- 1.2.3 Doctrine (4)
- 1.2.4 Fundamentalism (4)
- 1.3 From each group of words below, choose the word that does NOT fit. Write only the word next to the question number (1.3.1 – 1.3.6) in the ANSWER BOOK.
- 1.3.1 Mona Lisa; Qur'an; Vedas; Bible (2)
- 1.3.2 uNkulunkulu; Hajj; Ubuntu; Ancestors (2)
- 1.3.3 Sathyagraha; Talmud; Bethlehem; Kosher (2)
- 1.3.4 Medina; Jerusalem; Ayodhya; Beijing (2)
- 1.3.5 Rama; Allah; Jehovah; Darwin (2)
- 1.3.6 Karma; Ahimsa; Baha'i; Vajrayana (2)
- 1.4 Name FOUR common features that are shared by the Abrahamic faiths, that is Judaism, Christianity and Islam. (8)
- 1.5 Name any TWO branches of Christianity. (4)

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

Read the extract below and answer the questions that follow.

Every religion has some beliefs that are not negotiable, beliefs that all followers share. For example, Jews, Christians and followers of African Traditional Religion believe in one God. However, within most religions, belief structures differ from one school of thought to another. For example, in Buddhism, Theravada, Mahayana and Vajrayana differ on how Buddhist beliefs should be applied in life ...

[Adapted from: *Shuters Religion Studies Grade 12*, Hofmeyr et al, page 105]

- 2.1 Write down the functions that are fulfilled by the uniqueness of a religion. (10)
- 2.2 Briefly describe the unique features of any ONE of the religions. (10)
- 2.3 Briefly discuss the following concepts in the context of religion:
- 2.3.1 Identity (8)
- 2.3.2 Unity (8)
- 2.3.3 Comparability (4)
- 2.4 Briefly discuss the role of ancestors in the African Traditional Religion. (10)
- [50]**

QUESTION 3

Read the extract below and answer the questions that follow.

There are a number of different forms of Judaism with Orthodox, Conservative and Reform Judaism the three largest groups. In South Africa most Jews are Orthodox and only a small minority are Reform Jews. Orthodox Jews often refuse to acknowledge Reform Jews as Jews at all.

Such internal differences exist within most other religions.

[Adapted from: *Religion Studies Grade 12*, Steyn et al, page 17]

- 3.1 Discuss the internal differences that exist within any ONE of the following religions:
- Islam
 - African Traditional Religion
 - Christianity
- (20)

- 3.2 Read the extract from a newspaper article below and answer the questions that follow.

Onitsha, Nigeria. Dozens of charred, smouldering bodies littered the streets of this bustling commercial capital after three days of rioting in which Christian mobs wielding machetes, clubs and knives set upon their Muslim neighbours. Rioters have killed scores of people here, mostly Muslims, after burning their homes, businesses, and mosques in the worst violence yet linked to caricatures of the Prophet Muhammad, first published in a Danish newspaper. The tumult erupted here after attacks on Christians in northern Nigeria last week by Muslims infuriated over the cartoons.

[Adapted from: *New York Times*, 24 February 2006 (*Shuters Religion Studies Grade 12*, page 214)]

- 3.2.1 According to the article, what is the cause of the riots? (4)
- 3.2.2 What do you think could be the possible consequences of these riots? State at least THREE possibilities. (6)
- 3.2.3 Do you think the article presents a balanced view? Give reasons for your answer. (6)
- 3.2.4 In your experience, does the media in general present religious issues in a balanced, unbiased way? Give at least ONE example to illustrate your opinion. (8)
- 3.2.5 Imagine that you are the editor of a newspaper. Would you publish an article that attacks a particular religion? Why? (6)
- [50]**

QUESTION 4

Read the extract below and answer the questions that follow.

In mainstream Hinduism things are very different. It is more important to do the right things and behave in the right way than to believe in the right things. In another Indian religion, Buddhism, 'belief' as the acceptance of certain views may even be seen as hindrance on the way to salvation. Attachment to beliefs is just as bad as attachment to money and beliefs, some Buddhists say for example, because it leads to suffering for oneself and for others.

[Adapted from: *Religion Studies Grade 12*, Steyn et al, page 39]

- 4.1 Briefly discuss the role of belief in the following:
- 4.1.1 Islam (6)
- 4.1.2 Christianity (6)

4.2 Read the extract below and answer the questions that follow.

Some religions have statements of faith in which DOGMAS relating to their particular religion are set out. One well-known dogma of the Roman Catholic Church is the dogma of the Immaculate Conception, which holds as true that Mary, the mother of Jesus, was a virgin when she conceived.

[Adapted from: *Shuters Religion Studies*, page 12]

- 4.2.1 Name FOUR characteristics of a religious dogma. (8)
- 4.2.2 The doctrine of reincarnation is common to both Hinduism and Buddhism. Briefly discuss this doctrine. (6)
- 4.2.3 What role do parables play in the understanding of African Traditional Religion? (4)
- 4.2.4 Discuss any secular world view and explain its view on religion in general. (20)
- [50]**

QUESTION 5

Read the letter below and answer the questions that follow.

Another Christmas has come and gone. All over the world, millions have rejoiced, attended mass and prayed for peace and goodwill. Millions, too, have partied, heralding in the new year or attended midnight mass, hoping it would bring them happiness and prosperity. Still peace seems as elusive as ever. Gunmen in Columbia, suicide bombers in Iraq, militia in the Darfur region of Sudan, killings in Kashmir ... the list goes on.

What kind of men commit atrocities? Are they God-fearing men who hold their scriptures in one hand, and a gun in the other?

But God himself is often seen as violent and vengeful. The cities of Sodom and Gomorrah were razed to the ground with 'fire and brimstone'. In Egypt, all the first-born were killed. When there were no more babies to kill, all the first-born cattle were slaughtered. So could it be that man, created in the image of God, is only emulating Him?

And so the killings go on, year after year. Religion is not a solution to the world's problems. It's divisive, setting brother against brother, nation against nation.

TM (author)
Gauteng

[Adapted from: *Sunday Tribune*, 4 January 2009]

- 5.1 What is the writer's opinion of religions in areas of conflict? (4)
- 5.2 Why does the writer refer to Christmas? (2)
- 5.3 Write a short analysis of any ONE of the regions/countries of conflict mentioned in the letter, and explain the role of religion (if any). (10)
- 5.4 Do you agree that God is often seen as violent and vengeful? Give reasons for your answer. (6)
- 5.5 Explain the statement which says, religion is 'setting brother against brother, nation against nation'. (6)
- 5.6 Read the extract below and answer the questions that follow.

The Spanish Inquisition (legal inquiry) was a law court which came into being in 1478. It was linked with a branch of the Catholic Church called 'The Holy Office of the Inquisition against Hereditary Depravity' (being deprived of heredity). The court came into being partly to ensure that converts to Catholicism from Judaism and Islam were genuine, and not still practising their true religions behind the scenes. If they were found doing so, they were tried by the Spanish Inquisition. An interesting aspect of the Inquisition was 'trial by fire' – the idea that, if you were innocent, you would be put through a deadly experience (such as being burned at the stake) and God would save you. If you died, that was proof that you were guilty.

[Adapted from: *Shuters Religion Studies Grade 12*, Hofmeyr et al, page 171]

- 5.6.1 In your own words, briefly define the concept *human rights*, with special reference to religion. (4)
- 5.6.2 Do you agree that the Inquisition law court practices of 1478 AD (CE) should be seen as a human rights violation? Motivate the answer by referring to the extract. (10)
- 5.6.3 How would you compare violations of religious freedom within the church set-up as the one portrayed in the extract above, with xenophobic attacks (attacks on foreigners from Africa) that took place recently (2009) in the social communities in South Africa? Is there any substantial difference in these two violent attacks? (8)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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GRADE 12

RELIGION STUDIES P1

NOVEMBER 2010

MEMORANDUM

MARKS: 150

This memorandum consists of 11 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | |
|-----|-------|---|-----|
| 1.1 | 1.1.1 | Bodhisattva | (2) |
| | 1.1.2 | Iraq | (2) |
| | 1.1.3 | Mahabharata | (2) |
| | 1.1.4 | Torah | (2) |
| | 1.1.5 | Baha'u'llah | (2) |
| 1.2 | 1.2.1 | Myth: <i>any TWO of the following answers</i> <ul style="list-style-type: none"> • The word means fable. • Reference to religious stories in which deep truths about life are revealed. • Myths do not necessarily try to make a moral point. • Myths can be the basis of teaching and dogma in some religions. | (4) |
| | 1.2.2 | Parable: <i>any TWO of the following answers.</i> <ul style="list-style-type: none"> • A parable refers to a story that is told to illustrate a religious principle or answer a religious question. • It is usually very short and contains a definite moral. • They contain religious beliefs, ideas, morals and warnings. • They are set within the cultural and social environment of the people who produce them. | (4) |
| | 1.2.3 | Doctrine: <i>any TWO of the following answers</i> <ul style="list-style-type: none"> • Doctrine is a synonym for teaching. • Doctrine just like teaching does not necessarily have any negative meaning. • It is also regarded as a religious teaching. | (4) |
| | 1.2.4 | Fundamentalism: <i>any TWO of the following answers</i> <ul style="list-style-type: none"> • A form of conservatism. • Selectively utilising elements of an old tradition. • Blending such elements with modern society with the view to promoting the interest of a religious group. | (4) |
| 1.3 | 1.3.1 | Mona Lisa | (2) |
| | 1.3.2 | Hajj | (2) |
| | 1.3.3 | Sathyagraha | (2) |
| | 1.3.4 | Beijing | (2) |
| | 1.3.5 | Darwin | (2) |
| | 1.3.6 | Baha'i | (2) |

- 1.4
1. Belief in one God
 2. Belief in prophets
 3. Belief in angels
 4. Belief in the Day of Judgement
 5. They have sacred books.
 6. They have special places of worship.
 7. they have days and holidays
 8. they believe in God as creator.
 9. they special code of dress. (8)

- 1.5
- Catholicism
 - Protestantism
 - Eastern Orthodox
 - African Independent Churches
 - Pentacostal Churches (4)

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

- 2.1
- It strengthens the believer's faith.
 - It identifies the religion from amongst other religions.
 - It guides the believer's way of life.
 - It helps the believer to unite in the spiritual life as a communion with other believers.
 - It helps believers to explain why they have chosen that religion.
 - It helps members to identify who belongs to the faith and who does not. (10)
- 2.2 (Christianity is used as an example.)
- It is referred to as a monotheistic religion, belief in one God.
 - They believe in life after death in the context of a judgement day.
 - They believe in the existence of the angels.
 - They believe in prophets.
 - They believe in the existence of heaven and hell.
 - They believe in the resurrection of the dead. (10)
- 2.3
- 2.3.1 Identity:
- Identity means individuality.
 - Means the religion has a certain individuality or a certain personality that distinguishes it from other religions.
 - Means affirmation of dignity and value of a religion.
 - Means an exclusive religious identity in which one identifies strongly with the beliefs and doctrines of the religion and see these as defining one's life. (8)
- 2.3.2 Unity:
- The dictionary meaning of the concept is harmony or concord between persons.
 - In religion it means peaceful co-existence within the religion or between religions as well.
 - On a higher level it will mean religions actively cooperate to achieve certain practical aims in society.
 - Even stronger emphasis could mean that the teachings of various religions are compatible with each other. (8)
- 2.3.3 Comparability:
- This means that two or more things are able to be compared.
 - This does not mean that they are similar.
 - Things can be compared and it is found that they are different.
 - The other meaning may be that things can be compared because they are fit to be compared. (4)

- 2.4
- Messengers of the creator.
 - Supervisors of the physical world.
 - Look after the welfare of the living.
 - They reveal themselves through dreams and sometimes through visions to communicate with the living.
 - To communicate with God, the living use the ancestors – they are intermediaries.

(10)
[50]

QUESTION 3

- 3.1 Christianity:
- Christianity was never a monolithic faith. From the start there were many differences between groups of Christians.
 - The Eastern tradition had its centre in Constantinople and the Western tradition in Europe.
 - The groups split because of arguments over: supreme authority and that the Catholic Church teaches that the Holy Spirit comes from God the Father and the Son while the Eastern Church teaches that the Holy Spirit comes from God the Father and not the Son.
 - The churches are governed in different ways.
 - A church governed by an episcopalian structure has a hierarchy of bishops and priests, e.g. Roman Catholic Church, Eastern Orthodox and Anglican Church.
 - A Presbyterian structure on the other hand involves rule by an elected group of elders in the church with overall rule by higher authorities such as Synod or General Assembly of Churches, e.g. Reformed Churches, the United Presbyterian Church of South Africa and the Church of Scotland.
 - A Congregationalist structure has elders, but each individual church is independent and not responsible to any authority higher than the congregation, e.g. Baptist Churches.
 - Catholics attend church services called the 'Mass'.
 - As part of the Catholic ritual they may light candles in remembrance of the dead and confess their sins to a priest.
 - Orthodox Christian practices are similar to Catholic practices.
 - A popular way to express piety is by kissing images of saints, called icons.
 - Going to church on Sunday is very important to Protestants.
 - Many forms of Protestantism also believe that charitable work is an outward sign of inner grace.
 - One cannot buy one's way to heaven, by helping others show that one has already been blessed.

Islam:

- Islam has two major branches, Sunni and Shi'ite.
- The Sunnis are the largest group globally.
- But in some countries the Shi'ite are in the majority like in Iraq and Iran.
- Shi'ites believe that the descendants of Mohammed are divinely appointed imams with supernatural knowledge and authority who should lead the faithful.
- Sunnis reject this and believe that the faithful should elect their leaders.
- Shi'ites believe that twelve imams were the intermediaries between God and humankind.
- The twelfth imam went into hiding but he will return someday.
- Until his return the community is lead by a hierachy of religious leaders called mullahs, the most important of these are called ayatollahs.
- Sunni Islam also uses the term imam but simply to refer to the person because of his knowledge and the depth of faith.
- Sunnis seek guidance in the Qur'an and the Hadith.
- If a matter is not clearly resolved by consulting these sources, the consensus of the community prevails.
- There is no central authority in Islam.
- There are no major differences in religious practice between the two groups in Islam.
- One minor difference is the observance of the annual commemoration of martyrdom of Hussain.
- However, the observance of five pillars of Islam are common to both groups.
 1. Shahadah – Declaration of faith
 2. The Hajj – Pilgrimage
 3. Salat – five time daily prayer
 4. Fasting during Ramadan
 5. Zakaat – compulsory charity

African Traditional Religion:

- There are thousands of variations in African Traditional Religion.

AmaZulu religion:

- The traditional AmaZulu religion acknowledges the existence of a Supreme Being and Creator called Umvelinqangi or 'the First to Exist'.
- All communication with the Supreme Being is done through the ancestors.
- The AmaZulu religion has a feminine divinity called uNomkhubulwane.
- This feminine divinity is associated with fertility.
- The Ancestors are very significant as in other religions.
- Most of the rituals are led by the eldest male of the household.
- When the whole tribe is gathered for a celebration, the King of AmaZulu presides.

The Aka religion:

- The Aka from Central Africa, are nomadic hunter-gatherers.
- There is great variance of belief among the Aka tribes.
- They believe in the creator spirit, Bembe.
- They believe that Bembe retired from creation soon after the act of creation.
- The forest spirit, Dzengi, receives the most religious attention from the Aka.
- The Aka believe in reincarnation.
- They believe that animals and humans reincarnate within their own species. (20)

- 3.2 3.2.1 • The attacks were in retaliation for attacks by Muslims on Christians in northern Nigeria. (4)
- [Please note: The question asked for only one point – credit the candidate 4 marks even if the candidate wrote only one point.]
- 3.2.2 • There would be further religious violence. (6)
- There would be inter-religious dialogue and problem-solving.
- The police/state would be blamed for taking sides, leading to increased violence.
- Religious leaders would appeal to their followers for calm.
- The economy of the country will be negatively affected
- It will result in continuous violence Or war.
- It will lead to lawlessness in the country.
- 3.2.3 • Yes. It does not blame any religion or take sides.
- It mentions the cause as Danish cartoons.
- It is factual.

OR

- No, it says nothing about the link between the caricatures and the violence. (6)
- It implies that Muslims started the riots, but is silent on the role of Christians in northern Nigeria.
- 3.2.4 • Yes, all religions are given equal coverage as on SABC TV and radio programmes. (6)
- The major religions are covered in rotation.
- There is no bias.
- The religious observances of all religions are given coverage in the print media, e.g. *Post*, *Daily News*, cover *Diwali*, *Eid*, *Christmas*, *yom Kippur* etc.
- This is done from the point of view of believers of that religion.

OR

- No.
 - The Western media in particular link attacks by certain individuals to particular religions.
 - Those allegedly carrying out suicide bombings in occupied territories are called Jihadists.
 - While reports of 'terrorist' attacks committed in the USA by US citizens make no mention of religion.
 - E.g. the recent attack on the US revenue offices by a disgruntled taxpayer. (8)
- 3.2.5
- Yes, I believe that my duties as an editor is to uphold freedom of press. People have a right to be exposed to what is newsworthy, to make up their minds.

OR

- No, respect for all religions is a cornerstone to a harmonious interreligious dialogue. If I feel that a particular article may offend believers of a certain religion, I would first obtain the opinion from such persons. (6)
- [50]**

QUESTION 4

- 4.1 4.1.1 Islam:
- In Islam there is very little room for variation as far as the central tenets of the religion are concerned:
 - Besides Allah there is no other God.
 - Mohammed is his prophet.
 - Neither of these two pillars is in the least open to doubt. (6)
- 4.1.2 Christianity:
- Orthodox Christianity does not allow for deviation from the scriptures.
 - Very little room is allowed for different interpretations.
 - Those that deviate from the belief may suffer certain social consequences.
 - In the past some had to pay with their lives. (6)
- 4.2 4.2.1
- Made up of beliefs that are true and fixed.
 - Made up of beliefs that are not open for discussion.
 - Beliefs that have to be absolutely believed.
 - Beliefs that are backed up and supported by an authority.
 - Often formulated by religious bodies. (8)

- 4.2.2
- In natural corollary to the law of Karma is the doctrine of reincarnation.
 - The soul goes through a series of birth and deaths. This process is fuelled by desires.
 - As a person casts off worn-out garments and puts on others that are new, so does the soul cast off worn-out bodies and enter into others that are new. So says the Bhagavad Gita. (6)
- 4.2.3
- Many parables exist in Africa often telling each other stories with hidden meanings.
 - They were used as everyday form of teaching the community.
 - They provide ethical and moral guidelines for correct behaviour as well as warnings about immoral behaviour.
 - Parables played a vital part in transmitting the beliefs of Africans such as about ancestors, the creator and service to others. (4)
- 4.2.4
- Secularism as an example:
- It involves ethics based on reasoning about human nature.
 - It does not refer to a god or gods.
 - The understanding of the universe is purely scientific.
 - It does appeal to religious explanations for life and the world.
 - It tends to go with the democratic forms of government.
 - Its proponents subscribe to freedom of religion within the bounds of the secular laws of the land.
 - Supports human rights.
 - Supports non-discrimination on the basis of religious beliefs.
 - A movement that wants to be independent from religion in its social and political activities.
 - It believes that religion is socially divisive rather than uniting.
 - It tolerates religion.
- Secular humanism:
- Humanism started as a religious movement.
 - It referred to someone who studied the classics.
 - E.g. Classical literature and education.
 - It opposed the medieval way of looking at scripture and tradition.
 - It encouraged the people to use their reasoning powers to understand revelation.
 - The movement shifted to mean atheism in the late 19th century.
 - It opposes all varieties of belief that seek supernatural sanction for their values.
 - It supports the separation of church and state.
 - Ethics should be based on critical intelligence, not on religion.
 - Moral education should not be the exclusive property of any particular sect.
 - Sceptical about supernatural claims.

Science and technology:

- Belief in the scientific method though imperfect is still the most reliable way of understanding the world.
- Rational methods with inquiry, logic and evidence.
- To look to the natural biological, social and behavioural sciences for knowledge of the universe and man's place within it.
- It supports that many sciences be included in text books, like the creation theory.

The ideal of freedom:

- There are many forms of totalitarianism in the modern world, secular and non-secular, all of which secular humanism opposes.
- They defend not only the freedom of conscience and belief but also ecclesiastical, political and economic interests.
- They support the democratic decision-making based upon majority rule and respect for minority rights and the rule of law.
- They believe in the principle of free inquiry.

Moral education:

- Moral development should be cultivated in children and young adults.
- No particular sect can claim important values as their exclusive values.
- It is the duty of public education to impart these values.
- They support moral education in the schools that is designed to develop an appreciation for moral virtue, intelligence and the building of character.

(20)
[50]

QUESTION 5

- 5.1
- The writer believes that the conflicts in those areas are caused by religion.
 - The writer feels that religion is divisive and creates problems and not solutions.
- (4)
- 5.2
- The writer refers to Christmas to symbolise that another spiritual celebration has come and gone, yet the violence goes on.
- (2)

- 5.3
- Sudan – Darfur
 - Two broad groupings are found in Darfur, Arab tribes called Baggara and a number of African tribes.
 - Religion should not be a radical source of division in this area.
 - Most people in the area are Sunni Muslims, although there are a number of African Traditionalists and in the South they are Christians.
 - Most of the attacks seem to have focused on non-Arab villages.
 - The government responded by bombing Darfur villages. (10)

- 5.4
- No.
 - God is also seen as merciful but man as harming his fellow beings.
 - Religion (God) is often used by people with power to create divisions.

OR

- Yes.
- The name of God has been used in these conflicts. Hence God is seen as violent and vengeful.
- Each of the conflicting forces claims to be fighting in the name of God. (6)

- 5.5
- It would appear that religion is the root cause of the various wars and conflicts that exist in the world.
 - In most cases the conflicting groups are from the same region but belong to different religions.
 - Most nations who are in conflict belong to different religions as well.
 - In certain instances groups within the same religion also engage in violent disputes.
 - The writer therefore concludes that religion is the cause of all conflicts. (6)

- 5.6
- 5.6.1
- Human beings have the right to life.
 - Human beings have the right to human dignity.
 - Human beings have the right to shelter.
 - The law does not discriminate against any person based on race or creed. (4)

- 5.6.2
- Yes.
- People were barred from practising religions of their choice.
 - Fear was used to enforce/impose one form of religion.
 - Human life was not respected – people were burnt at the stake on the basis of their choice of religion.
 - The decision of innocent or guilty was taken through inhuman practices.
 - It contradicts the principle that all people are born equal in dignity and rights. (10)

- 5.6.3
- The Inquisition was a violation of freedom of worship,
 - while the xenophobic attacks were a violation of freedom of association and freedom of movement.
 - The Inquisition was supported by the Spanish government.
 - While the xenophobic attacks were not state sponsored, the Spanish Inquisition had full state backing.
 - The Spanish Inquisition was purely religious discrimination,
 - while the xenophobic attacks may have had some undertones of religious intolerance (the Somali community who were attacked in the Western Cape were Muslim). The reason for the xenophobic attacks were mainly economic.

(8)
[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2010

MARKS: 150

TIME: 2 hours

This question paper consists of 5 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions.
2. Answer only THREE of the four questions.
3. Read ALL the questions carefully.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Write neatly and legibly.

QUESTION 1

Read the statement below and answer the questions that follow.

HIV/Aids is a major social challenge facing the youth.

Imagine that you are a youth leader for a particular religion at your school. Prepare a speech that would encourage learners to lead a healthy, Aids-free lifestyle, as informed by your religious teachings. In your speech, you must include the following:

- | | | |
|-----|---|-------------|
| 1.1 | A brief, relevant introduction | (6) |
| 1.2 | The causes of HIV and Aids | (6) |
| 1.3 | Factors contributing to the spread of HIV | (10) |
| 1.4 | Reference to the teachings of at least TWO religions to illustrate solutions to the Aids pandemic | (10) |
| 1.5 | A plan of action to assist those affected and infected by HIV and Aids | (18) |
| | | [50] |

QUESTION 2

Read the information below and answer the questions that follow.

The first World Parliament of Religions was held in Chicago in 1893. A second, and much larger, parliament was held in 1993, also in Chicago. The last such parliament of the world's religions was held in 2004 in Barcelona, Spain. Each parliament was bigger than the previous one. This points to the growing importance of interreligious dialogue.

- | | | |
|-----|--|-------------|
| 2.1 | Identify and discuss TWO themes which you consider to be important topics for a world parliament of religions. Give reasons for your choices. | (20) |
| 2.2 | Discuss TWO possible outcomes (or results) that you would expect from such a conference. | (12) |
| 2.3 | Describe the religious composition within your community and explain the need for interreligious dialogue. | (8) |
| 2.4 | Since 1994, South Africa has had no serious incidents of religious conflict. What steps has the South African government taken to ensure peaceful co-existence among the various religions in the country? | (10) |
| | | [50] |

QUESTION 3

Read the extract below and answer the questions that follow.

Science and religion have often had a strained relationship, especially over the 'big bang theory' and 'the theory of evolution'.

The big bang theory suggests that the universe came into existence millions of years ago as a result of a huge explosion of a mixture of gases.

The theory of evolution argues that all forms of life, including humans, are connected, and go back to a common origin. The various forms of life did not appear perfectly formed, but adapted to their changing environments over time. Modern man also adapted, or evolved, over millions of years, into the present state. These two theories are in direct contrast to the explanation of creation and life forms in some religious teachings.

Select ONE religion and compare its views with the scientific theories above, under the following subheadings:

- | | | |
|-----|---|-------------|
| 3.1 | How all living and non-living things are related | (10) |
| 3.2 | Creation, and how human beings made their appearance in the world | (20) |
| 3.3 | The status of human beings in the world | (10) |
| 3.4 | How and when the world will end (if at all) | (10) |
| | | [50] |

QUESTION 4

- 4.1 Read the information below and answer the questions that follow.

In a religious context, normative sources are those sources that lay down standards of behaviour for believers. Such sources are also referred to as primary sources.

Select ONE religion and discuss its normative source(s) under the following headings:

- | | | |
|-------|--|------|
| 4.1.1 | Inspiration | (10) |
| 4.1.2 | Hermeneutical principles that apply to the interpretation of normative sources | (10) |

4.2 Select ONE religion and discuss its central teachings under the following headings:

4.2.1 The nature of divinity (10)

4.2.2 The relationship between the individual and the community (10)

4.2.3 Life after death (10)

[50]

TOTAL: 150



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2010

MEMORANDUM

MARKS: 150

This memorandum consists of 13 pages.

QUESTION 1

1.1 A brief, relevant introduction:

- Starting the proceedings with a moment's silence to remember those who have become victims of HIV/Aids.
- My dear colleagues, there is a challenge that is robbing our country of its youth and its future. (Referring to the situation of HIV and Aids infection and its spreading in the country, also highlight the challenges brought about by the pandemic.)
- (Calling on religious institutions to participate in the fight against the pandemic.)
- A recent survey in our city of the average lifespan of people indicates that it averages 35 years.
- The leading cause? Aids-related deaths.

NB: Consider originality and relevance.

(6)

1.2 The causes of HIV and Aids:

- Let us be very honest: Aids is spread by sexual contact.
- It is therefore clear that sexual intercourse is not something to be taken lightly. (Just as religions do address human sexuality.)
- The A-B-C approach suggests that Abstain is the first choice, but if one can't, then one must Be Faithful, and if one fails in that, then one must use a Condom. Yes, condoms reduce the chances of HIV transmission, but they are no guarantees. Exposure to the virus just once, is enough to bring about the onset of Aids. (Most religions teach that married partners should be faithful to each other, also discouraging sex before marriage.)
- And there is no cure for Aids.
- Having more than one concurrent sexual partner,
- or having sex with a person much older than yourself,
- or having sex for 'things,' all put you at risk. And who wants to deliberately stand in the path of danger? (Promiscuity and immoral sexual behavior are not encouraged.)
- The moment you become infected, there is no pain, no symptoms. You don't know. So you re-infect yourself, and infect others.
- Blood transfusion of contaminated blood
- Contaminated needles
- Drug abuse or wrong choices
- Using the same (contaminated) razor during circumcision or initiation.

(6)

NB: 3 Originality and relevant points will do. (Please credit the candidate for not writing down the causes)

1.3 Factors contributing to the spread of HIV:

- Poverty is one of the key factors driving the Aids pandemic: women and young girls are forced into sexual relationships out of sheer desperation. (Sharing and the eradication of poverty form part of most religious teachings.)
- Traditionally, most African cultures give males power over women. Women, therefore, are forced into abusive relationships, with physical violence, including rape, exposing the woman to HIV. (Religions encourage caring and loving of children and wives.)
- Lack of knowledge about sexual reproductive health is also a contributing factor. Many people are unaware that anal or oral sex are more risky than vaginal sex. (Religions need to embark on educational awareness programmes.)
- The youth also experience difficulty in accessing sexual and reproductive health clinics.
- Substance and drug abuse is another major contributing factor in the Aids pandemic. (Religions discourage substance and drug abuse.)

(10)

1.4 Reference to the teachings of at least TWO religions to illustrate solutions to the Aids pandemic:

Christianity:

- The Holy Bible states 'Thou shalt not commit adultery'. This is a clear injunction to confine sexual intercourse to the institution of marriage.
- The Bible also states that husband and wife should honour and respect each other. Submit to one another out of reverence of Christ,
- and that 'Do not get drunk on wine, which leads to debauchery' (Ephesians 5:1-6:4).
- Marriage is encouraged, in the words 'for this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh (Ephesians 5:1-6:4).

African Traditional Religion (ATR):

- The African adage of Ubuntu puts the community before individual rights.
- Human beings are obliged to protect and promote each other's lives.
- In ATR, evil includes the wilful disruption of community life, as would be the case in the effects of Aids.
- ATR places much emphasis on family ties and history, as described in family and clan praise songs.
- Many sacred stories glorify the institution of marriage, and the family.

Hinduism:

- The Hindu Law of Karma teaches that a person's actions and thoughts will affect the kind of life one would lead in the next life.
- It encourages respect and protection of all forms of life.
- This also encourages people to lead a morally good life that would include:
 1. Good sexual life
 2. Protecting the weak, e.g. children and women
 3. Pro-life actions
- This ensures that the fight against HIV and Aids is addressed within the religion.

(10)

1.5 A plan of action to assist those affected and infected by HIV and Aids:

- Let us learn from successful anti-Aids campaigns,
- such as the one in Uganda (religious organisations and government worked together to bring about moral regeneration).
- Sex outside a stable relationship was made taboo.
- Faith-based organisations all worked together to convey the message of abstinence.
- Sex within marriage only.
- Violence against women was also strongly condemned.
- Those at risk (multiple sexual partners, unprotected sex, etc.) must go for HIV testing, so that ARV treatment, or a change in lifestyle, or both, can take place as soon as possible.
- Aids affects the entire family and the community. FBOs can assist by providing financial and social assistance.
- Awareness campaigns should be planned jointly with FBOs.
- We should target the youth via the media, youth clubs, as well as religious meetings.

(18)
[50]

QUESTION 2**2.1 NB: The following themes are guidelines or examples for marking**

Strengthen interreligious dialogue:

- While interreligious dialogue does exist as a result of the previous parliaments, understanding, acceptance, respect and tolerance of various religions must be fostered among lay persons.
- Religious practices should also be understood by those not practising a particular faith.
- Religious leaders should make joint public appearances and media statements in matters affecting more than one religion.
- Strong interreligious dialogue can prevent religion from being exploited by persons with their own agendas.
- Support related organisations such as the World Conference on Religions for Peace (WCRP) and the World Council of Churches (WCC) and the Lutheran World Federation.

Develop a global ethic/respect for human rights:

- Religions form the basis of an ethic/morality.
- The lack of a clear moral system has resulted in global social challenges such as poverty, family breakdown, crime, violence against women and children.
- Respect for the environment shows respect for the creator.
- Religion teaches both rights and responsibilities, not merely entitlement.
- A strong moral system helps the youth to withstand negative peer pressure, thus avoiding risky behaviour.

Greater cooperation between religious organisations and government:

- The religious 'parliaments' are not elected, but nevertheless represent communities united by religious beliefs.
- These communities can wield considerable influence, and therefore should make valuable input into government.
- Religions can and do influence political bodies such as the UN, and other global players such as the World Bank.
- Draw up a best practice manual to address the world's problems.
- Reach agreement with civil society organisations to respect human rights issues better.

Address social challenges:

- Religion provides a united body of worshippers, who can all work together to uphold certain ethics, e.g. no violence against women.
- All FBOs provide humanitarian aid during disasters.
- Upholding a moral code based on religion provides clarity on how one should behave in various situations. (20)
- FBOs have less 'red tape' than government, so that they can provide support faster in crisis situations.

2.2 *Mentioning an outcome-2 marks, discussing each of these-4 marks.*

- Closer cooperation between religions,
- It will be effective if done at community level.
- Greater involvement from governments.
- Formation of a mediating body for the world's trouble spots.
- An information brochure or website explaining the world's religions.
- Working towards the 'greater good of humanity', while not undermining one's own beliefs.

(12)

2.3 My community is homogeneous (all residents practise only one religion). They belong to one race group as a result of apartheid laws. This makes it important for my community to learn more about other religions, as they will interact with them in school, at work and in the marketplace.

OR

My community comprises many religions. In order to live in harmony and peace, it is necessary to understand, respect and tolerate the practices and beliefs different from one's own.

(8)

NB: Please credit any worthy response from the candidates.

- 2.4
- The South African Constitution treats all religions as equal.
 - There may be no discrimination on the basis of one's religion.
 - There is complete freedom of worship for all religious groups-religious dress, places of worship, religious observances are all protected by the Constitution.
 - Government ministers participate in practices of various religions.
 - E.g. wearing traditional ATR dress, praise singers at opening of parliament, wishing Christians, Muslims, Jews, etc. well for their festivals.
 - There is no compulsory attendance at government schools for religious observance or prayer.
 - Government has established an Advisory Body of Religious Leaders,
 - (These people) The body advise parliament on religious matters.
 - There is no state sponsored religion in South Africa.

(10)
[50]

QUESTION 3**Chosen religion: Islam (As an example)**

3.1 How all living and non-living things are related:

- Numerous verses in the Qur'an point out that Allah (God) is the 'Creator of all that is in the heavens and on earth' (Qur'an).
- This shows that all of creation is from one source.
- The weather and earth are related in providing fruits and fodder for our livestock. It is God who sends or withholds life-giving rain.
- Insects such as the ant and the bee are mentioned, to illustrate that even these tiny creatures are part of God's plan.
- These creatures obey the grand plan, and so should man.
- The evolution theory argues that everything in the universe comes from a common origin, the gases that exploded in the big bang.
- Charles Darwin conducted extensive research that proved the inter-relationship between living and non-living things.
- Living organisms adapt to changing environments, and evolve in this way into other life forms.

NB: Please credit the candidates for any religion as an example

(10)

3.2 Creation, and how human beings made their appearance in the world:

- There is one perfect God.
- He created the heavens and earth, and all that is in it.
- The first human was Adam, whom God made from clay.
- God breathed His spirit into Adam, and he came to life.
- These humans were given the highest status of all of God's creations.
- Eve (Hawwa) was then created from Adam's rib.
- They originally lived in paradise.
- Humans were created that they may 'worship Allah'.
- According to the big bang theory, the universe came into being millions of years ago with a massive explosion of gases.
- We do not know if anything existed before the big bang.
- The theory does not mention any creator.
- Human beings evolved from lower life forms into modern man, over millions of years.
- Humans therefore have much in common with other animal forms, and have no special place in creation.

(20)

NB: Please credit the candidates for any religion as an example

3.3 The status of human beings in the world:

- Man is referred to as God's 'vice gerent' (representative) on earth.
- All of creation is for man's use.
- He may eat of that which is 'permissible and palatable'.
- He may sew garments from animal skin and plants.
- There must be no wastage in the use of these resources, as 'God loves not those who are wasteful'.
- Man can raise himself to the highest status by submitting his will to Allah's, or he can sink to the lowest levels of morality if he disregards God's laws.

- The Qur'an cites examples of both, the prophets as exemplars of good conduct, and tyrants such as Pharaoh who are exemplars of evil.
- Man is accountable for his actions, and will be judged on the Day of Reckoning.
- According to the scientific view, man has evolved from other life forms.
- Man is an animal, and has no special status. (10)

NB: Please credit the candidates for any religion as an example

3.4 How and when the world will end (if at all):
The Qur'an and Hadith both describe in detail how the world (and universe) will end.

- The conflict between good and evil will result in pitched battles.
- The mahdi spiritual leader will become the leader of the 'rightly guided'.
- The 'dajjal' (personification of evil) will lead the evil-doers into battle.
- After many battles, the righteous will be successful.
- Jesus will then return, and there will be peace for a long time.
- Long after Jesus' death, the world will again descend into evil and chaos.
- The universe will end suddenly, with terrifying natural disasters.
- All living things will die.
- Human beings will be resurrected on the Day of Judgement.
- In the scientific view, the future of the universe is disputed, as some scientists predict that the universe will stop expanding and implode.
- Others claim that there is no end to the universe, and eventually everything will be isolated in a vast space. (10)

Chosen religion: Hinduism

- 3.1 How all living and non-living things are related:
- Brahma is the creative principle.
 - He is the creator of the entire universe.
 - He is the 'world soul' that exists everywhere and everything is part of it.
 - There is no beginning or end of the universe – it is cyclical, and the past, present and future are all interrelated.
 - The Hindu greeting 'namaste' means 'I greet the spirit of God who resides in you'.
 - This shows that all of creation contains the spirit of Brahma, and is thus related. (10)

NB: The scientific view as presented in the Muslim section is relevant under the Hindu section of the marking guideline

- 3.2 Creation, and how human beings made their appearance in the world:
- To Hindus, the universe itself is the creator.
 - The creator is ever-existing, without beginning or end.
 - The creator (Brahmin) is not a supreme being, but a 'world soul'. That is part of all creation.
 - Brahmin can be in an active or passive state.
 - When Brahmin stirs and becomes active, 'creation' begins.

- Like everything in existence, human beings are a by-product of Brahmin's dance.
- When the creator stops dancing, the universe collapses.
- When the creator starts 'dancing' again, the whole cycle of creation and destruction repeats itself.
- Hindus believe that there must be an 'intelligent designer' because the creation is too perfect and complex just to be created by chance.
- Hindus have no problem with evolution, as they believe the universe is based on evolution.
- In fact, the Hindu version is seen as more advanced, as it includes spiritual evolution as well.
- Hindus believe that evolution does not occur by chance, but that each person determines his/her own spiritual and physical evolution.

(20)

NB: The scientific view as presented in the Muslim section is relevant under the Hindu section of the marking guideline

3.3 The status of human beings in the world:

- The status of human beings is determined by the individual.
- The soul is more important than the physical self.
- The body will die, but he who dwells within the body is said to be deathless ... (Bhagavad Gita)
- This is encapsulated in the Law of Karma.
- Living a good life will result in better rebirths, eventually becoming one with God.
- Within the status of humans, there are four castes.
- These were originally developed for division of labour (Rig Veda), but led to abuse of the lower castes.
- Each person's life is also divided into four stages, or ashramas.
- A person progresses to the final stage of renouncing life, and being totally devoted to God.

(10)

NB: The scientific view as presented in the Muslim section is relevant under the Hindu section of the marking guideline

3.4 How and when the world will end (if at all):

- In Hinduism, time is cyclical.
- Each of these cycles is divided into four aeons or yugas.
- As each yuga progresses, goodness diminishes and evil becomes dominant.
- The universe will not have a sudden end.
- Instead, it goes through recurrent phases of manifestation and dissolution.
- There is greater emphasis placed on spiritual birth and rebirth, than on the physical world.

(10)

NB: The scientific view as presented in the Muslim section is relevant under the Hindu section of the marking guideline

[50]

QUESTION 4

4.1 4.1.1 Inspiration:

Selected Religion: African Traditional Religion:

- Immediate contact with the dimension beyond everyday life lies at the root of African Religion.
- In this tradition people communicate with their ancestors, even today, and receive messages.
- Mediums and diviners specialise in communicating with the ancestors and spirits.
- Such mediums go through a process of 'death and rebirth' during their training.
- In southern Africa the priestly function usually rests with the head of the family.

Other Religions:

- Inspiration is an extremely important normative source in many religions.
- The term 'contemporary inspiration' refers to inspiration that still takes place today.
- In most religions there are figures with followers who believe they were inspired by higher power or wisdom.
- The founding figures in religious history generally claim to be inspired.
- We do not know the names of all the inspired figures, such as early African Traditional Religion or Hinduism.
- However, many famous figures who were inspired were Abraham, Moses, Confucius, Vedvyas, the Buddha, Jesus, Mohammed and Baha'u'llah.
- These figures are believed to have stood face to face with God.
- In African Traditional Religion people communicate with their ancestors and receive messages.
- In the Abrahamic faiths they believe that their prophets received divine inspiration which was written down as their holy scriptures.
- In the Eastern religions divine inspiration occurred to a number of people who became divine teachers.

(10)

4.1.2 Hermeneutical principles that apply to the interpretation of normative sources:

- There are specific rules for the interpretation for both the primary and secondary sources.
- The procedure differs from community to community.
- However, in general the maternal brother and the paternal sister are the key to opening the sacred lineage text.
- They must be the first to open the text by invoking the dead of the lineage, in order of seniority and familiarity.
- Once they have opened communication, the other members of the lineage present at the occasion have a chance to provide their own interpretation and express their wishes.
- The family's traditional healer ensures that the wishes of the living and those of the living dead are expressed according to the specific requirements of the particular occasion.
- When interpreting secondary sacred texts the king or chief takes the lead.

RESPONSES BASED ON CHRISTIANITY AND ISLAM:

- The word 'hermeneutics' means to interpret.
- Taken in its traditional context, 'hermeneutics' meant the attempt by men and women of either secular or religious view point or bias to interpret scripture primarily in the light of their own beliefs and secondly in its historical context.
- The principles of hermeneutical interpretation are:
 1. Grammar and historical context
 2. Clearest meaning
 3. Plan, purpose and context
 4. Meaning of words
 5. Figurative language
 6. The consideration of other sacred texts
- The Christian Bible consists of the Old and the New Testaments.
- These scriptures were declared authoritative by the previous faith communities.
- Never in the history of the Bible has there been only one way of interpreting Biblical texts.
- According to Islam, the Qur'an is a sacred scripture which contains divine revelation from God to his messenger.
- Muslim scholars refer to interpretation, commentary, hermeneutics as 'tafsir'.
- The 'tafsir' is a complex term and refers to the comprehensive understanding and knowledge of the Qur'an.
- It also refers to the process of finding its meaning and to the process of stating and applying its rules, wisdom and maxims.
- For the Qur'an's interpretation, the understanding and knowledge of the Arabic language is a key.

NB” Please credit candidates that discuss hermeneutical principles.

(10)

4.2 4.2.1

The nature of divinity:

African Traditional Religion:

- Africans do not claim to have seen, touched, smelled, heard or had any kind of physical contact with the Supreme Being.
- Africans have given many different names to the Supreme Beings, for example: Modimo, UNkulunkulu, Mambo, Qamata, etc.
- Many indigenous African religions simply honour the demand of reason to believe that there is a Supreme Being.
- They do not go further to describe this being or define his specific qualities.
- God is not knowable as you would know a cat or a cow.
- Thus the African attitude towards the divine Supreme Being is to maintain silence about the unknowable.

Christianity:

- Christians believe in the existence of a Supreme and Divine Being known as God.
- God manifests Himself as three persons.
- God the Father as Creator of the universe.
- God the Son as Saviour and Liberator of humanity.
- God the Holy Spirit as Counsellor of Christians.

(10)

4.2.2

African Traditional Religion:

- The African understanding of life is based on the idea of the intricate, complex relationships between animal or living beings.
- For the traditional African the principle is: I am related, therefore I am.
- The community is an inescapable source from which the individual derives the meaning of life.
- The community consists of three dimensions. The first is living beings, the second is the living dead, referred to as ancestors, and the third is the yet to be born.
- Memory is the cement that binds the three groups together.

Christianity:

- Man is seen as the climax of God's glory.
- When God created Adam, He realised that Adam needed a companion.
- He then created Eve.
- The three persons of the Holy Trinity communicate with each other.
- Similarly, humanity should have a relationship of mutual respect and love.
- Individuals have to look after one another and protect one another.
- No person should dominate or exploit another.

(10)

4.2.3. ***NB: The following are marking guidelines or examples. Candidates should be credited if they presented a different religion.***

Life after death:

African Traditional Religion:

- When a human being dies he/she departs to the land of the spirits.
- This world after death is understood as a place; a space that is occupied by the living dead.
- From this world they keep watch over the deeds of the living and protect or punish them and sometimes appear to them.
- Death takes them away from planet Earth but does not take away life from them.
- Death turns them into invisible but living beings.
- There is no heaven or hell in the traditional understanding of life.
- But this does not mean that after death all automatically are the same.
- It is believed that after a year of the dead or departed, a home bringing ceremony is performed to let the spirit to function as an ancestor. (This is called uMbuyiso in IsiZulu).

Christianity:

- Christians believe that human beings were created immortal.
- However Adam and Eve disobeyed God's commands.
- The penalty for this sin was death for the human race.
- Even after this condemnation, God still tried to liberate humanity from evil and death.
- After death Christians envisage a new community that will be marked by love, sharing and caring.

(10)
[50]

TOTAL: 150