basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2012

MARKS: 150

TIME: 2 hours

This question paper consists of 6 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   Choose the correct words from those given in brackets. Write only the word(s) next to the question number (1.1.1–1.1.5) in the ANSWER BOOK.

      1.1.1   An example of a Hindu reform movement is (Arya Samaj/ Maha Sabha/Rig Veda/yoga).   (2)

      1.1.2   The oldest branch of Buddhism is (Judaism/Theravada/Aka/ Mahayana).   (2)

      1.1.3   The oral component of the Torah is called the (Talmud/Mashiach/ Mitzvot/Genesis).   (2)

      1.1.4   The founder of the Baha'i faith was (Mahabharata/Baha'u'llah/ Abdu'l-Baha/Dalai Lama).   (2)

      1.1.5   The holy shrine of Karbala is in (Iraq/Iran/India/Israel).   (2)

1.2   Explain, in TWO sentences, each of the following concepts in the context of religion:

      1.2.1   Unity   (4)

      1.2.2   Fundamentalism   (4)

      1.2.3   Uniqueness   (4)

      1.2.4   Comparability   (4)

      1.2.5   Reincarnation   (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 (1.3.1–1.3.4) in the ANSWER BOOK.

      EXAMPLE: banana; apple; potato; grape

      ANSWER: 1.3.6 potato

      1.3.1   Charles Darwin; Shoghi Effendi; Copernicus; Kepler   (2)

      1.3.2   Ubuntu; ancestors; cremation; Modimo   (2)

      1.3.3   Brahma; Vishnu; Nirvana; Shiva   (2)

      1.3.4   Abraham; Baha'u'llah; Moses; Jesus   (2)

1.4   Indicate whether the following statements are TRUE or FALSE. Write 'true' or 'false' next to the question number. Give a reason if the answer is FALSE.

      1.4.1   Syncretism is the science of interpreting texts.   (4)

      1.4.2   A shaman is a supreme being, the Creator in African Traditional Religion.   (4)

      1.4.3   Hinduism consists of the following schools: Saivism, Vaishnavism, Vajrayana and Smartas.   (4)
.
                                                                     TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

2.1   Discuss the uniqueness of:

      2.1.1   African Traditional Religion   (10)

      2.1.2   Judaism   (10)

2.2   Briefly discuss the internal differences between the *Shi'a* and *Sunni* branches of Islam under the following headings:

.   2.2.1   Religious teachings   (10)

      2.2.2   Religious practices   (10)

2.3   Discuss the similarities between the following TWO Eastern religions:

      Hinduism and Buddhism   (10)
                                                                                  [50]

QUESTION 3

Read the extract below and answer the questions that follow.

> The prodigal son is a well-known Christian parable. A son who has sinned comes back home and is joyously welcomed by his family, especially his father. The point of this parable is that Jesus rejoices in the return (conversion) of a sinner.
>
> [From *Shuters: Religion Studies, Grade 12*, p. 12–13]

3.1   State TWO roles that parables play in religion.   (4)

3.2   Name a parable (excluding 'The Prodigal Son') from any religion and explain its meaning.   (8)

3.3   Name FIVE characteristics of a religious doctrine.   (10)

3.4   Briefly explain the concept of *myths* as it applies to religion.   (10)

3.5   Name FIVE characteristics of any ONE of the following secular world views:

- Communism
- Atheism
- Secular humanism
- Agnosticism   (10)

3.6   Name FOUR beliefs shared by the Abrahamic faiths.   (8)
                                                                                              [50]

QUESTION 4

Read the TWO extracts below and answer the questions that follow.

CONFLICT IN SUDAN'S DARFUR REGION

The trigger for the conflict in 1983 was the central government's attempt to enforce a system of law in an area of the country that was not Islamic. In other words, you could say that religion was part of the problem.

[Adapted from *Shuters: Religion Studies, Grade 12,* p. 202]

FAULT LINE DIVIDES SUDAN

If the north-south conflict is not checked it may escalate into a full scale war in which there would be no winners, writes Terence McNamee.

By dividing Sudan along a north-south 'fault line' it was hoped that many of the conflicts that had historically pitted Northerners against Southerners would stop. The south's economy was also expected to finally emerge from the decline of recent years.

Sudan and South Sudan are locked in a number of increasingly bitter clashes over oil, security and borders that threaten to ignite a full-blown war. Last week Juba (capital of South Sudan) accused Khartoum of bombing its territories in Bahr el Gazal, Unity and Upper Nile states. Khartoum accuses Juba of destroying the oil fields at Heglig in Sudan's southern Kordofan state, which was seized by the South Sudanese army in April.

Conflicts between different ethnic groups over access to water resources and grazing lands for cattle have occurred for centuries, but in the second half of 2011 alone, clashes in South Sudan's Jonglei state left thousands dead. In one incident 600 ethnic Lou Nuer were massacred by fighters from the rival Murle community.

[Adapted from *The Times*, 15 May 2012]

4.1   Until recently it had been argued that the conflict in Sudan was a religious war. Do you agree? Give reasons for your answer.   (14)

4.2   What measures has South Africa taken to encourage religious harmony?   (8)

4.3   Imagine that your school is multireligious and multiracial. As chairperson of the Representative Council of Learners (RCL), what measures would you put in place for religious harmony at your school? (8)

4.4   Distinguish between *religious freedom* and *religious tolerance*. (4)

4.5   For each of the following religions, briefly discuss the teachings that promote human rights:

        4.5.1   Buddhism (4)

        4.5.2   Christianity (4)

        4.5.3   Islam (4)

        4.5.4   African Traditional Religion (4)
        [50]

QUESTION 5

Read the extract below and answer the questions that follow.

In several recent studies of religious coverage in the media, it was found that coverage had increased significantly over the last decade. However, the coverage was very negative and focused mainly on the following:

- The political elements of religious ideas and institutions. This aspect received the most coverage.
- Other issues like struggles of women and minorities
- Issues involving sexual morality

[Adapted from *Religion Studies,* Steyn et al. p. 220–221]

5.1   Do you think the media gives fair coverage to religious issues? (2)

5.2   Give reasons for your answer to QUESTION 5.1. Include ONE example to support your answer. (10)

5.3   Why, do you think, has media coverage of religious issues increased sharply in recent years? (10)

5.4   Discuss ONE example from the media that refers to political elements of religion. (10)

5.5   Discuss ONE example from the media that refers to issues involving sexual morality and religion. (10)

5.6   Discuss ONE example from the media that refers to issues involving women (or minorities) and religion. (8)
        [50]

TOTAL SECTION B: 100
GRAND TOTAL: 150

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 11 pages.

SECTION A (COMPULSORY)

QUESTION 1

1.1   1.1.1   Arya Samaj   (2)
        1.1.2   Theravada   (2)
        1.1.3   Talmud   (2)
        1.1.4   Baha'u'llah   (2)
        1.1.5   Iraq   (2)
                          [10]

1.2   1.2.1   **Unity**
- Unity means harmony and agreement.
- It would mean religions actively cooperate to achieve certain practical aims in society.
- It could also mean that the teachings of various religions are compatible with each other.   (4)

        1.2.2   **Fundamentalism**
- A form of conservatism (liking traditional ways and disliking changes), selectively utilising elements of an old tradition.
- It blends elements of an old tradition with elements of modern society with a view to promoting the interests of a religious group.   (4)
- A religious interpretation that upholds a mainly literal meaning./ Extremist intrepretation

        1.2.3   **Uniqueness**
- It means having no like, equal or parallel.
- The dictionary meaning is unusual, remarkable or significant
- It refers to identification of features which set one religion the only one of its kind – apart from another religion.   (4)

        1.2.4   **Comparability**
- This refers to the comparison that might be made between different faith groups or religious institutions (e.g. denominations)
- Comparability means that two or more religions are able to be compared in order to establish the similarities and differences.   (4)

        NOTE: For QUESTIONS 1.2.1.-1.2.4, any other relevant answer must be credited.

        1.2.5   **Reincarnation**
- It is the central belief in both Buddhism and Hinduism.
- A religious concept that the soul begins a new life in a new body..
- It is the belief that beings are born into a next life over again.
- The new body may be spiritual , or human, depending on the quality of the previous life's action   (4)

- It means human soul is born many times on earth.
- It is also a central belief in the Aka religion of Central Africa.

[20]

1.3   1.3.1   Shoghi Effendi.
                  Others are Scientists, Shoghi Effendi is a person that succeeded
                  Abdu'l-Baha   (2)

        1.3.2   Cremation
                  The three are related to ATR, there is no cremation in the ATR.   (2)

        1.3.3   Nirvana;
                  In Buddhism, Nirvana is release from suffering and the cycle of
                  rebirth; the highest goal of Buddhist practice Others are the Hindu
                  triad of gods.(These are the three Hindu gods).   (2)

        1.3.4   Baha'u'llah
                  He is the founder of the Baha'i faith. Others are leaders of the
                  Abrahamic faiths.   (2)
                                                                                [8]

1.4   1.4.1   False – Syncretism is the blending of religions / Hermeneutics is
                  the science of interpreting religious texts.   (4)

        1.4.2   False – A shaman is someone who acts as a medium between the
                  visible and the spiritual world,/ A shaman acts as a traditionsl   (4)
                  healer/ Umvelinqangi is their Creator.(Any similar name from ATR
                  is accepted

        1.4.3   False – Vajrayana is the school (or main branch) of Buddhism,   (4)
                  while the others are branches of Hinduism

                                                                                [12]

                                                        TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1 **African Traditional Religion**.
- They believe in the existence of the Supreme Being.
- They communicate with their God through the ancestors.
- Their communication with the ancestors is through the ritual of animal sacrifice.
- Harmony between the living and the ancestors is of great importance.
- Ancestors can bring illness, misfortune, and also blessings
- During the ritual of sacrifice the living call the ancestors to be present
- Community solidarity is a pronounced feature in ATR.
- The community orientation of African society is clearly reflected in its rituals.
- Rituals are rich in symbols, e.g.goat-hide bracelet (Isipandla)
- They do not have a special day of worship.
- There is no founder.
- There is no written text.
- There are no sacred buildings, but there are sacred places.
- There is a great variance of belief among African Traditional Religions.

Judaism   (10)
2.1.2 .
- They are the descendants of Gods covenant people.
- They believe that Abraham was the first to realise that there is one God
- Abraham was the spiritual founder of the Jews
- Abraham was the first Patriach
- Moses led them out of the Egyptian slavery.
- They promised to serve God as they were the chosen ones.
- Their scripture is the Torah/ Tanach
- Their place of worship is the synagogue.   (10)
- They have a unique dress code (Orthodox Jews)
- They eat food that is kosher (permissible for Jews)

2.2 2.2.1 **Religious teachings**

Shi'a
- They believe that the caliphate (successor) should be from the descendents of the Prophet Muhammad.(namely Ali)
- They claim that these caliphs are divinely – appointed imams with supernatural knowledge and authority who must lead the faithful.
- They follow some Hadith (e.g. recordings of Ali and Fatima) of Prophet Muhammad. ,and reject others

- They commemorate the death of Hussain whom they believe was martyred at Karbala.
- They share a collective guilt for not coming to his aid when he was killed.
- The <u>Shi'a</u> have two schools of law.
- The Shi'a follow the teachings of a modern day Imam

<u>Sunni</u> (10)
- Sunni's believe that the faithful, rather than the descendents, should elect their leaders.(e.g. Abu Bakr)
- Sunni refers to 'following' the Sunnah (example) of the Prophet Muhammad.
- All the companions of the Prophet are given equal respect in Islamic jurisprudence.(Islamic law)
- The Sunni have four schools of law
- The Sunni follow the teachings of the 7th and 8th Century scholars.

   2.2.2.   **Religious practices in Islam**
<u>Sunni</u>
- Religious practices are strictly in accordance with the Sunnah of the Prophet, as laid down in the Hadith.
- An 'imam' is simply the leader of the congregational prayer.
- 'Imam' does not denote formal training in Sunni Islam.
- There are four recognised scholars with regard to legal matters in Islam. (10)
- They pray five times daily
  - The concept of Muttah(temporary marriage) is not recognised.
  - In the event of a dispute, the issue is decided upon by a consensus.

<u>Shia</u>
- Those hadith from Ali and Fatima, daughter of prophet, are given more prominence.
- The shrine of Hussian in Karbala is an important pilgrimage for Shi'as.
- Muttah is allowed..
- The Shi'a are allowed to combine some of their daily prayers.
- They can pray three times a day
- They practise self mutilation (striking themselves)
- In the event of a dispute, the issue is decided upon by a central authority (ayatollah)

2.3
- Both originated in India
- Belief in reincarnation.
- Believe in the Law of Karma.
- Belief in deities is not necessary.
- The goal of life is Moksha and Nirvana.

(10)

- The practice of celibacy.
- Correct action is emphasised more than correct belief.

[50]

QUESTION 3

3.1
- They provide us with a rich source of religious teaching (wisdom).
- They contain religious beliefs, ideas, morals, and warnings.
- They speak about God, the world, human relationships and the nature of things.
- It is a simple story that conveys a deep, spiritual truth.

(4)

3.2   **Example of a parable in Islam**
- *Parable of His Light- In Islam.*
- This parable describes Allah as the source of all enlightenment.
- Accepting and practising the laws of God will enlighten the believer, and remove the darkness of ignorance.
- It will also remove the darkness of ignorance.

Example of a parable in Christianity
- *Parable of a sower.*
- It means one has to listen with understanding and practise it for the kingdom of God.
- You reap as you sow
- You face the consequences of your actions.
Any other parable will be credited. TWO marks for naming a parable, with or without religion being named.

(8)

3.3
- Doctrine is a belief held by a religious group.
- It is a synonym for teaching.
- It is sometimes used to refer to the entire set of beliefs in a religion.
- Doctrine is a statement of essential beliefs.
- It functions to safeguard what is essential to the religion
- They are the essential pillars of the religion.
- Teaching doctrine is closely connected to the notion of religious teachings.
Doctrine discussed in context of a specific religion must be credited.

(10)

3.4
- Myths are generally narratives or stories about divine or heroic beings.
- A myth is a story which explains why something is as it is.
- A myth could also mean word or fable (a short story that teaches   about behaviour, often with animals as characters).
- Myths are symbolic ways of explaining how the world began(creation myths)
- Myths are also used to teach people about their culture and religion.
- It is a sacred story mainly about the origin, the end of time, or other key teachings.
- They are not factual accounts but they convey spiritual truths.

(10)

3.5   **Communism**
- A political system where the State controls property, production, trade.
- It denies existence of a supreme being.
- It is a political system in which individuals are not allowed to own property.
- The idea is that everything belongs to everybody.
- It is a course of action for a people's revolution to overthrow capitalism and eventually to bring about a classless society.

        Atheism
- Atheism is a secular world view that denies the existence of a Supreme Being.
- Atheists are people who do not believe that divine beings or a divine power exists.
- There are different forms of atheism: neutral (soft), positive (strong).
- Soft atheism is denial of existence of God/ gods, but does not actively reject the idea of God/gods.
- Strong atheism believe there is evidence to support that there is no God/gods.
- It is a philosophy to be understood in various ways.

        Secular humanism
Secularism in personal life involves a commitment to:
- An ethics based on reasoning about human nature without reference to God (s)
- Understanding universe without appealing to religious explanation
- It is a branch of humanism that rejects religious belief and the existence of the supernatural.
- It is often associated with scientists and academics.   (10)
- They generally believe that following humanist and principles naturally leads to atheism, on the basis that religious views cannot be supported rationally.

       Agnosticism
- Agnosticism is a secular response to religious knowledge.
- Some agnostics believe in God/gods but do not subscribe to any religion
- It is a philosophy that claims it is impossible to know for certain whether a Supreme Being exists
- They mainly reject most religions and their teachings on the basis that understanding a Supreme Being is beyond human comprehension.
- They therefore are sceptical of religious doctrine.
- They reject especially religions that claim to have true spiritual knowledge.
  Definition is limited to TWO marks only.

3.6
- Believe in one God
- Believe in the existence and the role of the Devil or Satan.
- Believe in the existence and the role of angels.
- Believe in life after death.
- Believe in the authority of the sacred texts as the Word of God
- They believe in Judgement Day   (8)

[50]

QUESTION 4

4.1   **I do not agree.**
- The Darfur conflict in Southern Sudan started more than 100 years ago.
- The main divisions were ethnic/tribal and cultural.
- Religion is not a radical source of division.
- Most people of Darfur are Sunni Muslims, as is the government of Khartoum.
- In 1983 there was civil war when the Muslim government tried to impose Islamic law in the south.
- In 2005 South Africa brokered a peace deal between the North and South.
- However, conflict continued.
- A UN backed referendum in 2011 decided on partition of the South.
- The harmonious relationship between Khartoum and Juba was short-lived.
- The conflict continues, with the main issue being the Heglig oil fields

(Any other reasonable scenario should be credited.)

I agree.
- In the south of Sudan, there is a considerable Christian presence, as well as ATR adherents, while the North is completely Muslim.
- There is gross neglect of the mainly non-Muslim South by the Khartoum government.
- This is evidenced by a complete lack of infrastructure.
- The economy of the South has been destroyed because of neglect by Khartoum.
- This results in widespread poverty in the South.
- Attacks by militia (janjaweed) on non-Arab villages in the South are common.
- The Khartoum government has done nothing to stop these raids.
- While there is tribal conflict, it is also along religious lines, as entire tribes follow one single religion.
- The 1983 imposition of Sharia law was an attempt by the North to completely dominate the South.

(Any other reasonable scenario should be credited.)

(14)

4.2
- In 1997 the National Religious Leaders' Forum was formed.
- It comprised the leaders of the various religions present in South Africa.
- Its aim was to work towards creating a society that was moral and compassionate.
- The constitution of the country guarantees that all religions are treated equally.
- School subjects such as Life Orientation and Religion Studies teach about religions to foster understanding, respect and tolerance.   (8)

4.3
- Familiarise learners with the policies governing religion in Education.
- An example is the SA Schools' Act, which says that attending religious functions in school must be voluntary

- Have assembly talks to inform learners about holy days of each and every religion.
- No propagation should be permitted in school.
- Benefits of religious diversity and tolerance will be promoted via posters, plays and stories. (8)

4.4 **Religious freedom**
- Religious freedom means that every person should be free to follow and practise his /her beliefs.
- There should be no fear of persecution.
- Religious freedom is spelt out in a country's constitution/ legislation.
- This is determined by the government of the day
- Freedom of religion allows for free expression and practice of any religion.

Religious tolerance
- Religious tolerance means to understand and respect religious beliefs and practices different from one's own.
- This applies even if one does not agree with the other.
- Religious tolerance mainly depends on interaction between religious groups and individuals in a community.
- Religious and political leaders play a significant role in fostering a culture of religious tolerance.
- It is based on respect, tolerance, and understanding of religions other than one's own.
- Religious freedom is a precondition for religious tolerance. (4)

4.5 4.5.1 **Buddhism**
- They promote shared humanness.
- There is a shared aspiration of gaining happiness and avoiding suffering. (4)

4.5.2 **Christianity**
- Love thy neighbour as you love yourself: This teaching encourages treating everyone equally.
- Thou shalt not kill: This refers to the sanctity of human life. (4)

4.5.3. **Islam**
- There is no compulsion to convert to Islam-That is, proclaiming one's faith should be voluntary and sincere.This allows for freedom of religion
- The institution of zakaat (charity) ensures that basic needs of food, shelter and clothing are satisfied. (4)

4.5.4 **African Traditional Religion**
- The principle of ubuntu encourages helping one's community.
- The practice of Ilima is one in which the community provides help to those of its members who are indigent. (4)

(Any other relevant fact must be credited. Teachings may be expressed in the learner's own words.) **[50]**

QUESTION 5

5.1   Yes/No   (2)
          Note: This is an open ended question, and credit must be given to relevant examples given by learners.

5.2   **YES**
- In South Africa,(or other countries) there is equal coverage given to each religion.
- E.g. TV programme, "Issues of faith".
- If Religious coverage is not fair, complaints are made to the BCCSA or the Human Rights Commission.
- These are made by individuals or religious bodies such as the Jewish Board of Deputies, Hindu Maha Sabha, etc.
- Representatives of various faiths are themselves interviewed.
- This allows for different viewpoints to be represented.

     NO
- Research shows this is not the case, as in the extract above.
- The Catholic Church gets mainly negative coverage regarding alleged child abuse by its priests.
- The media never engages in the promotion of religion or general religious issues.
- Only sensationalist reporting is done.
- In world media, religion is often depicted as being the cause of wars, suffering and abuse.(e.g. abuse of women).   (10)

5.3
- The wars in Iraq and Afghanistan have thrust Islam into the limelight.
- In the West little was /is known about it in the past,
- There is increased competition among media houses.
- Wars and conflict often divide people along religious lines.
- The coverage is only on issues that sell newspapers, such as scandals, conflict with secular law, etc.
- Religion is seen as big business, in many cases.
- Examples of this are the Hajj, the ZCC Easter gathering, etc.   (10)

5.4
- The civil conflict in Nigeria is often shown as conflict between the Muslim north and Christian south.
- There is an effort by Muslims to enforce Shariah law, even on non Muslims.
- Muslims fear that they will be ruled by a Christian government.
- Christians fear that Nigeria would become an Islamic state.
- There is concern as to who will exert political control over the oil resources.
- The oil interests also encourage foreign powers to take sides in the conflict.
- Some Muslim sects have lost faith in the government, and have taken tha law into their own hands, e.g. Boko Haram
- Boko Haram provides basic services to its supporters, in the absence of government services.   [*Mail and Guardian,* 2 April 2012*,* p.24)   (10)

5.5
- E.g. Homosexuality and the Catholic church
- The Catholic church is strongly against homosexuality.
- The Catholic church refers to the Biblical story of Sodom and Gomorra.
- Numerous protests condemning the church's stand get much media coverage.
- The church's view do not get the same coverage in the media as do anti-religious sentiments. (10)

5.6
- E.g. Polygamy in ATR or Islam
- Women in polygamous marriages are shown as being abused by their husbands
- Women involved in extra-marital relationships are presented as more acceptable.
- This is evident in the many extra-marital relationships shown on TV .
- Religious texts are often misquoted by the media to justify the ill-treatment of women. (8)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL
SENIOR CERTIFICATE

GRADE 12

MARKS: 150

TIME: 2 hours

This question paper consists of 4 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions.

2. Answer any THREE of the four questions.

3. Read ALL the questions carefully before selecting THREE questions.

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 and Aids is one of the major challenges facing South Africa.

1.1 Explain the impact of HIV and Aids on South African society. (10)

1.2 With reference to the teachings of any TWO religions, discuss the solutions to the problem that each offers. (20)

1.3 Discuss practical strategies that religious organisations can use to combat HIV and Aids. (10)

1.4 Do you think that religious organisations are currently succeeding in the struggle against HIV and Aids? Give reasons for your answer. (10)

[50]

QUESTION 2

Read the extract below and answer the questions that follow.

> There was a time when religions used to provide all the answers to the important questions about existence. But science has started answering them too.
>
> [Adapted from *Religion Studies*, Steyn et al. p. 241]

In the light of the extract above, select ONE religion and compare the following:

2.1 The religion's teachings about the nature of man and the world, with those of Darwin's theory of evolution (30)

2.2. The religion's teachings about divinity and the creation of the universe, with the big bang theory (20)

[50]

QUESTION 3

Read the statement below and answer the questions that follow.

> The transformation of our country requires the greatest possible cooperation between religions and political bodies, critically and wisely serving our people together. Neither political nor religious objectives can be achieved in isolation.
>
> [Nelson Mandela (1997)]

3.1   3.1.1   Compare the interreligious relationships in South Africa during apartheid (up to 1994) with the post-apartheid era (1995 to present). (24)

      3.1.2.   Which ONE of the two eras above would you prefer, and why? (6)

3.2   Organisations such as the World Conference of Religions for Peace (WCRP) aim to create harmony amongst the religions of the world.

Give a brief account of their history and discuss what work these organisations have done outside of the African continent. (20)

[50]

QUESTION 4

4.1   Explain the hermeneutical principles of interpreting the normative sources in any ONE religion. (10)

4.2   Discuss divine inspiration, including its differing roles, in the following:

      4.2.1   ATR (African Traditional Religion) (10)

      4.2.2   Any ONE Middle Eastern religion (Judaism, Christianity, Islam) (10)

4.3   Discuss the central teachings of any ONE religion under the following headings:

      4.3.1   The nature of evil (10)

      4.3.2   Life after death (10)

[50]

TOTAL: 150

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 14 pages.

QUESTION 1

1.1 **Impact of HIV/Aids on South Africa society**
- There is a high rate of death of young people in the country.
- It causes family breakdown if one member is infected, because every member of the family becomes affected.
- It affects the morals of the society (values and attitudes change).
- School drop-out rate increases.
- Family structures are weakened (child headed families)
- It causes financial strain on the economy; the government spend more money which causes unequal distribution of funds.
- It causes people to be trapped in a cycle of poverty.
- It causes unemployment (sometimes people are hired on their health status)
- It causes more suffering and makes people feel guilty, low-self esteem, lack of confidence and trust.
   N.B:.Any other relevant answer must be credited   (10)

1.2 **Solutions to the problem**
   N.B. Three religions are discussed as examples. However, responses
   from other religions must also be credited.
   Christianity
- The Holy Bible states 'Thou shall 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.
- Do not get drunk on wine, which leads to debauchery (Eph 5:1-6)
- Marriage is encouraged, in the words 'for this reason a man shall leave his father and mother and be united to his wife, and the two shall become one flesh (Eph 5:1-6).
- The Bible states clearly that our bodies are the Temple of the Holy Spirit and our bodies must be kept holy.

   African Traditional Religion (ATR)
- One of the most well-known African teachings is the idea of *Ubuntu* which puts the community before individual rights*.*
- This means that a person is a person through his or her relationships with other people.
- It is therefore important that everyone treats each other with love and respect.
- ATR places much emphasis on family ties and history, as described in family and clan praise songs.
- In ATR, evil includes the wilful disruption of community life, as would be the case in the effects of Aids.
- 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.
- The one condition that Hinduism imposes on its followers is that under no circumstances should anyone deviate from the path of *dharma (virtuous life)*
- If a person is careful about leading a dharmic life, the result will be happiness.   (20)

1.3   **Practical strategies for religious organisations to combat HIV/Aids**
- Organize workshops to teach and make people aware of the epidemic.
- Educate members and communities on religious teachings about contraception.
- Provide counselling for people infected and affected.
- Awareness campaigns should be planned.
- We must all learn from successful anti-Aids campaigns.
- E.g. 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 work together to convey the message of abstinence.
- Sex within marriage only.
- 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.
- Young people can be targeted via the media, youth clubs, as well as religious meetings and political organisation
- Start sexuality education among the youth.
- Teach rights and responsibilities, as well as respect, of male and female
- Engage in discussions on how the Constitution compares with religious teachings, e.g. Child Protection Act allows a 12 year old to assent to HIV testing, without parental consent
- Participate in health and sporting/youth programmes.
- Social networks used by youth can promote knowledge and information which can be understood by different levels of age.

NB. This is an open-ended question. The learners should be credited for the responses that are relevant even when the strategies are drawn from more than one religion.   (10)

1.4   **Do you think that religious organisations are currently succeeding in the struggle against HIV/Aids? Give reasons for your answer.**

Yes

The increased rate of attendance in different religious organisation through their different healing strategies and life-styles contributes to the struggle against HIV and Aids.

- Awareness campaigns organised by different religious groups.
- Home-based organisations run by different religious organisation are seen operating.
- Religious groups are working with the government as joint force for effective implementation of strategies.
- Most established 'safe house' are organised by religious organisations in order to take care of orphans.
- Seminars to raise awareness are organised by different religious groups.
- Counselling and help desks are operating effectively to bring help to communities
- .Religious groups are seen doing outreach and giving hand-outs to families for them to have something to eat and wear.

_No_

- People go to religious organisations only when things are bad and when faced with difficult situations.
- Religious organisations can't do it alone without funding
- It becomes difficult for the organisation to attend to large numbers.
- Statistics show that the infection rate is still very high, compared to other African countries.
- Religious organisations are too fragmented to be effective in the struggle. If they made a joint effort, they would be more effective.
- Religious organisations should make more input into government policy, via the National Religious Leaders' Forum (NRLF)
    NB. This is an open-ended question. The learners should be credited for the responses that are relevant even when the strategies are drawn from more than one religion

(10)
[50]

QUESTION 2

2.1 **Comparison of ONE religion with Darwin's theory of evolution**
N.B.: A maximum of 10 marks is allocated to each of
-**nature of man,**
-**nature of the world, and**
-**Darwin's theory.**

The Baha'i Faith
The nature of man
- Baha'u'llah calls the human being the noblest and most perfect of all created things.
- Humans are the greatest representatives of God.
- Unlike animals human beings are endowed with intelligence and spiritual powers that enable them to know God.
- They can acquire angelic qualities such as love, compassion, trustworthiness and integrity.
- The purpose of life is to know and love God, and to progress spiritually.
- Every human being has the capacity to recognise the truth and follow it.
- Every individual has to look for truth independently of other people.
- Avoid blindly imitating the past.

The nature of the world
- According to the Baha'i Faith, God created the universe and humanity is supreme among its creatures.
- Human beings with their rational powers are able to conquer the world.
- The world is a transitory place.
- The world and what is in it are not worthy of attachment.
- Humans are continually reminded that they must detach themselves from things of this world.
- Living in this world, the Baha'is believe they are given a chance to develop virtues, build character and advance spiritually.
- The world is one place, the home of all humankind.

Christianity
The nature of man
- According to the creation stories found in Genesis, God created humanity.
- The creation of humanity is seen as the climax of the manifestation of God's glory.
- Unlike the animals, humans were formed in the likeness of God and were infused with the breath of God.
- Human beings therefore reflect the characteristics, the attributes and even the personality of God.
- They have intellect and free will, but animals have instincts and live in accordance with the laws and commands of nature, over which they have no control.
- God created Adam and Eve in His own image.
- Following the model of the holy Trinity, humanity should have a relationship of mutual respect and love.

- Humans should be a community in the same way that the three persons of the holy Trinity are a community.
- Individuals have to look after one another and protect one another.

The nature of the world
- According to Christianity the world was created for the pleasure of humanity.
- God created the earth and allowed humans to use the resources of the Garden of Eden
- Humans, marine, animal and plant lives all belong to God.
- It is God who is in charge of the weather, climate, time and seasons of the year.
- God the Father sent his Son, Jesus, into the world.
- After ascending into heaven, the Son then sent the Holy Spirit.
- The Holy Spirit in turn sent the Church into the world to continue God's missionary work.

Darwin's Theory of Evolution
Darwin's theory consists mainly of the following ideas:
1. Species contain a great variety of minor differences.
2. Both the world and species change over time.
3. In the fight for survival, better adapted variations will be favoured while those that aren't will struggle to survive.

4. In this way a species may gradually change its form and become more complex – by developing along a path of successful variation.
5. All forms of life are connected and go back to a common origin.
6. The different types of life are not absolutely different, but occur on one single continuum
7. Life evolves in a process leading from simple to complex.
8. The various forms of life did not appear perfectly formed, but developed over time.
9. The theory of evolution says that humans are not created by a religious being. Rather, they have evolved from apes.
10. The theory proposes that all life evolved from primitive forms and continues to evolve. (30)

2.2 **Comparison of ONE religion and the big bang theory**
A maximum of TEN marks is allocated for each of
-divinity and creation of the universe
-the Big Bang Theory
Baha'i Faith
Teachings about divinity and how the universe came into being.

- God is the creator of the universe and is infinitely exalted above his creation.
- Human beings do not have the capacity to fully understand God's unknowable essence.
- They can see the signs of God's power and qualities in creation.
- God is not limited to or defined solely by his or her creation.
- Neither is God limited in any way by the qualities of his creation.
- Both the spiritual and the physical creations are creations of the same God.

Christianity
Teachings about divinity and how the universe came into being

- Christians believe in the existence of a supreme and divine being known as God.
- Christians believe that God manifests himself, or is experienced, as three persons, the 'holy Trinity'.
- 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 and advocate for their cause.
- In the beginning there was nothing but chaos.
- God said, 'Let there be', and creation came into being.
- God created the universe in six days.
- The world was perfect after the holy Trinity had finished with the creation project.
- The creation of the world is still continuing, and in a sense as human beings we are playing a crucial role in the ongoing process of creation.

The 'Big-Bang' theory

- Currently, the most popular scientific theory of the universe is the so-called big bang theory.
- Before the big bang it was not known what existed.

- After the big bang the universe had appeared and filled out to an enormous size. It happened about 15 billion years ago.
- Small temperature differences in the initial explosion led to varying densities throughout the universe.
- These eventually formed into clusters throughout the universe.
- The clusters continued to condense in a lumpy way and eventually formed the vast collections of stars we call galaxies.
- Over time they became more complex and eventually human beings evolved.
- Scientists estimate that the first forms of life appeared on the earth a few billion years ago.
- Our earth is part of the solar system.   (20)
[50]

QUESTION 3

3.1   3.1.1   **Interreligious relationships in South Africa during and after apartheid**
                  Interreligious dialogue in South Africa, prior to 1994:
                  - Christianity was the state religion.
                  - Other religions were given little or no recognition.
                  - Religious freedom and equality were not in the statute books.
                  - There was separate observation of religious observances.
                  - This was in line with apartheid government's goal of separate development.
                  - People were not educated about other religions.
                  - However, Apartheid served to unite religions.
                  - The South African Council of Churches (SACC) was formed in 1968. It united Christians of various denominations.
                  - The Call of Islam was formed in1984.
                  - Jews for Justice was formed in 1985.
                  - The inter-faith struggle against apartheid resulted in the formation of the South African branch of the World Conference of Religions for Peace (WCRP) in 1984.

                  The post apartheid era (1995 to present)
                  Healthy interreligious relations in South Africa:
                  - In 1997 President Nelson Mandela called on religious communities to work together to build a free and just South Africa.
                  - This coalition was called the national Religious Leaders' Forum (NRLF).
                  - A moral summit was held in October 1999.
                  - Concerns were poverty, children and women abuse, prevention of HIV and Aids, etc.
                  - The SA Constitution was adopted in 1996.
                  - It establishes SA as a secular state, with no state religion.
                  - It forbids discrimination on the basis of religion or beliefs.

- Religious observance may be conducted at state institutions, provided that
  - they are conducted on an equitable basis, and
  - attendance at them is free and voluntary.
- These provisions ensure that there is harmony, (freedom of association is entrenched).
- Respect for different rituals/practices/beliefs and
- Tolerance among the various religions in South Africa.
- Freedom of expression encourages mutual communication between religions, without fear.
- Freedom of opinion gives a platform to religions to pronounce on matters of state or social issues.
- As recognition of South Africa's progress towards religious tolerance, the world Parliament of Religions was convened in Cape Town in 1999.

N.B. Other relevant facts must be credited   (24)

3.1.2 **Which ONE do you choose?**
  The apartheid era
- Racial groups had their own identities.
- The crime rate was low.
- Each religion was practised in its own community
- Whites enjoyed tremendous benefits.
- Churches had their own schools.
- Christian organisations received state support, as Christianity was the state religion

OR
  The post apartheid era
- The Constitution is implemented without discrimination.
- Human rights are observed according to the Constitution.
- Freedom of religious choice- everyone is free to practise the religion he or she likes.
- Religion Studies are freely taught at schools.
- Information on religious matters is accessible.
- All religions are treated with dignity and respect.

ꞌ

N.B. Other relevant facts must be credited

3.2   **The history and work of the World's Parliament of Religions**
        World's Parliament of Religions

- The initiative was started in 1893 (World's Parliament of Religions).
- The Unitarian and Universalistic churches were the main drivers of this initiative.
- Western and Eastern religions were represented.
- Swami Vivekananda introduced Hindu thought to the West.
- This was a crucial stage in interreligious dialogue, as previously eastern religion was not understood/ accepted as a religion by the Western world.
- Christianity, Islam, Buddhism and Judaism were represented. This was the starting point of modern inter-religious dialogue.

Native American and African religions were not represented.

- A hundred years later the second parliament was held in Chicago.
- Here, a decision was taken to hold the parliament every five to six years, in different cities.
- The 1993 Parliament issued a document called 'Towards a Global Ethic'
- The 1999 Parliament in Cape Town had representation from nearly all of the world's religions.
- The last Parliament was held in Barcelona in 2004. The focus was on religions commitment to addressing global challenges.
- E.g. war/religious conflict, drug trade, poverty, global warming, etc.
- Interreligious bodies follow through in their commitments, because of their strong beliefs.

The World Conference of Religions for Peace (WCRP)

- It was formed in 1970.
- It was made up of leaders from all religions.

- Its common goal is peace.
- This body believes that its interreligious relationships are the best way to bring people of different races, and classes and cultures together, for a common goal.
- This is because religions organise people into cohesive bodies that are committed to helping others in need.
- Their focus areas are:
  o Conflict and reconciliation
  o Children and families
  o Disarmament and security
  o Human rights and responsibility
  o Peace education
- It has been involved in mediating talks and agreements between groups at war with each other in countries such as Sierra Leone.
- Helped with reconciliation in communities that are in conflict with each other because of ethnic and political differences, such as in Bosnia-Herzegovina and Kosovo.
- Religions for Peace, with the help of other organisations, worked to strengthen peace education efforts in nations such as Israel, Thailand and Japan.

WCC –World Council of Churches
- Founded in Amsterdam in 1948.
- It is purely Christian.
- It re-affirms the Trinity of God.
- It included the following Christian denominations:
  o Anglican
  o Baptist
  o Congregational
  o Lutheran
  o Methodist
  o Moravian
  o Old Catholic

QUESTION 4

4.1   **Hermeneutic principles of interpreting normative sources**
*   Grammar and historical context: this means one must use the rules of grammar and the historical facts to interpret sacred texts.
*   Clearest meaning: one should take the literal meaning of the text.
*   Plan, purpose and context: a piece of writing should be viewed as a whole. What is the writing plan or structure? What was the author's purpose in writing this text? What is the context of the passage being looked at?
*   Meaning of words: the meaning of words change over time and in different places. Find out the original meaning as they were used in the normative source.
*   Figurative meaning: figurative and non-literal meaning must be taken into account.
*   Other sacred texts: sacred texts themselves may be used to interpret other sacred texts.
    NOTE: Marks must be awarded even if no reference is made to any religion.

ATR (as an example)
*   There are specific rules for the interpretation for both the primary and the 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.

(10)

*   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.

4.2   **Divine inspiration**
4.2.1   *African traditional religion (ATR)*
*   Such immediate contact with a dimension beyond everyday life lies at the root of African religion.
*   Mediums and diviners specialise in communication with ancestors and spirits in general
*   E.g. The Yoruba in West Africa mediums often go through a process of death and rebirth during their training.
*   In this process, they believe, the personality is terminated and the medium or diviner receives a new personality, dedicated to the supernatural forces.
*   Most such diviners have an intermediary function between the realms of human beings and spirits.

(10)

- Priests are also very important intermediaries between the divinity and human beings.
- In Southern Africa the priestly function usually rests with the head of the family.

4.2.2 *ONE middle Eastern religion (Judaism, Christianity, Islam)*
- Examples are Abraham, Moses, Jesus, Prophet Muhammad
- The inspiration of these figures is accepted by their followers as having been direct and immediate.
- They are believed to have stood face to face with God.
- They have received their messages straight from God.
- These religions believe in some higher, deeper wisdom to which great figures are held to have had direct and immediate access.

Note: A maximum of 4 marks should be awarded if 'divine inspiration' is merely defined (10)

4.3 4.3.1 **The nature of evil**
Christianity:
- According to Christianity God did not create evil when he created the world.
- He created a perfect world and perfect human beings.
- Evil was introduced later when Adam and Eve disobeyed God's commands.
- Christians call this kind of disobedience 'sin'.
- Christians believe that evil is often used by Satan who was once God's angel, but rebelled against God.

Buddhism:
- Evil is not the problem in Buddhist, understanding, but ignorance is.

- Sees people as basically good, but unaware of their potential.
- Evil has no origin, because reality itself has no origin.
- Universes arise, last for a while and then disappear.
- Within these universes, Buddha appears to show people how to escape from the suffering that characterises reality.
- Because people are ignorant of how the universe works, they desire things
- To get these things, they are prepared not only to suffer themselves, but also to make others suffer.
- Ignorance leads people to regard themselves as permanent, unconnected entities, and to deny that their actions have consequences. This is the origin of evil.   (10)

4.3.2   **Life after death**
Christianity:
- Christians believe that human beings were created immortal. This means that they were created to live forever.
- Since Adam and Eve disobeyed God's commands, the penalty was death.
- This applied to all of human kind.
- God sent Prophets so man could redeem himself.
- This did not help, so Jesus was sent to earth.
- He suffered and died for human sins.
- As a result, Christians will suffer only the physical death, or the 'first' death.
- They will not suffer the spiritual death, or 'second' death.
- The Christian faith stands or falls on faith in the resurrection.
- Christians envisage a new community that will be marked by love, sharing and caring.

Buddhism:
- Rebirth after rebirth occurs for the unenlightened beings.
- Enlightened beings can see the process, realise its futility, and step out of it.
- A Buddha has attained nirvana
- Most Buddhas are not serious in their search for enlightenment.
- Life after death is not desired or striven for.
- The Buddha refused to say what becomes of the enlightened person after death.   (10)

[50]

TOTAL: 150