



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2014

MARKS: 150

TIME: 2 hours

This question paper consists of 9 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 Various options are given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK.

- 1.1.1 Orthodox Jews observe religious laws which are called ...
- A Sharia.
 - B Mitzvot.
 - C Genesis.
 - D Halakhah. (1)
- 1.1.2 The Tao may be described as ...
- A the Path of the universe.
 - B the Earth.
 - C the Hereafter.
 - D the Cycle of life. (1)
- 1.1.3 The highest caste in traditional Hinduism is ...
- A the Upanishads or scribes.
 - B the Sudras or labourers.
 - C the Ksatriyas or rulers and warriors.
 - D the Brahamanas or spiritual teachers. (1)
- 1.1.4 The founder of Buddhism was ...
- A Siddhartha Gautama.
 - B Baha'u'llah.
 - C Vajrayana.
 - D the Dalai Lama. (1)
- 1.1.5 The Baha'i faith originated in ...
- A Iraq.
 - B Iran.
 - C China.
 - D Saudi Arabia. (1)
- 1.1.6 When Prophet Muhammad passed away, he was succeeded by ...
- A Isaac.
 - B Abu Bakr.
 - C Jesus.
 - D Ali. (1)

- 1.1.7 An example of Neo- (modern) Hinduism is ...
- A Rig Veda.
B the Divine Life Society.
C the Bhagavad Gita.
D bhakti yoga. (1)
- 1.1.8 The Hadith is/are ...
- A a collection of teachings of the Prophet Muhammad.
B compulsory teachings in the Qur'an.
C books of myths.
D records of Islamic history. (1)
- 1.1.9 The oldest form of Buddhism is ...
- A Zen Buddhism.
B Tibetan Buddhism.
C Mahanyana Buddhism.
D Theravada Buddhism. (1)
- 1.1.10 A dogma, in a religious context, is ...
- A a lie or fabrication.
B teachings with absolute authority.
C a sacred text.
D a discussion of spiritual truths through a story. (1)

- 1.2 Choose an item from COLUMN B that matches the item in COLUMN A. Write only the letter (A–G) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.2.1	Accepts all religious beliefs as true	A	normative source
1.2.2	Baha'i	B	Taoism
1.2.3	Sikhism and the Zion Christian Church	C	inclusivism
1.2.4	Everything consists of two forces	D	syncretism
1.2.5	Sacred religious occasion	E	ritual
		F	pluralism
		G	Haifa

(5 x 1) (5)

- 1.3 Complete the following sentences by writing down the missing word(s). Write only the answer next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.
- 1.3.1 An accepted collection of sacred books or texts is called ... (1)
- 1.3.2 According to Buddhism, Nirvana is reached through freedom from ... (1)
- 1.3.3 A world view based solely on human reasoning is called ... (1)
- 1.3.4 The principles of interpreting religious texts is called ... (1)
- 1.3.5 The founder of Taoism was ... (1)
- 1.4 Explain EACH of the following in TWO sentences in the context of religion:
- 1.4.1 Ecumenism (2)
- 1.4.2 Fundamentalism (2)
- 1.4.3 Protestantism (2)
- 1.4.4 Yin and yang (2)
- 1.4.5 The Dalai Lama (2)
- 1.5 Choose the word that does NOT fit in each group of words below. Write only the answer next to the question number (1.5.1–1.5.5) in the ANSWER BOOK
- Example: banana; apple; potato; grape
Answer: 1.5.6 potato
- 1.5.1 Moses; Jesus; Abraham; David (2)
- 1.5.2 Community; ancestors; caste; Modimo (2)
- 1.5.3 Taoism; capitalism; atheism; Marxism (2)
- 1.5.4 Taoism; Buddhism; African Traditional Religion; Judaism (2)
- 1.5.5 Karma; Ahimsa; Tripitaka; Dharma (2)

1.6 Indicate whether each of the following statements is TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.6.1–1.6.5) in the ANSWER BOOK. Give a reason if the answer is FALSE.

- 1.6.1 Bukhari is a collection of Marxist teachings. (2)
- 1.6.2 The Supreme Being in African Traditional Religion is called Ilimo. (2)
- 1.6.3 Buddhism has no concept of a Supreme Being. (2)
- 1.6.4 Ancestors are venerated in Taoism. (2)
- 1.6.5 Baha'u'llah appointed Ali ibn abi Talib as his successor. (2)

TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

Read the passage below and answer the questions that follow.

All forms of media (electronic and print media, as well as social media such as Twitter, YouTube, et cetera) carry information to people about events around the world as they happen.

No matter how hard they try to be objective, they communicate a particular point of view when they communicate news.

In addition, social media, in particular, can easily be used by unscrupulous persons to create interreligious conflict.

[Adapted from *Shuters Top Class Religion Studies Grade 12*]

- 2.1 Discuss ONE example of how the use of social media could lead to interreligious conflict. (12)
- 2.2 State FOUR strategies to prevent such abuse of social media. (8)
- 2.3 State FIVE strategies that the media uses to influence our opinions. (10)
- 2.4 Give examples from the media to support your answer to QUESTION 2.3. (20)
- [50]**

QUESTION 3

Read the extract below and answer the questions that follow.

In 1948 the United Nations unanimously adopted the Universal Declaration of Human Rights. Here is an article from the Declaration:

Article 18: Everyone has the right to freedom of opinion and expression: this right includes freedom to change their religion or belief, and freedom, either alone or in a community with others and in public or private, to manifest their religion or belief in teaching, practice, worship and observance.

[Source: *Shuters Top Class Religion Studies Grade 12*]

- 3.1 What is meant by *religious freedom*? (4)
- 3.2 Discuss the differences between *Western* and *Eastern* ideas of religious tolerance. (12)

- 3.3 Imagine you are the chairperson of the Representative Council of Learners at your school. Write a code of conduct for learners. It must consist of at least FOUR key points and should promote religious tolerance at school. (8)
- 3.4 Compare the view of democratic South Africa on religious freedom with the approach followed during the apartheid era. (14)
- 3.5 Read the extract below and answer the questions that follow.

Without religion, society would be worse. Throughout history, religion has given us guidance on how to treat one another decently. The problem is that people pervert the original teachings.

[Source: *Shuters Top Class Religion Studies Grade 12*]

- 3.5.1 From any ONE religion, state THREE teachings that promote human rights. (6)
- 3.5.2 From any ONE religion, state THREE teachings that promote harmonious living among individuals. (6)
- [50]**

QUESTION 4

- 4.1 Myths and beliefs are important aspects of religious teachings. Discuss the following concepts as they apply to religious teachings and give ONE example of each.
- 4.1.1 Myth (6)
- 4.1.2 Belief (6)
- 4.2 Choose ONE religion and write down FOUR unique features of that religion. (8)
- 4.3 Choose ONE recent area of conflict in the world and discuss the situation as follows:
- 4.3.1 State the country/countries affected by the conflict and outline the history of the conflict. (10)
- 4.3.2 Critically analyse the present situation of the conflict. (10)
- 4.3.3 Discuss the role that religion plays in the conflict. (10)
- [50]**

QUESTION 5

5.1 Study the extract below and answer the question that follows.

When the white man came to our country, he had the Bible and we had the land. The white man said to us, 'Let us pray.' After the prayer, the white man had the land and we had the Bible.

[Source: *Shuters Top Class Religion Studies Grade 12*]

Do you agree with the statement above? Give reasons for your answer and give examples.

(16)

5.2 State any ONE goal of the 'Programme for Christian-Muslim Relations in Africa' (PROCMURA).

(2)

5.3 Critically analyse the work of any TWO multifaith organisations as follows:

5.3.1 Name the organisations and their goals.

(12)

5.3.2 Discuss and evaluate the projects of EACH of these TWO organisations.

(20)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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GRADE 12

RELIGION STUDIES P1

NOVEMBER 2014

MEMORANDUM

MARKS: 150

This memorandum consists of 12 pages.

SECTION A (COMPULSORY)**QUESTION 1**

- | | | | |
|-----|--------|--|-----|
| 1.1 | 1.1.1 | D or B ✓ | (1) |
| | 1.1.2 | A ✓ | (1) |
| | 1.1.3 | D ✓ | (1) |
| | 1.1.4 | A ✓ | (1) |
| | 1.1.5 | B ✓ | (1) |
| | 1.1.6 | B or D ✓ | (1) |
| | 1.1.7. | B ✓ | (1) |
| | 1.1.8 | A ✓ | (1) |
| | 1.1.9. | D ✓ | (1) |
| | 1.1.10 | B ✓ | (1) |
| 1.2 | 1.2.1 | C or F ✓ | (1) |
| | 1.2.2 | G ✓ | (1) |
| | 1.2.3 | D ✓ | (1) |
| | 1.2.4 | B ✓ | (1) |
| | 1.2.5 | E ✓ | (1) |
| | | <i>NOTE: Credit the learner if the answer is written instead of the corresponding letter</i> | |
| 1.3 | 1.3.1 | Canon ✓ | (1) |
| | 1.3.2 | Wants/wishes/attachments/desires/cravings/suffering ✓ | (1) |
| | 1.3.3 | Secularism/Secular/Secular humanism ✓ | (1) |
| | 1.3.4 | Hermeneutics/Hermeneutical principles /Scriptural interpretation ✓ | (1) |
| | 1.3.5 | Lao-tzu /Lao/Tzu ✓ | (1) |
| | | <i>NOTE: Incorrect spelling should not be penalised.</i> | |
| 1.4 | 1.4.1 | This is a Christian movement for developing unity among Christian denominations. ✓ The World Council of Churches is a direct descendant of the Ecumenism movement. It is an attempt to re-establish unity of the Christian Church. ✓ | (2) |
| | 1.4.2 | Fundamentalism is a selective interpretation of religious teachings. ✓ It is also conservative/literal, ✓ blending selected elements of modern society, with a view to promoting the interests of a particular religious group within a religion. Fundamentalists are against change ✓ | (2) |
| | 1.4.3 | This is a Christian reformist movement, ✓ started by a German monk called Martin Luther. ✓ The protest was against the abuse of power by the Catholic church/infallibility of the Pope. ✓ It is a branch of Christianity ✓ | (2) |
| | 1.4.4 | These are the two opposing forces in Tao philosophy, ✓ which make up all the processes of the universe. ✓ e.g. good and evil ✓ | (2) |
| | 1.4.5 | The Dalai Lama is the spiritual leader of Tibetan Buddhism ✓ It is believed that the Lama is reincarnated as a Buddha. ✓ He has been in exile for a long time ✓ | (2) |
| | | <i>NOTE: Wording similar to the memorandum must be credited.</i> | |

- 1.5 1.5.1 Jesus /David ✓✓ (2)
- 1.5.2 Caste/ Modimo ✓✓ (2)
- 1.5.3 Taoism ✓✓ (2)
- 1.5.4 African Traditional Religion ✓✓ (2)
- 1.5.5 Tripitaka ✓✓ (2)
- 1.6 1.6.1 FALSE. ✓ It is a collection of Hadith/teachings of the Prophet Muhammad. ✓ (2)
- 1.6.2 FALSE. ✓The supreme being is called Zimu/ Modimo/ Qamata, etc. ✓Ilimo is communal service. ✓ (2)
- 1.6.3 TRUE ✓✓ (2)
- 1.6.4 FALSE. ✓In African Traditional Religion the ancestors are venerated. ✓ (2)
- 1.6.5 FALSE ✓ Baha'u'llah appointed his oldest son Abdul Baha as his successor and leader of the Baha'i faith. ✓ (2)

TOTAL SECTION A: 50

SECTION B**NOTE:** In this section, each bullet denotes TWO marks.**QUESTION 2**

- 2.1
- In 2012, a short movie called *Innocence of Muslims* was aired on YouTube.
 - This was an attack on the character of Prophet Muhammad.
 - It resulted in violent protests in many Muslim countries.
 - Initially it was reported that the movie was made and funded by Jews in the U.S.
 - It was later found that it was in fact made by a Coptic Christian, living in the USA.
 - It was funded by a Christian company called 'Media for Christ'
 - This act led to a heightening of tensions between Christians and Muslims. (12)
 - Media should remain sensitive, impartial and objective.
- NOTE:** Any other example of attacks on religion in social media must be credited. A maximum of 6 marks should be awarded if a learner has merely stated several examples

- 2.2
- Social media companies should have a zero tolerance policy regarding religious insults.
 - There should be severe sanctions against account holders who abuse the media (e.g. freezing the account, reporting to the authorities, etc.).
 - Religious organisations should form partnerships with social media companies, and monitor posts that could be inflammatory.
 - Anonymous posts which insult any religion should be barred. (8)

NOTE: Any other valid strategies should be accepted.

- 2.3
- Publishers/Editors exclusively determine which events are newsworthy.
 - They also determine how much prominence an event is given.
 - The media avoid antagonising their sponsors/advertisers, as this can reduce their profits.
 - The media use sensationalism, as it drives sales. Therefore, controversial issues get more coverage than successful events.
 - Large media companies own several media outlets. All these outlets will report the very same opinion.
 - To the unwitting reader, it would seem that different editors all concur on an issue, but in fact it is the opinion of only one media house. (10)
 - **NOTE:** Any other valid strategies should be accepted.

- 2.4.
- One example of this is the state-run SABC.
 - The SABC radio and television programmes uphold the principle of religious tolerance, as enshrined in the South African Constitution
 - Examples of such programmes are 'Issues of Faith' and the daily morning prayers.
 - Other media have differing mandates regarding different religions.
 - E.g. *The Hindu*, which is a pro-Hindu newspaper, remained non-committal in the 'Prophet Muhammad cartoons' issue of 2006.
 - However, it is vociferous in matters regarding Hindu values.
 - A German newspaper, *Die Welt*, stated that Muslims should be accepting of such cartoons, as other religions are of their founders.
 - In the Sudan conflict, Western media explained the war as conflict between the Muslim North and the Christian South.
 - In fact, the war was not religious, but an economic war, with Muslims being on both sides.
 - This is borne out by the fact that there is still armed conflict in South Sudan, even after independence from Sudan.
 - In recent years, most media coverage of the Catholic Church is about child abuse by its clergy. The positive contributions of the church are downplayed.
 - With regard to the Nazareth Baptist Church (Shembe), local media such as *Isolezwe* and *Ilanga* take sides in covering the internal differences.
 - They favour the Ebuhleni faction, and downplay the newer factions.
 - In contrast, Radio Ukhozi, which targets a largely urban listenership, gives regular coverage to the new Christian-aligned faction. It gives little or no coverage to the Ebuhleni faction.

NOTE: Any other relevant examples of media bias in religious matters should be credited.

(20)

[50]

QUESTION 3

- 3.1
- Religious freedom refers to the state whereby different religions are at liberty to practise their religions.
 - Everyone has a right to freedom of conscience, religion, thought, belief and opinion. However, the religious rights of others must be respected at all times.
 - Religious observances may be conducted at any state institutions on an equal basis
 - Attendance must be free and voluntary.
 - Persons belonging to a religious community have a right to enjoy practising their religion and to maintain religious association with other organs of civil society.

(4)

3.2 Eastern Idea

- The Eastern idea of religious tolerance means that a person can practise more than one religion at the same time.
- In Japan, a large part of the population is both Buddhist and Shinto.
- This is because all Eastern religions share a common belief that nature is full of spiritual beings.
- Most Eastern religions also do not have strong evangelistic/missionary or propagation tendencies
- Forced conversion is not a common goal in Eastern religions
- In the East, tolerance means not to force people to have only one religion.

Western Idea

- The Western idea of religious tolerance focuses on the individual freedom to choose their belief, express their ideas, and form groups of believers,
- However, they may not intrude on the freedom and rights of others.
- It means allowing people to convert to a religion of their choice.
- Western religions have a unique identity, and are not tolerant of syncretism.

NOTE: Candidates must be credited any other for valid points. (12)

A maximum of six marks must be awarded if the answer does not address Western and Eastern differences.

3.3

- All candidates are free to practise and participate in any religion of their choice.
- Attendance at religious practices and gatherings is voluntary and open to everyone.
- Religious holidays of all religions will be treated equally.
- Religious dressing is allowed on special religious holidays (8)

NOTE: Any valid point that is in line with the Constitution of South Africa and promotes religious freedom and tolerance must be credited.

3.4

- During the apartheid era only Christianity was recognised as a state religion. /Christianity was the dominant religion.
- Christian -National Education was the state's education policy.
- State funds were used to pay salaries only of some Christian ministers.
- In a democratic South Africa all religions are given equal status.
- Religion Studies is a NSC subject that studies different religions.
- It replaced Biblical Studies and other subjects that focused only on one religion.
- Freedom of religions is enshrined in our constitution.
- In all state and official meetings, prayers are either universal in nature, or multi-faith. (14)

NOTE: Candidates must be credited for similar valid points.

3.5

3.5.1

Judaism

- Happy are those who maintain justice and do righteousness at all times. (Tehillim/Psalm 106:3)
- When an alien lives with you in your land, do not ill-treat him (Leviticus 19:33)
- Have we not all one Father? Did not one God create us? (Malachi 2:19)

Buddhism

- They promote shared humanness.
- There is a shared aspiration of gaining happiness and avoiding suffering.
- One should neither kill nor cause to kill. (6)

NOTE: *Relevant teachings from these or other religions must be credited.*

3.5.2

Judaism

- God cares for the oppressed and wants his people to bring justice to the world. This means that Jews must stop any form of racism.
- The alien living with you must be treated as one of your native born. They must all be brothers and sisters.
- The Tanach teaches that Jews have been given a special responsibility by God to show God's law to the rest of humanity and to promote racial harmony.

Buddhism

- Buddhism sees being born as a human as rare and very precious, since one can be born as so many other types of being, yet humanity is the only condition in which enlightenment is possible.
- Buddhism indeed claims that those who follow the Buddhist path are happy. (The Four Noble Truths)
- Since Buddhism sees evil as the result of ignorance, it holds that evil can be overcome by knowledge. To obtain this knowledge, Buddhism prescribes meditation.
- Karma means *action* - a deed or a course of action decided on and executed by an individual in freedom. In the second place, karma means the *consequences* of actions. (6)

NOTE: *Relevant teachings from these or other religions must be credited.*

[50]

QUESTION 4

4.1 4.1.1

Myth

- It often contains historical and metaphorical material.
- Myths are not factual accounts but are used to convey spiritual truths.
- They reveal the deepest truths about creation, life, and death.
- A popular Xhosa myth is 'The King of the Waters'
- It is about the powerful forces of nature (e.g. cyclones).
- It also emphasizes that importance of one's family, since they are the first to provide support, in the event of a disaster.
- Abrahamic explanations of Adam and Eve could be seen as a myth that explains Creationism.
- This is so for people who do not interpret scripture literally.

(6)

NOTE: Similar points and examples must be credited.

4.1.2

Belief

- It means what the adherents claim to be true.
- Beliefs form the foundations that bring people together for a common cause and help to create a shared identity.
- Belief means a firm opinion e.g. According to the Islamic faith, besides Allah there is no other god and Muhammad is his prophet.
- Belief also refers to the acceptance of a thing, fact, statement, teaching, etc.
- Belief is also used as a synonym for religion, e.g. Jewish faith.

(6)

NOTE: Similar points and examples must be credited.

4.2 EXAMPLE 1: AFRICAN TRADITIONAL RELIGION

- It promotes the value of Ubuntu.
- It is a clan-based religion.
- The communal way of life is central.
- There is a veneration of ancestors.
- Life after death does not involve reward or punishment.

EXAMPLE 2: ISLAM

- The belief is that there is only ONE God called Allah.
- They believe that God sent various prophets but the final messenger is Prophet Muhammad.
- They believe that the Qur'an was revealed in Arabic language and must be read in Arabic language.
- Their way of life is much the same as their religion.
- Their sources are the Qur'an and Hadith.

(8)

- 4.3
- EXAMPLE 1: CONFLICT IN DARFUR/SUDAN
- 4.3.1
- Divisions in Darfur society can be traced back over 100 years.
 - The two main causes of the divisions are ethnic and cultural.
 - Religion itself does not appear to be a radical source of division.
 - Most people in the area are Sunni Muslims although there are also a number of African traditionalists.
 - There are also those who are Christians.
 - Through the centuries, nomads and farmers worked out a way to co-exist.
 - Darfur was a centre of the slave trade in North East Africa, and some acrimony persists.
- 4.3.2
- In 2005 South Africa brokered a peace deal between North and South Sudan.
 - 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
 - Ethnic and tribal conflicts continue in South Sudan.
 - As a result, South Sudan is faced with a huge humanitarian crisis.
- 4.3.3
- Most people involved in the conflict are Sunni Muslims.
 - Religious aid organizations such as Islamic Relief Agency and the Catholic Agency for Overseas Development focus on practical support.
 - They supply building materials and medical assistance.
 - They build and repair clinics and schools.
 - They supply food.
 - They also train the local communities on Life Skills.
 - These organizations are not able to play a role in stopping the conflicts.
 - There is some degree of coordination that has taken place between these agencies.

•EXAMPLE 2: UGANDA

- 4.3.1
- Uganda was ravaged by many regional conflicts, as a result of a weak central government.
 - Its economy suffered as a result of battles on its borders with Kenya and Sudan.
 - The terrorist group called the 'Lord's Resistance Army' (LRA) was formed in 1985 to attack the government.
 - The founder was Joseph Kony, a fundamentalist Christian.
 - This group aimed to establish a government based on the Biblical Ten Commandments.
 - The group operated in Uganda, the DRC and South Sudan.
 - The terror group attacked civilians and kidnapped the children.
- (10)
- 4.3.2
- In many ways, Uganda has started to become an African success story.
 - It has turned the corner in the fight against HIV and Aids.
 - It now has a growing economy.
 - However, the LRA remains a threat to Uganda's political stability.
 - The International Criminal Court has issued warrants of arrest for Kony and his leadership.
 - The LRA is currently seeking a negotiated surrender to the Ugandan government.
 - The group is also kidnapping children to serve in its forces.
 - There are reports that the LRA is taking advantage of the crisis in Central African Republic.
- (10)
- 4.3.3
- It is clear that the LRA is based on Christian philosophy.
 - However, they have a fundamentalist interpretation of scripture.
 - They themselves violate the Commandment 'Thou shalt not kill', as they are accused of mass murder.
 - Organizations such as the African Council of Religious leaders (ACRL) have condemned the LRA.
 - The major role is expressed in the creation of charitable organizations, rather than politics.
 - They help the people to rebuild their lives, by providing essentials such as food, water and shelter.
 - This is done in cooperation with the United Nations.
- (10)

[50]

QUESTION 5**5.1 YES**

- Missionaries worked with colonial powers and authorities to get land.
- They used local people for cheap labour.
- They did not respect the religion of indigenous people but enforced Christianity using harsh methods.
- They disregarded indigenous culture such as polygamy, and collective ownership of land.
- They introduced the cultures and language of the oppressors.
- Africans were given Western names and made to dress in Western clothes.
- They robbed people of their birth right.
- People who did not convert to Christianity were called primitive sinners.

OR**NO**

- Missionaries initiated formal education.
- They introduced literacy to indigenous peoples.
- They started and supported schools.
- They developed writing of indigenous languages.
- They provided African people with health care.
- They developed infrastructure such as roads, and communication systems, in their colonies.
- Some welcomed songs and movement which have elements of African cultures into their church services.
- They introduced productive methods of farming. (16)

NOTE: Other valid points must be credited.

No marks will be awarded for only 'Yes' or 'No.'

5.2

- Promote the gospel within an interfaith environment.
- Encourage constructive engagement with 'Muslims for Peace.' (2)

5.3**5.3.1 The World Council of Churches**

- The WCC encourages cooperation across the different religious traditions.
- It takes active steps to redress prejudice, distortion, and insensitivity.
- It encourages dialogue with people of different faiths.

The World Conference of Religions for Peace (WCRP)

- Conflict transformation and reconciliation.
- Disarmament and security.
- Development and ecology.
- Human rights and responsibilities.

The World Parliament of Religion

- Interreligious education to encourage respect for people of different religions.
- Their focus is on addressing prejudice and intolerance.

- Violence-free communication and conflict resolution.
- Environmental and developmental education to raise awareness of the importance of preserving the Earth and its resources for all.

(12)

5.3.2 The World Council of Churches

- In 1979 they published two textbooks, *Guidelines on Dialogue with People of Living Faiths and Ideologies* and *My Neighbour's Faith and Mine*.
- The WCC has made theological discoveries through inter-denominational dialogue.
- People of different faiths are now able to worship and pray together.
- There is co-operation across religion in many countries today.
- Much of the projects of the WCC are ongoing projects in the world and are successful.
- This is evident by the substantial following that the WCC has.

The World Conference of Religions for Peace (WCRP)

- The South African branch led by people like Frank Chikane and Desmond Tutu played a significant role in the 1980s and 1990s but it has collapsed, mainly from lack of funding.
- Its branch in KwaZulu-Natal is still functioning as they encouraged the religious communities to vote in the 2006 elections.
- They have also, together with the Health Education and AIDS Research Division at University of KwaZulu-Natal formed an HIV and AIDS Inter-religious Forum
- The contribution of this organisation is recognised all over the world.
- In Europe, the general secretary issued a statement on the present conflict in Israel and Lebanon condemning the present conflicts.
- There was also a strong interfaith response to the publication of cartoons considered by Muslims to be offensive.
- The work for this organisation is succeeding all over the world.

The World Parliament of Religion

- They were able to get 8 000 signatories from different religions, who signed a commitment to work for peace.
- They have worked with different governments of the world, reducing internal and international debt.
- They help people to get access to safe and clean water.
- They are responding to the plight of refugees.
- They are promoting interreligious dialogue in countries affected by religious and political conflicts.

(20)

NOTE: Other similar examples must be credited.

-

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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**NATIONAL
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GRADE 12

RELIGION STUDIES P2

NOVEMBER 2014

MARKS: 150

TIME: 2 hours

This question paper consists of 4 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FIVE questions.
2. Answer any THREE questions.
3. Read ALL the questions carefully.
4. Number the answers correctly according to the numbering system used in this question paper.
5. The length of your answers must correspond to the marks allocated to each question.
6. Write neatly and legibly.

QUESTION 1

Read the extract below and answer the questions that follow.

All religions have a set of teachings about the nature of humanity, the world, the divine, the creation and other parts of our lives.

[Source: *Shuters Top Class Religion Studies Grade 12*]

- 1.1 In the context of any ONE religion, answer the following questions with reference to the central teachings.
- 1.1.1 What is the role of divinity in creation? (10)
- 1.1.2 Discuss the concept of *reward and punishment*. (10)
- 1.1.3 Discuss the concept of *life after death* as a part of human existence. (10)
- 1.2 In every religion there are practical guidelines that a believer should follow in life.
- Choose TWO practical guidelines from any ONE religion and analyse each of them. (20)
- [50]**

QUESTION 2

Read the extract below and answer the questions that follow.

While every religion has 'non-negotiable' beliefs, there are bound to be differences of interpretation and practice.

[Source: *Shuters Top Class Religion Studies Grade 12*]

- 2.1 Choose any ONE religion and discuss the internal differences that exist under the following headings:
- 2.1.1 Differences in governance (20)
- 2.1.2 Differences in beliefs (teachings) (10)
- 2.2 Read the statement below and answer the questions that follow.
- The traditional family is the building block of society. The disintegration of families results in numerous social challenges.
- 2.2.1 Identify FIVE challenges facing family structures. (10)
- 2.2.2 With reference to the teachings of any ONE religion, suggest practical steps that should be taken to strengthen a family unit. (10)
- [50]**

QUESTION 3

Read the extract below and answer the questions that follow.

Through its teachings, every religion communicates to its followers why the world is the way it is, as well as their place and responsibility in it.

Teachings in sacred texts must be interpreted only according to clearly outlined principles.

Such teachings include, among others, doctrines, parables and myths.

[Source: *Focus on Religion Studies*]

- 3.1 In the context of religion, discuss and evaluate the role of the following:
- 3.1.1 Oral tradition (14)
 - 3.1.2 Sacred texts (14)
 - 3.1.3 Inspiration (12)
- 3.2 List FIVE hermeneutical principles. (10)
- [50]**

QUESTION 4

Read the extract below and answer the questions that follow.

Religions have always offered explanations regarding creation and the status of humankind. In the last four centuries, however, science has begun to offer different answers to these questions.

[Source: *Religion Studies*]

- 4.1 Give a brief explanation of the Big Bang theory. (20)
- 4.2 Discuss how the creation of the universe is explained by any TWO religions. (20)
- 4.3 Explain the views of Hinduism on the theory of evolution. (10)
- [50]**

QUESTION 5

- 5.1 Explain the concept of *secular humanism* in the context of Religion Studies. (10)
- 5.2 Discuss the reasons for the rise of Western secular humanism. (20)
- 5.3 Name any TWO secular world views and write down FOUR facts on each. (20)
- [50]**

TOTAL: 150



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2014

MEMORANDUM

MARKS: 150

This memorandum consists of 13 pages.

QUESTION 1

1.1 1.1.1

EXAMPLE 1: Christianity

- God is one, but is made up of three personalities/persons.
- They are God the Father, God the Son and God the Holy Spirit.
- He created the universe/earth to be used by man.
- He created everything visible and invisible.
- Man relates to God through Jesus Christ
- He is continuously involved in the world; His creative energy is constantly at work in the world.

EXAMPLE 2: Hinduism

- Contrary to the popular misconception that Hindus have many gods, belief in one God is the central teaching of the Hindu worldview
- The highest concept of God in Hinduism is Brahman the Supreme Being, who is everywhere and is the source of our existence.
- God can also be experienced in graded stages according to the spiritual development of the devotee.
- The first level or experience of God under Brahman is Ishwara, the formless God who is everywhere and has qualities like love, peace and compassion, he is formless.
- God is also presented as the Eternal Feminine, the Mother Goddess who fulfils all the prayers of her devotees.
- God descends to the earthly plane to correct human affairs (avatara) which become chaotic because of humanity's lack of morality and love.
- Divine incarnations come to fulfil a divine mission through their great spiritual influence, teachings and personal conduct, reversing vice and promoting virtue, love, compassion and , importantly, devotion to God.
- In Hinduism, Rama and Krishna are popular divine incarnations.

NOTE: Any other relevant factor is accepted.

(10)

1.1.2

EXAMPLE 1: Christianity

- Reward and punishment is fair.
- Rewards motivate believers to sacrifice their life because of the greater rewards.
- Rewards have influenced people to die for their belief.
- Punishment helps believers to live according to their religious teachings.
- Punishment is one of the motivation factors to adhere to religious teachings.
- We are all rewarded in this world by doing good. There is no need for extra reward.

EXAMPLE 2: Hinduism

- There is no concept of sin or evil as such in Hinduism.
- Hinduism teaches that humans commit sin only because they are ignorant about the true nature of the soul and Brahman.
- Humans control their fate because everything in the universe is bound to the law of karma.
- How a person chooses to live their life will affect him or her in the next lifetime.

Most Hindus will try to live a life that is free from sin so that they will be rewarded with a better lifetime, and ultimately, moksha.

(10)

NOTE: Any other relevant factor is accepted.

1.1.3 **EXAMPLE 1: Christianity**

- According to Christianity, life does not cease with death, but continues beyond the grave.
- Those who die enter a new phase, called paradise/heaven, which lasts from the moment they die to the day of Resurrection.
- Sinners go to Hades/hell, where they are punished.
- It is believed that on the Last Day, the ordinary world will no longer exist and everything will come under the control of God
- On this day, there will be a final judgement and everyone will either be punished or rewarded.
- Only those who have lived a life according to the will of God will be allowed into an eternal life.
- Death, therefore, is not the end of life, but a phase in the journey of humankind.
- The resurrection implies that life has a purpose, that good and evil must have reward and that there is a higher life beyond this world.

EXAMPLE 2: Hinduism

- According to the Vedas, everyone has a soul or 'self' that lives in the body.
- There is a cycle of birth and rebirth.
- This is referred to as reincarnation, whereby a soul evolves.
- The aim of every Hindu is to free the 'self' from this cycle, so that it can become one with Brahma.
- This stage is called moksha.

(10)

1.2 **EXAMPLE 1: African Traditional Religion***First Guideline*

- A person is a person through other people.
- Umuntu ngumuntu ngabantu (Nguni languages).
- In life one needs other people in order to survive.
- Ilima is an example of ubuntu.
- Communal living is encouraged.

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- Respect towards humanity is emphasised.

Second Guideline

- Veneration of the ancestors.
- Seeking guidance from the ancestors through the diviner.
- Communicating with the creator through the ancestors.
- Holding ceremonies in commemoration of the ancestors.
- Burning the incense in communicating with the ancestors.
- Dedication of the animals to the ancestors.

EXAMPLE 2: Christianity

First Guideline

- Blessed are the poor in spirit, for theirs is the kingdom of heaven (Mathew 5:3).
- The concept 'poor' in this teaching does not refer to the material needs.
- The people who realise that they are poor in spirit acknowledge that they need the Word of God.
- According to the quotation above those who are poor in spirit will be rewarded in heaven.
- Things such as money, expensive cars, houses and other material possessions will not be recognised in heaven.
- Therefore, the people are asked to seek the word of God first.

Second Guideline

- Honour your father and mother (Ephesians 6:2).
- The children should respect their parents.
- A father and a mother refer to any responsible adult.
- The parents are God's representatives on earth.
- It is implied that by honouring the parents you are honouring God Himself.
- The time of living on earth will be increased.

NOTE: *Any other relevant facts from these or other religions must be credited.*

- *A maximum of 10 marks may be allocated if the candidate has merely listed practical examples. The two guidelines need not be treated separately. However, both teachings MUST be from the same religion.*

(20)

[50]**QUESTION 2**

2.1

2.1.1

EXAMPLE 1: Christianity

Catholic Church

- Political control is traditional and seen to be centred in Rome.
- The head of the Catholic Church is the Pope.
- The first Pope is said to be St. Peter.
- The Catholic Church has many orders of monks, priests, friars and nuns.
- All Catholics are governed by the Vatican.
- The Parish is an area or district with a particular church and priest.

Eastern Orthodox Church

- Political control was traditionally in Constantinople (Istanbul).
- They are found in the Middle East, parts of Africa, Greece and Russia.
- The church structure comprises of priests and bishops.
- There is no single leader.
- Authority within the church is in the hands of a group of bishops.
- A diocese is a group of parishes under the leadership of the bishop.

Protestantism

- This movement was started in 1517 by a German monk, Martin Luther.
- The local churches are guided/ ruled by the ordained ministers and bishops or elected elders.
- There is no uniformity in the governance of Protestant churches.
- The overall rule is by higher authority such as a synod or General Assembly, chaired by a presiding bishop.
- In the Protestant churches, each church is independent.
- The churches are not responsible to any higher authority than the congregation.

EXAMPLE 2: Islam

- Sunni Islam
- There is no clergy in Sunni Islam.
- Any Muslim can serve on the community boards.
- Governance is community based.
- Scholars of Islam and community members serve on the governing boards of mosques, madrassas and schools.
- In governance the Sunnah of the Prophet is observed.
- Shi'a Islam
- The Shi'a Muslims revere the descendants of the Prophet Muhammad.
- They believe that the descendants have a divine right to lead the Muslims.
- They reserve the title Imam for certain past leaders who were believed to be chosen by God.
- The governance is in the hands of mullahs.
- The Mullahs also have considerable political influence. (20)

2.1.2 EXAMPLE 1: Christianity

- The Catholic Church
- Considers itself the original Christian Church.
- This Church teaches that God is made of three separate yet equal parts, namely, the Father, Son and Holy Spirit. This is known as Trinity.

- This Church practises a number of rituals called Sacraments, such as confession, baptism, confirmation, the last rite before the death of a person, Confirmation, ordination to priesthood and sacrament of marriage. (It practises seven sacraments).
- The centre of Christian life is based on the Eucharist (Holy Communion).

Eastern Orthodox Church

- The Trinity and the Holy Spirit are understood in a different way to the views of the Catholic Church.
- At the end of the 6th century CE, the RCC of the West (Western Church) introduced the filioque (from the Son) clause.
- This clause taught that the Holy Spirit came from God.
- The Eastern Church disagreed with adding the Son because they believed that this made the Father and Son superior than the Holy Spirit.
- The Eastern Church also challenged the idea that the Western Church and the Pope had more power to add or change Christian teachings and traditions.
- The clergy within the Church do not have to be celibate and are allowed to marry.
- The Eastern Orthodox Churches see devotion as a more important expression of faith than the right doctrine as in the case of the Roman Catholic Church.

Protestantism

- Unlike Catholicism, the Protestant Churches did not believe that salvation was something that had to be earned through rituals and practices.
- Protestants believed that salvation was attainable as a gift given freely by God through the works of Jesus Christ on earth.
- Protestantism is made up of different Churches.
- They believed that the teachings of the Bible had more authority than the Pope or the Catholic Church.
- Priests and ministers do not have to be celibate and they are allowed to marry.
- Unlike the Catholic Church the Protestant Churches allow women to be priests or ministers.

EXAMPLE 2: Islam

- Sunni Islam
- Sunnis believe that the faithful rather than the descendants of the Prophet should elect their leaders.
- Sunni refers to following the sunnah (example) of the Prophet Muhammad.
- All the companions of the Prophet are believed to be given equal respect in Islamic jurisprudence.

- Shi'a Islam
- They believe that caliphate (successor) should be from the descendants of the Prophet Muhammad.
- They believe that the caliphs are divinely appointed imams.
- They also believe that caliphs have supernatural knowledge and authority to lead the faithful.
- They share a collective guilt for not coming to the aid of Husain when he was killed.

NOTE: Any other relevant response from the candidate should be accepted. Discussion of sub branches within sects must be credited. NO marks are awarded for repeating names of the sects.

(10)

2.2 2.2.1

- The family structure is confronted by poverty in most parts of the country, which leads to even more societal challenges.
- Teenage pregnancy is one of the challenges facing the family structure, which eventually also leads to neglect of children since the parents are also still too young to take care of their own children.
- Most South Africans who are skilled or highly educated have developed a tendency to make their careers a priority at the expense of family life.
- Drug and alcohol abuse have become very common in the society. In many families, both the mother and the father drink and take drugs which leads to neglect of parental responsibilities.
- Divorce has become a common practice in our society, which leads to single parenthood, and therefore leading to the suffering of the children.
- HIV and Aids and other killer diseases have deteriorated the family structure, resulting in child-headed families.

NOTE: Any other relevant response should be accepted.

(10)

2.2.2 EXAMPLE 1: African Traditional Religion

- The family need to continuously organise family gatherings and meetings in order to revive family roots and values.
- A traditional practice that assists those who are poor (ilima) can be done in order to promote Ubuntu.
- Proverbs and metaphors can be used as an everyday form of teaching to the community.
- These provide ethical and moral guidelines for correct behaviour, as well as warnings about immoral behaviour.
- Rituals can be performed to ask for the protection and blessings from ancestors.
- The parents and the wider community must encourage the children to attend youth traditional classes.

EXAMPLE 2: Christianity

- The family was created by God as the basic unit of society and as the only place in which children should be brought up.
- Christian parents should look after their children and bring them up as good Christians; children should respect their parents and look after them in their old age.
- Children need to be obedient to their parents in the Lord—that is their duty. This is the first commandment that has a promise attached to it. Honour your father and mother and you will prosper and have a long life in the land.
- The parents must orientate their children on the values that are promulgated in their religion.
- The parents must also encourage and ensure that their children attend religious classes.
- Parents never drive your children to resentment but in bringing them up, correct them and guide them as the Lord does.

NOTE: Any other relevant response must be credited. Maximum marks may only be allocated if there is clear reference to religious teachings

(10)

[50]**QUESTION 3**

3.1 3.1.1

- Oral tradition in all religions serves as an effective way of passing the original message, from one generation to another by word of mouth.
- Some religions lay more emphasis on oral tradition than their sacred texts.
- Oral tradition still plays an important role in some religions, e.g. African Traditional Religion.
- Oral tradition still runs parallel to written texts.
- Oral tradition provides more clarity than written text, owing to narrative style.
- The chain of narrators is also important, as it leads to the source.
- Oral tradition reflects local dialect and culture. It is therefore more easily understood in each culture.
- The disadvantage of oral tradition is that it can give rise to different and contradictory versions.
- Rituals in many religions include oral traditions.
- E.g. Baptism in Christianity and initiation ceremonies/ veneration of ancestors in African Traditional Religion

(14)

3.1.2

- Writing entered the religious scene roughly 4 000 years ago.
- As the technology of writing becomes more prevalent, it increases the way of spreading religious teaching.
- The written text changes the tradition to be more fixed.

(14)

- The written texts provide fixed yardsticks of measuring right and wrong teachings.
- Sacred texts are more central especially in the religions of books, e.g. Abrahamic religions.
- Sacred texts usually form part of larger collections.
- The accepted collection of sacred books referred to as 'canons' provide more authority than religious leaders.
- Sacred texts also have numerous commentaries.
- These explanations are governed by specific laws of interpretation (hermeneutical principles).

NOTE: A maximum of four marks may be allocated for naming examples. A minimum of four marks is set aside for evaluation. If no evaluation is included, a maximum of 10 marks may be awarded.

- 3.1.3
- Inspiration is an important normative source in many religions.
 - It is the true origin of all religions.
 - Inspiration refers to the power or force of an extraordinary being, 'taking over' a chosen being.
 - The founding figures of many religions were inspired by a higher power or wisdom.
 - Such people felt that they received 'revelation' from an extraordinary being.
 - Examples are Moses, Jesus Christ, Abraham, Prophet Muhammad, Buddha and Baha'u'llah.
 - In ATR, mediums or diviners receive inspiration while they are in a trance.
 - This inspiration is on-going, while that of the Abrahamic faiths did not go beyond their founders.
 - Inspiration is a powerful motivation for the followers of a religion.

(12)

- 3.2
- Grammar and historical context. and historical facts to interpret sacred text. One must use the rules of grammar
 - 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 the text? What is the context of the passage being looked at?
 - Meaning of words/ Etymology: 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.

(Any 5 x2)

(10)
[50]

QUESTION 4

- 4.1
- The scientific theory of the creation of the universe is called the 'Big Bang' theory.
 - It explains how the universe came into existence.
 - The theory of evolution explains the development of life from a simple form to its most complete form today.
 - This development includes the evolution of humans through primitive stages to modern humans.
 - It is believed that evolution still continues today.
 - The study of evolution of the universe is called 'cosmology.'
 - What existed before the Big Bang is not known.
 - There was a big explosion in space and within seconds the universe had appeared and expanded to an enormous size.
 - It happened about fifteen billion years ago.
 - Small temperature differences in the initial explosion led to varying densities throughout the universe.
 - These eventually formed into clusters of matter and energy.
 - Huge spaces separated these clusters.
 - They formed vast collections of stars that we call galaxies.
 - Some galaxies condensed into a combination of stars and planets called solar systems.
 - Our earth is in one of the solar systems.
 - This is where the evolution of life takes place.
 - Again the theory does not dispel the existence of a divine being.
 - It only provides a scientific explanation of the structure and composition of the universe.

NOTE: A maximum of six marks may be allocated for Darwin's Theory (20)

4.2 **EXAMPLE 1: Taoism**

- According to Taoism, everything in creation consists of two kinds of forces.
- The Yang is active, light, forceful, and male and the Yin is passive, dark, yielding and female.
- All the world's processes are made up of a combination of the two forces (Yang and Yin).
- Night and day, summer and winter, joy and sadness, birth and death, the universe rocks endlessly between opposites like these.

- To the Taoists, what you see when you stand back and look at the creative process is this endless oscillation between poles – The waxing and waning of things.
- The Yang and Yin are present. As soon as one is present, then the opposite is also present.
- One and not one are two. The One comes from the Two, which means path.
- Two does not stand for 'creator' in the western or even a Hindu sense. It stands simply for the pattern of the universe.

- There is nothing about “in the beginning” and “at the end” unlike the Hindu or the Abrahamic religious accounts.
- The Taoist account simply talks about how things get made and does not speculate as to when it started, whether there was a time before it or whether it will ever stop.
- Everything comes from nothing.

EXAMPLE 2: African Traditional Religion

- In ATR there is a belief in a Supreme Being. He does not play an important part in religious beliefs and practices.
- African Traditional Religion sees the divine as distant and beyond human understanding.
- The creation of man has many myths in African Traditional Religion.
- These are regarded as symbolic.
- Although scientists have made amazing discoveries about nature and the universe, the world seems too complex to dispel the existence of an intelligent designer.
- ATR scholars who support the theory of intelligent design do not reject the theory of evolution, but claim that it cannot be the only explanation about creation.
- All that exists is seen as a living wholeness, manifesting itself in a variety of facets or phases.
- Humanity is one of these facets.
- Humans appeared as a result of perpetual exchange of forces.
- Traditional Zulus believe humans appeared from water/ the sea.
- The 'reed dance' celebrates renewal of life and the advent of man, as reeds from water are used to build huts.

EXAMPLE 3: Judaism

- Creationism is explained in the Book of Genesis.
- The scriptures of Judaism are said to be inspired by God.
- There is one omnipotent, omniscient, perfect creator.
- He created human beings as a centrepiece of creation.
- Creation took six days: it started by separating light from dark.
- The universe was made from nothing.
- God created Adam and Eve, who were the first humans.
- They had been made from clay.
- Some modern Jews accept the theory of Evolution.
- They argue that evolution is part of God's plan.

NOTE: Any other relevant explanation must be credited. A maximum of ten marks are allocated for each religion.

(20)

4.3

- Hinduism does not have a problem with evolution since the universe is based on evolution.
- They have a more advanced theory of evolution than the scientific, because the scientific theory is based on the physical.
- Hinduism provides a more comprehensive view because it includes the spiritual aspect.
- Scientists see evolution as a person that happens by chance.

- Hindus believe that you have control over both your spiritual and physical evolution.
- Good life leads to gradual evolution to advanced forms.
- Ultimately you will achieve liberation from the physical and become one with god.

NOTE: Any other relevant facts must be credited.

(10)

[50]**QUESTION 5**

5.1

- 'Secular' refers to "non-religious."
- Humanism is a group of philosophies that believe human beings can develop ethics and morality independently of a supernatural being.
- Secular humanism is a branch of humanism that rejects religious belief.
- It also rejects the existence of a supernatural being.
- It is often associated with scientists and academics.
- Secular humanism generally leads to atheism.
- Secular humanism originated as a liberal view of human rights.
- It was not anti-religion, but emphasised that people's emotional and spiritual needs can be fulfilled without religion.
- Examples of secular humanism are atheism, communism, agnosticism and materialism.

NOTE: Any other relevant facts must be credited. A **MAXIMUM** of **TWO** marks may be awarded for naming examples of secular humanism.

(10)

5.2

- In the 16th century, Martin Luther set in motion certain changes that led to the splintering of Christianity.
- This led to decades of religious wars in Europe.
- Various Christian groups fought for dominance.
- At the time, the Church was very influential, both politically and socially.
- Most countries were not democratic, as they were ruled by emperors, kings, queens or nobility.
- These rulers used the Church to establish their power.
- In return, religious leaders also influenced rulers to promote their interpretation of beliefs.
- All the warring parties thought that a society would be peaceful if everyone shared the same beliefs.
- Protestant reformers were not tolerant of religious diversity.
- Catholics and Protestants imposed on each other, one or other form of their Christianity.
- People started to seek for a state where there would be religious tolerance.
- The intellectuals came to a conclusion that religion was divisive rather than uniting.
- A government which was based purely on reasoning and on an understanding of human nature was then the solution.
- The Prince of Orange was one of the first persons to advocate a split between church and state.
- Thus government and morality were divorced from religion, and secular humanism came into being.

(20)

5.3 EXAMPLE 1:

- Agnosticism
- This term was first used by philosopher T.H.Huxley in 1869.
- Darwin's theory of human evolution challenged the idea of a supreme creator.
- Agnostics believe that it is not possible to either prove or disprove the existence of a God/supernatural being.
- Agnosticism comes from Greek – 'a' meaning without and 'gnosis' meaning 'knowledge'.
- This refers to uncertainty about God-knowledge.
- Agnostics are sceptical of religious teachings.
- They reject religious doctrine-especially religions that claim they have spiritual knowledge. (Any 4)

EXAMPLE 2:

- Atheism
- Atheists reject the belief that divine or supernatural powers exist.
- There are different degrees of atheism.
- Soft (or neutral) atheists do not actively reject the existence of a supernatural being.
- Strong (or Positive) Atheists believe there is evidence to support their atheistic views
- In some cases, soft atheists reject both theism and strong atheism.
- This is because they feel both world views depend on proof to support their claims.
- Atheists often turn to science to explain the nature of the universe, rather than relying on faith. (Any 4)

EXAMPLE 3:

- Materialism
- This is a worldview that believes that physical matter is the only reality.
- It denies the existence of a spiritual or supernatural realm.
- As such, materialism is a purely secular world view, and is incompatible with religion.
- Materialism developed in Asia and Europe (800–200 BCE).
- In the 19th century, Karl Marx, a German philosopher, elaborated on the concept of materialism to describe human history and economic activity. (Any 4)

NOTE: Any similar facts must be credited.

(20)

TOTAL: 150