



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2015

MARKS: 150

TIME: 2 hours

This question paper consists of 10 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 in 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 provided 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, for example 1.1.11 D.

- 1.1.1 Theravada Buddhism is ...
- A called esoteric, meaning it is quite secretive and special.
 - B clan based.
 - C found mainly in Southern Asia, especially in Sri Lanka, Myanmar, Thailand, Cambodia and Laos.
 - D the majestic way in which the universe works. (1)
- 1.1.2 A state of perfect happiness and peace:
- A Nirvana
 - B Ubuntu
 - C Evolution
 - D Reincarnation (1)
- 1.1.3 The founder of the Baha'i faith was ...
- A Martin Luther.
 - B the Dalai Lama.
 - C Siddhartha Gautama.
 - D Baha'u'llah. (1)
- 1.1.4 An Abrahamic religion:
- A Buddhism
 - B Taoism
 - C Baha'i faith
 - D Islam (1)
- 1.1.5 The following is the most popular Hindu Holy Book:
- A Dhammapada
 - B Bhagavad Gita
 - C Holy Bible
 - D Missal (1)
- 1.1.6 The Methodist Church of Southern Africa is a subdivision of ...
- A the orthodox branch of Christianity.
 - B the Catholic branch of Christianity.
 - C the Protestant branch of Christianity.
 - D Orthodox Judaism. (1)

- 1.1.7 The Tripitaka is ...
A a Tao place of worship.
B an ancient cathedral in Germany.
C the threefold canon in Buddhism.
D a weapon used by the crusaders. (1)
- 1.1.8 The head of the Catholic branch of Christianity is ...
A Moses.
B the Dalai Lama.
C the Pope.
D the Archbishop of Canterbury. (1)
- 1.1.9 A religious teaching with absolute authority is called ...
A a normative source.
B compassion.
C dictatorship.
D dogma. (1)
- 1.1.10 The two main Jewish groups, according to geographical reference, are Sephardim and ...
A Yang.
B Ashkenazim.
C Yiddish.
D Ethiopians. (1)
- 1.2 Explain EACH of the following concepts in the context of religion:
- 1.2.1 Divinity (2)
- 1.2.2 Tao (2)
- 1.2.3 Comparability (2)
- 1.2.4 Uniqueness (2)
- 1.2.5 Creationism (2)

- 1.3 Give ONE word/term for each of the following descriptions by choosing a word/term from the list below. Write down only the word/term next to the question number (1.3.1–1.3.5) in the ANSWER BOOK. Each word/term may only be used ONCE.

non-theistic; reincarnation; syncretism; Nirvana; heretic; yoga; ubuntu; Eucharist

- 1.3.1 A spiritual discipline including breath control and simple meditation (1)
- 1.3.2 Two different belief systems combined to form a new one (1)
- 1.3.3 An approach that does not reject God's existence, but simply ignores it (1)
- 1.3.4 Someone who is against orthodox religious beliefs (1)
- 1.3.5 Showing respect and empathy for human beings (1)
- 1.4 Indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.4.1–1.4.5) in the ANSWER BOOK. Give a reason if the answer is FALSE.
- 1.4.1 The Buddha was a divine being. (2)
- 1.4.2 Reformed Jews believe that the Torah is God's word. (2)
- 1.4.3 The Crusades were a series of Jewish wars against Christian territories. (2)
- 1.4.4 The oral teachings of the Vedas were compiled into a standardised text by Krishna Dwipayana. (2)
- 1.4.5 Ilima is the South African national religious structure of African Traditional Religion. (2)

- 1.5 Choose a description from COLUMN B that matches an item in COLUMN A. Write only the letter (A–G) next to the question number (1.5.1–1.5.5) in the ANSWER BOOK. Each item may be used only ONCE.

COLUMN A		COLUMN B	
1.5.1	Karma	A	head of Tibetan Buddhism
1.5.2	Dalai Lama	B	a deep and solemn pledge
1.5.3	Caliph	C	head of the orthodox branch of Christianity
1.5.4	Atheism	D	denial of the existence of God
1.5.5	Covenant	E	the sacred text of Judaism
		F	a Muslim religious leader whose authority is derived from the Prophet Muhammad
		G	the belief that every action has consequences which may show up later in reincarnation

(5 x 1) (5)

- 1.6 Answer the following questions.

- 1.6.1 In TWO sentences, explain the term *parable*. (4)
- 1.6.2 Compare the term *descriptive statement* with the term *normative statement* in the context of Religion Studies. (4)
- 1.6.3 What is a *normative source*? (2)

TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

- 2.1 Briefly explain the meaning of EACH of the following terms. Give ONE example from any religion or worldview to illustrate its meaning.
- | | | | |
|-------|-------------|---------|-----|
| 2.1.1 | Doctrine | (2 x 2) | (4) |
| 2.1.2 | Myth | (2 x 2) | (4) |
| 2.1.3 | Ideology | (2 x 2) | (4) |
| 2.1.4 | Allegory | (2 x 2) | (4) |
| 2.1.5 | Golden rule | (2 x 2) | (4) |
- 2.2 Do you think religious freedom is protected in South Africa? Give reasons for your answer. (10)
- 2.3 Beliefs are what adherents claim to be true.
Evaluate how beliefs can promote harmonious living in the community in any ONE religion. (10)
- 2.4 Unity refers to the feeling of being at one with something/someone.
How do religions strengthen their unity? Give examples from various religions to support your answer. (10)
- [50]**

QUESTION 3

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

Since the adoption of the democratic Constitution in 1994 there have been many attempts at the level of religious leadership to develop amicable relationships among different religions.

[Source: *Top Class Religion Studies*, page 43]

Do you agree that closer ties between religious groups are a necessity to secure a more just and peaceful world? Motivate your answer. (10)

3.2 The following three organisations have been established to promote interreligious relationships. Choose ONE and discuss its functions in Africa.

A The Programme for Christian-Muslim Relations in Africa (PROCMURA)

B The Interfaith Action for Peace in Africa (IFAPA)

C The African Council of Religious Leaders (ACRL) (10)

3.3 You have been invited to a multifaith forum in your province. Discuss the role of interreligious cooperation in the following instances:

3.3.1 HIV and Aids activities (4)

3.3.2 Anti-pornography march (4)

3.3.3 Lifeline (4)

3.3.4 Opening of Parliament (4)

3.3.5 Public holiday celebrations (4)

3.4 Do you think the decisions taken in the Parliament of World Religions are effective to make our world a better place? Give reasons for your answer. (10)
[50]

QUESTION 4

Read the extract below and answer the questions that follow.

WE MUST TEACH TOLERANCE

As an African, it concerns me that our continent seems to have become the new battleground for international terrorism.

Nigeria has seen a number of attacks from Boko Haram. Militia activity in countries like Mali has increased and the spread of Al-Shabaab from Somalia to Kenya shows terrorism is gaining traction and threatening stability in Africa.

I am happy to belong to an interfaith council, which is made up of different faith groups working together for the common good of our country.

[Adapted from *The Star*, Tuesday 1 October 2013]

Discuss ONE country in the world where there is conflict as follows:

- 4.1 What do you understand by *terrorism*? (2)
- 4.2 Why do you think religious terrorism is increasing in Africa? (10)
- 4.3 Name any country in the world where there is possibly religious armed conflict and discuss the following:
- 4.3.1 What are the reasons for the conflict? (18)
- 4.3.2 To what extent is religion part of the problem? (10)
- 4.3.3 What can religious organisations do to bring about political peace? (10)
- [50]**

QUESTION 5

Study the article below and answer the questions that follow.

ATHEIST GROUP WANTS CHRISTIANITY OUT OF SCHOOLS

Recently the media reported that an atheist organisation has instituted legal proceedings in the Johannesburg High Court against six public schools (two in the Cape and four in Gauteng). The Organisasie vir Godsdienste-Onderrig en Demokrasie (OGOD), an anti-religious organisation, wants the court to order that Christianity be removed and banned from the schools. They argue that these schools promote 'faith apartheid'.

The admission policies of the targeted schools emphasise that these schools hold a Christian ethos (atmosphere), but participation in Christian activities is completely voluntary.

The watershed case for religious freedom in South Africa will probably end up in the Constitutional Court.

We have to take a united stand and pray.

[Source: JOY magazine, November 2014]

- 5.1 In what respects does Christianity differ from other religions? (4)
- 5.2 Discuss how the above article could lead to religious conflict. (10)
- 5.3 Do you think the six schools in question promote 'faith apartheid' or tolerance of all religions? Motivate your answer. (10)
- 5.4 What do you think could happen if OGOD (Organisasie vir Godsdienste-Onderrig en Demokrasie) is successful in this case? Discuss FIVE facts. (10)
- 5.5 Do you think this report is biased? Give reasons for your answer. (6)
- 5.6 Choose ONE religion and explain its teachings regarding freedom of religion. (10)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150



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GRADE 12

RELIGION STUDIES P1

NOVEMBER 2015

MEMORANDUM

MARKS: 150

This memorandum consists of 15 pages.

SECTION A (COMPULSORY)

In Section A, one mark is allocated for each fact, except otherwise stated.

QUESTION 1

NOTE: If the candidate has written the full answer instead of the corresponding letter, credit must be given for such an answer.

- | | | | |
|-----|--------|---|-----|
| 1.1 | 1.1.1 | C | (1) |
| | 1.1.2 | A | (1) |
| | 1.1.3 | D | (1) |
| | 1.1.4 | D | (1) |
| | 1.1.5 | B | (1) |
| | 1.1.6 | C | (1) |
| | 1.1.7 | C | (1) |
| | 1.1.8 | C | (1) |
| | 1.1.9 | D | (1) |
| | 1.1.10 | B | (1) |
| 1.2 | 1.2.1 | <ul style="list-style-type: none"> • Refers to the concept of a supreme/supernatural being. • Referred to as god/God in many religions. • Possesses attributes such as being all-knowing, omnipresent, et cetera. • Refers to any object or being that is god-like. | (2) |
| | 1.2.2 | <ul style="list-style-type: none"> • Tao means 'path' in Taoism. • It also means path or majestic way of the 'universe'. • It is the source of everything. | (2) |
| | 1.2.3 | <ul style="list-style-type: none"> • This means that the things being compared are similar. • In a religious context, the religions have particular characteristics that are common e.g. search for the meaning and truths. | (2) |
| | 1.2.4 | <ul style="list-style-type: none"> • Means limited to a person or some object. /It would also mean limited to a specific situation. • In a religious context it would mean a specific religion having its particular features that distinguishes it from other religions. | (2) |
| | 1.2.5 | <ul style="list-style-type: none"> • This is the belief which is based on the understanding that what is living and non-living were created. • This also refers to a Supreme Being who created the universe. | (2) |
| 1.3 | 1.3.1 | yoga | (1) |
| | 1.3.2 | syncretism | (1) |
| | 1.3.3 | non-theistic | (1) |
| | 1.3.4 | heretic | (1) |
| | 1.3.5 | ubuntu | (1) |

- 1.4 1.4.1 False: The Buddha was an enlightened human being. (2)
- 1.4.2 False: Conservative Jews believe that the Torah was given by God. (2)
- 1.4.3 False: The Crusades were a series of Christian wars against mainly Muslim territories. (2)
- 1.4.4 True (2)
- 1.4.5 False: Icamagu is the South African national religious structure of African Traditional Religion. / Ilima is the practice of assisting the poor. (2)
- 1.5 1.5.1 G (1)
- 1.5.2 A (1)
- 1.5.3 F (1)
- 1.5.4 D (1)
- 1.5.5 B (1)
- 1.6 1.6.1
- A parable provides a deeper meaning than the obvious surface one.
 - It is a kind of a story that demonstrates a moral point
 - Parables are used in religion, e.g. Christianity.
 - These stories are designed to teach spiritual truths. (4)
- 1.6.2
- The descriptive statements as applied in religion are the statements that can be proven true or false by observation.
 - An example a person may say that the members of the Catholic branch of Christianity worship the idols.
 - A normative statement aims to affirm how things should be, e.g. how the followers of a particular religion should behave according to its teachings. (4)
 - An example is that all Jews should observe the Sabbath. (4)
- 1.6.3
- A normative source refers to the origins of religious teachings.
 - They have mostly been adopted from the oral tradition.
 - In some religions, the oral traditions have been written down which have led to the availability of canons of the sacred texts. (2)
- NOTE: The maximum marks awarded for naming correct examples is ONE mark.*

TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

- 2.1 2.1.1 • Refers more to the role of intellectuals in religious communities in finding and organising religious beliefs into coherent philosophical patterns.
- A set of religious teachings/principles or beliefs.
 - There is a sense of argument and negotiation as doctrines are constructed in relation to philosophical worldview.
 - Doctrines are often contested.
 - For example, early Christian doctrines developed in relation to the Greek philosophy of the time.
 - The doctrine of Christ as both God and man developed in relation to the Greek understanding of nature and essence. (4)
- NOTE:** Other relevant examples must be credited. TWO marks are awarded for explanation, and TWO marks are awarded for a relevant example.
- 2.1.2 • The word 'myth' comes from the word 'mythos' which means 'word' or 'fable'.
- It refers to those religious stories in which deep truths about creation, life and death are revealed.
 - In everyday usage, the term refers to something that is not true.
 - A myth does not necessarily try to make a moral point.
 - It forms, however, the basis of teachings and even dogma in some religions.
 - Myths are sacred stories that explain why the world is as it is and the nature of human experience.
 - There are myths of creation in many religions, e.g. in Zulu belief, a young man is lowered by the Creator from heaven to earth, tied by his umbilical cord. (4)
- NOTE:** Other relevant examples must be credited. TWO marks are awarded for explanation, and TWO marks are awarded for a relevant example.

- 2.1.3
- Has to do with the prevailing, overarching worldviews that shape meaning and overall patterns of existence.
 - They are asserted by those dominant groups who hold power.
 - A set of principles about how a society should be ordered.
 - Ideologies are also always contested. Hence the variety of ideologies in the world.
 - Religious teachings can be in the form of written or oral text.
 - They are the broadest category used to describe what adherents of a religion believe.
 - Examples are communism and Marxism.

NOTE: Other relevant examples must be credited. TWO marks are awarded for explanation, and TWO marks are awarded for a relevant example. (4)

- 2.1.4
- It means very much the same thing as parable.
 - Symbols or characters are used to illustrate certain values.
 - An allegory can be a much longer story than a parable.
 - It can even be the whole book.
 - It is not restricted to making one single point.
 - An allegory does not necessary contain a definite moral.
 - The Bhagavad Gita is the most famous allegory in Hinduism.

NOTE: Other relevant examples must be credited. TWO marks are awarded for explanation, and TWO marks are awarded for a relevant example. (4)

- 2.1.5
- Universally held ethical prescription.
 - The most important teachings of a religion.
 - Found in nearly all religious and other ethical systems.
 - Example: Do unto others as you would like others to do to you.

NOTE: Other relevant examples must be credited. TWO marks are awarded for explanation, and TWO marks are awarded for a relevant example. (4)

2.2 YES

- Religious freedom means that every person should be free to practise his/her religious beliefs without fear of reprisal.
- South Africa is a secular state, and therefore has no state (or official) religion.
- The Constitution prohibits discrimination on the basis of race, culture or religion.
- All religions have equal status under the law.
- This is evident in the observance of religious holidays, e.g. Diwali, Eid, Yom Kippur, etc., which are all celebrated in their respective communities.
- Even the official opening of Parliament, has representation from various religions that make up the South African religious landscape.
- Media content found offensive to certain religious communities is withdrawn by the Broadcasting Complaints Commission of South Africa. (BCCSA).

- E.g. Nando's commercial – objection by Hindu community.
- E.g. Red Bull commercial on social media – objection by Christians.
- The school curriculum embraces a diversity of belief systems.
- E.g. the subject Religion Studies covers eight religions, and replaces subjects that focused on only one religion.

NO

- Many schools still marginalise minority groups and religions.
- The Human Rights Commission receives numerous complaints about religious discrimination.
- Public holidays still reflect a Christian bias, e.g. Easter and Christmas.
- The media does not give equal coverage to all religions.
- Actual practice in the workplace does not always reflect religious freedom.
- E.g. the wearing of religious symbols is prohibited by some employers.

NOTE: Any other relevant response must be credited

Should the candidate answer both YES and NO, only the first response must be credited. The exception is where the candidate explicitly states that his/ answer is both YES AND NO.

(10)

2.3 Example: AFRICAN TRADITIONAL RELIGION

- In African Traditional Religion, there is a belief in a Supreme Being, or God, that created the world and lives in the spiritual realm. This belief provides a common understanding in African communities, and brings about harmonious living.
- When the first generation of humans died, they joined the Supreme Being in the spiritual world and became the first ancestors.
- In African Traditional Religion it is believed that because the ancestors live in the spirit world, they have the power to protect the living and communicate with God on behalf of the living.
- Belief in an afterlife (spiritual world) encourages cooperative and harmonious living.
- Even though they are dead, the ancestors are still seen as part of the family and the living community.
- The living members of the family communicate with the ancestors through the ritual of sacrifice.
- This sense of accountability encourages harmonious living, as people strive to honour and appease their ancestors.
- The belief in Ubuntu encourages caring and sharing in the community .e.g caring for widows and orphans. This results in a harmonious community life.

Example:BUDDHISM

- The Three Marks of Being
- Nothing is permanent.
- Humans have no soul.
- Human life is painful.
- Non-attachment and enlightenment.

- The Buddha taught that only by following the Eightfold Path can humans become 'non-attached' and free themselves from the painful experience of rebirth, and would encourage harmonious living.
- Right views
- Right intentions
- Right speech
- Right action
- Right livelihood
- Right effort
- Right mindfulness
- Right concentration
- Meditation
- Each of the above beliefs results in harmonious living in a community. For example. Right speech will prevent violent argument and insults.
- Right livelihood will prevent begging and stealing.

NOTE: Any other relevant response must be credited.

(10)

- 2.4
- Each religion has some common non-negotiable beliefs.
 - These are contained in collections of sacred books (canons).
 - There are also dogmatic beliefs, regarded as absolute truths.
 - Examples of this are the Trinity in Christianity and the shahadah (declaration of faith) in Islam.
 - Rituals of each religion also serve as a unifying factor.
 - E.g. in ATR, animal sacrifice encourages a gathering of the clan.
 - In ATR, invocation to the ancestors in times of drought is also done collectively.
 - Each religion has its own unique dress code. This further serves as a unifying factor.
 - E.g. Orthodox Jews wear black and men wear broad-brimmed hats.
 - Religious symbols such as the Christian cross, create a strong sense of unity through a common identity.

NOTE: Any other relevant response must be credited.

(10)

[50]

QUESTION 3

3.1 YES

- They can set aside their differences and work together to cooperate with the government.
- They can also work together to participate in the building of a just and free society in South Africa.
- The nation needs religious groups to assist in the creation of a society that is moral and compassionate.
- Many political leaders believe and trust that religions have an important role to play in solving social challenges, such as poverty, violence and xenophobia.
- South Africa is unique because religious organisations worked together to oppose the apartheid government.

- It can only be in this way that the religious groups can meaningfully contribute to the healing of a society.
- They can also contribute to the promotion of religion in education and therefore ensure religious tolerance.

NO

- The increasing preoccupation with the selfish pursuit of individual wealth cannot be the basis for any interfaith cooperation.
 - Different religions have their teachings that guide their followers on moral issues to avoid conflicts.
 - Most of the conflicts are political.
 - If religions are not connected to the government, they won't be recognised.
 - Political parties are doing more work than religious groups because they are in the majority in Parliament.
 - Religious groups consider their differences first before they can attend to national issues.
 - Religions like to distance themselves from political issues, e.g. not voting.
- NOTE:** Any other relevant response must be credited. (10)

3.2 A. The Programme for Christian-Muslim Relations in Africa (PROCMURA)

- It is the oldest and the pioneer interfaith organisation in Africa.
- The focus is on Christian relations with Muslims.
- To witness the gospel within an interfaith environment.
- To promote constructive engagement within Muslims for peace.
- To hold interfaith consultations.

B. The Interfaith Action for Peace in Africa (IFAPA)

- Committed to working together for peace, democracy, unity in the continent.
- To ensure a decent life for all.
- Establishing and registering national chapters.
- It also includes commissioning of meetings of religious leaders, who take the IFAPA decisions.
- To send interfaith delegations to conflict areas.
- To participate in the World Social Forum.

C. The African Council of Religious Leaders (ACRL)

- Also known as Religions for Peace.
- To ensure respect for all religious differences.
- Preserving the identity of each religious community.
- Ensuring that religions for peace participate in honouring different ways religious communities are organised.
- Upholding the principles of representation.
- To support locally led multi-religious structures. (10)

NOTE: The candidate must be credited for any other relevant point with reference to the above organisations.

- 3.3 3.3.1 HIV and Aids activities:
- The HIV and Aids helpline has been established with the cooperation of different religions.
 - The leaders of different religions participate meaningfully in the care of HIV and Aids victims.
 - Prayers are also conducted without discriminating against any HIV and AIDS patients. (4)
- 3.3.2 Anti-pornography march:
- Various religious leaders jointly promoted the anti-pornography march.
 - Representatives from South African religions led a march to Parliament against pornography.
 - This organisation is responsible for the fight against all that they believe is immoral. (4)
- 3.3.3 Lifeline:
- The different religions participate in providing counselling to all those who have specific needs.
 - They also invite caring and courageous individuals to start a dialogue in every community.
 - The volunteers commit their shifts to their Supreme Being. (4)
- 3.3.4 Opening of Parliament:
- In the opening of Parliament religious leaders from a variety of religions are invited.
 - The leaders representing different religions participate in the blessing of the Parliamentary opening.
 - Leaders of different faith groups are given equal dignity and respect in the government activities including prayers. (4)
- 3.3.5 Public holiday celebrations:
- Public holiday celebrations are celebrated by everyone and in the opening of functions prayers are conducted without any religion being discriminated against.
 - The prayers may be offered by a guru, a priest, pastor or an imam.
 - A person is allowed to observe his/her holy days, without discrimination.
 - Volunteering for work, to free colleagues of other religions.
- NOTE. Any other relevant responses should be credited. (4)
- 3.4 YES
- The World Parliament of Religions has been effective to a certain extent, since there are more conferences that deal with issues that lead to understanding and cooperation in various issues.
 - In a Parliament held in Cape Town (1999), crucial issues were discussed including HIV and Aids.

- This conference resulted in many educational activities within various religions as efforts to combat the spread of this pandemic.
- The meeting of parliament in Barcelona, Spain, focussed on violence, safety issues and the elimination of external debt in developing countries.
- Violence decreased in most of the countries and the bigger powers became more lenient and religious. Conflict was consequently reduced.
- In 2007 the focus was to eliminate poverty.
- A variety of faith organisations established a variety of activities such as soup kitchens and other activities to assist the poor.
- In 2009 the Parliament met in Melbourne in Australia to deal with the issues such as sustainability and global climate change.
- This led to environmental consciousness being inculcated in the minds of many people of various religions.

NO

- The World Parliament of Religions has not shown any success in ensuring cooperation and understanding since the religions still find it difficult to work together.
- The decisions are taken but not implemented.
- Decisions taken by the World Parliament of Religions are not binding on governments.
- Although the Parliament was held in Cape Town in 1999, where decisions were taken by various religions, the HIV and Aids pandemic is escalating.
- There is a high rate of teenage pregnancy which means that different religions are not effectively reaching out to the youth in terms of life skills that will ensure that the youth are empowered both spiritually and socially, including sexual behaviour.
- There is still violence in many parts of the country and the whole of Africa. Religions are definitely not succeeding in this aspect.
- There is a high rate of poverty in our country and in many African countries. While religious groups are endeavouring to fight against poverty, more and more people are becoming poor due to the lack of employment.
- Religions need to work cooperatively with the other organisations e.g. government, non-governmental organisations and other agencies.

(10)

NOTE. Any other relevant response should be credited.

[50]**QUESTION 4**

- 4.1.
- Terrorism is the wanton killing of civilians.
 - It is acts of violence that terrorise the civilian population.
 - It is carried out for political or other ideological reasons.
 - It can be state-sponsored, or political, religious, or a combination of these reasons.

(2)

- 4.2.
- Many African governments are weak.
 - They do not have sophisticated armies and intelligence networks.
 - African countries have porous borders, allowing criminals to enter and leave easily.
 - Some government officials are corrupt, and support terrorist groups for their own political gain.
 - Some African governments discriminate against certain tribes or religions, thus excluding them from politics.
 - Poverty and neglect by government are fertile grounds for extremism.
 - Such groups then turn to violence.
 - Political unrest increases religious terrorism, hence religion is exploited for political gain.

NOTE. Any other relevant response should be credited.

(10)

4.3 4.3.1 EXAMPLE 1:

CONFLICT IN NORTHERN IRELAND

- The conflict in this country is intra-religious.
- The conflict is between the Catholics and Protestants.
- These two groups belong to the Christian religion.
- Northern Ireland is constitutionally part of the United Kingdom.
- Its population is religiously split between Protestants and Catholics.
- For decades, some Catholics in the Northern Ireland have fought for independence from the United Kingdom.
- Northern Ireland has also been fighting for union with the Republic of Ireland.
- The Protestants have been resisting.
- The result has been a long and slow civil war
- Today there is a resurgence in the fight for independence, in the form of the Real Irish Republican Army (RIRA)

EXAMPLE 2: AREA OF CONFLICT:

- PALESTINE AND ISRAEL
- It is mainly based on political and land issues.
- The war also has inter-religious undertones.
- Jewish settlers claim that it is their God-given land.
- It is about the desire of both sides to have a country of their own.
- Extremists on the Palestinian and Arab sides would like to destroy the state of Israel, as they see it as an illegitimate state.
- History has provided the two groups with ample reasons to fight.
- It is also a fact that Israel continues taking land from the Palestinians for settlements.
- The Palestinian extremists launched a suicide bombing campaign.
- The suicide bombing campaign has moved the Jewish opinion to the right during the elections.
- Both of these acts destroyed the voices of moderates on both sides.
- With the voices of moderates a tentative peace has surfaced.

- The result has been an escalating polarisation of public opinion on both sides. (18)

4.3.2. EXAMPLE 1:

CONFLICT IN NORTHERN IRELAND

- Northern Ireland is constitutionally part of the United Kingdom, which is largely Protestant.
- Northern Ireland's population is religiously split between Protestants and Catholics, with Catholics in the majority.
- For decades some Catholics in Northern Ireland have fought for independence from the Protestant United Kingdom.
- Northern Ireland has also been fighting for union with the Republic of Ireland.
- The Protestants in both Ireland and United Kingdom have been resisting a break-away by Catholics.
- The result was a long and violent intra-religious civil war.

EXAMPLE 2:

AREA OF CONFLICT:

PALESTINE AND ISRAEL

- History has provided the two groups with ample reasons to fight.
- It is also a fact that Israel continued taking the land from the Palestinians for settlements.
- As a result, the Palestinian extremists launched several attacks against Israel.
- These attacks have moved the Jewish opinion to the extremist religious right during their elections.
- With the voices of moderates tentative peace moves had surfaced
- Violent acts destroyed the voices of moderates on both sides.
- The result has been an escalating polarisation of public opinion on both sides.
- Religion has practically nothing to do with this conflict.
- It is not at all a religious war between Jew and Muslim. (10)

4.3.3 EXAMPLE 1:

- This is an intra-religious conflict.
- The Catholics and Protestants should recognise the reality that they belong to one religion.
- The two religions should also form an organisation for peace.
- The organisation should be inclusive of these two branches of religion.
- The Catholics and Protestants should use their common teachings and beliefs to find a solution.
- The two religious branches should establish a task team to enhance peaceful negotiations with the politicians.

EXAMPLE 2:

- The difficulty is that the problem is essentially not a religious one.
- The difficulty is based on the fact that these are two sides which are not prepared to compromise at all.
- Interfaith organisations do attempt to foster relationships between Palestinians and Israelis.
- The World Council of Churches has mediated in the past, but failed to get a commitment from both sides.
- Both sides have supporters that extend far beyond their territories.
- The United States is a strong supporter of Israel.
- Most Middle Eastern countries are strong supporters of the Palestinians.
- Orthodox Jews deny the belief that the land of Israel was given by God to the Jews.
- Instead, they believe that Jews will be denied a homeland because they broke their covenant with God.
- Constructive engagement among Jewish religious organisations may lead to a review of the land issue.

(10)
[50]**QUESTION 5**

- 5.1
- Christians believe that God sent His Son, Jesus Christ, to save the world from sin so that all of humanity can live forever.
 - Christians believe Jesus is the only true Messiah that God sent to earth and that he will one day return.
 - Jesus was resurrected from the dead after he was crucified.

(4)

- 5.2
- People will respond to the article and insult the group.
 - Other religious groups may support OGOD.
 - This is because Christianity was the only religion observed in schools under apartheid.
 - Christians might fight back and defend their religion (protests).
 - People might use the case and take a stand on religious issues.
 - People might come out and associate themselves with OGOD because they support a multi-faith society.
 - Learners might be targeted and be disturbed at school.
 - The group might protest and encourage communities to boycott the schools.
 - The government might stop funding the schools, which might affect everyone.
 - There may be violent attacks against the schools identified by OGOD.
- NOTE. Any other relevant response should be credited.

(10)

5.3 FAITH APARTHEID

- It will encourage only Christian learners to enrol at these schools.
- Other religions are not given equal recognition.
- Learners who are not Christian will feel marginalised during Christian activities.

- They may feel forced to attend the prayers.
- The practice is against the Constitution of South Africa, which treats all religions equally.
- A possible act of tolerance is that participation in Christian activities is voluntary.

NOTE: Candidates should be credited for any relevant answer including 'tolerance' (10)

- 5.4
- This case could have severe ramifications for Christianity in South Africa.
 - Teachers and learners will be forbidden to speak or testify about God during formal lessons.
 - Praying at school would be illegal if OGOD is successful.
 - Fear of the unknown from parents, teachers and learners.
 - Learners from different religions will be registered in these schools.
 - Section 18 of the Universal Declaration of Human Rights will be effectively practised.
 - School Governing Bodies will not be allowed to determine the school's religious ethos.
 - Most Christian parents might de-register their children from these schools.
 - This will expose other institutions which are not acting according to the Constitution of the country.
 - Parents might challenge the court decision and it might affect the smooth running of the school.

NOTE: Candidates should be credited for any other relevant responses. (10)

5.5 YES

- The article wants the public to voice their views in favour of the six schools.
- The article wants the public to be against the OGOD group.
- The article wants Christians to pray for the situation.
- The organisation is not anti-Christian: it only opposes the religious policy of the schools.
- This is done in the name of democracy.
- They are not an atheistic organisation.
- The article's definition of religious freedom ignores the rights of non-Christians.
- The magazine *JOY* propagates Christianity.

NO

- The public must be informed of things happening at different institutions.
- The public have a right to air their views to help the schools that are not abiding with the Constitution and South African School Act (SASA).
- Schools will be able to realise that they are part of communities. Therefore they have to service their communities accordingly.
- Christians will be able to take a stand and pray according to their teachings.

NOTE: Candidates should be credited for any other relevant responses. (6)

5.6 EXAMPLE 1: ISLAM

- All are created equal by Allah. We are therefore all part of the same family, no matter what we believe.
- We should treat each other as brothers and sisters.
- There must be equality before the law, and no discrimination on the basis of race, belief, or nationality.
- Islam rejects conversion by force or by compulsion.
- When there are differences, people should interact on a basis of mutual respect and goodwill.

5.6 EXAMPLE 2: BUDDHISM

- Buddhists argue that tolerance and acceptance of people just as they are, is fundamental to Buddhism.
- You have no right to want them to be something else.
- It is up to them to decide if they want to change.
- You can tell them what you believe, and you can set an example that they may choose to follow, but that is as far as it goes.
- They confront injustice with truth force, not with physical force.

(10)

NOTE: Candidates should be credited for any other relevant responses.

[50]**TOTAL SECTION B: 100**
GRAND TOTAL: 150



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2015

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.

Every religion has some beliefs that are not negotiable, that all the religion's followers share. However, within most religions, interpretations of beliefs may differ from one school of thought to another. Sometimes these differences are major, and have even led to religious wars, and sometimes they are minor.

[Source: *Shuters Top Class Religion Studies*, page 8]

- 1.1 Choose any ONE religion and discuss its subdivisions under the following headings:
- 1.1.1 Religious teachings (16)
- 1.1.2 Governance of religious structures (14)
- 1.2 What do you think will happen to the internal differences that exist among the various religions in future? (10)
- 1.3 How does 'contemporary inspiration' influence the internal differences that exist within religions? (10)
- [50]**

QUESTION 2

- 2.1 Choose any ONE religion and discuss its central teachings under the following headings:
- 2.1.1 The nature of divinity (10)
- 2.1.2 The origin and role of evil (10)
- 2.2 Read the extract below and answer the questions that follow.

Darwin's theory of evolution gave an alternative explanation for the origin of man. While evolution does not refute religious ideas about creation directly, it is clear that it offers no explanation as part of a divine plan.

[Source: *Shuters Top Class Religion Studies*, page 163]

- 2.2.1 Explain the *theory of evolution*. (10)
- 2.2.2 Discuss the response of any ONE religion to Darwin's theory. (20)
- [50]**

QUESTION 3

Read the statement below and answer the questions that follow.

Every religion is concerned with the protection of the natural environment. This is because nature is seen as part of divine creation in most religions.

- 3.1 State FIVE possible causes of environmental destruction. (10)
- 3.2 Analyse the impact of environmental destruction on society. (10)
- 3.3 State FIVE practical strategies that religious organisations can implement to protect the environment. (10)
- 3.4 With reference to the teachings of any ONE religion, discuss the solution(s) that it offers for protecting the environment. (20)
- [50]**

QUESTION 4

Answer the following questions with reference to any ONE religion.

- 4.1 Explain the origin and development of the normative source(s). (20)
- 4.2 Discuss the specific hermeneutical principles relevant to the interpretation of sacred text. (14)
- 4.3 Explain the relationship between *divine inspiration* and *normative sources*. (16)
- [50]**

QUESTION 5

Read the statement below and answer the questions that follow.

Secularism is a world view that does not subscribe to any religious dogma. In the West, in particular, there are an increasing number of people who live secular lives.

- 5.1 Give possible reasons for the increasing popularity of secular world views. (10)
- 5.2 Name any TWO secular world views and explain the similarities and differences that exist between them. (20)
- 5.3 The Big Bang Theory is a scientific explanation for how the universe came into being. Religions, of course, also have their own explanations.

In light of the above statement, discuss the *different* responses of any TWO religions to the Big Bang Theory. (20)

[50]

TOTAL: 150



basic education

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2015

MEMORANDUM

MARKS: 150

This memorandum consists of 12 pages.

QUESTION 1

1.1 1.1.1

EXAMPLE 1: HINDUISM

- For a long time, Hinduism did not really have subdivisions, since there was no central control.
- Different languages were used and different gods were worshipped
- However, across India beliefs and rituals did vary.
- There are four different streams or sects of Hinduism.
- These are Shaivism, Vaishnavism, Shaktism and Smartism.
- All share common beliefs and traditions, but differ in practices.
- Shaivism is monotheistic. Shiva is worshipped as the Supreme Being. Shiva is seen as both creator and destroyer.
- Vaishnavites worship Vishnu the supreme god.
- He is seen as a loving and kind deity.
- Vaishnavism is also monotheistic, but adheres more closely to the ancient texts of the Vedas.
- Shaktism is the only school that worships a supreme goddess, Shakti.
- Smartism is an all-encompassing belief: it teaches all paths lead to the one god.
- In the twentieth century three major reform movements emerged.
- Such movements are termed neo-Hindu movements.
- These are the Brahmo, the AryaSamaj and the Ramakrishna missions.
- Neo-Hindu movements give more importance to serving humanity (seva).
- Traditional Hinduism teaches that the proper performance of rituals is of paramount importance.

EXAMPLE 2: CHRISTIANITY

- There are three main branches of Christianity
- These are the Catholic, Eastern Orthodox and Protestant Churches.
- African Indigenous Churches are a sub branch of Christianity unique to Africa.
- The Catholic Church sees itself as the original church of Christ.
- It teaches that everyone is born in sin, because Adam and Eve disobeyed God's command.
- God is made up of the Father, the Son and the Holy Spirit (i.e. Trinity).
- The Holy Spirit comes from God the Father and the Son.
- According to the Eastern Orthodox Church, the Holy Spirit comes from God the Father only, and not the Son.
- They believe that they are the 'rightly guided' Church.
- The supreme authority of the Pope is not recognised.
- In Protestantism the Bible has more authority than the Pope.
- Rituals are less important than belief.

- It teaches that faith is the key to salvation.
- Salvation is a gift given freely through the works of Jesus Christ.

NOTE: If a candidate has not discussed ALL the subdivisions of the selected religion, a MAXIMUM of 12 marks may be awarded. Other relevant facts should be accepted.

(16)

1.1.2 EXAMPLE 1: HINDUISM

- Originally every temple was independently governed by the local community.
- This was in line with Hinduism being an 'umbrella' of related, but varied, beliefs and practices.
- Rituals were also not prescribed, but were determined by local priests.
- Differences in governance are more evident in Hindu communities outside India.
- These comprise both traditional and neo-Hindu movements, and both are represented by a common governing body.
- In South Africa such a body is the Hindu Maha Sabha.
- This body represents both North and South Indian Hindu communities.
- There are also regional organisations with a linguistic and cultural focus (e.g. Gujarati, Telugu, Hindi, etc.).

EXAMPLE 2: CHRISTIANITY

- In the Catholic Church Rome (the Vatican) is seen as the centre of political control.
- The head of the church is the Pope.
- The first Pope is said to be Saint Peter.
- The Catholic Church has many orders of monks, nuns, friars and priests.
- These orders are strictly controlled by the Vatican.
- A parish is an area over which a particular priest and church have authority.
- The Eastern Orthodox Church traditionally looked to Constantinople as the centre of political control.
- Their influence is mainly in the Middle East, Eastern Africa, Greece and Russia.
- The church structure comprises priests and bishops.
- There is no single leader.
- Authority within the church is in the hands of a group of bishops.
- It is believed that authority and the grace of God are directly passed down to Orthodox bishops and clergy through the 'laying of hands'
- A diocese is a group of parishes under the leadership of a bishop.

NOTE: If a candidate has not discussed ALL the subdivisions of the selected religion, a MAXIMUM of 10 marks may be awarded.

(14)

Other relevant facts should be accepted.

- 1.2
- In some religions, these differences will become wider.
 - An example of this is Islam.
 - The Sunni/Shi'a conflict is influencing all the present Middle East conflicts.
 - In Syria the Assad government is supported by the Shi'a Hizbollah group based in Lebanon.
 - Sunni governments, such as Saudi Arabia, are supporting Sunni militants.
 - Since the Shia and Sunni support opposing sides, the conflict becomes a Shi'a/Sunni conflict.
 - The Syrian conflict was originally a political conflict, aimed at overthrowing the Assad government.
 - In other parts of the Muslim world, where there is no external conflict, there is peaceful co-existence between Sunni and Shi'a, e.g. Iran, Turkey.
 - However, in Christianity there are efforts for multi-denominational cooperation.
 - This is the main goal of the World Council of Churches.
 - In Christianity there are some 3 000 denominations. This results in greater tolerance.
 - Eastern religions, such as Buddhism and Hinduism, also have many branches and this allows for greater tolerance.
 - In addition, these religions are more tolerant of people changing their religion or religious sect.

NOTE: Relevant examples from any religion must be credited. However, the candidate must illustrate possible scenarios with suitable examples.

A minimum of TWO religions should be discussed.

(10)

- 1.3
- Contemporary inspiration refers to inspiration that still takes place today.
 - This differs from the inspiration of the founders of the major religions, as this inspiration was often recorded as scripture.
 - It was specific inspiration to chosen individuals (Prophets/ Messengers)
 - The latest inspiration that was recorded as scripture was that of Baha'u'llah.(19th century)
 - There are no special conditions for contemporary inspiration: no new scripture is produced.
 - The result is that contemporary inspiration has become commonplace in modern day society.
 - This results in any number of new denominations being formed.
 - An example of this is Christianity, where internal differences are increasing.
 - In African Traditional Religion, contemporary inspiration is no different to inspiration of the past. It therefore does not contribute to internal differences.
 - This is because shamans exist today, as they existed in the past.
 - Numerous subdivisions and world views are emerging.

NOTE: Relevant examples from any religion must be credited. However, the candidate must illustrate possible scenarios with suitable examples.

A maximum of 4 marks must be awarded for discussing "inspiration".

If the influence is not discussed, a maximum of 8 marks may be awarded.

(10)
[50]

QUESTION 2

- 2.1 2.1.1 EXAMPLE 1: CHRISTIANITY
- Christianity believes in the existence of the Divine and Supreme Being known as God.
 - God manifested Himself as Three Persons (Trinity).
 - God the Father as the Creator of the universe.
 - God the Son, the Saviour and Liberator of humanity.
 - God the Holy Spirit is seen as Counsellor for the Christians.

EXAMPLE 2: BUDDHISM

- In most branches, there is no direct reference to a supreme being
- Most forms of Buddhism accept the existence of beings more powerful than humans.
- These beings, which live longer than humans, may loosely be referred to as 'gods'.
- Buddhism teaches that everything is impermanent, even gods.
- Each Buddhist must find enlightenment alone.
- They do this by following the Buddha's instructions.
- They may pray to a local deity.

(10)

NOTE: other relevant facts must be credited.

- 2.1.2 EXAMPLE 1: CHRISTIANITY
- According to Christianity God did not create evil.
 - God created a perfect world and perfect human beings.
 - Evil was introduced later when Adam and Eve disobeyed God's commands.
 - Christianity calls this kind of disobedience sin.
 - Christians believe that evil is often used by Satan to influence human beings to rebel against God.

EXAMPLE 2: BUDDHISM

- Evil is not a problem in Buddhist understanding, but ignorance is.
- Buddhism sees people as basically good, but unaware of their potential.
- Evil has no origin as 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.

(10)

NOTE: Other relevant facts should be accepted.

- 2.2 2.2.1 • The theory proposes that all life evolved from primitive forms and continues to adapt and evolves.
- Species contain a great variety of minor differences.
 - In the fight for survival, better adapted variations will be favoured while those that are not 'fit' will struggle to survive.
 - In this way a species may gradually change its form and become more complex by developing along a path of successful variations.

- The theory of evolution asserts that humans evolved from a common primate ancestor with apes. (10)

2.2.2 EXAMPLE:1: CHRISTIANITY

- Christianity has no doubt that God created the universe as part of His divine plan for humanity.
- The book of Genesis describes how God created the world in six days (and on the seventh day He rested).
- God created Adam and Eve thus there is no place for the theory of evolution in creation.
- Darwin's work was regarded as controversial by the church.
- The theory was criticised as follows:
 - There is no evidence in human history for the development of new species.
 - There is no evidence of one species having developed from another.
 - The attempts to create new species by cross-breeding tend to be unsuccessful because the hybrids cannot breed.
 - Christians argue that certain aspects of creation are too complex to have happened by natural selection.
- Many Christians resolve the conflict by suggesting that the Bible should be interpreted symbolically and not literally.

EXAMPLE:2: BUDDHISM

- Many Buddhists argue that the theory of evolution and Buddhism are in agreement.
- There is no account of creation in Buddhism.
- Buddhists do not mind what scientists say about how the universe and people come into being.
- They believe that all life involves constant transformation and evolution.
- Buddhists believed in evolution long before Western scientists did.
- Buddhists also believe in the continuity of all living beings.
- Therefore they have no problem with the idea of human beings having evolved from more primitive primate forms.
- Their belief in Nirvana is a good example of life transformation and evolution.
- Buddhism has no 'intelligent designer' who is responsible for creation. That is why they have no problem with evolution.
- Buddhism believes in insubstantiality (no part of a human is immortal), so they do not have a problem with evolution.
- NOTE: A maximum of 12 marks may be awarded if the candidate has failed to link religious response to Darwin's theory.

(20)
[50]

QUESTION 3

- 3.1
- Environmental destruction is caused by irresponsible use of chemicals (pesticides and plant fertilisers).
 - It is also caused by the excess burning of fossil fuels.
 - This increases the amount of carbon dioxide in the atmosphere.
 - Excessive increases in carbon emissions from factories and transport result in the 'greenhouse' effect/global warming.
 - This raises the temperature of the earth's atmosphere, resulting in climate change.
 - It is also caused by some human activities such as dumping of waste products in open areas (land pollution).
 - Improper methods of farming also harm the environment, by causing soil erosion.

NOTE: Any other relevant response must be credited.

(10)

- 3.2
- The weather and climate have changed (global warming).
 - There are more frequent storms, droughts and floods across our planet.
 - Desertification is increasing, especially in Africa.
 - This is resulting in food shortages.
 - The ozone layer has developed a hole which causes the temperature to increase
 - More people are dying yearly because of diseases caused by air pollution.
 - The seriousness of diseases have increased because our bodies fail to adapt to the ever-changing environment.
 - Some species are becoming extinct, as a result of climate change.

NOTE: Any other relevant response must be credited.

(10)

- 3.3
- Religious organisations should be formed that will identify and fight against environmental destruction in their areas.
 - They must organise practical campaigns against environment destruction, e.g. water harvesting, renewable energy, food gardens, etc.
 - Teach their adherents about the importance of nature conservation.
 - Religious leaders should have representation in government structures dealing with environmental issues.
 - All religious organisations must have subcommittees that promote nature conservation/protection of the environment.

NOTE: Any other relevant response must be credited.

(10)

3.4 EXAMPLE 1: CHRISTIANITY

- Christianity teaches that men were created after the image of God to rule the earth on behalf of God.
- Man is responsible for every creation and accountable to God.
- In the book of Genesis God commanded Adam to tend (to work, to serve) the garden.
- God commanded that the land should also keep the Sabbath unto the Lord as a way of conserving the earth (Lev.:25:2–4).
- God condemns the destruction of fruit-bearing trees even when waging war (Deut.: 20:19).
- In the book of Jeremiah God warns against destroying wildlife and nature (Jer.:9:9–11)
- The Bible condemns the destruction of beasts (Habakkuk 2:17).
- The world is for the Lord, the earth and their inhabitants, so let us take care of our environment.
- In the book of 2 Kings the Prophet Elisha appears to remedy a water crisis caused by pollution.
- The Lord Jesus Christ used examples from nature in His teachings about the kingdom of God

EXAMPLE 2: AFRICAN TRADITIONAL RELIGION

- AmaZulu have the goddess of nature called uNomkhubulwane.
- uNomkhubulwane is approached during times of natural disaster.
- They believe that she is half forest and half land.
- Protecting the environment is a sign of obedience to uNomkhubulwane.
- There are different myths which are told to the young ones so that they can respect nature.
- If you urinate in the river you will become the opposite sex, which was a way of not polluting water.
- Burning the land unnecessarily is a punishable offence in the African Traditional Religion.
- They believe in traditional medicine made of herbs and some animals, so plants and animals are life to the African Traditional Religion.
- They believe that the ancestors use different animals as their messengers to communicate with the living, e.g. bees.
- African Traditional Religion was the custodian of nature in Africa before colonisation.

NOTE: Any other relevant response must be credited.

(20)**[50]****QUESTION 4**

If a candidate covers more than one religion in Question 4, credit must be given for each of the religions.

4.1 EXAMPLE: CHRISTIANITY

- Christians believe that Jesus Christ is the Son of the living God
- His teachings were first passed to His Apostles by word of mouth.
- The Apostles were eyewitnesses of the life and teachings of Christ.

- After the death and resurrection of Christ they started to spread His message, called the gospel.
- The evangelists of the gospel of Christ recorded the first four books of the New Testament.
- The four books were named after their authors, Mathew, Mark, Luke and John.
- After the ascension of the Lord His apostles were filled with the power of the Holy Spirit and demonstrated the power of the gospel.
- The acts of the Apostles were recorded by Luke, the author of the gospel, as the Book of Acts of the Apostles.
- The other books were written by the Apostle Paul as letters to different persons and churches.
- Some others were letters from different apostles to Christians of that time.
- All these writings were written by different people, for different reasons, at different times.
- The books were collected later and accepted by the church as authentic.
- The church compiled them to develop a new book, called the New Testament.
- NOTE: Any other relevant response must be credited.

(20)

4.2 EXAMPLE: CHRISTIANITY

- Hermeneutical principles refer to the interpretation of sacred texts.
- It involves looking at a spiritual text in its context. The following factors also have to be considered:
 - What type of writing is it? When was it written? Who wrote it? What were the circumstances at the time it was written?
- Some principles of hermeneutic interpretation are:
 - Grammar and historical context: This means one must use the rules of grammar and the historical facts to interpret a text.
 - Clearest meaning: One should consider the literal meaning of the text, and if necessary, other meanings.
 - 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 used in the normative source.
 - Figurative meaning: Figurative and non-literal meanings must be taken into account.
 - Other sacred texts: Sacred texts themselves may be used to interpret other sacred texts.

NOTE: A maximum of 8 marks may be allocated where a candidate merely lists the hermeneutical principles.

(14)

4.3 EXAMPLE: CHRISTIANITY

- Inspiration refers to the 'breath' (power, knowledge) of an extraordinary being or power.
- E.g. God taking over a person and inspiring him/her with divine knowledge.
- Most books in the Bible were written by people who were divinely inspired by the Holy Spirit.
- Examples are Abraham, Moses, David, Prophets and Apostles.
- The inspiration of these figures was accepted by the church as being direct and immediate.
- They are believed to have received the message from God.
- Through divine inspiration the prophets foretold the future of the world.
- Inspiration by the Holy Spirit is still respected in terms of guidance in the church.
- The 'inspired teachings' form the foundation of Christianity, and are incorporated in the Bible.

(16)

[50]**QUESTION 5****5.1**

- In affluent Western societies, there is little need for prayer.
- People lead comfortable lives and do not need a god.
- Religion has been blamed for numerous wars, particularly in Europe, e.g. the Spanish Inquisition and the Crusades. This caused people to lose faith in religion.
- The Protestant movement set in motion numerous religious wars in Europe, with each church and king trying to impose a particular brand of Christianity on others.
- Religious interference in politics also led to conflict. It was the Prince of Orange who first advocated separation of church and state.
- Unacceptable conduct by religious leaders causes disillusionment among their followers, e.g. child abuse by Catholic priests, exploitation of the poor by Hindu priests, etc.
- Scientific discoveries, such as the heliocentric explanation of planetary movement, challenged religious teachings.
- NOTE: Any other relevant response must be credited.

(10)

5.2 EXAMPLE 1: AGNOSTICISM AND ATHEISM

- Agnosticism is a view that the existence of a god can neither be proved nor disproved.
- Humans simply do not have the necessary knowledge.
- Therefore agnosticism does not attach any importance to religious ideas.
- Atheism, on the other hand, is a denial of the existence of a god or Supreme Being.
- There are different degrees of atheism.
- Some atheists simply doubt the existence of a god, but are not concerned with proving this.
- This is referred to as 'soft atheism'
- It is very similar to agnosticism.

- Strong atheists seek to prove that divine beings do not exist.
- They turn to the sciences to explain the nature of the world and the universe.
- Some atheists reject religion because they blame religion for wars and other acts of violence.

EXAMPLE 2: HUMANISM AND MATERIALISM

- Humanism, or secular humanism, initially called for people to use their intellect to understand revelation.
- This was in contrast to the dry, medieval way of looking at scripture.
- In the 19th century humanism meant atheism or a non-religious view.
- The Secular Humanist Declaration embodies an alternative philosophy to religion.
- It encourages free inquiry, unshackled from religious dogma.
- It strives for freedom in all aspects of life, spiritual, economic and social aspects.
- It advocates the use of reason (logic and inquiry) to develop knowledge and truth.
- Materialism is similar to humanism in that it accepts knowledge obtained solely from the physical world.
- It denies the existence of a divine or supernatural realm.
- In the 19th century Karl Marx described religion as a drug.
- It tricked people to accept oppression. Instead he advocated the development of a classless society, in which workers and employers would be all equal.
- Both Humanism and Materialism see logic as the answer to all of humanity's challenges.
- They both see religion as an obstruction to man reaching his full potential.
- Some scientists argue that recent discoveries about the properties of matter present serious challenges to materialism.
- They say that materialism cannot explain the concept of the mind or consciousness.
- There is no scientific objection to humanism.

NOTE: The candidate may select any two of the four secular worldviews. A maximum of 16 marks must be allocated if there is no comparison of the two worldviews.

(20)

5.3 EXAMPLE 1: CHRISTIANITY

- Christians believe in the existence of a Supreme Being known as God.
- God manifests Himself as Creator of the universe.
- In the beginning there was nothing but chaos.
- Then God commanded 'Let there be' and creation came into being.
- The entire universe was created in six days.
- The world was perfect after the Holy Trinity had finished with the creation.
- Christians reject the notion that the universe came into being by accident.

NOTE: Christianity, Judaism and Islam hold almost identical views of how the universe was created.

EXAMPLE 2: TAOISM

- Taoism has no creator of the universe.
- Taoism explains the creation of the universe through Yin and Yang
- These are opposing forces, such as light and darkness, or male and female.
- The Tao (universal force or pattern) produces the One. The One produces the Two (opposites).
- A combination of the two produces the Three.
- Taoism does not speak of beginning or end of the universe.
- It merely speaks of on-going interaction between Yin and Yang.

EXAMPLE 3: HINDUISM

- In Hinduism, the universe itself is seen as Creator.
- The Creator is eternal.
- The Creator exists in either active or passive state.
- In the passive state, the universe has no form.
- When the Creator becomes active (dance state), differentiation takes place in the universe, and 'creation' begins.
- The soul of the Creator spreads through everything, including humans.
- The dance of the Creator stops after a very long time.
- The universe then collapses, together with everything in it.
- When the Creator starts dancing again, the cycle repeats itself.
- This goes on forever.

NOTE: Any TWO different responses may be discussed by the learner.

A maximum of 10 marks may be allocated where a candidate has discussed common responses of the Abrahamic faiths.

A maximum of 6 marks may be allocated for discussion on the Big Bang theory only.

(20)
[50]

TOTAL: 150