



# education

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**RELIGION STUDIES P1**

**MEMORANDUM**

**NOVEMBER 2008**

**MARKS: 150**

**This memorandum consists of 11 pages.**

**GENERAL COMMENTS**

This memorandum is by no means exhaustive. Religion Studies is a new and complex subject, and can accommodate various different emphases by learners. To deal with this, open-mindedness on the side of markers is required. The memorandum assumes that the majority of learners are from the four major religions in South Africa. However, it presupposes that as far as the various religions are concerned, a balance has to be maintained. It is not possible to cover every eventuality in this memorandum. It is therefore recommended that, in addition to the memorandum itself, text-books and other relevant support material may, and should, be used in the marking venue as required. In certain cases, markers should exercise their judgement, in consultation with the chief marker and with reference to such material.

**SECTION A****QUESTION 1**

- 1.1 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question number (1.1.1 – 1.1.4) in the ANSWER BOOK. Choose the answers from the following list:

Hebrew; Torah; Halaal; calabash; Raja yoga; Shembe

- 1.1.1 In African culture the **calabash** may be used to drink water or traditionally brewed beer. (1)
- 1.1.2 The study and practice of the **Torah** are seen as the antidote to evil. (1)
- 1.1.3 Food permissible for Muslim consumption is referred to as **Halaal**. (1)
- 1.1.4 The Old Testament texts were written in **Hebrew**. (1)
- 1.2 Choose from EACH group of words below, the word that does NOT fit. Write down the word in the ANSWER BOOK. Give a reason for your answer in EACH case.
- 1.2.1 Eid; Deepavali, Christmas, **Women's Day**; Yom Kippur.  
**Women's Day** is a holiday while the others are religious festivals. (2)
- 1.2.2 Ayodhya; **Nagasaki**, Bethlehem, Mecca.  
**Nagasaki** is a Japanese city that was bombed in the World War II while the others are holy cities for various religions. (2)
- 1.2.3 Mohammad; **Krishna**; Jesus Christ, Moses and Abraham.  
The others are religious figures from the Abrahamic Religions while **Krishna** is from the Hindu Religion. (2)
- 1.2.4 Qur'an; Tanach; Vedas; **Odyssey**; Kitab-i-Aqdas  
The others are holy scriptures while **Odyssey** is a Greek Classical work. (2)

- 1.3 Define the following terms in the context of religion. Note that allowance should be made for alternative formulations.
- 1.3.1 **Belief** means a firm opinion; it also means faith or religion. (2)
- 1.3.2 **Ideology** refers to a substitute for religion. It is a system or a set of beliefs. (2)
- 1.3.3 **Comparability** refers to the fact that two things may be compared. (2)
- 1.3.4 **Myth** refers to a sacred story, mainly about the origin or end of time or key events in time. (2)

1.4 Name the THREE main branches of Christianity.

**Catholic, Orthodox and Protestant.** (6)

1.5 Briefly describe the Law of Karma. Note that allowance should be made for alternative formulations.

Karma means action. Everything we do or think is action. Positive actions bring good results, negative actions produce bad results. In other words one reaps what one sows. The corollary of the Karma theory is the law of re-incarnation. (6)

1.6 Explain TWO common beliefs that exist among Judaism, Islam and Christianity.

- They believe in the manifestation of one God.
- They all believe in the Day of Judgment and life after death. (6)
- They believe in the existence of Satan.
- **Angels**
- **Revealed scriptures**
- **Messengers/prophets**

1.7 Explain the concept of *Nirvana* in Buddhist philosophy. Note that allowance should be made for alternative formulations.

Nirvana is the acceptance of things as they are. It is also a source of real strength and will. A person in Nirvana can make decisions and choices not out of emotional turmoil and suffering but from a position of knowing the consequences of his or her actions. (4)

1.8 In which book are most of Baha 'ulla's doctrines found?

Kitab-i-Aqdas (2)

1.9 In THREE sentences explain the term *ubuntu* as it applies to African Traditional Religion.

The term 'Ubuntu':

- Comes from the saying 'Umuntu ngumuntu ngabantu' (Here taken from the Nguni languages)
- It means that a person is a person through his or her relationships with other people
- The idea of this concept is a central teaching in the African Traditional Religion
- It is a philosophy of communal spirit (6)

**TOTAL SECTION A: 50**

**QUESTION 2**

In this Question, when evaluating the volume required to be written by the learner, bear in mind the number of marks that may be earned.

- 2.1      2.1.1      Religious humanism is a branch of humanism that has some kind of religious belief without necessarily forming part of any organised religion.

Secular humanism is a branch of humanism that rejects religious belief and the existence of the supernatural. Secular humanists generally believe that following humanistic principles naturally leads to atheism, on the basis that religious views cannot be supported rationally.

(4)

- 2.1.2      1.      Free Enquiry:  
2.      Separation of state and church  
3.      Ideal of freedom  
4.      Ethics based on critical intelligence  
5.      Moral Education  
6.      Religious scepticism  
7.      Reason  
8.      Science and Technology  
9.      Evolution  
10.      Education

Religion chosen as an example: Christianity. In consultation with the chief examiner, information pertaining to other religions may be gleaned from relevant material, as required.

Free enquiry

- Christianity allows limited free enquiry.
- Any free enquiry that results in conclusions contrary to Divine Law is rejected.
- It recognizes God as the ultimate source of knowledge.
- It also recognizes God as the source of guidance

Separation of state and church

- The Church supports the state.
- The Church encourages obedience to law and order.
- The state recognizes the autonomy of the church in religious matters.
- There is cooperation between the Church and state in matters of human rights.

**Ideal of freedom**

- The Church recognizes freedom of choice.
- The Church encourages democracy
- The core Christian beliefs and values are entrenched

**Ethics based on critical intelligence**

- Ethics are derived from Divine Law.
- However changing circumstances have brought about review of certain ethics.

**Moral Education**

- Morality is based on religious teachings.
- The level of morality determines success in this life and life after death.

**Religious scepticism**

- The church does not allow for this.
- Scepticism leads to the formation of other Christian churches.

**Reason**

- Divine reason is supreme
- Divine reason cannot be questioned

**Science and Technology**

- The Church embraces Science and Technology
- The Christian faith believes in the mysteries of faith which are beyond scientific investigations.

**Evolution**

- Christianity rejects the notion that man evolved from lower life forms.
- Man was created by God.
- Secondary evolution (natural selection) is accepted.

**Education**

- The Church believes that education is one of the fundamental rights (mission schools)
- The Church holds that both secular and religious education are equally important.

(16)

NOTE: The approach to the above would be similar but responses to each characteristic would differ according to the basic beliefs of the chosen religion

### Marking checklist for QUESTION 2.2.

'Various' in this Question means 'at least two'.

Mention of more than one religion, earns 4 (four) marks. Mention of only one religion allows a maximum of 26 (twenty six) marks.

In discussing the role of various religions, they should not necessarily be dealt with separately and exclusively. Emphasis on joint efforts by various religions should be appreciated.

Introduction: Provides a brief description of South African politics in context of the freedom struggle.

- South Africa was under the Nationalist government.
- This government was divided along the racial lines in accordance with the apartheid policies.
- Christianity was the state religion although various churches spoke out strongly against apartheid.
- The South African Council of Churches played an important role in condemning apartheid.
- The churches were at the forefront of providing education and health.
- Numerous clerics openly spoke out against apartheid e.g. the late Archbishop of Durban Denis Hurley.
- Archbishop Denis Hurley led protest marches against apartheid.
- Archbishop Desmond Tutu even called for sanctions to compel the Nationalist Party to reverse apartheid policies.
- Dr Alan Boesak and other leaders formed the UDM.
- The Muslim clerics urged the Muslim community to boycott elections in the tri-cameral parliament.
- The UDM especially in the Western Cape was led by clerics like Rev. Dr Alan Boesak.
- Dr. Alan Boesak clearly showed involvement of religious bodies in the human rights struggle.
- In the Western Cape, Muslim and Christian religious organisations united to organise anti apartheid protests.
- The Church was not militant but she engaged in the constructive dialogue.
- Some of the clerics were excommunicated from their churches e.g. Dr Beyers

Naude from the Dutch Reformed Church. Humanitarian aid was given e.g. schools and clinics.

- Many individuals chose to act outside religious structures for fear of victimisation against faith communities.
- The Belhar Confession was developed by the Dutch Reformed Mission Church as a way to fight against apartheid.
- The Black theology Document was also developed to fight against apartheid.
- The Phoenix Settlement was established to develop skills.

(30)  
[50]

### QUESTION 3

#### 3.1

Mention of a second religion earns 4 (four) marks. Mention of only one religion allows a maximum of 16 (sixteen) marks.

In discussing the role of two religions, they should not necessarily be dealt with separately and exclusively. Emphasis on joint efforts by religions should be appreciated.

As an example, the information below refers mainly to Islam. In consultation with the chief examiner, information pertaining to other religions may be gleaned from relevant material, as required.

- Poverty is an inability to meet your basic needs.
- Many people are poor because there is unemployment.
- Poverty also results from lack of relevant skills.
- Lack of education also leads to poverty.
- There is also a demand for skilled labour.
- In Islam wealth is seen as held in trust.
- There are charity organisations that are dedicated to caring for the poor.
- Examples of charity organisations in Islamic communities are Zakaat, Fitrah, etc.
- The Muslim faith encourages skills development.
- Families are expected to assist each other (charity begins at home).
- People are expected to have clear goals, time frames and feedback mechanism.
- The lists of those in need are made to ensure fair distribution of (20)

assistance.

- Sustainable programmes are established and maintained.

#### The Plan of Action

- Forming a steering committee
- Identifying the needy members of the community
- Making a list to ensure that relevant people receive assistance.
- Setting up clear goals
- Setting up time frames
- Preparing checks and balances
- Setting up feed back mechanisms

3.2 The extract below only serves to provide help to the learner. The information contained in it need not be reflected in the answers of learners. Learners should not be penalised for not referring to it. On the other hand, engaging with the material in the extract should be rewarded with a maximum of 5 (five) marks.

The information below covers views from various religions. Markers must bear in mind that the Question requires learners to write on any ONE religion.

- All forms of life are related
- All forms of life are changing to suit the environment
- Human beings have evolved from other forms of life
- Hinduism supports the theory of evolution in principle
- Christianity does not accept the theory of evolution
- Christianity is firm on the creationist theory
- In Christianity, human life is essentially different
- God created man and everything
- Human beings are superior to the other creatures
- Man is the highest form of creation
- God breathed into the clay when He created Adam and then breathed into him.
- The theory of evolution was the first non religious explanation of how the world was created and where the humans came from.
- Darwin's theory was that humans and all other life forms on earth were created through the process of gradual development or evolution
- The theory of evolution has not replaced religious beliefs
- The Jews, Muslims and Christians have similar responses to the theory of evolution.

(30)  
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## QUESTION 4

4.1 4.1.1 This Question is a comprehension test of the extract, and does not require any additional knowledge on the side of the learner.

Note that BCE stands for 'Before the Common Era'.

(6)

- They were memorized by groups of monks.
  - They were then transmitted orally by groups of monks from one generation to the other.
  - They were then written down as texts at the end of the 1st century BCE.
- 4.1.2 BCE literally means Before Common Era, which means the period before the current calendar system. (2)
- 4.1.3
- Liberal school (Mahasanghika) refers to the thinking or teaching that is more open to change.
  - The reason for its emergence was that Buddhism would then become more acceptable.
  - Liberal school was the opposite view to the narrow interpretation of the original teachings of the Buddha. (6)
- 4.1.4 The core teachings of the Buddhist tradition that have developed into a body of principles and values that are accepted by the Buddhists, be it the Mahayana or the Hinayana school. (4)
- 4.1.5 (NB. 'Yes' or 'No' answers are both acceptable).
- YES – sacred texts serve as a reference irrespective of time and place.
  - They therefore encourage solidarity.
  - They also minimize differences.
- OR
- NO – oral traditions can incorporate local contexts and still maintain the original beliefs.
  - There are a number of religions that rely on oral traditions and are still intact.
  - Oral traditions are accessible even to the illiterate individuals. (6)

## 4.2. Christianity and African Traditional Religion

- 4.2.1
- Both recognise the existence of one deity, e.g. God in Christianity and the Supreme Being in ATR.
  - The nature of God in Christianity is that He consists of three distinct persons, e.g. God the Father, the Son and the Holy Spirit.
  - In ATR God created the world and lives in the spiritual realm.
  - He revealed religious knowledge and practices to the first generation.
  - The Christian God is the creator of all things including life.
  - He also controls life and death.
  - In Christianity God lives in people in the form of the Holy Spirit, thus creating contact between God and the living.
  - Jesus remains the mediator between God and the living according to Christian beliefs.
  - In ATR the ancestors mediate between God and the living.
  - God sent Jesus Christ into the world to die for man in order to fulfil the plan of salvation.
- (20)
- 4.2.2
- (a) Monotheism
- (b) Polytheism
- (4)
- 4.2.3 Hermeneutics is the science/art of interpreting religious/sacred texts.
- (2)  
**[50]**

**QUESTION 5**

- 5.1 The following answer is an open- ended one. Use the checklist provided as your guide when allocating marks.

Note that only one question is based on the extract.

**MARKING CHECKLIST FOR QUESTION 5.1.**

| <b>Criteria</b>                                                                                                                   | <b>Marks</b> | <b>Learner's marks</b> |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------|
| Introduction: Provides a general analysis of findings.                                                                            | 5            |                        |
| Identifies and explains any one religious issue handled by the media.                                                             | 5            |                        |
| Using the findings as research evidence and discusses the identified issue in the context of media's handling of religious issues | 10           |                        |
| Briefly explains how media can influence public opinion.                                                                          | 5            |                        |
|                                                                                                                                   | (25)         |                        |

- 5.2 The following answer is an open-ended one. Use the checklist provided as your guide when allocating marks.

**MARKING CHECKLIST FOR QUESTION 5.2.**

| <b>Criteria</b>                                                                                 | <b>Marks</b> | <b>Learner's marks</b> |
|-------------------------------------------------------------------------------------------------|--------------|------------------------|
| Introduction: Identifies conflicting parties and provides a brief description of each.          | 4            |                        |
| Supplies the reasons for conflict                                                               | 6            |                        |
| Explains the extent to which religion is involved in the conflict.                              | 8            |                        |
| Identifies and analyses the efforts made by religious organizations in addressing the conflict. | 5            |                        |
| Evaluates the impact of the efforts.                                                            | 2            |                        |
|                                                                                                 | (25)         |                        |

**NB: The following example provides a model answer for ONE conflict area only.**

| Criteria                                                                                                                                                                                                                                                                                                                                                                      | Marks | Learner's marks |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------|
| <b>Somalia</b>                                                                                                                                                                                                                                                                                                                                                                |       |                 |
| Conflicting parties: <ul style="list-style-type: none"> <li>• The government with a secular philosophy versus</li> <li>• The Council of Islamic courts/warlords with a religious approach.</li> </ul>                                                                                                                                                                         | 4     |                 |
| Reasons for conflict: <ul style="list-style-type: none"> <li>• Imposition of the Sharia Law.</li> <li>• Rejection or acceptance of the influence of the Western governments.</li> <li>• The decline of the economy.</li> <li>• Political control.</li> </ul>                                                                                                                  | 6     |                 |
| The extent to which religion is involved in the conflict: <ul style="list-style-type: none"> <li>• Some leaders wish to establish an Islamic state.</li> <li>• The government wishes to impose secular views.</li> <li>• Religious bodies have arranged peace agreements.</li> <li>• The peace accords organised by religious bodies have not succeeded up to now.</li> </ul> | 8     |                 |
| Efforts made by religious organizations: <ul style="list-style-type: none"> <li>• Religious organisations have played a leading role in bringing peace in the region.</li> <li>• They tried to arrange peace accords between the conflicting parties.</li> <li>• The accords have not brought success in the conflicts.</li> </ul>                                            | 5     |                 |
| The impact of the efforts: <ul style="list-style-type: none"> <li>• The conflicting parties have started to engage in mutual discussions.</li> </ul>                                                                                                                                                                                                                          | 2     |                 |
|                                                                                                                                                                                                                                                                                                                                                                               | (25)  |                 |

**[50]**

**TOTAL SECTION B: 100**

**GRAND TOTAL: 150**