



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2008

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 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
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- 1.1.1 In African culture the ... may be used to drink water or traditionally brewed beer. (1)
- 1.1.2 The study and practice of the ... are seen as the antidote to evil. (1)
- 1.1.3 Food permissible for Muslim consumption is referred to as (1)
- 1.1.4 The Old Testament texts were written in (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 (2)
- 1.2.2 Ayodhya; Nagasaki; Bethlehem; Mecca; Moria (2)
- 1.2.3 Muhammed; Krishna; Jesus Christ; Moses; Abraham (2)
- 1.2.4 Qur'an, Tanach; Vedas; Odyssey; Kitab-i-Aqdas (2)
- 1.3 Define the following concepts in the context of religion:
- 1.3.1 Belief (2)
- 1.3.2 Ideology (2)
- 1.3.3 Comparability (2)
- 1.3.4 Myth (2)
- 1.4 Name the THREE main branches of Christianity. (6)
- 1.5 Briefly describe the *Law of Karma*. (6)
- 1.6 Name TWO beliefs that are common to Judaism, Christianity and Islam. (6)
- 1.7 Explain the concept of *Nirvana* in Buddhist philosophy. (4)

- 1.8 In which book are most of Baha 'ulla's doctrines found? (2)
- 1.9 In THREE sentences explain the term *ubuntu* as it applies to African Traditional Religion. (6)

TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

- 2.1 Read the extract below and answer the questions that follow.

Humanism is a group of philosophies that say that people do not need supernatural help to know what is right and wrong. They can work it out for themselves using their reason. We can identify two branches of humanism, namely, religious humanism and secular humanism.

[Adapted from: *Religion Studies Grade 12*, by Steyn et al. page 202]

- 2.1.1 In your own words define the TWO branches of humanism from the passage above. (4)
- 2.1.2 Name FOUR characteristics of secular humanism and compare EACH of these with the beliefs of any ONE religion. (16)
- 2.2 Below are some of the rights mentioned in the *Universal Declaration of Human Rights*.

Every human being has the right to:

1. Freedom from discrimination
2. Life, liberty and personal security
3. Equality before the law
4. Community duties essential to free and full development
5. Remedy by competent tribunal
6. Free movement in and out of the country
7. Marriage and family
8. Own property
9. Freedom of belief and religion
10. Freedom of opinion and information
11. Education
12. Social order assuring human rights

Discuss the role of various religions in the South African struggle for human rights. To support your answer, select any FIVE of the human rights mentioned above and provide examples.

(30)
[50]

QUESTION 3

3.1 Read the two extracts below and answer the question that follows.

Poverty is pain; it feels like a disease. It attacks a person not only materially but also morally. It eats away one's dignity and drives one into total despair.
[A poor woman in Monrovia]

Poverty is like living in jail, living under bondage, waiting to be free.
[A young woman in Jamaica]

Poverty is a universal problem as stated above.

Draw up a plan of action for poverty prevention and alleviation in your community. In your answer refer to beliefs and practices of at least TWO religions.

(20)

3.2 Read the passage below and answer the question that follows.

Historically, science has had a complex relationship with religion; science has predominantly to do with empirical objectivity, facts and inferences-predictions. Religion is to a greater extent based on faith and on Biblical revelation, Qur'an and other sacred texts of many respective religions.

Religious doctrines and motivations have sometimes influenced scientific development. Likewise scientific knowledge has had its effects on religious beliefs. A common modern view is that science and religion deal with fundamentally separate aspects of human experience. Both of these (science and religion) can co-exist peacefully if each one stays within its own domain.

Another view known as the conflict thesis, holds that science and religion inevitably compete for authority over the nature of reality. The perception is now that religion (in the competition for authority of the one over the other) has been gradually losing a war with science as scientific explanations become more powerful and widespread. However, neither of these views adequately accounts for the variety of interactions between science and religion (both historically and today), ranging from antagonism and separation to close collaboration.

These kinds of interactions that might arise between science and religion have been classified as follows:

1. **Conflict:** when either discipline threatens to take over the legitimate concerns of the other.
2. **Independence:** treating each other as quite separate realms of enquiry.
3. **Dialogue:** suggesting that both fields have things to say to each other about phenomena in which their interests overlap.
4. **Integration:** aiming to unify both fields into a single discourse.

Select any ONE religion and explain its responses to the theory of evolution. (30)
[50]

QUESTION 4

4.1 Read the following extract and answer the questions that follow.

Siddhartha Gautama, the Buddha, died in about 483 BCE. He left behind many devoted followers. According to Buddhist history, a group of his most important disciples gathered together to discuss and preserve their master's teachings for posterity. It was at this First Council that the Buddhist teachings, known as the Tripitaka (Threefold Canon) were recited by Ananda, Buddha's closest disciple, memorised and passed on orally by groups of monks. (These teachings were only written down as texts at the end of the first century BCE after Theravada Buddhism was established in Sri Lanka.) Buddhist scholars say that the disciples at this time were in disagreement with each other about the meaning and interpretations of the Buddha's teachings. When the disciples met and held the Second Council, almost one hundred years later, the differences between them had become so great that they split into two branches or schools: the Mahasanghika school and the Sthaviravada school.

Those who followed the Mahasanghika school believed that Buddhism needed to be more open to change if it was to grow and spread out of India to the other parts of the world. Because of this, they were seen as the more liberal school. On the other hand, the Sthaviravada school was seen as more orthodox and believed that the teachings of Buddha had to be followed strictly and remain unchanged. Under the rule of king Ashoka, starting in 273 BCE, Buddhism became very influential in India and spread throughout India and to Sri Lanka. After this time of great growth, and of increasingly different schools of thought within it, Buddhism split into two distinct doctrines during the 1st and 2nd centuries CE. The thinkers who developed the more reformist doctrine and attracted more followers called their system Mahayana, which means 'great vehicle'. They called the more conservative and orthodox doctrine Hinayana, which means 'small vehicle'.

[Adapted from: *Focus on Religion Studies Grade 12*, by Donne R et al.]

- 4.1.1 Describe how the Buddhist normative texts developed after the Buddha's death. (6)
- 4.1.2 What is the meaning of *BCE*? (2)
- 4.1.3 Define the concept *liberal school* in Buddhist teachings. (6)
- 4.1.4 Define the concept *doctrine* in the context of the extract above. (4)
- 4.1.5 Do you think that sacred texts are more valid than oral traditions? Give reasons for your answer. (6)

4.2 Read the following TWO extracts and answer the questions that follow.

CHRISTIANITY

Christians believe in the existence of a supreme and divine being known as God. Christianity is monotheistic, like Judaism and Islam, that is, it teaches the existence of one God. Christians believe, however, that God manifests himself, or is experienced as, three persons, the Father, Son and Holy Spirit. This doctrine is called the 'Holy Trinity'.

Simply stated, Christians see:

- God the Father as creator of the universe;
- God the Son as saviour and liberator of humanity; and
- God the Holy Spirit as counsellor of Christians and advocate for their cause.

God the Father sent his Son, Jesus, into the world. After ascending into heaven, the Son then sent the Holy Spirit. The Holy Spirit in turn sent the Church into the world to continue God's missionary work.

[Adapted from: *Religion Studies Grade 12*, by Steyn et al.]

AFRICAN TRADITIONAL RELIGION (ATR)

In ATR, there is a belief in a supreme being, or God that created the world and lives in the spiritual realm. In most forms of African religion, God is seen as a great power that is removed from the lives of humans. ATR teaches that God is beyond the understanding or control of human beings. Although God does not play a central part in the African religious life, it is believed that God divinely revealed African religious knowledge and practice to the first generation of humans.

When the first generation of humans died, they joined the Supreme Being in the spiritual world and became the first ancestors. The death of the first generation marked the beginning of the relationship between the living and the ancestors. In ATR 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.

[Adapted from: *Focus on Religion Studies Grade 12*, by Donne R et al.]

- 4.2.1 Refer to the two extracts above and compare Christianity with African Traditional Religion in respect of the role of deity/deities within the two respective religions. (20)
- 4.2.2 Give ONE word for EACH of the following phrases:
- (a) Belief in one deity (2)
- (b) Belief in more than one deity (2)
- 4.2.3 Define the concept *hermeneutics*. (2)

[50]

QUESTION 5

5.1 Read the following extract and answer the questions that follow.

A 2004 survey in the United States conducted by the Media Research Centre (MRC) made the following findings with regard to television coverage of religion.

1. Coverage of religious matters has nearly doubled in the last ten years.
2. Reporters mostly approach religious issues from a secular and political perspective.
3. Reporters' tone is mostly hostile towards mainstream faiths, but more favourable towards minority religions.
4. The persons interviewed most often are those who question mainstream religions.
5. The political elements of religious ideas receive the most coverage; other issues that receive such attention are women's rights and the struggle of minorities as well as issues around sexual morality.
6. Spiritual or theological issues are rarely presented as newsworthy.

[Adapted from: *Religion Studies Grade 12*, by Steyn et al. page 218]

With reference to the above findings, analyse how the media have influenced public opinion with regard to any ONE religious issue.

(25)

5.2 Study the map below and answer the question that follows.

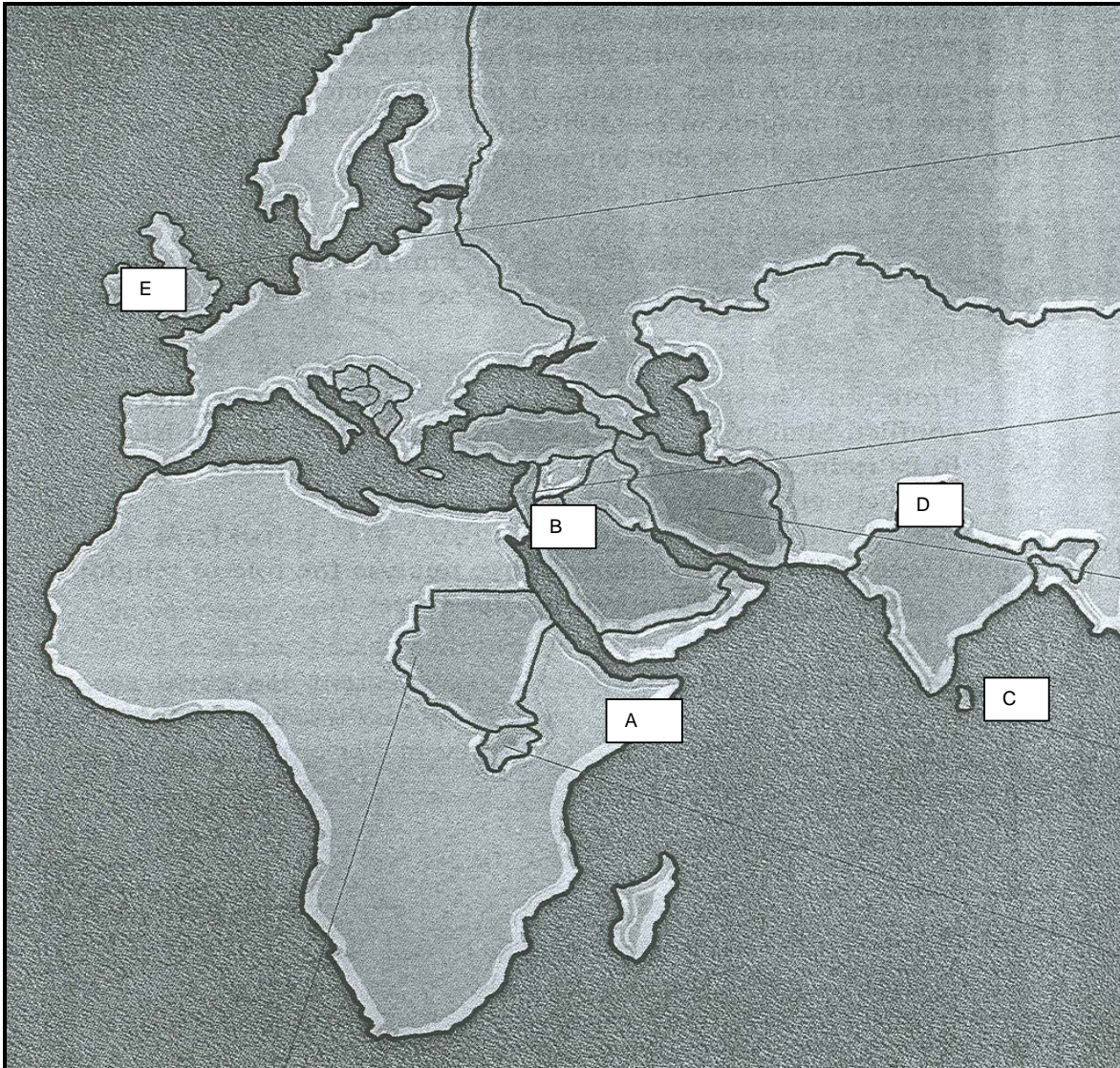


FIGURE 1: CONFLICT AREAS IN THE WORLD

Key: A = Somalia; B = Palestine/Israel; C = Sri Lanka; D = Kashmir; E = Northern Ireland

Select ONE of the conflict areas from the map and explain the role of religion in this conflict. Also state how religion can contribute to the resolution of this conflict.

(25)
[50]

TOTAL SECTION B: 100

GRAND TOTAL: 150