basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2015

MEMORANDUM

MARKS: 150

This memorandum consists of 15 pages.

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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
- 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
- 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
- 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
- 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
- This is the belief which is based on the understanding that what is living and non-living were created. (2)
- This also refers to a Supreme Being who created the universe.

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.
- 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 Christrian 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

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