**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P1

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 11 pages.

SECTION A (COMPULSORY)

QUESTION 1

1.1.   1.1.1   C√   (1)
        1.1.2   A√   (1)
        1.1.3.   D√   (1)
        1.1.4   A√   (1)
        1.1.5   B√   (1)
        1.1.6   A√   (1)
        1.1.7   D√   (1)
        1.1.8   D√   (1)
        1.1.9   B√   (1)
        1.1.10   B√   (1)
                                                                              (1x10=10)

1.2   1.2.1   ecumenical√   (1)
       1.2.2   Ideology/religion/ethis/morals/laws√   (1)
       1.2.3   moksha√   (1)
       1.2.4   Shaman/sangoma/prophet/diviner/rishi /medium√   (1)
       1.2.5   Imam/hafiz/A'alim√   (1)
       1.2.6   Heresy/heretic√   (1)
                                                                               (1x6=6)

1.3   1.3.1 E√   (1)
       1.3.2 D√   (1)
       1.3.3 F√   (1)
       1.3.4 A √   (1)
       1.3.5 B√   (1)
       1.3.6.C√   (1)
                                                                               (1x6=6)

1.4   1.4.1   Diviner √
                The others are forms of worship. √   (2)

       1.4.2   Tao√
                The others are key concepts in religion. √   (2)

       1.4.3   Syncretism √
                The others refer to the nature of divinity. √
                Atheism√
                The others are religions. √   (2)

       1.4.4   Religious freedom√
                The others belong to specific religions. √   (2)

       1.4.5   Sunday√
                The others are related to African Traditional Religion. /social   (2)
                structure√   (2x5=10)

1.5   1.5.1
- Having resemblance of a particular religion. √√
- Being of the same kind, having the same nature, same shape. √√
- Means features that are common in religion or people. √√   (2)

     1.5.2
- It means features that are limited to a particular religion. √√
- It means something which is unusual and remarkable. √√
- Features which make a religion different from other religions. √√   (2)

     1.5.3
- It means a permissible act in Islam. √√
- It is often used to describe food that is permissible for Muslim consumption. √√   (2)

     1.5.4
- Harmony between people and /or religions√√
- Peaceful coexistence of religions√√.
- Acknowledgement of common grounds in different religions. √√   (2)

     1.5.5
- Looking for similarities and differences in religions. √√
- Two or more religions can be compared.√√
- It may be implicit or explicit. √√   (2)

NOTE: In 1.5, TWO marks are awarded for one fact.   (2x5=10)

1.6   1.6.1   True√√   (2)

     1.6.2   False. √The divine name of God is Yahweh (YHWH)/ Elohim/Adonai/Ha Shem√   (2)

     1.6.3   False. √ It was written in Arabic. √   (2)

     1.6.4   False. √ The world's processes originate from two forces; yang and yin. √   (2)
     (2x4=8)

TOTAL SECTION A: **50**

SECTION B

QUESTION 2

NOTE: In 2.1, the use of ONE correct example for each concept may be credited.

2.1   2.1.1
- Teaching comes from the words 'to teach' which means to impart knowledge or understanding of a particular religion.
- It is systematic information about aspects of a religion.
- Teaching is a normative explanation of something/morals and values.
- A teaching plays different roles in different religions.   (4)

2.1.2
- The word 'myth' comes from the word 'mythos' which means 'word' or 'fable'.
- It refers to those stories that reveal deep truths about creation, life and death.
- For example, in African Traditional Religion, humans originated from reeds (umhlanga)
- Myth forms the basis of teaching and even dogma in some religions.   (4)

2.1.3
- It can be used interchangeably with religious 'teaching'.
- It is a statement of essential beliefs.
- It refers to a particular part of a belief system.   (4)

2.1.4
- The word 'parable' refers to a story that is told to illustrate a religious principle or answer a religious question.
- It is a short story that contains a definite moral.
- An example is the parable of the "sower and the seed" in Christianity.
- A parable is a story that is presented in an art form.   (4)

2.1.5
- The word 'dogma' comes from Greek word 'dogma' originally meaning appearance or opinion.
- It is a principle or system laid down collectively by religious authorities.
- It is an absolute declaration or opinion regarding religious belief.   (4)

2.2
- Moral order in the African Traditional Religion is characterised by the concept of ubuntu.
- Ubuntu is an African philosophy of respect and empathy for human beings.
- It means that one must learn to share life with other people.
- Ubuntu means a person is person through other people.   (4)

2.3
- The religious identity of a person is shaped through certain rituals.
- The religious identity of an individual is also shaped through religious symbols.
- The dress code of a particular religion shapes the religious identity of its adherents.
- Teachings and practices are other examples.   (4)

2.4
- The doctrine of reincarnation is based on the law of karma, which implies the results of actions.
- This doctrine teaches that a soul goes through a series of births and deaths.
- The example is that when a person casts off worn out garments and puts on others that are new, so does the soul cast off worn out bodies.
- After casting off the worn out body, the soul enters into another that is new.
- The quest for worldly pleasures gives rise to rebirths.
- According to the doctrine of reincarnation, the soul is driven from birth to death and from death to birth.
- The soul never perishes.
- The final goal of human existence is moksha, or release from human suffering. (8)

2.5
- It is a collection of sacred books or texts.
- It is a "measuring rod" for the verification of sacred text. (2)

2.6   2.6.1
- All religions will be united under Bahá'i faith.
- This is the religion of the future. (4)

        2.6.2
- It is structured on a caste system.
- Each caste has a specific responsibility in society. (4)

        2.6.3
- Traditional healers are consulted whenever there is misfortune in a family.
- The traditional healer communicates with the ancestors.
- It is believed that knowledge of traditional medicine comes from the ancestors. (4)

[50]

QUESTION 3

3.1
- Jews: Not all Jews are rich or greedy.
- Catholics: A small minority are guilty of this offence. There have also been several false allegations.
- Islam: Terrorism is not encouraged by Islam. All human life is considered sacred.
- Buddhism: Not all Buddhists are monks. Some Buddhists have recently been involved in gross violation of human rights.

NOTE: Other relevant answers must be credited.

(2 x 2)   (4)

3.2   3.2.1
- The prevailing attitude is to give negative publicity to religion.
- Media reporting on religious issues is superficial.
- Reporters mostly approach religious issues from a secular and political perspective.
- Reporters may be selective and publish only that which is controversial.
- Towards orthodox faiths the tone is mostly hostile but towards minority religions it is favourable.
- The persons interviewed most often are those who question orthodox religions.
- Reporters may be biased and take sides.

NOTE: Other relevant answers must be credited.   (6)

3.2.2   **Examples:**
- Reporters only report on Catholicism when there is suspicion of sexual abuse.
- They never report on theological or spiritual matters.
- Cartoons of Prophet Mohammad were published although Muslim communities informed the media that Islam does not allow any images of the Prophet.
- More newspapers published the cartoons despite widespread protest.
- Minority religions: The Bahá'i Faith is given positive coverage.
- Extremism exists in all religions and even in secular communities.
- However, religious extremism is not given equal coverage in all religions.
- Extremism in Islam gets the most coverage, but extremists in Buddhism (Mahayana) or Hinduism are given little or no attention at all.

NOTE: Other relevant answers must be credited.   (4)

3.3
- Pressure groups, both within civil society and government, ensure that media articles support their interests.
- Journalists' reporting simply mirrors their own prejudices.
- Journalists often do not possess specialist knowledge of religions, and therefore often misinterpret information.
- Not every event or story has the same news value.
- An article reporting that a midnight mass went as planned, has little news value.
- The media thrives on sensationalism.
- Negativity is thought to sell well, and so is crime.
- Thus, there is an incentive for media professionals to organize, or 'frame,' reports around these themes.

NOTE: Other relevant answers must be credited. (10)

3.4
- When we pre-judge people based on religious belief, we may act in ways that negatively affect individuals or groups of people.
- Often we don't even think about the stereotypes or prejudices we hold and may hurt or disadvantage people without realising it.
- We may think that we are simply behaving in ways that accurately reflect the realities or abilities of men and women, but we are actually discriminating and reinforcing inequality.
- Even if a stereotype is seen as or meant to be positive, the fact that not all persons in that group meet that standard often leads to a 'positive' stereotype disadvantaging specific individuals, e.g. West Africans are rich.

NOTE: Other relevant answers must be credited. (8)

3.5
- Improve journalists' professional skills
- Cultural sensitivity such as avoiding stereotypes
- Increase media diversity
- Instil leadership in the media industry
- Support educational and religious media which offer a global perspective
- Social media can allow greater freedom of speech
- This can be used to challenge religious stereotyping.

NOTE: Other relevant answers must be credited. (10)

3.6
- Organise workshops and teach communities how to research and publish reliable information.
- They must advertise their activities in an 'age appropriate' manner to capture the attention of viewers.
- Their programmes must be user friendly and accessible.
- Find sponsors to fund their programmes so as to be affordable to communities
- Create an app that will inform and reach out to all communities across the board.
- Create an app that will benefit both the community and the religious community financially.
- Alert the community to fake news/ inaccurate information.

NOTE: Other relevant answers must be credited. (8)

[50]

QUESTION 4

4.1 **NOTE: The candidate may use teachings from any number of religions.**

CHRISTIANITY
Freedom from discrimination
- 'You shall love your neighbour as you love yourself.' This is the command to Christians not to discriminate against other people.
- God created each person in His image. 'You are all of you sons of God through faith in Jesus Christ.'

HINDUISM
Life, liberty and personal security
- 'Do not harm others' just as you feel affection on seeing a dearly beloved person.
- Hinduism believes that every soul is an actual or potential part of the divine (Brahman)
- If every soul is of equal value then every person is of equal value, whatever their race or colour.

ISLAM
Freedom of belief and religion
- There should be no coercion in the matter of faith.
- Let there be no compulsion in religion.
- This addresses freedom of religion.

JUDAISM
Freedom of opinion and information
- Any serious student of Jewish sacred texts has to be able to study a Talmudic text, be in the Mishnah or Gemara. Many different methods of study can be used.
- Later texts never create new Torah. They use logic to work out ideas about older writings, or new ways of applying the lessons of law in older writings, especially the Talmud.

AFRICAN TRADITIONAL RELIGION
Education
- Ubuntu implies interdependence of people on each other, and is important for group survival
- I am a human being through interacting with other humans.
- This addresses the importance of treating others with dignity. (4 x 3) (12)

NOTE: A maximum of TWO marks may be awarded if relevant beliefs are merely mentioned, without any discussion of the ROLES

4.2   4.2.1
- In Christianity there is very little room for variation as far as central beliefs are concerned.
- People who deviate from the correct belief may have to suffer certain social consequences.
- In the past some even had to pay with their lives, because of their belief. (4)

4.2.2
- In Buddhism, belief as the acceptance of a certain view is seen as a hindrance to salvation.
- Attachment to beliefs is just as bad as attachment to money because it leads to suffering for one and for others.
- In Buddhism belief does not play an important role, but what is important is to do the right thing and behave in the right way. (4)

4.2.3
- In the African Traditional Religion beliefs play a very important role, because they affirm the existence of the ancestors.
- Beliefs form the foundation that bring people together for a common course and help create a common shared identity.
- In the African Tradition Religion beliefs are handed down orally from generation to generation, sometimes with modification.
- This is because there is no written text. (4)

4.3   4.3.1
- Morality is the ability to differentiate between right and wrong.
- Morality means conformity to rules of right conduct
- It can be seen as separate from religion, by secularists.
- Morality is based on ones' societal values. (4)

4.3.2
- All religions differentiate between right and wrong.
- E.g. Thou shalt not commit adultery. (In Judaism and Christianity.)
- This prohibits sexual immorality, and encourages the institution of marriage.
- All religions encourage their adherents to live a righteous life.
- This is done by promises of a better existence in the hereafter (Abrahamic faiths).
- One will also be rewarded in the current life (African Traditional Religion).
- E.g. law of karma in Hinduism.
- Founding figures of religions depict the highest morals.
- E.g. Buddha lived a life of extreme simplicity (asceticism). (12)

4.3.3
- People are losing interest in religion.
- This is because of scientific explanations for natural phenomena, which are an alternative to religious teachings.(e.g. Darwin's theory of evolution).
- Another example of this is the Big Bang theory which gives a scientific explanation of how the universe came into being. Hence there is no need for religious teachings, including religious morality
- A breakdown of family structures results in children not following family values.
- People are exposed to false information about religions, on social media. This causes confusion in religious beliefs.
- Religious conflict has turned many people away from religion. (10)

NOTE: Other relevant responses must be accepted.   [50]

QUESTION 5

5.1
- In the Constitution, there is provision for freedom of religious observance and conscience, which all South Africans must enjoy.
- This provision is protected by the Human Rights Commission, as well as the National Religious Leaders' Forum. (NRLF)
- The Constitution has created an opportunity for religion education to be offered in schools, through Life Orientation and Religion Studies in the curriculum.
- Minority groups are entitled to religious observances.
- At public gatherings e.g. parliamentary gatherings, a universal prayer embracing all religions is offered.
- However, it is significant to note that, in spite of all the government efforts; there are still elements of discrimination in the country e.g. in some areas particular communities still disregard the Constitution.
- Minority religions are sometimes not given equal recognition with the majority ones at community functions.
- Therefore, the extent of respect and tolerance varies from community to community.

NOTE: Other relevant responses must be accepted.   (12)

5.2
- The establishment of the Parliament of the Worlds' Religions took place in Chicago in 1893.
- Its aim was to create a global dialogue of faiths.
- In 1993 the Parliament was again held in Chicago to work together on world issues as well as creating a declaration entitled 'Towards a Global Ethic'.
- In 1999 the Cape Town Parliament highlighted the issue of HIV and AIDS.
- In 2004 the Parliament met in Barcelona, Spain, and focused on religious violence, safe water, refugees, and eliminating external debt in developing countries.
- In 2007 the focus was on the Millennium Development Goals for eradicating poverty.
- In 2009 the Parliament met in Melbourne, Australia and dealt with Aboriginal reconciliation, sustainability and global climate change   (10)

5.3
- The Parliament of World Religions is effective because leaders of different religions are now able to speak in one voice against religious violence in the world.
- In 1999 they were able to organise an interfaith coalition to address the illegal gun trade in the slums of Brazil, which resulted in a strong law halting illegal gun sales.
- In the Barcelona meeting, the Parliament of World Religion was attended by 8 000 people from many different religious and spiritual traditions.
- This diversity and inclusivity demonstrates the harmonious relationship between religions.
- It has branches all over the world which are actively involved in solving religious and civil wars in those countries.

- The council for the Parliament of the World's Religion has established a network of interreligious movements in partner cities around the world.
- They have a partnership with other sectors of society such as organisations within the United Nations.
- However, the parliament lacks statutory power. (It cannot make or enforce legislation.)
- It therefore relies on cooperation with the state, in order to be effective.
- The effectiveness of the parliament is proportionate to religiosity (interest in religion).
- As religiosity declines across the world, so too does the effectiveness of the parliament. (12)

5.4   The guiding principles of the ACRL are as follows:
- To respect religious differences.
- Act on deeply held and widely shared moral concerns and values.
- Preserve the identity of each religious community.
- Honour the different ways religious communities are organised in Africa.
- Support locally led multi-religious structures within the ACRL networks in the continent.
- Uphold the principles of representivity, subsidiarity and solidarity. (10)

5.5   **YES**
- Women in different faiths in South Africa were united to fight against the apartheid regime
- They have women's unions, where they pray together for all challenges facing women.
- When a family loses a family member, women of that particular area unite in assisting the grieving family.
- South African women of different faiths unite to fight against rape, as well as the abuse of women and children.
- They have their motto, 'wathinta abafazi wathinta imbokodo', meaning 'if you touch the women, you strike the rock'.
- They always overcome their religious differences when they are fighting against social ills.

NO
- Women are seldom in leadership positions in religious organisations.
- Women are marginalised by the misinterpretation of religious teachings.
- In certain communities, cultural practices discriminate against women.
- They therefore confine their work to their own religious groups. (6)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150