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# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**RELIGION STUDIES P2**

**2019**

**MARKING GUIDELINES**

**MARKS: 150**

**These marking guidelines consist of 15 pages.**

**QUESTION 1**

- 1.1
- Peer pressure: Children are easily influenced by others either in a positive or negative way.
  - Poverty: Children are easily tempted by money. As a result they are used by drug dealers to sell these drugs at schools.
  - Poor management systems: Schools that do not have effective safety policies and a code of conduct do experience a serious drug problem.
  - Lack of security: Most schools do not have tight security. Premises are easily accessible to drug peddlers.
  - Form of entertainment: Children get involved in drugs as a form of entertainment. (feeling high).
  - Lack of parental guidance: Poor parenting contributes towards bad behaviour of children, including substance abuse.

(10)

**NOTE: Other relevant answers must be credited.****If a candidate has merely listed at least five causes, a maximum of FOUR marks may be awarded. Listing less than five correct causes must not be credited.**

- 1.2
- NOTE: If the negative consequences are listed, they must be credited.**
- School performance is negatively affected due to high rate of bunking of classes and absenteeism.
  - Learners who are involved in substance abuse end-up being dropouts.
  - Cases of theft, bullying and vandalism are frequently reported at schools. These crimes are fuelled by substance abuse.
  - The state spends much money on renovating or refurbishing schools due to vandalism.
  - Drug addicts become a burden to both the school and family.
  - Some of the cases of teenage pregnancy reported are linked to substance abuse.
  - Most of the cases of conflict between teachers and learners are due to substance abuse. Learners who abuse drugs can be violent to other learners and to teachers.

(10)

**NOTE: Other relevant answers must be credited.**

- 1.3
- Religious organisations must encourage youth to participate in health and sports programmes.
  - Religious communities must hold workshops for substance abuse awareness.
  - They must address congregants/followers and explain the dangers of substance abuse.
  - Relevant religious teachings must be emphasised.
  - Religious organisations must work hand in hand with community policing forums to conduct unannounced random searches in schools.
  - They must report the drug lords to the police since the drug lords live within the community.
  - The organisations must also invite the former addicts to workshops, so that those who are not yet affected can become aware of the consequences.
  - Encourage youth debates in the community where the youth will debate solutions to drug abuse.
  - Religious organisations must approach the local municipality and health department to establish a rehabilitation centre to help those who are affected.

- They must demand that in every police station there should be an alcohol and drug abuse desk funded by the provincial government. This will holistically target substance abuse.

**NOTE: Other relevant answers must be credited.**

(14)

#### 1.4 **EXAMPLE 1: CHRISTIANITY**

- 'And do not get drunk with wine in which lies debauchery, but be filled with the Spirit' (Eph. 5: 18)
- This means that substance abuse causes one to be vulnerable to any form of bad behaviour.
- 'Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own' (I Cor. 6: 19).
- This means that one must respect his/her own body as a holy temple dedicated to God.
- 'Why spend money on what is not bread and your labour on what does not satisfy?' (Isaiah 55:2)
- This means that spending money on drugs has no benefit, and that drugs are not an essential expense.
- All those who keep their body holy must abstain from any form of substance abuse.
- 'Occasions of envy, drinking bouts, orgies, and the like. I warn you, as I warned you before, that those who do such things will not inherit the kingdom of God' (Gal. 5: 21).
- All those who are involved in substance abuse will not enter the kingdom of God, so substance abuse is sin.
- 'Wine is arrogant, strong drink is riotous' (Prov. 20: 1).
- Substance abuse is forbidden as it causes the individual to be arrogant and violent.
- 'Woe to those who are heroes at drinking wine and champions at mixing drinks.' (Isaiah 5:22)
- This means that Christians are warned not to consume alcohol and drugs.

#### **EXAMPLE 2: BUDDHISM**

- Buddhism teaches that individuals must uncover the truth about the human experience that lies within themselves. Therefore, it prohibits people from using any mind altering drugs.
- Meditation is also very crucial in Buddhism, as it helps to get insight and wisdom. Substance abuse interferes with meditation.
- In Buddhism, sobriety of the mind is highly promoted.
- Right mindfulness is important in reaching enlightenment, which is the highest goal of Buddhism.
- Substance abuse is condemned; it hinders one from reaching enlightenment.
- It is on this basis that in Buddhism, substance abuse is prohibited.
- Buddhism also condemns any substance that may harm the body.
- The Buddha taught that living a moral life would bring about self-discipline and self-control. That is necessary to stop desire.
- The Buddha taught that only by following the Eightfold Path can humans become non-attached and free themselves from the painful experience of rebirth. Drug abuse is one example of the painful experience of attachment.

(16)  
[50]

**QUESTION 2**

2.1 2.1.1

**EXAMPLE 1: CHRISTIANITY**

- Christians believe that humans were created in the image of God.
- They are thus the highest form of Gods' creation.
- Humans are God's representatives in the world.
- They are stewards of God's world.
- Adam was instructed to look after the Garden of Eden and the whole creation.
- God appointed humans to look after His property. i.e. the entire world.
- Humans are accountable to God for whatever they do with His creation. (10)

**NOTE: Other relevant answers must be credited.**

A maximum of 8 marks may be awarded if either the place OR responsibility is not discussed.

2.1.2

- According to Christianity, God did not create evil when He created the world.
- He created a perfect world and perfect human beings.
- Evil was introduced later, when Adam and Eve disobeyed God's commands.
- Christian scriptures called this kind of disobedience 'sin', and believe that evil comes from Satan.
- Christians believe that sin is often used by Satan to mislead man.
- When Satan uses evil, it causes dissension and strife among humans.
- Evil destroys the fellowship that exists between God and humans.

**NOTE: Other relevant answers must be credited.**

A maximum of 10 marks may be awarded if either the origin OR the role is not discussed. (14)

2.1.3

- Christians believe that human beings were created immortal.
- This means that they were created to live for ever.
- As a result of Adam's and Eve's disobedience, God declared that all of humanity would experience death (become mortals).
- Christians believe that there are two types of death, physical death and spiritual death.
- They believe that Jesus Christ came to earth, suffered and died for humans so that they would be liberated from spiritual death.
- Jesus Christ did not stay in the world of the dead but rose from the dead on the third day.
- Christian faith stands on faith in the resurrection of mankind.
- Christians envisage a new community that will be marked by love, sharing and caring. This will exist in the hereafter. (10)

2.1.1 **EXAMPLE 2: BUDDHISM**

- Buddhism sees being born as a human as rare and very precious.
- One can be born as so many other types of being, yet humanity is the only condition in which enlightenment is possible.
- The primary responsibility of every human is to become enlightened.
- It is also to share the way to enlightenment with others (Bodhisattva).
- Everything else is secondary and, anyway, impermanent.
- According to Buddhist teachings it is not enough to eliminate suffering in the future: it should be reduced now.
- This is achieved by practising true discipline and becoming enlightened (the Eightfold Path).

**NOTE: Other relevant answers must be credited.**

A maximum of 8 marks may be awarded if either the place OR responsibility is not discussed.

(10)

## 2.1.2

- 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 because reality itself has no origin.
- Reality and its ignorant inhabitants, stretch back infinitely into the past.
- Buddhas appeared to show people how to escape from the suffering that characterises reality.
- People are ignorant of how the universe works, i.e. the impermanence of the universe. They desire material things (attachment).
- In order to get these things, they are prepared not only to suffer themselves, but also to make others suffer.
- Ignorance leads people to regard themselves as permanent, unconnected entities, and deny that their actions have consequences.

NOTE: A maximum of 10 marks may be awarded if either the origin OR the role is not discussed.

(14)

- 2.1.3
- Buddhism teaches that for unenlightened beings, rebirth after rebirth occurs.
  - The rebirth of the unenlightened beings can sometimes be in a better or worse condition.
  - The enlightened beings like Buddhas can see the process of rebirth, realise how futile it is, and step out of it.
  - A Buddha is one who is so enlightened that he has attained nirvana (released from suffering).
  - Nirvana is not being in the presence of God, merging with God or living in a heavenly world. It is a state of perfect happiness and peace.
  - Once a person reaches a state of Buddhahood, he or she sees that individuality is an illusion.
  - The worrying about individual survival after death is unworthy of serious attention.
- (10)

- 2.2
- **Grammar and historical context**
  - One must follow the rules of grammar and historical facts in the interpretation of sacred texts.
  - It is also very important to understand the context (situation or environment) in which those words were used.
  - **Clearest meaning**
  - One needs to understand the literal meaning of the words used. The obvious meaning should be used. This helps to avoid the use of allegory, which tends to distort the original meaning of the particular text.
  - **Plan, Purpose and text**
  - One needs to view a piece of writing as a whole. This will help one not to interpret the text out of context.
  - One has to know the plan and the structure of the text. Understanding plan, purpose and text helps to maintain the original purpose of the author.
  - **Figurative meaning**
  - It is of utmost importance to know that some phrases in any text are figurative or non-literal.
  - The face value approach to the interpretation of the text is very problematic and misleading and may lead to the distortion of the truth.
  - **Other sacred text**
  - The use of credible commentaries, specialist dictionaries, and other sacred books from the same religion can be used for exegesis.
- (16)  
[50]

**QUESTION 3**

3.1 3.1.1

**NOTE: If the candidate has written on only ONE branch, credit may be given where the facts are UNIQUE to that particular branch. A maximum of 8 marks may be awarded in such a case.**

**Two marks are awarded for naming each of the two branches.**

**EXAMPLE 1: ISLAM**

- **SUNNI ISLAM**

- The Sunni branch believes that all the teachings contained in the books of Hadith are equally important.
- Sunnis follow the teachings of scholars from the 7th and 8th centuries and the present day scholars.
- Sunnis do not accept that the caliph can come exclusively from the Prophet's family.

- **SHIA ISLAM**

- The Shia branch gives more importance to the teachings of Muhammad that were recorded by his family members.
- The Shia follow the teachings and opinions of living scholars only.
- The Shia believe that the last caliph from the Prophet's family was hidden in a cave and would one day appear as a leader.

(14)

3.1.2

**NOTE: If the candidate has written on only ONE branch, credit may be given where the facts are UNIQUE to that particular branch. A maximum of 8 marks may be awarded in such a case.**

**SUNNI ISLAM**

- There is no clergy in Sunni Islam.
- Religious structures are community based.
- The scholars of Sunni Islam and community members serve on the governing boards of mosques, madrassas and schools.
- In Sunni Islam, an Imam is any learned person who leads the congregational prayer.

**SHIA ISLAM**

- They believe that the descendants of Muhammad are divinely appointed imams.
- They reserve the title "imam" for certain past leaders who were believed to be chosen by Allah.
- Governance of religious structures is in the hands of mullahs.(religious leaders)
- The mullahs also have a considerable political influence.

(14)



3.1.1 **EXAMPLE 2: CHRISTIANITY****• ROMAN CATHOLIC CHURCH**

- The Catholic Church sees itself as the only original Christian Church founded by Jesus Christ.
- They believe that everyone is born in sin because of Adam's and Eve's disobedience to God.
- The Catholic Church teaches that the Holy Spirit comes from God the Father and God the Son.

**• EASTERN ORTHODOX**

- They believe that they are the rightly guided church.
- They also teach that the Holy Spirit comes from God the Father only, and not the Son.
- They believe that the Pope changed the teachings of Christianity.

**• PROTESTANTISM**

- They teach that faith is the key to salvation.
- They also teach that rituals are less important than belief.
- They believe that salvation is a gift given freely through the works of Jesus Christ on the cross.

(14)

3.1.2 **ROMAN CATHOLIC CHURCH**

- Political control is traditional and based in Rome.
- The head of the Catholic Church is the Pope.
- The first pope is said to be St. Peter.
- The Catholic Church has many orders of monks, priests, friars and nuns.
- All Catholics are governed by the Vatican.
- Governance is therefore highly formalised.

**EASTERN ORTHODOX CHURCH**

- Political control was originally in Constantinople (Istanbul in Turkey today).
- The church structure comprises priests and bishops.
- There is no singular leader.
- Authority within the church is in the hands of a group of bishops.
- A diocese is a group of parishes under the leadership of the bishop.

**PROTESTANTISM**

- The churches are ruled by ordained ministers, elected elders or bishops.
- The overall control is by higher authority such as the synod or the general assembly, chaired by a presiding bishop/moderator.
- The churches are not responsible to any higher authority than the congregation.

(14)

### 3.2 **EXAMPLE 1: ISLAM**

- After the death of the Prophet, one group of Muslims elected the Prophet's close friend, Abu Bakr as the caliph.
- A smaller group did not agree with that decision, as they believed that leadership should remain with the Prophet's family.
- They believed that Ali as the Prophet's closest family member held divine right to the position of caliph.
- The group that supported Ali became known as Shia, while the group that supported Abu Bakr became known as Sunni.
- The Sunni considered the responsibilities of the caliph merely to administer community affairs, not to continue the work of the Prophet.
- They believed that the caliph did not have divine guidance.
- The Shia believed that the caliph, being leader and teacher, was given divine guidance and was therefore infallible.

### **EXAMPLE 2: CHRISTIANITY**

#### The East-West Split

- Christianity was never a monolithic faith.
- There were many differences between groups of Christians.
- Although the church was unified it had two main subgroups, namely the Eastern and the Western traditions.
- These two groups split in what is called 'the Great Schism'.
- The Roman Catholic and Orthodox tradition were formed.
- The groups split because of arguments over the supreme authority that the Pope of Rome claimed.
- The other reason is that the Catholic Church teaches that the Holy Spirit comes from God the Father and the Son, while the Eastern church teaches that the Holy Spirit comes from God the Father, and not from the Son.

#### The rise of Protestantism

- Protestants broke from the Catholic Church in 1517 after a German theologian and reformer called Martin Luther, pinned his 95 theses to the door of the Catholic Church in Wittenberg.
- In his theses, he stated that people can be saved, not by their deeds, but by their faith in Jesus and the grace of God.
- He also stated that scriptures, and not the Pope, have the final authority on all matters of faith.
- Those who followed the teachings of Martin Luther protested against the Roman Catholic Church, and they were called Protestants.

(10)

- ### 3.3
- It refers to the breath (power) of an extraordinary being taking control of the breath of a person.
  - In most religions there are founding figures who their followers believe were inspired by a higher power or wisdom.
  - Figures that have inspired many generations of followers include Moses, Confucius, Mohammad, etc.
  - The inspiration of these figures is accepted by their followers as having been direct and immediate.
  - These figures are believed to have stood face to face with God.

- It is also believed that they received their messages straight from God.
- The adherents of various religions believe that such original inspiration lies behind their religious books.
- Inspiration may be said to be the true origin of all religions.
- Not all the names of the inspired figures of all religions are known, e.g. Hinduism.
- Contemporary inspiration (that which is on-going) is said to influence intermediaries such as shamans and diviners.
- So-called Inspiration can be used to mislead followers of a faith.

(12)  
[50]

#### QUESTION 4

##### 4.1 **EXAMPLE 1:**

- Bosnia

(2)

- 4.2
- The causes for the conflict are many, but political and tribal divisions have kept the conflict going for centuries.
  - Before the advent of Islam, the area was mostly Christian.
  - Many people converted to Islam during the period of Muslim expansion more than 1000 years ago.
  - The population is divided between Muslims and Christians.
  - People living in Bosnia are mostly Muslim, and people who live in the Serbian region are mostly Christians.
  - Armed conflict began in the 1990s after the breakup of the Soviet Union.
  - The civil war was between mostly Christian Serbs against mostly Muslim Croats, and Christian and Muslim Bosnians against each other.
  - These divisions were fighting for political and religious dominance.
  - The fighting in the Balkans was extremely brutal, and Muslims were on the receiving end of brutality.
  - Men and boys were executed in thousands and women were routinely raped.
  - The North Atlantic Treaty Organisation (NATO) stepped in and stopped the conflict.

(16)

- 4.3
- Religion was a significant factor in the conflict.
  - The conflict was between highly nationalistic Christian Serbs and Muslims on the other hand.
  - The Christian Serbs began a campaign of 'ethnic cleansing' against the minority Muslim population in Croatia and Bosnia.
  - On top of religious conflict, there are also tribal or ethnic divisions.
  - Politics is also part of the conflict.
  - There is a split between those who supported Germany during the Second World War and those who opposed them.

(10)

- 4.4
- The situation is calm but still tense.
  - Recently, the most extreme Serbian leaders were found guilty in the Hague for war crimes.
  - Albania wants to create a super-Albanian state for Muslims on the Balkan Peninsula, called Kosovo.
  - Serbia fought a war with Islamic militants of Kosovo in the 1990s. They wanted to break from Serbia to form their own state.
  - In 2017, Albanian Prime Minister Edi Rama said that a union between Albania and Kosovo to form a super-state could not be ruled out.
  - Serbian government minister, Aleksandar Vulin, said he is expecting European Union and North Atlantic Treaty Organisation (NATO) to forcibly renounce such statements to prevent another Balkan conflict.
  - Nationalist extremists on both sides are still pushing for ethnic and religious conflict in the Balkans.
- (10)
- 4.5
- In the Balkans, there are three major religious groups.
  - These are the Serbian Orthodox Church, Catholic Church in Croatia, and Islamic authority in Bosnia.
  - All these religions were factors for galvanizing conflict and rationalizing its outcomes.
  - During the war, they blended with the national ideology carried out by ethnic groups.
  - Their religious symbols were used as military symbols during the war.
  - These religions failed to bring peace in the Balkans conflict.
  - After the war, Catholic bishop Grecko Badurin of Croatia was one of the pioneers of religious peace-making in the region.
  - They have formed interfaith organisations which carry out humanitarian and peace work.
  - The strength of these interfaith organisations is still to be tested.
- (12)
- 4.1 **EXAMPLE 2: AFRICA**
- South Sudan/Darfur in Sudan
- (2)
- 4.2
- Fault lines in Darfur society can be traced back well over 100 years.
  - Two main divisions in this country were ethnic and cultural.
  - Religion does not seem to be the main source of conflict although it has been perceived as such.
  - Two broad groupings can be found in Darfur, namely Arab tribes called 'Baggara' and many African tribes.
  - The Janjaweed were a mercenary group armed by Khartoum. They committed atrocities against the people of Darfur.
  - The African groups include the Fur, the Masalit and the Zaghawa.
  - Another set of divisions relates to issues of culture.
  - Most people in the area are Sunni Muslims.
  - There are also Christians.
  - For many centuries, nomads and farmers made an effort to co-exist but when food became scarce, competition for scarce resources would lead to conflict. There are therefore economic reasons as well.
  - Darfur was also the centre of the slave trade in North East Africa.
- (16)

- 4.3
- Religion plays only a minor role in the conflict, and therefore this is not purely a religious war. No attempt is made by one religion to convert another.
  - Muslims also enlisted in the SPLA.
  - There was also evidence of infighting in the SPLA soon after it was formed.
  - The conflict in Sudan is known as the longest running civil war in history. (*Focus*, p.94) The imposition of Sharia law (1983) was therefore not the cause of the conflict but it worsened the fragile situation.
  - Civil war had started as far back as 1955.
  - There are numerous other divisions (economic, cultural and tribal), which continue even after establishment of South Sudan.
  - Even after South Sudan gained independence from Khartoum in 2011, armed conflict still continues in the region. (10)
- 4.4
- There is still conflict in South Sudan, even after independence which was gained on 9 July 2011.
  - The 2013- 2015 civil war displaced 2.2 million people to many parts of the world.
  - Around six million people are currently at risk of going hungry.
  - About 70% of schools have been closed due to fighting.
  - There is a new element of ethnic hatred and conflict adding to what had been going on before.
  - There are disturbing indicators of impending genocide in the country.
  - Human Rights groups say the evidence of war crimes grows by the day.
  - The people in South Sudan are now totally dependent on aid groups. (10)
- 4.5
- The World Council of Churches and African Conference of Churches played a major role in mediating a short-time peace agreement in Sudan.
  - Most religious leaders on both sides of the dispute facilitated peace at local levels.
  - Even today, people of different religions live peacefully even in one family and across villages.
  - Religious organisations are still carrying out humanitarian activities to all people affected by war, irrespective of religious affiliation.
  - The religious bodies failed to bring political peace on a national level because they have no political power.
  - Religious extremists of all religions in South Sudan are still part of the conflict.

NOTE: Other relevant responses must be credited.

(12)  
[50]

**QUESTION 5**

5.1 5.1.1

**NOTE: If the candidate has discussed only one secular worldview, a maximum of 10 marks may be awarded.**

**EXAMPLE 1:**

- **ATHEISM and**
- **AGNOSTICISM**
- Atheism denies the existence of a supreme being.
- There are different degrees of atheism, strong and soft.
- Strong atheists do not believe in any god.
- Soft atheists are still open to the idea of a god.
- Agnosticism claims that it is not possible to prove or disprove the existence of a supreme being.
- Some agnostics believe in a supreme being, but do not subscribe to any religion.
- They reject religions that claim to have exclusive knowledge of god/s.
- The difference between them is in the degree of denial of a supreme being.

**EXAMPLE 2:**

- **SECULAR HUMANISM and**
- **MATERIALISM**
- Secular humanism attaches prime importance to humans.
- Materialism is a worldview that believes that matter is the only reality.
- There are many different forms of humanism, all having in common a belief that attaches prime importance to human intellect/reasoning.
- Materialism is a concept used to describe human history in terms of dialectical materialism and historical materialism.
- Secular humanism developed in the direction of a liberal view of human rights.
- Secular humanism is not particularly anti-religion.
- Materialism is incompatible with religious worldviews, which are rooted in belief in either a deity or some kind of spiritual reality.

**NOTE: Any relevant response must be credited.**

(16)

5.1.2 **RELIGION**

- In religious society there is an emphasis on personal moral development.
- All religious lectures emphasize that better personal behaviour is required.
- All religions teach that one is rewarded for good deeds and evil has negative consequences.
- When religious people say 'morals', they mean living according to teachings of their sacred books.
- Continual repetition and internalization of laws and rules from childhood helps to improve morality.
- Religions have a vast amount of literature about the path a person may take for moral reformation.
- All religions teach that having sex before marriage is sin/taboo. That positively influences moral behaviour of the community.
- What we call 'morals' today were originally the teachings of religious leaders.

**NOTE: Other relevant responses must be credited.**

**SECULAR WORLDVIEW**

- Humans can make choices based on reason.
- Reality gives us a standard by which we can distinguish good and bad; therefore morality is a real phenomenon.
- It is not hard to imagine a society that has no religion but has a morality as well as a legal system.
- There are also people who have high moral values but have no religious belief.
- In contrast, there are religious leaders who are immoral.
- 'Utilitarian outlook' is a popular ethical position wherein the morally right action is defined as that action which affects the greatest amount of happiness or pleasure for the people.
- According to secular worldviews the knowledge of right and wrong is innate in people.
- People cannot get along if they permit perjury, theft, murder, rape etc.
- Secular moral realists claim that they do good for the sake of doing good and happiness. There is no need for a god.
- Morality is about making choices based on independent judgment and any belief system that undermines that core responsibility is immoral.

(2 x 6)

(12)

**NOTE: Any relevant response must be credited.**

- 5.2
- The Big Bang theory teaches that about 14 billion years ago the universe began to expand and became hotter and hotter until an explosion occurred.
  - Immediately after 'the Big Bang' all matter in the universe was made up of a very hot plasma mixture.
  - This very hot plasma mixture later cooled off.
  - The clusters continued to condense in a lumpy way and eventually formed galaxies.
  - Some of the galaxies condensed into a combination of stars called 'solar systems'.
  - Earth formed about 4.5 billion years ago and after that life started.
  - Out of this plasma mixture came particles and atoms that made up the earth and everything that exists in the universe.
- NOTE: Other relevant responses must be credited.**
- (10)

- 5.3
- CHRISTIANITY/JUDAISM**
- They believe what is written in the Book of Genesis – that God created the universe in six days.
  - The universe was created perfect, including human beings.
  - The Big Bang theory does not recognize the existence of God, so it must be rejected.
  - The Big Bang theory attacks the fundamental teachings of these religions, the 'creation myth'/Creationism.
  - They believe that their account of creation was written by those who were in touch with ultimate reality, so it is unthinkable that God would allow people to make mistakes.
  - They believe that the universe is under the control of the Creator.
  - They believe that the universe that we see will cease to exist at the end of time by the will of God.
- NOTE: Other relevant responses must be credited.**
- If a candidate discusses only one religion, a maximum of EIGHT marks will be awarded.**
- (12)  
[50]

**TOTAL: 150**