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GRADE 12

SEPTEMBER 2020

RELIGION STUDIES P1

MARKS: 150

TIME: 2 hours

This question paper consists of 15 pages.

INSTRUCTIONS AND INFORMATION

1. The question paper consists of SECTION A and SECTION B.
2. SECTION A: COMPULSARY
SECTION B: Answer ANY TWO questions in this section.
3. The questions in SECTION A count ONE mark per fact, unless otherwise indicated.
4. Read all the questions carefully.
5. The length of your answers must be in accordance with the marks allocated to each question.
6. Number the answers correctly according to the numbering system used in the question paper.
7. Write neatly and legibly.

SECTION A (COMPULSORY)**QUESTION 1**

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.10) in the ANSWER BOOK, for example 1.1.11 D.

1.1.1 Orthodox Jews observe religious laws which are called ...

- A Sharia.
- B Mitzvot.
- C Genesis.
- D Halakhah. (1)

1.1.2 The Tao may be described as the ...

- A path of the universe.
- B earth.
- C hereafter.
- D cycle of life. (1)

1.1.3 The highest caste in traditional Hinduism is the ...

- A Upanishads or scribes.
- B Sudras or labourers.
- C Ksatriyas or rulers and warriors.
- D Brahmanas or spiritual teachers. (1)

1.1.4 The founder of Buddhism is ...

- A Siddhartha Gautama.
- B Baha'u'llah.
- C Vajrayana.
- D the Dalai Lama. (1)

1.1.5 The Baha'i faith originated in ...

- A Iraq.
- B Iran.
- C China.
- D Saudi Arabia. (1)

- 1.1.6 When Prophet Muhammad passed away, he was succeeded by ...
- A Isaac.
 - B Abu Bakr.
 - C Jesus.
 - D Ali.
- (1)
- 1.1.7 An example of Neo- (modern) Hinduism is ...
- A Rig Veda.
 - B the Divine Life Society.
 - C the Bhagavad Gita.
 - D Bhakti yoga.
- (1)
- 1.1.8 The Hadith is/are
- A a collection of teachings of the Prophet Muhammad.
 - B compulsory teachings in the Qur'an.
 - C books of myths.
 - D records of Islamic history.
- (1)
- 1.1.9 The oldest form of Buddhism is ...
- A Zen Buddhism.
 - B Tibetan Buddhism.
 - C Mahanyana Buddhism.
 - D Theravada Buddhism.
- (1)
- 1.1.10 A dogma, in a religious context, is ...
- A a lie or fabrication.
 - B teachings with absolute authority.
 - C a sacred text.
 - D a discussion of spiritual truths through a story.
- (1)

- 1.2 Choose an item from COLUMN B that matches an item in COLUMN A. Write only the letter (A–H) next to the question number (1.2.1–1.2.6) in the ANSWER BOOK, for example 1.2.7 I. Do NOT use any letter more than ONCE.

COLUMN A		COLUMN B	
1.2.1	Following the model of the Holy Trinity, humanity should have a relationship of mutual respect and love	A	Traditional Hinduism
1.2.2	A sacred text consisting of a collection of laws and teachings	B	Torah
1.2.3	While there are several paths to God, the proper performance of domestic and temple rituals is obligatory for all	C	Islam
1.2.4	Religious stories in which deep truths about life are revealed	D	Kitáb-i-Aqdas
1.2.5	Two religious groups parted ways because of political differences	E	Christianity
1.2.6	A holy religious occasion	F	Myth
		G	Qur'an
		H	Ritual

(6 x 1) (6)

- 1.3 Choose the word in EACH list below that does NOT match the rest. Write down the word next to the question numbers (1.3.1–1.3.5) in the ANSWER BOOK and give a reason why it does NOT fit.

EXAMPLE: Banana; Apple; Potato; Grape

ANSWER: 1.3.6 Potato. The others are all fruit.

- 1.3.1 Charles Darwin; Shogi Effendi; Copernicus; Kepler (2)
- 1.3.2 Therevada; Pali Canon; Sanskrit; Mahayana (2)
- 1.3.3 Karma; Ahimsa; Tripitaka; Dharma (2)
- 1.3.4 Taoism; Buddhism; African Traditional Religion; Judaism (2)
- 1.3.5 Brahmo Samaj; Ramakrishna; Arya Samaj; Ecumenism (2)

1.4 Explain EACH of the following concepts in the context of religion:

1.4.1 Moksha (2)

1.4.2 Nation state (2)

1.4.3 Non-theistic (2)

1.4.4 Inspiration (2)

1.4.5 Atheism (2)

1.5 Indicate whether the following statements are TRUE or FALSE. Write 'true' or 'false' next to the question numbers (1.5.1–1.5.5) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.5.1 Syncretism is the science of the interpretation of texts. (2)

1.5.2 A shaman is a Supreme Being; the Creator in African Traditional Religion. (2)

1.5.3 Bukhari is a collection of Marxist teachings. (2)

1.5.4 The New Testament is the sacred text of Judaism. (2)

1.6 Answer the following questions.

1.6.1 What is a *normative source*? (2)

1.6.2 Briefly explain the concept *secularism*. (4)

TOTAL SECTION A: 50

SECTION B

Answer ANY TWO questions in this section.

QUESTION 2

Read the extract below and answer the questions that follow.

**UNIQUE (AND SOMETIMES DANGEROUS)
RELIGIOUS RITUALS AROUND THE WORLD**

Throughout the world, believers adhere to practices that strike outsiders as bizarre, but seem completely reasonable to the faithful.

The religions most familiar to Westerners – Christianity, Judaism, and Islam – have their fair share of unusual rituals, too: simulating the eating of flesh and the drinking of blood (Communion in Christianity), performing surgical procedures on infants and children (Bris, *Khitān*, Judaism and Christianity), and attempting to restore sight and hearing solely by touch or prayer (Faith Healing – Christianity).

Piercing your body with hooks as a sign of devotion (Hinduism), tossing a baby from the top of the tower to make him healthier (Hinduism and Islam), and having your car blessed with holy water and flowers may sound strange (and dangerous – Buddhist priests), but who's to say they're any weirder than the religious rituals we've come to accept at home?

[Extract taken from bootsnall.com. Accessed on 05 April 2020.]

- 2.1 Write notes on the term **UNIQUENESS** in order to highlight religious uniqueness. (4)
- 2.2 Mention only **ONE** factor from the extract that forms religious identity. (2)
- 2.3 Hindus and Westerners believe in the tossing of an infant. Write down the **FUNCTIONS** of the uniqueness of a religion. (6)
- 2.4 Explain **THREE** unique features of any **ONE** religion in **EACH** of the groupings below:
- 2.4.1 Eastern religions (6)
- 2.4.2 Middle Eastern religions (6)
- 2.5 Name **FOUR** similarities that exist within the Abrahamic religions. (8)
- 2.6 In the context of religion, give **TWO** facts about **EACH** of the following:
- 2.6.1 Hinduism's view on *Karma* (4)
- 2.6.2 The *Inyanga* in African Traditional Religion (4)
- 2.6.3 *Canon* in the Christian religion (4)

2.7 Briefly discuss EACH of the following concepts in the context of religion:

2.7.1 Similarities (2)

2.7.2 Identity (2)

2.7.3 Differences (2)

[50]

QUESTION 3

Read the extract below and answer the questions that follow.

**IN SOUTH AFRICA, THE WORLD'S RELIGIOUS LEADERS
GATHER FOR DIALOGUE AND ACTION**

Cape Town, South Africa – Without doubt, one of the highlights for religious leaders gathered here for the Parliament of the World's Religions was a speech by a secular political leader: former South African President Nelson Mandela.

Addressing the thousands of representatives gathered from the world's major faith groups, the 81-year-old former political prisoner said the religious institutions played a major role in bringing about the end of apartheid in South Africa.

'Without the Church and religious institutions, I would never be here today', said President Mandela, explaining that it was Christian, Muslim, Hindu and Jewish religious groups that were **instrumental** in providing him and other young blacks with an education – and later in giving comfort to political prisoners and their families.

President Mandela went on to say that, "Religion will have a crucial role to play in guiding and inspiring humanity to meet the enormous challenges we face in the next century".

[Extract taken from onecountry.org. Accessed on 05 April 2020.]

- 3.1.1 Define *interreligious dialogue*. (2)
- 3.1.2 Give a synonym for the word 'instrumental' in paragraph 3. (2)
- 3.1.3 Four different religions are mentioned in the extract. Explain briefly how these religions impacted President Mandela. (6)
- 3.1.4 President Mandela asked religious leaders to work together. Name and discuss an organisation that promotes inter-religious dialogue in South Africa. (8)
- 3.1.5 Discuss interreligious dialogue in South Africa prior to 1996. (10)
- 3.1.6 Do you think women are playing an important role in promoting interreligious relationships in South Africa? Give reasons for your answer. (8)

3.2 Read the following extracts and answer the questions that follow.

**CHRISTIAN RESPONSE NEEDED AGAINST THREATS TO REMOVE
CHRISTMAS AND GOOD FRIDAY HOLIDAYS**

by Adv. Nadene Badenhorst

The recent proposal by the South African Law Reform Commission (SALRC) to remove Good Friday and Christmas as public holidays on the SA calendar, has, triggered criticism around the country.

According to the SALRC, an advisory statutory body responsible for identifying and revising laws that are at odds with the Constitution, 'There is an element of prejudicial treatment in that the two main Christian holidays are declared as paid public holidays and adherents of other religions who celebrate other faith-based holidays are disadvantaged in that their holidays are not declared public holidays and they do not have an automatic benefit of pay on those days.' The SALRC accordingly suggests that either these holidays be reviewed, or that equal weight be given to holidays of other faiths.

One could only imagine the impact on our already suffering economy if, in the name of equality, we are to give a public holiday to every group in our society! It simply does not make sense for almost 80% of the (Christian) population to take a day off for a religious holiday that is observed by less than 20%.

What the SALRC seems to overlook also, is that section 2(2) of the Public Holidays Act specifically provides that 'any public holiday shall be exchangeable for any other day which is fixed by agreement or agreed to between an employer and employee.' In other words, the same Act that provides for two Christian public holidays on the national calendar, gives non-Christian employees the right to, instead of Good Friday Christmas, request paid leave on another day (e.g. Ramadan for Muslims, or Diwali for Hindus).

... It is hard to accept that these holidays serve to 'deepen religious divides.'

[Extract taken from gatewaynews.co.za. Accessed on 05 April 2020.]

DEBATES CONTINUE OVER RELIGIOUS HOLIDAYS

Durban – African Christian Democratic Party president Reverend Kenneth Meshoe has told Christians to reject any attempts by the government to scrap Good Friday and Christmas as public holidays on the South African calendar.

‘These are two of the holiest days for Christians. Not only that, they are two days that impact on business. There are many who may not be Christians, but ensure that they go to church on these two days.’

He said if the government moved to scrap these two public holidays, they would be showing the nation that they were not taking them into consideration.

President of the Hindu Council of the South African Hindu Maha Sabha, Ashwin Trikamjee said although he was not Christian, he did not support the idea that these two holidays should be removed.

[Extract taken from jol.co.za. Accessed on 15 December 2019.]

- 3.2.1 What are the reasons given by the SALRC for removing Christmas and Good Friday from the SA calendar? (4)
- 3.2.2 What reasonable arguments can Christians put forward for keeping the holidays on the calendar? (4)
- 3.2.3 According to the writer, what alternatives exist according to the Public Holidays Act for adherents of other religions? (4)
- 3.2.4 It is hard to accept that these holidays serve to ‘deepen religious divides.’ (2)
- What do you think this quotation mean? [50]

QUESTION 4

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

“Allah is the Light of the heavens and the earth. The parable of His light is as if it were a niche containing a lamp; the lamp is [enclosed] in glass, the glass [shining] like a radiant star: [a lamp] lit from a blessed tree – an olive-tree that is neither of the east nor of the west, the oil whereof [is so bright that it] would be well-nigh give light [of itself] even though fire had not touched it: light upon light! Allah guides unto His light him that wills [to be guided]; and [to this end] Allah propounds parables unto men, since Allah [alone] has full knowledge of all things.”

[Source: The Quran 24:35]

- 4.1.1 In the context of religion explain the concept *parable*. (4)
- 4.1.2 Give an opinion on what the lesson or spiritual truth of ‘Allah is the Light’ (the parable) is. (4)
- 4.1.3 Name the elements described in the parable. (4)
- 4.1.4 Name a parable (except ‘Allah is the Light’) from any religion and explain its meaning. (8)
- 4.2 ‘Doctrines are the beliefs that provide the central frame of reference for a religion.’
- Give ONE example of a doctrine from EACH of the following religions and explain its meaning:
- 4.2.1 Christianity (4)
- 4.2.2 Hinduism (4)
- 4.3 In your own words explain ONE well-known *dogma* of the *Roman Catholic* church. Write short notes. (6)
- 4.4 Explain the following terms in the context of religion:
- 4.4.1 Belief (8)
- 4.4.2 Ideology (8)

[50]

QUESTION 5

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

**SOUTH AFRICA DECLARES 'FEMICIDE' A NATIONAL CRISIS
by Thuso Khumalo**

The South African government has declared gender-based violence a national crisis. According to a new government report, a woman is murdered every three hours in South Africa, and many are assaulted and raped before their death.

"Enough is enough. A lot has been said, but still there are no changes," Nomakhosazana Xaba said. "It's been years. We are brutally victimised each-and-every day, every second. Am I next? It's fearing to live."

The latest wave of outrage was sparked by the recent murder of Uyinenne Mrwetyana. The 19-year-old University of Cape Town student was raped and killed inside a post office by an employee while she was trying to collect a parcel.

The latest crime statistics released by the Police reveal the depth of the crisis: Nearly 3,000 women were murdered between April 2018 and March this year. This translates to seven per day.

However, many of these female victims are brutally assaulted and raped before being murdered. In many cases, their bodies are disposed of in the bush or in shallow graves or burned beyond recognition.

President Cyril Ramaphosa recently convened an urgent joint session of parliament to find a solution to gender-based violence.

The action plan he presented includes setting up a \$68 million fund, beefing up the criminal justice system, improving the legal and policy framework around sexual offences and other forms of GBV, and empower women economically.

'Those who are found guilty of such crimes should not be eligible for parole,' Ramaphosa said. 'And if sentenced to a life sentence, this must just mean what it is, life in prison.'

[Extract taken from www.voanews.com/africa. Accessed on 08 January 2020.]

**PROTESTERS OUTSIDE PARLIAMENT DEMAND
ACTION ON FEMICIDE, NOT JUST WORDS**

Ongoing protests against femicide and gender-based violence have forced President Cyril Ramaphosa's government to relook laws on how convicted abusers, rapists, and murderers should be punished.

Outside parliament, in Cape Town, where hundreds of protesters gathered to demand action against gender-based violence, the call for harsher punishment for perpetrators and more action from the government reached a crescendo.

This comes after a week of protest, pickets, and social media campaigns following the arrest of a 42-year-old man for the rape and murder of UCT first-year student Uyinene Mrwetyana.

[Extract taken from mg.co.za. Accessed on 21 November 2019.]

- 5.1.1 Explain TWO women's or girls' rights that are being violated through gender-based violence. (4)
- 5.1.2 The South African constitution protects human rights.
Explain what is meant by this statement. (4)
- 5.1.3 Do you think the steps that President Ramaphosa suggested can be effective to stem the tide of gender-based violence? Give reasons for your answer. (6)
- 5.1.4 What campaigns can religious organisations employ to address the problem of gender-based violence? (6)
- 5.1.5 In South Africa, a woman is murdered every three hours. What measures do you think can the government introduce to stop femicide? (6)
- 5.1.6 From the extract, give evidence that perpetrators of gender-based violence often treat women and children in an inhumane manner. (4)
- 5.1.7 Mention any TWO incidents of femicide in South Africa that you are aware of. (4)

- 5.2 Read the following extract and answer the questions that follow.

16 DAYS OF ACTIVISM FOR NO VIOLENCE AGAINST WOMEN AND CHILDREN

It is a worldwide campaign to oppose violence against women and children. Its aim is to raise awareness of the **NEGATIVE** impact that violence and abuse have on women and children and to rid society of abuse permanently.

The 16 Days of Activism Campaign is held from 25 November to 10 December every year. However, the success of the campaign rests on our daily individual and collective actions to safeguard our society against this cycle of abuse.

Gender-based violence stems from the low status of women in the home and society. It happens when men abuse **POWER** and positions of authority to **CONTROL** women and children.

The vision of Parliament confirms Parliament as the institution that transforms the entire society to be based on democratic values, social justice and fundamental human rights, which include women's and children's rights. With regards to this, Parliament has already made strides in passing legislation aimed at ending this scourge in society.

[Extract taken from www.parliament.gov.za. Accessed on 15 December 2019.]

- 5.2.1 Give a synonym for activism. (2)
- 5.2.2 According to the extract, what are the aims of the 16 Days of Activism campaign? (4)
- 5.2.3 Quote **ONE** word from paragraph 1 (**ONE**) that tells us that this is not only a South African initiative. (2)
- 5.2.4 What do you think are possible causes of gender-based violence? (4)
- 5.2.5 Do you think the desired aim can only be accomplished between 25 November and 10 December? Motivate your answer. (4)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150