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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**RELIGION STUDIES P1**

**NOVEMBER 2011**

**MARKS: 150**

**TIME: 2 hours**

**This question paper consists of 8 pages.**

## **INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A: COMPULSORY  
SECTION B: Answer any TWO questions from this section.
3. Read ALL the questions carefully.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Write neatly and legibly.

**SECTION A (COMPULSORY)****QUESTION 1**

- 1.1 Complete the following sentences by using the words provided in the list below. Write only the word next to the question number (1.1.1–1.1.5) in the ANSWER BOOK, for example 1.1.1 Iraq.

Mahabharata; Baha'u'llah; indigenous; Bodhisattva; Iraq;  
Eucharist; Theravada; Shoghi Effendi; Judaism

- 1.1.1 African religion is defined as the ... religion of the Africans. (2)
- 1.1.2 The oldest branch of Buddhism is ... (2)
- 1.1.3 Those who believe that the Torah is the Word of God belong to the religion of ... (2)
- 1.1.4 One of the major sacraments of the Catholic Faith is the ... (2)
- 1.1.5 The person who succeeded Abdu'l-Baha was ... (2)
- 1.2 Explain, in TWO sentences, each of the following concepts in the context of religion:
- 1.2.1 Differences (4)
- 1.2.2 Dogma (4)
- 1.2.3 Ideology (4)
- 1.2.4 Unity (4)
- 1.2.5 Comparability (4)
- 1.3 From each group of words below, choose the word that does NOT fit. Write only the word next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.
- 1.3.1 Pundit; Imam; Induna; Rabbi (2)
- 1.3.2 Talmud; Pentateuch; Lutheran; Torah (2)
- 1.3.3 Brahma; Vishnu; Baha'u'llah; Shiva (2)
- 1.3.4 UNkulunkulu; Festival of Lights; Mukuru-kuru; Modimo (2)
- 1.3.5 Dharma; Karma; Kosher; Ahimsa (2)

- 1.4 Choose an item from COLUMN B that matches a word or description in COLUMN A. Write only the letter (A–E) next to the question number (1.4.1–1.4.5) in the ANSWER BOOK, for example 1.4.6 F.

COLUMN A		COLUMN B
1.4.1	Baha'i	A African Traditional Religion
1.4.2	Hadith	B Nirvana
1.4.3	Veneration of ancestors	C Kitáb-i-Aqdas
1.4.4	New Testament	D Islam
1.4.5	Buddha	E Christianity

(5 x 2)

(10)

**TOTAL SECTION A: 50**

**SECTION B**

Answer any TWO questions from this section.

**QUESTION 2**

Read the extract below and answer the questions that follow.

In Orthodox Islam there is very little room for variation as far as the central tenets (fundamental teachings) of the religion are concerned: besides Allah there is no other god, and Muhammad is his prophet. Neither of these two pillars is in the least open to doubt. Very much the same applies in Orthodox Christianity. In such religions 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.

In mainstream Hinduism things are very different. It is more important to do the right things and behave in the right way than to believe in the right things. In another Indian religion, Buddhism, 'belief' as the acceptance of certain views may even be seen as a hindrance on the way to salvation. Attachment to beliefs, some Buddhists say, is just as bad as attachment to money, for example, because it leads to suffering for oneself and for others.

[Source: *Religion Studies Grade 12*, Steyn et al, page 39]

- 2.1 In the context of religion, answer the questions that follow.
- 2.1.1 Briefly define the term *belief* as it is used in the context of religion. (4)
- 2.1.2 Explain the concept *teaching* as it is used in Religion Studies. (4)
- 2.1.3 Give a short explanation of the relationship between 'teaching' and 'belief' in the context of religion. (6)
- 2.2 Compare the role of belief in any ONE Eastern religion with that of any ONE of the Abrahamic religions. (10)
- 2.3 Taking responsibility for one's actions is a common religious teaching. Briefly discuss the issue of responsibility with reference to any TWO of the following religions:
- 2.3.1 Buddhism
- 2.3.2 African Traditional Religion
- 2.3.3 Judaism (6 x 2) (12)
- 2.4 Describe the concept *myth* in the context of religion. (6)
- 2.5 Explain the role that the parables play in religious teachings. (8)

**[50]**

**QUESTION 3**

3.1 Read the extract below and answer the questions that follow.

While every religion obtains its uniqueness from certain core (central) beliefs that are non-negotiable, there are certainly differences within a religion in terms of the impact it has on day-to-day living. Sometimes these differences are major (Protestants and Catholics have gone to war over their beliefs) and sometimes they are minor, for example the various church denominations within Protestantism.

Select ONE major religion from the following:

- Hinduism
- Christianity (two branches, for example Catholicism and/or Protestantism)
- Islam

Discuss this religion's internal differences under the following headings:

- |       |                     |      |
|-------|---------------------|------|
| 3.1.1 | Religious teachings | (10) |
| 3.1.2 | Governance          | (10) |
| 3.1.3 | Religious practices | (10) |

3.2

Although religions share many similarities, each of them has something that makes it unique from the other. Religions are often grouped according to geographic origins, such as:

- Judaism, Christianity and Islam (Middle Eastern religions)
- Buddhism and Hinduism (Eastern religions)
- Any African Traditional Religion – AmaZulu/isiXhosa/Tsonga/Lobedu/SeSotho and Aka, Yoruba (African Traditional Religion)

With reference to any ONE grouping above, answer the questions that follow.

- |       |  |      |
|-------|--|------|
| 3.2.1 | Give a clear explanation of the uniqueness of any ONE of the religions from the group you have selected. | (10) |
| 3.2.2 | Discuss the similarities that exist within the group of religions that you have selected.                | (10) |

**[50]**

**QUESTION 4**

4.1 Human rights have always been an important part of religion.

In terms of any TWO religions, discuss FIVE teachings that promote human rights. (20)

4.2 Some people feel that religion plays a less significant role in modern society than it did in the past. As religious institutions appear to lose influence, there is a rise in secular world views such as atheism and agnosticism.

4.2.1 Do you agree with the above quotation? Give reasons for your answer. (6)

4.2.2 What is meant by *secular world view*? (4)

4.2.3 Briefly discuss ONE secular world view, for example agnosticism, secular humanism, communism and atheism. (8)

4.3 If religion was no longer practised, what do you think would be the impact on the following:

4.3.1 The individual (6)

4.3.2 Society as a whole (6)  
**[50]**

**QUESTION 5**

5.1 Religious conflicts are common in many countries. Many countries like Egypt, Nigeria and Sudan are going to conduct elections or referenda in 2011 and this is a recipe for an increase in religious conflicts.

[Adapted from *Die Burger*, 24 January 2011]

5.1.1 Identify ONE region or country of conflict in the world, and give a brief history of the conflict. (10)

5.1.2 Describe the current situation of the conflict you have identified. (6)

5.1.3 Explain the role of religion in the conflict. (10)

5.1.4 Summarise your findings. (4)



5.2

**CALLS FOR THE RETURN OF THE NOOSE (GALLOWS; DEATH PENALTY) GROW LOUDER AS HORRIFIC EVENTS HIT THE NEWS**

Almost all research conducted on crime shows that South Africans believe crime is the most serious problem in the country. An overwhelming majority favours the death penalty for murder, aggravated rape and child abuse.

In Cape Town, a group of fundamentalist Christians, Africa Christian Action, staged a mock trial and execution of a rapist outside Parliament on 8 August to draw government's attention to 'biblical solutions to women's oppression'.

The question challenging legal experts is whether the death penalty will be enough to stem the tide of violent crime that engulfs South Africa. Studies in the US support the notion that capital punishment will reduce the murder rate. However, just as many studies internationally and locally suggest it will not.

In the 1995 State versus Makwanyane judgment, Judge Arthur Chaskalson said the violence experienced in post-apartheid South Africa was not the result of the abolition of the death penalty.

Judge Dennis Davis believes the public's pro-death penalty stance is the result of lack of education by government and media about the Constitution.

[Adapted from Donne, et al, page 90 (*Business Day*), 23 October 2003]

- 5.2.1 Is the article in favour of, or against the death, penalty? Motivate your answer. (4)
- 5.2.2 Do you think the opinion in this media report represented the Christian view on the death penalty? Support your answer by referring to the article. (4)
- 5.2.3 Do you think the media in general influences people to go against the teachings of their religion? Give TWO examples from the media (both print and electronic) to illustrate your view. (8)
- 5.2.4 Would you say that Judge Davis is pro or against the death penalty? Motivate your answer in TWO sentences. (4)
- [50]**

**TOTAL SECTION B: 100**  
**GRAND TOTAL: 150**