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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P1

2022

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 14 pages.

SECTION A (COMPULSORY)**QUESTION 1**

1.1	1.1.1	C✓	(1)
	1.1.2	B✓	(1)
	1.1.3	D✓	(1)
	1.1.4	C✓	(1)
	1.1.5	B✓	(1)
	1.1.6	C✓	(1)
	1.1.7	A✓	(1)
	1.1.8	A✓	(1)
	1.1.9	D✓	(1)
	1.1.10	D✓	(1)
			(10)
1.2	1.2.1	Moksha✓	(1)
	1.2.2	Heresy✓	(1)
	1.2.3	Imam/Hafizi/Alim✓	(1)
	1.2.4	Yoga✓	(1)
	1.2.5	Pluralism✓	(1)
	1.2.6	World Conference for Religions for Peace✓	(1)
			(6)
1.3	1.3.1	G✓	(1)
	1.3.2	D✓	(1)
	1.3.3	A✓	(1)
	1.3.4	H✓	(1)
	1.3.5	B✓	(1)
	1.3.6	E✓	(1)
			(6)
1.4	1.4.1	<ul style="list-style-type: none"> Jerusalem. ✓ The others belong to Bahá'i Faith. ✓ 	(2)
	1.4.2	<ul style="list-style-type: none"> Bahá'u'lláh✓ The others are linked to Islam. ✓ 	(2)
	1.4.3	<ul style="list-style-type: none"> Sufism✓ The rest are Hindu schools. ✓ 	(2)
	1.4.4	<ul style="list-style-type: none"> Mitzvot✓ The others are sacred books. ✓ 	(2)
	1.4.5	<ul style="list-style-type: none"> Bahá'i ✓ Others are Eastern religions. ✓ 	(2)
	1.4.6	<ul style="list-style-type: none"> Ten Commandments ✓ The others are linked to Taoism. ✓ 	(2)
			(12)

- 1.5 1.5.1 • False. ✓
 • The divine name of God is Yahweh (YHWH)/Elohim/Adonai/ Ha Shem ✓ OR (2)
 • David was a king of Israel.
- 1.5.2 • False. ✓
 • It was written in Arabic. ✓ OR (2)
 • The sacred text of Christianity was written in Greek.
- 1.5.3 • False. ✓
 • The world's processes originate from two forces; Yang and Yin. ✓ (2)
- 1.5.4 • True ✓✓ (2)
- 1.5.5 • False. ✓
 • The founder of Buddhism was Siddhartha Gautama/Buddha.
OR
 • Swami Vivekananda was a Hindu priest who founded the Rama Krishna mission. ✓ (2)
 (10)
- 1.6 1.6.1 • In Taoism everything consists of two forces.
 • The Yang is active, light, forceful, male and the Yin is passive, dark, yielding, female. ✓ (1)
- 1.6.2 • Ideology has to do with the prevailing, overarching worldview that shapes meaning and overall pattern of existence.
 • It is used as a substitute for religion. ✓ (1)
- 1.6.3 • Myth is a sacred story, mainly about the origin or the end of time, or key events in time.
 • Myths often contain historical and metaphorical material.
 • A sacred story that explains why the world is as it is, and the nature of human experience. ✓ (1)
- 1.6.4 • It signifies harmony between religions.
 • Peaceful coexistence of religions.
 • It refers to common purpose and identity within a religion. ✓ (1)
- 1.6.5 • 'Uniqueness' refers to those characteristics of a religion that are not shared by others.
 • The uniqueness of a religion is what gives it its identity.
 • It is an expression of how adherents themselves see their own religion. ✓ (1)
- 1.6.6 • It is a ceremony/sacrament based on Jesus' last meal/Lord's Supper with His disciples. (1)
 • Eucharist is known as the Holy communion in Christianity ✓
NOTE: Other relevant responses should be accepted. (6)

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

- 2.1 2.1.1 • It is a practice in certain religions such as African Traditional Religion and Judaism.
• There is a strong emphasis on the community, with little emphasis on individualism.
• Structure and organisation of society are led by the elders for whom there is a great respect. (4)
- 2.1.2 • This is the central concept of Taoism.
• It is 'the way' that humans should follow.
• Tao means the path of the universe.
• The Tao is the producer of all that there is, and the guarantor of its stability and regularity. (4)
- 2.1.3 • This is a belief common to Hinduism and Buddhism.
• It refers to the rebirth of the soul or spirit in a new body. (4)
- 2.1.4 • The Four Noble Truths emphasise the suppression of the ego.
• It is the central doctrine of *anatma* in Buddhism.
• Enlightenment comes about through an individual's efforts, and not by the intervention or intercession of others, or of any gods.
• Disciplined meditation is a key practice. (4)
- 2.2 2.2.1 • Judaism has the central idea of a covenant between God and the Jewish people.
• God protects His chosen people, who in turn carry out His rules. (4)
- 2.2.2 • Christians believe in the Holy Trinity (God the Father, the Son and the Holy Spirit).
• Christians believe that Jesus fulfilled the Jewish prophecy, that He is a universal Saviour. (4)
- 2.2.3 • Bahá'is believe that all religions worship and believe in the same God.
• Despite their differences, they share a common truth.
• They believe that all religions of the world will become one religion in the future and that religion will be Bahá'í. (4)
- 2.2.4 • Hindus believe there is only one ultimate reality, but many paths to reaching it.
• Hinduism is underpinned by the belief in reincarnation, which is influenced by the Law of Karma.
• Hinduism's social structure is based on a caste system. (4)
- NOTE: Other relevant responses must be credited.** (4)

- 2.3
- Moral order in African Traditional Religion is characterised by the concept of Ubuntu.
 - Ubuntu is an African philosophy of respect and empathy for human beings.
 - Ubuntu means a person is person through other people. (4)
- 2.4
- 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 that shape religious identity. (4)
- 2.5
- They both believe in the existence of one deity, e.g. God in Christianity and Supreme Being, e.g. Modimo, Unkulunkulu, uMvelinqangi in African Traditional Religion.
 - They both have subdivisions
 - They both have communal rituals.
 - They both believe in an afterlife. (6)
- 2.6
- Teaching comes from the word 'to teach', which may simply mean to impart knowledge or understanding in one way or another.
 - Teachings are related to belief in the sense that a follower will have faith in a particular religion because one has learned a set of teachings that one holds to be true.
 - 'Belief' is sometimes used as a synonym for 'religion'.
 - A belief is a firm opinion, how a person feels or thinks about a religious world view.
- Any other relevant responses should be accepted. (4)**
- [50]**

QUESTION 3

- 3.1.1 • Science faculties/professors are biased against Christian students, which is discouraging them from studying science. (2)
- 3.1.2 • Students may conceal their religious identity to avoid victimisation.
• It can cause students to denounce their religions.
• The community might lose capable scientists. (4)
- 3.1.3 • Source A is not reliable because the research was done at two universities only. It is a very small sample.
• The research was restricted only to Christianity.
• Source B is reliable because the research study was done over ten years in various media.
• Research was done in different religions and on secular world views. (8)
- 3.1.4 • Religion is still represented in the language of popular culture in England.
• Also, Christianity continues to be represented as part of British heritage.
• Media is an important religious source of information to the public.
• The attacks on the US Twin Towers on 9/11 led to more interest in religions, and therefore more media coverage. (4)
- 3.1.5 • Islam is presented as terrorist/a problem.
• Islam was blamed for attacks on the US Twin Towers on 9/11.
• Negative reporting of Islam is overwhelming.
• People want to know more about Islam, as it is a foreign religion. (6)
- 3.1.6 **YES**
• Media is providing religious information for society.
• Through media, people are able to understand the dynamics and politics of religion.
• The media report on religious events as they happen.
NO
• Religious coverage is biased, and society is misinformed.
• Media exaggerates the information.
• Media reports from a liberal perspective.
• Mainly negative coverage of religions is given.
NOTE: Other relevant responses should be accepted. A mix of “YES” and “NO” responses may also be accepted. However, only the first three responses will be marked. (6)

- 3.2
- Religions must make sure that their members follow protocol.
 - They must have a spokesperson who will deal with the media issues.
 - Members need to display a high level of discipline and be accountable.
 - Their conduct and positive use of the media will serve to counteract any negative reporting.
 - If there is negative reporting, they can use the media to set the record straight.
- (10)

NOTE: Other relevant responses should be accepted.

- 3.3
- Religious conferences were held through social media.
 - Religious services were also held through social media.
 - However, many people could not afford access to social media. This is a limitation to the role of media.
 - Bereaved families were counselled by their religious leaders through media platforms.
 - Religious virtual meetings were held.
 - However, when restrictions were lifted, attendance at religious gatherings remained low. This is a negative effect on religion.
 - Religious schools conducted their classes through the media.
 - Religious leaders generally reinforced government's Covid protocol.
 - This was highlighted in media reports.
 - Through the media, religious leaders encouraged members to be vaccinated.
- Any other relevant responses should be accepted.**
- (10)
[50]

QUESTION 4**4.1 CHRISTIANITY**

- Love your neighbour as you love yourself.
- Blessed are the peacemakers
- Do unto others as you would want them to do to you.

BUDDHISM

- Everything a person does shall be auspicious.
- Right action and Right thought: emphasis on virtuous action will prevent conflict, as one will never offend other people.
- Buddhism teaches that one should not be kind only towards those you know and love, but also towards those who are strangers to you.

ISLAM

- If there is conflict between two parties of Believers, then mediate to bring about peace.
- Forgiveness is far greater than revenge.
- Muslims believe in the ideal society where there is justice, peace and love.

ATR

- The principle of 'Ubuntu' requires that no harm must be done to other people.
- Conflict is resolved by invocation to the ancestors
- Also, traditional/family leaders should be consulted to find a solution.

NOTE: Other relevant examples from various religions must be credited. (6)

4.2 NOTE: If the candidate has chosen a conflict from outside of Africa, or no region is mentioned at all, no marks may be awarded for 4.2.1. However, if the correct conflict area is clearly mentioned in 4.2, award marks for the correct responses from this point onward.

4.2.1 EXAMPLE 1:

- Nigeria (2)

4.2.2 • The warring parties are the Nigerian government and the Muslim fundamentalist group Boko Haram. (4)

4.2.3 • 'Boko Haram' means 'anti-West' (against Western culture). 'Boko' is from the Hausa language, meaning '-Western education' and 'Haram' is from Arabic which means 'it is forbidden'.
• This fundamentalist group aims to establish an Islamic state in northern Nigeria.
• The Nigerian population is almost equally split between Muslim and Christian.
• Christians fear that they will be dominated by a Muslim government.

- Muslims also fear being discriminated by Boko Haram's extremist views.
- Some Muslim leaders have lost faith in the Nigerian government.
- They have taken the law into their own hands .i.e. they support Boko Haram.
- Nigeria has porous borders with its neighbours.
- The fighters can therefore escape to the neighbouring countries when they are pursued by government forces.
- Corruption in the Nigerian government also contributes to the support of Boko Haram.
- Rural communities are disadvantaged by the unfair distribution of state resources.
- Such communities are supported by groups such as Boko Haram. [*Mail and Guardian*, 5 April 2012, p.24]

NOTE: Similar answers for other conflict areas must be accepted. (10)

- 4.2.4
- The situation is still volatile in the northern part of Nigeria.
 - Boko Haram is kidnapping school children and some schools are closed.
 - They demand huge ransom money to release those children.
 - The government is failing to provide security for its citizens.
 - Community members believe that the security forces are also working with the rival groups.
 - The level of poverty in some other states is still high. This fuels the insurgency. (10)
- 4.2.5
- Religious organisations must unite and bring together state governors, national policymakers and civic leaders to design and implement inclusive policies that mitigate violence.
 - They must establish community oriented security structures.
 - They must establish a National Peace Committee including Interfaith Action for Peace in Africa (IFAPA).
 - The Committee must hold high level dialogue between major civic groups, Boko Haram across the country and the Nigerian government.
 - They must form a network of Nigerian professionals who will work as mediator in communal conflicts.
 - Religious organisations must also preach peace in their religious gatherings.
 - They must also focus on practical support, such as medical supply, shelters for victims and the supply of food. (8)

- 4.2.1 **EXAMPLE 2** (2)
- Sudan/South Sudan
- 4.2.2 (4)
- The conflict is between the National Islamic Front (NIF) dominated government, which imposed Shariah law on the country, and the opposition parties.
 - There is conflict between the nomads and farmers who compete for scarce resources.
- 4.2.3 (10)
- The north of Sudan comprises mainly Arabic-speaking tribes.
 - The south comprises a number of tribes, some of whom are animists, while others are Christian.
 - The conflict in Sudan has lasted more than a hundred years.
 - There are also economic factors that play a role: the economy of the north is better developed than that of the south.
 - The discovery of oil in the south (Heglig fields) has led to factional conflicts, as well as a greater effort by Khartoum to exert political control over the south.
 - The Sudan People Liberation Army (SPLA) was formed and led the attack against the government.
 - However, the SPLA soon split into different factions, and turned on each other.
 - The splits were mainly along tribal lines.
 - Even after South Sudan was established as an independent state in 2011, fighting still continued.
- 4.2.4 (10)
- 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 inside 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 (www.usaid.org).

- 4.2.5
- Religious leaders can mediate and have dialogue with all parties.
 - Religious leaders are respected and through their religion usually have contacts and connections in many parts of the world.
 - Thus they have access to a network of people from other parts of the world that can as well assist in the resolution of the conflict.
 - They must liaise with political parties to find a solution, as the conflict is not religious.
 - Most religions teach peace and compassion. Therefore, members are willing to contribute materially and financially to the victims of conflict.
 - Religious leaders can call an interreligious summit for dialogue on the conflict.
 - Dialogue means to talk and listen with respect so as to try and understand the problem and seek a solution.
 - The dialogue should lead to practical steps that can be taken on both sides, regardless of religion, towards alleviating the situation.
 - Religious organisations can use their religious conviction about peace in the world and the sacredness of life, to lead and model peaceful behaviour.
 - Religious organisations can co-operate to alleviate human suffering such as shortage of food, medical supplies or other necessities.
 - The African Union, the United Nations and other international aid agencies must try to protect and support civilians.
 - Organisations like the Islamic Relief Agency and the Catholic Agency for Overseas Development should focus on practical support such as medical supply, shelter for victims and the supply of food.

NOTE: Other relevant responses should be accepted.

(8)

4.3 **YES**

- The past decade has witnessed a sharp increase in violent sectarian or religious tensions because of weak states.
- These range from Islamic extremists waging global jihad to power struggles between Sunnis and Shi'a Muslims.
- There is still an outbreak of violence between Christians and Muslims in Africa.
- A 2018 Minority Rights Group report, indicate that mass killing and other atrocities are increasing in countries both affected and not affected by war alike.
- Bloody encounters were recorded in over 50 countries, such as Syria, Iraq, Nigeria, Myanmar and Pakistan.
- Hostilities against Muslims and Jews also increased across Europe.
- Making matters worse, 55 of the world's 198 countries imposed heightened restrictions on religions, especially Egypt, Russia, India, Indonesia and Turkey.

NO

- Most countries are democratic. That reduces the prevalence of conflict.
- Democratic countries are about good governance and security.
- Faith-based groups have also frequently led the way in shaping international treaties and social movements to make the world safer.
- Quakers have helped launch treaties banning landmines and other weapons of war.
- Italy's Sant-Egidio movement has supported interfaith dialogue and campaigns to prevent and resolve conflicts and promote reconciliation from Albania to Mozambique.
- Islamic Relief have long supported mediation and reconciliation activities in war-torn communities.

NOTE: Other relevant responses should be accepted. A mix of “YES” and “NO” responses may also be accepted

(10)
[50]

QUESTION 5

- 5.1
- Religious freedom is determined by the government of the day.
 - It is an environment created to allow for the free expression and practice of religious practices.
 - Religious tolerance is mainly dependent on the attitudes of religious groups or individuals within a given community.
 - It is the acceptance of and respect for the religious beliefs and practices of other people without any preconditions.
 - Religious freedom is a prerequisite for religious tolerance.

NOTE: Other relevant responses should be accepted.

(8)

- 5.2
- During the official opening of the Parliament all religions are invited.
 - Religious observances of all religions are given due recognition.
 - Schools offer Religions Studies which teaches respect for and tolerance of all religions.
 - Municipal by-laws allow religious observances, provided that the rights of others are respected.

NOTE: Other relevant responses should be accepted.

(6)

5.3 5.3.1 **ISLAM**

- Muslims believe all human beings are creations of God.
- There are basic rights that should be shared by all people, regardless of religion.
- They believe that these rights have been granted by God and not by human-led governments.
- They also believe that it is their duty to actively protect these rights.
- Muslims also believe in the right to religious freedom.
- They believe that God has created people with free will and the ability to reason.
- It is therefore impossible to force people to believe in something they do not want to believe in.

(8)

5.3.2 **BUDDHISM**

- Buddhists believe that all human beings are born free and equal.
- They believe that human beings should be respected for their different beliefs.
- Respect for all people is central to the teachings of Buddhism.
- Respect for the rights and dignity of others is not just an impractical religious ideal, but the vital ingredient in the development of healthy, free and prosperous societies.
- Buddhists believe that it is important for human beings to have the freedom to develop their spiritual potential, without being pressured into something that is not of their own free choice.
- Buddhists believe one should extend loving kindness to all creatures.

(8)

5.3.3 JUDAISM

- In the Jewish religion everyone is entitled to the same rights without distinction, for 'people are born good'.
- Each person has a holy spark, a divine soul with unlimited potential for good. This shows that every person must be treated with respect and dignity.
- 'Love your neighbour as you love yourself.' This means that one must treat all people with love.
- Happy are they who maintain justice, and do righteousness at all times.(Psalms 106 V 3)
- This teaching emphasises that all people should be treated justly.
- Have we not all one Father? Did not one God create Us? (Malachi 2 V 10)
- This teaching shows that humans are all equal.

(8)

- 5.4**
- All religions are treated equally and their holy days are equally observed.
 - There is tolerance and respect amongst all the religions. The Constitution is respected by all religious groups.
 - People are not forced to join any religion, but have a right to choose their own religions.
 - The Constitution guarantees every citizen, community and religious community the right to practise their religion in peace as they see fit.
 - The right of a community to practise its religion is also limited because this right may not be exercised in a manner which is contrary to the Bill of Rights.
 - Many religious people are comfortable with the humanist approach to human rights, where freedom of conscience and belief is a dominant value without reference to any religion.

Any other relevant responses should be accepted.**(12)**
[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150