

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P2

FEBRUARY/MARCH 2012

MEMORANDUM

MARKS: 150

This memorandum consists of 12 pages.

QUESTION 1

- 1.1 It causes family breakdown.
 - This affects the moral and social fibre of society, as the family is the transmitter of values.
 - Children and women are the most vulnerable, and cannot defend themselves.
 - Without family support, children are exposed to social evils such as substance abuse, sexual abuse, etc
 - Scholastic performance of children declines rapidly.
 - School drop-out rate increases.
 - Since family structures are weakened by gender-based violence, social problems increase .e.g. poverty and abandoned children.
 - Children who are exposed to gender-based violence often become perpetrators themselves.

NOTE: Any other reasonable response should be accepted

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- Educate congregations on the correct religious teachings from their scriptures.
 - Address the gender bias of the past.
 - Ensure that a help desk for abused women is available and accessible.
 - Establish a 'safe house' for abused women.
 - Provide counselling for people having difficulty in handling intimate relationships.
 - Point out that gender roles have changed since historical times.
 - Arrange seminars to raise awareness of gender-based violence.
 - Educate the public (congregations) about legislation and advocacy that addresses violence against women.
 - E.g. Domestic Violence Act, Sixteen days of Activism Against Women and Children Abuse.

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1.3. Option 1:

Yes:

- According to many religious scriptures, the man is described as 'being in charge' of women.
- Women are taught to respect and serve men.
- In the Bible, Sarah, the wife of Abraham, refers to him as 'my master.'
- St Paul says that he will not allow a woman to address the congregation.
- This creates a superiority complex in men, leading to bullying of women.
- In Jewish scriptures, prostitution refers to women, but not to men.
- In many religious scriptures, adultery was depicted as a sin committed by women. Men were not included.
- Women are made to feel inferior, and accept the abuse at the hands of men.
- In Islamic law of inheritance, women receive half of a man's share.

- In Islamic law of inheritance, a man may have up to four wives, while a woman cannot have more than one husband.
- In most orthodox Judaism interpretations, only men celebrate 'rites of passage.'
- Men are also given important ritual duties. E.g. men officiate at funerals in Buddhism and Hinduism.
- In Hinduism, widows were not allowed to re-marry, while widowers were.
- The founding figures of religions were all men.
- God is referred to in the masculine gender, thus raising the status of males.
- From the above examples, it is clear that religious teachings do create a bias against women.

(Other relevant responses should be accepted)

Option 2

No:

- Religious texts promote equality between the genders.
- However, they have been deliberately misinterpreted by men to subjugate women.
- Thus, the bias does not exist in religions, but in social contexts.
- Religion aims to protect women and the weak from abuse.
- In the Bible, men are instructed to love and honour their wives (Ephesians 5: 22-25).
- There are cited example of women who played important roles in the history of religions, e.g.,
 - 1. Moses was a great prophet, and he was protected by two womenhis sister and his mother.
 - 2. The first people to visit the grave of Jesus were women Mary Magdalene and Martha.
- In Hindu scriptures (Upanishads) women are venerated in the words, 'Where women are worshipped, the gods dwell.'
- Hindu deities are of both male and female gender.
- Writers of the Vedas were both men and women.
- In Islamic Hadith, 'Paradise lies beneath the feet of your mother'
- In Islamic law, women have the absolute right over their property, even when they marry.
- In ATR, mainly women assume the role of diviner or sangoma.
- Traditional African society is also matriarchal.
- From the above examples, it is clear that religious teachings do not create a bias against women.

NOTE: Other relevant responses should be accepted.

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QUESTION 2

2.1 African Traditional Religion

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2.2 Christianity Islam

Judaism (4)

- 2.3 The theory was propounded by Charles Darwin.
 - It comprises four main ideas:
 - Species contain a great variety of minor differences.
 - Both the world and species change over time.
 - In the quest for survival, better –adapted variations will be favoured, while those that are not will eventually be extinct.
 - In this way, a species may gradually change its form and become more complex.
 - The theory proposes that all life evolved from primitive forms and continues to evolve.
 - The theory of evolution does not replace religious beliefs.
 - It is a scientific attempt to explain the origin and development of life as we perceive it.
 - It provides learners with broader view of existence.
 - It encourages critical thinking and research.
 - There is therefore nothing to worry about the teaching of these theories in the school.

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- African Traditional Religion does not have a problem with the theory of evolution.
 - Although there is belief in a supreme being, this being does not play an important part in religious beliefs and practices.
 - African Traditional Religion sees the divine as distant and beyond the understanding of humans.
 - The creation of man has many myths in African Traditional Religion.
 - These are regarded as symbolic.
 - Although scientists have made amazing discoveries about nature and the universe, the world seems so complex to dispel the existence of an intelligent designer.
 - ATR scholars who support the theory of intelligent design do not reject the theory of evolution, but claim that it cannot be the only explanation about creation.
 - All that exists is seen as a 'living wholeness' manifesting itself in variety of faces and phases.
 - Humanity is one of these faces.
 - Humans appeared as a result of perpetual exchange of forces.
 - Traditional Zulus believe humans appeared from water/ the sea.
 - The reed dance celebrates renewal of life and the advent of Man, as reeds from water are used to build huts.

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- The scientific theory of the creation of the universe is called the 'Big Bang' theory.
 - It explains how the universe came into existence.
 - The theory of evolution explains the development of life from a simple form to its most completed form today.
 - This development includes the evolution of humans through primitive stages to modern humans.
 - It is believed that evolution still continues even today.
 - The study of evolution of the universe is called 'cosmology.'
 - What existed before the Big bang is not known.
 - There was a big explosion in space and within seconds the universe had appeared and expanded to an enormous size.
 - It happened about fifteen billion years ago.
 - Small temperature differences in the initial explosion led to varying densities throughout the universe.
 - These eventually formed into clusters of matter and energy.
 - Huge spaces separated these clusters.
 - They formed vast collections of stars that we call galaxies.
 - Some galaxies condensed into a combination of stars and planets called solar systems.
 - Our earth is in one of the solar systems.
 - This is where the evolution of life takes place.
 - Again, the theory does dispel the existence of a divine being.
 - It only provides scientific (factual) explanation of the structure and composition of the universe.

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QUESTION 3

- 3.1 'Normative' can be defined as setting standards.
 - They have defining statements which affirm how things should be.
 - They also show values, what is good or bad, and what is right or wrong.
 - These sources originated mainly from oral tradition.
 - Some religions believe God 'talks to' followers who then write down the text.
 - Each religious tradition has a beginning, a source, which is normative.
 - Source does not refer to the origin, but suggests how people return to it to find answers.

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- Hermeneutics means 'to interpret.'
 - Hermeneutics directs the interpretation of scripture according to its own context.
 - This involves looking at a spiritual text, and considering factors such as, 'What type of writing is it,'
 - When was it written,
 - Who wrote it?
 - Hermeneutics ensures that there is no bias in interpretation of religious text.
 - Hermeneutics takes into account that texts are created at a specific time in history and in a particular culture.
 - This results in a clearer, more accurate interpretation of a religious source.
 - Hermeneutics provides for verification by cross-checking one text against another, or one verse against another.

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- African Traditional Religion does not have a written text.
 - All its beliefs and teachings are passed down in two ways:
 - 1. The Spoken Word
 - 2. Ritual actions
 - In ATR, religious teachings, morals, values and knowledge are communicated by the telling of stories.
 - These are known as proverbs.
 - Myths (sacred stories that explain certain key events) form a key aspect of oral tradition.
 - An oral religion does not mean that its teachings are only shared through speaking.
 - Actions and rituals are an important part of ATR. E.g. it is through the ritual of ancestor veneration that the belief in ancestors is communicated.
 - In ATR, the Supreme Being is unknowable.
 - This leaves the believer to be silent about this.
 - ATR has no sacred text, but religion is written in the minds and actions of the people.
 - The daily practical routines reinforce the oral tradition. E.g. respecting the elderly, siblings, oneself.
 - The clan is consulted before undertaking an action, rather than consult a book.

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3.4 Sacred text refers to the written normative source of a particular religion.

Islam as an example:

- Muslims believe that God revealed His final message to humanity through the Prophet Muhammad.
- As the Prophet was illiterate, he shared the revelations orally with his followers, who wrote them down.
- The text containing the revelations is known as the Qur'an.
- This book is regarded as the supreme scripture of Islam.
- It is regarded as the word of God.
- The Qur'an cannot be separated from the language in which it was revealed (Arabic).
- It should be studied in that text, so as to keep the correct meaning.
- After the Qur'an, the most important text is the Hadith.
- It contains the sayings of the Prophet.
- Hadith shows the examples set by the Prophet.

Buddhism as an example:

- Buddha's central teachings were written down in the threefold Canon.
- These texts were known as the Tripitaka.
- The three parts are Vinaya Pitaka.
- It describes the code of conduct expected of Buddhist monks and nuns.
- The Sutta Pitaka.
- It relates stories from Buddha's life. It contains the teachings of the Buddha.
- Sutta describes its main characters, the setting and reason why it was first preached.
- The Sutta also has its own internal literary context, its own explanation of what it is about.
- Abhidhamma Pitaka.
- It contains philosophy, poetry and commentary on doctrines.

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QUESTION 4

- In 1893 the city of Chicago held an exhibition of industrial progress worldwide. Alongside this exhibition a number of congresses and parliaments were held.
 - Among them was the World parliament of Religions.
 - The organisers of the 1893 parliament did not think of it as a recurring event.
 - In 1989, two Hindu monks suggested a centenary of the parliament would be a good idea.
 - This led to the second parliament, which was also held in Chicago.
 - Over 8000 religious leaders and scholars from all over the world attended.
 - An organisation called 'Council for a Parliament of the World's Religions (CPWR) was formed.
 - In 1993, this parliament issued and approved a document called 'towards a global Ethic'.
 - About 7000 attended the Parliament in Cape Town.
 - The CPWR issued a sixteen page document on the Cape Town Parliament.
 - The next parliament took place in Barcelona, Spain.
 - It attracted about 8000 people.
 - This parliament was part of a larger event called the 'Universal Forum of Cultures', which attracted about 3000 people.
 - The World Conference of Religions for Peace (WCRP) was formed in 1970.
 - It is made up of leaders of all the world's religions.
 - Their common goal is peace.
 - The WCRP believes that inter-religious relationships are the best way to bring people of different races, classes and cultures together around a common aim.

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- The history of inter-religious relationship started with religious conflict.
 - Examples are the Crusades, and missionary work among indigenous.
 - Fundamentalist thinking among religious leaders hampered the development of harmonious relationships, in the past, and could do the same in future.
 - Religion can be used as a tool for political gain.
 - E.g. Middle East politics, Hindu-Muslim relations in India, Sierra Leone, where warring communities are split along religious lines. The same is occurring in Ivory Coast.
 - Economic interests can manipulate dialogue among religions to gain control of scarce resources.
 - E.g. Foreign interest in Darfur because of Sudan's oil reserves.
 - Territorial conflict that uses religion to stir up emotions.
 - E.g. India and Pakistan, Sri Lanka (conflict between Tamils and Buddhists.

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- The major religions In Africa are Christianity, Islam and African Traditional Religion.
 - Other religions are also evident, such as Hinduism, Buddhism and Baha'i.
 Their working together was evident in South Africa in the inter-faith struggle against Apartheid.
 - The African Council of Religious Leaders (ACRL) was held in Abuja, Nigeria.
 - The meeting emphasised that religious leaders should look after both the spiritual and material needs of their communities.
 - The 'African Women of Faith' network was born.
 - It aimed to allow women to contribute towards change and development in Africa.
 - Many of their projects involved the challenges of poverty, and a lack of education among women.
 - The organisation also addressed gender-based violence perpetrated I the name of religion.
 - The National Religious Leaders' Forum (NRLF) represents most of the religions practised in South Africa.
 - One of its notable achievements was the Moral Summit held in October in 1999.
 - They were committed to the issues of child and women abuse, increasing HIV and AIDS awareness.
 - They also aimed to promote ethical and moral values, and religion in Education.

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QUESTION 5

- 5.1 ATR as an example:
 - The idea of the world includes all that exists.
 - The world is seen as a cosmos, rather than simply earth.
 - The universe does not have a centre.
 - This understanding of life is called 'vitalogy'.
 - It is impossible to make accurate predictions about life, because life contains an element of secrecy.
 - Uncertainty is built into life itself.
 - This fundamental uncertainty impels humans and other living beings to seek certainty.
 - Thus religion becomes imperative in ATR.

Christianity as an example:

- According to Christianity, in the beginning there was nothing but chaos.
- The book of Genesis says God created the world and the universe in six days and rested on the seventh day.
- The world was perfect after the Holy Trinity had finished with the creation.

- Human, marine, animal and plant life all belong to God.
- According to Christian understanding the world is subject to the governance of humanity.
- But in control of God.
- Just as God has created the world, he can destroy it.
- He will destroy the world infested with evil and create a new one.

5.2 ATR as an example:

- In ATR evil originate from human actions.
- It is possible for humans to act in a way that is against the ethical principle to protect and promote life.
- This can take many forms such as ignoring the 'living dead'.
- These are the ancestors.
- The ethical principle can also be violated by harming others by using witchcraft or through disrespectful nature.
- In ATR, evil consists in the wilful disturbance and disruption of the communal and cosmic order.
- The living Dead are reputed to be able to punish the evil doers.
- The role of evil is to disrupt the communal and cosmic order.

Christianity as an example:

- 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, through human activities, when Adam and Eve disobeyed God's commands.
- Christians call this kind of disobedience 'sin'.
- Christians believe that evil is often used by Satan who was once God's angel, but rebelled against God.
- Evil separates humans from God, their maker.
- It relegates humans to being strangers in God's eyes.
- But God has provided a remedy for this alienation through Jesus Christ. (10)

5.3 ATR as an example:

- The remedy for overcoming evil (madimabe) is a ritual cleansing.
- This cleansing is known as 'go tlhapisiwa' (being cleansed in Sesotho or Setswana), which is intended to appease the living dead.
- It allows the evil doer to reconcile with the community at large.
- The living dead may also punish evil with disease, drought or floods.
- In this case the community will follow appropriate cleansing procedures to appease the living dead and reconcile them with the community.
- The traditional leader (sangoma) holds the key to the reason and remedy for cleansing.
- Correcting ones disruptive actions may reconcile the evil doer with the community or the ancestors.

Christianity as an example:

- Christians believe that evil cannot be overcome as long as sin prevails.
- After the first sin human nature became susceptible to evil intentions and actions.
- There is an ongoing struggle between evil and good, darkness and light, Satan and God.
- Eventually God will triumph over Satan.
- This triumph will come with a catastrophic end of this world, and the beginning of a new one.
- Christians believe that overcoming of evil has been made possible by the birth, death and resurrection of Jesus.
- Jesus teaches that the response to evil should be good actions.

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5.4 ATR as an example:

- Life is based on the intricate relationships between and among all human beings.
- The ATR principle is 'I am related, therefore I am'. (Ubuntu)
- The community is the inescapable source from which the individual derives the meaning of life.
- The individual can neither grow nor develop without the community.
- The responsibility of humanity is to live in harmony with one another, and with the ancestors.
- The community also has to respect and recognise the individual.
- ATR consists of three dimensions: Living human beings, the Living Dead, and the Yet-to-be-born.
- Memory is the cement that binds the three groups together.

Christianity as an example:

- Christians believe that humans were created in the image of God.
- After creating of Adam and Eve, God instructed them to look after the garden of Eden and the whole of creation.
- As co-creators with God humans are God's representatives on earth.
- God has appointed them to look after his property, the world.
- Humans are accountable to God. (10)

5.5 ATR as an example:

- When a human being dies he/she departs to the land of the spirits.
- This world after death is understood as a place; a space that is occupied by the living dead.
- From this world the living dead keep watch over the deeds of the living and protect or punish them and sometimes appear to them.
- Death takes them away from planet earth but does not take away life from them.
- Death turns them into invisible but living beings.
- There is no heaven or hell in the traditional understanding of life.
- But this does not mean that after death all humans are automatically the same.
- Evil doers become evil spirits when they die.
- They torment the living, and influence the living to do evil.

Christianity as an example:

- Christians believe that human beings were created immortal.
- However Adam and Eve disobeyed God's commands.
- The penalty for this sin was death for the human race.
- Even after this condemnation, God still tried to liberate humanity from evil and death.
- After death Christians envisage a new community that will be marked by love, sharing and caring.
- However, the evil doers' destination after death is eternal suffering in hell.
- This includes the Devil himself. (10) [50]

TOTAL: 150