



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P1

FEBRUARY/MARCH 2011

MEMORANDUM

MARKS: 150

This memorandum consists of 10 pages.

SECTION A**QUESTION 1 (COMPULSORY)**

- | | | | |
|-----|-------|--|-----|
| 1.1 | 1.1.1 | FALSE | (2) |
| | 1.1.2 | TRUE | (2) |
| | 1.1.3 | TRUE | (2) |
| | 1.1.4 | FALSE | (2) |
| | 1.1.5 | TRUE | (2) |
| | 1.2.1 | Teaching: <ul style="list-style-type: none"> • To give systematic information about a subject. • It is highly significant in some religion, less important in others and of hardly any importance to yet others. • Religions that consider teaching seriously emphasise clear, rational and systematic thinking. | (4) |
| | 1.2.2 | Belief: <ul style="list-style-type: none"> • May be used a synonym for 'faith'. • It may mean acceptance of a thing, a fact, a statement, etc. • It may mean 'a firm opinion'. • It may also mean trust or confident. | (4) |
| | 1.2.3 | Parable: <ul style="list-style-type: none"> • This word refers to a story that is told to illustrate a religious principle or answers a religious question. • It is usually very short and contains a definite moral story. • They contain religious beliefs, ideas, morals and warnings. • They are set within the cultural and social environment of the people that produce them. | (4) |
| | 1.2.4 | Ideology: <ul style="list-style-type: none"> • Teaching, belief or doctrine that substitutes religion. • Examples are communism, Marxism, fascism, nationalism, democracy and socialism, • An ideology has fairly clear knowledge content. | (4) |
| | 1.2.5 | Allegory: <ul style="list-style-type: none"> • Much more like a parable. • A story that is told to illustrate a principle. • An allegory can be much longer than a parable. • It is not limited to making one single point. | (4) |
| 1.3 | 1.3.1 | C | (2) |
| | 1.3.2 | E | (2) |
| | 1.3.3 | A | (2) |
| | 1.3.4 | B | (2) |
| | 1.3.5 | D | (2) |

- 1.4 Normative source:
- The word refers to creating standards; tending to create or lay down standards.
 - It also affirms how things should be. (4)
- 1.5 Role of ancestors:
- Messengers of the creator
 - Supervisors of the physical world
 - Look after the welfare of the living.
 - Assist in the passing of tradition (religion) from generation to generation.
 - They reveal themselves to the living through visions and dreams. (6)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

- 2.1.1 Comparability:
- Means that two or more things are able to be compared.
 - This does not imply that things are similar.
 - The act of comparing more than one thing.
 - Means that two or more things are likely to show similarities and differences.
 - Comparisons can be either explicit or implicit. (6)
- 2.1.2 Similarity:
- Being alike
 - Having resemblance
 - Of the same kind
 - Two or more things can be similar in certain respects
 - One must be specific about how things are similar e.g. The similarity between the two religions: Namely the Buddhist and Hindu religions (There is a belief in reincarnation). (6)
- 2.1.3 Difference:
- This is an opposite of similarity.
 - Means being unlike.
 - A point at which things are not the same.
 - This concept must also be used in specific instances e.g. Islam and Hinduism: (Hindu is polytheistic – While Christianity is Monotheistic). (6)
- 2.2 Hinduism and Buddhism:
- They believe in reincarnation.
 - They both have sacred texts.
 - They both perform rituals.
 - They both observe special holy days.
 - They both originated in India. (10)

2.3 Secularism refers to the conduct of life independent of religious institutions and symbols.

(2)

2.4 Theravada Buddhism:

- This is the oldest school in Buddhism.
- It is based on the Pali Canon which is the oldest scripture of the tradition.
- It is mainly found in Thailand, Laos, Sri Lanka, Cambodia and parts of Vietnam and Malaysia.
- The Buddha is not seen as a divine being.
- He is seen as a human being who discovered the secret of enlightenment and escaped the cycle of rebirth.
- The ideal in this branch is for the individual to lead a life of meditation in order to become enlightened.
- The monks of this branch live in monasteries.
- They meditate and beg for food for most of the day.
- However they often also assist and cooperate with laity in important life events such as births, weddings and funerals.
- All males in this branch have to join the monastery for some period of their life.
- Most religious practices are performed in a home.

Mahayana Buddhism:

- This branch developed because some Buddhists found the Theravada tradition too difficult to follow.
- They see the Buddha as an object of devotion.
- The Buddha is worshiped as a divine being.
- The branch developed the concept of Bodhisattva.
- This means a person who could on his or her own merit enter Nirvana.
- The branch also teaches that many Buddhas came before Siddharta Gautama and that
- many Buddhas will come in the future.
- Mahayana branch does not form a single group,
- But a collection of different schools of thought and practice.

Vajrayana Buddhism can be divided into three main branches:

- This branch is also called the Diamond Vehicle or the Tibetan Buddhism.
- It is mainly found in countries such as Tibet, Nepal and Bhutan.
- It teaches that enlightenment is not attained by patient meditation as practised by the other two branches.
- They claim that it is attained by radical 'shock' techniques.
- These may include acting in strange and even antisocial ways.

(20)
[50]

QUESTION 3

- 3.1 3.1.1
 - Rights are enshrined in the United Nations' Universal Declaration of Human Rights.
 - The South African Constitution also protects these rights.
 - It however important to know that all rights have limitations.
 - There is no religion that encourages violence during expressions of frustrations and discontentment.
 - Rights do not extend to incitement of eminent violence.
 - One important value of religions is to encourage peace and harmony among humans. (10)
- 3.1.2 Religious Freedom:
- Religious freedom may be explained as the act of enabling the community of a particular area to pursue the religions of their choice.
 - It means the freedom of choice regarding religion.
 - People in a particular country are free to subscribe to any religious belief.
 - It also means that everyone everywhere has the freedom to believe what they wish about God.
 - It also means that people are free to actively follow and practise the religion of their choice.
- EXAMPLE: The South African Constitution provides for religious freedom and prohibits unfair discrimination on the basis of religious beliefs. (10)
- 3.2 3.2.1
 - The media carry information to people about events taking place around them.
 - People look at the information and form opinions.
 - These opinions inform them how to react or behave.
 - Even when the media attempt to be objective, they also present a point of view.
 - Irresponsible reporting may fuel potential intolerant tendencies between some religions.
 - Biased reporting may undermine some important features of religions.
 - Uninformed reporting may damage some religions' reputations.
 - Irresponsible reporting may spark underlying tensions in a community. (10)

3.2.2 ATR is chosen as example:

- Different ATR communities differ in their ways of dealing with injustices in their communities.
- Traditionally all groups demanded that criminals need to be appropriately dealt with.
- Traditionally murderers were permanently ostracised.
- This served as a strong deterrent to anti-social behaviour.
- In ATR people are not allowed to take the law into their own hands.
- Instead, the community in which they live must uphold justice.

(10)

3.3 3.3.1 Buddhism

- They believe that all human beings are born free and equal.
- All people should be respected.
- The Buddha teaches that the Buddhists should not harm other people.
- The Buddhists should extend loving kindness to all creatures.
- The 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.

OR

3.3.2 Judaism:

- 'Love your neighbour like you loves yourself' is one of the central laws of Judaism.
- In Jewish thinking, people should exercise their rights in a moral way.
- They recognise that rights imply responsibilities.
- They recognise that all human beings were created by God and that all were created to serve Him.
- They believe that different religions can work together to achieve God's plan of an ideal world.

(10)
[50]**QUESTION 4**

4.1 4.1.1 Myth:

- A type of sacred story.
- It is mainly about the origin or the end of time or key events in time.
- A myth refers to a story which explains why something is as it is.
- A sacred story that explain why the world is as it is and the nature of human experience.
- There are different types of religious myths.
- Examples of myths are creation myths, End of time myths and foundation myths among others.

(10)

4.1.2 Doctrine:

- The term 'doctrine' is a synonym for 'teaching.'
- The term doctrine does not have a negative connotation.
- The word doctrine refers to a religious teaching.
- Just like teaching, doctrine does not necessarily have any negative meaning.
- A set of religious teachings.
- Doctrinaire is a word derived from the concept doctrine.
- Whereas doctrine does not have a negative connotation, doctrinaire certainly does.
- A doctrinaire person applies doctrine in all circumstances without regard to practical consideration.
- A body of principles or values that is accepted by the followers.

(10)

4.1.3 Dogma:

- It has two shades of meaning that are relevant in the context of religion.
- This concept refers to a principle, tenet or system of these particularly as laid down by a collective religious authority.
- Dogma also has an added connotation which is of collective religious authority.
- Dogma has an element of collective authority.
- Dogma is presented by the collective religious authority as founded in divine revelation.
- There is no cut-off point between a teaching and a dogma.

(10)

4.2

4.2.1

- Most religious people have special moments for meditation and prayer.
- Most religious people observe special days to perform rituals.
- Non-religious people do not observe special days to perform rituals.
- Non-religious people do not believe in God or a Supreme Being.

(8)

4.2.2 Baha'i Faith:

- This religion follows the teachings of a 19th century prophet called Baha'ullah.
- They teach that there is only One God and that all religions, in spite of their differences actually worship the same God.
- They believe that this prophet was the chosen messenger of God.
- They believe that there will be a time when their religion will be the only one in the world.
- They believe that all religions and cultures of the world will come together to live as one united family.
- According to this religion all religions can be seen as different stages of spiritual development.

(12)
[50]

- 5.1 5.1.1 • No
• The passing of the laws that are based on the beliefs of a particular religion by the governments.
• The people from other religious backgrounds may not accept those laws since they may not be compatible with their beliefs.
• Power over other ethnic, national or racial groups.
• In some instances, political parties try to manipulate religion for their own gains.
• The political parties also justify war on religious grounds. (10)
- 5.1.2 • The intervention by the World Council of Religion.
• The coordination of peaceful conference involving different religious groups.
• The involvement of different social groups to negotiate the peaceful settlement.
• The government of Nigeria should convene a peace summit that will involve all sections of the community including those who are involved in conflict.
• The government should engage the community by educating them with regard to human rights.
• The government should organise the programmes that will strengthen the community's commitment to ensuring that they commit themselves to observing human rights. (10)
- 5.1.3 • The people that are involved in the conflict belong to the religions in the community and they can listen to their religious leaders.
• The religious leaders may address their faithful during their meetings and discourage them from violence.
• The religious leaders may join the other community leaders to intervene and work together with them to restore and retain peace
• Through their leaders, religions may be part of decision-making regarding policies to ensure that the policies were designed to ensure that no section of the community was undermined.
• Religion has a dignity to uphold. It is a tool that may be used to promulgate the news based on religious teachings that peace is essential for coexistence. (10)

5.2 Secular humanism as world view:

- Humanism has developed from Europe and America though there are indications that China and India have contributed to the development of the movement.
- Secular humanism has a direct impact on religion because it interacts with religious concepts such as:
 1. Views concerning divinity, the cosmos, humanity, knowledge, the good and the beautiful
 2. Sacred and normative tradition.
 3. Narrative and myth.
 4. Ethics.
 5. Ritual.
 6. Symbol.
 7. Spiritual experience or spirituality.
 8. Faith
 9. Organisation.

(20)

OR**Atheism**

- Atheism is seen as a secular world view because it is the opposite of theism.
- There are different forms of atheism.
- Soft atheists are those who doubt that God, gods and goddesses exist but are not actively engaged in proving that the divine being does not exist.
- The strong atheists are those who believe that there is evidence that the divine being does not exist.
- In some cases the soft atheists reject both theism and strong atheism because they feel both depend on proof.
- In the modern world people have chosen to be atheists for various reasons.
- Some atheists believe it is not logical to believe in a divine power since there is no proof that there is a divine power.
- The atheists often turn to the sciences.
- They turn to the sciences to explain the nature of the world rather than relying on religion.
- Some atheists reject the idea of religion for moral reasons.

(20)

OR

Agnosticism

- Agnosticism was first used by the philosopher T.H. Huxley in 1869.
 - Agnosticism emerged when there was a debate over science and religion in Europe.
 - The Christian church had a lot of power and authority.
 - Charles Darwin's theory of evolution had a big impact on religion since it challenged the idea of a Supreme Being that was responsible for creation.
 - Many people began to question the authority of religious institutions.
 - Agnosticism is understood in various ways.
 - The term agnostic comes from the Greek word 'gnosis' (knowledge) and 'a' (without).
 - Most agnostics claim that it is impossible to know whether God, gods or goddesses do actually exist.
 - The agnostics are sceptical of religious teachings.
 - They are distrustful of religious doctrines.
 - The religions that claim to have true knowledge are even more distrusted. (20)
- [50]**

TOTAL SECTION B: 100
GRAND TOTAL: 150