basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P1

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MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 12 pages.

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SECTION A (COMPULSORY)

QUESTION 1

1.1	1.1.1	C√	(1)
	1.1.2	A√	(1)
	1.1.3	B√	(1)
	1.1.4	C√	(1)
	1.1.5	C√	(1)
	1.1.6	A√	(1)
	1.1.7	D√	(1)
	1.1.8	A√	(1)
	1.1.9	A√	(1)
	1.1.10	A√	(1)
1.2	1.2.1	Polytheism√	(1)
	1.2.2	Lineage√	(1)
	1.2.3	Yoga √	(1)
	1.2.4	Theravada √	(1)
	1.2.5	Pantheon√	(1)
	1.2.6	Cosmology √	(1)
1.3	1.3.1	Sudra√ The others are Islamic concepts. The others are the Five Pillars of Islam'√	(2)
	1.3.2	Mikvah√ The others are concepts in Buddhism.√	(2)
	1.3.3	Atheism√ The others have to do with belief/beliefs in a God or gods.√	(2)
	1.3.4	iSangoma√ The others are names referring to a Supreme Being. /The others are Deities√	(2)
	1.3.5	Karma√ The others are from the four classes of Hinduism/the others are the caste system according to Hinduism.√	(2)

NOTE: Credit the candidates if the correct word is provided instead of the letter.

1.4	1.4.1	G√	(1)
	1.4.2	F√	(1)
	1.4.3	D√	(1)
	1.4.4	A√	(1)
	1.4.5	C√	(1)
	1.4.6	B√	(1)

1.5 1.5.1 True √√ (2)

1.5.2 False√
- Dogma refers to a set of beliefs that is taken to be absolutely true and fixed. √
- A doctrine is a set of beliefs/principles.√ (2)

1.5.3 False√
- In African Traditional Religion, when the first generation died, their spirits joined the spirit world where the Creator lives. / they became ancestors and messengers of God.'√ (2)
- The doctrine of heaven is found in the Abrahamic religions.√

1.5.4 False√
- The Reformation in the church was started by Martin Luther the German priest. √
- Martin Luther King Jnr was an American human rights activist.√ (2)

1.5.5 False√
- Kosher is that which is permissible in Judaism.√ (2)

1.5.6 False√
- Bahá'u'lláh is the founder of Bahá'i Faith. √
- Siddhartha Gautama is the founder of Buddhism. √ (2)

1.6 1.6.1 Difference
- It means features that separate religions or people. √
- It means 'being unlike', 'distinction' between religions. √
- A point in which religions are not the same. √

NOTE: Other relevant responses should be accepted.
Relevant examples that illustrate the term must be credited (2)

1.6.2 Unity
- Where two or more religions co-exist. √
- Harmony/Agreement among religious people. √
- A religious person finds unity with God/Supreme Being through prayer. √

NOTE: Other relevant responses should be accepted
Relevant examples that illustrate the term must be credited (2)

1.6.3 Immortality
- The belief that humans are meant to live forever. √
- The belief that the soul of a human being exists after death. √
- A belief that humans were not created to die but live forever. √

NOTE: Other relevant responses should be accepted
Relevant examples that illustrate the term must be credited (2)

TOTAL SECTION A: 50

SECTION B

QUESTION 2

2.1 2.1.1
- They believe that they are the nation chosen by God.
- God revealed Himself and His Law to the Jews.
- They believe that the Messiah will come and rule the world with them. (4)

NOTE: Other relevant responses should be accepted.

2.1.2
- Hinduism teaches that human beings are the cause of all evil.
- In Hinduism the soul is regarded as eternal and unchangeable.
- Hinduism is the only religion that says, 'You can be god'.
- Belief in the cycle of death and rebirth, i.e. reincarnation. (4)

NOTE: Other relevant responses should be accepted

2.2 2.2.1
- Buddhism and Taoism do not believe in the concept of God(s) or a Supreme Being.
- Buddhism and Taoism do not believe in life after death.
- They are both religions of the Far East.
- Both have sacred books.

NOTE: Other relevant responses should be accepted (4)

2.2.2
- They both believe in the existence of a Supreme Being.
- They both believe there is life after death.
- They both believe that we should show respect and empathy for human beings and helping those who are physically, emotionally, socially and spiritually in need.

NOTE: Other relevant responses should be accepted. (4)

2.3 2.3.1
- This means that the religions being compared are similar enough for a fair comparison to be made.
- In a religious context, the religions have characteristics that are common.
- E.g. divinity can be compared in Christianity and African Traditional Religion.

NOTE: Other relevant responses should be accepted. (4)

2.3.2
- It is the pursuit of social justice in Reformed Judaism.
- E.g. males and females praying together in the synagogue with no separation. There is gender equality.

NOTE: Other relevant responses should be accepted. (4)

2.3.3
- It is a story that demonstrates a moral point.
- These stories are designed to teach spiritual truths.
- E.g. The blind man and the elephant in Buddhism.

NOTE: Other relevant responses should be accepted. (4)

2.4
- Incarnation is the belief that God became human.
- E.g. Jesus Christ is the incarnation of God in Christianity.
- Resurrection is the act of raising someone from the dead.
- E.g. Jesus died and rose from the dead after three days. (8)

2.5
- Buddha had no divine qualities.
- He only showed the way to nirvana.
- Each person is responsible for his/her own fortune or misfortune.
- There is no intervention (such as forgiveness, divine punishment) by a Supreme Being. (6)

2.6 **The student stage**
- To show respect for the teacher.
- To study diligently.
- Not to have sex before marriage and not to take alcohol, drugs or tobacco.

The married, family stage
- To support one's spouse, children, elderly parents and sick relatives.
- To earn money honestly.
- To perform rituals and celebrate festivals.

The retirement stage
- To devote time to study scripture.
- To pray and to train one's grandchildren.

The optional stage
- The devout person withdraws from society.
- Gives up all possessions and wanders.

NOTE: Any TWO of the above must be credited. (8)

[50]

QUESTION 3

3.1 3.1.1
- It was to identify how much of a global appetite there is for an enhanced discussion of faith in the media space.
- It was to identify global media coverage of religion. (2)

3.1.2
- She means that coverage of religious issues fails to address real religious issues. Instead, it focuses on sensationalism.
- Media coverage fails to address the needs of people who are religiously inclined. (2)

3.1.3
- There is a growing gap between the coverage of religion and needs of the faithful.
- There is a global desire for better coverage, understanding and representation of faith issues in mainstream media.
- Global digital news depends on clickbait and controversy. (6)

3.1.4
- It refers to traditional forms of mass communication that reach a large audience. (2)

3.1.5
- Hard stories attract more interest from the public than soft stories.
- The media industry is a profit driven business, and hard stories are more profitable.
- The lack of knowledge and familiarity of journalists with subject matter, cause them to prefer controversial stories.
- There are limited economic resources available to journalists to cover religious issues.
- Journalists express fear around getting religion coverage right in a secular newsroom. (8)

3.1.6
- There is little editorial support for reporting on religious matters.
- They need to strike a balance between pleasing editors and also the religious community.
- Religion is reported on only if it is profitable. (6)

NOTE: Other relevant responses should be accepted.

- Negative reporting about religion leads to panic or unnecessary fear among the public.
- Continuous exposure to controversial and scandalous stories can increase rates of anxiety and depression in the society.
- Negative reporting can shape belief and attitudes about religion.
- By focusing on controversy, media outlets can create societal divisions.
- Religion can lose support and trust in society.
- Continuous exposure to scandals or distressing news can desensitise society and become more tolerant of scandals.
- Negative reporting about religion can create a pessimistic or fearful world view about religion. (8)

NOTE: Other relevant responses should be accepted.

3.2 **ADVANTAGES**

- When religious organisations use social media it helps the organisation to reach new audiences.
- It is an affordable and efficient marketing and a promotion strategy for the organisation.
- The organisation can monitor posts from the public, and respond accordingly.

DISADVANTAGES

- The organisation can face challenges like spreading misinformation, privacy compromised and difficulty in maintaining authenticity.
- Negative publicity can damage the organisation's reputation.
- It can cause social disruptions within religious communities, as different opinions and perspectives can clash. (8)

NOTE: Other relevant responses should be accepted

3.3

- It would be helpful if a religion had strong policies and procedures that give guidance about how it should conduct itself.
- It needs to appoint a spokesperson who is media-savvy to interact with the media.
- Members of the religion need to know and follow media protocol.
- Religions should avoid being confrontational and should be aware that there are usually several sides to a story, 'Yours, mine and the truth'.
- An open and objective approach is better than an angry and defensive response.
- Religions can be confrontational, where they feel they have been wronged. (8)

NOTE: Other relevant responses should be accepted

[50]

QUESTION 4

4.1
- Burma (2)

4.2
- They exploited religion to get popularity.
- The military government wanted to champion the cause of Buddhism as the only religion in Myanmar.
- They would get support from the Buddhist priests.
- Buddhist monks would use their influence to increase support for the military government.
- They framed the Rohingya as a 'common enemy,' and portrayed themselves as champions of Buddhism. (8)

4.3
- It is the expulsion or killing of a race or religious group in order to form a new community.
- It is a systematic removal of a race or religious group.
- It is to deny a certain ethnic group citizenship, or right to citizenship in their country of birth. (4)

4.4
- This is a religious conflict to a large extent.
- It is because Buddhism was used by the military government to strengthen its legitimacy.
- Myanmar is a Buddhist country with Rohingya-Muslims as a minority group.
- Buddhist monks have turned against Rohingya people, blocking humanitarian aid and calling for social and political exclusion.
- A Buddhist activist group composed of monks and laity incited the violence.
- The international media agrees that the Rohingya as a Muslim minority are suffering from religious persecution at the hands of the Buddhist majority.

OR

- Religion contributes to a lesser extent.
- It is also a political and ethnic conflict.
- The government discriminated against other groups like Kokang and Panthay.
- The Rohingya were tolerated for several generations, but the persecution started only with the military government.
- This is evident because the military government denied Rohingya citizenship . (10
- Buddhism teaches tolerance. The political changes caused the conflict

NOTE: Other relevant responses should be accepted.

4.5
- Intervention from international communities is necessary in order to uphold human rights.
- International organizations can better expose any human rights violations, where local organizations might fear reprisals from the military government.
- This conflict has resulted in the persecution and displacement of minority religious groups, violating fundamental human rights. International intervention can help to ensure human rights are protected.

- International intervention can help to promote peace and stability as this conflict has had far-reaching consequences, destabilising entire regions and creating conditions for further violence.
- International communities have a moral and legal obligation to intervene to stop atrocities.
- The international community have access to vast numbers of resources to help the Rohingya Muslims to rebuild their lives.

NOTE: Other relevant responses should be accepted. (8)

4.6
- There must be disarmament of all warring factions.
- They should form a government of national unity (GNU), which must include all groups of the society.
- Constitutional protection for all.
- All corruption and bias by government officials should be exposed and punished.

•Legal recourse against discrimination and hate speech.
- The state must adopt a secular approach and must protect all religions equally.
- A religious leader's forum must be established so that all religions can interact with the government.
- An independent judiciary must be established
- Formation of a Truth and Reconciliation Commission

NOTE: Other relevant responses should be accepted. (10)

4.7
- **YES**

- The government of Myanmar discriminated against minority groups in their country.
- There are human rights violations that are perpetrated by the military government.
- The government encouraged civil unrest in the country by supporting a group that attacked and killed people from minority groups.
- The government has failed to protect and recognise some of its citizens.
- More than 1 million people have been displaced due to discrimination and persecution, and the government has done nothing to help.

NOTE: Other relevant responses should be accepted. (8)
[50]

QUESTION 5

5.1 5.1.1

- This means that people should be able to accept and understand different religions and their beliefs as valid.
- It is the ability to appreciate spiritual values, beliefs and practices which are different from your own. (2)

5.1.2

- According to the extract, modern human rights in Europe started as a response to the conflict caused by the Protestant Reformation and the Catholic Counter Reformation.
- Human rights were adopted as a foundation for peace, life and laws that excluded conventional religion. (4)

5.1.3

- The Reformation led to the establishment of Protestantism, a new branch of Christianity.
- It led to the divisions of Western Christianity, impacting religious, political and social structures across Europe, and the world at large.
- The Reformation ended the religious unity of Western Christianity, leading to religious diversity and conflict.
- It also led to the rise in secular world views.

NOTE: Other relevant responses should be accepted. (4)

5.2 **EXAMPLES:**

Freedom from discrimination

- You have the responsibility to uphold this right both for yourself and for others.
- You must not discriminate against others on the basis of race, colour, sex, language or political opinion.

The right to education

- You have the responsibility to attend classes.
- You have the responsibility to be a diligent learner/student doing the work and study required.

The right to marriage and family

- You have the responsibility to support and promote family life, especially your own.
- You have the responsibility not to act in any way that would lead to the break-down of a family.

NOTE: Other relevant responses should be accepted. (8)

5.3
- Religious organisations can hold workshops to conscientise people about human rights.
- Take an active part in activities that prevent the violation of human rights, e.g. xenophobia.
- Hold interreligious conferences to promote freedom of worship.
- Plan and organise activities to highlight violation of human rights, e.g. women and children abuse.
- Form forums that will serve as a watchdog in communities, to ensure that acts of violence are reported to relevant people.
- Work hand in hand with media to promote human rights.
- Publicly denounce acts of hate speech, violence and discrimination in the name of religion
- Make places of worship accessible and welcoming to everyone.
- Challenge traditions that violate human rights, such as child marriage, female genital mutilation or caste based discrimination.

NOTE: Other relevant responses should be accepted. (10)

5.4 5.4.1 **Example 1: Christianity**
- 'Love the lord your God with all your heart, with all your soul and with all your mind.'
- This teaching serves as the core principle for living a righteous life, prioritizing love for both God and others.
- 'Love your neighbour as you love yourself'.
- This is summarised as the Golden Rule with emphasis on forgiveness and service to others.

Example 2: African Traditional Religion
- 'The ancestors are the guardians of goodness and morality.'
- Human beings are expected to strive for good actions, with a strong emphasis on community harmony.
- 'Umuntu ngumuntu ngabantu.'
- This teaching emphasizes oneness and interconnectedness of the people within the community and encourages harmony and respect amongst each other.

NOTE: Other relevant responses should be accepted. (8)

5.4.2 **Example 1: Buddhism**
- Buddhism teaches the Eightfold Path to attain Nirvana.
- The Eightfold Path encourages each one to work towards spiritual fulfilment, regardless of the particular religion. This is freedom of religion in practice.
- Buddhism does not reject other religions.
- This means that among all religions in the world there are minor differences in their various teachings and practices, thus promoting religious freedom.

5.4.2 **Example 2: Islam**

- 'Let he who wishes to believe, do so and let he who wishes to disbelieve, do so.'
- This encourages citizens to exercise the right to freedom of thought and expression.
- The Qur'an states 'There is no compulsion in religion.'
- People have freedom of belief because it is impossible to force people to believe in something.

NOTE: Other relevant responses should be accepted. (8)

5.5

- The purpose of the Holy Office was to try to keep Catholic beliefs and practices pure by prosecuting people who did not follow an orthodox path.
- The court was established partly to ensure that converts to Catholicism from Judaism and Islam were genuine.
- If there was suspicion that a person was not really a Catholic, they would be tried by the Spanish Inquisition. (6)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150

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