



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

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**RELIGION STUDIES P1
MARKING GUIDELINE
(EXEMPLAR)**

MARKS: 150

This marking guideline consists of 12 pages.

SECTION A**QUESTION 1**

- 1.1 1.1.1 A – Animism (1)
- 1.1.2 D – Hinduism (1)
- 1.1.3 B – a Hindu god (1)
- 1.1.4 A – Polygamy (1)
- 1.1.5 B – Orthodox Church (1)
- 1.1.6 D – The spiritual leader of Tibet (1)
- 1.1.7 B – Karl Marx (1)
- 1.1.8 A – Ubuntu (1)
- 1.1.9 D – Monotheism (1)
- 1.1.10 C – Judaism (1)
- 1.2 1.2.1 Vedas – The others are religious symbols. (1)
- 1.2.2 Galileo Galilei – The others are freedom fighters. (1)
- 1.2.3 Salat – The others are worn by Jewish men during prayer. (1)
- 1.2.4 Fivefold Path – The others are from the Abrahamic religions. (1)
- 1.2.5 Vajirayana – The others belong to Hinduism. (1)
- 1.3 1.3.1 G – Convert (1)
- 1.3.2 E – Theocratic (1)
- 1.3.3 A – Hierarchical (1)
- 1.3.4 B – Pilgrimage (1)
- 1.3.5 C – Nomadic (1)
- 1.3.6 D – Revelation (1)

- 1.4 1.4.1 **Ululating**
Making a form of high-pitched wailing that is performed by African women, to express intense feeling. (2)
- 1.4.2 **Worldview**
A particular set of ideas about existence that shape one's beliefs and life views. (2)
- 1.4.3 **Mantra**
A verse, syllable or phrase believed of divine origin, which is repeated over and over in rituals or mediation of different religions. (2)
- 1.5 1.5.1 Heathen (2)
- 1.5.2 Reformation (2)
- 1.5.3 Hindu (2)
- 1.5.4 Queen Elizabeth II (2)
- 1.5.5 Lao-Tzu (2)
- 1.6 1.6.1 **The Cross**
- Christians believe the cross represents the victory of Jesus Christ over death.
 - Jesus died for their sins to bring about their salvation. (2)
- 1.6.2 **Bar Mitzvah**
- Bar Mitzvah is a Jewish coming of age ritual for boys.
 - According to Jewish law, when a Jewish boy is 13 years old, he becomes accountable for his actions. (2)
- 1.6.3 **Karma and Dharma**
- Karma**
- Is the belief that every action has a consequence (a result) which is either good or bad.
 - The consequence will be experienced in this life or a future life.
- Dharma**
- Means that there is an order in the whole of existence.
 - Each person must follow the principles set out for him.
 - Some aspects of dharma are for everyone. (4)

TOTAL SECTION A: 50

SECTION B**QUESTION 2**

- 2.1 2.1.1 • To limit / combat the spread of the coronavirus, COVID-19, by limiting the social contact that was a major contributor to the spread of the virus. (2)
- 2.1.2 • People of all ages
• Older people; the aged
• People with pre-existing medical conditions like asthma, diabetes, heart disease, etc. (4)
- 2.1.3 • The Methodist Church cancelled Good Friday and Easter Sunday services.
• The ZCC cancelled their yearly pilgrimage to Moriah.
• The Muslim Judicial Council cancelled Friday prayer. (4)
- 2.1.4 • Religious leaders form part of the cornerstone of society.
• Religious leaders are respected members of civil society.
• They have access to networks of people who would heed to their calls. (4)
- 2.1.5 • Pastors, reverends and priests all closed down their churches.
• These leaders arranged alternative services whereby members worshipped in their own homes.
• Some churches used social media like Facebook to live stream services from their homes or empty church buildings
• Other church leaders created Whatsapp groups to communicate with their members.
NOTE: Any relevant answer must be credited. (4)
- 2.1.6 **The right to a safe environment**
• The government closed schools, factories and businesses in order not to put the country at risk.
• Safe havens were erected for the homeless.
• The army was called in to help the police to ensure that people stay in their homes and adhere to the lockdown regulations.
- The right to a healthy environment**
• The government ordered the mass screening of people to find and treat infected individuals.
• Food parcels were handed out to the poor.
• The homeless were taken to places where they could be sheltered from contracting the coronavirus. (8)
- 2.1.7 • The Bible instructs all Christians to obey the laws of the land.
• For this reason, it would be unholy not to close down churches as mass gatherings have proven to be a breeding ground for the spread of the virus.
• Keep reading your Bible.
• Pray that God would deliver the world from this plague. (4)

2.2 2.2.1 **In favour off:**

- Sports
- Family outings
- Play games
- Read
- Watch television (Any 2 x 2) (4)

Against:

- Drugs
- Alcohol
- Gambling
- Prostitution
- Pornography (Any 2 x 2) (4)

2.2.2 **Support**

- Leisure activities which religions support is generally not a problem.
- During these activities people enjoy themselves when their work is done. (Any 1 x 2)

Condemn

- Leisure activities which religions condemn are:
 - Not healthy
 - Generally frowned upon (Any 1 x 2) (4)

2.2.3

- Hindus believe that gambling can cause a lot of suffering.
- It can also harm your good name.
- Buddhists believe that gambling can lead to evil consequences.
- For the Muslims the drinking of alcohol and gambling is abominable and from Satan.
- The Jews believe that gamblers are thieves.
- Judaism also prohibit gambling and alcohol.
- Drugs, alcohol and gambling destroy lives.
- Christianity prohibits the abuse of alcohol and drugs, because it destroys lives.

(8)
[50]

QUESTION 3

3.1 3.1.1 Initiation (2)

3.1.2 **TWO REASONS FOR CLOSURE OF INITIATION SCHOOLS**

- The deaths of initiates.
- The lack of proper care from the surgeons and nurses.
- The ill-treatment of initiates at these schools. (4)

3.1.3 **EXPLAIN THE CONCEPT *RITUAL***

- Rituals are special acts that are performed at special times in a specific or prescribed way.
- Rituals include solemn actions and speeches, repeated in a set order.
- Often special clothes are worn, helping to emphasise the importance of the occasion.
- It is a religious practice that reminds the participant of a holy presence. (4)

NOTE: Any relevant response must be credited.

3.1.4 **THE CAUSES OF THE DEATHS OF THE INITIATES**

- Dehydration
- Wounds going septic
- Lack of proper care
- Ill-treatment at initiation schools (6)

3.1.5 **SHOULD GOVERNMENT TAKE OVER INITIATIONS?
MOTIVATE**

YES

- While initiation is a cultural practice, the safety of a country's citizens is the governments concern.
- If the traditional caregivers cannot guarantee the safety of the boys, the government must step in to take over the practice.
- Health care professionals are more suitably trained to perform these operations and look after the initiates while they recover.

NO

- Culture has long existed before medical science came to Africa.
- The government could rather put better measures in place to regulate the practice and prosecute those who are found guilty of negligence but taking over initiations are out of the question.
- Initiations are much more than just medical procedures.
- It has deep spiritual roots which might not be understood or properly honoured by medical scientists.

NOTE: Any relevant answer must be credited. (6)

3.1.6 **THREE RIGHTS OF PASSAGE (EXCEPT “INITIATION”)**

- Birth rites
- Marriage rites
- Death rites
- Puberty rites

(6)

3.1.7 **WHY DO YOU THINK, WAS THE PRESIDENT’S PURPOSE WITH CANCELING INITIATIONS?**

- The well-being of the boys could not be guaranteed while they were at the initiation schools.
- The coming out ceremony is a festive occasion that many people usually attend so social distancing would be a problem.
- Social distancing would have been a major problem.
- The consumption of alcohol at this ceremony is widespread and with the selling and brewing of alcohol being banned, including the brewing of traditional beer, this would have been a problem.
- Also, the sharing of the traditional drinking jug would have been problematic as saliva could have been transferred from one person to the other.
- Any large gatherings were banned by the government.

(6)

3.2 3.2.1 **HOW WAS THIS NARRATIVE PRESERVED?**

- It was passed down orally.
- The story was later recorded in the Old Testament manuscripts.
- The Old Testament manuscripts were carefully preserved until they formed part of the Bible.

(2)

3.2.2 **THE PURPOSE OF THE NARRATIVE**

- To teach about the continuous fight between good and evil.

(2)

3.2.3 **WHY DID DAVID REFUSED TO USE SAUL’S ARMOUR?**

- David believed that *Evil* could never defeat *Good*.
- He did not need Saul’s armour to defeat the evil.
- What he needed was to be on the side of Good (God).

(4)

3.2.4 **DIFFERENCE BETWEEN MYTH AND NARRATIVE**

- A myth is a story of supernatural beings of the past that is believed to be true.
- Myths offer explanations on how inexplicable natural phenomena, social customs and so on came into existence.
- Myths are used to explain the deeper meaning of life.
- A narrative is an account of events, experiences and so on that is important in religion.
- A narrative also has a purpose in moral teachings.

(4)

3.2.5 **WHAT DOES DAVID REPRESENT? QUOTE ...**

- David Represents the Good and God.
- He refused to put on the armour that Saul gave him and relied on God’s strength to defeat Goliath.

(4)

[50]

QUESTION 4**4.1 SYNONYM FOR DISCRIMINATION**

- Prejudice
- Bias
- Bigotry
- Intolerance

(2)

4.2 4.2.1 EXPLAIN THE TERM *INTER-RELIGIOUS DIALOGUE*

- Dialogue begins when people meet and begin communicating with one another.
- Dialogue is not limited to people of different religions sitting around a table and comparing the teachings of their respective faiths.
- What dialogue really means is that people of different faiths talk to each other in real-life situations.
- It is when ordinary people of different faiths enter into dialogue with one another that relationships are established and that they start sharing their common humanity.
- Dialogue is therefore extremely important in situations of religious diversity.
- The more people of different faiths are in contact with each other, the more they will enter into dialogue with each other.

(4)

4.2.2 THE 4 THEOLOGICAL VIEWS

- Viewpoint 1: Syncretism
- Viewpoint 2: Inclusivistic view
- Viewpoint 3: Exclusivistic view
- Viewpoint 4: Pluralistic view

(8)

4.2.3 BRIEFLY EXPLAIN RELIGIOUS TOLERANCE

- Religious tolerance means to understand and respect religious beliefs and practices different from one's own.
- This applies even if one does not agree with the other.
- Religious tolerance mainly depends on interaction between religious groups and individuals in a community.
- Religious and political leaders play a significant role in fostering a culture of religious tolerance.
- It is based on respect, tolerance and understanding of religions other than one's own.
- Religious freedom is a precondition for religious tolerance.

(6)

4.2.4 WHY DO PEOPLE FEAR?

- They fear they will lose something of themselves.
- They fear that they might lose their identity.
- They fear that others will make assumptions.
- People often prejudge those who are different.

(4)

4.2.5 STRATEGIES FOR RELIGIOUS LEADERS

- Cooperative, constructive and positive interaction between people of different religious traditions.
- They can help to resolve conflict.
- They can care for the sick and needy, including Aids sufferers, orphans, and help victims of violence and natural disasters.
- They can promote peaceful co-existence among all people.
- They can care for the environment.
- They can develop common projects for peace.
- They can help people to respect differences in others.
- They can help fight pandemics like COVID-19 together. (6)

4.3 NAME THE RELIGION WHERE THE SYMBOL IS FOUND AND EXPLAIN**4.3.1 HAJJ**

- RELIGION – ISLAM
- Is a pilgrimage to Mecca that must be done by all Muslims at least once in their lives.
- Everyone, men and women, wear a simple identical covering known as Ihram.
- That symbolises that all Muslims, regardless of wealth, status or gender, are equal before Allah. (4)

4.3.2 MENORAH

- RELIGION – JUDAISM
- Symbol of Jewish identity
- Reminds Jews of their history when this candlestick of seven candles was part of their worship.
- First in the tabernacles (a special place of worship)
- Then in the Temple. (4)

4.4 EXPLAIN THE FOLLOWING CONCEPTS**4.4.1 PROSELYTISING**

- In Greek the word *eluthos* means stranger or convert.
- It was used to refer to someone who converted from one religion to another.
- Originally the word 'proselyte' was used to refer to a non-Jew who wanted to convert to Judaism.
- Now it is used to refer to any religion when adherents try to convert others to their point of view in a forceful or coercive way. (4)

4.4.2 RELIGIOUS IMPERIALISM

- Refers to the way powerful religions spread to other countries and become the main religion in those countries.
- Converting the inhabitants from the religions they followed before.
- The powerful religion is like a military conqueror, defeating the previous religion. (4)

4.4.3 ECUMENISM

- It is derived from the Greek word 'oikoumene' which means the whole of the inhabited world
- It was originally used to refer to the promotion of a vision of unity among the various Christian church communities that emerged after Jesus' death.
- Nowadays it refers to activities aimed at bringing about unity and cooperation between Christian denominations that came into being after the Reformation in Europe.
- The movement led to the World Council of Churches.

(4)
[50]

QUESTION 5

- 5.1 5.1.1 **TWO REASONS WHY SOUTH AFRICANS LIVE IN FEAR**
- Crime is rampant
 - It is not decreasing
 - No one is safe
- (4)
- 5.1.2 **ONE WORD FROM PARAGRAPH 3**
- Imperative
- (2)
- 5.1.3 **TWO COMMANDMENTS**
- Thou shall not kill.
 - Thou shall not steal.
- (4)
- 5.2 5.2.1 **WHAT DOES THE WRITER MEAN?**
- The president had some harsh words for criminals.
- (2)
- 5.2.2 **THREE EXAMPLES OF CRIME**
- Gender based violence
 - Arson
 - Breaking and entering
 - Theft
- (6)
- 5.3 **AS MEMBER OF GOVERNMENT**
- Pass stricter laws that will make it more difficult for men to get away with the abuse.
 - Harsher sentences to be given to criminals.
 - Bail should be denied to every person who is accused of a violent crime.
 - No parole should be given to these perpetrators.
 - The government must consider bringing back the death penalty as a deterrent for crimes like murder.
- (6)
- 5.4 5.4.1 **TYPE OF INTERVIEW**
- Structured interview
- (2)
- 5.4.2 **THE EXACT TOPIC TO BE STUDIED**
- The roles of women in traditional African society.
- (2)
- 5.4.3 **THREE EXAMPLES OF QUESTIONS SHE CAN ASK**
- What are some roles that women occupy in the religious community?
 - What work do women do in the religious community?
 - Do women make decisions?
 - How do women feel about their place in the religious community?
 - If women are not included in leadership, why is this so?
 - Would things have been different, if women were leaders in the religious community?
- (6)

5.4.4 THREE GUIDELINES FOR FORMULATING QUESTIONS

- Ask some open-ended questions. These need more than a single word as an answer. They often start with these words: What? Why? When? Who? Where? How?
- Ask some close questions. These need single word answers.
- For example, YES/NO.
- Avoid double-barrelled questions which ask two things at once.
- For example: What are the roles of women and how do they feel about this?
- Keep questions short and to the point. (6)

5.4.5 DIFFICULTY IN MAKING ASSUMPTIONS

“It is marked by great cultural and linguistic diversities, and any statement which can be made about one tribe may be altogether inapplicable to another.” (2)

5.4.6 TWO TYPES OF RESEARCH METHODS

- Telephonic and
- Individual methods (4)

5.4.7 DIFFERENCE BETWEEN STRUCTURED AND UNSTRUCTURED

- Structured interviews – in this type of interview the questions have been formulated carefully and would be asked in a strict order.
- Unstructured interviews – questions are not formulated beforehand.
- The questions usually present themselves as the interview unfolds. (4)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150