



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P1

2018

MARKS: 150

TIME: 2 hours

This question paper consists of 11 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A: COMPULSORY
SECTION B: Answer any TWO questions in this section.
3. Read ALL the questions carefully.
4. Start EACH question on a NEW page.
5. Number your answers according to the numbering system used in this question paper.
6. The length of the answers must be in accordance with the marks allocated to each question.
7. Write neatly and legibly.

SECTION A (COMPULSORY)**QUESTION 1**

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.10) in the ANSWER BOOK, e.g. 1.1.11 D.

- 1.1.1 Belief in the existence of gods or a god: (1)
- A Monotheism
 - B Taoism
 - C Theism
 - D Dualism
- 1.1.2 Hindu scriptures: (1)
- A Vedas
 - B Atman
 - C Swami
 - D Dharma
- 1.1.3 Religious laws observed by Orthodox Jews are called ... (1)
- A Genesis.
 - B Halakhah.
 - C Sharia.
 - D Sampradyas.
- 1.1.4 The person who was Prophet Muhammad's successor on his death in 632 CE: (1)
- A Ishmael
 - B Husain
 - C Umar
 - D Abu Bakr
- 1.1.5 The collective name for the primary sacred scripture of Judaism: (1)
- A Tenach
 - B Mahabharata
 - C Torah
 - D Shema

- 1.1.6 A statement of beliefs in Christianity:
- A Eucharist
 - B Catechism
 - C Sacrament
 - D Creed
- (1)
- 1.1.7 The line of descent from an ancestor to a person or a family:
- A Literalist
 - B Lineage
 - C Paternal
 - D Predecessor
- (1)
- 1.1.8 A belief that attaches prime importance to human matters rather than to supernatural matters:
- A Creationism
 - B Humanism
 - C Evolution
 - D Religion
- (1)
- 1.1.9 Both these religions believe in reincarnation and practise meditation:
- A Hinduism and Islam
 - B African Traditional Religion and Christianity
 - C Hinduism and Buddhism
 - D Judaism and Islam
- (1)
- 1.1.10 A religion that originated in Iran in the nineteenth century:
- A Bahá'i Faith
 - B African Traditional Religion
 - C Islam
 - D Taoism
- (1)

1.2 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question numbers (1.2.1 to 1.2.6) in the ANSWER BOOK.

- 1.2.1 A Christian sacrament of initiation using water to symbolise the cleansing of sin is known as ... (1)
- 1.2.2 A Buddhist phrase or verse, believed to be of divine origin, used in meditation is called a/an ... (1)
- 1.2.3 In Hinduism, liberation from the ongoing cycle of reincarnation is known as (1)
- 1.2.4 On Mount Sinai God gave the ... to Moses as rules by which the Jewish people had to live. (1)
- 1.2.5 The ... is the Fifth Pillar and the annual pilgrimage to Mecca. (1)
- 1.2.6 Formal religious actions with a ceremonial purpose are called ... (1)

1.3 Choose a description from COLUMN B that matches the item in COLUMN A. Write only the letter (A–G) next to the question numbers (1.3.1 to 1.3.6) in the ANSWER BOOK. Do NOT use any letter more than ONCE.

COLUMN A		COLUMN B	
1.3.1	Caste system	A	the oldest complete form of the Tripitaka
1.3.2	Denominations	B	important ritual whereby the believer encounters God through meditation
1.3.3	Pali Canon	C	the need to be responsible when exercising freedom of religion
1.3.4	Idolatry	D	ranks members of society according to their occupations
1.3.5	Penance	E	veneration of something that represents a higher power
1.3.6	Zikr	F	an act of devotion to show that one is sorry for committing a sin
		G	other divisions within Protestantism

(6 x 1) (6)

1.4 Choose the word in each list below that does NOT match the rest. Write down the word next to the question numbers (1.4.1 to 1.4.4) in the ANSWER BOOK and give a reason why it does NOT fit.

EXAMPLE: Banana; Apple; Potato; Grape

ANSWER: 1.4.5 Potato. The others are all fruit.

1.4.1 Islam; Christianity; Sikhism; Judaism (2)

1.4.2 Similarity; Comparability; Divinity; Difference (2)

1.4.3 Imam; Sanskrit; Caliph; Muezzin (2)

1.4.4 Smartism; Moksha; Bab; Shiva (2)

1.5 In the context of religion, write TWO sentences on EACH of the following concepts:

1.5.1 Hermeneutics (2)

1.5.2 Yin and Yang (2)

1.5.3 Covenant (2)

1.5.4 Buddha (2)

1.5.5 Diviner (2)

1.6 Indicate whether the following statements are TRUE or FALSE. Write 'true' or 'false' next to the question numbers (1.6.1 to 1.6.5) in the ANSWER BOOK. Correct the statement if it is FALSE.

1.6.1 Theravada means the 'Greater Vehicle'. (2)

1.6.2 Syncretism dictates the moral order in African Traditional Religion. (2)

1.6.3 Shoghi Effendi (1897–1957) was a Muslim leader. (2)

1.6.4 The Tao that can be told of is not the eternal Tao. (2)

1.6.5 Buddhists attain karma through a lifetime of wisdom, meditation and practice. (2)

TOTAL SECTION A: 50

SECTION B

Answer any TWO questions in this section.

QUESTION 2

2.1 In the context of religion, explain EACH of the following concepts and give ONE example to illustrate its meaning:

2.1.1 Ideology (4)

2.1.2 Doctrine (4)

2.1.3 Unity (4)

2.2 State TWO unique features of EACH of the following religions:

2.2.1 Islam (4)

2.2.2 Christianity (4)

2.2.3 Hinduism (4)

2.2.4 Taoism (4)

2.3 Read the extract below and answer the questions that follow.

ANCESTRAL SPIRITS

A belief in ancestral spirits appears to be most prominent in southern and central Africa. It is generally believed that only those who have married and produced offspring to remember them, become ancestors when they die.

[Source: *The Human Search for Meaning* by Kruger, Lubbe and Steyn]

2.3.1 In the African Traditional Religion, how do the ancestors communicate with the living members of the community? (4)

2.3.2 In THREE sentences, explain how belief in the ancestors benefits African society. (6)

2.3.3 Storytelling is very important in the African Traditional Religion. Give a reason for this. (2)

2.4 What is the difference between *myth* and *parable*? (4)

2.5 Religions often share many similarities. List THREE beliefs that are common to the Abrahamic religions. (6)

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QUESTION 3

3.1 Read the extract below and answer the questions that follow.

RELIGION AND THE MEDIA

Religious coverage in the media is more prevalent than before, but the prevailing attitude seems to be that it's only a good story if it casts faith in a negative light or if it evokes controversy.

[Adapted from *Religion Studies Grade 12* by Steyn et al.]

- 3.1.1 Give TWO reasons for the increase in religious coverage by the media. (4)
- 3.1.2 Give TWO reasons why the media often casts religious issues 'in a negative light'? (4)
- 3.1.3 What can religious organisations do to prevent negative media coverage? (6)
- 3.1.4 Describe strategies that the media uses to influence our opinions. (8)
- 3.1.5 Suppose you are a journalist. What current religious issues in the world would you write about, and why? (8)

3.2 Read the dialogue below and answer the questions that follow.

UNIQUENESS OF RELIGIONS

- BEN: It is important for us to understand each religion for its own sake. In this way we can learn to appreciate each religion and perhaps there will be less conflict.
- SHIREEN: The problem is that it's the things we call unique that can be socially divisive and cause conflict. For example, Jews believe that they are God's 'chosen' people. Of course, others do not believe this, and this can cause conflict between Jews and people of other religions.
- BEN: I still say, when you understand a religion from its own point of view, then you can better appreciate its contribution. You begin to understand its followers. And usually what you find is that there are many unique and great things about religions and then you become more tolerant of them.
- SHIREEN: Understanding and tolerance from one side doesn't mean the other will return it. It takes two to make peace. You may feel tolerant towards people of other religions, but they may still try to convert you, discriminate against you or present themselves as superior.
- BEN: I'm more optimistic than that. When people can see that you appreciate and respect their beliefs and values, they become more willing to have a constructive discussion and to live and let live. If you show genuine interest and respect for what other people believe, then they will show the same for you,

[Adapted from *Shuters Top Class Religion Studies Grade 12*, p. 25]

- 3.2.1 What does Ben mean when he says it is important to understand each religion 'for its own sake'? (4)
- 3.2.2 Shireen says it is 'the things we call unique that can be socially divisive and cause conflict'. What does she mean by this? (6)
- 3.2.3 Ben has a different view of the unique things in a religion. What is this view? (2)
- 3.2.4 Why does Shireen have a cautious and suspicious attitude towards other religions? (6)
- 3.2.5 Whose approach to other religions do you support, Ben's or Shireen's? Name ONE action, not already mentioned in the passage, that you can take in support of this attitude. (2)
- [50]**

QUESTION 4

- 4.1 Read the two sources (SOURCE A and SOURCE B) below and answer the questions that follow.

SOURCE A: FREEDOM OF RELIGION, BELIEF AND OPINION

1. Everyone has the right to freedom of conscience, religion, thought, belief and opinion.
2. Religious observances may be conducted at state or state-aided institutions, provided that: those observances follow rules made by the appropriate public authorities; they are conducted on an equitable basis; and attendance at them is free and voluntary.

[Source: Bill of Rights in the Constitution of South Africa]

SOURCE B: OGD JUDGMENT

On 28 June 2017 the Johannesburg High Court delivered judgement in the case of OGD (Organisation for Religious Education and Democracy) vs. (against) Laerskool Randhart & Others.

In terms of the court order, it is illegal for a public school to:

- Promote the idea that it adheres to a particular religion to the exclusion of other religions;
- Favour one religion above another.

Since the judgement affects all 24 000 public schools in South Africa, it is important to understand its practical implications, in particular the fact that it does not prohibit religious observances.

What is allowed?

Most importantly, the Court confirmed that religious observances may take place at public schools, subject to the following three conditions:

1. They must take place in terms of rules established by the School Governing Body;
2. They must take place on an equitable basis;
3. Attendance must be free and voluntary.

What is not allowed?

In terms of the judgment, no public school may say it is exclusively or even predominantly one religion, nor may it promote one religion over another.

[Adapted from *JOY magazine*, October 2017]

- 4.1.1 What is meant by *human rights*? (4)
- 4.1.2 With reference to the sources above, show how the judgement complies with the Constitution of South Africa. (10)

4.2 Read the passage below and answer the questions that follow.

INTERRELIGIOUS RELATIONSHIPS

Interreligious relationships are the best way to bring people of different races, classes, cultures and religions together around a common aim. This is because religions all over the world are made up of large well-organised communities that are committed to helping others in need.

[Adapted from *Focus on Religion Studies Grade 12*]

- 4.2.1 Name any ONE interreligious organisation that works for peace in Africa. (2)
- 4.2.2 Name any ONE global interreligious organisation. (2)
- 4.2.3 Describe the work done by the global interreligious organisation named in QUESTION 4.2.2. (10)
- 4.2.4 Give reasons for its successes. (6)
- 4.2.5 State THREE ways you see interreligious relationships being promoted in South Africa today. (6)
- 4.2.6 Discuss how religion can influence people's behaviour. (10)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150