



Province of the  
**EASTERN CAPE**  
EDUCATION

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2011**

**RELIGION STUDIES P1**

**MARKS: 150**

**TIME: 2 hours**



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This question paper consists of 7 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B.

SECTION A: COMPULSORY

SECTION B: Answer any TWO questions from this section.

2. Read ALL the questions carefully.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Write neatly and legibly.

**SECTION A****QUESTION 1 (COMPULSORY)**

1.1 Briefly define the following concepts in the context of religion:

- 1.1.1 Myth (2)
- 1.1.2 Parable (2)
- 1.1.3 Doctrine (2)
- 1.1.4 Belief (2)
- 1.1.5 Teaching (2)

1.2 Complete the following sentences by filling in the missing word(s). Write only the word next to the question number (1.2.1 – 1.2.5) in the ANSWER book. Choose the answers from the following list:

Torah	Baha'u'llah	Arabic	Tanach	Halaal	Calabash
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- 1.2.1 Food permissible for Muslim consumption is referred to as ... (2)
- 1.2.2 In African culture the ... may be used to drink water or traditionally brewed beer. (2)
- 1.2.3 The Quran was written in the ... language. (2)
- 1.2.4 In Judaism the primary scriptures are collectively known as the ... (2)
- 1.2.5 ... is the founder of the Baha'i faith. (2)

1.3 Name the TWO main branches of Islam. (2x2) (4)

1.4 In THREE sentences, explain the term *ubuntu* as it applies to the African Traditional Religion. (3x2) (6)

1.5 Choose an item from COLUMN B that matches a word/description in COLUMN A. Write only the letter (A – E) next to the question number (1.5.1 – 1.5.5) in the ANSWER BOOK, for example 1.5.6 G.

	COLUMN A		COLUMN B
1.5.1	Alimsa	A	Promoting unity amongst churches or religion
1.5.2	Celibacy	B	Opposing people or groups agree to work together
1.5.3	Ecumenical	C	Never doing any harm (Hinduism)
1.5.4	Evolution	D	Not marrying or having a sexual relationship
1.5.5	Reconciliation	E	Gradual change in plants and animals over subsequent generations

(5x2) (10)

- 1.6 From each group of words below, choose the word that does NOT fit. Write only the word next to the question number (1.6.1 – 1.6.5) in the ANSWER BOOK.

- |       |   |     |
|-------|---|-----|
| 1.6.1 | Mecca; Jerusalem; Pretoria; Moria                 | (2) |
| 1.6.2 | New Testament; Old Testament; Vedus, Constitution | (2) |
| 1.6.3 | Qur'an; Vedas; Mona Lisa; Bible                   | (2) |
| 1.6.4 | Hajj; Ubuntu; Ancestors; Unkulukulu               | (2) |
| 1.6.5 | Krishna; Jesus Christ; Moses; Muhammed            | (2) |

**TOTAL SECTION A: 50**

## SECTION B

Answer any TWO of the FOUR questions.

### QUESTION 2

- 2.1 Define the following concepts in the context of religion:

- |       |               |     |
|-------|---------------|-----|
| 2.1.1 | Identity      | (4) |
| 2.1.2 | Unity         | (4) |
| 2.1.3 | Similarity    | (4) |
| 2.1.4 | Difference    | (4) |
| 2.1.5 | Comparability | (4) |

- 2.2 Briefly discuss the role of *ancestors* in the African Traditional Religion. (5x2) (10)

- 2.3 Read the extract below and answer the questions that follow:

Every religion has some beliefs that are not negotiable, beliefs that all followers share. For example, Jews, Christians and followers of African Traditional Religion believe in one God. However, within most religions, belief structures differ from one school of thought to another. For example, in Buddhism, Theravada, Mahayana and Vajrayana differ on how Buddhist beliefs should be applied in life ...

[Adapted from: Shutters Religion Studies Grade 12, Hofmeyr et al, page 102]

- |       |  |            |
|-------|--|------------|
| 2.3.1 | Write down the functions that are fulfilled by the uniqueness of a religion. | (5x2) (10) |
| 2.3.2 | Briefly describe the unique features of any ONE of the religions.            | (5x2) (10) |

**[50]**

**QUESTION 3**

3.1 List FIVE common beliefs shared by the three Abrahamic faiths (Islam, Judaism and Christianity). (5x2) (10)

3.2 Briefly discuss any *secular world view* and explain its view on religion in general. (5x2) (10)

3.3 'Religions sometimes make use of stories or parables to communicate a moral or a philosophical idea'.

[Adapted from: Religion Studies Grade 12, by Steyn *et al*, page 42]

Discuss any parable from any ONE religion that communicates a moral, philosophical or religious teaching. (14)

3.4 Myths, beliefs, doctrine, dogma and ideology are all aspects of religious teachings that means slightly different things. They all refer to the intellectual, rational or philosophical part of religion and to the coding of religious meaning and truths.

[Source: Shutters Religion Studies Grade 12, Hofmeyr *et al*, page 8]

In the light of the above extract, briefly discuss the following concept as it applies in the religious teachings' dogma. (8)

3.5 Religion is a social activity that is practised by many people in different contexts. For some people this is not the case. They regard themselves as non-religious. Another way of referring to them is to say that they hold a secular world view.

[Source: Focus Grade 12 by R.Donne *et al*, page 78]

How would you differentiate between religious and non-religious people? (8)  
**[50]**

**QUESTION 4**

- 4.1 'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in the spirit of brotherhood'.

[Adopted from: 'Universal Declaration of Human Rights' from Shutters Religion Studies Grade 12 by J. Hofmeyr et al, page 168]

In the light of the above statement, discuss from any TWO religions how the idea of Human rights is supported. (12)

- 4.2 'Respect for the rights and dignity of others is not an impractical religious idea, but a vital ingredient in the development of healthy, free and prosperous societies'.

[Adopted from: Focus Grade 12 by R.Donne et al, page 78]

In the context of the above quotation, indicate how religious freedom is encouraged in society. (8)

- 4.3 Most religions would subscribe to the Bill of Rights as enshrined in Chapter 2 of the South African Constitution. They would agree more with sections that deal with freedom of religion, freedom of expression and related sections. However these rights go together with responsibilities.

Recently there have been violent protests across the country when people expressed their dissatisfaction regarding service delivery. Some people lost their lives and properties were destroyed.

[Source unknown]

As a religious youth leader, how would you advise the South African youth from other religions to balance rights and responsibilities during youth activities? (10)

- 4.4 Read the extract and answer the questions that follow:

Media coverage has to be highly sensitive when dealing with issues where public opinion can differ a great deal, for example in politics and religion. The reintroduction of the death penalty in South Africa is still debated to date. This debate has both political and religious implications. It should be noted, though, that the media point of view is more often the viewpoint of an individual.

[Source unknown]

- 4.4.1 Briefly explain the impact on religion of irresponsible or responsible reporting of the media on what is happening in society, especially on religious-related issues. (10)

- 4.4.2 Choose ONE religion and discuss its view on the death penalty debate within the South African context. (10)

**[50]**

**QUESTION 5**

5.1 Briefly discuss the relationship between religion and science. (10)

5.2 State the difference between a traditional healer (Inyanga, Mai'ne) and a diviner (Isangoma). (10)

5.3 Read the extract below and answer the questions that follow:

Violent religious clashes broke out in the city of Kaduna in Northern Nigeria on 21 February and continued throughout the week. Kaduna is the second largest city in the north. The clashes followed a march by tens of thousands of Christians to protest the proposal to introduce the Muslim Sharia Law as the criminal code throughout Kaduna State.

Reports speak of rival armed groups of Christians and Muslims raving the streets. Churches and Mosques have been put to the torch. Corpses were seen lying in the streets and people's bodies hanging out of cars and buses, apparently killed while attempting to flee the violence. Local human right workers said that more than 400 had been killed as a result of the clashes.

[Source: Barry Mason and Chris Talbot, 28 February 2000]

5.3.1 Do you think religion is the real problem in the conflict? Give reasons for your answer. (10)

5.3.2 Explain how religion can be part of the solution to prevent conflict in the areas that are affected by violence. (10)

5.4 Explain the following concepts:

5.4.1 Monotheism (2)

5.4.2 Normative source (4)

5.4.3 Polytheism (4)

**[50]**

**TOTAL SECTION B: 100**

**GRAND TOTAL: 150**