



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2012

RELIGION STUDIES P1

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: (QUESTION 1) is COMPULSORY.
3. Number the answers correctly according to the numbering system used in this question paper.
4. The length of your answers must be in accordance with the marks allocated to each question.
5. Answer each question on a new page.
6. Write neatly and legibly.

SECTION A**QUESTION 1**

- 1.1 Define the following concepts in the context of religion:
- 1.1.1 Nomadic (2)
 - 1.1.2 Devotees (2)
 - 1.1.3 Fundamentalism (2)
 - 1.1.4 Dialogue (2)
 - 1.1.5 Synagogue (2)
- 1.2 Choose the correct answer from the FOUR possible answers. Only write the letter (A – D) next to the question numbers (1.2.1 – 1.2.5) in the answer book, for example, 1.2.1 B.
- 1.2.1 He/she is a spiritual leader who heals patients by consulting the ancestors.
- A Priest
 - B Pastor
 - C Isangoma
 - D Inyanga (2)
- 1.2.2 He called religion, 'the opium of the people'.
- A Hans Mol
 - B Karl Marx
 - C Durkheim
 - D Heraclitis (2)
- 1.2.3 This is a story which is based on actual events that have taken place.
- A Narrative
 - B Myth
 - C Ritual
 - D Prayer (2)
- 1.2.4 A type of sacred story, mainly about the origins or end of time.
- A Ritual
 - B Theory
 - C Symbol
 - D Myth (2)

1.2.5 It refers to the depth of one's relationship with or connection to God or a higher power.

- A Worship
- B Prayer
- C Spirituality
- D Faith

(2)

1.3 Choose the person in COLUMN B that matches a religion in COLUMN A. Write only the letter (A – E) next to the question number (1.3.1 – 1.3.5) in the answer book, for example 1.3.1 F.

COLUMN A		COLUMN B	
1.3.1	African Traditional Religion	A	Baha'u'llah
1.3.2	Christianity	B	Siddarta Gautama
1.3.3	Islam	C	Sangoma
1.3.4	Bahai'i' belief	D	Jesus of Nazareth
1.3.5	Buddhism	E	Mohammed

(5 x 2) (10)

1.4 Indicate whether the following statements are TRUE or FALSE. Choose the number and write only 'true' or 'false' next to the question number (1.4.1 – 1.4.5) in the answer book.

1.4.1 Theocracy is a form of government where there is a relationship between one particular religion and the government.

(2)

1.4.2 A secular state is a state that is uncommitted to any particular religion.

(2)

1.4.3 A state religion is where ONE religion is recognised as the official religion of the country and is supported by the government.

(2)

1.4.4 Dr Allan Boesak was a former President of the World Council of Churches.

(2)

1.4.5 Archbishop Desmond Tutu won the Nobel Peace Prize for his role in the apartheid struggle.

(2)

1.5 Name:

1.5.1 Any TWO leisure activities that you think religions are against.

(4)

1.5.2 Any THREE missionary religions.

(6)

TOTAL SECTION A: 50

SECTION B

Answer any TWO of the four questions in this section.

QUESTION 2

2.1 Read the following case study and answer the questions that follow.

Native American

Until tobacco and maize farming was brought into North America (3000 – 2000 BCE), Native American communities practised hunter-gatherer religion. This meant that many of the rituals centred on hunting. Native Americans believed that animals, like humans, are powerful and spiritual beings. For this reason, they performed rituals to show respect for the animals that have been killed and to appease the particular spirit who was believed to be ‘master’ of the animal. For example, after they killed and ate a bear, they gave the bones a ritual burial and tied the head to a tree to show their gratitude to the spirit of the bear. They believed that, by performing this ritual, the bear would always return to be hunted and they would never go hungry.

As some communities changed from a hunter-gatherer to a farming way of life, many of their religious practices changed. For example, rituals related to farming replaced rituals related to hunting. Temples and shrines for various deities were built and special rituals were performed during times of harvesting, sowing and planting so that there would always plenty of crops for food. As people became more dependent on farming for food, these rituals became an important feature of their religion and the priests that were responsible for leading the rituals held a special place within the society.

[Source: *Focus on Religion Studies Grade 11, Donne et al, p11*]

- 2.1.1 Religion is not static, but dynamic (changing). Do you agree with the statement with regard to the Native American religion? Motivate your answer. (4)
- 2.1.2 Define the following concepts:
- (a) rituals (2)
 - (b) deities (2)
- 2.1.3 According to the Native Americans there is a similarity between animals and humans. What is this similarity? (2)
- 2.1.4 Name any TWO changes in the religion of the Native American communities. (4)

- 2.1.5 Who was responsible for leading the rituals? (2)
- 2.2 Name any TWO non-missionary religions. (4)
- 2.3 Briefly explain each of the following concepts as applied to religion:
- 2.3.1 Mission (6)
- 2.3.2 Evangelism (6)
- 2.3.3 Proselytization (6)
- 2.3.4 Colonialism (6)
- 2.3.5 Ecumenism (6)
- [50]**

QUESTION 3

- 3.1 "A symbol is an object, picture, word or action that makes events, abstract ideas and belief real."
Briefly explain the importance of symbols in religion. (10)
- 3.2 Critically explain the difference between the following concepts in religion:
- Worship
 - Prayer
 - Meditation (10)
- 3.3 Briefly discuss the meaning of the term 'inter-religious dialogue'. (10)

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

Myths refer to stories, to narratives that help understand how the world works. How do we think about entities, forces, powers, beings, bodies? How do we think about whatever might be 'out there' that we either cannot see or cannot feel but which somehow, we know or think or perceive to be out there? How do we talk about such things when we don't have the language, the words, for such deep things?

So we have stories of how the world began, stories about the first people, stories about the first children, and so on. We even have stories about people way back that used to walk together with the gods, with animals – or about animals that could talk as human beings, and so on.

[Sourced from Kwenda, C. *et al*, 1997: *African Religion and Culture Alive*, Cape Town: Collegium, pp. 23 – 25]

3.4.1 Describe the difference between a *myth* and a *narrative*. (10)

3.4.2 Why do myths sometime include animals that can talk? Give TWO reasons. (4)

3.5 Give THREE social roles of rituals. (6)
[50]

QUESTION 4

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

At the age of 13, a Jewish boy is expected to become Bar Mitzvah. This literally means, 'son of the commandment'. He is considered old enough to take on the responsibility of observing the commandments. This event is marked by a ceremony in the synagogue on the Sabbath following his 13th birthday. The boy is expected to read a passage from the Torah during the service, which is regarded as a great honour and privilege.

Not all Jewish boys learn Hebrew as a matter of course, and they have to make a great effort to memorise and understand the section of the Torah in Hebrew. From this point on, he is seen as a member of the synagogue and may testify before a religious court. Relatives and friends are invited to the synagogue for the occasion. There is usually a celebration at home after the ceremony, and the boy receives gifts from relatives and friends.

Although a young girl is expected to take on the obligations of the law, there is no ceremony to celebrate this in the Orthodox tradition. However, the Reform tradition of Judaism has instituted a ritual for girls.

[Source: *Religion Studies Grade 11*, Steyn *et al*, p. 97]

- 4.1.1 Briefly explain the concept *ritual*. (6)
- 4.1.2 What is the meaning of *Bar Mitzvah*? (2)
- 4.1.3 In what religion is this ritual practised? (2)
- 4.1.4 Name the holy book of this religion. (2)
- 4.1.5 In which place do the followers of this religion worship? (2)

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

The idea of separating religion and state has existed in India since ancient times. Within the religion of Hinduism there has always been a tradition of seeing the role of leaders and priests as separate. The relationship between religion and state in ancient India and the tendency for Hinduism to be tolerant to other religious beliefs are some of the reasons why India is a secular state today. According to India's constitution, the state has no official religion and protects the rights of all its citizens to practice and choose their own religion without being discriminated against.

[Source: *Focus on Religion Studies Grade 11, Donne et al, p. 63*]

- 4.2.1 Is India a secular or theocratic state? Give a reason for your answer. (4)
- 4.2.2 What is an atheistic state? Name ONE country as an example. (4)
- 4.2.3 Define *religious freedom* and show how it can be promoted and applied at your school. (6)
- 4.2.4 What do you understand by *discrimination* in a religious context? (2)

4.3 Read the prayer below and answer the questions that follow.

Our Father who art in Heaven,
Hallowed be thy name;
Thy Kingdom come;
Thy will be done
On earth as it is in Heaven.
Give us this day our daily bread;
And forgive us our trespasses as we forgive those that
trespass against us;
And lead us not into temptation,
But deliver us from evil.
For thine is the Kingdom, the power and the glory,
for ever and ever, amen.

[Source: Matthew 6:9 – 13]

4.3.1 Identify TWO of each of the following in the prayer:

(a) Praise of God (4)

(b) Asking for help (4)

4.3.2 What is the person longing for? (2)

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

One of the most pressing issues in South Africa today is the HIV/Aids pandemic, which is claiming the lives of many South Africans. In May 2003, religious communities and organisations met to discuss ways in which it could address the problem of HIV/Aids at the first conference of the Southern African Region of the African Forum, held in partnership with the World Conference of Religion and Peace.

[Source: *Focus on Religion Studies Grade 11, Donne et al, p. 71*]

4.4.1 Briefly discuss how religious communities and organisations can help people with HIV/Aids.

(10)
[50]

QUESTION 5

5.1 Read the following extract and answer the questions that follow.

The Hindu fire walking festival is based on a story of a Hindu goddess, Draupadi, the mother of fire. She was brought to South Africa by the Tamil settlers in the 19th century CE (Common Era). She was the daughter of a king, born of fire. She was married to five brothers but her family was tortured by invading enemies that sent them into exile. One day the enemies pulled her by her hair and the king tried to pull off her clothes to seduce her. A miracle saved her when her sari became an endless garment that could not be removed. She vowed that she would never tie her hair until she washes it in her enemies' blood. She was eventually avenged.

She then demonstrated her faithfulness and purity by walking on fire, and that made her a powerful mother goddess within the Hindu faith. Today her followers imitate her faithfulness and virtue by walking on fire. Every year the celebration culminates in a fire walking ceremony when worshippers walk barefoot through a pot of hot coals, symbolising rebirth.

[Source: *Focus on Religion Studies Grade 11, Donne et al, p. 77*]

- 5.1.1 What made the goddess powerful within the Hindu faith? (2)
- 5.1.2 Give THREE reasons why the story tells us about the value of women in the Hindu faith. (6)
- 5.1.3 What is done annually to celebrate the heroic act of the goddess Draupadi? (2)
- 5.2 Briefly discuss how the natural environment influences religion, with special reference to the Christian belief. (10)

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

“We often see work as something that we have to do – when we are kept busy for a purpose, like making something, learning a lesson or earning money. Leisure on the other hand, is free time, when we can do what we like, as slowly as we like, or even do nothing at all. We often use our leisure time for recreational activities – things that we enjoy, that entertain, amuse, refresh and relax us.”

[Source: *Focus on Religion Studies Grade 11*, Donne et al, p. 83]

- 5.3.1 Write TWO leisure activities that you think most religions are in favour of and TWO leisure activities that you think religions are against. (8)
- 5.3.2 Define the difference between leisure activities that religions support and those that they condemn. (4)
- 5.3.3 Summarise the main reasons why religions seem to be against leisure activities involving drugs, alcohol and gambling. (8)

5.4 You have been asked to do structured interviews on gender issues amongst boys and girls between the ages of 14 and 17 years old in a rural community.

- 5.4.1 State the exact topic you intend focussing on. (2)
- 5.4.2 State TWO types of research methods you intend using. (4)
- 5.4.3 What is the difference between structured and unstructured interviews? (4)

[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150