



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P1

2021

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 12 pages.

SECTION A (COMPULSORY)**QUESTION 1****NOTE: Credit the candidates if the correct word is provided instead of the letter.**

- | | | | |
|-----|--------|---|-----|
| 1.1 | 1.1.1 | B ✓ | (1) |
| | 1.1.2 | D ✓ | (1) |
| | 1.1.3 | C ✓ | (1) |
| | 1.1.4 | D ✓ | (1) |
| | 1.1.5 | A ✓ | (1) |
| | 1.1.6 | D ✓ | (1) |
| | 1.1.7 | C ✓ | (1) |
| | 1.1.8 | B ✓ | (1) |
| | 1.1.9 | C ✓ | (1) |
| | 1.1.10 | D ✓ | (1) |
| 1.2 | 1.2.1 | Theravada ✓ | (1) |
| | 1.2.2 | Stages of life ✓ | (1) |
| | 1.2.3 | The Universal Declaration of Human Rights ✓ | (1) |
| | 1.2.4 | Resurrection ✓ | (1) |
| | 1.2.5 | Karma ✓ | (1) |
| 1.3 | 1.3.1 | <ul style="list-style-type: none"> • Quaker ✓ • The others are all African Initiated Churches. ✓ | (2) |
| | 1.3.2 | <ul style="list-style-type: none"> • Atheism ✓ • The others all believe in the divine. ✓ | (2) |
| | 1.3.3 | <ul style="list-style-type: none"> • Brahman ✓ • The others all belong to Buddhism. ✓ | (2) |
| | 1.3.4 | <ul style="list-style-type: none"> • Psalms. ✓ • The others are kinds of stories/teachings. ✓ | (2) |
| | 1.3.5 | <ul style="list-style-type: none"> • Sudras ✓ • The others all belong to Islam/the Five Pillars of Islam. ✓ | (2) |

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

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|-----|-------|-----|-----|
| 1.4 | 1.4.1 | C ✓ | (1) |
| | 1.4.2 | D ✓ | (1) |
| | 1.4.3 | A ✓ | (1) |
| | 1.4.4 | G ✓ | (1) |
| | 1.4.5 | F ✓ | (1) |

- 1.5 1.5.1 False ✓
He proposed a heliocentric view of the world. ✓ (2)
- 1.5.2 True ✓✓ (2)
- 1.5.3 False ✓
The interpretation of the sacred texts of a religion is called hermeneutics. ✓
Pluralism a system which acknowledges more than one ultimate principle or acceptance of more than one religion. (2)
- 1.5.4 False ✓
The souls go to Heaven/Paradise. ✓ (2)
- 1.5.5 False ✓
Friedrich Engels. ✓ (2)
- 1.6 1.6.1
- Do unto others as you would have them do unto you. ✓
 - It occurs in different religions, e.g. Christianity, Confucianism. ✓
 - However, it is a generally accepted principle not necessarily from religion. ✓
- NOTE: Other relevant answers must be credited.** (2)
- 1.6.2
- It involves a journey by the pilgrim for a spiritual purpose. ✓
 - It can be undertaken alone or with others. ✓
 - Often it includes a visit to a holy site. ✓
- NOTE: Other relevant answers must be credited.** (2)
- 1.6.3
- This is the name for God in Judaism. It also used by Christians. ✓
 - Jews believe that Yahweh made a sacred covenant with them. ✓
 - Yahweh is God of all creation (universalism) and God of Israel (particularism). ✓
- NOTE: Other relevant answers must be credited.** (2)
- 1.6.4
- The ancestors are intermediaries between the physical and spiritual realm. ✓
 - They are the living dead in ATR .They look after the welfare of the living in African Traditional Religion. ✓
 - They are the Creator's messengers and caretakers of the physical world.
- NOTE: Other relevant answers must be credited.** (2)
- 1.6.5
- These are basic rights to which every person is entitled simply because he/she is a human being. ✓
 - It is based on the dignity of the human person. ✓
 - Key documents are the United Nations Universal Declaration of Human Rights (1948) and the Bill of Rights in the South African Constitution (1996). ✓
- NOTE: Other relevant answers must be credited.** (2)

TOTAL SECTION A: 50

SECTION B

Answer any TWO questions in this section.

QUESTION 2

- 2.1 2.1.1 • There are many denominations in Christianity, such as the Baptists, Methodists and Anglicans.
• A denomination is a group or church, usually within the Christian religion, but today applied to other religions as well. (2)
- 2.1.2 • Deity refers to a god or goddess.
• A deity is a being worshipped by humans because s/he is considered to be above the human level. (2)
- 2.1.3 • Dharma is the way of Higher Truth in Buddhism./Hinduism.
• It is the teachings and doctrines of the Buddhist/Hindu religion. (2)
- 2.1.4 • Eucharist is the bread that is eaten at Christian rituals of worship in remembrance of the death of Jesus Christ.
• It is a ceremony based on Jesus' last meal with his disciples. (2)
- 2.1.5 • A teaching with absolute authority in a religion is known as a dogma.
• A dogma is a teaching that may not be contested.
- 2.1.6 • Comparability refers to the study of similarities and differences, between religions. (2)

NOTE: In 2.1.1–2.1.6, other relevant answers must be credited

2.2 JUDAISM

- Jews entered into a covenant with God.
- The Ten Commandments were revealed directly by God to Moses.
- Jews were the first religious group to observe a special day of worship.

CHRISTIANITY

- At the heart of Christianity is belief in Jesus Christ as the Son of God (Incarnation).
- Belief in the Trinity is a core/unique teaching about divinity in Christianity.
- There are three persons in one God - Father, Son and Holy Spirit.

ISLAM

- Its fundamental belief is the Shahada -that there is no God but Allah and Mohammed is His Prophet.
- Allah revealed the final truth to Prophet Mohammed.
- Islam recognises all the messengers of God, from Adam to Prophet Muhammad.

(12)

NOTE: Other relevant answers must be credited.

2.3

2.3.1

- Unity means 'one with' or 'in agreement'
- Christianity and Hinduism are 'together' in that they both have a belief in the afterlife.
- Unique means 'one of a kind', something that belongs to the one religion exclusively. These religions have their 'unique beliefs' about the afterlife.

(4)

2.3.2

CHRISTIANITY	HINDUISM
<ul style="list-style-type: none"> • Christianity is a monotheistic religion that believes in a single creator God 	<ul style="list-style-type: none"> • Hindus believe there is only one ultimate reality, but many paths to reaching it. It is pantheistic (belief in many gods that are all around in nature).
<ul style="list-style-type: none"> • Christians believe that Jesus fulfilled the Jewish prophecy of a Messiah, that he is a universal saviour. 	<ul style="list-style-type: none"> • They believe in karma that every action has a consequence which is either good or bad.
<ul style="list-style-type: none"> • Christians believe that people are made up of a body and a soul. They believe that when the body dies, the soul leaves the body to live with God. 	<ul style="list-style-type: none"> • Hinduism is underpinned by the belief in reincarnation.
<ul style="list-style-type: none"> • Christians believe that people are born with a tendency to be sinful. God became incarnate in Jesus to show people how to get back on track. 	<ul style="list-style-type: none"> • Dharma – the belief in an order in the whole of existence. Each person must follow the principles set out for him or her to keep the order of the universe.

(12)

NOTE: Other relevant answers must be credited.

Credit correct responses even if they are not tabulated.

A maximum of EIGHT marks may be awarded if relevant points are from only one religion only.

- 2.3.3
- Swami Vivekananda attended the first Parliament of the World's Religions (PWR), held in Chicago in 1893.
 - He made an impression because his talks helped people of the west to understand Hinduism better, changing their attitude towards it.
 - He is credited with bringing Vedantic thought (understanding of the Vedas and Hinduism) to the United States.
 - He founded the Ramakrishna Mission, which works internationally in educational, medical and welfare matters. (6)
- 2.3.4
- When outsiders come to a country and rule over the indigenous people, this is known as colonisation.
 - The colonisers also bring their religion with them and propagate it among the locals.
 - The locals internalise the values of the colonisers, including the religion. This is religious colonisation. (4)

[50]

QUESTION 3

- 3.1 3.1.1
- It does not mean education, which is positive.
 - It actually means 'brainwashing', indoctrination, carrying a negative connotation. (2)
- 3.1.2
- Preschools are described as 'prison camps'.
 - They are cast in a negative light.
 - Books and literature about Uyghur culture, prayer rugs, turbans and growing a beard have all been forbidden.
 - This shows the Chinese government's anti-Uyghur/ anti-Muslim stance. (4)
- 3.1.3
- It means vocational training/ indoctrination (2)
- 3.1.4
- Encouraging/convincing others to do what is wrong. (2)
- 3.1.5
- The display of religious identity (turbans, beards, etc.) is not allowed.
 - The Uyghur people are closely monitored by security forces.
 - Children are separated from their families and put into 're-education' camps. (4)
- 3.1.6.
- The translations will promote the position of the CCP in foreign countries.
 - These countries will then lift their trade restrictions against China.
 - However, the policy paper is for China.
 - The translations are meant to counter negative media coverage of the Uyghur camps. (4)
- 3.1.7
- It exploits the stereotype that Muslims are terrorists.
 - It generalises that all Uyghur people are militant.
 - Once people are labelled as terrorists, they lose their basic human rights.
 - The government can then justify punishing them. (4)
- 3.1.8
- The camps are established to combat terrorism /extremism.
 - They will be modernised.
 - The Uyghur people will develop vocational skills.
 - It is to avoid separatist movements. Hence the clampdown on Uyghur culture.
 - They should learn the Chinese language. (6)
- 3.1.9
- Source A is an independent source, while Source B is pro-government.
 - Therefore A is more reliable. It is providing news.
 - Source B is on the policy paper, which is government propaganda.
 - Source B uses inflammatory language, such as 'terrorist,' and 'extremist'.
 - Source A is supported by Source B, because the government admits to indoctrination.
 - Source B blames the Uyghurs for their predicament. This is like blaming the victim for the crime. (8)

- 3.2
- The media selects what news to include and what to leave out.
 - It also selects the prominence and emphasis to give to a particular item – where to place it in the report, how much time/ space to give to it, how to present it.
 - Another important influence is the selection of the visuals to accompany the news items.
 - The commentary accompanying the news is put together by the media house.
 - The advertisements placed in the media also shape public opinion.
 - Media has a huge influence in the selection of the people to be interviewed or quoted. It must be noted whose voice or opinion is being heard.

(6)

NOTE: Other relevant answers must be credited.

3.3 **YES**

- Many religions have their own publications, radio and television stations. These are used for propagation.
- The SABC broadcasts informative religious programmes, giving various religions fair and equitable exposure time.
- There is a thought-provoking and entertaining religious aspect in many films, music concerts and gospel music.
- For an interested person there is no lack of media avenues from which to find out about religion(s).
- For the sick and house-bound, or those who for any reason cannot attend, there are regular religious services over the media, so that they can feel included.

NO

- With regard to daily news, there is little coverage of religious matters.
- When there is religious coverage in the daily news, it tends to be sensationalist and negative.
- The average journalist/reporter is not usually well-trained in religious matters, and reporting is therefore likely to be rather superficial.
- For the person interested in religion, one cannot rely on the average media coverage to get an accurate picture. One needs to go beyond this to seek out reliable information.

(8)

NOTE: Other relevant answers must be credited.

A mix of YES and NO responses may be accepted, provided they answer the question.

[50]

QUESTION 4

- 4.1 4.1.1
- Religious tolerance means accepting and respecting other religions that are different from one's own.
 - On a political level it means treating all religions equally.
 - It means permitting people to choose a belief system, and to worship according to any religion(s) they choose. (4)
- 4.1.2
- The Western idea of religious tolerance is based on Western beliefs and cultures which promote the individual's rights above those of the community.
 - Western religious tolerance gives the individual freedom to choose one religion of his/her choice.
 - It is also permissible for a person to change his/her religion.
 - Eastern religious tolerance means that one can practise more than one religion at the same time.
 - One can integrate the beliefs and practices of a variety of religions. E.g. a person may have Buddhist beliefs, but may practise Taoist rituals.
- NOTE: Other relevant answers must be credited.** (6)
- 4.2 4.2.1
- The law court was established 'to keep Catholic beliefs and practices pure'.
 - This was in the early days of the Protestant movement (Reformation) when Catholicism viewed alternative interpretations as heresy.
 - At the time there were a number of 'converts' to Catholicism from Judaism and Islam.
 - The Catholic Church was concerned whether the conversion was genuine or not ('... were converted completely').
 - The Jews and Muslims might 'still be practising their former religions in secret'.
 - If so, they would be tried by the Spanish Inquisition. (6)
- 4.2.2
- NO**
- Muslims and Jews were given the option to convert, or leave Spain. They could not exercise 'free will' in choosing their religion.
 - Nobody would voluntarily convert to a new religion and secretly practise their old religion.
 - This would only be done if there was fear of victimisation.
 - If only converts were subjected to 'trial by fire', it would be safer to remain as Jews or Muslims. (6)
- 4.2.3
- Apartheid was justified by a corrupt interpretation of the Bible by the NGK, which seemed to justify separate development of each race group.
 - The caste system in Hinduism is used to group human beings into castes, which are not treated as equal.
 - In some Muslim communities, girls are not allowed to be educated, while there is nothing in scripture to support this.
 - The Crusades against the Muslims, were justified as holy wars.
 - **NOTE: Other relevant answers must be credited.** (8)

- 4.3
- Freedom of religion is a human right.
 - It is enshrined in the Bill of Rights of the SA Constitution.
 - Because of this, all religions are equally respected.
 - No religion is favoured above another – all are treated equally.
 - The State has the right to intervene if one religion infringes on the rights of another.
 - People are free to choose or change their religion, and to worship and practise it.
 - Along with this right comes the responsibility to respect the religions rights of others.

NOTE: Other relevant answers must be credited. (8)

- 4.4
- 4.4.1
- 'Blessed are the peacemakers' (Christianity)
 - 'Peace I give you' (Christianity)
 - The Eightfold Path of Buddhism encourages 'Right effort, right mindfulness, right concentration – meditation
 - These teachings promote the value of peace, both within oneself (mindfulness, meditation), and outwardly, passing it on and spreading it amongst others. Christians are encouraged to be peacemakers.

NOTE: Other relevant answers must be credited. (4)

- 4.4.2
- Every person is made in the image of God (Judaism, Christianity, Islam)
 - Every person is unique (Judaism, Christianity, Islam)
 - The Abrahamic religions teach that every person has dignity and is of infinite worth based on these teachings.

NOTE: Other relevant answers must be credited. (4)

- 4.4.3
- All are created equal by Allah. We are therefore all part of the same family, no matter what we believe. (Islam)
 - Love your neighbour as you love yourself. (Christianity)
 - Ubuntu (ATR)
 - Islam teaches the brotherhood of mankind, thus equality.
 - Christianity and Ubuntu in ATR emphasise the building up of the community through respect and equality.

NOTE: Other relevant answers must be credited. (4)

[50]

QUESTION 5

- 5.1
- All schools are open and welcome learners of all races, creeds and religion.
 - No child may be discriminated against on the basis of religious belief.
 - This is guaranteed by 'access to education' in our Constitution.
 - Schools include Religion Studies in the curriculum. It teaches respect and tolerance of different religions.
 - Both teachers and learners are allowed to observe religious holidays.
 - Schools may not promote any religion during school hours.
 - Creative Arts is included in the curriculum, from which we learn about different religions and cultures.

NOTE: Other relevant answers must be credited.

(8)

5.2 **YES**

- Since there is no state religion, all religions enjoy equal support from government.
- This promotes mutual respect and positive relations between religions.
- Freedom of religion is enshrined in the Constitution of South Africa.
- All religions are respected and treated equally in terms of the Constitution.
- At state events, such as the inauguration of the state president or celebration of public holidays, Heritage Day, for example, leaders from various different religions are invited to participate.
- Various churches and religions gather to pray together and work together to tackle common problems.
- In South Africa, there are organisations that promote interfaith dialogue such as the Religious Leader's Forum.
- During the COVID-19 pandemic, various churches and religions worked together to help the poor, and to prevent the spread of the disease.

NO

- Interreligious relationships, while not bad, need to be actively promoted.
- Despite initiatives here and there, on the whole religions still largely keep to themselves.
- There is still too much exclusivism and scepticism.
- If interreligious relationships are to be described as good, then there should be a closer, warmer and more welcoming atmosphere between them.
- There is still much to learn about each other's religions.
- We need to pray and interact together and share resources more.

NOTE: Other relevant answers must be credited.

A mix of YES and NO responses may be accepted, provided they answer the question.

(8)

- 5.3
- In a secular country religion and the government are separated.
 - Religion does not influence how the country is run.
 - There is no state religion.
 - Membership of a religion is a personal, private, individual matter.
 - However, we can say that SA is 'very religious' because statistically most of its citizens claim to belong to a religion.
 - South Africa has communities belonging to all the mainstream religious groups, as well as others.
 - Thus, although the country is secular, there are numerous places of worship for all religions.
 - All religious observances are respected by civil society and government. (10)

NOTE: Other relevant answers must be credited.

- 5.4
- 5.4.1
- Witness to the gospel within an interfaith environment.
 - Constructive engagement with Muslims for peace.
 - Runs programmes directed at women, youth, education, for peace and reconciliation. (6)

- 5.4.2
- It brings together religious communities, civil society, private sector and governments.
 - Commissioning meeting of religious leaders who take the IFAPA decisions.
 - Establishing and registering national chapters. (6)

- 5.4.3
- Uphold the principles of representative, subsidiarity and solidarity.
 - Supporting locally led multi-religious structures within RfP networks on the continent.
 - Honouring the different ways religious communities are organised in Africa.
- NOTE: Other relevant answers must be credited.** (6)

- 5.5
- To treat all others as we wish to be treated ourselves.
 - To refrain from inflicting pain in both public and private life.
 - Calling upon all women and men to restore compassion to the centre of morality and religion.
 - To make compassion a clear, luminous and dynamic force in our polarized world.

NOTE: Other relevant answers must be credited. (6)
[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150