basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 14 pages.

QUESTION 1

1.1   1.1.1
- The government incurs additional expenditure in terms of paying for maintenance grants, medical care and other social services.
- Teenage moms are prone to psychological problems, such as depression and suicide.
- Teenage moms often abandon their children, making them the state's / extended family responsibility.
- Teenage mothers drop out of school.
- The formal education of teen mothers remains on hold during pregnancy.
- Teenage pregnancy sometimes results in unsafe abortions, which leads to the death of the mother.

NOTE: Other relevant responses must be credited. (10)

1.1.2   **EXAMPLE 1: AFRICAN TRADITIONAL RELIGION**
- Among the traditional Aka people, there are laws that are meant to ensure that a woman maintains her virginity.
- In some instances early marriage is encouraged to avoid teen pregnancy.
- Marriage serves as a sacred traditional stage to move from childhood to adulthood.
- According to African Tradition no woman is allowed to get married without having gone through puberty rites.
- Every young woman has to remain a virgin prior to marriage.
- The religion teaches followers to abstain from sexual intercourse before marriage.
- It is a principle of Ubuntu for one to respect one's body and lineage.
- Virginity testing is done by African women in order to curb premarital sex and teenage pregnancy.
- Amongst the AmaZulu, the Reed Dance festival promotes preservation of virginity among the maidens.
- If a Zulu man impregnates a lady outside of wedlock, he has to pay compensation (ukuhlawula).

EXAMPLE 2: CHRISTIANITY
- 'The body is not meant for sexual immorality, but for the Lord, and the Lord for the body.' (I Cor. 6:13).
- This means that sex and sexuality must be within Biblical teachings that forbid extra-marital sex.
- 'You shall not commit adultery." (Exodus 20:14)
- This commandment forbids pre-marital or extra-marital sex.
- 'If a man seduces a virgin who is not betrothed and lies with her, he shall give the bride price for her.' (Exodus 22:16–17).
- This means that the man has to compensate the woman, thus discouraging sex outside of marriage.
- Christians are taught to live a holy life, including abstinence from sex before marriag

- 'The Lord is my shepherd, I shall not want.' (Psalm 23: 1–6).
- It means the youth must rely on God for their needs, and avoid sugar daddies/blessers.
- Mary was engaged to Joseph, but she kept her virginity before marriage. (Luke 1:34)
- This shows that sex outside of wedlock is not permitted, even between people who are engaged to each other.

NOTE: Other relevant responses must be credited

A maximum of SIX marks may be awarded if three relevant teachings are merely mentioned. (12)

1.2   1.2.1   NOTE: TWO marks each are allocated for mentioning any TWO correct branches of the selected religion.
EXAMPLE 1: CHRISTIANITY

• **Governance in Catholicism**	• **Governance in Protestantism**
• The head of Catholicism is the Pope. • The centre of power is in Rome.(**Vatican**) • The church is governed at parish level by priests, deaneries by deans, dioceses by bishops and arch dioceses by archbishops.	• The churches are governed by ordained ministers and bishops or elected elders. • Overall rule is by a higher authority such as a synod or general assembly, chaired by the presiding bishop. • Some Protestant churches are independent and not accountable to a higher authority than the congregation.
• **Governance in Orthodox Christianity**	
• The difference between the Catholic and Orthodox Churches is that the latter do not accept the leadership of the Pope. • Authority within the church is in the hands of the bishops and archbishops. • They have as ordained ministers priests, bishops and archbishops. • Their ordained clergy may be married. They do not have to be celibate.	

(16)

1.2.2

Catholicism	Protestantism
• Attendance at Holy Mass on a Sunday is obligatory. • As a child grows, it receives the sacraments at the appropriate stages: First Holy Communion, and Confirmation. • They use the rosary in their prayers. • Catholics are fond of the symbol of the cross and of the crucifix – the latter is a cross with the figure of Jesus on it. • The sacrament of confession involves confessing sins to a priest.	• They regularly attend church services on Sunday. • As a child grows up, he/she receives appropriate formation, for example, Sunday School, youth groups. • They place great emphasis on the scriptures. • There are revival crusades. • There is performance of healing services.
Eastern Orthodox	
• Their rituals involve much use of incense. • They are fond of icons (particular style of holy images) and the interior of their churches is richly decorated. • In their prayers they kiss the icons and light candles. • Eastern Orthodox women wear white clothes in church.	

(12)

1..2.1   **EXAMPLE 2: BUDDHISM**

• **Theravada Buddhism**.	• **Mahayana Buddhism**
• Theravada Buddhism is one compact branch, with little or no deviation in different parts of the world. • The monastery has greater significance in Theravada Buddhism than in other branches. • **Tibetan Buddhism** • Tibetan or Zen Buddhists have a leader called the Dalai Lama. • There has been a succession of Dalai Lamas from the 17th century until 1959. • When the People's Republic of China invaded Tibet in 1959, the current Dalai Lama, Tenzin Gyatso, fled Tibet. • He has been a spiritual leader in exile ever since.	• Each group of the Mahayana is governed by a senior monk. • The senior monk is assisted by a council of other senior monks and sometimes senior nuns. • This form of Buddhism has developed into many groupings which have led to much flexibility regarding governance.

1.2.2

Theravada Buddhism	Mahayana Buddhism
• The ideal in Theravada Buddhism is for the individual to lead a life of meditation in order to become enlightened. • They live in monasteries, beg for food and meditate most of the day. • The monks assist and co-operate with lay people in important life events such as births, weddings and funerals. • The monks do not preside but are in attendance to give weight to the events. • Most religious practices are performed in the home although there is also individual and communal meditation and chanting in temples. • **Tibetan Buddhism** • These Buddhists practise many rituals, such as making offerings to statues of Buddha, and attending public teachings. • They use rituals and chanting for prayer. • They also engage in meditation. • They engage in trances (mantras) to obtain wisdom.	• This form of Buddhism developed a concept called Bodhisattva. • A Bodhisattva is a person who could on his or her own merit enter Nirvana, but has decided out of compassion for suffering humans, to delay this entrance in order to help others. • The Bodhisattva is thus available to assist humans in reaching enlightenment and could become a Buddha later on. • In Mahayana Buddhism, ordinary people can approach divine beings to assist them in search for salvation. • Mahayana Buddhists may practise more ritual elements than is observed in Theravada Buddhism • Examples are prostrating themselves, chanting and lighting incense.

(12)

[50]

QUESTION 2

2.1   2.1.1   NOTE: A maximum of 8 marks should be awarded if the candidate wrote on only one of the two aspects required i.e. PLACE and RESPONSIBILITY.
EXAMPLE 1: CHRISTIANITY
- Humans are created in the image of God. Humans are the crown of creation.
- Adam and Eve were instructed to look after the Garden of Eden/Stewardship.
- God instructed them to rule over everything in the world.
- However, humans are accountable to God.
- Humans are God's representatives on Earth.
- They were appointed to look after His property, the entire world and all it contains.
- Environmental and ecological concerns are humankind's responsibility. (12)

2.1.2
- According to Christianity evil can be overcome through faith in Jesus Christ.
- God will always triumph over Satan.
- Through the death and resurrection of Jesus Christ, evil was overcome.
- In the books of Daniel and Revelation, it is stated that there will be a catastrophic end of this world and the beginning of a new age, with a new history and new reality of righteousness.
- Christians believe that in the last days the faithful will be transformed to a new life of peace and everlasting life.
- Jesus is regarded as the Messiah, the anointed one who brought the kingdom of righteousness on earth.
- Jesus teaches that evil cannot be overcome by evil but only by good.

NOTE:: Other relevant responses must be credited. (14)

2.1   2.1.1   **EXAMPLE 2: TAOISM**
- Humans are just a tiny microcosmic by-product of the Tao's creative activity.
- Humans are not special or in charge of the world.
- They are not needed to look after the world.
- The world and the universe will continue whether humans continue or not.
- The world will take whatever shape the Tao gives it.
- Humans have the potential to destroy only a very small part of creation.
- Even if that part gets destroyed, the incredible and bountiful creative activity of the Tao will continue. (12)

2.1.2
- Taoism says nothing about the concept of evil.
- This is because everything is the Tao: as things should be.
- If we find our desires are not being fulfilled, we should examine our desires.
- To the Taoists it is not just a matter of changing one's desires so that suffering is removed.
- People must align themselves with the true nature of the Tao.
- In that way they will overcome negativity (evil).
- Humans can cause suffering but they can overcome evil by living in harmony with things, people and within themselves.
- Everything must happen at the whim of the Tao.
- People should give up their desires, and do what the Tao wants.

NOTE: Other relevant responses must be credited. (14)

2.2
- **Grammar and historical context.**
- The original grammatical rules and historical facts must be taken into consideration, in the interpretation of sacred texts.
- The meaning of words in sacred texts must reflect their meaning, as used in the most ordinary sense.

- **Clearest meaning/meaning of words.**
- The meaning that is clearest (or most obvious) to the reader should be considered.

- **Plan, purpose and context.**
- The writing plan or structure of the whole document must be taken into account.
- An extract must be seen as part of the whole.
- For example: is the writing in the form of poetry or prose?

- **Figurative language.**
- Figurative language is used widely in some sacred texts. This must be identified as such so that it is not interpreted literally.
- Figurative language requires the application of all other hermeneutical principles in order for it to be correctly interpreted.

- **Meaning of words.**
- The meaning of words changes over time and in different places.
- Try to find out the original meanings of words in a particular context.

- **Other sacred texts**

- Sacred texts themselves may be used to interpret other sacred texts. (12)

NOTE: Any three of the above will be acceptable.

2.3 NOTE: Candidates should not be penalised for omitting the name of the religion. However, the religion discussed must be unambiguous. Where the candidate discusses more than one religion, marks must be awarded only for the FIRST religion discussed.

EXAMPLE 1: HINDUISM
- In Hinduism the original sound of the spoken word is awarded absolute priority.
- The oral and written texts originated from inspiration that can be traced back to 4 000 years ago.
- The original inspiration was transmitted orally for centuries and even millennia before the advent of heard writings (shruti).
- The heard writings are distinguished from secondary, derived, humanly composed writings such as philosophical interpretations.
- This distinction, however, is not absolute.
- The compositions, commentaries and interpretations were later included in the sacred tradition of the Vedas.
- The Brahamanas and the Upanishads later became compositions, commentaries and interpretations of the earlier collections.
- As time went by, there was development from the original to the derived to the different classical philosophical schools.
- Examples of the classical philosophical schools that have developed are: Nyaya, Vaishesika, Sankhya, Purva-Mimamsa, Yoga and Vedanta.
- Over the years there have been more innovative and authoritative commentators and re-interpreters.
- Examples of the innovative and authoritative commentators are Shankara and Vivekananda. (12)

2.3 **EXAMPLE 2: JUDAISM**
- Like in many religions, the original inspiration was largely spread first by oral tradition.
- Such oral tradition was transmitted faithfully for hundreds and even, thousands, of years.
- The primary scriptures in Judaism are collectively known as the Tanach.
- The Tanach is made up of the Torah, Nevi'im and Ketuvim.
- The first group of the primary scriptures began to enjoy canonical status by the 5th century BCE.
- The second group of primary scriptures gained canonical status by the 3rd century BCE.
- The third group of primary scriptures was finally accepted into the canon in the last decade of the first century CE.
- The corpus of these scriptures was decided by the scholars after careful deliberation to be the revealed word of God.
- The Apocrypha were not included as divinely revealed books.
- The canon was thereafter supported by the Talmud.
- The Talmud consists of the Mishnah and the Gemara
- The Talmud was completed by the end of the 5th century CE.
- On the third tier were further detailed rabbinical explanations of the Torah.
- The most important of these rabbinical explanations were written down. (Midrash) (12)

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QUESTION 3

3.1

NOTE: Where a candidate has made no mention of a world view anywhere in the answer, no marks will be awarded.

A maximum of EIGHT marks may be awarded where only the meaning and beliefs are discussed.

EXAMPLE 1:
- **MATERIALISM**
- This world view originated in various areas within Europe and Asia.
- It originated during the Axial Age from 800 to 200 BCE.
- Materialism expresses itself in ancient Indian philosophy, in Buddhism and Confucianism.
- Baron d'Holbach (1723–1789) claimed that initially nothing existed except nature (matter).
- In the West materialism was first developed by Greek philosophers – the Atomists, and was revived in the 18th century.
- An elaboration of the concepts of materialism was made by Karl Marx during the 19th century.
- Marx included human history and economic activity into materialism.
- It was at this time that the Protestant movement was gaining ground in Europe.
- This emboldened secularists, including materialists, to develop worldviews other than religion.   (12)

3.1   **EXAMPLE 2:**
- **SECULAR HUMANISM**
- It was first used as a concept in the 1950s.
- Secular humanism is a branch of humanism.
- The term 'humanism' was originally a religious term.
- In the Renaissance a humanist was anyone who studied classical literature and education.
- In the 19th century the meaning of 'humanism' shifted to mean 'atheism' to most English speakers.
- Secular humanism originated because particular philosophers needed to put forth their own theory which would replace religion.
- The Council for Secular Humanism was founded in 1980.
- It issued a declaration reflecting its members' beliefs, called 'a Secular Humanist Declaration'.
- The 25th anniversary of the Council for Secular Humanism was celebrated in 2005.
- It was during the celebration that the World Congress was held.
- At the World Congress, the secular humanists called for a new Enlightenment.
- The new Enlightenment was meant to spread to the Middle East and other parts of the world.   (12)

3.2
- Religious influence has declined in many spheres of society.
- It promotes religious freedom.
- It promotes religious tolerance.
- As a result of secular influence, there is no religion that is officially favoured by the state.
- There is peaceful coexistence because all religions are recognised as being equal.
- In a secular constitution, all religions may practise and worship in their own ways, but must not infringe on the religious rights of others.
- In state functions, such as the inauguration of the president, all religions participate.
- Religion cannot dictate terms on the laws of the state.
- Secularism has led to re-evaluation/re-interpretation of scriptures.

(12)

NOTE: Other relevant responses must be credited.

3.3
- According to the Big Bang Theory, it is not known what existed before the Big Bang.
- The theory states that there was an enormous explosion in space and, within a second, the universe appeared and expanded to an enormous size.
- The Big Bang happened about 13,7 billion years ago.
- The Big Bang Theory states that the process of creation took a split second.
- Small temperature differences in the initial explosion resulted in the formation of matter and energy.
- The matter condensed and formed the stars and galaxies.
- Scientists believe that the universe is still expanding.
- It is not known whether or how the universe will end.

(10)

3.4 **EXAMPLE: ISLAM**
- Islam teaches that Allah is the creator of all that is in heaven and on earth.
- The first human was Adam, who God made from clay.
- Allah breathed His spirit into Adam, and he came to life.
- Eve (Hawwa) was then created from Adam's rib.
- Humans were given the highest status of all Allah's creation.
- They originally lived in Paradise/Garden of Eden.
- Humans were created that they may worship Allah.
- According to the theory of evolution, humans were not created perfect.
- Like all other species, humans gradually evolved (changed their form) and became more complex by developing along the path of successful variation.
- Darwin believed that humans have no higher status but, in the fight for survival, they adapted better and were favoured, while those that did not, became extinct.
- Both the world and its species change over time.
- It is thus clear that Islam rejects the notion that Man is just another animal that evolved from apes.

NOTE: If only one aspect is discussed, award a maximum of SIX marks.

(16)

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         Please turn over

QUESTION 4

4.1   4.1.1   **EXAMPLE 1: SUDAN**   (2)

4.1.2
- The conflict in Sudan has lasted more than 100 years.
- The north of Sudan comprises mainly Arabic-speaking tribes. They are largely Muslim.
- Some tribes are animists.
- Other tribes are Christians who live in Darfur region and the south.
- There are also economic factors that play a role.
- The economy of the north is better developed than the south.
- The discovery of oil in the south (Heglig fields) has led to factional conflict.
- Khartoum tends to exert political control over the south (because of oil).
- When Khartoum imposed Sharia law on the whole country, it resulted in an armed uprising against the government.
- The Sudan People's Liberation Army (SPLA) was formed and led the attacks against the government.
- SPLA split into two different fractions, and turned against each other.   (10)

4.1.3
- The World Council of Churches and
- African Conference of Churches played a major role in mediating a short-time peace agreement in Sudan.
- Most religious leaders on both sides of the dispute facilitate peace at local levels.
- Even today, people of different religions live peacefully even in one family and across villages.
- Religious organisations are still carrying out humanitarian activities to all people affected by the war, irrespective of religious affiliation.
- The religious bodies failed to bring political stability on a national level because they have no political power.
- Religious extremism, combined with tribal tensions in South Sudan are still part of the conflict.   (10)

NOTE: A maximum of SIX marks may be awarded if the candidate discussed only one organisation.

4.1   4.1.1   **EXAMPLE 2: CENTRAL AFRICAN REPUBLIC (CAR)**   (2)

4.1.2
- In the CAR, religion is used as an excuse for the conflict.
- The conflict between Islam and Christianity is based on ethnic cleansing (tribalism).
- The government and the army seem to be playing a small role.
- Christians are targeting both Muslims and foreigners, forcing them to flee the country.
- Criminal elements are taking advantage of the conflict.
- There is widespread looting of properties.
- The collapse of the government also contributes to the conflict.
- It is therefore not only a religious conflict, but religion is used both by politicians and gangs to divide the people.   (10)

4.1.3
- Many religious organisations such as the Programme for Christian-Muslim Relations in Africa, Inter-Faith Action for Peace in Africa and the African Council of Religious Leaders have tried to resolve this religious conflict, but failed.
- Inter-Faith Action for Peace in Africa (IFAPA) tried to bring together religious communities, civil society, the private sector and government to resolve the conflict.
- IFAPA was able to work with humanitarian organisations to provide health services, shelters and other basic needs.
- The conflict is more political than religious and needs government intervention.
- Religious organisations have no financial muscle and their resolutions are over-ruled by politicians.
- Even the UN Multi-Dimensional Integrated Stabilisation Mission has not been able to stop abuses in the country.
- The country is still dominated by a culture of impunity that allows atrocities to prevail.   (10)

4.2　　　•　South Africa is a secular state.
　　　　　•　This means that powers of state and religion are separate.
　　　　　•　In the Bill of Rights of the South African Constitution, freedom of religion is guaranteed.
　　　　　•　This means there is no discrimination on the basis of religion. All religions are equal.
　　　　　•　Different religions are co-existing and everyone is free to worship anywhere regardless of race, colour or language.
　　　　　•　There is no state religion that dominates other faiths.
　　　　　•　In public schools there is freedom of religious observance and conscience.
　　　　　•　Religion Studies, as a subject, covers different religious traditions, instead of a single- faith instruction.
　　　　　•　Learners of different languages and religious backgrounds are free to access education at schools of their choice.
　　　　　NOTE: Two marks are awarded for each reason, and two marks for the elaboration.

(16)

4.3　　　•　African converts to Christianity who became religious ministers, became aware that they were discriminated against by their counterparts.
　　　　　•　This led to a break- away of African ministers, to establish their own Christian churches, run by Africans and including African culture.
　　　　　•　This movement was led by Reverend Mangena Mokone.
　　　　　•　We call these churches African Initiated Churches (AICs).
　　　　　•　The AICs started as a protest movement against European domination of the established churches, which had come from Europe.
　　　　　•　There are two types of AICs, the Ethiopian type, which has remained close to the European model.
　　　　　•　The other is the Zionist type, which is closer to African Traditional Religion.

(12)

　　　　　NOTE: Other relevant responses must be credited.

[50]

TOTAL:　150