



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2022 NSC CHIEF MARKER'S REPORT

SUBJECT	RELIGION STUDIES		
QUESTION PAPER	1	● 2	3
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	8 DECEMBER 2022 – 20 DECEMBER 2022		

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The average learner performance in this paper is 48 % based on the 100 scripts analysis. Question 1 (Social Problems), Question 2 (Central teachings and Normative sources) and Question 3 (Internal differentiation and normative sources) were relatively well answered and was popular amongst the candidates. The scores in Question 1, 2 and 3 were respectively 54%, 31 %, 38 %. Questions that were poorly answered by the candidates and were not so popular were Question 4 and Question 5. Candidates score in these questions were 15% and 8%.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

- a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 1 was the most popular question amongst the candidates almost 95% of the candidates chose this question. There was on average a fair performance in this question and the average score of 100 scripts analysis was 54 %.

- b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.1 The candidates just listed the factors contributing to substance abuse there was no explanation and that disadvantage some of the candidates. During our memo discussion it was made clear that the markers should allocate a maximum of 4 marks should a candidate name the factors without explaining them.

Question 1.2 Candidates listed most of the symptoms but did not discuss it and therefore got low marks.

Question 1.3 Some candidates did not stick to one religion and others used religious teachings example the 10 commandments but not relevant to substance abuse.

Question 1.4 Candidates answered this question very well and some candidates score full marks in this question.

c) Provide suggestions for improvement in relation to Teaching and Learning

Suggestions for improvement in relation to teaching and learning:

- **revision**
- **repetition**
- **Past question papers**

Educators must guide the candidates as to how to answer questions from previous question papers and guide candidates step by step on how to answer specific questions.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Subject advisors must work with cluster leaders and educators as a team so that they could conduct quarterly workshops in order to help new schools with regards to the content gaps. The subject advisors can please assist these candidates with past question papers and avail themselves to set up afternoon classes and extra classes with a team of expert educators to assist.

QUESTION 2

- (a) General comment on the performance of learners in the specific question.
Was the question well answered or poorly answered?

Question 2 was one of the popular question amongst the candidates, almost 80% of the candidates chose this question. There was on average a weak or poor performance in this question and the average score of 100 scripts analysis was 31 %.

- (b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.1.1 A few candidates did not understand or did not separate the two concepts reward and punishment. They generalize when they discussed the concepts but not with reference to central teachings of one religion.

Question 2.1.2 some candidates failed to discuss the role and origin of evil. They overlapped the two concepts.

Question 2.2 Candidates answered this question poorly. They were not able to give the role of hermeneutical principles instead they named and explained the hermeneutical principles.

Question 2.3 Candidates had a challenge to compare the role of sacred text in Abrahamic and non-Abrahamic religions therefore they just gave the role of sacred text of Abrahamic religions.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
It was evident that in some center's candidates found it challenging to discuss the central teaching. It was clear that the candidates could name and explain the hermeneutical principles but found it very challenging to state the role of hermeneutical principles.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Make sure that candidates know the role of the hermeneutical principles as a normative source by using past examination papers. Use the examination guidelines to help the candidates to understand Central teachings as it is clear and to the point in the examination guidelines.

QUESTION 3

- (a) General comment on the performance of learners in the specific question.
Was the question well answered or poorly answered?

Candidates performed fairly in this question scoring an average mark of 38%.

- (b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1 Name the two branches within one religion. Candidates did not name the religion and some did not name the two branches and that caused them to forfeit 4 marks just for not naming the two branches of the religion.

Question 3.2 Candidates in strong center's scored good marks in this question but candidates from weaker center's just generalized as to what the term inspiration entails.

Question 3.3 When reading the response from candidates it was clear that some candidates had a good idea about sacred books but when looking at the answer in the marking guideline it was clear they did not answer in the context of religion but general knowledge.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
It is imperative that old question papers are used so that candidates will get a good idea of the way in which questions were asked.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Educators should assist learners in interpretation skill and how to approach answering of questions based on normative sources. Short class test of 15 to 20 marks on a Friday regarding challenging topics taken from previous year's question papers.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Although this question was not a popular question there was an average of poor performance in this question and the average score of 100 scripts analysis was 15 %.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.1.1 Candidates answered this question very well. This type of question was asked numerous times before and one could see from the response of candidates that they were prepared for this question.

Question 4.1.2 Candidates could write about the Big Bang Theory but not the facts of the Big Bang theory.

Question 4.1.3 This question was answered very well from candidates who came from strong centres.

Question 4.2 was poorly answered, candidates could not discuss the impact of the geocentric and heliocentric theories on the church.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators must use past examination question papers to assist learners on how to answer questions on the topic “Religion and Science” especially why Abrahamic religions reject Darwin’s theory, facts about Big Bang Theory and the impact of the geocentric and heliocentric theories on the church.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

In general, the biggest challenge for learners remains the lack of textbook knowledge, poor language and not being able to answer higher order questions. Assist learners to identify key action verbs in the questions in order to have a better understanding of what is actually being asked.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 5 was not a popular question amongst the candidates. There was on average a very weak performance in this question and the average score of 100 scripts analysis was 8%. Although, this was not a popular question, candidates from strong centres did well in this question.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.1.1 was poorly answered. This was a knowledge-based question that tested textbook content. Candidates were unable to give the correct answers which indicated that they do not study textbook content.

Question 5.1.2 was poorly answered. This was a 12-mark question, candidates had to name and discuss secular worldviews. Candidates were unable to answer higher cognitive order questions.

Question 5.2 Was poorly answered. Candidates struggled to list guiding principles of ACRL organisation.

Question 5.3 Candidates failed to name and discuss other interreligious organisations.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Many candidates do not perform well as they do not read the question properly. Educators should prepare their learners on questions about interreligious organizations. One of the best ways in preparing their learners to answer questions on interreligious organizations is to use examples from past examination question papers.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Knowledge about interreligious organizations and guiding principles of this organizations should be improved upon in the classroom. Educators should always refer back to past examination question papers and previous grades content when preparing learners for the examination.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

RELIGION STUDIES P2

NOVEMBER 2022

MARKS: 150

TIME: 2 hours

This question paper consists of 5 pages.



INSTRUCTIONS AND INFORMATION

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



QUESTION 1

Read the article below and answer the questions that follow.

SUBSTANCE ABUSE IN SOUTH AFRICA

Substance abuse is an enormous social problem in South Africa, as elsewhere, and it is increasing every day. Alcohol, marijuana (dagga), cocaine, tik and heroin are some of the most frequently used substances in this country, according to the South African Depression and Anxiety Group (SADAG).

'Given some of the frightening statistics on substance abuse in the country, there is an urgent need to educate people on the dangers and treatment available,' says Marna Acker, an occupational therapist at Akeso Clinic, Nelspruit (Mbombela).

[Source: www.co.za/MyNetcare2018/06]

- | | | |
|-----|-------------------------------------------------------------------------------------------------------|-------------|
| 1.1 | Explain FIVE factors that contribute to substance abuse. | (10) |
| 1.2 | Discuss SIX symptoms of a person addicted to drugs or alcohol. | (12) |
| 1.3 | With reference to any ONE religion you have studied, discuss its teachings regarding substance abuse. | (14) |
| 1.4 | Suggest practical strategies that religious communities can use in order to overcome substance abuse. | (14) |
| | | [50] |

QUESTION 2

- | | | |
|-------|--------------------------------------------------------------------------------------------------------------------|-------------|
| 2.1 | With reference to the central teachings of any ONE religion that you have studied, answer the following questions: | |
| 2.1.1 | Discuss the concept of <i>reward and punishment</i> . | (12) |
| 2.1.2 | Discuss the origin and role of evil. | (12) |
| 2.2 | What is the role of hermeneutical principles in the interpretation of sacred texts? | (14) |
| 2.3 | Compare the role of sacred texts in Abrahamic and non-Abrahamic religions. | (12) |
| | | [50] |



QUESTION 3

Read the extract below and answer the questions that follow.

All religions started as a solid monolithic unity, but due to some differences in teachings, practices and governance, they all have many internal differences.

[Adapted from *Religion Studies Grade 12*, Steyn]

- 3.1 Name any TWO branches within ONE religion, and compare the internal differences that exist under the following headings:
- 3.1.1 Differences in practices (16)
- 3.1.2 Differences in governance (12)
- 3.2 Discuss the importance of *inspiration* in the context of religion. (10)
- 3.3 Discuss the development of any ONE sacred book from any religion you have studied. (12)
- [50]**

QUESTION 4

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

The late German-born physicist Albert Einstein believed that science without religion was lame, and religion without science was blind. But the debate over whether science and religion can co-exist has been going on since the dawn of mankind and continues to divide opinion even today.

[Source: www.ineos.com/INCH_magazine/Nov2014]

- 4.1.1 Explain why Abrahamic religions have rejected Darwin's theory of evolution. (14)
- 4.1.2 Write SEVEN facts about the Big Bang theory. (14)
- 4.1.3 Evaluate the response of any ONE of the following religions to the Big Bang Theory:
- Bahá'i faith
 - Taoism
 - Hinduism
- (12)
- 4.2 Discuss the impact of the geocentric and heliocentric theories on the church. (10)
- [50]**



QUESTION 5

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

Religion does not play such an important role in modern society as it did in the past. This is because in modern societies, religious institutions do not hold the same power and influence that they had hundreds of years ago. Today there are many people who hold secular world views. In other words, they do not hold a particular religious belief or belong to a religious community.

[Source: *Focus on Religion Studies, Grade 12*]

- 5.1.1 Discuss the factors that led to the development of Western secular thinking. (12)
- 5.1.2 Name any ONE secular world view and discuss its teachings. (12)
- 5.2 The African Council of Religious Leaders was founded in 2002 and is the largest and most representative multireligious platform in Africa. List FIVE guiding principles of this organisation. (10)
- 5.3 The Parliament of the World's Religions is just one interreligious organisation. Name ONE OTHER interreligious organisation and discuss its successes and failures. (16)
- [50]**
- TOTAL: 150**





basic education

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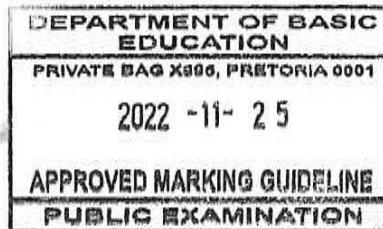
GRADE 12

RELIGION STUDIES P2

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 150



These marking guidelines consist of 15 pages.

UMALUSI Moderator

25 November 2022

Internal Moderator

25 November 2022

QUESTION 1

- 1.1
- Family background – anyone with family members who have developed substance abuse issues is at higher risk of developing substance abuse issues of their own.
 - Mental health problems can sometimes lead to alcohol or drugs misuse.
 - People use substance as a coping mechanism for stress, financial pressure, and relationship problems.
 - Peer pressure – when substance use is a norm.
 - Boredom and feeling of not having a sense of purpose in life lead to substance abuse.
 - Feelings of depression, anxiety, and lack of control are also driving factors.

(10)

NOTE: Other relevant answers must be credited.**Award a maximum of FOUR marks if factors are merely listed, and not explained.**

- 1.2
- Weight loss, skin colour change and rashes/lesions.
 - Intense urges or craving as the addiction develops.
 - Withdrawal symptoms, leading to poor work performance.
 - Psychological symptoms that are common are isolation, depression, violent behaviour, anxiety and paranoia.
 - Unhealthy friendships with people who have similar habits.
 - Financial difficulties due to large amounts of money being spent on drugs.
 - The person may resort to burglary and robbery to obtain money for drugs.
 - Neglecting responsibilities, such as work or personal obligations.
 - Poor judgement, including risky behaviours such as stealing, lying, engaging in unsafe sex, selling drugs, or crimes that could land the person in jail.
 - Psychosis – mental disturbance due to substance abuse, hallucinations.

(12)

NOTE: Other relevant answers must be credited. Award a maximum of SIX marks for symptoms from the same category.**Award a maximum of FOUR marks if symptoms are merely listed, and not discussed.****1.3 EXAMPLE 1: CHRISTIANITY**

- 'And do not get drunk with wine in which lies debauchery, but be filled with the Spirit'. (Eph. 5:18)
- This means that substance abuse causes one to be vulnerable to any form of bad behaviour.
- 'Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God, and that you are not your own (I Cor. 6:19).
- This means that one must respect his/her own body as a holy temple dedicated to God.
- 'Why spend money on what is not bread and your labour on what does not satisfy?' (Isaiah 55:2)
- This means that spending money on drugs has no benefit, and that drugs are not an essential expense.

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- All those who keep their body holy must abstain from any form of substance abuse.
- 'Occasions of envy, drinking bouts, orgies, and like. I warn you, as I warn you before, that those who do such things will not inherit the kingdom of God.' (Gal. 5:21)
- All those who are involved in substance abuse will not enter the kingdom of God, so substance abuse is sin.
- Wine is arrogant, strong drink is riotous.' (Prov. 20:1)
- Substance abuse is forbidden as it causes the individual to be arrogant and violent.
- 'Woe to those who are heroes at drinking wine and champions at mixing drinks' (Isaiah 5:22)
- The prophet warns people about the danger of liquor.

EXAMPLE 2: BUDDHISM

- Buddhism teaches that individuals must uncover the truth about the human experience that lies within themselves. Therefore, it prohibits people from using any mind-altering drugs.
- Meditation is also very crucial in Buddhism, as it helps to get insight and wisdom. Substance abuse interferes with meditation.
- In Buddhism, sobriety of the mind is highly promoted.
- Right mindfulness is important in reaching enlightenment, which is the highest goal of Buddhism.
- Substance abuse is condemned; it hinders one from reaching enlightenment.
- It is on this basis that in Buddhism, substance abuse is prohibited.
- Buddhism also condemns any substance that may harm the body.
- The Buddha taught that living a moral life would bring about self-discipline and self-control. That is necessary to stop the desire for drugs.
- The Buddha taught that only by following the Eightfold Path can humans become non-attached and free themselves from the painful experience of rebirth. Drug abuse is one example of the painful experience of attachment.

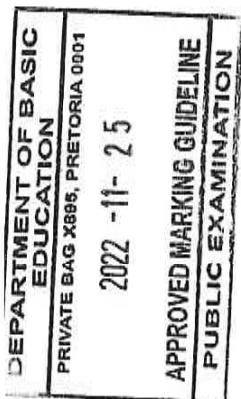
(14)

NOTE: Other relevant answers must be credited.

1.4

- Religious organisations must encourage youth to participate in health and sport programmes.
- Religious communities must hold workshops for substance abuse awareness.
- They must address congregants/followers and explain the dangers of substance abuse. Relevant religious teachings must be emphasised.
- Religious organisations must work hand in hand with community policing forums to conduct unannounced random search in society.
- They must report drug lords to the police since the drug lords live within the community.
- The organisations must also invite former addicts to workshops, so that the community can learn first-hand the harmful consequences of substance abuse.
- Encourage youth debates in community where the youth will debate solutions to drug abuse.

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NSC – Marking Guidelines

- Religious organisations must approach the local municipality and health department to establish a rehabilitation centre to help those who are affected.
- They must demand that in every police station there should be an alcohol and drug abuse desk funded by the provincial government. This will target substance abuse holistically.

NOTE: Other relevant answers must be credited.

(14)

[50]

QUESTION 2

2.1 2.1.1

EXAMPLE 1: AFRICAN TRADITIONAL RELIGION

- Reward and punishment in ATR occur in the present life, not after death.
- The living dead/ancestors are believed to be able to punish evildoers and reward those who do good.
- Punishment from the living dead comes in various forms of affliction.
- The person experiencing these afflictions is said to have bad blood.
- The remedy for bad blood is an appropriate form of cleansing, which is intended to appease the living dead.
- Whenever these rituals are needed, the traditional healer holds the ritual for the cleansing of bad blood.
- Those who venerate the ancestors are rewarded by prosperity and good life.

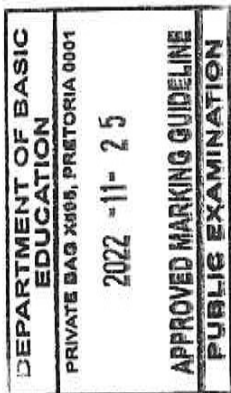
EXAMPLE 2: ISLAM

- Islam teaches that reward and punishment exist in the present world and after death.
- On the Day of Judgment all humanity will be resurrected to be judged by Allah.
- Those who believe in Allah and have fulfilled their obligations to the Creator, as well as to humanity, will be rewarded and admitted to paradise.
- Those who deny the existence of Allah will be punished and consigned to hell.
- Those who believed but failed to fulfill their obligations, will be either forgiven or punished in accordance with the nature of their wrongdoing.
- The giving of alms to the poor is said to bring a person closer to Allah and will be rewarded with Allah's mercy and kindness.

NOTE: Other relevant answers must be credited.

(12)

A maximum of TEN marks may be awarded if only REWARD or only PUNISHMENT is discussed.

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2.1.2 EXAMPLE 1: AFRICAN TRADITIONAL RELIGION

- In African Traditional Religion, evil is seen as the result of displeasing the ancestors or excluding them from important events in the family.
- It is also believed that there are people, such as sorcerers and witches, who possess superhuman powers that can harm others.
- In African Traditional Religion, a witch is an evil being who has supernatural powers to cause harm to others.
- Evil causes human beings to act in a way that is against the ethical principles of protecting and promoting life.
- This evil may take many forms, such as ignoring the living dead and their wishes.
- Doing harm to others is the role of evil, e.g. using witchcraft.
- The wilful disturbance and disruption of the communal and cosmic order is also the role of evil.

EXAMPLE 2: ISLAM

- Evil is linked with Satan, or the devil.
- Allah created Adam, the first man, and commanded all of creation to bow before him.
- Satan refused to bow, claiming that he was better than Adam because he was created from fire whereas Adam was created from clay.
- This pride led to Satan's fall from grace and he vowed that forever after he would do all in his power to mislead people and dissuade them from obeying God.
- Every individual is obliged to avoid what is haram (unlawful) because of its serious legal and moral consequences.
- Allah has created human beings with free will that they can exercise.
- Our use of free will produces either good or evil.
- We can be influenced to do evil by our own base desires or tempted to evil by the devil.
- If we regret our evil deeds and seek Allah's pardon, we can hope for His mercy and compassion.

NOTE: Other relevant answers must be credited.

A maximum of TEN marks may be awarded if only ORIGIN or only ROLE is discussed

(12)

2.2 They help to:

- Determine and understand the meaning of sacred text.
- Bridge the gap between our minds and the minds of the sacred books' writers.
- Learn about ancient cultures through a thorough knowledge of the original language and ancient history.
- Promote unity of faith within a religion through common understanding of sacred books/text.
- Promote a universal method of interpreting scriptures.

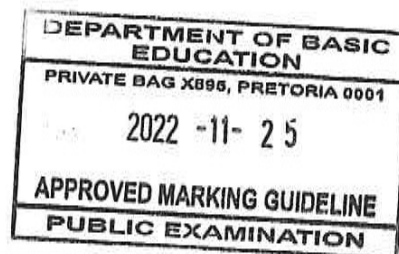
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- Protect divine scripture from human wickedness.
 - Preserve the original sacred message for future generations. (14)
- NOTE: Where learners have merely listed and explained the hermeneutical principles, a maximum of SIX marks may be awarded.**

- 2.3
- In Abrahamic religions sacred texts are central to their practices and beliefs. That is why they are called 'religions of the Book'.
 - Abrahamic religions' teachings are fixed in their written sacred scriptures.
 - In non-Abrahamic religions, like Hinduism, absolute authority is awarded to the original sound of the spoken word, not to the text.
 - Therefore, non-Abrahamic religions see their beliefs and teachings as being objects of fluidity.
 - In Abrahamic religions sacred texts evoke a deeper connection with the Divine.
 - In non-Abrahamic religions, such as Buddhism, scriptures are not seen as divine dictates.
 - Abrahamic religions are characteristically exclusivist because their religion is fundamentally rooted in their holy scriptures.
 - The non-Abrahamic religions are characteristically pluralist, e.g. Hinduism.
 - In Abrahamic religions, sacred text fosters communal identity, while in religions like Hinduism, there is a variety of texts and one can follow any text/interpretation. (12)
- NOTE: Other relevant answers must be credited.
A maximum of EIGHT marks may be awarded for either Abrahamic or non-Abrahamic religions.**

[50]

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QUESTION 3

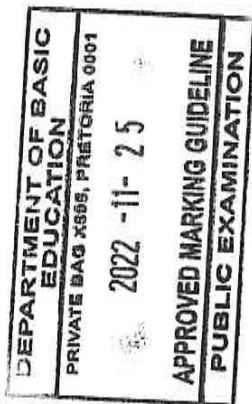
3.1 3.1.1

EXAMPLE 1: CHRISTIANITY

- **Practices in Catholicism**
- 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 to a priest.
- **Practices in Protestantism**
- They regularly attend church services on Sunday.
- As a child grows up, he/she receives appropriate formation, e.g. Sunday school and youth groups.
- They place great emphasis on the scriptures.
- There is performance of healing services.
- **Practices in the Eastern Orthodox Church**
- 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 to church.

EXAMPLE 2: BUDDHISM

- **Practices in Theravada Buddhism**
- The ideal in Theravada Buddhism is for the individual to lead a life of meditation in order to become enlightened.
- The monks live in monasteries, beg for food and meditate most of the day.
- They assist and co-operate with lay people in important life events such as births, weddings and funerals.
- The monks do not preside but attend 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.
- **Practices in Tibetan Buddhism**
- These Buddhists practise many rituals.
- They use rituals and chanting in prayer.
- They also engage in meditation.
- They engage in trances to obtain wisdom.
- **Practices in Mahayana Buddhism**
- This form of Buddhism developed a concept called Bodhisattva.
- A Bodhisattva is a person who could on his/her own merit enter Nirvana, but has decided out of compassion for suffering humans, to delay this entrance in order to help others.

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- 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.

(16)

NOTE: Other relevant answers must be credited.

3.1.2

EXAMPLE 1: CHRISTIANITY**Governance in Catholicism:**

- 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 archdioceses by archbishops.
- The cardinals are the representatives of the Pope in different geographical regions, e.g. the Southern African Region is under Cardinal Napier.

Governance in Protestantism

- 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 higher authority than the congregation.
- Under the Presbyterian system, the congregations are governed by the Church Council/Session. The latter consists of the church minister and elders.

Governance in Eastern Orthodox Church

- The differences between the Catholic and Orthodox Churches are that the latter do not accept the leadership of the Pope.
- Authority within the church is in the hands of the bishops and archbishops.
- Their ordained ministers include priests, bishops and archbishops.
- Their ordained clergy may be married. They do not have to be celibate.

EXAMPLE 2: BUDDHISM**Governance in Theravada Buddhism.**

- Basically the governance of the Theravada and Mahayana branches is the same.
- 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.

Governance in Mahayana Buddhism

- 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.

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- This form of Buddhism has developed into many groupings that have led to much flexibility regarding governance.

Governance in Tibetan Buddhism

- Tibetan 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.

(12)

NOTE: Other relevant answers must be credited.

3.2

- Inspiration is an important normative source in many religions.
- It is the true origin of all religions.
- Inspiration refers to the power or force of an extraordinary being taking over a chosen being.
- The founding figures of many religions were inspired by a higher power or wisdom.
- Such people felt they received 'revelation' from an extraordinary being.
- In African Traditional Religion the mediums or diviners receive inspiration while they are in a trance.
- Inspiration is a powerful motivation for the followers of a religion.
- There are several types of inspiration, namely:
 - Divine inspiration that is direct and immediate and inspired the founders of religions
 - Contemporary inspiration that is ongoing and serves to unite worshippers with their Creator
 - Mediums and diviners in ATR communicate with the spiritual realm through inspiration.

(10)

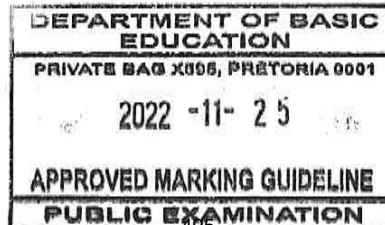
NOTE: Other relevant answers must be credited.

3.3

EXAMPLE 1: HINDUISM

- The Vedas originated in ancient India
- The Vedas form part of the main scriptural sources for Hindus.
- Many Hindus believe that the Vedas were not actually written by anyone, including Ishvara.
- Historians estimate that they were written down between 2500 and 500 BCE
- The Vedas were compiled by the great sage or wise man, Krishna Dwipayana.
- The goal was to put together a standardised version of Hindu teachings for all Hindu followers.
- Dwipayana gathered together all the oral teachings passed on by the rishis, teachers and the students, and compiled them into four standard collections or books, namely Rigveda, Yajurveda, Samaveda and Atharaveda.

SSM



EXAMPLE 2: ISLAM

- Muslims believe that Allah revealed His final message for humanity to the Prophet Muhammad through the archangel Gabriel.
- The Prophet could not read or write, so he shared the revelations with his followers orally.
- The followers of Muhammad wrote the revelations down.
- The text that contains all these revelations became known as the Qur'an.
- The Qur'an is thus regarded as the Word of God.
- The Qur'an was revealed to the Prophet Muhammad over the period of 23 years.
- Just before he died, the Prophet had recited the entire Qur'an from memory.
- The Word of God was revealed to the Prophet in Arabic and many Muslims believe that the Qur'an cannot be translated without losing its meaning.
- This is because the message and the teachings contained in the Qur'an cannot be separated from the language in which it is written.

(12)
(50)**QUESTION 4**

4.1 4.1.1

- Abrahamic religions generally reject the theory of evolution because it is against their fundamental teachings about the creation of humans and their status in the universe.
- Darwin's theory does not recognise the existence of a Creator.
- According to this theory, a human being is simply another biological organism.
- This is contrary to the teachings of Abrahamic religions.
- Abrahamic religions teach that human beings are created in the image of God, which places human beings above all creation.
- According to the theory of evolution, humans are part of the process of life, coming into being and passing away.
- This is against Abrahamic religious teachings that teach that human beings are immortal, and that they possess a spiritual part (soul).
- Abrahamic religions teach that everything was created by God and creation was perfect.
- This implies that human beings were created perfectly and they did not evolve from primates.
- They further argue that the evolution of new species has never been recorded.

(14)

4.1.2

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- According to the Big Bang theory, it is not known what existed before the Big Bang.
- The theory states that there was enormous explosion in space and, within a second, the universe appeared and expanded to an enormous size.



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- The Big Bang took place 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.

(14)

4.1.3

EXAMPLE 1: BAHAI FAITH

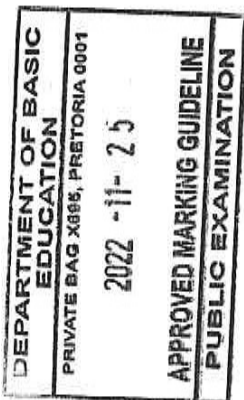
- Baha'u'llah states clearly that the study of religion and the investigation of science are compatible.
- They are both avenues to one truth in the world of creation.
- Both the spiritual and physical realms are creations of the same God.
- They are not in conflict since they are from the same God.
- If science and religion at some point seem to contradict each other, it is evident that either science or religion is at fault.
- It is often people's limited understanding that is a problem.
- Sometimes they interpret holy books literally.
- To avoid conflict in their understanding they need to interpret holy books figuratively.
- They should apply the metaphors that illustrate spiritual truths.

EXAMPLE 2: TAOISM

- In Taoism, the world and everything in it comes into being automatically as part of the activity of the Tao.
- It is not planned, but it is not unplanned.
- The Tao did not intend the world to exist, nor did it want the world to not exist.
- Taoism does not contradict the Big Bang Theory.
- Scientifically the world was not created by any God or gods, but it happened by chance.
- The world simply emerged as a tiny speck in the enormous 'bowl' of creation as the Tao continued on its path.
- According to Taoism the world consists of processes of creation and destruction.
- The Taoist view of the universe is based very much on their observation of the natural and human world.
- The Big Bang Theory is also based on observation of the natural and human world.
- Hence Taoism's acceptance of the Big Bang Theory.

EXAMPLE 3: HINDUISM

- Hindus believe that the Big Bang is an alternative way of explaining how the universe came about.
- In Hinduism, the Creator exists in either active or passive state.
- The passive state is a state of rest, when nothing happens.
- Scientifically the passive state was before the Big Bang.

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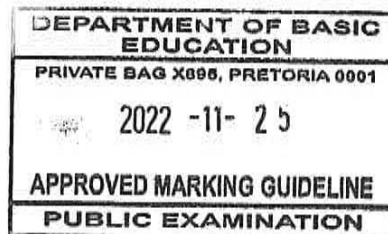
- After a very long time, the Creator becomes active again.
- This is when part of the universe becomes different from other parts, and creation begins.
- According to Hinduism, the Big Bang occurred when the creator became active.
- To Hindus the Big Bang Theory does not contradict their beliefs of creation. (12)

- 4.2
- The geocentric theory states that the earth is at the centre of the universe and everything revolves around it.
 - The church believed the geocentric theory because it was in line with their interpretation of scriptures.
 - The heliocentric theory states that it is not the earth that is motionless at the centre of the solar system, but the sun.
 - The church did not accept the heliocentric theory because it was contrary to the fundamental teachings of the church.
 - The Catholic Church condemned the heliocentric theory as false.
 - However, the heliocentric theory has changed the perception of how the universe was created.
 - There is now a paradigm shift from literal interpretation of scriptures to the figurative interpretation. (10)

NOTE: Other relevant answers must be credited.

(50)

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QUESTION 5

5.1 5.1.1

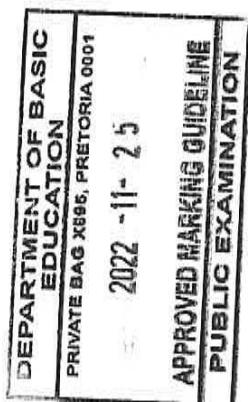
- In the 15th century, the German monk Martin Luther set in motion certain changes that led to the splintering of Christianity.
- This led to decades of religious wars in Europe.
- Various Christian groups fought for dominance.
- At that time, the church was very influential both politically and socially.
- Most countries were not democratic, as they were ruled by emperors, kings, queens or nobility.
- These rulers used the church to establish their power.
- In return, religious leaders also influenced rulers to promote their interpretation of beliefs.
- Protestant reformers and Catholics were not tolerant of religious diversity.
- Catholics and Protestants imposed their beliefs on each other.
- The intellectuals concluded that religion was divisive rather than uniting.
- People began a quest for a state where there would be religious tolerance.
- A government that was based purely on reasoning and understanding of human nature was then the solution.
- Thus government and morality were divorced from religion.
- Secular humanism was thus established.
- Scientific thinking and discoveries also strongly influenced the growth in secular thinking.

(12)

5.1.2

EXAMPLE 1:

- **MATERIALISM**
- As a secular world view, materialism believes that matter is the only reality.
- Materialism teaches its followers that there is no supernatural reality.
- This world view is opposed to the religious world views that are based on the beliefs that affirm the existence of any form of spiritual reality.
- Materialism propagates that nothing exists but nature.
- According to materialism, any being that is viewed as beyond nature is a creature of imagination.
- Materialism forbids its followers to subject themselves to any spiritual dependency.
- New terms were developed from materialism, namely *dialectical materialism* and *historical materialism*.
- In dialectical materialism matter is regarded as the fundamental cause of everything.
- Historical materialism: it explores economics and the relationships between workers and owners as the fundamental structure in society.
- However, contemporary physicists and neuroscientists are



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challenging the materialist explanations of reality.

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 period 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 forward their own theory that 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)

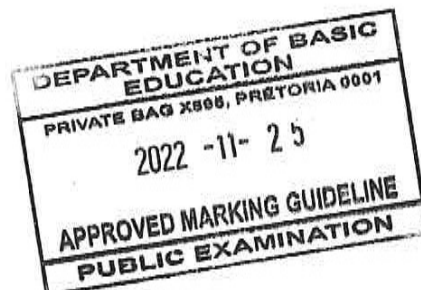
NOTE: A maximum of TWO marks may be awarded for SECULARISM being explained by way of introduction.

5.2 The guiding principles of the ACRL are as follows:

- To respect religious differences.
- Act on deeply held and widely shared moral concerns and values.
- Preserve the identity of each religious community.
- Honour the different ways religious communities are organised in Africa.
- Support locally led multi-religious structures within the ACRL network in the continent.
- Uphold the principles of representivity, subsidiarity and solidarity. (10)

NOTE: Other relevant answers must be credited.

SSM 



5.3 **EXAMPLE 1**

- African Council of Religious Leaders – Religions for Peace.

SUCSESSES

- They successfully bring religious leaders in Africa together in an attitude of inclusivity, respect and dialogue.
- They support locally led interfaith activities and services.
- They participated in the World Social Forum.
- The positive work that has been done has made a difference to those communities and is greatly appreciated.

FAILURES

- There is still much suffering in Africa as a result of conflict.
- There is still suffering as a result of poverty and lack of resources in Africa.
- Not all countries and government authorities recognize and give support to the African Council of Religious Leaders – Religions for Peace.
- The organisation has limited resources and it relies on public donations.

EXAMPLE 2

- World Conference of Religions for Peace.

SUCSESSES

- The organisation is active on every continent.
- It has formed many inter-religious groups to address common problems.
- These groups are also working to promote world peace.
- They have mediated in conflict situations, e.g. Sierra Leone, Bosnia, and Kosovo.
- They have formed an international network of religious women's organisations.

FAILURES

- Despite the great and dedicated work by this organisation, the world seems to be seeing an increase in conflict and lack of peace.
- There even seems to be an increase in religious conflicts in the world.
- Volunteer organisations like this invariably struggle to obtain the resources required to match their needs.

(16)

NOTE: Other relevant answers must be credited.**Award a maximum of TWELVE marks if the candidate has written ONLY on SUCCESSES or ONLY on FAILURES.****[50]****TOTAL: 150**SSM 