



Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Departement van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

RELIGION STUDIES P1 MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 16 pages.

SECTION A**QUESTION 1**

- | | | | |
|-----|--------|--|-------------|
| 1.1 | 1.1.1 | B | (1) |
| | 1.1.2 | A | (1) |
| | 1.1.3 | A | (1) |
| | 1.1.4 | B | (1) |
| | 1.1.5 | C | (1) |
| | 1.1.6 | D | (1) |
| | 1.1.7 | B | (1) |
| | 1.1.8 | A | (1) |
| | 1.1.9 | B | (1) |
| | 1.1.10 | D | (1) |
| | | | [10] |
| 1.2 | 1.2.1 | D | (1) |
| | 1.2.2 | E | (1) |
| | 1.2.3 | A | (1) |
| | 1.2.4 | F | (1) |
| | 1.2.5 | G | (1) |
| | 1.2.6 | B | (1) |
| | | | [6] |
| 1.3 | 1.3.1 | Hajj
The other three are associated with Christianity. | (2) |
| | 1.3.2 | Shiva
The other three are religious leaders. | (2) |
| | 1.3.3 | Taoism
The other three are secular worldviews. | (2) |
| | 1.3.4 | Moses
The other three are supreme beings in African Traditional Religion. | (2) |

	1.3.5	Induna The other three are supreme beings.	(2) [10]
1.4	1.4.1	Reformation	(2)
	1.4.2	Dharma	(2)
	1.4.3	Shintoism	(2)
	1.4.4	Calvary	(2)
	1.4.5	Dogma	(2) [10]
1.5	1.5.1	False The supreme being in African Traditional Religion is called by different names, including UNkulunkulu, Qamata or Modimo.	(2)
	1.5.2	False Ancestors are venerated in African Traditional Religion.	(2)
	1.5.3	False The ideal in Theravada Buddhism is for the individual to live a life of meditation to achieve Nirvana or Moksha.	(2)
	1.5.4	True	(2)
	1.5.5	False Maternal means the mother's side of the family.	(2) [10]
1.6	1.6.1	Golden Rule <ul style="list-style-type: none"> 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 religious. NOTE: Any relevant responses must be credited.	(2)
	1.6.2	Yin and Yang <ul style="list-style-type: none"> In Taoism, everything consists of these two forces. The Yang is active and light, while Yin is passive and dark. The Yang is forceful and regarded as male, while Yin is yielding and regarded as female. NOTE: Any relevant responses must be credited.	(2) [4]
TOTAL SECTION A:			50

SECTION B**QUESTION 2**

2.1 State TWO unique features of EACH of the following religions.

2.1.1 Judaism

- Jews believe that they have a covenant with God.
- God is perceived as a Father figure who is both their Creator and Protector.
- God is so holy that it is forbidden to even mention His name.
- They believe that God revealed himself through His Law.
- They lay more emphasis on the correct way of life, rather than faith or belief.

NOTE: Any relevant responses must be credited. (4)

2.1.2 Hinduism

- Hinduism has many gods.
- Some believe in Shiva, others believe in Vishna.
- Hindus believe in reincarnation where the soul goes through a series of deaths and births.
- At the heart of Hindu thinking is a deep belief in the possibility of both spiritual progression and spiritual regression (referred to as reincarnation).
- It is the only religion that says, "you can be god".
- It does not have unifying beliefs or teachings.
- The soul is regarded as eternal and unchangeable.

NOTE: Any relevant responses must be credited. (4)

2.1.3 Islam

- Muslims believe that there is one God, called Allah.
- They believe that Allah sent various prophets, but the final messenger is the Prophet Muhammad.
- Their primary sources are the Qur'an and the Hadith.
- They believe in the final judgment when all humanity will be judged.
- They believe the Qur'an was revealed in the Arabic language and must be read in Arabic.

NOTE: Any relevant responses must be credited. (4)

2.2 Explain the concept uniqueness in the context of religion.

- Uniqueness is the quality of being unique or unusual.
- It refers to those features that make a religion different from other religions.
- It includes those features that make it identifiable as a different religion.
- There is a uniqueness in beliefs, practices and normative texts.
- In Religion Studies it means that each religion is unique and remarkable.

NOTE: Other relevant responses must be credited.

(4)

2.3 In the context of religion, write TWO facts about EACH of the following:**2.3.1 Trinity in Christianity**

- In the context of religion Trinity refers to the manifestation of God in three persons (God the Father, the Son and the Holy Spirit).
- Trinity means three in one or one in three.
- God the Father is the Creator.
- The Son is the Saviour.
- The Holy Spirit is the Counsellor.

NOTE: Other relevant responses must be credited.

(4)

2.3.2 Hinduism's view on Karma.

- In the context of religion, karma is a Hindu belief that every action has a consequence, which shows up only in a later reincarnation.
- It also implies the results of actions.
- It teaches that a person's actions in the past are responsible for his or her present state.

NOTE: Other relevant responses must be credited.

(4)

2.3.3 The Supreme Being in Taoism

- In the context of religion, the Tao cannot be described, but that does not stop Taoists from trying.
- The divine is huge and spacious.
- Creation happens in it and pours forth from it.

NOTE: Other relevant responses must be credited.

(4)

2.4 Analyse the importance of the uniqueness of a religion.

- It strengthens the believers' faith.
- It identifies the religion from among other religions.
- It guides the believers' way of life.
- It helps the believer unite in the spiritual life as a communion with other believers.
- It assists the believers to explain why they choose a particular religion.
- It helps members to identify who belongs to the faith and who does not.

NOTE: Other relevant responses must be credited.

(6)

2.5 Discuss the factors that influence Religious Identity.

- The religious identity of a person is shaped through certain rituals.
- The religious identity of an individual is also shaped through religious symbols.
- The dress code of a particular religion shapes the religious identity of its adherents.
- Teachings and practices also influence the religious identity of the people.

NOTE: Other relevant response must be credited.

(4)

2.6 Differentiate between the following concepts:**2.6.1 Parable**

- A parable is usually short contains a definite moral story.
- A parable is a story that is told to illustrate a religious principle or answer a religious question.

Allegory

- An allegory is longer than a parable.
- It contains more than one moral or religious principle.

(4)

2.6.2 Belief

- Belief is used as a synonym for faith.
- It may mean acceptance of a thing or a fact

Teaching

- Teaching means to give systematic information about a topic.
- It is highly significant in some religions, less important to others and of hardly any importance to others.

NOTE: Any relevant response must be credited.

(4)

2.7 List TWO similarities that exist between the Eastern religions.

- Eastern religions believe in Karma.
- They believe in Dharma.
- Eastern religions belief in reincarnation.
- They believe in Moksha.

NOTE: Any relevant responses must be credited.

(4)

[50]

QUESTION 3

3.1 3.1.1 State TWO ways in which the heading of the article draws the reader's attention.

- Most readers would view this heading as shocking.
- The heading is sensational.
- It encourages the reader to continue reading.
- The heading puts it as a fact that these prophets/pastors are exploiting people who are desperate to plunder them financially.
- Prey is associated with wild animals.
- Faith or belief are religious concepts.
- The heading compares the practices of these prophets / pastors to the behaviour of wild animals.

NOTE: Any relevant responses must be credited. (4)

3.1.2 From the extract quote one sentence that shows that this occurrence is a global practice.

- "It is also prevalent in Nigeria, South Africa, Kenya, Zimbabwe, and Western countries." (2)

3.1.3 According to the article, how does these prophets dishonour the name of Jesus?

- They use the name of Jesus in their sermons to generate millions for themselves. (2)

3.1.4 This article refers of the abuse of peoples' belief systems. How can peoples' belief systems be abused?

- Spiritual abuse – A person in a dominant position using scripture or religious rules to control their followers.
- Promising that followers will go to heaven by enriching the religious leader or organization.
- Financial abuse – Using scripture for the promise of a blessing, to coerce people to make sizeable donations to a specific preacher/prophet/apostle.
- Preachers sell so-called anointed/holy products and convince their followers that it works.
- Oppression of women – Using scripture to dominate women.
- Sexual abuse – Women, girls and boys are sexually abused by priests, pastors, and other spiritual leaders.
- Pretending – Some preachers even pretend that they are talking to God on their cell phones while they preach.
- Some do fake miracles.
- Old people who live on social grants are preyed on.
- Psychological abuse – People are manipulated to do things that have little or no spiritual importance or effect.
- People are coerced into believing that these people have special access of God.

NOTE: Any relevant responses must be credited. (6)

3.1.5 Explain to what extent you think religion should be regulated by the government.

- According to the constitution, the government has an obligation to protect its citizens.
- This includes members of religious organisations.
- Government should intervene only if the law is broken.
- For example, any form of discrimination, restricting freedom of association, etc.
- However, religious organisations believe they have been inspired by God, therefore they don't need to be regulated by people.
- Members will be aware of their rights and be able to resist the abuse.
- Over-regulation can lead to resistance against the state.

NOTE: Any relevant responses must be credited.

(6)

3.1.6 As a young person and Religion Studies student, write THREE suggestions on how religious leaders should conduct themselves.

- Religious leaders should be people of integrity.
- They should live by the rules and guidelines in their sacred texts.
- Religious leaders should give people instructions of how they should live.
- A servant leader uses their time for God's glory, not their own.
- A servant leader sees people as valuable to God not to themselves.
- Religious leaders must steward their followers' time and talents in service of God's kingdom, not their own.

NOTE: Any relevant responses must be credited.

(6)

3.2 Explain how religious organisations can protect themselves from negative reporting by the media.

- They need to educate their members on how to handle the media.
- They should not do negative things that will attract negative media coverage.
- They should have their own media department to promote their work.
- They must train their pastors the do's and don'ts of ministry so that their actions do not attract negative reporting.

NOTE: Other relevant responses must be credited.

(6)

3.3 Do you think the South African media provides fair coverage of religion? Give THREE reasons for your answer.

YES

- Freedom of the press is reflected in the variety of viewpoints, as is also expressed in religious reporting.
- There are religious slots on television channels and radio stations which report fairly about religions.
- All religions are covered in different media platforms.
- Religious organisations have their independent media, which is intended to spread their teachings.
- The law allows for objections to be raised if media coverage is unfair through the BCCSA.

NO

- Pressure groups, both within civil society and government, ensure that media articles support their interest.
- Journalists' reporting simply mirror their own prejudices.
- The media is a business and will seek out newsworthy items.
- An article reporting that a midnight mass went as planned, has little news value.
- The media are only after news items that are sensational, as sensationalism draws attention to the media outlet.

NOTE: Any relevant responses must be credited.

(6)

3.4 Regarding religious coverage in the media, write TWO facts about EACH of the following.

3.4.1 Stereotyping

- This is a generalisation about someone or a group of people that is fixed and widely held, that one has accepted unquestioningly from others.
- This generalisation is accepted without reflection on its validity, or research on the issue.
- The acceptance is based on a preconceived idea, ignorance or prejudice.
- Example: Germans are anti-Jews.

NOTE: Any relevant responses must be credited.

(4)

3.4.2 Bias

- This is an unfair favouring of one or other point of view.
- It is like prejudice.
- It is the opposite of impartiality.
- Example: In the Apartheid era, the state was biased towards a specific interpretation of the Bible that favoured white supremacy.

NOTE: Any relevant responses must be credited.

(4)

3.4.3 Sensationalism

- Sensationalism is reporting with the intention of raising 'hype' around an issue.
- The reason is often commercial – to grab attention and so attract sales.
- There is less concern to take a reasoned approach.
- Example: The pastor who sprayed his congregation with insecticide (Doom) received worldwide publicity.

NOTE: Any relevant responses must be credited.

(4)
[50]

QUESTION 4

- 4.1 **4.1.1 On which continent is Sudan situated?**
 • Africa (2)
- 4.1.2 Mention TWO groups which are part of the conflict.**
 • SAF (Sudanese Armed Forces)
 • RSF (Rapid Support Forces) (4)
- 4.1.3 Identify TWO major religions that are involved in the conflict.**
 • Christianity
 • Islam (4)
- 4.1.4 What, according to the article, causes the Sudanese people to struggle to supply their basic needs?**
 • Severe weather conditions
 • Climate change.
 • Floods
 • Droughts
 ANY THREE (3) (6)
- 4.1.5 Briefly explain the main causes of the conflict.**
 • The fault lines in the Darfur society can be traced back well over 100 years.
 • The divisions in this country are ethnic/tribal and cultural.
 • It appears as if religion is not a radical source of the conflict.
 • Most people in Darfur are Sunni Muslims.
 • There are also Christians and animists.
 • Nomads and farmers have tried to co-exist for centuries, but when food became scarce, competition for the scarce resources led to conflict.
 • The Sudanese government wanted to enforce Sharia laws on the country.
 • The conflict is economic.
 • The government wanted control over the rich Heglig oilfields.
 • Even after South Sudan became independent from Khartoum in 2011, the armed conflict continued in that region.
 NOTE: Any relevant responses must be credited. (10)

4.1.6 With reference to the article, do you think religion is part of the conflict? Give THREE reasons for your answer.

- The article gives no indication that religion forms part of the conflict.
- The article only mentions the two feuding groups but does not indicate whether they belong to any religion.
- Most people on both sides of the conflict are Sunni Muslims.
- The article seems to connect the current flare up of conflict with an effort to oust the military leader and return Sudan to civilian rule.
- Religion played an indirect role in the 1983 civil war.

NOTE: Any relevant responses must be credited.

(6)

4.1.7 What practical strategies can you suggest for the people of Sudan to resolve this conflict?

- The warring parties and the government should hold talks to find common ground.
- Communities must come together, organize themselves and stand against religious intolerance.
- They must involve all government departments to help with the issue of climate change.
- They must remove those plants that need a lot of water, like gum trees.
- There must be irrigation schemes for grazing areas.

NOTE: Any relevant responses must be credited.

(6)

4.2 With reference to any ONE religion you have studied, discuss FOUR of its teachings that promote peace.

Example 1: Christianity

Teaching 1

- **‘Love thy neighbour as you love yourself.’**
- This teaching encourages selflessness/treating everyone equal”.

Teaching 2

- **‘Do unto others what you like to be done unto you’.**
- This teaching encourages mutual respect, thus reducing the risk of conflict.

Teaching 3

- **‘Thou shalt not kill.’**
- This refers to the sanctity and sacredness of human life.

Teaching 4

- **‘Respect all leadership.’**
- The ousting of the transitional government is a sign that the people did not respect the government.

(8)

Example 2: Buddhism**Teaching 1**

- It promotes a shared humanness (unselfishness).
- There is a shared aspiration of gaining happiness and avoiding suffering for all living things.

Teaching 2

- A credo of Buddhism is: "There must be no harm to living creatures, including humans."
- Buddhism has therefore never waged war to spread its teachings, as this would be a violation of basic human rights.

Teaching 3

- Religion is propagated by service to humanity (clinics, schools, etc).
- Buddhism allows freedom of choice in social relationships: one may practice rituals of other religions, but one's personal beliefs must remain Buddhist.
- It is through this tolerance that conflict is avoided.

Teaching 4

- Karma
- Good karma will lead to human rights being respected.

NOTE: Any relevant responses must be credited.

4.3 Conflict between Muslims and Christians is more common in Africa than on any other continent. Give TWO possible reasons for this.

- Both Christianity and Islam have a strong presence on the African continent.
- People often live in communities with a strong religious identity, either Muslim or Christian.
- Both religions are missionary religions which are actively spread. This could lead to religious conflict.
- Poverty is often a cause in religious conflict.
- It is a fact that when Christians and Muslims compete for scarce resources, it can lead to religious conflict.

NOTE: Any relevant responses must be credited.

(4)
[50]

QUESTION 5**5.1 Identify FOUR examples of religious freedom violations from the extract.**

- Killing of priests.
- Kidnapping of priests.
- The restriction of the wearing of religious attire.
- Registering religious groups.
- The location of religious activities.

NOTE: Any relevant responses must be credited.

(8)

5.2 What measures have the South African government put in place to ensure religious freedom?

- The South African government has established the country as a secular state.
- While apartheid South Africa was a Christian state, the new South Africa does not promote any particular religion.
- All religions are represented at official state events, like the opening of parliament.
- All religions have equal status in the constitution.
- Freedom of religion, belief and opinion is enshrined in the Constitution of South Africa.
- All religions are represented in the interreligious national and international organizations in South Africa.
- There is a commission for the promotion and protection of the Rights of Cultural, Religious and Linguistic Communities which works with other organs of civil society to promote the protection of the rights of those communities.

NOTE: Any relevant responses must be credited.

(10)

5.3 From the extract identify any ONE violation of human rights.

- The right to life.
- The right to worship.
- The right to a safe environment.

NOTE: Any relevant responses must be credited.

(2)

5.4 Religious freedom is a basic human right.**5.4.1 Name any THREE Human Rights you have studied.**

- Freedom from discrimination.
- The right to marriage and a family.
- The right to education.

NOTE: Any relevant responses must be credited.

(6)

5.4.2 Critically discuss ONE responsibility of EACH of the human rights mentioned in QUESTION 5.4.1.**Freedom from discrimination**

- You have the responsibility to uphold this right both for yourself and for others.
- You must not discriminate against others based on race, religion, sex or language or political opinion.

The right to marriage and a family

- You have the responsibility to support and promote family life, especially your own.
- You have the responsibility not to act in a way that would lead to the break-down of a family.

The right to education

- You have the responsibility to attend classes.
- You have the responsibility to be a diligent learner/student doing the work and study required.

(6)

NOTE: Any relevant responses must be credited.**5.5 Discuss any ONE religion's teachings that promotes Human Rights.****Example 1: Christianity**

- 'You shall love your neighbor as you love yourself'.
- This means that we must treat one another as brothers and sisters to live peacefully.
- 'Blessed are the peacemakers for they shall inherit the kingdom of God'.
- This encourages peacemakers in Christian communities.
- 'Do unto others what you want them to do unto you'.
- Everybody wants justice, so we should not be unjust towards others.

Example 2: African Traditional Religion

- The African maxim: "Umuntu ngumuntu ngabantu" means a person exists because a community exists.
- The community is the main aspect of life.
- The individual gets his or her meaning of life from the community.
- The community cannot grow without respecting the individual, and vice versa.
- In African Traditional Religion you must live peacefully with everybody, because you will need him/her tomorrow.

NOTE: Any relevant responses must be credited.

(10)

5.6 Name the work that EACH the following religious organisations do.**5.6.1 Gift of the Givers**

- It is the largest disaster response NGO of African origin on the African continent.
- It has delivered life-saving aid in the form of search and rescue teams, medical personnel, medical equipment, medicine, vaccines and anti-malaria medication.
- The foundation aims to make a practical difference to peoples' lives, regardless of race, creed or religion.

5.6.2 The Salvation Army

- It is a Christian organisation that provides several practical ways to help people.
- This includes providing shelter for the homeless and help for orphaned children.
- It provides mental and emotional stimulation, love and care for these children.
- The children are cared for, fed and clothed, and given the opportunity to enjoy their childhood.
- If possible, children are re-united with their biological parents.
- Alternatively, adoption or foster care is encouraged.

Note: Any relevant responses must be credited.

(8)

[50]

TOTAL SECTION B: 100

GRAND TOTAL: 150