



Province of the
EASTERN CAPE
EDUCATION

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REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
QUESTIONS AND ANSWERS**

SUBJECT: RELIGION STUDIES – FIRST PAPER

June 2009

This document consists of 10 pages.

Strictly not for test/examination purposes

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions.
2. QUESTION 1 is compulsory. Choose any TWO questions from the remaining three questions (QUESTIONS 2 – 4).
3. ALL questions have equal marks.
4. Read ALL questions carefully before answering them.
5. Number the answers correctly according to the numbering system used in this 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

- 1.1 Briefly explain the following concepts in relation to religion:
- 1.1.1 Identity (2)
 - 1.1.2 Unity (2)
 - 1.1.3 Comparability (2)
 - 1.1.4 Similarity (2)
 - 1.1.5 Difference (2)
- 1.2 Study each of the following statements which are related to the various types of teachings and answer the questions that follow.
- 1.2.1 Christianity teaches that God created the universe. Can it be categorise as a **myth**? Give a reason for your answer. (4)
 - 1.2.2 Christianity teaches that there is only one God. Would you categorise this teaching as **doctrine** or **ideology**? Explain your answer. (4)
 - 1.2.3 Islam teaches that it is wrong to make an image of Allah. How would you categorise this teaching? Give a reason for your answer. (4)
 - 1.2.4 Many believers of various faiths say that governments should not enforce religious laws and should not endorse a particular religion. Others prefer the dominant religion's laws to govern the state and its people. How would categorise these kind of teachings? Give a reason for your answer. (4)
- 1.3 Name the TWO main branches of Islam. (4)
- 1.4 Name the religion which matches each of the following sacred sources.
- 1.4.1 The Qur'an (2)
 - 1.4.2 The Bible (2)
 - 1.4.3 The Vedas (2)
 - 1.4.4 The Talmud (2)
 - 1.4.5 The Kitab-i-Aqdas (2)

- 1.5 Choose a concept from COLUMN B that matches a description in COLUMN A. Write only the letter(A – E) next to the question number (1.5.1 – 1.5.5) in the ANSWER BOOK.

COLUMN A	COLUMN B
1.5.1 Denial of the existence of God	A Monotheism
1.5.2 The view that we cannot know whether God or gods exist	B Polytheism
1.5.3 Belief in one God	C Atheism
1.5.4 The belief in one or more gods who created the world and look after people	D Agnosticism
1.5.5 Belief in more than one god	E Theism

(5 x 2)

(10)
[50]

QUESTION 2

- 2.1 Differentiate between the traditional healer (inyanga) and the diviner (*isangoma*). (10)
- 2.2 Read the following story about the presence of death in the world and answer the questions that follow:

Chukwu wanted to introduce death to the world to control the population numbers. Everyone in the world became afraid. An emergency meeting was summoned. Chukwu himself was present. That was before he left humans alone here. One group of people did not want God to introduce death at all. Another group said it was okay, provided all humans died at the same time. They could not reach agreement in the presence of God, so God left them alone to decide and send the message across to Him. Each group decided to send their own messenger to present their case. Those who did not want death at all sent a fast dog to reach God first. The other group sent the slow tortoise to tell God that He could introduce death as a means of population control. The animals set off early. On their long journey, they would have to cross seven deserts and seven seas. The dog sped off. Unfortunately, it stopped on the way to eat human faeces, and fell asleep. The tortoise went on slowly and steadily and got to the palace of God first. It delivered its message and God made the decision that life would be terminated by Him in order to control the population size. The dog arrived then, but it was too late. Chukwu would not change His mind. Humans became sad. Death came to get his victims, and went straight to the young people. They pleaded that they were young and asked to be allowed more time to enjoy themselves on earth. They referred Death to the old people. The old people tried to convince death that it was not the right time to die. They argued that they had suffered a long time and should be allowed more time to enjoy their children and grandchildren. They referred death to the little children. The little argued that they had not done anything to deserve death. They referred to the infants whose presence in the world had not been confirmed or regularised. They had not been initiated into any important secrets of the community. The infants humbly asked Death to leave them alone as they were innocent of corruption and evil. Death then went to the poor. They pleaded for time to find money to leave for their children and complained they suffered and not enjoyed their lives. They referred Death to the rich. The rich argued for time to organise their business properly and to complete their projects before dying. They gave death money to leave them alone. Death thought all arguments were reasonable and went back to Chukwu to explain the situation to Him. Chukwu became annoyed with Death and blamed it for being stupid to seek people's opinion in an urgent matter. Consequently, the eyes of death were plucked out and his ears sealed.

He was sent down again to earth with heavy iron rod to hit whoever he met. He was blind and deaf so could not see who was old or young, nor could he hear the pleadings and arguments from anyone.

That is why Death makes no distinction today and hears no appeal before he kills any person.

[Summarised from *African Spirituality: An Anthology of Igbo Religious Myths*, collected and interpreted by Udobata Onunwa, 1992, Germany:Thesen Verlag Darmstadt in Shuters Religion STUDIES Gr.12 pp.42 – 43].

- 2.2.1 What does this story tell us about the nature of God? Is God kind? Fair? Ruthless? Compassionate? Motivate your answer. (4)
- 2.2.2 How, according to this story, do people communicate with God? (4)
- 2.2.3 How does this kind of communication compare to other religions? Think about which religions have direct access to God and have intermediaries, and what these are. (8)
- 2.2.4 What is the explanation for the fact death in another two religions that you know of? (12)
- 2.3 Name and explain any THREE myths. (12)
- [50]**

QUESTION 3

- 3.1 Read the following extract carefully and answer the questions that follow.

David and Goliath (Abrahamic religions)

The was being invaded by an enemy tribe called the Philistines. King Saul called together an army, and they set camp opposite the Philistine army. Every day a Philistine, a giant named Goliath, would come out and shout across to King Saul's army, challenging any of his soldiers who were brave enough to fight him in single combat. The winner would gain victory for his army, and the loser's army would be defeated. Goliath terrified Saul's army and no one was prepared to fight him until David, a young shepherd arrived at King Saul's camp, bringing food for his soldier brothers. He heard the challenge and was ashamed of the cowardice of King Saul's army. He volunteered to fight as their champion. He refused the armour king Saul gave him, saying it was too big and heavy for him. Instead, he took his shepherd's sling and five stones and saying that God would use him to destroy Goliath, He fitted a stone into his sling and let fly at Goliath. The stone hit him on the temple and knocked him unconscious. Then David went over, took Goliath's sword and cut off head. The Philistines army fled in terror.

[Shutter's Religion Studies Grade 11 by Hofmeyer J. et al, 2006: 31]

- 3.1.1 The events in this story took place many years ago. How were they passed along before they appeared in written form? (4)

- 3.1.2 What is the purpose of this story? (2)
- 3.1.3 Why did David refuse to wear Saul's armour against a trained soldier like Goliath, besides the fact that it was too heavy and big for him? Motivate your answer with a quote from the passage. (6)
- 3.1.4 Explain the concept 'narrative' and 'myth'. Explain how do they differ and how they are similar? (10)
- 3.1.5 What does David represent according to the story? Take ONE statement from the passage or extract to motivate your answer. (4)
- 3.1.6 To what does the physical difference between David and Goliath refer according to your answer in QUESTION 3.1.5? (4)

- 3.2 Read the following simplified extract concerning the theory of evolution and answer the questions that follow. Use the extract and your own knowledge to answer the questions.

According to the theory of evolution all forms of life are connected, and go back to a common origin. The different types of life are not absolutely different, but occur in one single continuum.

- A Life evolves in a process leading from simple to complex. The various forms of life did not appear perfectly formed, but developed over time.
- B This process started many million years ago , and is still continuing. Life did not emerge within a few days a few thousand years ago, but goes back to approximately 3 500 million years ago.
- C Human beings are included in this process. From the point of view of evolution, human beings are not different from any other forms of life. Humans are part of the process of life coming into being and passing away. Humans emerged over a long process, spanning million of years, until modern humans finally emerged about 100 000 years ago.

[Source: *Religion Studies Grade 12*, Steyn Kruger Clasquin, page 242]

- 3.2.1 Briefly discuss the convictions of the traditional religious outlook on life and human existence that may, according to some believers, be challenged by the theory of evolution. (6)
- 3.2.2 Explain the term *atheism* and explain how some atheists may want to use the theory of evolution to support their world view. (8)

- 3.2.3 Briefly discuss how, from the conservative, orthodox point of view, the Torah, the Christian Bible and the Qur'an would support creationism.

(6)
[50]

QUESTION 4

- 4.1 Read the following extract from the *Sunday Times* of 12 February 2006 about the conflict between religion and the media and answer the questions that follow.

SA MUSLIMS TOLD TO REMAIN CALM

Theologians rejects threats of violence, and call for peaceful protest. The cabinet said the media's right to freedom of speech should be balanced with other rights.

CHARLES MOLEFE

South Africa's Muslim leaders on Friday appealed for calm following a week of protests over the publication of caricatures of Prophet Mohammed.

In a statement published in the *Sunday Times* today, the Jamiatul Ulama Transvaal said it did not condone the threat of violence voiced by some in this country and asked Muslims to protest peacefully.

It called on them to end the boycott of the *Sunday Times* and of any other media that demonstrate sensitivity towards the beliefs and practices of the various faith-based communities in the country.

The statement came as tensions came to a head over the publication of the cartoons in several countries around the world and in the *Mail & Guardian* locally.

Internationally, there were no reports of violent confrontations or death threats on Friday. The lull came after Danish embassies in Syria and Beirut were attacked last weekend and at least eight people were killed in Afghanistan as security forces tried to suppress protests on Monday and Tuesday.

In South Africa, an impromptu and localised boycott of the *Sunday Times* by Muslims was followed by a huge protest outside the Danish embassy in Pretoria this week. Protest marches were also held in Cape Town and Durban.

The protesters called for a boycott of Danish products – in line with international calls. The fever-pitch of emotions even led to the cabinet addressing the issue on Wednesday. In a statement, it said the media's right to freedom of speech should be balanced with other rights protected in the Constitution.

South Africa upholds the principal of freedom of speech. 'Our constitution enjoins us, in exercising this right, to respect the sensitivities of individuals and communities, and to eschew actions that may be interpreted as hate speech,' it said.

The outpouring of anger also led police to beef up security at Danish missions

around South Africa.

The anger boiled over in South Africa on Friday last week when the *Sunday Times* refused to give Jamiatul Ulama an undertaking that it would not publish the cartoons. The newspaper wanted to defend its right to make its own editorial decisions rather than be dictated to by pressure groups.

The Jamiat then successfully sought a late-night interdict to prevent the newspaper publishing the cartoons, with Judge Mohammed Jajbhay reining in the *Sunday Times* because ‘the right to dignity, both for an individual and a group, was more important than the right to freedom of speech’.

His decision was greeted with dismay by editor Monli Makhanya and the SA National Editors’ Forum, which saw this as a serious blow to the freedom of the press.

However, following a week of discussion with the *Sunday Times*, the Jamiatul Ulama said in its statement, “The editor of the *Sunday Times* has satisfied us to this publication’s willingness to balance the importance of freedom of expression with sensitiveness of all its readers.”

Meanwhile, the *Mail & Guardian*, the only paper in South Africa to have published one of the cartoons, on its world page, has apologised, saying it had not intended to ‘trample’ on the religious sensibilities of Muslims.

‘It is our established practice that if we trample on the religious or ethnic sensibilities of any group of South Africans, we will apologise unconditionally.’ It said in its editorial. ‘Last year, we apologised to the Jewish community over a cartoon that had given offence. It is in the same spirit that we offer our apologies to Muslims offended by our publication last week on one of the cartoons whose appearance in a Danish newspaper sparked widespread protest in Europe and the Middle East.’

Torben Brylle, the Danish ambassador in South Africa, said he had conveyed the anger of local Muslims to the Danish government. He had also assured Muslim leaders in South Africa that there was no intention to offend Muslims.

[Source: *Religion Studies Grade 12*, Steyn Kruger Clasquin, page 220]

- 4.1.1 How did the Jamiatul Ulama respond to the protests by South African Muslims? (2)
- 4.1.2 ‘The cabinet said the media’s right to freedom of speech should be balanced with other rights.’
Write down TWO considerations that the media, according to the cabinet, should bear in mind in exercising the right to freedom of speech. (4)
- 4.1.3 What was the reason for the South African Muslims’ impromptu boycott of the *Sunday Times*? (2)
- 4.1.4 Do you think the publication of the cartoons of Prophet Mohammed (4)

was the appropriate thing to do? Motivate your answer.

- 4.1.5 Do you think the article in the *Sunday Times* presents both sides fairly, or does it try to influence the readers to take sides? Motivate your answer. (4)
- 4.1.6 How did the Danish ambassador in South Africa respond to the Muslim protests? (2)
- 4.1.7 What led the police to beef up security at Danish missions around South Africa? (2)
- 4.1.8 Write a letter in your school newspaper in which you balance the right to free speech and the responsibility to uphold and promote religious tolerance. (10)

4.2 Read the following newspaper article and answer the questions that follow.

Children must bury their mother

By Thamsanqa Ngubane

Two Inanda children have been saddled with the awesome responsibility of burying their mother because they have no relatives to help them.

Pamela Msindwana died at Mahatma Gandhi Memorial Hospital in Phoenix, Durban, on Sunday after a short illness, leaving Andiswa, 14, and Mthokozisi, 5. Both the children's fathers have died. They said they were aware of only one relative, but did not know where he was. Andiswa, who is known looking after her brother, has to find the means to bury her mother, who was destitute.

The Mercury visited the children at their one-room shack on Thursday. The children had not been attending school because their mother could not afford to pay school fees. The Department of Social Welfare has said that it is unable to help the children with their mother's burial but can offer aid after the funeral.

- 4.2.1 Identify the social problem in the article. (2)
- 4.2.2 What are the possible causes for this social problem? (4)
- 4.2.3 Do you think that religious leaders have a responsibility to get involved in this kind of problem? Explain your answer. (10)
- 4.2.4 Name TWO types of roles of rituals. (4)

[50]

TOTAL: 150