



Province of the
EASTERN CAPE
EDUCATION

Steve Vukile Tshwete Education Complex • Zone 6 Zwelitsha 5608 • Private Bag X0032 • Bhisho 5605
REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT: ANSWERS**

SUBJECT: RELIGION STUDIES – FIRST PAPER

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This document consists of 8 pages.

Strictly not for test/examination purposes

QUESTION 1

1.1

- 1.1.1 Identity means:
- Individuality
 - Personality
 - Acknowledging who I am, we are and who others are. (2)
- 1.1.2 Unity means:
- Harmony or concord between persons, religions etc.
 - Peaceful co-existence of religions
 - It may be taken to mean the oneness of all religions. (2)
- 1.1.3 Comparability:
- Means that two or more things are 'able to be compared'
 - That two or more things are 'fit to be compared' or 'worth comparing' (2)
- 1.1.4 Similarity means:
- Being alike
 - Having a resemblance
 - Being of the same kind, having the same nature, amount, shape, etc. (2)
- 1.1.5 Difference means:
- Opposite of similarity
 - Being not alike
 - Not the same (2)

1.2

- 1.2.1 Yes.
- It contains historical and metaphorical material.
 - They are not always literally true, in other words, they are not factual accounts, but are intended to convey spiritual truths.
 - It is used to explain the creation of the universe. (4)
- 1.2.2
- Doctrine concerns the essential truths (spiritual) of a religion.
 - It is a prescriptive teaching and is unquestionable.

- 1.2.3 Belief
- Belief forms the foundation that brings people together for common causes and helps create a shared identity.
 - Belief may mean an acceptance of a thing, a fact, a statement or a teaching.
 - It may be ‘a firm opinion’.
 - It also means trust or confidence. (4)

- 1.2.4 Ideology
- It has to do with prevailing, overarching worldviews that shape meaning and overall patterns of existence.
 - They are asserted by those dominant groups who hold power. (4)

- 1.3
- Sunni (4)
 - Shi’ite (4)

- 1.4
- 1.4.1 Islam (2)
 - 1.4.2 Christianity (2)
 - 1.4.3 Hinduism (2)
 - 1.4.4 Judaism (2)
 - 1.4.5 Baha’i (2)

- 1.5
- 1.5.1 Atheism (2)
 - 1.5.2 Agnosticism (2)
 - 1.5.3 Monotheism (2)
 - 1.5.4 Theism (2)
 - 1.5.5 Polytheism (2)

QUESTION 2

- 2.1
- The traditional healer (inyang) is primarily a healer.
 - She/He treats people with herbs.
 - She/He treats people with natural medicines.
 - The diviner (isangoma) is basically concerned with divination.
 - She/He is also concerned with mediation between the ancestors and the living.
 - The diviner (isangoma) may also perform some of the functions of the traditional healer (inyanga). (10)
- 2.2
- 2.2.1 God is ruthless.
- He does not give people a chance to argue about death OR God is fair.
 - He does not distinguish between people on the basis of age, illness, rich, or poor. (4)
- 2.2.2 He communicates through Chukwu.
He communicates through death. (4)
- 2.2.3
- People usually work through a message to God.
 - Many religious roles like priests, imams, leaders, ministers, etc. through whom people get access to God.
 - Christians get access to God through Jesus Christ.
 - Other people get access to God through a variety of holy objects and rituals.
 - Some believe that they can get direct access to God through prayers. (8)
- 2.2.4
- Christianity, Islam, Judaism see death as a punishment for a fallen world.
 - They believe that there is a better world waiting for believers.
 - God still try to repair the immortality of human beings.
 - They distinguish between first death (physical) and a second death (spiritual).
 - Life continues after the grave.
 - Hinduism and Buddhism see death as part of a natural cycle of birth and re-birth.
 - Some believe that the cycle ends when an individual reaches a certain state or level of unconsciousness.
 - They believe in reincarnation. (12)

3.2

- 3.2.1
- That a divine being (god, God or gods) created the earth.
 - That existence on earth has a particular purpose.
 - That there is a relationship between human beings and a particular supreme being or a relationship between the human beings and particular deities.
 - That humans are superior to other creatures. (6)
- 3.2.2
- Atheism is a world view that denies the existence of divine beings or a supreme power.
 - There are two forms of atheism.
 - Namely the soft (neutral) atheism and the strong (positive) atheism.
 - Some atheists argue that it is not logical to believe in a divine beings or supreme power.
 - There is no evidence that such beings or power exists.
 - They would then often turn to science to explain the nature of the world and the universe rather than rely on faith.
 - For some atheist the story of evolution provides convincing evidence that faith does not explain life on earth. (8)
- 3.2.3
- Creationism refers to view that creation by God as narrated by the holy books should be accepted as the literal truth.
 - According to creationism there is no doubt that God created the universe as part of His divine plan for humanity.
 - The three texts agree that God created the universe in a given time.
 - They totally reject the idea of human evolution.
 - To them Adam was the first person that God created.
 - It is therefore impossible for the human race to have evolved from lower forms of life.
 - To them accepting the evolution theory would imply that also then other beliefs and teachings will not be able to stand. (6)

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QUESTION 4

4.1

- 4.1.1 The Jamiatul Ulama responded by asking Muslims to protest peacefully. (2)
- 4.1.2
- The media should respect sensitivities of individuals and communities.
 - The media should eschew actions that may be interpreted as hate speech. (4)
- 4.1.3 The reason for the impromptu boycott on *Sunday Times* was because this paper did give an undertaking not to publish the caricatures of the Prophet Mohammed. (2)
- 4.1.4
- In his/her answer the learner should give evidence of a sound understanding of the need to keep the two requirements (the right of freedom of speech; and the responsibility to promote tolerance) in the right balance.
 - The right of freedom of speech should not be used to insult the sensitivity of religions. (4)
- 4.1.5
- Yes, it presents both sides of the conflict.
 - We can point at the information that explains the perspective of the newspapers and also point at the information which refers to the perspective of the Muslim community. (4)
- 4.1.6 The Danish ambassador to South Africa responded by conveying the anger of the local Muslims to the Danish government and assured Muslim leaders in South Africa that there was no intention to offend Muslims. (2)
- 4.1.7 The expression of anger led police to beef up security at Danish missions around South Africa. (2)
- 4.1.8
- The letter should point out the importance of freedom of speech as enshrined in the constitution.
 - Free speech should not be used to speak maliciously about other religions.
 - Free speech should not be used to advocate hatred that is based on religion.
 - One should show respect and appreciation of the beliefs of others.
 - Freedom of speech should not be used inconsiderately because this may offend the adherents of a particular religion and the lead to confrontation and violence. (10)

4.2

- 4.2.1
- Poverty
 - High prevalence of HIV/Aids
- (2)
- 4.2.2
- Death of parents
 - No families (relatives) to help
- (4)
- 4.2.3 Yes
- Giving the poor people skills in food production, basic health care knowledge and opportunities so that they can meet their own needs.
 - Religions and businesses could join hands in bringing such projects to the community, thus increasing the long term benefits of giving aid to the poor.
 - Giving charity throughout the years and also at times of certain festivals as the Hindus, Jews, Christians, Muslims and so on do.
 - Followers of Jesus are to live a life expressing the same concerns.
 - Treating the poor people with dignity that they deserve as fellow human beings.
- (10)
- 4.2.4
- It brings people together with common beliefs and interests, and allows them to celebrate and remember their history.
 - It strengthens group ties whether these rituals take place in the family, at school, within religious organisations or nationally.
- (4)

[50]**TOTAL: 150**