



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**RELIGION STUDIES P2
MEMORANDUM
NOVEMBER 2008**

MARKS: 150

This memorandum consists of 9 pages.

GENERAL COMMENTS

1 This memorandum is by no means exhaustive. Religion Studies is a new and complex subject, and can accommodate various different emphases by learners. To deal with this, open-mindedness on the side of markers is required. The memorandum assumes that the majority of learners are from the four major religions in South Africa. However, it presupposes that as far as the various religions are concerned, a balance has to be maintained. It is not possible to cover every eventuality in this memorandum. It is therefore recommended that, in addition to the memorandum itself, text-books and other relevant support material may, and should, be used in the marking venue as required. In certain cases, markers should exercise their judgement, in consultation with the chief marker and with reference to such materials.

2 Learners are required to answer THREE questions. If learners have answered more than this, mark all answers, and take the three answers with the highest marks. Draw a line through the marked answers that have been discarded, and write down the reason for doing so.

NOTE: MARKERS MUST USE THE ASSESSMENT MATRIX FOR THE EXTENDED WRITING, IN CONJUNCTION WITH THE MARKING MEMORANDUM. PLEASE NOTE THAT THE ASSESSMENT MATRIX IS A GUIDE TO MARK ALLOCATION.

QUESTION 1

- | | | |
|-----|---|-------------|
| 1.1 | Analyse some of the major problems faced by today's South African youth. | (15) |
| 1.2 | Discuss these problems in terms of rights and responsibilities in the light of the South African Constitution. | (15) |
| 1.3 | With reference to the sources from any TWO religions, discuss the extent to which they support the balance between rights and responsibilities. | (20) |
| | | [50] |

The following answer is an open-ended one. Please use the checklist provided as your guide when allocating marks.

MARKING CHECKLIST FOR QUESTION 1

In evaluating the volume required to be written, markers should bear in mind the number of marks that may be earned in each of the three sections.

Read learners' answers carefully. It is possible that material relevant to all three sections (1.1, 1.2 and 1.3) may have been dealt with under only one or two of the given sections. Learners should not be penalised for this, but should receive credit for what they have written. However, the maximum marks for each section still apply.

Question 1.1: 'some' means 'at least two'.

Question 1.1: may earn a maximum of 15 marks.

Criteria	Marks	Learner's marks
1.1 Introduction: Identifies problems facing youth, e.g. HIV/AIDS, poverty, substance abuse, racism, crime, and ecological challenges.	5	
Objective causes: economic, social factors such as single-parent families, which result in problems mentioned.	5	
What are the consequences of the problem? E.g. poor self esteem/loss of confidence and trust.	5	
1.2 Discuss Bill of Rights in Constitution: Equality, human dignity, privacy, freedom of religion.	5	
Discuss the responsibilities of youth-accountability, respect for others, and respect for property.	5	
Discuss key ideas: rights and responsibilities. Natural law leading to universal human dignity – values and community duties and development.	5	
1.3 Religious sources e.g. Christian scripture-Adam was made in the image of God. Qur'an –'Surely We have accorded dignity to the sons of Man'. Bhagavad Gita:- God dwells in every creature.	10	
Briefly discuss how these religions support the balance of rights and responsibilities: restrictions based on morality- 'Thou Shalt not kill' (Ten Commandments), Ahimsa – non-violence. No right is absolute – Freedom of expression does not extend to inciting violence or hate speech. Include spiritual teachings emphasising responsibilities.	10	
TOTAL MARKS	50	

QUESTION 2

- 2.1 Explain the term *parable* and give the purpose of a parable. (10)
- 2.2 Select ONE parable each from any TWO religions and discuss the relevant moral/teaching thereof. (40)
- [50]**

The following answer is an open-ended one. Please use the checklist provided as your guide when allocating marks.

MARKING CHECKLIST FOR QUESTION 2

If a learner has done only one parable from one religion in 2.2, a maximum of 20 (twenty) marks may be obtained.

	Criteria	Marks	Learner's Marks
2.1	Explain the term parable – a short story that contains a moral/teaching, etc.	5	
	Purpose of a parable: illustrates a religious principle or answers a religious question, similar to a teaching but is in art form.	5	
2.2	Parable 1: story-telling complete and accurate.	15	
	Interpret parable and discuss the relevant model/teaching	5	
2.2	Parable 2: story telling complete and accurate.	15	
	Interpret parable and discuss the relevant model/teaching	5	
	TOTAL MARKS	50	

QUESTION 3

Considerable space for individual interpretation by learners should be allowed, in consultation with the chief marker.

Plan an inter-religious conference for the youth in South Africa. Clearly state your objectives and action plan, in terms of the following:

- Background to the conference
- Purpose of the conference
- Current situation of the youth
- Challenges of organising the conference, and solutions
- Delegates (representation)
- Programme

[50]

The following answer is an open-ended one. Please use the checklist provided as your guide when allocating marks.

MARKING CHECKLIST FOR QUESTION 3

Criteria	Marks	Learner's marks
Introduction: Briefly describes the composition of South African youth-racial /religious/linguistic/social/political	5	
Gives a detailed but concise purpose of the conference. Places the entire conference in context – establishing dialogue, tolerance, respect.	10	
Describes the current circumstances of the youth in South Africa.	10	
Identifies the challenges of organising such a conference and also providing possible solutions.	10	
Identifies who will be invited stating the reasons. Consider logistics.	5	
Draws up a chronological and detailed programme, explaining each item – date ,time, speakers, duration, etc.	10	
TOTAL MARKS	50	

QUESTION 4

1. 'Various' in this Question means 'at least two'.
2. The number of religions discussed, should be dealt with as follows:

Inspiration: discussion of only one religion allows a maximum of 16 marks (out of 20);

Oral tradition: discussion of only one religion allows a maximum of 12 marks (out of 15);

Sacred Books: discussion of only one religion allows a maximum of 12 marks (out of 15).

3. In discussing these concepts in the context of various religions, the various religions should not necessarily be dealt with separately and exclusively.

Discuss the following concepts as they occur in the context of various religions:

- Divine inspiration (20)
 - Oral tradition (15)
 - Sacred books (15)
- [50]**

Inspiration.

- It refers originally to the breath (power, knowledge) of an extra-ordinary being or power.
 - An example of the breath of an extra-ordinary power is a deity, coming into a person and taking that person's own breath.
 - Inspiration refers to a state of being inspired either to write, do something or commit yourself to a particular life or experience.
 - Inspiration is a very significant/important normative source in various religions.
 - Various religions have figures who received inspiration from a higher power or wisdom.
 - Inspiration may be referred to as the true origin of all religions.
 - There are many religious figures who have inspired many generations of followers.
 - Examples of figures who have inspired generations are Abraham, Moses, Jesus Christ, the Buddha, Confucius, Muhammed and Baha'u'llah.
 - The word 'God' is not used in some religions e.g. Buddhism and Confucianism, however these religions believe in some higher, deeper wisdom which inspired great figures.
 - Inspiration still takes place in our own day. This is referred to as 'contemporary inspiration'.
- (20)

Oral Tradition

- Original inspiration is usually spread first through oral tradition in many religions.
- The original message is passed on from one generation to another by word of mouth.
- The original message is passed on from one person to another.
- Before the invention of writing religious, traditions were carried on by word of mouth.

- It is true that these traditions do develop and change and get adapted over time.
- An example of a religion which has carried an oral tradition over many centuries is African Traditional Religion. (15)

Sacred Books

- Writing has played a very important role in many religions.
 - Many religions have developed Sacred Books e.g. the Quran, the Bible, etc.
 - Oral traditions can run parallel to written traditions.
 - Written scripture is found in many religions and is used greatly.
 - In many cases Sacred Books do not exist as individual writings, but as parts of larger collections.
 - The word canon refers to a general law, rule or principle.
 - The collections of Sacred Books are generally called canons.
 - There are primary and secondary sacred writings.
 - Secondary writings are commentaries on the primary writings. (15)
- [50]**

QUESTION 5

Answer EITHER QUESTION 5.1 OR QUESTION 5.2.

If learners have answered both 5.1 and 5.2, mark both, and take the one with the highest marks. Draw a line through the marked answer that has been discarded, and write down the reason for doing so.

5.1 Quotations from various religions are provided below. Choose any ONE quotation and discuss it in the light of at least THREE central teachings of that religion. Your answer must be supported by relevant references from primary, secondary and other sources.

- 5.1.1 'There was a universe before this one and there will be a universe after this one.' (Rig Veda, 10-190-3)
- 5.1.2 'It is not always physical bravery that counts. One must have the courage to face life as it is, to go through sorrows and always sacrifice oneself for the sake of others.' Kipsigis saying (Kenya)
- 5.1.3 'May generosity triumph over niggardliness. May love triumph over contempt.' (Excerpt from Yasna)
- 5.1.4 'Have benevolence towards all living things, joy at the sight of the virtuous, compassion and sympathy for the afflicted and tolerance towards the indolent and ill behaved.' (Tattvanthasutra 7.11)
- 5.1.5 'The world stands upon three things: upon the Law, upon worship and upon showing kindness.' (Mishnah, 1:2)
- 5.1.6 'There is no god except Allah and Muhammed is his messenger.' (Declaration of faith)

NSC – Memorandum

- 5.1.7 'For God so loved the world, that he gave His only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.' (John 3:16)
- 5.1.8 'Wisdom springs from meditation; without meditation wisdom wanes. Having known these two paths of progress and decline, let a man so conduct himself that his wisdom may increase.' (Dhammapada 282)
- 5.1.9 'The earth is but one country, and mankind its citizens.' (Baha'u'llah)

[50]

The following answer is an open-ended one. Please use the checklist provided as your guide when allocating marks.

MARKING CHECKLIST FOR QUESTION 5.1

Note that below, Christianity has been referred to as an example only.

Considerable space for individual interpretation by learners should be allowed, in consultation with the chief marker. In view of the variety of possible religions that may be dealt with, text-books should be allowed into the marking-venue.

Criteria	Marks	Learner's marks
Identifies the religion (2 marks). State source (2 marks). Describes the context of the selected quotation (2 marks). Briefly describes essence of quotation in own words (4 marks)	10	
Identifies at least THREE core teachings, .e.g. Christianity. God the father as Creator of Universe, God the Son as Saviour, God the Holy Spirit as counsellor of Christians	6	
Provides a concise discussion of the central teachings in the light of the quotation: 1. Explains each of the core teachings (3x4 marks) =12. 2. Show how each teaching is supported by the quotation.(3x4 marks) =12	24	
Uses relevant references from primary sources.	5	
Uses relevant references from secondary sources.	5	
TOTAL MARKS	50	

OR

5.2 Discuss the internal differentiations that exist within any ONE religion. Answer according to the following sub-headings:

- Historical development of the differentiations
- Differentiations in teachings and beliefs
- Differentiations in practices (for example rituals)
- Nature and seriousness of differentiations
- Possible future developments

[50]

MARKING CHECKLIST FOR QUESTION 5.2

The following answer is an open-ended one. Please use the checklist provided as your guide when allocating marks.

Criteria	Marks	Learner's marks
Introduction: Places the historical context of the differences and similarities of the identified religion, e.g. Catholic and Protestant, Shi'ite and Sunni.	5	
Briefly describes the beliefs focusing on differing views.	10	
Selects practices and shows how each group adheres to them.	10	
Discusses the nature of the differentiations and its consequences.	15	
Provides a future perspective of the internal differences.	10	
TOTAL MARKS	50	

TOTAL: 150