



# education

---

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**RELIGION STUDIES 1**

**NOVEMBER 2007**

**MEMORANDUM**

**This memorandum consists of 6 pages.**

**QUESTION 1**

- 1.1      1.1.1      The period of dispersion of the Jewish people after the fall of the second temple. (2)
- 1.1.2      A denial of the existence of God. (2)
- 1.1.3      Someone skilled in invoking the healing powers of nature spirits in the hunter-gatherer societies. (2)
- 1.1.4      Uncommitted to any particular religion. (2)
- 1.1.5      A system of government that assumes that God is a supreme governing being. (2)
- 1.2      Zion Christian Church (2)
- 1.3      • Hinduism  
            • Judaism  
            • African Traditional Religion (any two) (6)
- 1.4      It is the process of integrating elements from one religion into another. (2)
- 1.5      They represent the central truth of different religions. (4)
- 1.6      1.6.1      Clay pot  
            1.6.2      OM sign  
            1.6.3      Cross  
            1.6.4      The wheel of Dharma  
            1.6.5      The Star of David (5 x 2) (10)
- 1.7      Interaction or conversation that takes place between different religions. (2)
- 1.8      Emil Durkheim  
            Hans Mol (2)
- 1.9      Sikhism (2)
- 1.10     1.10.1     Hinduism (2)
- 1.10.2     Baha'i (2)
- 1.11     • It brings together people with common beliefs and interests (6)  
            • It allows them to celebrate and remember their history **[50]**  
            • It strengthens group ties

**QUESTION 2**

- 2.1 2.1.1
- 200 churches, mosques, monasteries and other religious institutions were closed or converted to other uses
  - Clerics of all faiths were imprisoned or forced to seek employment in industry or agriculture
- (4)
- 2.1.2
- There is still very limited freedom of religion in Cuba
- (2)
- 2.1.3
- Religious leaders have been jailed
  - Religious properties were confiscated
  - Religious education and literature were banned from schools
- (6)
- 2.1.4
- Communism is atheistic, it denies the existence of God and hence the faith communities are prosecuted.
- (4)
- 2.1.5
- A secular state does not interfere with religious affairs
  - There is religious freedom in secular states
  - There is no discrimination on the basis of religion in a secular state
  - Atheistic states interferes with religious affairs
  - Faith communities are persecuted
  - There is limited or no religious freedom in an atheistic state
- (10)
- 2.1.6
- Believers of all faiths were often threatened and some received long prison sentences
- (4)
- 2.2 2.2.1
- She should keep the questions short.
  - She must be clear about what she is asking
  - She should try not to use adjectives because they may be interpreted in different ways
  - She must use an appropriate level of language
  - She should not give hint of what she is expecting
- (6)
- 2.2.2
- The questions must be appropriate to the topic and follow the guidelines of asking questions in a research
- How will you describe the position of a Muslim woman in your society?
  - If you compare Muslim women with other women of different communities or faiths, do you think their positions (as women) are the same?
  - How does the marriage of a Muslim man, married to 1 to 4 women at the same time, affect each woman within that wedlock?
- (10)
- 2.2.3
- Structured interview – in this type of interview the questions have been formulated carefully and will be asked in a strict order.
  - Questions are formulated beforehand.
- (4)
- [50]**

**QUESTION 3**

- 3.1 3.1.1 A myth.  
*A myth can be defined as a story about supernatural beings of an earlier age that is believed to be true or spiritual beings and relationship with humans and the earth.* (6)
- 3.1.2 To give an account of the creation of the Ba-Tshwana people. (2)
- 3.1.3 They came from the hole in the ground. (2)
- 3.1.4
- Monotheistic
  - They believed in one god (Modimo) (4)
- 3.1.5 The man-sized footprint of Loowe is still to be seen (2)
- 3.1.6 Divinity (Modimo) (2)
- 3.1.7 Passed on orally (2)
- 3.2 3.2.1 Great Zimbabwe was home to a great civilisation. (2)
- 3.2.2 The animals played an important part in the religion of the ancient Shona society. (2)
- 3.2.3 The key feature of the African Traditional Religion according to this passage is the belief in the ancestors. (2)
- 3.2.4 The creation of a Shona state was controlled by a kingship. (2)
- 3.2.5 The whole family took part in a ritual to communicate with the ancestors in which the living ask for forgiveness. (2)
- 3.2.6 If you have married and have children. (4)
- 3.2.7 It was believed that the ancestors had the power to protect the family from evil and misfortune because they had passed on to the spiritual world. (4)
- 3.2.8 The ancestors are the family members who have died and gone to the spiritual world. (4)
- 3.2.9
- Yes
  - They believe in one God called Mwari (4)
- 3.2.10
- Yes
  - Great Zimbabwe was a united state with one king (4)

**[50]**

**QUESTION 4**

- 4.1
- Judaism
  - Christianity
  - Islam
- (6)
- 4.2
- Shintoism and Buddhism teach about adaptation to the spirits of nature and the sanctity of all living beings.
- (4)
- 4.3
- Religion is influenced by the natural environment of its origin
  - Christianity is a Middle Eastern religion most part of which is a desert
  - It draws most of its imagery from its initial environment rather than the environment it is adopted to
  - People who have adopted Christianity find its imagery appealing
  - The environment has nothing to do with the truth –value of the religion
  - The word stewardship refers to trusteeship, custodianship and guardianship
  - It also refers to taking responsibility for something that belongs to someone else
- (10)
- 4.4
- In Judaism the earth does not belong to us
  - It belongs to God
  - We only take care of it
  - Christianity inherited the stewardship principles from Judaism
  - In most churches, this principle is still followed even today
  - In the Islamic religion, the environmental concerns are not the biggest area of concern
- (10)

4.5	4.5.1	<ul style="list-style-type: none"> <li>• People work to earn a living</li> <li>• Leisure is for relaxation and enjoyment</li> <li>• It is also for socialising and playing</li> <li>• Most religions do command the adherents to work for a living and then rest to relax</li> <li>• Buddhism and Hinduism do not have a regular seven day schedule of work and rest, however in traditional settings there are many festivals throughout the year often determined by the phases of the moon</li> <li>• Some leisure activities can be regarded as work, for example playing professional soccer, cricket, et cetera</li> </ul>	(10)
	4.5.2	<ul style="list-style-type: none"> <li>• People use drugs, alcohol and gambling, for recreation and leisure</li> <li>• Religions have generally been against alcohol and drugs, but with varying degrees of strictness</li> <li>• Drugs, alcohol and gambling can be addictive</li> <li>• These tendencies can bring social and economic hardships</li> <li>• Alcohol and drugs also reduce the lifespan of the individual</li> <li>• In the new testament, Jesus turns water into wine</li> <li>• For Muslims, it is a sin to drink anything with alcohol</li> <li>• The Jews take wine with their food</li> <li>• Gambling is prohibited in Islam, Judaism and Buddhism</li> </ul>	(10) <b>[50]</b>
<b>TOTAL:</b>			<b>150</b>