Province of the
EASTERN CAPE
EDUCATION

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

NATIONAL SENIOR CERTIFICATE

GRADE 12

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RELIGION STUDIES P2 MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 16 pages.

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INSTRUCTIONS AND INFORMATION

1. Mark the first THREE questions ONLY.
2. **NOTE:** The maximum marks for each question.
3. TWO marks are credited for each point.
4. If more than the required points are given, mark the required number and draw a line and write MAX. to indicate maximum reached.
5. If the answers are not numbered, note the chronological sequence and mark.
6. The marking guideline is the bases of your marking.
7. Total according to the sub-questions to facilitate question by question analysis.

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QUESTION 1

1.1 Crime and corruption

1.1.1 **Explain the link between crime and corruption, in your own words.**

- When officials accept bribes or abuse their power, criminals operate more freely
- Corruption enables crime
- Criminals may escape punishment
- Criminals may bribe police to avoid arrest
- Evidence can be tempered with
- Cases may be dismissed unfairly
- Corrupt officials overlook criminal behaviour
- Organised criminal groups protect corrupt officials
- Corrupt officials work with criminals in their illegal activities
- Both crime and corruption damage society morally and economically

NOTE: Other relevant answers must be credited. (6)

1.1.2 **Give FIVE possible reasons why there is a high level of corruption in the public sector.**

- Legacy of inequality and historical imbalances
- Political deployments
- Political divisions
- State capture
- Weak controls or oversight or accountability by government
- People not held responsible for their actions
- Weak procurement processes
- Socio-economic pressure

NOTE: Other relevant answers must be credited. (10)

1.1.3 **With reference to any ONE religion you have studied, discuss its teachings regarding crime and corruption**.

Example 1: Christianity

- God desires peace: He also desires that humans should live in justice and freedom.
- Christianity teaches non-violence.
- Jesus in Mathew 5 said, 'Blessed are the peacemakers', and told others to turn the other cheek in the face of violence.
- Christians are told to love their enemies.
- The Ten Commandments states, 'you shall not kill'.
- All violence is considered as an offence against God.
- Psalm 11, says, 'The lord examines both righteous and the wicked. He hates those who loves violence.'
- Proverbs 3 and 10 condemns violence, especially to women.

NOTE: Other relevant answers must be credited.

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Example 2: Islam

- The Qur'an forbids consuming wealth unjustly
- Qur'an warns against corruption
- Islam strictly forbids corruption
- Prophet Mohammed condemns bribery
- Justice is central to Islam
- Public trust is sacred in Islam
- Leaders are accountable to Allah
- Leaders and workers must act honestly and responsibly

Example 3: ATR

- The principle of Ubuntu forbids corrupt and criminal behaviour
- Dishonesty and wrong-doing disrespect of the ancestors
- Traditional African system emphasises law and order
- Elders act as moral guides of the society
- Stealing and dishonesty are considered serious moral violations (10)

1.1.4 **How do crime and corruption affect service delivery in our Communities?**

- Community loses trust on leadership and protest
- Properties are destroyed by protests
- Increased crime rate in which cables and infrastructure are destroyed
- Money set aside for infrastructure maintenance is stolen
- No service for poor infrastructure
- Loss of life as criminals kill each other or the whistle-blowers

NOTE: Other relevant answers must be credited. (12)

1.1.5 **Discuss the practical strategies or steps that religious organisations can take to address crime and corruption.**

- Lead by example through transparency and ethical leadership
- Moral and ethical teaching, especially for the youth
- Community campaigns against corruption and crime
- Support victims of corruption and crime
- Speak out against corruption and crime with a prophetic voice
- Collaboration against injustice caused by corruption and crime
- Empower clerics and religious leaders in crime prevention strategies.

NOTE: Other relevant answers must be credited. (12)

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QUESTION 2

2.1 **With reference to any ONE religion you have studied, answered the following questions:**

2.1.1 **Name TWO branches of this religion**

Example 1: Christianity
Catholicism, Protestantism, Eastern Orthodox

Example 2: Islam
Sunni, Shi'a (4)

2.1.2 **Compare the differences in the teaching of each branch.**

EXAMPLE 1: Christianity

Catholicism
- The Catholic Church considers itself the original Christian Church.
- They believe that everyone is born in sin because of Adam and Eve's disobedience to God.
- God is made up of three persons: Father, Son and the Holy Spirit.
- The Holy Spirit comes from God the Father and the Son.

Eastern Orthodox Church
- The Holy Spirit comes only from God the Father.
- They believe that they are the rightly guided church.

Protestantism
- The Bible has more authority than the Pope.
- They teach the faith is the way to salvation.
- They teach that salvation is a gift given freely through the work of Jesus Christ.

EXAMPLE 2: Islam

Sunni Islam

Islam is divided into two major branches, namely the Sunni and the Shi'a.

- Sunni refers to follow the sunnah (example) of Prophet Mohammed.
- The hadith narrated by the companions of the Prophet have equal status as those told by his family member.
- The Sunni believes that all the teachings contained in the Books of Hadith are equally important.
- The Sunnis do not accept that a caliph must come exclusively from the Prophets' family.

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Shi'a Islam

- The Hadith narrated by the companions of the Prophet, have less significance than that narrated by his family members.
- The Shi'a follow the teaching and opinions only of a living scholar.
- They believe that the last caliph from the Prophet's family was hidden in a cave and will one day reappear as leader.
- He is referred to as Imam.

NOTE: Any relevant fact should be credited. (12)

2.1.3 **Compare the difference in governance of each branch.**

EXAMPLE 1: Christianity

Governance in Catholicism:

- The head of Catholicism is the Pope.
- The centre of power is in Rome (Vatican).
- The church is governed at parish level by priests, deaneries by deans, dioceses by bishops and archdioceses by archbishops.
- The cardinals are the representatives of the Pope in different geographical regions, e.g. the Southern African Region is under Cardinal Napier.

Governance in Protestantism

- The churches are governed by ordained ministers and bishops or elected elders.
- Overall rule is by a higher authority such as a synod or general assembly, chaired by the presiding bishop.
- Some Protestant churches are independent and not accountable to higher authority than the congregation.
- Under the Presbyterian system, the congregations are governed by the Church Council/Session. The latter consists of minister and elders.

Governance in Eastern Orthodox Church

- The differences between the Catholic and Orthodox Churches are that the latter do not accept the leadership of the Pope.
- Authority within the church is in the hands of the bishops and archbishops.
- Their ordained ministers include priests, bishops and archbishops.
- Their ordained clergy may be married. They do not have to be celibate.

Example 2: Islam

Governance in Sunni

- There is no clergy in Sunni Islam
- Any Muslim can serve on the community boards
- Governance is community based
- Scholars of Islam and community members serve on the governing boards of mosques, madrassas and schools
- In governance, the Sunnah of the Prophet is observed or a geographical region.

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Governance in Shi'a

- Shi'a Muslims revere the descendants of the Prophet Mohammed, and believe that they have divine right to lead Muslims.
- Such a leader is referred to as 'imam'.
- The final word in any uncertainty about any religious or political issues lies with the representative of the imam.
- Governance is in the hands of mullahs (priests) who rule by religious Decree. (12)

2.2 **Analyse the negative consequences of internal differences.**

- Division and schism – unresolved disagreements can lead to breakaways
- Loss of unity – when members fight the unity is weakened.
- Moral decay – infighting leads to rudeness and lack of respect
- Loss of trust in leadership – Leaders compete for influence and betray one another
- Doctrinal confusion – Different teachings within the same faith can confuse, especially among the young people
- Emotional and spiritual harm – members get hurt, feel discouraged and rejected
- Weakened social impact – society lose hope and respect in religious organisations

NOTE: Other relevant answers must be credited. (12)

2.3 **Discuss the importance of sacred text in religion.**

- Written sacred texts is more rigid than oral texts.
- Sacred books are fixed yardsticks of measuring right and wrong.
- Sacred books contain the history of different eras of the past.
- They also reflect the languages and cultures of the past eras.
- Sacred books serve as reliable references of the teachings and beliefs of a religion.
- Sacred books serve as a unifying source of religion.

NOTE: Other relevant fact must be credited. (10)

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QUESTION 3

3.1 **With reference to any ONE religion you have studied, discuss its central teachings under the following headings:**

3.1.1 **The place and responsibility of humanity in the world**

Example 1: Christianity

- Humanity is created in the image of God.
- Part of creation.
- But given a special position above all creation.
- To steward and care for the earth.
- To live in relationship with God and others.
- To respect God's love, justice and holiness.
- To spread the Gospel and serve others.
  NOTE: Any relevant responses must be credited.

Example 2: Islam

- Created by Allah from clay.
- Islam creates a balance between the rights of individuals and the rights of the community.
- Appointed as khalifah (steward) on earth.
- Honoured above other creations.
- Servant of Allah.
- To worship Allah.
- To live according to Shari'ah.
- To promote justice and prevent wrongdoing.
- To care for the environment.

Example 3: ATR

- Part of a spiritual community including ancestors and nature
- Living communal life not individualistic
- With strong connection between the living and the dead
- To maintain harmony in community
- To respect ancestors and the creator
- To care for the land and family
- To uphold moral traditions
- Guardian of community harmony and tradition (10)

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3.1.2 **The origin and role of evil**

Example 1: Christianity

- Evil entered the world through human disobedience
- By Satan, a fallen angel
- Who tempts humanity to sin
- Its role is to:
  - Test human faith and character
  - Highlights the needs for God's salvation
  - Serve as contrast to goodness and
  - Making moral choices meaningful

Example 2: Islam

- Evil comes from Shaytan, who disobeyed Allah
- Human beings have a free will allowing for bad choices
- Role of evil:
  - A test of faith and obedience to Allah
  - Encourage humanity to do good and avoid wrongdoing
  - Life is a moral struggle (jihad al-nafs) against evil within and without
  - Emphasise human responsibility

Example 3: ATR

- Often linked to disrespect of ancestors or natural laws
- Evil may manifest as misfortune, illness or conflict
- Role of evil:
  - Maintain balance – when humans act wrongly, evil warns them
  - Strengthen community and moral codes
  - Guides humanity to reconciliation, respect and harmony
  - Evil is preventable and corrective (10)

3.1.3 **The overcoming of evil**

Example 1: Christianity

- Do not be overcome by evil, overcome evil with good
- Through God's grace, by believing in Jesus Christ conquering sin
- Prayer and Scripture – strengthens moral resistance and guidance
- Repentance and moral living – following Ten Commandments and teachings of Jesus
- Community support – Fellowship encourages righteous living

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Example 2: Islam

- Obedience to Allah – following Qur'an and Sunnah
- Repentance (Tawabah) – turning away from sin restores harmony with Allah
- Prayer (Salah) and remembrance (Dhikr) – strengthen resistance to evil
- Good deeds and charity (Sadaqah) – counters evil in the world

Example 3: ATR

- Respect ancestors and customs – prevent disharmony and evil consequences
- Rituals and ceremonies – purification, offerings and reconciliation restore balance
- Community solidarity – collective action addresses evil in society
- Moral guidance and storytelling – teaches consequences of wrong actions and promote virtue (10)

3.2 **Explain the relationship between normative sources and Inspiration.**

- Inspiration refers to the 'breath' (power, knowledge) of an extraordinary being or power.
- Normative sources refers to the holy /sacred writings like the Bible, Qur'an, Masiphakule, etc.
- For example, God / Allah taking over a person and inspiring him/her with divine knowledge.
- Most books in the Bible / Qur'an were written by people who were divinely inspired by the Holy Spirit / Allah
- Examples are Moses, David, Apostles and Prophet Mohammad
- The inspiration of these figures was accepted by the church as being direct and immediate.
- They are believed to have received the message from God.
- Through divine inspiration the prophets foretold the future of the world.
- Inspiration by the Holy Spirit is still respected in terms of guidance in the church.
- The 'inspired teachings' form the foundation of Christianity or Islam and are incorporated in the Bible / Qur'an. (8)

3.3 **Name and explain THREE hermeneutical principles.**

Grammar and historical context

- This means that the writings must be understood within the context of the time and circumstances.
- Rules of grammar means use of exact and ordinary meaning of words.

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Clearest meaning
- The meaning that is clearest or most obvious to the reader must be considered, when interpreting normative sources

Plan, purpose and context
- The plan or structure of the whole document must be taken into account
- An extract must be seen as part of the whole within the context
- For example, is the writing poetry or prose

Meaning of words
- The meaning of words changes over time, context and in different places
- E.g. “Adam knew Eve” meant he had sexual intercourse with her
- For correct interpretation, the original meaning must be used

Figurative language
- This implies using certain words to represent something in sacred text, like the ‘seed’ and ‘soil’ in the parable of the sower, in Christianity
- It must be identified to avoid literal interpretation
- Examples include parables in Christianity, Buddhism and Hinduism
- Require considering other hermeneutical principles to interpret correctly

The consideration of other sacred texts
- For example, Bible commentary/dictionary, and tafsir in ISLAM.
- They must be of the same religion and teaching as the source to be interpreted.
- A parallel passage/text can be used to interpret another text/passage.

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QUESTION 4

4.1 Discuss IFAPA under the following:

4.1.1 **The purpose of IFAPA.**

- To unite religious communities across Africa
- In order to work together for peace on the continent
- To prevent inter-religious conflict
- To intervene in inter-religious conflicts
- To protect human life and the environment (10)

4.1.2 **The achievements of IFAPA.**

- Establishment and registration of national chapters (branches) in more than thirty countries in Africa
- Intervention in conflict areas
- They sent women's delegation to Northern Europe
- Participation in the election of parliament members in Togo
- They participated in the World Social Forum held in Kenya
- Establishment of IFAPA Women Network and regional Youth Network
- They organised exchange visits between landmine victims and survivors from Ethiopia, South Sudan and Uganda
- Facilitation of the first African inter-religious youth consultative conference
- Establishment of Rural Water Project in Rwanda and Mbangani Water Project in Kenya (12)

4.2 **The National Religious Leaders' Forum (NRLF) is an interfaith organisation in South Africa.**

4.2.1 **Explain the historical background of the NRLF.**

- NRLF was formed at the call of President Mandela in 1997 in order to unite different religions which were divided during the apartheid era
- It is made up of the leaders from various religions in South Africa.
- In 2009 Pastor Ray Mc Cauley formed a new interreligious organisation called, National Interfaith Leadership Council (NILC)
- NRLF merged / combined with NILC to form the National Interfaith Council of South Africa (NICSA) in 2011.
- Pastor Ray McCauley and Archbishop Buti Tlhagale were elected as co-chairpersons
- In 2011, NICSA was given recognition by the parliament of South Africa
- NICSA includes African indigenous churches, Pentecostal churches, Scientology and charismatic Christian churches, Muslim, Jewish, Hindu, etc
- Its headquarters are currently in Pretoria. (10)

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4.2.2 **Would you say the NRLF is achieving its purpose? Give reasons for your answer.**

Yes

- They are succeeding with HIV/Aids as the numbers of infected people decrease
- The new infections have decreased, and free treatment is available
- They have also succeeded in promoting all religions in education because different religions are given fair opportunities in schools.
- They are succeeding in preventing inter-religious conflict in South Africa because there is religious co-operation among different religions in South Africa

No

- They are not succeeding in addressing child abuse and GBV, because the numbers of cases are increasing, and the incidences are getting more gruesome and domestic.
- They are not succeeding in promoting ethical and moral values because the rate of fraud and corruption is increasing daily.
- That is shown by the multiple commissions of inquiry in place.
- Infighting in churches continue. (10)

4.3 **Discuss the comparison between humanism and materialism**

- Humanism, or secular humanism, initially called for people to use their intellect to understand revelation.
- This contrasted with the dry, medieval way of looking at scripture.
- In the 19th century humanism meant atheism or a non-religious view.
- The Secular Humanist Declaration embodies an alternative philosophy to religion.
- It encourages free inquiry, unshackled from religious dogma.
- It strives for freedom in all aspects of life, spiritual, economic and social aspects.
- It advocates the use of reason (logic and inquiry) to develop knowledge and truth.
- Materialism is similar to humanism in that it accepts knowledge obtained solely from the physical world.
- It denies the existence of a divine or supernatural realm.
- In the 19th century Karl Marx described religion as a drug.
- It tricked people to accept oppression. Instead, he advocated the development of a classless society, in which workers and employers would be all equal.
- Both Humanism and Materialism see logic as the answer to all of humanity's challenges.
- They both see religion as an obstruction to man reaching his full potential.

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- Some scientists argue that recent discoveries about the properties of matter present serious challenges to materialism
- They say that materialism cannot explain the concept of the mind or consciousness.
- There is no scientific objection to humanism (8)

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QUESTION 5

5.1 Religion and Natural Science

5.1.1 Explain Darwin's theory of evolution

- The theory proposes that all life evolved from primitive forms and continues to adapt and evolves.
- Species contain a great variety of minor differences.
- In the fight for survival, better adapted variations will be favoured while those that are not 'fit' will struggle to survive.
- In this way, a species may gradually change its form and become more complex by developing along a path of successful variations
- The theory of evolution asserts that humans evolved from a common primate ancestor with apes.
- In the fight for survival, humans adapted and gradually change from apes to human beings. (12)

5.1.2 Choose ONE of the religions you have studied and discuss its response to the theory of evolution.

Example 1: Christianity

- Christianity has no doubt that God created the universe as part of His divine plan for humanity.
- The book of Genesis describes how God created the world in six days (and on the seventh day He rested).
- God created Adam and Eve thus there is no place for the theory of evolution in creation.
- Darwin's work was regarded as controversial by the church.
- The theory was criticised as follows:
  - There is no evidence in human history for the development of new species.
  - There is no evidence of one species having developed from another.
  - The attempts to create new species by cross-breeding tend to be
  - unsuccessful because the hybrids cannot breed.
  - Christians argue that certain aspects of creation are too complex to have happened by natural selection.
- Many Christians resolve the conflict by suggesting that the Bible should be interpreted symbolically and not literally.

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Example 2: Hinduism

- Hindus have no problem with evolution.
- They believe that the universe is based on evolution.
- They believe that they have a more advanced theory of evolution than the scientific one.
- The scientific theory is limited.
- It focuses only on the physical perspective of creation.
- Hindus believe that humans have control over their spiritual and physical evolution.
- Hindus believe that if one lives a good life one will evolve through many rebirths until one is physically and spiritually advanced.
- Ultimately, one will achieve liberation from the physical and be one with God.
- Hindus believe that there is an intelligent designer behind everything like evolution of humanity and of the universe.

Example 3: Buddhism

- Many Buddhists argue that the theory of evolution and Buddhism are in agreement.
- Since Buddhists believe in the impermanence of everything, even gods are impermanent.
- Even Buddhas do not live forever.
- Buddhism does not have an account for creation.
- Buddhists do not mind what scientists say about how the universe and people came into being.
- They do, however, attach special significance to human existence.
- Buddhists believe that all life involves constant transformation and evolution.
- Buddhists believed in evolution long before Western scientists did.
- Buddhists believe in the continuity of all living beings.
- Therefore, they have no problem with the idea that human beings may have evolved from more primitive primate forms. (12)

5.1.3 **According to Big Bang Theory, how did the world come to existence?**

- The Big Bang Theory teaches that there was an enormous explosion from which the different planets were formed.
- This happened about 13,7 billion years ago.
- Small temperature differences in the initial explosion led to varying densities through the universe.
- These eventually formed into clusters of matter and energy.
- The clusters continued to condense in a lumpy way and formed the vast collection of stars called galaxy.
- Some of the lumps in galaxies condensed into a combination of stars and planets. (12)

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5.1.4 **Explain why Taoism has no problem with the Big Bang Theory?**

- In Taoism, the world and everything in it comes into being automatically as part of the activity of the Tao.
- It is not planned, but it is not unplanned.
- The Tao did not intend the world to exist, nor did it not want the world to exist.
- Taoism does not contradict the Big Bang Theory.
- Scientifically the world was not created by any God or gods, but it happened by chance.
- The world simply emerged as a tiny speck in the enormous 'bowl' of creation as the Tao continued on its path.
- According to Taoism the world consists of processes of creation and destruction.
- This is in line with the Big Bang Theory which states that there was an enormous explosion. Within a second, the universe had appeared and filled out to an enormous size.
- According to science, the universe is ever expanding. There is no rest period.
- The Taoist view of the universe is based very much on their observation of the natural and human world.
- The Big Bang Theory is also based on observation of the natural and human world.
- Hence Taoism's acceptance of the Big Bang Theory. (14)

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GRAND TOTAL: 150

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