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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P1

2022

MARKS: 150

TIME: 2 hours

This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A: COMPULSORY
SECTION B: Answer any TWO questions in this section.
3. Read ALL the questions carefully.
4. Start EACH question on a NEW page.
5. The length of your answers must be in accordance with the marks allocated to each question.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Write neatly and legibly.

SECTION A (COMPULSORY)**QUESTION 1**

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.10) in the ANSWER BOOK, e.g. 1.1.11 D.

1.1.1 Belief in the existence of gods or god:

- A Dualism
- B Judaism
- C Theism
- D Monotheism

(1)

1.1.2 'The One produces the Two. The Two produces the Three and the Three produces the ten thousand things' is a quote from the ...

- A Talmud.
- B Tao-te-Ching.
- C Book of Mormons.
- D Vedas.

(1)

1.1.3 Religious laws observed by Orthodox Jews are called ...

- A belief in the Torah.
- B teaching about Yahweh.
- C Genesis.
- D Halakhah.

(1)

1.1.4 Holding on to traditional, conventional values is called ...

- A Confucianism.
- B Secularism.
- C conservatism.
- D heresy.

(1)

1.1.5 Which ONE of the following is NOT one of the Hindu scriptures?

- A Upanishads
- B Punjab
- C Vedas
- D Bhagavad Gita

(1)

1.1.6 Buddhism was greatly influenced by ...

- A Hinduism and Islam.
- B Islam and Sikhism.
- C Taoism and Hinduism.
- D Islam, Hinduism and Confucianism.

(1)

- 1.1.7 The person who succeeded Prophet Muhammad after his death in 632 CE was ...
- A Abu Bakr.
B Husain.
C Umar.
D Ishmael. (1)
- 1.1.8 'No one shall be subjected to arbitrary arrest, detention or exile ...' is a quote from the ...
- A Universal Declaration of Human Rights.
B Charter for Compassion.
C United States Declaration of Independence.
D Freedom Charter. (1)
- 1.1.9 The central doctrines of the Bahá'i Faith are contained in the ...
- A Qur'an.
B Torah.
C Vedas.
D Kitab-i-Aqdas. (1)
- 1.1.10 The line of descent from an ancestor to a person or family:
- A Predecessor
B Paternal
C Literalist
D Lineage (1)
- 1.2 Complete the following sentences by filling in the missing word(s). Write only the word(s) next to the question numbers (1.2.1 to 1.2.6) in the ANSWER BOOK.
- 1.2.1 Liberation from the cycle of rebirth in Hinduism is called ... (1)
- 1.2.2 The adoption of false religious belief and practice is called ... (1)
- 1.2.3 The person who leads congregational prayer in Islam is the ... (1)
- 1.2.4 This spiritual and physical exercise using specific body postures and breathing control is called ... (1)
- 1.2.5 A belief that says all religions are paths toward the truth and they are equally true is called ... (1)
- 1.2.6 The organisation that convened in Kyoto, Japan, for the first time in 1970, is the ... (1)

- 1.3 Choose a term from COLUMN B that matches the description in COLUMN A. Write only the letter (A–H) next to the question numbers (1.3.1 to 1.3.6) in the ANSWER BOOK. Do NOT use any letter more than once.

COLUMN A		COLUMN B	
1.3.1	Other subdivisions within Protestantism	A	kosher
1.3.2	Understanding and forgiveness between people who have had a bad relationship	B	ahimsa
1.3.3	That which is permissible in Judaism	C	mantra
1.3.4	Showing deep respect or reverence for someone or something	D	reconciliation
1.3.5	Never harm any living thing	E	Nirvana
1.3.6	State of perfect happiness and peace in Buddhism.	F	Eucharist
		G	denominations
		H	veneration

(6 x 1)

(6)

- 1.4 Choose the word(s) in EACH list below that do(es) NOT match the rest. Write down the word next to the question numbers (1.4.1 to 1.4.6) in the ANSWER BOOK and give a reason why it does NOT fit.

EXAMPLE: banana; apple; potato; grape

ANSWER: potato

REASON: The others are all fruit.

- 1.4.1 Shoghi Effendi; Haifa; Jerusalem; Bahá'u'lláh (2)
- 1.4.2 Muhammad; Allah; Bahá'u'lláh; Abu Bakr (2)
- 1.4.3 Saivism; Shaktism; Sufism; Vaishnavism (2)
- 1.4.4 Mitzvot; Tripitaka; Bible; Vedas (2)
- 1.4.5 Buddhism; Hinduism; Taoism; Bahá'i (2)
- 1.4.6 Tao Te Ching; non-being; the Ten Commandments; unpredictability (2)

1.5 Indicate whether the following statements are TRUE or FALSE. Write 'true' or 'false' next to the question numbers (1.5.1 to 1.5.5) in the ANSWER BOOK. Give a reason if the answer is FALSE.

1.5.1 In Judaism, the divine name of God is David. (2)

1.5.2 The sacred text of the Bahá'i faith was originally written in Greek. (2)

1.5.3 In the Taoist view, all of the world's processes originate from ten thousand things. (2)

1.5.4 Hinduism teaches that a person can be god. (2)

1.5.5 The founder of Buddhism was Swami Vivekenanda. (2)

1.6 In the context of religion, write ONE fact on EACH of the following terms:

1.6.1 Yin and Yang (1)

1.6.2 Ideology (1)

1.6.3 Myth (1)

1.6.4 Unity (1)

1.6.5 Uniqueness (1)

1.6.6 Eucharist (1)

TOTAL SECTION A: 50

SECTION B

Answer any TWO questions in this section.

QUESTION 2

- 2.1 In the context of religion, state TWO facts about EACH of the following:
- 2.1.1 Communal way of life (4)
 - 2.1.2 Tao (4)
 - 2.1.3 Reincarnation (4)
 - 2.1.4 Four Noble Truths (4)
- 2.2 State any TWO unique features of EACH of the following religions:
- 2.2.1 Judaism (4)
 - 2.2.2 Christianity (4)
 - 2.2.3 Bahá'i Faith (4)
 - 2.2.4 Hinduism (4)
- 2.3 Explain the philosophy of Ubuntu. (4)
- 2.4 Describe TWO factors that shape the religious identity of people. (4)
- 2.5 Discuss THREE similarities between *Christianity* and *African Traditional Religion*. (6)
- 2.6 Explain the difference between the concepts *teaching* and *belief*. (4)
- [50]**

QUESTION 3

3.1 Study the sources below and answer the questions that follow.

SOURCE A**BIAS AGAINST RELIGION?**

In a research study at US universities, it was found that Christian students made up a very small minority in their science faculties. One potential explanation is that science departments/faculties have a bias against Christian students, which can discourage and actively prevent Christian students from becoming scientists.

This study, conducted at science faculties at two university campuses, found that a biology professor rated a Christian student who went on a mission trip with his church group, as 'less employable, less competent, and less likeable' than students who did not reveal their Christian identity. Bias against Christians in the field of science may be restricted to a specific type of Christianity that scientists called fundamentalist and/or evangelic.

[Adapted from <https://www.USAID.religion/Journals.plos.org.>]

SOURCE B**RELIGION IN THE MEDIA**

If you've felt that there's been increased discussion of religion in the British media in recent years, a ten-year study of various media shows that you're right. Coverage of popular religion, Christianity and public life, Islam and other religions, and atheism and secularism has all gone up since the attacks on the US Twin Towers on 9/11.

This is not restricted to news coverage, but is also evident in sports, entertainment and advertising. The single largest growth has been in the coverage of Islam and it is overwhelmingly negative: Islam is presented as 'a problem'. But coverage of Christianity is also high. Why should this be, when over this same period church attendance and orthodox Christian belief have declined?

Religion is still reflected in the language of popular culture and Christianity continues to be represented as part of national heritage and the British landscape. In a nation which is increasingly religiously illiterate as a result of declining participation, the media are more important than ever for informing the public about religious matters.

[Source: https://www.religionandsociety.org.uk/publications/journal_articles]

- 3.1.1 According to SOURCE A, why are Christian students underrepresented in science faculties? (2)
- 3.1.2 With reference to SOURCE A, what are the effects of bias against religion at universities? (4)

- 3.1.3 Evaluate the reliability of the research done in both SOURCES A and B above. (8)
- 3.1.4 SOURCE B states that despite a decline in church attendance, media coverage of religion is high. Give TWO reasons why this is so. (4)
- 3.1.5 Why is there extra coverage of Islam (SOURCE B)? (6)
- 3.1.6 Do you think the media can help a 'nation which is increasingly religiously illiterate'? (SOURCE B) Give THREE reasons for your answer. (6)
- 3.2 What can religious organisations do to prevent negative media coverage? (10)
- 3.3 During the Covid-19 pandemic, the media played a major role in religion. Elaborate on this statement. (10)
- [50]**

QUESTION 4

Read the extract below and answer the questions that follow.

RELIGION AND CONFLICT

Conflict is a reality of life. Religion has sometimes been a part of the problem, but the true intention of religion has always been to prevent conflict.

Over time, religions have developed many mechanisms to contribute to peace and prevent conflict.

[Adapted from *Religion Studies Grade 12*, Steyn et al.]

- 4.1 From the religions you have studied, state any THREE religious teachings that promote peace. (6)
- 4.2 The continent of Africa appears to be experiencing armed religious conflicts in several regions. Identify ONE such region, and answer the questions that follow.
- 4.2.1 Name the area of conflict in Africa. (2)
- 4.2.2 Name the parties involved in the conflict. (4)
- 4.2.3 Discuss the causes of the conflict you named in QUESTION 4.2.1 above. (10)
- 4.2.4 Comment on the current situation in this conflict. (10)
- 4.2.5 Suggest practical steps that religious organisations can follow to resolve this conflict. (8)
- 4.3 Do you think religious conflicts worldwide are increasing? Give reasons for your answer. (10)
- [50]**

QUESTION 5

Read the extract below and answer the questions that follow.

RELIGION AND HUMAN RIGHTS

The Western approach to human rights, religious freedom and tolerance was quite strongly driven by public sentiments that arose out of experiences of religious conflicts and persecutions.

Religious tolerance is defined as 'extending religious freedom to people of all religious traditions, even though their beliefs and/or practices may seem strange and untrue'.

[Adapted from *Shuters Top Class Religion Studies, Grade 12*]

- 5.1 Explain the relationship between *religious tolerance* and *religious freedom*. (8)
- 5.2 Give THREE examples of how religious tolerance is demonstrated in South Africa. (6)
- 5.3 Study the extract below and answer the questions that follow.

Although the term 'human rights' cannot be found in any of the religious sources, the basis of human rights lies in religious ideas.

[Adapted from *Religion Studies, Steyn et al.*]

With reference to EACH of the religions listed below, discuss their teachings that promote human rights:

- 5.3.1 Islam (8)
- 5.3.2 Buddhism (8)
- 5.3.3 Judaism (8)
- 5.4 State SIX benefits of living in a society that promotes religious freedom. (12)
[50]

TOTAL SECTION B: 100
GRAND TOTAL: 150