basic education

Department:
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REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P2

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MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 15 pages.

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QUESTION 1

1.1 1.1.1

- **NON-VOLUNTARY/PASSIVE EUTHANASIA:**
- It means ending someone's life painlessly when they are unable to ask for death, but there is sound medical reason for thinking they would want death.
- **VOLUNTARY/ACTIVE EUTHANASIA:**
- It refers to the situation where a person who is terminally ill and dying in pain, asks another person to end his/her life painlessly.
- **ASSISTED SUICIDE/DYING:**
- It refers to providing a terminally ill person with the means to commit suicide. (2 x 4) (8)

NOTE: Other relevant responses must be credited.

1.1.2 **ADVANTAGES**

- People who are terminally ill and for whom there is no relief from excruciating pain, will be relieved from their suffering.
- It can also help/assist those who are too weak to ask for voluntary euthanasia.
- It can help/assist those who cannot respond to treatment as a result of organ failure.
- It will ease the stress of people who have been bedridden for a very long time.
- Medicine and medical treatment are very expensive, and the resources can be used for those who have a better chance of recovery.
- The family is relieved from helplessly watching the suffering of their loved one.

DISADVANTAGES

- Conflict often arises due to differing opinions and beliefs of various family members.
- The family of the terminally ill person may choose euthanasia and assisted suicide for economic and inheritance reasons, and benefit from the inheritance.
- Some people may regret their decision at a later date, leading to unresolved grieving and guilt.
- Euthanasia could be used by unscrupulous doctors as an excuse for organ harvesting
- Euthanasia and assisted suicide may send signals to other family members that choosing death is an acceptable action, and lead to suicides.
- Doctors may refuse to perform euthanasia on the basis of their religious beliefs. (8)

NOTE: Other relevant responses must be credited.

1.1.3 **CHRISTIANITY**

- Christianity is against euthanasia because it values the sanctity of life.
- It teaches that life is created by God.
- The sacredness of life is embedded in the Word of God, so that no one can tamper with life in any way.
- It is up to God, not humans, to determine when people will die.
- Euthanasia is to put oneself on par with God. This is condemned in the Bible.
- In the Christian faith the option of euthanasia is regarded as murder.
- 'Why should you die before your time?' (Ecclesiastes 7:17).
- This means that euthanasia is against God's will because it causes somebody to die before his/her time.
- 'Your eyes saw my unformed substance; in your book were written, even one of them, the days that were formed for me, when as yet there was none of them' (Psalm 139:16).
- This means that God alone determines the time of death for every one of us. Therefore, euthanasia is against God's plan for man.
- 'Thou shall not commit murder' (Exodus 20:13). This commandment forbids euthanasia.

HINDUISM

- In Hinduism, there are differences of opinion, due to different traditions.
- Hindus embrace karma (a belief that every action has consequences, which may show up only in a later reincarnation).
- If one practises euthanasia there will be negative consequences for the soul.
- Hindus believe that whatever suffering a person experiences in his/her current life is the result of something one did in a past life.
- If one avoids karma by taking action to stop suffering, one will pay for it later.
- Some Hindus believe that there are circumstances that justify a hastening of death.

ISLAM

- In Islamic teachings, euthanasia is prohibited, as life is considered as a sacred trust from God.
- This perspective is rooted in the belief that Allah is the sole determiner of life and death.
- The Qur'an says: 'As no human being can die save by Allah's leave, at a term preordained' (Qur'an 3:115).
- Islam teaches that Allah gives life and has the absolute authority of taking it.
- Allah has apportioned a terminal period to each soul to which upon its expiration, a second cannot be added by anybody.

- The maintenance of the sanctity of life is further enhanced when Allah instructs: 'Do not take life which Allah made sacred, other than cause of justice.'
- The Qur'an also prohibits someone causing self-destruction or suicide.

NOTE: A maximum of ten marks may be awarded for either religion.
Other relevant responses must be credited. (16)

1.2 1.2.1
- To restore compassion to the centre of morality and religion.
- Ensure that youth are given accurate and relevant information about traditions, religions and cultures.
- Return to the principle that in any interpretation of scripture, violence, hatred or disdain is illegitimate.
- Encourage a positive appreciation of cultural and religious diversity.
- Cultivate an informed empathy with the suffering of all human beings, even those who are regarded as enemies. (6)

1.2.2
- Much is being done to encourage good interreligious relationships in our multifaith and diverse society.
- At state functions representatives of various religions are invited to participate, e.g. the opening of parliament, the inauguration of the state president.
- Also on public holidays such as Human Rights Day and Heritage Day, leaders from different religions take part.
- Members of different religions come together for interfaith services and talks, so that we can grow in our understanding and respect for each other.
- Many religious NGOs (non-governmental organisations) voluntarily serve the needs of the vulnerable, irrespective of their faith.
- The President and government can call on the advisory body of religious leaders called the National Religious Leaders' Forum (NRLF).
- There is greater respect, tolerance and understanding of other religions in South Africa, than in other countries.
- We are fortunate that so far in South Africa there has not been a major religious conflict.
- It is clear that the above initiatives are developing healthy interreligious relationships in South Africa. (12)

NOTE: Other relevant responses must be credited

[50]

QUESTION 2

2.1 2.1.1 **EXAMPLE 1: CHRISTIANITY**

- According to Christianity, nothing but God existed in the beginning.
- The world did not exist.
- The book of Genesis says God created the world and the universe in six days and rested on the seventh day.
- The world was perfect after the Holy Trinity had finished the creation.
- Humans, marine life, animals and plants all belong to God.
- The whole universe is sustained by the power of God's word.
- The world is subject to the governance of humanity.
- The process of creation is still continuing.

EXAMPLE 2: 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 also not unplanned.
- The Tao did not intend for the world to exist, nor did it not want the world to exist.
- The world emerged as a tiny speck in the enormous 'bowl' of creation as the Tao continued on its path.
- The Taoist view of the universe is based very much on their observation of the natural and human world.
- Like the universe as a whole, the world consists of processes of creation and destruction.
- The observable world consists of opposites that alternate between one another – Yin and Yang. (12)

NOTE: Other relevant responses must be credited.

2.1.2 **EXAMPLE 1: CHRISTIANITY**

- Christians believe that humans were created in the image of God.
- Adam and Eve were instructed to look after the Garden of Eden and the whole of the creation.
- Humans are God's representatives on earth.
- God has appointed them to look after His property, the world.
- They are accountable to God.
- Humans are above all creation, since they were created after God's image.
- Christians believe that humans are the rulers of the earth.

EXAMPLE 2: TAOISM

- The Tao does not have a plan, and it does not give a human life any purpose or plan.
- Humans are just a tiny, microscopic by-product of the Tao's creative activity.
- Humans are not special or in charge of the world.
- We are not needed to look after it because the universe will continue. Whether humans look after it or not.

- Humans have the potential to destroy only a very small part of Creation.
- Even if that part is destroyed, the incredible and bountiful creative activity of the Tao will continue.
- To live a worthwhile life, one should live in harmony with the Tao.

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

2.2
- It refers to the breath (power) of an extraordinary being taking control of the breath of a person.
- Inspiration is an important normative source in many religions.
- The founding figures of many religions were inspired by a higher power or wisdom.
- Such people felt that they received 'revelation' from an extraordinary being.
- Figures that have inspired many generations of followers are Moses, Jesus Christ, Abraham, Prophet Muhammad, Buddha and Bahà'u'llàh.
- The inspiration of these figures is accepted by their followers as having been direct and immediate.
- Inspiration is a powerful motivation for the followers of a religion.
- Contemporary inspiration that is ongoing and serves to unite worshippers with their Creator.
- Mediums and diviners in ATR communicate with the spiritual realm through inspiration. (14)

NOTE: Other relevant responses must be credited.

2.3
- **Grammar and historical context**:
- Historical facts to interpret sacred text. One must use the rules of grammar
- **Clearest meaning:**
- One should take the literal meaning of the text.
- **Plan, purpose and context**:
- A piece of writing should be viewed as a whole. What is the writing plan or structure? What was the author's purpose in writing the text? What is the context of the passage being looked at?
- **Meaning of words/Etymology**:
- The meaning of words changes over time and in different places. Find out the original meaning as they were used in the normative source.
- **Figurative meaning/language:**
- Figurative and non-literal meaning must be taken into account.
- **Other sacred texts:**
- Sacred texts themselves may be used to interpret other sacred texts. (12)

NOTE: Any other relevant responses must be credited.

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QUESTION 3

3.1 3.1.1 **EXAMPLE 1: AFRICAN TRADITIONAL RELIGION**

- AmaZulu
- Aka
- Yoruba

EXAMPLE 2: BUDDHISM

- Theravada Buddhism
- Mahayana Buddhism
- Tibetan Buddhism
- Zen Buddhism (4)

Any two branches from the above examples.
NOTE: Other relevant responses must be credited

3.1.2(a) **EXAMPLE 1: AFRICAN TRADITIONAL RELIGION**
AMAZULU

- They believe and acknowledge the existence of a Supreme Being called uMvelinqangi.
- They teach that his status is so high that one cannot directly approach him.
- Communication with uMvelinqangi is done through the ancestors.
- The AmaZulu also believe that there is a feminine goddess called uNomkhubulwane.

AKA

- They believe in a creator spirit called Bembe.
- They teach that Bembe retired after the act of creation.
- They believe in the forest spirit called Dzengi.
- They teach that Dzengi assists them in the successful hunting of elephants.

YORUBA

- They believe that Olodumare is the creator spirit.
- They teach that each human possesses a fate or destiny.
- They also teach that life is cyclical (reincarnation in human form).
- The aim of reincarnation is spiritual improvement.
- They teach that good spirits become one with Olodumare.

NOTE: Other relevant responses must be credited

EXAMPLE 2: BUDDHISM
THERAVADA BUDDHISM

- Theravada Buddhism believes in the doctrine of anatman.
- 'Anatman' means that the ego/self prevents us from becoming enlightened and reaching Nirvana.
- Theravada Buddhism teaches that enlightenment comes through an individual's efforts, and not by the intervention of other or any gods.

MAHAYANA BUDDHISM

- This branch believes that there is no such thing as an individual, autonomous self. All beings are connected.
- Followers of Mahayana believe in collective enlightenment.
- Mahayana Buddhism teaches that the motivation for enlightenment is compassion for all living things.
- They teach followers to become Bodhisattva (one who is at the service of the enlightenment of others).

TIBETAN BUDDHISM

- The followers of Tibetan Buddhism believe in the reincarnation of lineage of certain lamas (teachers), such as the Dalai Lama.
- They believe that Buddha can appear in human form.
- They believe in a pantheon of Buddhas, Bodhisattvas and dharma protectors.

ZEN BUDDHISM

- They teach that direct communication, and not scriptural study is the way of experiencing enlightenment.
- They believe that Zen is the way of life and not solely a state of conscience.
- They believe that Buddha can assume a human form, such as in the person of Padmasambhava (the one who brought Zen Buddhism to Tibet). (12)

NOTE: Other relevant answers must be credited.
A maximum of eight marks may be awarded for either branch.

3.1.2(b) **EXAMPLE 1: AFRICAN TRADITIONAL RELIGION**

AMAZULU

- They burn incense during communication with the ancestors.
- When there is illness or misfortune, they consult the traditional healer or diviner.
- UNomkhubulwana (goddess) is approached through a pilgrimage to the mountains during natural disasters or drought.
- They practise a 'brought back' ceremony where the deceased is established as an ancestor after a year.

AKA

- They dance and sing in honour of Dzengi.
- When they go hunting they perform a ritual which involves animal slaughtering to communicate with the animal spirit.
- They consult ngangas (traditional healers) when taking difficult decisions.
- When there is illness or crisis in the family or community, the ngangas are consulted.

YORUBA

- Religious practices focus on Ori Orun/Olorun.
- Spiritual contact is made via various intermediaries, including Orisas (lesser divinities).
- Each town has its own oris/orisha and a temple dedicated to it.
- Sincere meditation and veneration strengthens one's links with the spiritual realm.

EXAMPLE 2: BUDDHISM

THERAVADA BUDDHISM

- Monks live in monasteries, they beg for their food and meditate most of the day.
- Theravada monks also assist and co-operate with laity in important life events such as births, weddings and funerals.
- Building stupas (tower-like structures) is a widespread practice.
- Most practices are performed in the home, although there is also individual and communal meditation and chanting in the temples.
- They leave altar offerings of food, incense, candles and flowers at the temple, in front of the statue of Buddha.

MAHAYANA BUDDHISM

- They practise more rituals than Theravada Buddhists, such as prostrating themselves.
- Only people who live in monasteries are allowed to practise meditation.
- Lay people are allowed to practise chanting and prayer.

TIBETAN BUDDHISM

- Practices include meditation, rituals and chanting.
- They use methods like trances to recover hidden, ancient scriptures.
- Tibetan Buddhist monks wear orange robes in their temples.

ZEN BUDDHISM

- They practise meditation in order to attain enlightenment.
- They choose Zen teachers to guide students in meditation and performing rituals.
- They practise dharma transmission (passing of Buddha's teachings from the master to the students). (12)

NOTE: other relevant responses must be credited.
A maximum of eight marks may be awarded for either branch.

3.2 **EXAMPLE 1: HINDUISM**

- Many scholars argue that Hinduism is not a single religion, but an umbrella word for a number of similar beliefs and practices.
- The differences are both geographical and in terms of interpretation.
- This is evident in the use of different languages and different gods being worshipped across the Indian subcontinent.
- However, there was no breakaway movement in Hinduism and reformers worked within the overall system.
- The only possible exception is Buddhism, which developed its own identity.
- In the 19th century, when India was under British rule, there was a re-assessment of traditional Hindu beliefs and practices.
- The re-assessment resulted from exposure of Hindu culture to Western science, culture and history.
- Traditional Hinduism was represented in such groups as the Brahmo Samaj and Arya Samaj.
- In the 20th century, modernist movements sprang up, such as the Divine Life Society and International Society for Krishna consciousness (ISKON).

EXAMPLE 2: CHRISTIANITY

- After the crucifixion of Christ, the church was unified but had two main subgroups in the early years.
- These were the Eastern (Constantinople) and Western (Rome) traditions.
- In about 1054, the two subgroups officially separated.
- This is because the supreme authority of the Pope in Rome was challenged by Constantinople.
- The other difference was the status of the Holy Spirit in the Trinity.
- The Rome-based church was called the Roman Catholic Church
- The eastern branch was referred to as Eastern Orthodox Church or Greek/Russian Orthodox Church.
- In the 15th century, the Roman Catholic Church was challenged by reformers or Protestants.
- The major disagreement was over the supreme authority of the Pope, and the corruption by Catholic office bearers.
- Another major issue was the Catholic practice of penance, whereby a person's sins were pardoned by making a donation to the church.
- Each of the three major branches has further subdivisions totalling over 33 000 (World Christian Encyclopaedia). (10)

NOTE: Other relevant responses must be credited.

3.3 **EXAMPLE 1: ISLAM**

- Muslims believe that Allah revealed His final message for humanity to the Prophet Muhammad through the archangel Gabriel.
- The Prophet could not read or write, so he shared the revelations with his followers orally.
- The followers of Muhammad wrote the revelations down.
- The text that contains all these revelations became known as the Qur'an.
- The Qur'an is thus regarded as the Word of God.
- The Qur'an was revealed to the Prophet Muhammad over a period of 23 years.
- Just before he died, the Prophet had recited the entire Qur'an from memory.
- The Word of God was revealed to the Prophet in Arabic and many Muslims believe that the Qur'an cannot be translated without losing its meaning.
- This book is regarded as the supreme scripture of Islam.
- After the Qur'an, the most important text is the Hadith.
- It contains the sayings of the Prophet.
- The Hadith shows the examples set by the Prophet.

EXAMPLE 2: BUDDHISM

- Buddha's central teachings were written down in the Threefold Canon.
- These texts are known as the Tripitaka.
- The three parts are:
  - Vinaya Pitaka
  - It describes the code of conduct expected of Buddhist monks and nuns.
  - The Sutta Pitaka
  - It relates stories from Buddha's life. It contains the teachings of the Buddha.

- Sutta describes its main characters, the setting and reason why it was first preached.
- The Sutta also has its own internal literary context, its own explanation of what it is about.
- Abhidhamma Pitaka
- It contains philosophy, poetry and commentary on doctrines (12)

NOTE: Other relevant responses must be credited.

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QUESTION 4

4.1 4.1.1

- According to the Big Bang theory, it is not known what existed before the Big Bang.
- The theory states that there was an enormous explosion in space and, within seconds, the universe appeared and expanded to enormous size.
- The Big Bang happened about 13,7 billion years ago.
- The Big Bang theory states that the process of creation took a split second.
- Small temperature differences in the initial explosion resulted in the formation of matter and energy.
- The matter condensed and formed the stars and galaxies.
- Scientists believe that the universe is still expanding.
- It is not known whether or how the universe will end. (8)

NOTE: Other relevant responses must be credited.

4.1.2(a) **HINDUISM**

- To Hindus, the universe is the Creator.
- The Creator has existed and will exist for all time.
- The creator has no limitation and therefore is not 'he, she' or anything.
- The Creator exists in either an active or a passive state.
- At rest, the universe has no form, and is undifferentiated.
- After a long time the Creator stirs and becomes active. This is when some parts of the universe are different from other parts and 'creation' begins.
- Therefore Hinduism accepts the Big Bang Theory. (12)

NOTE: Other relevant responses must be credited

4.1.2(b) **TAOISM**

- 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 not exist.
- Taoists do 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 the process of creation and destruction.
- 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. (12)

NOTE: Other relevant responses must be credited.

4.2 4.2.1

- The scientific explanation of how human beings come into existence is based on Charles Darwin's theory of evolution.
- The theory proposes that all life evolved from primitive forms and continues to adapt and evolve.
- It asserts that humans have evolved from an ancestor shared with apes.
- The theory of evolution, according to Charles Darwin, consists of the following ideas:
  - 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.
  - This applies to change in humans as well.
  - In the fight for survival, humans adapted and gradually changed from apes to human beings.
  - The process of change and adaptation happened over a very long period of time.
  - Science offers no explanation of creation as part of a divine plan. (8)

NOTE: Other relevant responses must be credited

4.2.2 **EXAMPLE 1: CHRISTIANITY**

- There is no connection between the traditional Christian beliefs and the theory of evolution.
- Traditional Christians accept only that God created Adam and Eve as it is narrated in the Book of Genesis.
- They argue that there is no evidence in history of human beings evolving from apes.
- God created perfect human beings and gave them authority to rule and manage the world.
- Liberal/progressive Christians argue that everything in the universe was created by God, and the process of evolution is also part of the Divine Plan (It is referred as 'intelligent design').
- Progressive Christians accept the idea of guided/theistic evolution.

- **EXAMPLE 2: ISLAM**
- Islam teaches that Allah is the Creator of all that is in heaven and on earth.
- The first human was Adam, whom God made from clay.
- Allah breathed his spirit into Adam, and he came to life.
- Eve (Hawwa) was then created from Adam's rib.
- Humans were given the highest status of all Allah's creation.
- They originally lived in Paradise/Garden of Eden.
- Humans were created that they may worship Allah.
- According to the theory of evolution, humans were not created perfect, while Islam teaches that man was created in the image of God. i.e. perfect.
- It is thus clear that Islam rejects the notion that man is just another animal that evolved from apes. (10)

NOTE: Other relevant responses must be credited.

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QUESTION 5

5.1
- Secularism refers to a separation of power between the state and religion.
- It arose out of religious wars in 16th century Europe.
- Urbanisation, industrialisation and rationalism have all weakened religious institutions.
- The belief that human intellect is enough to govern society is a popular concept.
- This affects the society as well as the individual.
- Secularism promotes a sense of self-development and independent thinking in modern society.
- Recent advances (e.g. cloning, genetically modified organisms) in scientific thinking also contribute, as they question religious teachings.
- This has contributed to a decline in religious influence.
- The areas of health, education, welfare, economy and law are no longer dependent on religious values, but rely on scientific evidence and human intellect. (10)

NOTE: Any other relevant response must be credited.

5.2
- It creates a collective sense of fairness and people will choose this over religious divisions.
- There is less judgement of people in society. Morality is not dependent on religious values.
- This can lead to immorality.
- In affluent Western societies they think there is little need for prayer.
- People lead comfortable lives and think they do not need God/gods.
- Unacceptable conduct by religious leaders causes disillusionment among their followers, e.g. child abuse by Catholic priests, exploitation of the poor by the priests.
- The growing influence of science also diminished the power of religion, and strengthened secularism. (12)

NOTE: Any other relevant response must be credited.

5.3
- Religious influence has declined in many spheres of society, including politics.
- Secular states promote religious freedom.
- They promote religious tolerance.
- As a result of secular influence, there is no religion that is officially favoured by the state.
- There is peaceful coexistence because all religions are recognised as being equal.
- In a secular constitution, all religions may practise and worship in their own ways, but must not infringe on the religious rights of others.
- Owing to greater co-operation between religions, religious wars are prevented. (12)

NOTE: Any other relevant response must be credited.

5.4

• AGNOSTICISM	• ATHEISM
• The term 'agnostic' come from the Greek word 'gnosis' (knowledge) and 'a' (without) • Agnostics believe that it is not possible to either prove or disprove the existence of God or a supernatural being. • This refers to uncertainty about God-knowledge. • Agnostics are sceptical of religious teachings. • They reject religious doctrine, especially religions that claim to have knowledge of the divine. • Agnostics believe that there is always some uncertainty and doubt when trying to understand the universe.	• Atheists reject the belief that divine or supernatural powers exist. • There are different degrees of atheism. • Strong or positive atheists believe there is evidence to support their atheistic views. • Soft or neutral atheists do not actively reject the existence of a supernatural being. • In some cases, soft atheists reject both theism and strong atheism. • This is because they feel both world views lack proof to support their claims. • Atheists often turn to science to explain the nature of the universe, rather than relying on faith.

• MATERIALISM	• SECULAR HUMANISM
• Materialism propagates that nothing exists but nature. • Any being that is viewed as beyond nature is a creature of imagination. • Materialism forbids its followers to subject themselves to any spiritual dependency. • New terms were developed: Dialectical materialism- Matter is regarded as the fundamental cause of everything. • Historical materialism: Economics and the relationships between workers and owners as the basic structure in the community are referred to as historical materialism. • Contemporary physicists and neuroscientists are challenging materialist explanations of reality.	• Secular humanism attaches prime importance to humans. • Secular humanism developed in the direction of a liberal view of human rights. • Secular humanism is not particularly anti-religion. • Secular humanism is opposed to religious education in schools, mostly because they are opposed to indoctrination. • They believe reasoning and the scientific method are the means of finding truth.

NOTE: Any other relevant response must be credited. (2 x 8) (16)
If answers are not tabulated, the learner should still be credited for correct responses. **[50]**

TOTAL: 150

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