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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P1

MAY/JUNE 2024

MARKS: 150

TIME: 2 hours

This question paper consists of 12 pages.

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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.

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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 People who are committed to serving their god:

A Delegates
B Ancestors
C Devotees
D Bestowers (1)

1.1.2 Giving 2,5 per cent as charity:

A Tithe
B Zakat
C Creed
D Offering (1)

1.1.3 This religion has no clergy:

A Bahá'i faith
B Christianity
C Hinduism
D Buddhism (1)

1.1.4 Middle Eastern religions:

A Shintoism, Taoism and Buddhism
B Bahá'i faith, Islam and Christianity
C Hinduism, Buddhism and Bahá'i faith
D Confucianism, Christianity and Shintoism (1)

1.1.5 God or gods in human form:

A Anthropomorphism
B Polytheism
C Monotheism
D Protestantism (1)

1.1.6 Hasidic Jews are dedicated to strict observance of Jewish Law known as …

A tikkun olam
B covenant
C Torah
D Halakhah (1)

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1.1.7 Strips of paper on which words of power and religious symbols are written are called …

A heretical.
B dissent.
C talismans/charms.
D expand. (1)

1.1.8 The Dalai Lama, leader of Tibetan Buddhism:

A Tenzin Gyatso
B Siddhartha Gautama
C Buddha
D Dorje Shugden (1)

1.1.9 The two main groups found in Judaism:

A Seraphim and Cherubim
B Sephardim and Ashkenazim
C Saivism and Shaktism
D Gentiles and Pharisees (1)

1.1.10 The African Independent Churches is one of the branches of …

A African Traditional Religion.
B the Modern-day Church.
C Christianity.
D Mormons. (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 The school of Buddhism known as the Greater Vehicle is ... (1)

1.2.2 Christianity was the official religion of the Roman Empire under emperor … (1)

1.2.3 People who believe that only their religious views are correct hold … views. (1)

1.2.4 The religion that believes that the Messiah will come from the descendants of King David and rule the world with them is … (1)

1.2.5 A religion that originated in Japan and includes the worship of nature is … (1)

1.2.6 People who reject the existence of a Supreme Being are called … (1)

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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 an answer more than once.

COLUMN A		COLUMN B	
1.3.1	The collection of the teachings of the Prophet Mohammed	A	Great Commandment
1.3.2	The central doctrines of the Bahá'i faith	B	inspiration
1.3.3	'Do unto others as you would have them do unto you.'	C	liturgy
1.3.4	The true origins of all the religions	D	Abrahamic view
1.3.5	Humans were made on the sixth day	E	shahadah
1.3.6	The words, music and actions used in ceremonies in some religions	F	Kitáb-i-Aqdas
		G	The Golden Rule
		H	Hadith

(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(s) next to the question numbers (1.4.1 to 1.4.5) in the ANSWER BOOK. Give a reason why the answer does NOT fit.

EXAMPLE: Red, Yellow, Circle, Blue
ANSWER: Circle
REASON: The other three are colours.

1.4.1 Rumi, Sufi, sangoma, king (2)

1.4.2 Halakhah, Vedas, Upanishads, Bhagavad Gita (2)

1.4.3 Bahá'u'lláh, Brahmo Samaj, Siddhartha Gautama, Abraham (2)

1.4.4 Zion Christian Church, Nazareth Baptist Church (Ibandla lamaNazaretha), International Pentecostal Christian Church, Methodist Church (2)

1.4.5 Christianity, Bahá'i faith, Islam, Judaism (2)

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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 Tripitaka is a short, sacred verse/phrase used repeatedly in prayer or meditation. (2)

1.5.2 The word 'kosher' in Buddhism refers to the words of the Buddha. (2)

1.5.3 For the Christian believer, the community consists of three dimensions, namely the living human beings, the living dead and those yet to be born. (2)

1.5.4 Tawhid is the basis of all religious knowledge, history, metaphysics, aesthetics and ethics in Judaism. (2)

1.5.5 Hinduism does not have a caste system, but Buddhism does. (2)

1.6 In the context of religion, write TWO facts about EACH of the following:

1.6.1 Dr Nokuzola Mndende (2)

1.6.2 Lao Tzu (2)

1.6.3 Proverbs (2)

1.6.4 Yoga (2)

TOTAL SECTION A: 50

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SECTION B

Answer any TWO questions in this section.

QUESTION 2

2.1 In the context of religion, give TWO brief explanations for EACH of the following concepts:

2.1.1 Salaat (4)

2.1.2 Unity (4)

2.1.3 Dogma (4)

2.2 State any TWO unique features of EACH of the following religions:

2.2.1 African Traditional Religion (4)

2.2.2 Judaism (4)

2.3 Differentiate between the following terms:

2.3.1 Regression and evolution (4)

2.3.2 Bodhisattva and Buddha (4)

2.3.3 Descriptive statement and normative statement (4)

2.4 2.4.1 State TWO advantages of having a strong religious uniqueness. (4)

2.4.2 State TWO disadvantages of a lack of religious doctrine. (4)

2.5 What role do parables play in relation to religious teachings? (6)

2.6 There is a difference between the Western view and the Eastern view of religious tolerance. Briefly describe the differences under the following headings:

2.6.1 Western view (2)

2.6.2 Eastern view (2)

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QUESTION 3

3.1 Read the article below and answer the questions that follow.

THE DOOMSDAY CULT

The death toll linked to a doomsday cult in Kenya hit 201 on Saturday, after police exhumed 22 more bodies, most of them bearing signs of starvation, according to the area's regional commissioner.

The bodies are believed to be those of followers of a pastor, Paul Mackenzie, based in coastal Kenya. He is alleged to have ordered congregants to starve to death in order to meet Jesus. More than 600 people are still missing. Hundreds of bodies have been dug up from dozens of mass graves spread across his 800-acre property, located in the coastal country of Kilifi.

Mackenzie, who was arrested last month, remains in custody. Police plan to charge him with terrorism-related offenses. He insists that he closed his church in 2019 and moved to his property in a forested area to farm. Autopsies conducted on more than 100 bodies last week showed the victims died of starvation, strangulation, suffocation and injuries sustained from blunt objects.

Cults are common in Kenya, which has a religious society. Police across the country have been questioning other religious leaders whose teachings are believed to be misleading and contrary to basic human rights.

[Adapted from www.apnews.com, 18 July 2023]

3.1.1 What is a *doomsday*? (2)

3.1.2 Name TWO causes of death according to the article. (4)

3.1.3 Cults are common in areas which have a religious society. Give THREE reasons for this. (6)

3.1.4 How can people differentiate between *religion* and *cult*? (4)

3.1.5 Why do some pastors become cult leaders? Give FOUR reasons for your answer. (8)

3.1.6 What influence will this article have on public opinion about religion? Give reasons for your answer. (10)

3.1.7 Do you think the dead people in Kenya were committed Christians? Give reasons for your answer. (8)

3.2 The media can strongly influence public opinion about religious matters. State FOUR disadvantages of this. (8)

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QUESTION 4

4.1 Read the extract below and answer the following questions.

SOMALIA'S NEW RELIGIOUS WAR

The nature of the intractable civil war in Somalia is undergoing a change, with Sufi groups taking up arms against Al-Shabaab*.

For the first time ever, Sufi groups under attack are taking up arms and are effectively fighting Al-Shabaab with popular support on the rural plains of central Somalia. This new axis of conflict, where Islamist fighters are battling one another along religious lines, has the potential of changing the conflict dynamics in the long run.

Somalis are generally moderate Sufi Muslims, embracing music, dancing and meditation. They do not share the strict, Saudi-inspired interpretation of Islam of the hard-line Al-Shabaab group.

Over the last two decades of civil war, characterised by a lack of central government, Sufi leaders had managed to steer clear of clan and political wars, but this pragmatic moderate approach came to an end when Al-Shabaab fighters began desecrating their religious shrines in the south of the country late last year.

A striking example is Al-Shabaab's policy in the port city of Kismayo. The group not only tore down an abandoned 60-year-old Roman Catholic Church to replace it with a mosque, but they targeted Sufi sites, among them ancient graves of clerics and other prominent Sufis – sites Al-Shabaab deemed un-Islamic. These attacks hit hard at local religious sentiments.

As moderate Sufi scholars increasingly felt discriminated against, and targeted, they found themselves engulfed in what they perceived as a religious identity conflict. Hence, they decided to take up arms and thereby changed the dynamics of the Somali conflict.

*Al-Shabaab – a militant group who fought against US occupation

[Adapted from https://reliefweb.int, 8 July 2020]

4.1.1 On which continent is Somalia? (2)

4.1.2 Name the TWO warring groups in the conflict above. (4)

4.1.3 Name THREE activities that are unique to the Sufi branch of Islam. (6)

4.1.4 This conflict can be described as both interreligious and intra-religious.

Explain why this statement is TRUE. (4)

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4.1.5 Why did the Sufi group eventually retaliate? Give THREE reasons. (6)

4.1.6 What lessons can South Africa teach Somalia to end the conflict? (10)

4.2 How can religious organisations help in the conflict? (8)

4.3 With reference to any ONE religion you have studied, discuss its teachings about conflict. (10)
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QUESTION 5

5.1 Read the article below and answer the questions that follow.

TALIBAN DEPRIVE WOMEN OF LIVELIHOODS AND IDENTITY

The Taliban* regime has had a devastating impact on Afghan women and girls, as shown by new research, Human Rights Watch and the Human Rights Institute at San Jose State University. The organisation looked at the conditions for women since the Taliban took control in Ghazni province, in south-eastern Afghanistan.

Since taking control of the city of Ghazni on 12 August 2021, days before entering Afghanistan's capital, Kabul, the Taliban imposed rights-violating policies that have created huge barriers to women's and girls' health and education, curtailed** freedom of movement, expression and association, and deprived many of earned income.

The Taliban have banned women and girls from secondary and higher education, and altered curricula to focus more on religious studies. They dictate what women must wear, how they should travel, workplace segregation by sex, and even what kind of cellphones women should have. They enforce these rules through intimidation and inspections.

'The crisis for women and girls in Afghanistan is escalating with no end in sight,' said Heather Barr, associate women's right director at Human Rights Watch. 'Taliban policies have rapidly turned many women and girls into virtual prisoners in their homes, depriving the country of one of its most precious resources, the skills and talents of the female half of the population.'

*Taliban – scholars composed of peasant farmers and men studying Islam in Afghan religious schools
**curtailed – reduced in extent or quantity, impose a restriction

[Adapted from www.hrw.org, 18 January 2022]

5.1.1 Name TWO organisations that were monitoring the conditions of women in Afghanistan. (4)

5.1.2 In which province of Afghanistan was the research conducted? (2)

5.1.3 Why do you think the Taliban brought about these changes? (4)

5.1.4 Explain *workplace segregation by sex*. (2)

5.1.5 State ONE advantage and ONE disadvantage of the practice of workplace segregation by sex. (4)

5.1.6 Based on the article above, name THREE other human rights violations imposed on women. (6)

5.1.7 Do you think this article is biased? Give TWO reasons to support your answer. (4)

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5.2 Give FIVE practical examples that illustrate freedom of religion in South Africa. (10)

5.3 Explain the difference between *morals* and *ethics*. (4)

5.4 With reference to any ONE religion, discuss THREE teachings that refer to morals and ethics. (10)
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TOTAL SECTION B: 100
GRAND TOTAL: 150

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