SECTION A

QUESTION 1

1.1
1.1.1 African Traditional Religion: Three Legged Pot (2)
1.1.2 Christianity: Cross (2)
1.1.3 Islam: Crescent and Star (2)
1.1.4 Buddhism: Wheel of Life (2)
1.1.5 Hinduism: Letter for AUM/OM (2)

1.2
1.2.1 Imam: Islam (2)
1.2.2 Sangoma (Diviner): African Traditional Religion (2)
1.2.3 Guru: Hinduism (2)
1.2.4 Pastor: Christianity (2)
1.2.5 Rabbi: Judaism (2)

1.3
- Islam (2)
- Christianity (2)
- Judaism (2)
- Baha’I faith (2)
- Zoroastrianism (2)

1.4
- Religion is a system of beliefs and worship.

OR
• A comprehensive and fundamental orientation in the world. (2)

1.5 The name Hinduism is connected with the Indus River. (2)

1.6
1.6.1 Propaganda refers to the information that is usually biased or misleading, and that is used to promote a particular cause or point of view. (2)
1.6.2 Cluster of religions refers to a group of religions often found in one place. (2)
1.6.3 Polytheism means a belief in many gods. (2)
1.6.4 Ubuntu means an African understanding of humanity. It also means living as a complete human being. (2)

1.7
1.7.1 Abraham and Moses: Judaism (2)
1.7.2 Sidarta Gautama: Buddhism (2)

1.8
• Monarchies
• Oligarchies
• Democracies

1.9
• Identifying the religions and rituals, including rites of passage
• Establishing contact with the relevant persons
• Observing due protocol
• Presenting an objective report
• Discussion in class (4)

1.10
• Judaism
• Christianity

TOTAL FOR SECTION A = 60

SECTION B

QUESTION 2

2.1
• Teach their members about the sanctity of life.
• Teach their members about the importance of life
• Teach their members about loving one another
• They should participate in the community structures to address issues like child abuse, women abuse, rape and other forms of violence
• They can instill in their members a sense of respect.
• They can invite SAPS and other relevant NGOs to address their members on how to deal with issues related to violence.
• They can avail their facilities to be used for community programs that address different violent issues.
• They can encourage their members to participate in the Community Policing forums.
• They can use their members to use their counseling skills to offer care and support to the victims of violence.
• They can establish the youth societies to provide youth educational programs with an aim of inculcating the religious values.
• They can also instill the ten fundamental values that are found in the Constitution of our country.

(20)

NB: The above intervention strategies are not prescriptive, teachers may add more and may also use their professional judgment as they mark this question.

2.2
• To teach their members from their sacred writings about the importance of abstinence
• Teach their members about the importance of marital fidelity
• To educate their members on how HIV/AIDS is contracted
• To educate their members on how HIV/AIDS may be prevented
• To have counselors to assist HIV/AIDS positive people
• To have relevant educational programs that will address HIV/AIDS
• To address outside people with the relevant expertise to address their members on HIV and AIDS
• To have educational programs on good nutrition that may prolong the life span of people living with HIV and AIDS.
• To help the people living with HIV and AIDS to access social grants from the Social Welfare Department.
• To assist the children that have lost their parents to access social grants.
• To encourage members to engage themselves in physical exercise.
• To liaise with the relevant government departments and relevant NGOs who are involved in the fight against HIV and AIDS.
• To encourage their members to visit the Voluntary Counseling and Testing centers
• To liaise with other religious institutions that are involved in the fight against HIV and AIDS

NB: The above intervention strategies are not prescriptive, teachers may add more and may also use their professional judgment as they mark this question.

2.3
2.3.1 “Thou shall not kill”
• This commandment teaches about the sanctity of life.
• The obedience of this Commandment curbs violent acts.
• This commandment teaches about the importance of life
• In the Old Testament the person who breaks this commandment receives a death sentence.
• Life has to be viewed as a God-given gift that must be respected.
• Jesus Christ also emphasizes the sanctity of life by saying that those who kill by the sword will also die by the sword

2.3.2 “Do not commit adultery”
• The commandment emphasizes the sanctity of marriage.
• According to this commandment sexual intercourse is only permitted in marriage.
• The obedience of this commandment will contribute in the fight against HIV and AIDS because it discourages promiscuity.
• This commandment encourages abstinence.
• This commandment also encourages marital fidelity
• Marital fidelity and abstinence can contribute greatly in the fight against HIV and AIDS.

QUESTION 3

3.1
• I undertake the precept to refrain from harming living creatures (killing). This precept forbids the members of the Buddhist faith from harming and killing living creatures.
• I undertake the precept to refrain from taking that is not freely given This precept prohibits the members of the Buddhist faith from stealing.
I undertake the precept to refrain from sexual misconduct. This precept prohibits the members of the Buddhist faith from engaging in sexual misconduct.

I undertake the precept to refrain from incorrect speech. This precept prohibits the members of the Buddhist faith from lying, using harsh language, slander and idle chit-chat.

I undertake the precept to refrain from intoxicants that lead to loss of mindfulness. This precept prevents the members of the Buddhist faith from the consumption of alcohol and taking drugs.

3.2 The religious role of women

3.2.1 Hinduism

- Hinduism has traditionally been severely patriarchal.
- A woman had a male relative who would be in charge of her.
- She was taught that her way to salvation lay through her husband and that he should be regarded as her god.
- According to tradition only a son can light a parent’s funeral pyre.
- The laws of Manu teaches that only a son can save an ancestor from hell.

3.2.2 Christianity

- Jesus broke tradition by allowing women to participate in religious life.
- St. Paul in Galatians 3:28 says “There is neither male nor female, however there are also very submissive and limiting roles that were prescribed e.g.1 Timothy2 and Ephesians Chapters 5 and 6.
- In the Roman Catholic and Eastern Orthodox Churches and some Protestant Church denominations, women may not be ordained as priests and pastors.
- Among Christian women in the West, there has developed a movement called a Women Church in which many of these women feel more comfortable than in the traditional churches.
- In the large African Initiated Churches women are excluded from the higher leadership roles, whilst in some of the minor Churches women sometimes fulfill the role of prophet and healer.

3.2.3 Judaism
• The Tanach (the Sacred scriptures of Judaism) has evidence that reflects the subordination of women.
• In the Jewish tradition women are not seen on a par with men.
• The Reformation movement in Judaism has called for the full equality for women and men.
• Since 1972 the Reformation movement has ordained women as Rabbis.
• This movement has also instituted the rite of passage for girls.
• The role of women in the Orthodox tradition remains secondary.

(10)

3.2.4 African Traditional Religion

• The African Traditional Religion has traditionally been patriarchal.
• The women may become diviners (Sangoma). The Sangoma communicates with the ancestors and uses herbs to treat different ailments.
• The woman is highly respected although the man is generally viewed as the head.
• A woman may burn the incense and communicate with the ancestors.
• The married woman with high moral standards is given the responsibility of brewing African Traditional Beer that may be used during the performance of rituals.

(10)

QUESTION 4

4.1
• Christianity
• Islam
• African Traditional Religion
• Hinduism
• Buddhism
• Baha’I
• Judaism

(8)

4.2
• Confucianism
• Taoism

(4)
4.3 Religions and their Festivals

4.3.1 Islam

- Eid-al-Fitr: The breaking of the Ramadan fast
- Eid-al-Adha: The Festival of Sacrifice after the Hajj Pilgrimage
- Mawlid: The Birthday of the Prophet

4.3.2 Judaism

- Rosh Hashanah: The Jewish New Year
- Pesach: The Passover
- Hanukkah: The Feast of Dedication
- Yom Kippur: The Day of Atonement

4.3.3 Christianity

- Christmas
- Good Friday
- Easter
- Ascension
- Pentecost

4.3.4 Hinduism

- Holi: The celebration of spring in North India, and the renewal and celebration of life.
- Krishna Asthme: The birthday of Lord Krishna.
- Navaratri: The nine nights festival between September and October, which honours the Divine Mother.
- Vijaya Dashami: The tenth day of of Navaratri celebrates the victory of good over evil.
- Diwali or Deepavali: The Festival of Lights.

4.4 The rise of the African Traditional Churches in South Africa

- These churches are also known as the African Independent Churches.
- They are independent of the Christian Mainline Churches.
The African people formed these churches because:

- They were not happy to belong to the European-controlled Churches.
- They faced discrimination in European-controlled Churches.
- Their cultural beliefs and customs were not accepted.
- They needed religious education that was relevant to their needs.
- They wanted to integrate prophecy and faith healing that was not accommodated in the European-controlled Churches.
- The Africans were attracted by the Pentecostal movement because it was more expressive in worship and singing.
- They indigenised Pentecostalism to accommodate their cultural practices.

4.5 Tolerance in promoting harmonious living between people of different faiths

- Tolerance is very important in ensuring harmonious living.
- Religious tolerance involves the ability to learn to live with others who have different views.
- It also enables people to be able to live harmoniously with people who have different customs and beliefs.
- It is natural to be proud of one’s religious, cultural and linguistic identity.
- The pride must not lead to intolerance and prejudice against others.
- One should learn that there should be unity and harmony despite diversity.
- Many religious conflicts around the world are caused by lack of tolerance.
- The religious institutions must inculcate tolerance in their members.
- Tolerance and respect are some of the significant values in ensuring harmonious living among people with diverse beliefs.
- Members of diverse faiths must strive to promote tolerance and instill the attitude that unity in diversity adds to the wealth of our country.

QUESTION 5

5.1 Statistics on religious affiliation and difficulty in getting accurate figures

- One of the sources of accessing religious affiliation is through government census figures.
- Another important source of data is from the Religious Organizations’ reports on their memberships.
- The other source is through the use of polls and surveys.
- Another source is to do field work that involves interviews and participant observation.
The difficulty in getting the accurate figures:

- Some countries do not conduct censuses frequently, which leads to outdated information.
- Some of the religious organizations exaggerate or under-report the membership.
- In the polls and surveys method the sample must cover large geographical areas in order to be useful, which does not happen.
- With the polls and surveys method, the information on minority religions will not be accurate.

5.2 Calendars

5.2.1 The Julian and Gregorian Calendars

- The Gregorian Calendar system is also referred to as the Christian Calendar.
- This Calendar starts counting the years from the birth of Christ.
- It can be traced back to the Julian Calendar.
- The Julian Calendar was a revision of an old Roman Calendar system by Julius Caesar.
- Julius Caesar counted the years since the founding of the city of Rome.

5.2.2 The Jewish Calendar

- This Calendar is used in Judaism to count calculate the correct days for the festivals.
- It is also the official Calendar for Israel.
- It tries to do justice to both the lunar and solar systems.
- Its year 1 dates back to 3761 BCE.
- This Calendar was established by Sanhedrin leader, Hillel.
- It was established around the year 359 CE.
- The Jewish days start at sunset.

5.2.3 The Islamic Calendar

- This Calendar starts at the time when the Prophet Muhammad emigrates from Mecca to Yathrib (Medina).
- It starts from the year 622 CE.
- It is a purely lunar Calendar.
- It is about 11 days shorter than the solar year used in the Gregorian system.
• It is also accurate in keeping up with the movements of the moon as the Gregorian Calendar is in keeping up with the movements of the sun.
• The Islamic day starts at sunset.

(10)

5.3 Monotheism

• This is a belief in one God.

The common features of monotheistic religions

• They developed in the same geographical area.
• They are all monotheistic religions (they believe in one God)
• They are religions of revelation.
• They all have a strong moral code that must be adhered to.
• They all believe in the ultimate judgment by God.

(12)

5.4 The common features in the African Traditional Regions

• The belief in the power of the life force that is inherent in nature.
• The veneration of the ancestors.
• The sanctity of the community.
• A belief in realm of spirit.
• A belief in the Supreme Being.

(8)

SECTION C
ANSWER ONLY TWO QUESTIONS IN THIS SECTION

QUESTION 6

6.1
6.1.1 Indoctrination

• This is to spread your beliefs to another person
• The word can be used in a positive way e.g. a class seeking Confirmation or a Bar Mitzvah or circumcision class can be called indoctrination.
• It can also be used in a negative way e.g. by spreading your beliefs by force.
• It can also be done by applying constant emotional pressure.
• It can also be done by making a person to read things, go to places, write things and watch videos which compel acceptance of a religious belief.

(10)

6.1.2 Syncretism
• This concept is used to describe the mixing of elements from different religions
• It originally meant joining forces against common enemies.
• Some believers are critical of interfaith activities as they equate it with syncretism.
• Those who fear inter faith activities think that their religions might lose identity.
• The African Indigenous Churches that are deliberately syncretic, make positive use of traditions of both Christianity and African Traditional Religion.

(10)

6.1.3 Religious Pluralism
• This concept means accepting that your religion is not the only truth.
• It acknowledges that different religions can all express truths about human experience.
• It also a way of thinking that there are different and equally worthwhile ways of understanding God.
• The Pluralists believe that people should be free to belong to whatever religion they feel suits them best.
• Religious Pluralism is also used as a synonym for religious diversity.
• This means having followers of many religions in one society.
• It is also used to describe the peaceful co-existence between different religions.

(10)

6.1.4 Fundamentalism
• This concept refers to a movement that aims at maintaining strict adherence to the founding principles that can be found in all religious traditions.
• The fundamentalists usually insists on the literal interpretation of normative texts (sacred writings).
• They interpret the sacred stories as factually true.
• This movement represents resistance against modern trends and wants to protect the faith against secular influences.
• The Christian fundamentalists believe that the Bible is an infallible Word of God.
• The fundamentalists are sure that they are right and they are prepared to suffer for their beliefs.

(10)
6.1.5 Dialogue

- Dialogue is a two way process.
- It means listening as well as talking.
- In our country religious dialogue has begun.
- Members of different religions have started listening to each other and also talking to each other.
- This is playing a significant role in the relations among diverse religions.

6.1.6 Religious conflict

- This situation takes place when people who have different faiths fail to live in harmony.
- Religious intolerance is the main cause of religious conflict.
- This can take place when a power struggle takes place with the idea of controlling and manipulating others.
- It is also caused by forceful conversion of people.
- Conflict also takes place when institutions feel that other beliefs challenge their faith.
- It can also be on national grounds which often includes competition about political and economic matters.

QUESTION 7

7.1 The role of the Sangoma (Diviner) and God in the ATR

- The Sangoma acts as the intermediary between the ancestors and the people.
- The Sangoma is thought to receive direct communication from the ancestors.
- He/She is also a traditional healer in the indigenous culture.
- He/She is also a spiritual connection to the ancestral world.
- On behalf of the community a Sangoma makes offerings in times of trouble.
- The Sangoma also makes offerings on special occasions such as marriage or a new venture.
- The people seek guidance from the Sangoma who communicates with the ancestral world.
- A Sangoma plays an important role in the propitiation of the ancestors through prayers and offerings that range from beer to animal sacrifice.
- In the African Traditional Religion, there is a strong belief that there is a Supreme Being.
• The intermediaries between God and the living people are the ancestors.

(20)

7.2 The religious viewpoint on abortion

(a) Christianity

• There are different views about abortion in the different Christian denominations
• However many Christians are against abortion.
• Those who are against abortion believe that human beings are created in God’s image.
• Life is believed to be a gift from God.
• All kinds of life are believed to be sacred.
• Human life is believed to begin at conception.
• The foetus should be respected as any other form of life.
• The destruction of the foetus is seen as killing.
• Some Christians would be against abortion being used as a means of birth control but would agree if the mother’s life is in danger.
• Christians believe that responsible behaviour at all times is an important aspect of their relationship with God.
• Most Christian groups encourage young people to abstain from sex until they are married.

(20)

(b) Islam

• There are different opinions on the issue of abortion in the Islamic faith.
• The Muslim law states that after the foetus is completely formed and has been given a soul, abortion is forbidden.
• There are different beliefs regarding at what stage the foetus is given a soul.
• According another famous legal tradition the foetus is given a soul only 120 days after conception.
• According to this tradition it is permissible for a pregnant woman to have an abortion for valid reason during the first 120 days of pregnancy.
• Other Islamic legal traditions argue that the foetus is given a soul at conception.
• According to the above mentioned tradition abortion at any stage is forbidden.
• Both traditions allow abortion when the life of the mother is in danger.
• The life of the mother is more important because she has duties and responsibilities, whereas the foetus has not yet assumed duties and responsibilities.
• Most Muslims view pre-marital sex and extra-marital sex as morally irresponsible.

(20)

QUESTION 8

8.1 Circumcision as an African cultural rite
  • It is practiced by many ethnic communities in Africa.
  • There is a debate whether circumcision is a good practice for young men and in some cases young women.
  • In the African tradition, this practice is more than just a cutting off the foreskin.
  • It is the important passage to manhood for young men.
  • The youths are taken away from their homes and given lessons.
  • The youth are educated about life and manhood.
  • The cut forms just a small part of the exercise.
  • The youth also receive counseling.
  • The older men chart the way for the young.
  • An animal is sacrificed and the circumcision is performed.

(20)

8.2 The Islamic view on wealth and work
  (a) Wealth
  • Islam is opposed to any economy that threatens Islamic ideals and values.
  • Islam is not opposed to capitalism.
  • It is against the exploitation of the poor.
  • It also against the unequal distribution of wealth.
  • The Prophet Muhammed was himself a prosperous business man.
  • The Quran confirms the right to ownership of property.
  • It also confirms the right to participate in trade and commerce.
  • The fundamental Islamic belief is that wealth does not belong to humans, but to God.
  • The Quran emphasizes the responsibility of the rich towards the poor, widows and orphans.
  • Usury is forbidden in Islam.
(b) Work

- Work is considered both necessary and dignified.
- It is a man’s duty to earn enough to support himself and his family.
- Islam wants people to work honestly.
- Islam also encourages people to work diligently.
- This faith forbids work that is against Islamic beliefs and values.

8.3 African Traditional Societies and work

- Work in these societies is associated with training in the responsibilities.
- It associated with different stages of life.
- No one is allowed to sit around idling.
- Young boys are taught to herd cattle and to light fires in the morning.
- It is considered disrespectful if they do not do their duties.
- Young girls help with chores in the home.
- It is the woman’s task to grow crops and tend the fields.
- Only older women are allowed to assist in the birth of babies.
- Only married men and women are permitted to make decisions on behalf of the community.
- Western individualism is against communal approaches to life.

QUESTION 9

9.1 The origin of the Nazareth Baptist Church

- This Church is also called IBandla La-Ma-Nazaretha.
- Isaiah Shembe was the founder of this Church.
- This Church was established in 1911.
- Its head quarters are at Ekuphakameni at Inanda, Durban.
- Isaiah Shembe was born in 1867 and died on 02nd May 1935.
- The corner stone of this Church is Isaiah Shembe himself.
- He attempted to revive certain aspects of the Zulu religion.
- He did not attend any school run by Christian missionaries.
- He had no contact with Whites on an educational basis.
• This church tends towards a closer combination of Christian and African ways.
• He had no sense of spiritual dependence on the European controlled Churches.
• The founder of this Church was baptized in 1906 by the African minister of the African Baptist Church.

(20)

9.2 The origin of the Baha’I faith and its view of God.
• This faith originated in Iran 22 May 1844.
• The founder was Mirza Ali Muhammad.
• Its founder declared that he was the Bab (gate of faith).
• He announced that he was the promised one in Islam.
• He also announced that someone greater than himself would follow him.
• He was executed in 1850.
• A follower of the Bab announced in 1862 that he was the promised one announced by the Bab.
• He was Mirza Husayn Ali Nuri and was known as Baha’u’llah (the Glory of God).
• Those who followed him were became known as the Baha’is.
• They believe in one God.
• It is a monotheistic faith.

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9.3 Karl Marx and his teachings
• Karl Marx was a German philosopher.
• He founded Communism.
• He was concerned about the plight of the exploited workers, exploited by the capitalists.
• He viewed history as a struggle between the workers (proletariat) and the capitalists (bourgeoisie).
• He was greatly concerned about the poor people.
• He blamed poverty of the people to the capitalist economic system.
• He felt that a different economic system was needed to change the world.
• He advocated a socialist society where the working class would be the leaders.
• This belief would lead to the formation of communist and classless society.
• The Russian revolution in 1917 was to a greater extent influenced by Karl Marx’s teachings.
• Karl Marx was highly critical of religion and the church of that time.

(20)

GRAND TOTAL = 300