



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2020**



**RELIGION STUDIES P1  
(EXEMPLAR)**

**MARKS: 150**

**TIME: 2 hours**



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This question paper consists of 15 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections:  
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 the question paper.
7. Write neatly and legibly.



**SECTION A****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 (1.1.1–1.1.10) in the ANSWER BOOK, for example 1.1.11 A.

- 1.1.1 This concept refers to the belief that all natural things have a spirit and can influence human events.
- A Amulet  
B Cremate  
C Animism  
D Disciple (1)
- 1.1.2 The Vedas is regarded as the holy scripture in ...
- A Christianity.  
B Buddhism.  
C Baha'i-faith.  
D Hinduism. (1)
- 1.1.3 Brahman is ...
- A the founder of Taoism.  
B a Hindu god.  
C a sociologist.  
D a rabbi. (1)
- 1.1.4 A marriage to more than one person is called ...
- A polygamy.  
B polytheism.  
C monogamy.  
D monasticism. (1)
- 1.1.5 The smallest Christian group in South Africa is the ...
- A protestants.  
B Orthodox Church.  
C Roman Catholic.  
D Zion Christian Church. (1)
- 1.1.6 The Dalai Lama is ...
- A the spiritual leader in Buddhism.  
B an ancestor in African Traditional Religion.  
C the president of Tibet.  
D the spiritual leader of Tibet. (1)

- 1.1.7 He called religion the “opium of the people”.
- A Hans Mol
  - B Karl Marx
  - C Durkheim
  - D Heraclitis
- (1)
- 1.1.8 An African ethic which means respect and care for the well-being of another, is called ...
- A ubuntu.
  - B transition.
  - C worldview.
  - D sangoma.
- (1)
- 1.1.9 The concept refers to the belief that there is only one God.
- A Polytheism
  - B Neo-paganism
  - C Theism
  - D Monotheism
- (1)
- 1.1.10 The following religion is one of the non-missionary religions:
- A Islam
  - B Christianity
  - C Buddhism
  - D Judaism
- (1)



- 1.2 From the group of words choose ONE word that DOES NOT FIT. Give a reason for your choice. Write the word that does not fit and the reason next to the question number (1.2.1–1.2.5) in your ANSWER BOOK.

EXAMPLE: Banana; Apple; Potato; Grape  
ANSWER: 1.2.5 Potato. The others are all fruit.

- 1.2.1 Meuzzin, Vedas; Spear; Cross (2)
- 1.2.2 Albie Sachs; Beyers Naudé; Abdullah Haron; Galileo Galilei (2)
- 1.2.3 Tefillin, Tallit, Siddur, Yarmulke; Salat (2)
- 1.2.4 Ten Commandments, Torah, Five Pillars, Eightfold Path (2)
- 1.2.5 Brahman; Ksatriya; Vajirayana; Vaisyn (2)

- 1.3 Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–G) next to the question numbers (1.3.1–1.3.6) in the ANSWER BOOK, for example 1.3.7 H.

COLUMN A		COLUMN B	
1.3.1	A person who has changed to another religion	A	Hierarchical
1.3.2	A system of government where God is the prime government agent	B	Pilgrimage
1.3.3	Describe a structure of authority or importance, from the least important to the most important	C	Nomadic
1.3.4	A journey to a sacred place as an act of devotion	D	Revelation
1.3.5	Moving from place to place and not settling anywhere for very long	E	Theocratic
1.3.6	A message from God / the Supreme Being	F	Democratic
		G	Convert

(6)

- 1.4 Define the following concepts in the context of religion:

- 1.4.1 Ululating (2)
- 1.4.2 Worldview (2)
- 1.4.3 Mantra (2)

- 1.5 Complete the following sentences by filling in the missing words. Write only the word next to the question numbers (1.5.1–1.5.5) in the ANSWER BOOK.

- 1.5.1 A non-believer in any religion, but especially Christianity, Judaism or Islam is a ... (2)
- 1.5.2 A period of division in the Catholic Church is called ... (2)
- 1.5.3 In ... religion is the arati lamp used in worship at home and in the temple. (2)
- 1.5.4 ... is the head of the Anglican Church. (2)
- 1.5.5 The founder of Taoism is ... (2)

1.6 Answer the following questions:

1.6.1 Why do Christians choose a *cross* as the symbol of their faith? (2)

1.6.2 What is the meaning of *bar mitzvah*? (2)

1.6.3 Explain the difference between *karma* and *dharma*. (4)

**[50]**

**TOTAL SECTION A: 50**



**SECTION B**

Answer ANY TWO questions in this section.

**QUESTION 2**

2.1 Read through the following extract and answer the questions that follow.

**RELIGIOUS LEADERS FIGHT COVID-19**

The Methodist Church has cancelled Good Friday and Easter Sunday services to combat the spread of the coronavirus and the Muslim Judicial Council (MJC) has cancelled Friday prayer. In addition, the Zion Christina Church (ZCC) has cancelled its annual Moria pilgrimage.

Speaking on Thursday during a meeting with leaders of diverse communities of faith to reinforce the national response to the COVID-19 outbreak, President Cyril Ramaphosa said the announcements were no doubt reached through great difficulty.

“The risk is greater in poor communities, many of which do not have access to safe and clean drinking water, and who are forced by circumstances to live in close proximity to others” he said. People of all ages can be infected by the new coronavirus (Covid-19). Older people, and people with pre-existing medical conditions (such as asthma, diabetes, heart disease) appear to be more vulnerable to become severely ill with the virus.

“As government we wholly appreciate the challenges this presents on a number of fronts”, said President Ramaphosa.

[Extract taken from [vukuzenzele.gov.za](http://vukuzenzele.gov.za)]

- 2.1.1 What was the purpose of the President’s call for a lockdown? (2)
- 2.1.2 Who, according to the extract, are the most at risk in the Covid-19 pandemic? (4)
- 2.1.3 Explain how TWO religions responded to the President’s call. (4)
- 2.1.4 Why do you think President Ramaphosa specifically called on religious leaders? (4)
- 2.1.5 Give TWO examples from your community that shows religious leaders supported the national effort. (4)
- 2.1.6 Human rights have always been an important part of religion. Mention TWO human rights that the government had to take into consideration during the Covid-19 outbreak. Motivate your answer. (8)
- 2.1.7 Suppose you are a religious leader. What religious message would you send out? (4)

2.2 Read the following extract and answer the questions that follow.

Many of the world's religions tell people that they must take time off from work. 'Leisure' is what people do to unwind and enjoy themselves when their work is done. They socialise together, play games, read, watch TV, and so on. However, what people do for recreation sometimes rouses serious ethical questions.

[Taken from *Shuters Religion Studies Grade 11*, by Donne et al 2006:74]

- 2.2.1 Write TWO leisure activities that you think most religions are in favour of and write TWO leisure activities that you think religions are against. (8)
- 2.2.2 Define the difference between leisure activities that religions:
- Support, and those that they (1 x 2)
  - Condemn (1 x 2) (4)
- 2.2.3 Summarise the main reasons why religions seem to be against leisure activities involving drugs, alcohol and gambling. (4 x 2) (8)
- [50]





**QUESTION 3**

3.1 Read the following extract and answer the questions that follow.

**SOUTH AFRICA INITIATION SCHOOLS SUSPENDED AFTER  
CIRCUMCISION DEATHS** by Pumza Sihlani, 20 Dec 2019

The South African authorities have suspended several initiation schools where boys have died in recent weeks taking part in circumcision ceremonies.

Every year, tens of thousands of initiates aged between 15 and 17 spend time in seclusion in the bush where they are taught about how to be upstanding men in society.

But sometimes things go horribly wrong, with some initiates dying or left disfigured from a botched circumcision. Hundreds of boys were taken to hospital last year where they were treated for penile amputation, septic wounds and dehydration.

The practice is steeped in secrecy. So secretive in fact that the boys are not allowed to speak about what happens while there.

Most of the deaths have been as a result of dehydration and wounds going septic, pointing to a lack of proper care and ill-treatment of initiates at the schools.

Many of those who died were attending initiation schools which had not been registered with the authorities. These schools are on the rise because initiation has become a lucrative exercise with the surgeon and nurses being paid for their work.

The government is also now paying for medics to visit the registered schools to check on the well-being of the boys.

[Extract taken from [bbc.com.cdn.ampproject.org](http://bbc.com.cdn.ampproject.org)]

- 3.1.1 What ritual is being discussed in this extract? (2)
- 3.1.2 Mention TWO reasons why initiation schools were closed. (4)
- 3.1.3 Explain the concept *ritual*. (4)
- 3.1.4 What were the causes of the deaths of so many initiates? (6)
- 3.1.5 Do you think the government should take over circumcision? Motivate your answer. (6)
- 3.1.6 Name THREE rites of passage in religion except the one in QUESTION 3.1.1. (6)
- 3.1.7 During the lockdown, the President cancelled initiations. What do you think was the President's purpose with the cancellation of the initiation season? (6)

3.2 Read the following extract and answer the questions that follow.

The land was being invaded by an enemy tribe called the Philistines. King Saul called together an army and set up a camp opposite the Philistine army. Everyday a Philistine, a giant called Goliath, would come out and shout across to King Saul's army, challenging any of his soldiers who were brave enough, to fight him in single combat. The winner would gain victory for his army and the loser's army would be defeated. Goliath terrified Saul's army and no one was prepared to fight until David, a young shepherd, arrived at the king's camp bringing food to his soldier brothers.

He heard the challenge and was ashamed of the cowardice of King Saul's army. He volunteered to fight their champion. He refused to wear the armour King Saul gave him. Instead, he took his shepherd's sling and five stones and, saying God would use him to destroy Goliath, he fitted a stone into his sling and let fly at Goliath. The stone hit Goliath on the forehead and knocked him unconscious. Then David went over, took Goliath's sword and cut his head off. The Philistine army fled in terror.

[Extract from *Shuter's Religion Studies Grade 11* by Hofmeyer et al 2006, p31]

- 3.2.1 The event in this narrative took place many years ago. How was it preserved before it appeared in written form? (2)
- 3.2.2 What was the purpose of the narrative? (2)
- 3.2.3 Why did David refuse to put on Saul's armour when faced with the trained soldier like Goliath, except for the fact that the armour was too big and heavy for him? (4)
- 3.2.4 Explain the difference between the concepts *myth* and *narrative*. (4)
- 3.2.5 According to the narrative, what does David represent? Quote ONE statement from the passage to motivate your answer. (4)

**[50]**

**QUESTION 4**

Read the following extract and answer the questions that follow.

**DISCRIMINATORY ATTITUDE TOWARDS OTHER RELIGIONS****Attitude 1**

Most religions have been influenced in some way and at some time in their history by other religions. Sometimes one religion incorporates the teachings, beliefs or practices of another religion.

**Attitude 2**

They believe that all religions may have some truth, but the full truth can only be found in theirs.

**Attitude 3**

The view that one particular religious tradition alone teaches the truth and is the way to salvation or liberation.

**Attitude 4**

This view suggests that all the traditions are 'ways' along which people find salvation, liberation and fulfilment. Each religion has its own rules and patterns for its followers.

[Extracts taken from *Shuters Top Class Religion Studies Grade 11*, Hofmeyer et al. pg. 37–38]

- 4.1 Give a synonym for the word **discrimination** in the heading. (2)
- 4.2 "Dialogue is very important in situations of religious diversity."
- 4.2.1 In your own words, explain the term *inter-religious dialogue*. (4)
- 4.2.2 Identify the FOUR opinions of theologians in paragraphs 1–4. (8)
- 4.2.3 Briefly explain the concept *religious tolerance*. (6)
- 4.2.4 Why do people fear others who are different from themselves? (4)
- 4.2.5 What strategies can religious leaders employ to build religious dialogue? (6)
- 4.3 Name the religion in which each of the symbols below are found and explain the symbols:
- 4.3.1 Hajj (4)
- 4.3.2 Menorah (4)

4.4 Answer the following questions.

4.4.1 Explain what is meant by *proselytising*. (4)

4.4.2 What does the concept *religious imperialism* imply? (4)

4.4.3 Write notes on the concept ecumenism. (4)

**[50]**



**QUESTION 5**

- 5.1 Read the following extracts about crime in South Africa and then answer the questions that follow.

**CRIME IN SOUTH AFRICA:  
THE GRITTY REALITY by Afriforum / Sep 18, 2019**

Police Minister Bheki Cele announced South Africa's latest crime figures to Parliament in Cape Town on September 12, 2019. The figures for the 2018/19 financial year are shocking and confirm the reality that South Africans are living in fear. In each annual report, a crime is identified that occurs almost daily, receives wide media coverage and receives focused attention from the SAPS. In 2017, this crime was farm attacks, in 2018 it was transit robberies and this year violent crime against women and children, for good reason, is under the magnifying glass.

The country's response to violence against women and children over the past few weeks has therefore no doubt been justified. Contact crimes in which children were the victims increased by 3,9% – in 899 cases, sexual crimes against children were reported and 29 children were killed during the period.

Cele says it is imperative that academics and experts work with the SAPS. Reasons for the increase in violence, as well as the causes of weekend crimes committed, should be investigated. Although research on these topics is important for any crime prevention strategy, South Africa need 'less talking and doing more' after this.

[Extract taken from [afriforum.co.za](http://afriforum.co.za)]

**SOUTH AFRICA'S RAMAPHOSA BLASTS 'DESPICABLE' CRIME WAVE DURING CORONAVIRUS LOCKDOWN** by Elliot Smith

South African president, Cyril Ramaphosa has vowed to take action after a wave of gender-based violence, robbery and vandalism across the country.

Since the nationwide lockdown was announced on March 27 in a bid to curtail the spread of the coronavirus pandemic, 148 people have been arrested and charged with crimes relating to gender-based violence.

Dozens of schools have been burgled, trashed or burnt to the ground and state-owned utility Eskom has reported an increase in cable theft and vandalism.

In an open letter to the nation Monday, Ramaphosa said it was "despicable" that criminals were seeking to capitalise on the shutdown at a time when law enforcement authorities are embroiled in the national battle against the pandemic.

The number of calls to the GBV (gender-based violence) National Command Centre has increased since the lockdown began on March, reflecting a wider global trend since the pandemic forced governments to command people to stay in the homes.

UN Secretary-General Antonio Guterres said in a video message last week that there had been a “horrificing global surge in domestic violence,” and the South African Government has implemented a range of measures to address the scourge.

[Extract taken from [cnbc.com](https://www.cnbc.com).]

5.1 Refer to the first extract.

5.1.1 From the extract give TWO reasons why South Africans are living in fear. (4)

5.1.2 Quote ONE word from paragraph 3 in the first extract, which stresses the importance of a collective effort in crime prevention. (2)

5.1.3 How do you think, which TWO of the TEN COMMANDMENTS are violated in this extract? (4)

5.2 Refer to the second extract.

5.2.1 “*South Africa’s Ramaphosa blasts ‘despicable’ crime wave during coronavirus lockdown*”. What does the writer mean with this heading? (2)

5.2.2 “... *Ramaphosa said it was ‘despicable’ that criminals were seeking to capitalise on the shutdown ...*”

Give THREE examples of criminal activities during the lockdown. (6)

5.3 If you were a member of the government, what measures would you put in place to stem the tide of crime? (6)

5.4 Read the extract below and answer the questions that follow.

Generalisations about the role and status of women in traditional African societies, as for other aspects of African life, are not easy to make because Africa is not one cultural area. It is marked by great cultural and linguistic diversities, and any statement which can be made about one tribe may by altogether inapplicable to another. A proper understanding of the status and role of women in traditional African societies therefore involves an appreciation of the different cultural patterns within which they are brought up ...

[Extract taken from [repository.unesco.org](https://repository.unesco.org).]

Nomsa wants to do research on the roles of women in traditional African societies. She wants to know what the views of boys between the age of 15 and 18 years are about the roles of women in their community.

5.4.1 What type of interview does she plan to conduct? (2)

5.4.2 State the exact topic Nomsa intend to focus on. (2)

- 5.4.3 Give THREE examples of questions she could ask in this type of research. (6)
- 5.4.4 Give THREE guidelines for formulating the questions for this interview. (6)
- 5.4.5 From the extract, quote ONE sentence that highlights the difficulty in making assumptions that will fit all African communities. (2)
- 5.4.6 State TWO types of research methods she could use. (4)
- 5.4.7 What is the difference between *structured* and *unstructured interviews*? (4)

**[50]****TOTAL SECTION B: 100****GRAND TOTAL: 150**







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**RELIGION STUDIES P1  
MARKING GUIDELINE  
(EXEMPLAR)**

**MARKS: 150**

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This marking guideline consists of 12 pages.

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**SECTION A****QUESTION 1**

- 1.1 1.1.1 A – Animism (1)
- 1.1.2 D – Hinduism (1)
- 1.1.3 B – a Hindu god (1)
- 1.1.4 A – Polygamy (1)
- 1.1.5 B – Orthodox Church (1)
- 1.1.6 D – The spiritual leader of Tibet (1)
- 1.1.7 B – Karl Marx (1)
- 1.1.8 A – Ubuntu (1)
- 1.1.9 D – Monotheism (1)
- 1.1.10 C – Judaism (1)
- 1.2 1.2.1 Vedas – The others are religious symbols. (1)
- 1.2.2 Galileo Galilei – The others are freedom fighters. (1)
- 1.2.3 Salat – The others are worn by Jewish men during prayer. (1)
- 1.2.4 Fivefold Path – The others are from the Abrahamic religions. (1)
- 1.2.5 Vajirayana – The others belong to Hinduism. (1)
- 1.3 1.3.1 G – Convert (1)
- 1.3.2 E – Theocratic (1)
- 1.3.3 A – Hierarchical (1)
- 1.3.4 B – Pilgrimage (1)
- 1.3.5 C – Nomadic (1)
- 1.3.6 D – Revelation (1)

- 1.4 1.4.1 **Ululating**  
Making a form of high-pitched wailing that is performed by African women, to express intense feeling. (2)
- 1.4.2 **Worldview**  
A particular set of ideas about existence that shape one's beliefs and life views. (2)
- 1.4.3 **Mantra**  
A verse, syllable or phrase believed of divine origin, which is repeated over and over in rituals or mediation of different religions. (2)
- 1.5 1.5.1 Heathen (2)
- 1.5.2 Reformation (2)
- 1.5.3 Hindu (2)
- 1.5.4 Queen Elizabeth II (2)
- 1.5.5 Lao-Tzu (2)
- 1.6 1.6.1 **The Cross**
- Christians believe the cross represents the victory of Jesus Christ over death.
  - Jesus died for their sins to bring about their salvation. (2)
- 1.6.2 **Bar Mitzvah**
- Bar Mitzvah is a Jewish coming of age ritual for boys.
  - According to Jewish law, when a Jewish boy is 13 years old, he becomes accountable for his actions. (2)
- 1.6.3 **Karma and Dharma**
- Karma**
- Is the belief that every action has a consequence (a result) which is either good or bad.
  - The consequence will be experienced in this life or a future life.
- Dharma**
- Means that there is an order in the whole of existence.
  - Each person must follow the principles set out for him.
  - Some aspects of dharma are for everyone. (4)

**TOTAL SECTION A: 50**

**SECTION B****QUESTION 2**

- 2.1 2.1.1 • To limit / combat the spread of the coronavirus, COVID-19, by limiting the social contact that was a major contributor to the spread of the virus. (2)
- 2.1.2 • People of all ages  
• Older people; the aged  
• People with pre-existing medical conditions like asthma, diabetes, heart disease, etc. (4)
- 2.1.3 • The Methodist Church cancelled Good Friday and Easter Sunday services.  
• The ZCC cancelled their yearly pilgrimage to Moriah.  
• The Muslim Judicial Council cancelled Friday prayer. (4)
- 2.1.4 • Religious leaders form part of the cornerstone of society.  
• Religious leaders are respected members of civil society.  
• They have access to networks of people who would heed to their calls. (4)
- 2.1.5 • Pastors, reverends and priests all closed down their churches.  
• These leaders arranged alternative services whereby members worshipped in their own homes.  
• Some churches used social media like Facebook to live stream services from their homes or empty church buildings  
• Other church leaders created Whatsapp groups to communicate with their members.  
**NOTE: Any relevant answer must be credited.** (4)
- 2.1.6 **The right to a safe environment**  
• The government closed schools, factories and businesses in order not to put the country at risk.  
• Safe havens were erected for the homeless.  
• The army was called in to help the police to ensure that people stay in their homes and adhere to the lockdown regulations.
- The right to a healthy environment**  
• The government ordered the mass screening of people to find and treat infected individuals.  
• Food parcels were handed out to the poor.  
• The homeless were taken to places where they could be sheltered from contracting the coronavirus. (8)
- 2.1.7 • The Bible instructs all Christians to obey the laws of the land.  
• For this reason, it would be unholy not to close down churches as mass gatherings have proven to be a breeding ground for the spread of the virus.  
• Keep reading your Bible.  
• Pray that God would deliver the world from this plague. (4)

2.2 2.2.1 **In favour off:**

- Sports
- Family outings
- Play games
- Read
- Watch television

(Any 2 x 2) (4)

**Against:**

- Drugs
- Alcohol
- Gambling
- Prostitution
- Pornography

(Any 2 x 2) (4)

2.2.2 **Support**

- Leisure activities which religions support is generally not a problem.
- During these activities people enjoy themselves when their work is done.

(Any 1 x 2)

**Condemn**

- Leisure activities which religions condemn are:
  - Not healthy
  - Generally frowned upon

(Any 1 x 2) (4)

## 2.2.3

- Hindus believe that gambling can cause a lot of suffering.
- It can also harm your good name.
- Buddhists believe that gambling can lead to evil consequences.
- For the Muslims the drinking of alcohol and gambling is abominable and from Satan.
- The Jews believe that gamblers are thieves.
- Judaism also prohibit gambling and alcohol.
- Drugs, alcohol and gambling destroy lives.
- Christianity prohibits the abuse of alcohol and drugs, because it destroys lives.

(8)

**[50]**

**QUESTION 3**

3.1 3.1.1 Initiation (2)

3.1.2 **TWO REASONS FOR CLOSURE OF INITIATION SCHOOLS**

- The deaths of initiates.
- The lack of proper care from the surgeons and nurses.
- The ill-treatment of initiates at these schools. (4)

3.1.3 **EXPLAIN THE CONCEPT *RITUAL***

- Rituals are special acts that are performed at special times in a specific or prescribed way.
- Rituals include solemn actions and speeches, repeated in a set order.
- Often special clothes are worn, helping to emphasise the importance of the occasion.
- It is a religious practice that reminds the participant of a holy presence. (4)

**NOTE: Any relevant response must be credited.**

3.1.4 **THE CAUSES OF THE DEATHS OF THE INITIATES**

- Dehydration
- Wounds going septic
- Lack of proper care
- Ill-treatment at initiation schools (6)

3.1.5 **SHOULD GOVERNMENT TAKE OVER INITIATIONS?  
MOTIVATE**

**YES**

- While initiation is a cultural practice, the safety of a country's citizens is the government's concern.
- If the traditional caregivers cannot guarantee the safety of the boys, the government must step in to take over the practice.
- Health care professionals are more suitably trained to perform these operations and look after the initiates while they recover.

**NO**

- Culture has long existed before medical science came to Africa.
- The government could rather put better measures in place to regulate the practice and prosecute those who are found guilty of negligence but taking over initiations are out of the question.
- Initiations are much more than just medical procedures.
- It has deep spiritual roots which might not be understood or properly honoured by medical scientists.

**NOTE: Any relevant answer must be credited. (6)**

**3.1.6 THREE RIGHTS OF PASSAGE (EXCEPT “INITIATION”)**

- Birth rites
- Marriage rites
- Death rites
- Puberty rites

(6)

**3.1.7 WHY DO YOU THINK, WAS THE PRESIDENT’S PURPOSE WITH CANCELING INITIATIONS?**

- The well-being of the boys could not be guaranteed while they were at the initiation schools.
- The coming out ceremony is a festive occasion that many people usually attend so social distancing would be a problem.
- Social distancing would have been a major problem.
- The consumption of alcohol at this ceremony is widespread and with the selling and brewing of alcohol being banned, including the brewing of traditional beer, this would have been a problem.
- Also, the sharing of the traditional drinking jug would have been problematic as saliva could have been transferred from one person to the other.
- Any large gatherings were banned by the government.

(6)

**3.2 3.2.1 HOW WAS THIS NARRATIVE PRESERVED?**

- It was passed down orally.
- The story was later recorded in the Old Testament manuscripts.
- The Old Testament manuscripts were carefully preserved until they formed part of the Bible.

(2)

**3.2.2 THE PURPOSE OF THE NARRATIVE**

- To teach about the continuous fight between good and evil.

(2)

**3.2.3 WHY DID DAVID REFUSED TO USE SAUL’S ARMOUR?**

- David believed that *Evil* could never defeat *Good*.
- He did not need Saul’s armour to defeat the evil.
- What he needed was to be on the side of Good (God).

(4)

**3.2.4 DIFFERENCE BETWEEN MYTH AND NARRATIVE**

- A myth is a story of supernatural beings of the past that is believed to be true.
- Myths offer explanations on how inexplicable natural phenomena, social customs and so on came into existence.
- Myths are used to explain the deeper meaning of life.
- A narrative is an account of events, experiences and so on that is important in religion.
- A narrative also has a purpose in moral teachings.

(4)

**3.2.5 WHAT DOES DAVID REPRESENT? QUOTE ...**

- David Represents the Good and God.
- He refused to put on the armour that Saul gave him and relied on God’s strength to defeat Goliath.

(4)

**[50]**

**QUESTION 4****4.1 SYNONYM FOR DISCRIMINATION**

- Prejudice
- Bias
- Bigotry
- Intolerance

(2)

**4.2 4.2.1 EXPLAIN THE TERM *INTER-RELIGIOUS DIALOGUE***

- Dialogue begins when people meet and begin communicating with one another.
- Dialogue is not limited to people of different religions sitting around a table and comparing the teachings of their respective faiths.
- What dialogue really means is that people of different faiths talk to each other in real-life situations.
- It is when ordinary people of different faiths enter into dialogue with one another that relationships are established and that they start sharing their common humanity.
- Dialogue is therefore extremely important in situations of religious diversity.
- The more people of different faiths are in contact with each other, the more they will enter into dialogue with each other.

(4)

**4.2.2 THE 4 THEOLOGICAL VIEWS**

- Viewpoint 1: Syncretism
- Viewpoint 2: Inclusivistic view
- Viewpoint 3: Exclusivistic view
- Viewpoint 4: Pluralistic view

(8)

**4.2.3 BRIEFLY EXPLAIN RELIGIOUS TOLERANCE**

- Religious tolerance means to understand and respect religious beliefs and practices different from one's own.
- This applies even if one does not agree with the other.
- Religious tolerance mainly depends on interaction between religious groups and individuals in a community.
- Religious and political leaders play a significant role in fostering a culture of religious tolerance.
- It is based on respect, tolerance and understanding of religions other than one's own.
- Religious freedom is a precondition for religious tolerance.

(6)

**4.2.4 WHY DO PEOPLE FEAR?**

- They fear they will lose something of themselves.
- They fear that they might lose their identity.
- They fear that others will make assumptions.
- People often prejudge those who are different.

(4)



**4.2.5 STRATEGIES FOR RELIGIOUS LEADERS**

- Cooperative, constructive and positive interaction between people of different religious traditions.
- They can help to resolve conflict.
- They can care for the sick and needy, including Aids sufferers, orphans, and help victims of violence and natural disasters.
- They can promote peaceful co-existence among all people.
- They can care for the environment.
- They can develop common projects for peace.
- They can help people to respect differences in others.
- They can help fight pandemics like COVID-19 together.

(6)

**4.3 NAME THE RELIGION WHERE THE SYMBOL IS FOUND AND EXPLAIN****4.3.1 HAJJ**

- RELIGION – ISLAM
- Is a pilgrimage to Mecca that must be done by all Muslims at least once in their lives.
- Everyone, men and women, wear a simple identical covering known as Ihram.
- That symbolises that all Muslims, regardless of wealth, status or gender, are equal before Allah.

(4)

**4.3.2 MENORAH**

- RELIGION – JUDAISM
- Symbol of Jewish identity
- Reminds Jews of their history when this candlestick of seven candles was part of their worship.
- First in the tabernacles (a special place of worship)
- Then in the Temple.

(4)

**4.4 EXPLAIN THE FOLLOWING CONCEPTS****4.4.1 PROSELYTISING**

- In Greek the word *eluthos* means stranger or convert.
- It was used to refer to someone who converted from one religion to another.
- Originally the word 'proselyte' was used to refer to a non-Jew who wanted to convert to Judaism.
- Now it is used to refer to any religion when adherents try to convert others to their point of view in a forceful or coercive way.

(4)

**4.4.2 RELIGIOUS IMPERIALISM**

- Refers to the way powerful religions spread to other countries and become the main religion in those countries.
- Converting the inhabitants from the religions they followed before.
- The powerful religion is like a military conqueror, defeating the previous religion.

(4)

**4.4.3 ECUMENISM**

- It is derived from the Greek word 'oikoumene' which means the whole of the inhabited world
- It was originally used to refer to the promotion of a vision of unity among the various Christian church communities that emerged after Jesus' death.
- Nowadays it refers to activities aimed at bringing about unity and cooperation between Christian denominations that came into being after the Reformation in Europe.
- The movement led to the World Council of Churches.

(4)  
**[50]**



**QUESTION 5****5.1 5.1.1 TWO REASONS WHY SOUTH AFRICANS LIVE IN FEAR**

- Crime is rampant
  - It is not decreasing
  - No one is safe
- (4)

**5.1.2 ONE WORD FROM PARAGRAPH 3**

- Imperative
- (2)

**5.1.3 TWO COMMANDMENTS**

- Thou shall not kill.
  - Thou shall not steal.
- (4)

**5.2 5.2.1 WHAT DOES THE WRITER MEAN?**

- The president had some harsh words for criminals.
- (2)

**5.2.2 THREE EXAMPLES OF CRIME**

- Gender based violence
  - Arson
  - Breaking and entering
  - Theft
- (6)

**5.3 AS MEMBER OF GOVERNMENT**

- Pass stricter laws that will make it more difficult for men to get away with the abuse.
  - Harsher sentences to be given to criminals.
  - Bail should be denied to every person who is accused of a violent crime.
  - No parole should be given to these perpetrators.
  - The government must consider bringing back the death penalty as a deterrent for crimes like murder.
- (6)

**5.4 5.4.1 TYPE OF INTERVIEW**

- Structured interview
- (2)

**5.4.2 THE EXACT TOPIC TO BE STUDIED**

- The roles of women in traditional African society.
- (2)

**5.4.3 THREE EXAMPLES OF QUESTIONS SHE CAN ASK**

- What are some roles that women occupy in the religious community?
  - What work do women do in the religious community?
  - Do women make decisions?
  - How do women feel about their place in the religious community?
  - If women are not included in leadership, why is this so?
  - Would things have been different, if women were leaders in the religious community?
- (6)

**5.4.4 THREE GUIDELINES FOR FORMULATING QUESTIONS**

- Ask some open-ended questions. These need more than a single word as an answer. They often start with these words: What? Why? When? Who? Where? How?
- Ask some close questions. These need single word answers.
- For example, YES/NO.
- Avoid double-barrelled questions which ask two things at once.
- For example: What are the roles of women and how do they feel about this?
- Keep questions short and to the point. (6)

**5.4.5 DIFFICULTY IN MAKING ASSUMPTIONS**

“It is marked by great cultural and linguistic diversities, and any statement which can be made about one tribe may be altogether inapplicable to another.” (2)

**5.4.6 TWO TYPES OF RESEARCH METHODS**

- Telephonic and
- Individual methods (4)

**5.4.7 DIFFERENCE BETWEEN STRUCTURED AND UNSTRUCTURED**

- Structured interviews – in this type of interview the questions have been formulated carefully and would be asked in a strict order.
- Unstructured interviews – questions are not formulated beforehand.
- The questions usually present themselves as the interview unfolds. (4)

**[50]**

**TOTAL SECTION B: 100**  
**GRAND TOTAL: 150**







