



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**RELIGION STUDIES P1**

**2023**

**MARKS: 150**

**TIME: 2 hours**

**This question paper consists of 10 pages.**

## **INSTRUCTIONS AND INFORMATION**

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

**SECTION A (COMPULSORY)****QUESTION 1**

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.10) in the ANSWER BOOK, e.g. 1.1.11 D.
- 1.1.1 This school of Buddhism claims to be based on the original beliefs and practice of the Buddha:
- A Mahayana Buddhism
  - B Tibetan Buddhism
  - C Theravada Buddhism
  - D Zen Buddhism
- (1)
- 1.1.2 The Book of Mormon is the sacred text of ...
- A Mahayana Buddhism.
  - B the Bahá'i faith.
  - C Hinduism.
  - D the Latter-day Saints.
- (1)
- 1.1.3 A state of altered and peaceful consciousness is called ...
- A transformation.
  - B trance.
  - C transcendence.
  - D Nirvana.
- (1)
- 1.1.4 Islam is a/an ... religion.
- A Abrahamic
  - B African
  - C New Age
  - D Western
- (1)
- 1.1.5 Umafungwashe in Nguni tradition is the ...
- A firstborn male.
  - B firstborn female.
  - C last-born male.
  - D last-born female.
- (1)
- 1.1.6 A number of gods in a particular religious tradition is known as ...
- A a pantheon.
  - B Secularism.
  - C the elite.
  - D philanthropic.
- (1)

- 1.1.7 A collection of sacred Buddhist texts and stories:
- A Eightfold Path
  - B Kitáb-i-Aqdas
  - C Sangha
  - D Tripitaka
- (1)
- 1.1.8 All Muslims, regardless of race, should regard one another as brother and sister:
- A Ahimsa
  - B Ummah
  - C Imam
  - D Sharia
- (1)
- 1.1.9 This religion was founded by Guru Nanak and is a monotheistic religion:
- A Hinduism
  - B Confucianism
  - C Sikhism
  - D Bahá'í faith
- (1)
- 1.1.10 The Tao Te Ching was written by ...
- A Advaita Vedanta.
  - B Venkatesanda.
  - C the Dalai Lama.
  - D Lao-tzu
- (1)
- 1.2 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question numbers (1.2.1 to 1.2.6) in the ANSWER BOOK.
- 1.2.1 The person who wrote the Kitáb-i-Aqdas (1)
- 1.2.2 Orthodox Jews strictly obey this law (1)
- 1.2.3 Set of views about ultimate reality or divinity (1)
- 1.2.4 Universally-held principle of treating others as one wants to be treated (1)
- 1.2.5 An approach that does not reject God's existence, but simply ignores it (1)
- 1.2.6 A deep and solemn religious pledge, a promise (1)

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

COLUMN A		COLUMN B	
1.3.1	Sheik	A	to return to a previous and less advanced state
1.3.2	Talisman	B	the court of law in Spain that guarded against heresy in 1478
1.3.3	Bahá'i	C	words used in ceremonies in some religions
1.3.4	Intermediary	D	a process of progression to a higher stage
1.3.5	Liturgy	E	imam or village leader
1.3.6	Inquisition	F	all religions are paths towards the truth and are equally valid
		G	object used to bring good luck or to keep evil spirits away
		H	a person who acts as 'go-between' between two parties

(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 and give a reason why it does NOT fit.

EXAMPLE: Red; Yellow; Circle; Blue

ANSWER: Circle

REASON: The other three are colours.

- 1.4.1 Monotheism; Atheism; Polytheism; Theism (2)
- 1.4.2 Islam; Taoism; Bahá'i; Judaism (2)
- 1.4.3 Gentile; Five Pillars; Four Noble Truths; Trinity (2)
- 1.4.4 Rabbi; Bishop; Spirit; Imam (2)
- 1.4.5 Moksha; Heresy; Karma; Dharma (2)

- 1.5 Indicate whether the following statements are TRUE or FALSE. Write 'true' or 'false' next to the question numbers (1.5.1 to 1.5.5) in the ANSWER BOOK. Give a reason if the answer is FALSE.
- 1.5.1 Shoghi Effendi appointed Abdu'l-Baha as his successor. (2)
- 1.5.2 The Nineteen Day Feast is a Bahá'i religious ceremony. (2)
- 1.5.3 Orthodox Jews are those who belong to a more liberal strand of Judaism. (2)
- 1.5.4 The Reformation in the church was started by Martin Luther King. (2)
- 1.5.5 The Crusades during the Middle Ages were religious wars fought between the Muslims and Buddhists. (2)
- 1.6 What is the difference between the following:
- 1.6.1 *African Initiated Churches* and *African Traditional Religion* (4)
- 1.6.2 The concepts *pluralism* and *syncretism* (4)

**TOTAL SECTION A: 50**

**SECTION B**

Answer any TWO questions in this section.

**QUESTION 2**

- 2.1 In the context of Religion Studies, state TWO facts about EACH of the following concepts:
- 2.1.1 Parable (4)
- 2.1.2 Bodhisattva (4)
- 2.2 State any TWO unique features of EACH of the following religions:
- 2.2.1 Christianity (4)
- 2.2.2 Taoism (4)
- 2.2.3 Hinduism (4)
- 2.3 Explain the relationship between people and ancestors in African Traditional Religion. (4)
- 2.4 What is *Nirvana*? (2)
- 2.5 Explain the *role of teachings* in a religion. (4)
- 2.6 Explain the concept *Baptism* as a Christian ritual. (4)
- 2.7 Both Judaism and Islam insist on the transcendence of God.  
Explain the term *transcendence*. (4)
- 2.8 State the difference between *doctrine* and *dogma*. (4)
- 2.9 State TWO facts about the following religions with regard to:
- 2.9.1 Safeguarding the Qur'an in Islam (4)
- 2.9.2 How the Bahá'i faith explains the equality of humanity (4)
- [50]**

**QUESTION 3**

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

**RELIGIOUS FREEDOM AND HUMAN RIGHTS**

Secular and some religious critics point out that, despite the idea of equality in the eyes of God, many religions have put serious limitations on certain categories of people, such as women and slaves. While most religions no longer condone slavery, the rights of women are not always recognised in all religions.

[Source: *Religion Studies, Grade 12, Steyn, et al.*]

3.1.1 With reference to any of the religions you have studied, discuss TWO teachings that promote the rights of women. (12)

3.1.2 Do you think we still have slavery in the modern world?  
Motivate your answer. (4)

3.2 Study the extract below and answer the questions that follow.

**HUMAN RIGHTS AND RESPONSIBILITIES**

In religious circles the concept of *responsibility* is mostly given equal emphasis to that of *human rights*. It is pointed out that there can be no rights without responsibilities, and that too often the emphasis on rights is made to the exclusion of responsibilities.

[Source: *Religion Studies, Grade 12, Steyn, et al.*]

3.2.1 With reference to any ONE religion you have studied, discuss any TWO teachings that emphasise the importance of taking responsibility for our actions. (8)

3.2.2 Everybody has a right to change his/her religion.  
Write TWO advantages and TWO disadvantages of changing to another religion. (8)

3.3 List THREE consequences (results) of religious intolerance. (6)

3.4 Explain the notion of *religious freedom*. (4)

3.5 Do you think there was religious freedom in South Africa in the period BEFORE the democratic election in 1994? Give reasons for your answer. (8)

**[50]**

**QUESTION 4**

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

**THE CONFLICT IN IRAQ**

Under President Saddam Hussein, Iraq as a country was united, but oppressed. Its economy, based on the oil industry, was booming and everybody was living in comfort. Saddam Hussein was a Sunni Muslim, but he was not a very strict Muslim. By establishing political alliances with some Shi'a leaders, Saddam was able to enjoy support from a wide sector of the population. However, the majority in Iraq are Shi'as and many of them felt oppressed and discriminated against. They later enjoyed support from Iran which is predominantly Shi'a.

The invasion of Iraq by the United States of America and its allies in 2003 unleashed internal forces over which the United States (US) had no control. Various factions took advantage of the worsening security situation.

From the point of view of establishing peace and democracy, the stated goal of the US, the invasion has been a failure so far. As with so many other conflicts, acts of terror (i.e. targeting civilian populations of the 'other side') have led to an escalating \*polarisation of public opinion. This has made it even easier for extremist groups to recruit people to their cause on both sides.

And so the spiral of violence continues to escalate, even after the US withdrew from Iraq during President Barack Obama's first term (2008–2012).

\*polarisation: differences becoming more pronounced

[Adapted from *Shuters Top Class Religion Studies, Teacher's Guide, Grade 12*]

- 4.1.1 What reasons did the US give for the invasion of Iraq? (4)
- 4.1.2 Saddam Hussein 'was not a very strict Muslim'. How did this affect Sunni-Shi'a relationships under his rule? (8)
- 4.1.3 What are the 'internal forces' stated in paragraph 2? (4)
- 4.1.4 Critically evaluate the consequences of the US invasion of Iraq. (10)
- 4.1.5 To what extent is the conflict in Iraq a religious conflict? Give reasons for your answer. (12)
- 4.1.6 What is the current situation in Iraq? (2)
- 4.2 Suggest practical strategies that religious organisations can use to create a society free of religious conflict. (10)

**[50]**

**QUESTION 5**

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

**RELIGION AND THE MEDIA**

'Religion is a very private affair in South Africa; it does not play a major role in the way the government is run, although we have politicians that follow various religions,' said Mr Kamaldien, member of the International Association of Religion Journalists.

'It was fascinating to hear from our colleagues in Liberia and the Arab world about how religion was used to further political interests. This is largely a foreign concept in South Africa, although some politicians in this country have used religious platforms to canvass for votes during election campaigns.'

While religion has played a vital role in the life of most South Africans, Kamaldien said it was generally not 'used as a tool for division, but rather to help us understand each other better'.

'The media can't be concerned just about circulation. We know our industry thrives on conflict. We like those kinds of stories. But the media is also part of the society in which we operate. The last thing we want is a religious war and to become a part of the problem. We can be a bridge between religious communities.'

[Source: [www.theiari.org/2014](http://www.theiari.org/2014)]

- 5.1.1 Give TWO reasons why religion does not play a major role in the way the government is run in South Africa. (4)
- 5.1.2 Explain the relationship between *religion* and *politics* in South Africa. (6)
- 5.1.3 Name THREE South African organisations where one can complain about unfair religious media reporting. (6)
- 5.1.4 According to Kamaldien, what kinds of stories receive more coverage in the media? (4)
- 5.1.5 Do you think the South African media plays a role in being 'a bridge between religious communities'? Support your answer with relevant examples. (8)
- 5.2 Discuss the disadvantages of a state religion for the media. (12)
- 5.3 Why is there a need for an organisation such as the International Association of Religion Journalists? Give FIVE reasons. (10)

**[50]**

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