



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

RELIGION STUDIES P2

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 150

APPROVED

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APPROVED MARKING GUIDELINE
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QUESTION 1

1.1 1.1.1

- Physical violence
- Verbal abuse
- Emotional abuse/ Psychological violence
- Sexual harassment
- Socio-economic violence

(4)

NOTE: Other relevant responses must be credited.

1.1.2

- **Harmful gender stereotypes and patriarchal cultures:**
- Norms are used to justify violence against women: men are aggressive, controlling and dominant.
- **Substance abuse:**
- People who abuse drugs, can become irrational and violent towards their loved ones, and can inflict fatal injuries.
- **Conflicts, crises and displacement:**
- During a crisis, women and girls face the risk of forms of gender-based violence.
- **Poverty and other economic challenges:**
- When men are affected by conflict and a loss of normalcy, unemployment and poverty may lead them to assert their masculinity through violent means.
- **Lack of legal protection:**
- There is a lack of law enforcement to criminalize gender-based violence.
- **Inadequate political representation:**
- Ending gender-based violence will be impossible without having equitable female representation at policy-making level.

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NOTE: Mark only the first THREE causes. Credit both the naming and elaboration**Other relevant responses must be credited.**

1.1.3

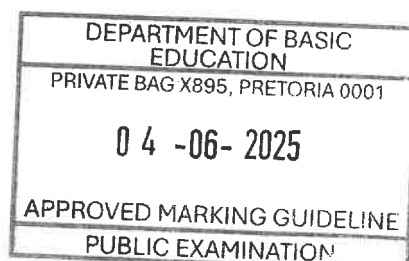
- **Rape and sexual assault:**
- This can result in trauma, unwanted pregnancies and sexually transmitted infections.
- **Social and economic fallout from gender-based violence:**
- There can be loss of livelihood and increased gender inequality in the long term.
- **Reporting or seeking services for gender-based violence:**
- It can lead to further threats of violence.
- **Negative impact on families/dependants:**
- The family members are traumatised and left with a negative stigma.
- **Long term psychological trauma:**
- This includes depression, anxiety and even suicide.

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NOTE: Other relevant responses must be credited.
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- 1.2
- Creating multi-religious support groups for victims of violence.
 - Empowering women and girls across their life time e.g. empowering women economically, providing women and girls with safe homes.
 - Including women in decision-making at leadership level.
 - Giving women temporary financial support.
 - Establishing local women-led and women's rights organizations.
 - Advocate for enactment and enforcement of laws to protect community member/victims.

(10)

NOTE: Other relevant responses must be credited.

1.3 **EXAMPLE 1: CHRISTIANITY**

- Any form of violence or abuse against others is condemned. (Eph. 5:25)
- Husbands are instructed to love their wives as Christ loved the church.
- Husbands must treat their wives with the same care and respect they would show to their own bodies.
- In the Old Testament, there is God's concern for the oppressed, including women who are victims of violence and abuse. (Is. 1:17)
- Jesus interacted with women who were marginalized and mistreated in society, and showed them compassion and respect.
- He spoke out against the mistreatment of women and upheld their dignity and worth as equal to that of men.
- Christianity teaches non-violence, as Jesus said 'Blessed are the peacemakers.'
- Jesus saved a woman who was going to be stoned for adultery. (John 8:6)

EXAMPLE 2: HINDUISM

- Hinduism believes that the mother is most important and truly divine.
- They worship God as Mother, thus each woman is considered a manifestation of the Divine Mother.
- Women should be given protection at every stage of life.
- Purity, self-control and devotion are values pertaining to men, as much as women.
- Violence against women is considered a violation of dharma or righteousness.
- It goes against the core values of compassion and non-violence. (ahimsa)
- According to Hinduism the role of humanity in the world is to advocate for the rights and safety of all individuals, including women.

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NOTE: Other relevant responses must be credited

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QUESTION 2

- 2.1
- Species contain a great variety of minor differences.
 - Both the world and species change over time.
 - In the fight for survival, better adapted variations will be favoured.
 - Those who are not, will struggle to survive.
 - In this way species may gradually change form and become more complex.
 - Life evolves in a process leading from simple to complex.
 - The various forms of life did not appear perfectly formed but developed over time.
 - The theory of evolution does not mention the existence of a supreme being.
 - Humans emerged over a long process, spanning millions of years, until modern humans finally emerged.
 - Apes are regarded as the ancestors of modern man.

NOTE: Other relevant responses must be credited.

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- 2.2
- Hinduism has no problem with evolution.
 - They believe that the universe is based on evolution.
 - They believe that they have a more advanced theory of evolution than the scientific one.
 - The scientific theory is limited.
 - It focuses only on the physical perspective of creation.
 - Hindus believe that humans have control over their spiritual and physical evolution.
 - Hindus believe that if one lives a good life one will evolve through many rebirths until one is physically and spiritually advanced.
 - Ultimately, one will achieve liberation from the physical and be one with God.
 - Hindus believe that there is an intelligent designer behind everything like evolution of humanity and of the universe.

NOTE: A maximum of FOUR marks may be awarded for Darwin's theory. Other relevant responses must be credited.

(14)

2.3 **ABRAHAMIC RELIGIONS: Christianity, Judaism and Islam**

- Abrahamic religions believe what is written in the book of Genesis and the Qur'an – that God created the universe in six days.
- The universe was created perfect, including human beings.
- The Big Bang theory does not recognise the existence of God, so it must be rejected.
- The Big Bang theory attacks the fundamental teachings of these religions, the 'creation myth'/Creationism.
- They believe that their account of creation was written by those who were in touch with ultimate reality, so it is unthinkable that God would allow people to make mistakes.
- They believe that the universe is under the control of the Creator.
- They believe that the universe we see will cease to exist at the end of time, by the will of God.

NOTE: Award a maximum of TWO marks for the Big Bang theory. Other relevant responses must be credited.

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2.4 ADVANTAGES

- Religion will not be undermined by contradictions with scientific facts.
- The heliocentric theory has replaced the incorrect geocentric theory.
- Religion requires believers to believe without proof.
- Religion and science are incompatible: religion focuses on the spiritual/ supernatural.
- Science focuses on natural phenomena.
- Religions that reject evolution and the Big bang theory will have no problem with this approach.
- Theistic evolution would have more support in religious circles.

DISADVANTAGES

- The belief systems of religions would not be challenged, and not analysed.
- Christians would still be believing in the geocentric theory.
- All scientific proof of a divine being would be ignored.
- Science and technology actually aid religion e.g. social media communication, medicine, etc
- The study of science points to intelligent design (divine plan). This information would have to be ignored.
- Religions that embrace science (e.g. Taoism, Hinduism) will continue to do so, as this enhances their religions.

NOTE: Other relevant responses must be credited.

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QUESTION 3

- 3.1 3.1.1
- Establishing and registering national chapters.
 - Sending interfaith delegations to conflict risk areas.
 - Participating in the legislative election in Togo.
 - Sending a women's delegation to Nordic countries.
 - Participating in the World Social Forum held in Kenya.
 - Forming the IFAPA Women's Network.
 - Establishing regional Youth Networks.
- (12)

NOTE: Other relevant responses must be credited.

- 3.1.2
- Respecting religious differences, acting on deeply held and widely shared moral concerns and values.
 - Preserving the identity of each religious community.
 - Honouring the different ways religious communities are organised in Africa.
 - Supporting locally led multi-religious structures within RfP networks on the continent.
 - Upholding the principles of representivity, subsidiarity and solidarity.
- (10)

- 3.2 3.2.1
- EXAMPLE 1: ISLAM**
- Sunni
 - Shi'a
- EXAMPLE 2: BUDDHISM**
- Theravada Buddhism
 - Tibetan Buddhism
 - Mahayana Buddhism

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- 3.2.2(a) **EXAMPLE 1: ISLAM**
- SUNNI BELIEFS**
- Sunni refers to 'following' the Sunnah (example) of the Prophet Muhammad.
 - The Hadith narrated by the companions of the Prophet have equal status to those narrated by his family members.
 - The Sunni branch believes that all the teachings contained in the Books of Hadith are equally important.
 - Sunnis follow the teachings of scholars from the 7th and 8th centuries.
 - Sunnis do not accept that a caliph can come exclusively from the Prophet's family.

SHI'A BELIEFS

- 'Shi'a' means 'partisan' or 'separate party'.
- The Hadith narrated by the companions of the Prophet have less significance than those narrated by his family members.
- The Shi'a follow the teachings and opinions only of a living scholar.
- They believe that the last caliph from the Prophet's family was hidden in a cave and will one day reappear as leader.
- He is referred to as 'imam'.


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**EXAMPLE 2: BUDDHISM
THERAVADA BUDDHISM
BELIEFS**

- 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 others or any gods.

**TIBETAN BUDDHISM
BELIEFS**

- 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.

**MAHAYANA BUDDHISM
BELIEFS**

- 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 service for the enlightenment of others).

NOTE: A maximum of EIGHT marks may be awarded for either branch.

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3.2.2(b) **EXAMPLE 1: ISLAM
SUNNI PRACTICES**

- Religious practices are strictly in accordance with the Sunnah of the Prophet, as laid down in the Hadith.
- In Sunni Islam, an 'Imam' is simply a leader of a congregational prayer.
- Imam does not denote formal training in Sunni Islam.
- Muttah (temporary marriage) is forbidden.
- There are four schools of legal opinion.

SHI'A PRACTICES

- Imams are only descendants of the Prophet Muhammad, who they believe to be divinely appointed.
- The shrine of Hussein in Karbala is an important destination for Shi'a pilgrims.
- Muttah (temporary marriage) is allowed.
- They practise self-mutilation, for example at the commemoration of the tragedy of Karbala.
- There are two schools of legal opinion - Akbar and Usuli.

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EXAMPLE 2: BUDDHISM

THERAVADA BUDDHISM

PRACTICES

- The ideal in Theravada Buddhism is for the individual to lead a life of meditation in order to become enlightened.
- Monks live in monasteries, beg for food and meditate most of the day.
- The monks assist and co-operate with lay people in important life events such as births, weddings and funerals.
- The monks do not preside but are in attendance to give weight to the events.
- Most religious practices are performed in the home although there is also individual and communal meditation and chanting in temples.

TIBETAN BUDDHISM

PRACTICES

- Tibetan Buddhists practise many rituals, such as making offerings to statues of Buddha, and attending public teachings.
- They use rituals and chanting for prayer.
- They also engage in meditation.
- They engage in trances (mantras) to obtain wisdom.

MAHAYANA BUDDHISM

PRACTICES

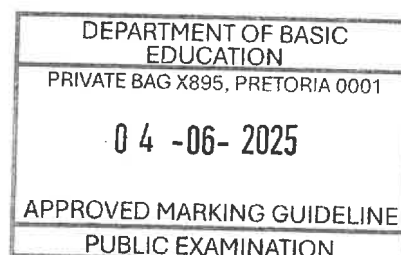
- This form of Buddhism developed a concept called Bodhisattva.
- A Bodhisattva is a person who could on his or her own merit enter Nirvana, but has decided out of compassion for suffering humans, to delay this entrance in order to help others.
- The Bodhisattva is thus available to assist humans in reaching enlightenment and could become a Buddha later on.
- In Mahayana Buddhism, ordinary people can approach divine beings to assist them in search for salvation.
- Mahayana Buddhists may practise more ritual elements than are observed in Theravada Buddhism.
- Examples are prostrating themselves, chanting and lighting incense. (12)

NOTE: NOTE: A maximum of EIGHT marks may be awarded for either branch.

Other relevant responses must be credited.

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QUESTION 4

4.1 4.1.1

EXAMPLE 1: AFRICAN TRADITIONAL RELIGION

- In African Traditional Religion, evil is the result of displeasing the ancestors or excluding them from important events in the family.
- It is also believed that there are people, such as sorcerers and witches, who possess superhuman powers that can harm others.
- In African Traditional Religion, a witch is an evil being who has acquired supernatural powers to cause harm to others.
- Evil causes human beings to act in a way that is against the ethical principles of protecting and promoting life.
- This evil may take many forms, such as ignoring the living dead and their wishes.
- Doing harm to others is the role of evil, e.g. using witchcraft.
- The wilful disturbance and disruption of the communal and cosmic order is also the role of evil.
- The ancestors are able to punish evildoers.
- The ancestors can bring misfortune or sickness to the evildoers.

EXAMPLE 2: CHRISTIANITY

- God did not create evil when He created the world.
- He created a perfect world and perfect human beings.
- Evil was introduced later when Adam and Eve disobeyed God. (Original Sin)
- Christians call this kind of disobedience 'sin' and believe that evil comes from sin.
- They believe that evil is often used by Satan to cause dissention and strife among humans.
- Satan was an angel who rebelled against God and misled Adam and Eve.
- Evil separates humans from God and destroys the fellowship between God and humans.

NOTE: : A maximum of SIX marks may be awarded for either "origin" OR "role of evil."

Other relevant responses must be credited.

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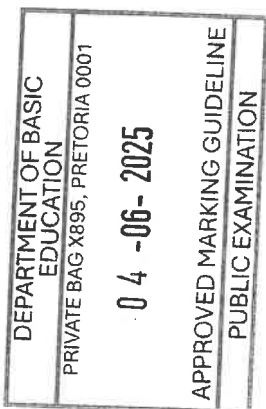
4.1.2

EXAMPLE 1: AFRICAN TRADITIONAL RELIGION

- Life is based on the idea of harmony in the intricate, complex relationships between and among all living beings.
- For the traditional African, the principle is: I am related, therefore I am.
- This is the African philosophy of Ubuntu – umuntu ngumuntu ngabantu (a person is a person through other people)
- The individual can neither grow nor develop without the community.
- The community also cannot grow or develop without recognising and respecting individuality.
- Individual security is attained through the unity of the community.



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- The community for the indigenous African consists of human beings, living dead (ancestors) and the yet to be born.
- Ancestors keep a watchful eye over the living and protect them where necessary.

EXAMPLE 2: CHRISTIANITY

- The creation of humanity is seen as the climax of the manifestation of God's glory.
- After God created Adam, He realised that Adam would not cope living by himself. He created Eve so that they would both have company.
- The three persons of the Holy Trinity communicate and consult among each other.
- Following the model of the Holy Trinity humanity should have a relationship of mutual respect and love.
- Individuals have to look after one another and protect one another.
- No person should dominate or exploit any other, ('Love your neighbour as you love yourself'.)

NOTE: Other relevant responses must be credited.

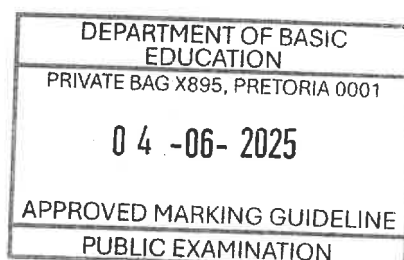
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4.2

- **Historical context**
- This means that the writings must be understood within the context of the time and circumstances in which the text was written.
- **Clearest meaning**
- The meaning that is clearest to the reader should be considered.
- **Plan, purpose and context**
- The writing plan or structure of the whole document must be considered.
- An extract must be seen as part of the whole.
- **Meaning of words**
- The meaning of words often changes over time and context.
- For the correct interpretation the original meaning must be considered.
- **Figurative language**
- Figurative language is used widely in sacred texts.
- This must be identified as such, so that it is not interpreted literally.
- **Other sacred texts**
- One sacred text may be used to interpret other sacred texts from the same religion.
- This is because there is consistency of teaching in the religion and its sacred texts.

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4.3 **EXAMPLE 1: JUDAISM**

- Like many religions, the original inspiration was largely spread first by oral tradition.
- Such oral tradition was transmitted faithfully for hundreds and even thousands of years.
- The primary scriptures in Judaism are collectively known as the Tenach.
- The Tenach is made up of the Torah, Nevi'im and Ketuvim.
- The first group of the primary scriptures gained canonical status by the 3rd century BCE.
- The third group of scriptures was finally accepted into the canon in the last decade of the first century BCE.
- The corpus of the scriptures was decided by the scholars after careful deliberation to be the revealed word of God.
- The Apocrypha were not included as divinely revealed books.
- The Talmud served as a secondary source to the canon.
- The Talmud consists of the Mishnah and Gemara.
- It was completed by the end of the 5th century CE.
- On the third tier were further detailed rabbinical explanation of the Torah.
- The most important of these rabbinical explanations were written down. (Midrash)

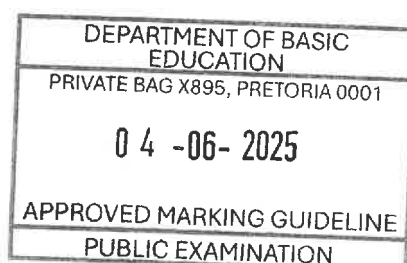
EXAMPLE 2: HINDUISM

- In Hinduism the original sound of the spoken word is awarded absolute priority.
- The oral and written texts originated from the inspiration that can be traced back to 4000 years ago.
- These texts are known as the Vedas.
- The original inspiration was transmitted orally for centuries and even millennia before the advent of heard writings (Shruti).
- The heard writings are distinguished from secondary, derived humanly composed writings such as philosophical interpretations.
- However, this distinction is not absolute.
- The Brahmanas and Upanishads later became compositions, commentaries and interpretations of the earlier collections.
- The composition, commentaries and interpretations were later included in the sacred tradition of the Vedas.
- As time went by there was development from the original to the derived. These include the different classical philosophical schools.
- Philosophical schools that have developed are the Nyaya, Vaisheshika, Sankhya, Purva-Mimamsa, Yoga and Vedanta.
- Over the years there have been more innovative and authoritative commentators and re-interpreters.
- Examples of the innovative and authoritative commentators are Shankara and Vivekananda.

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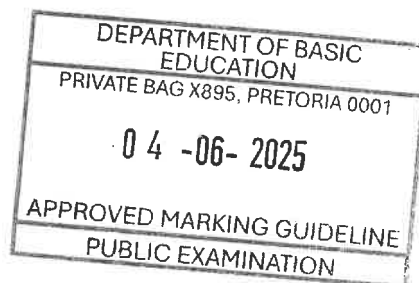
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- 4.4
- It is the true origin of all religions.
 - Inspiration refers to the power or force of an extraordinary being taking over a chosen being.
 - The founding figures of many religions were inspired by a higher power or wisdom.
 - Such people felt that they received a revelation from an extra-ordinary being.
 - Later generations also draw on original inspiration, and thus derive secondary inspiration.
 - In African Traditional Religion the mediums or diviners receive inspiration while they are in a trance.
 - Inspiration is a powerful motivation for the followers of a religion.
 - Contemporary inspiration plays a role of strengthening one's beliefs.
 - It also serves to invite new converts to a religion.
 - Contemporary inspiration reinforces the original inspiration.

NOTE: Other relevant responses must be credited.

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QUESTION 5

- 5.1
- Secularism means a separation of power between state and religion.
 - In the 16th century, Martin Luther set in motion certain changes that led to the splintering of Christianity into Catholic and Protestant groups.
 - This led to decades of religious wars in Europe.
 - At that time, the church was very influential, both politically and socially.
 - Kings, emperors and nobility used the church to establish their power.
 - In return, religious leaders also influenced rulers to promote their interpretation of beliefs.
 - All the warring parties thought that a society would be peaceful if everyone shared the same beliefs.
 - People started to seek for a state where there would be religious tolerance.
 - Intellectuals of the time came to conclusion that religion was divisive rather than uniting.
 - A government which was based purely on reasoning and on an understanding of human nature was then the solution.
 - The Prince of Orange was one of the first persons to advocate a split between church and state.
 - Thus government and morality were divorced from religion, and secularism came into being.

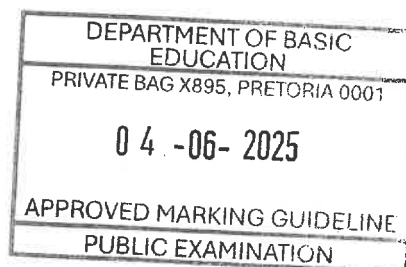
NOTE: Award a maximum of TWO marks for influence of Science on Secularism.

(12)

- 5.2
- **AGNOSTICISM**
 - Agnosticism comes from the Greek, 'a', which means 'without' and 'gnosis' which means 'knowledge'.
 - This term was first used by a philosopher called TH Huxley in 1869.
 - 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 spiritual knowledge.
 - **ATHEISM**
 - Atheists reject the belief that divine or supernatural powers exist.
 - There are different degrees of atheism.
 - Soft or neutral atheists do not actively reject the existence of a supernatural being.
 - Strong or positive atheists believe there is evidence to support their atheistic views.
 - In some cases, soft atheists reject both theism and strong atheism.
 - This is because they feel both world views depend on proof to support their claims.
 - Atheists often turn to science to explain the nature of the universe, rather than relying on faith.

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- **MATERIALISM**
- Materialism believes that matter is the only reality.
- Materialism teaches its followers that there is no supernatural realm.
- This worldview is opposed to the religious worldviews that are based on the beliefs that affirms the existence of any form of spiritual reality.
- Materialism propagates that nothing exists but nature.
- According to materialism, any being that is viewed as beyond nature is a creature imagination.
- Materialism forbids its followers to subject themselves to any spiritual dependency.
- New terms were developed from materialism, namely dialectical materialism and historical materialism.
- In dialectical materialism matter is regarded as the fundamental cause of everything.
- Historical materialism: economics and the relationship between workers and owners as the basic structure in the community are referred to as historical materialism.
- However, contemporary physicists and neuroscientists are challenging materialist explanations of reality.

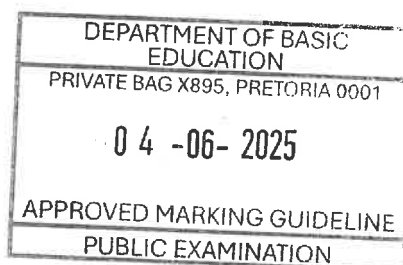
- **SECULAR HUMANISM**
- Humanism initially called for people to use their intellect to understand revelation.
- In the 19th century secular humanism meant atheism or a non-religious view.
- The Secular Humanist Declaration embodies an alternative philosophy to religion.
- In its teachings, the Council for Secular Humanism highlights the following:
 - A need to test beliefs: A conviction that traditions, ideologies and dogma should be weighed and tested by each individual and not by faith.
 - Reason, evidence, scientific method: A commitment to the use of critical reason, factual evidence and scientific method of inquiry in seeking solutions to human problems.
 - Fulfilment, growth and creativity: A primary concern with fulfilment, growth and creativity.
 - Search for truth: A constant search for objective truth.
 - Ethics: A search for viable individual, social and political principles of ethical conduct.
 - Justice and fairness: An interest in securing justice and fairness in society.
 - Building a better world: A conviction that reason, an open exchange of ideas, goodwill and tolerance can be used to build a better world.

NOTE: A maximum of SIXTEEN marks may be awarded for any ONE secular worldview.

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5.3 YES

- Today society relies on the faculty of reason in order to make decisions.
- They ignore the authority of the Supreme Being.
- They rely on reason, evidence and scientific approach in dealing with life.
- They undermine the dictates of sacred texts.
- Religious places of worship are no longer respected.
- The majority of youth do not attend religious celebrations and rituals, because these are not based on human reasoning.
- Secular humanists put more emphasis on liberal views of human rights than traditional religious beliefs.
- As a result, there is an increase in social challenges, such as crime and teenage pregnancy, which result from a degeneration of moral values.

NO

- Secularism promoted the development of the Bill of Human Rights that promote moral values.
- Moral values are promoted through the Constitution in a secular state.
- There is no need for sacred texts to develop a moral code. The rule of law will enforce moral values.
- It does not mean that people who hold a secular worldview do not have morals and values.
- Families have the responsibility of developing moral values in their children. This can be done independently of religion.
- Secularism has contributed, through the secular state, to end religious wars, thus restoring human dignity.
- Today people of different faiths are able to coexist and help each other during difficult times because one religion does not dominate another.
- Secularism instils a sense of self awakening.

NOTE: Other relevant responses must be credited.

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TOTAL: 150

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