



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2012

RELIGION STUDIES: PAPER II
MARKING GUIDELINES

Time: 2 hours

150 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

QUESTION 1

Candidates need to remember that all three of the religions offered in the questions are *revelations*. They believe that God has revealed himself to humans through specific chosen vessels, and that these teachings are neither negotiable nor changeable. Certain streams, for example, liberal Christianity and Reformed Judaism, may be more flexible on these issues, but nevertheless, within the mainstream of each, the absoluteness of doctrine is generally upheld.

Candidates may refer to specific organisations, for example the Jesus Seminar, who do hold for relativistic teachings on doctrine. Nevertheless, a simplistic, one-dimensional view of the question cannot receive more than about 40% of the marks at most.

In this essay, the candidate should also not be permitted to remain at the level of personal opinion only. There is a great deal of objective information which can be offered. The candidate should give at most a minimum of personal opinion, and that must be based on the objective evidence offered. The definition of *dogma* is essential, since it frames the candidate's discussion.

[50]

QUESTION 2

A variety of religions will have been studied. It is beyond the scope of these marking guidelines to provide guidelines for the actual content of all the possible religions. Comprehensive outlines of African religion, Hinduism, Buddhism, Judaism, Christianity, Islam and Baha'i can be found in the *Nasou* Religion Studies Grade 12 book. Schools using the *Shuter* Religion Studies book are likely to have studied Taoism, since that is the only religion discussed under 12.2.2.

The important point under Question 2 is that the candidate is familiar with the sources the chosen in-depth religion, and of their particular teachings on specific subjects. This is a fairly straightforward question, but a successful outcome will depend upon the accuracy with which the candidate is able to *interpret* the sacred texts of the chosen religion. Objective interpretation following the exegetical and hermeneutical principles of that religion is essential. 'Preaching,' or effusions not based on solid knowledge and sound interpretation should not be given a great deal of credit.

[50]

QUESTION 3

Candidates could have studied a large variety of situations in the world. Whichever issue is tackled, however, it needs to be presented, analysed and discussed in a comprehensive and systematic way.

There are three essential components to this essay.

- Candidates must choose a conflict situation of which they have a sound and accurate knowledge.
- Religion must play a major role in the conflict, and their knowledge of the inner dynamics of that role must be sure.
- They must be able to point to media coverage which has misled public opinion because of its inadequate or inaccurate knowledge and reportage of the religious issues. This could involve a situation where, they believe, public opinion is right, but the right conclusion has been drawn for wrong or inadequate reasons.
- They must identify the possible role of religion in solving the conflict.

In this essay, allowance must be made for wrong opinions encountered within the candidate's own experience. Personal insights and experience must, however, form an integral part of the objective framework as described above.

[50]

QUESTION 4

The issue should reflect the question's requirement that it is a major problem, even though the **strategy** is to be **applied** locally and regionally. The challenge of this question is to find a realistic solution in which religion plays a significant but realistic role. As in other questions, candidates should not demand impossible or unlikely solutions, nor should they distort the role played by religions. Religions should, in their plans for a solution, act consistently with their aims and beliefs.

- Candidates must identify a social problem.
- A workable strategy must be developed and implemented.
- Identify what religious resources may be available to contribute to the implementation of the strategy.
- Candidates may explore the role of religion in the implementation of the strategy. Can religion really help alleviate the problem?

[50]

QUESTION 5

The candidate can argue either for or against this proposition. The temptation, again, is to take a purely confessional or personal view. The key to this topic is an understanding of the Jewish response to the German Enlightenment (Aufklärung) of the 18th and 19th Centuries, particularly the response of Moses Mendelssohn and the reasons and circumstances for the birth of Reformed Judaism. The essay will probably take one of two directions:

- Yes, the difference is one of response rather than belief. (This would tend to be the position from the Reformed Jewish perspective) Those who followed the path of Mendelssohn saw themselves as needing to come out of the ghetto/shtetl and integrate with mainstream European society. In order to do this, a new approach to the Jewish Law had to be taken. Orthodox Judaism saw no need to integrate with society in this way, and remained as it has always been, a separate community.
- No, the difference is one of belief and fidelity to the Law. (This would tend to be the position from the Orthodox Jewish perspective) Orthodox Judaism saw the need to maintain the ancient and ancestral faith and practices of Judaism in the face of all temptations. Israel remains God's chosen people at any time, in any place. To water down the Law is, in the long term, to abandon it. Reformed Judaism jettisoned or watered down whole sections of the Law for no real tangible benefits, as the history of especially the 20th Century shows.
- Candidates might reflect (and this is an important point) that however Orthodox and Reformed Jews might disagree with each other within the paradigm of Judaism itself, they share a solidarity with regard to the community around them. In this sense, each recognises the other as very much a member of the people of Israel.

[50]**Total: 150 marks**



GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the level it fits into by determining where the majority of the criteria fit. Also consider the main impression level.

	Development of argument Answer generally characterised by ...	Evidence Answer generally characterised by ...	Style of writing Answer generally characterised by ...	Structure Answer generally characterised by ...	Main impression
Level 7+ 90 – 100% 63 – 70	Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts) No unnecessary 'facts' thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout. Often characterised by 'flair' – interesting and easy to read.	Clear introduction, body and conclusion	The question has been fully answered from start to finish! Essay is Interesting, exciting and logical. As complete an answer as can be expected from an 18 year old writing under examination conditions.
Level 7 80 – 89% 56 – 62	Really good essay. Argument sustained throughout introduction, body and conclusion. Clear understanding of the time period and the question. Perhaps, not quite the same depth or logic as the previous level.	Obviously knows work very well and has used relevant and accurate evidence to substantiate answer.	Formal, fluent and accurate throughout.	Clear introduction, body and conclusion	A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level.
Level 6 70 – 79% 49 – 55	Argument has minor lapses and/ or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g. Does not fully explain relevant issues and events.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion	Candidate has made a good attempt to learn the work and has a generally clear understanding of the time period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question carefully but there are some important gaps in evidence.
Level 5 60 – 69% 42 – 48	Candidate might 'tag on' focus without much depth. OR One aspect of the question is dealt with thoroughly but the other crucial aspect/s are thinly dealt with.	Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding.	Generally formal, fluent and accurate throughout	Introduction, body and conclusion present.	Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to 'tag on' focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.

<p>Level 4 50 – 59% 35 – 41</p>	<p>Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other crucial aspect/s are almost completely ignored.</p>	<p>Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.</p>	<p>Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.</p>	<p>Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, eg. Only one or two very long paragraphs.</p>	<p>Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence.</p>
<p>Level 3 40 – 49% 28 – 34</p>	<p>Little attempt to focus – does not even 'tag on' focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other crucial aspect/s are completely ignored.</p>	<p>Includes a little accurate, relevant evidence and there are many important omissions.</p>	<p>Style of writing is weak. (BE careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors.</p>	<p>Possibly a weak attempt at structure but many problems, e.g. Introduction not a paragraph, only one paragraph in the body.</p>	<p>The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay.</p>
<p>Level 2 30 – 39% 21 – 27</p>	<p>Candidate makes little attempt to focus – does not even 'tag on' focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other crucial aspect/s are completely ignored.</p>	<p>Evidence Includes a smattering of accurate, relevant evidence and there are huge important omissions.</p>	<p>Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition.</p>	<p>Little to no formal structure although some sign of accurate sentence construction.</p>	<p>The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed-up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.</p>
<p>Level 1 0 – 29% 0 – 20</p>	<p>Perhaps some very vague implied focus</p>	<p>Zero to extremely little evidence.</p>	<p>Very weak style of writing.</p>	<p>No structure</p>	<p>This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.</p>