



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**RELIGION STUDIES P2
FEBRUARY/MARCH 2014
MEMORANDUM**

MARKS: 150

This memorandum consists of 15 pages.

QUESTION 1

- 1.1
- **Poverty** is one of the key factors driving men to rape. Women and young girls are forced into sexual relationships out of desperation. (Sharing and the eradication of poverty form part of most religious teachings.)
 - Most cultures traditionally give **males power over women**, and men can misinterpret this. Women are therefore forced into abusive relationships, where physical violence, including rape that exposes women to HIV, happen. (Religions encourage follower to care for and love children and wives.)
 - **Lack of knowledge** about sexual/reproductive health is also a contributing factor. Many people are unaware that anal or oral sex is more risky than vaginal sex. (Religions need to embark on educational awareness programmes.)
 - The youth also experience difficulty in **accessing sexual and reproductive health clinics**, where they can be taught preventative measures.
 - **Substance and drug abuse** is another major contributing factor to rape (Religions discourage substance and drug abuse.)
 - **HIV/Aids** – People who are HIV-positive feel frustrated and decide that they would rather spread the disease through rape than die alone.
 - **Gender prejudice** is prevalent in all communities in South Africa. This is because of the patriarchal orientation of this society. This orientation brings about the dominance of the male members in the family. The claim to superiority arises from physical, economic and social strength.
 - **Females are seen as inferior** to males and do not enjoy equal rights. Children are seen to be the responsibility of the mother (absent-father syndrome).
 - **Abusive relationships** result in unstable families and abused children. The abuse can be emotional, verbal, physical or sexual (e.g. rape) (10)
- 1.2 **Christianity**
- Christians believe that humans were created in the image of God. They were given dominion over everything in the world, not to exploit and abuse one another, but to look after one another.
 - Humans are accountable to God for whatever they do with God's creation.
 - The Holy Bible states 'Thou shall not commit adultery'. This is a clear injunction to confine sexual intercourse to the institution of marriage.
 - The Bible also states that husband and wife should honour and respect each other. (Submit to one another out of reverence of Christ) ,
 - 'Do not get drunk on wine, which leads to debauchery'
 - Marriage is encouraged, in the words 'for this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh' (Ephesians 5:1-6:4).
 - The Bible states that women should be submissive to their husbands and husbands are supposed to love their wives.
 - Living a holy life is encouraged.

African Traditional Religion (ATR)

- The African teaching of Ubuntu puts the community before individual rights.
- Human beings are obliged to protect and promote each other's lives.
- In ATR, evil includes the wilful disruption of community life, as would be the case in the effects of rape.
- ATR lays much emphasis on family ties and history, as described in family and clan praise songs.
- Many sacred stories glorify the institution of marriage, and the family.
- Rapists are seen as people who invite the wrath of the ancestors and are possessed.
- In traditional African culture, the induna or king would deal severely with rapists. Usually the punishment would be flogging or death.
- During rites of passage, men are taught to respect women, and treat women with dignity.

Hinduism

- The Hindu Law of Karma teaches that a person's actions and thoughts will affect the kind of life one would lead in the next life.
- It encourages the respect for and protection of all forms of life.
- This also encourages people to lead morally good lives that would include:
 - A healthy sexual life
 - Protecting the weak e.g. children and women
 - Pro-life actions
- This ensures that the fight against women's abuse is addressed within the religion.
- The core teachings of Hinduism emphasise that under no circumstances should anyone deviate from the path of *dharma*. '*Dharma protects him who protects her*'. If a person is careful about leading a dharmic life, the result will be happiness.

NOTE: The above are examples of religious teachings that address women's rights. Other similar responses must be credited. (20)

1.3 Yes

- As stated in the article, the church must be the moral conscience of our country.
- The law cannot replace morality, as morality is self-regulated.
- The law, on the other hand, requires constant policing.
- The standard or source of morality is religious teachings.
- The church and other religious organisations have a very large and committed following.
- Religious leaders therefore have a significant impact on a large part of society.
- Religious leaders can bring about a change in values – that of respecting women.
- This can be done by religious leaders themselves setting a good example.
- In addition, teachings from scripture can be used to illustrate respect for women.

- Examples include Biblical advice that tells wives to honour their husbands and husbands to love their wives./ Qura'n 33:35 both sexes are described as being equal in spiritual reward, status and economic rights./Bahai's emphasise monogamous marriage by mutual consent and hold the family unit to be sacred.
- Religious organisations should provide counselling for couples.
- Religious organisations hold youth camps for both genders, and gender issues are discussed from a religious perspective.
- Structures such as the National Religious Leaders' Forum (NRLF) petition government to address gender issues.
- For example, traditional marriages are now recognised by South African law. This raises the status of so called 'common law wives'.

No

- Religiosity is declining world-wide.
- This means that religion has influence over fewer people.
- In addition, one set of religious teachings is not acceptable in multifaith societies.
- A variety of teachings leads to confusion.
- Often, relationships cut across religious and cultural boundaries. In such cases, religious teachings are difficult to follow.
- For example, some religions teach monogamy, while others allow more than one wife.
- Religious leaders themselves are sometimes guilty of rape and other forms of gender violence.
- These issues are given much prominence in the media, and thus the public loses confidence in religion.
- The separation of church and state has left religious bodies without legislative powers.
- Religious teachings are often misinterpreted to oppress women.
- For example, teachings of mutual respect between the sexes are misquoted, to mean that women must serve their husbands, while the latter have no such responsibility.

- NOTE:**
1. A maximum of TWO illustrative examples may be credited for this answer.
 2. Credit must be given for other relevant responses.
 3. There should be no contradiction in the learner's argument. i.e. credit must be given for either a YES or a NO argument.

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- 1.4
- Radio programmes: community leaders, abused women and children and religious leaders can be interviewed so that there is greater awareness.
 - Municipalities and NGOs hold seminars and awareness campaigns to prevent rape.
 - Organisations like POWA (People opposing women abuse), Speak Out and Gender Justice can be used for the benefit of the community.
 - More children's homes, abused women's shelters/forums are continuing to be formed. These are run by communities themselves.

- Creation of forums that are funded by government and run by community organisations for the purpose of supporting victims.
- Places of safety to provide an environment of safety for all who have been abused and traumatised.
- Run conferences at grass roots level so that information could reach the people.
- The rights and responsibilities of all citizens must be highlighted by the government and religious structures.
- Consultative forums such as the National Religious Leaders' Forum and other religious societies should advise government on the needs of society.
- The rights of the victim should be emphasised, and justice should be seen to be meted out.
- In this regard, regular communication should exist between religious communities and government.
- Religious organisations can regard this aspect as one of their priorities.
- Religious texts are clear on the importance of women in society. E.g. in Hindu culture the woman is also expressed as the divine; the virgin Mary is revered in the Christian faith; Islamic law recognises the right of women to inheritance.
- Religious organisations can stress the idea that children learn through example. Perpetuating violence in front of them makes them believe that violence is acceptable.
- Schools should be used to conscientise children on their rights and responsibilities. Communities should regard children as future leaders.
- The concept of the love of God for humankind is promoted in all religions. This teaching must be emphasised by all religious organisations.
- Religious leaders must become good role models to teach the idea of respect and love for children and women.

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QUESTION 2

- 2.1
- The word *hermeneutics* means 'to interpret' (= expounding).
 - Taken in its religious context, hermeneutics means the interpretation of scripture primarily in the light of historical context and literary types of texts.
 - The general principles of hermeneutical interpretation are:
 - Grammar and historical context
 - Clearest meaning
 - Plan, purpose and context
 - Meaning of words
 - Figurative language
 - The consideration of other sacred texts

NOTE: A maximum of FOUR marks may be allocated for discussion of the above general hermeneutical principles.

Example: Christianity

- The Christian Bible consists of the Old and the New Testaments.
- These scriptures were declared authoritative by earlier faith communities.
- Never in the history of the Bible has there been only one way of interpreting Biblical texts.
- The Alexandrian interpretations were allegorical or figurative.
- Antiochian schools interpreted the scriptures more literally.
- The Bible reflects an ancient worldview.
- As such, teachings must be seen in their original context.
- For example, the Earth was believed to be the centre of the cosmos.
- It was seen as a three-storey building, with Earth in the middle, heaven above and hell in the basement.
- Interpreters of the Bible point out that it is not a scientific textbook. That is, it should not be seen as reflecting modern scientific truths.
- It is also not to be regarded as a history textbook, and there are historical contradictions in the Bible.
- Instead, the core function of the Bible is to convey the truth about God or life.
- The contexts of the Old and New Testaments must be taken into account, as there were significant time lapses between event and recordings.
- Christians interpret the Bible according to the spirit and teachings of Jesus' life.

Example: Islam

- According to Islam, the Qur'an is a sacred scripture which contains divine revelation from God to his Messenger, Prophet Muhammad.
- Muslim scholars refer to interpretation, commentary, and hermeneutics as 'tafsir'.
- The 'tafsir' is a complex term and refers to the comprehensive understanding and knowledge of the Qur'an.
- It also refers to the process of finding its meaning and to the process of stating and applying its rules, wisdom and maxims.

Example: African Traditional Religion

- There are specific rules for the interpretation of both the primary and the secondary sources.
- The primary text is the history of the lineage. Secondary text is a combination or interaction of lineages.
- The procedure differs from community to community.
- However, in general the maternal brother and the paternal sister are the key to opening the sacred lineage text.
- They must be the first to open the text by invoking the dead of the lineage, in order of seniority and familiarity.
- Once they have opened communication, the other members of the lineage present at the occasion have an opportunity to provide their own interpretation and express their wishes.

- The family's traditional healer ensures that the wishes of the living and those of the living dead are expressed according to the specific requirements of the particular occasion.
- When interpreting secondary sacred texts the king or chief takes the lead.
- The maternal brother and paternal sister must also participate.
- The traditional healer is also present.
- Then procedure is determined according to the specific requirements of the particular occasion.

Example: Hinduism

- Hinduism has a number of 'sacred texts', developed during the course of its long history.
- The oldest sacred books are the Vedas. These were written by rishis (seers) who tried to explain the world around them.
- The Vedas are regarded as being of divine origin.
- Much later, a set of laws was written by the Hindu lawgivers. Their books are called Dharma Shastras. They cover many aspects of religious and secular life.
- The word *Bhagavan* means 'Gracious Lord'. So the Bhagavatam refers to Bhagavan, Lord Krishna, the central character and teacher associated with the text. The text is greatly revered, and so it is given a title of respect, Srimad, which means 'beloved' or 'royal'.
- The first and most important teaching of *Bhagavatam* is that all mental impurities must be washed away.
- The *Srimad Bhagavatam* teaches that God, who is without form, projects this universe as his divine play and in this sense dwells within all beings, within all things.
- The most famous books are the Ramayan and Mahabharata.
- The Ramayan relates the story of Lord Rama and the ethical challenges he faces.
- It serves as both myth and parable, and is not to be taken literally.
- The Mahabharata contains the *Bhagavad Gita*, a famous spiritual text.
- The *Mahabharata* gives details of Krishna's work
- The *Bhagavad Gita* is Bhagavan's song or teaching on how salvation is to be understood and therefore attained.

NOTE: Four religions have been discussed as examples. Texts from other religions, discussed in a similar manner, must also be taken as correct.

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2.2

2.2.1

Divine inspiration

- It refers originally to the breath (power, knowledge) of an extraordinary being or power.
- An example of the breath of an extra-ordinary power is a deity, coming into a person and taking that person's own breath.
- Inspiration refers to a state of being inspired to write, do something or commit yourself to a particular life or experience.

- Inspiration is a very significant/important normative source in various religions.
- Various religions have figures who received inspiration from a higher power or wisdom.
- Inspiration may be referred to as the true origin of all religions.
- There are many religious figures that have inspired many generations of followers. E.g. Abraham, Moses, the Judges, Prophets, Jesus Christ, the Buddha, Confucius, Prophet Mohammad and Baha'u'llah.
- Inspiration still takes place in our own day. This is referred to as Contemporary inspiration.

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2.2.2 Oral tradition

- Original inspiration is usually first spread through oral tradition in many religions.
- Before the invention of writing, religious traditions were transmitted by word of mouth.
- It is true that these traditions develop and change and are adapted over time.
- All religions have some element of oral tradition.
- An example of religion which has carried an oral tradition over many centuries is African Traditional Religion.
- Even in the Abrahamic faiths, most divine messages were transmitted orally for some time, before they were recorded as text.

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- 2.3
- Currently, the most popular scientific theory of the universe is the so-called 'big bang' theory.
 - Before the big bang, it is not known what existed.
 - After the big bang, the universe appeared and filled out to an enormous size. This happened about 15 billion years ago.
 - Small temperature differences in the initial explosion led to varying densities throughout the universe.
 - These eventually formed into clusters throughout the universe.
 - The clusters continued to condense in a lumpy way and eventually formed the vast collections of stars we call galaxies.
 - Some of the lumps in galaxies condensed into a combination of stars and planets.
 - Our earth is part of the solar system, as the earth revolves around the sun.
 - Some of the planets, like the Earth, Jupiter and Saturn, have moons.
 - Over time they became more complex and eventually human beings evolved.
 - Scientists estimate that the first forms of life appeared on the earth a few billion years ago.

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QUESTION 3

3.1 3.1.1

African Traditional Religion

- Africans do not claim to have seen, touched, smelt, heard or had any kind of physical contact with the Supreme Being.
- Africans have given many different names to the Supreme Being, for example: Modimo, UNkulunkulu, Mambo, Qamata, etc.
- Many indigenous African religions simply honour the demand of reason to believe that there is a Supreme Being.
- They do not go further to describe this being or define his specific qualities.
- God is not knowable as you would know a cat or a cow.
- Thus the African attitude towards the divine Supreme Being is to maintain silence about the unknowable.

Christianity

- Christians believe in the existence of a Supreme and Divine Being known as God.
- God manifests Himself as three persons.
 - God the Father as Creator of the universe
 - God the Son as Saviour and Liberator of humanity
 - God the Holy Spirit as Counsellor of Christians

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3.1.2

Christianity

- According to Christianity, in the beginning there was nothing but chaos.
- The book of Genesis says God created the world and the universe in six days and rested on the seventh day.
- The world was perfect after God the Creator had finished with the creation.
- Human, marine, animal and plant life all belong to God, as they were all created by Him.
- According to Christian understanding the world is subject to the governance of humanity.

Baha'i

- According to the Baha'i Faith, God created the universe and humanity is supreme among its creatures.
- Human beings with their rational powers are able to conquer the world.
- The world is a transitory place.
- The world and what is in it are not worthy of attachment.
- Humans are continually reminded that they must detach themselves from things of this world.
- Living in this world, the Baha'is believe they are given a chance to develop virtues, build character and advance spiritually.
- The world is one place, the home of all humankind.

NOTE: Two religions have been discussed as examples. Discussion of other religions in a similar manner, should be regarded as correct.

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3.2 3.2.1

Hinduism

- To Hindus, the Universe itself is the Creator.
- The Creator is ever-existing, without beginning or end.
- The Creator (Brahmin) is not a supreme being, but a 'World Soul'. That is part of all creation.
- Brahmin can be in an active or passive state.
- When Brahmin stirs and becomes active, 'creation' begins
- Like everything in existence, human beings are a by-product of Brahmin's dance.
- When the Creator stops dancing, the universe collapses.
- When the creator starts 'dancing' again, the whole cycle of creation and destruction repeats itself.
- Hindus believe that there must be an 'intelligent designer' because the creation is too perfect and complex just to be created by chance.
- Hindus have no problem with evolution, as they believe the universe is based on evolution.
- In fact, the Hindu version is seen as more advanced, as it includes spiritual evolution as well.
- Hindus believe that evolution does not occur by chance, but that each person determines his / her own spiritual and physical evolution.

Middle Eastern Religions

- The Creator is male.
- At first, only the creator existed.
- The Creator made the universe from nothing.
- The process of creation took six days.
- Humans were made on the sixth day.
- There is one perfect God.
- He created the heavens and earth, and all that is in it.
- The first two humans were Adam and Eve, whom God made from clay.
- God breathed His spirit into Adam, and he came to life.
- These humans were given the highest status of all of God's creations.
- The first humans lived in a perfect Garden of Eden.
- They had free will and could choose to do what is good or what is bad.

The Taoist view

- The Taoist religion has the shortest account of man's origin.
- As in Hinduism, there is nothing special about humans in the Taoist view.

- Humans are a by-product of the ongoing interaction of yin and yang.
- Taoists assert that non-being is the start of everything: it is bigger than 'being' (existence).
- If anything could produce ten thousand things, then it could produce everything.
- The mysterious Three (result of yin and yang) produces the ten thousand things. It is the combination of the TWO.
- The two are the *yang* and the *yin*, the two basic forces of nature.
- One is positive and one is negative, one is male and one is female.
- The *yang* and the *yin* (the TWO) are present as soon as One is present.
- The One comes from the Tao, which means 'path.'
- Tao stands for the pattern of the universe.

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3.2.2 **Buddhism**

- Buddhism sees being born as a human as rare and precious.
- Humanity is the only condition in which enlightenment is possible.
- The primary role of humanity is to become enlightened.
- The other significant role of humanity is to share the way to enlightenment with others.
- The role of man according to the new Buddhist view, is to reduce poverty here and now.
- Engaged Buddhists have been very active in the field of nuclear disarmament.

Christianity

- God specifically instructed Adam and Eve as the first humans to rule in the world.
- God also instructed the first humans to have dominion over everything in the world.
- God did not mean that humans could exploit the world and abuse its natural resources.
- Humans are co-creators with God.
- Humans are also the representatives of God.
- Humans are stewards of God's world.
- God appointed them to look after His property in the world.

Islam

- Islam teaches that its followers are obliged to provide support to the poor.
- The Muslims are also expected to provide assistance to the widows, orphans and the needy.
- Wealthy individuals are encouraged to set up family or public trusts which benefit the community in education, health care, commerce and other essentialities.

- The community is also expected to create the context in which the physical and intellectual capabilities of all its members can flourish and protect the interests of the people in general.
- The humans are expected to encourage all that is good or beneficial and forbid or discourage all that is evil or harmful.
- According to Islamic teachings, the community has to preserve people's vital needs, for life, conscience (religion), intellect, honour and wealth or property.
- According to Islam, the collective affairs of the community should be run on the basis of mutual consultation (*shura*).
- According to Islam, human beings have a common ancestry and, therefore, are thus a single family.
- Muslims have a social obligation towards all humanity.

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3.2.3 **Hinduism**

- The soul is more important than the physical self.
- The body will die, but he who dwells within the body is said to be deathless. (Bhagavad Gita)
- The soul goes through a series of births and deaths. This process is fuelled by desires.
- The quest for worldly desires gives rise to rebirth.
- Just as the person casts off worn-out garments and puts on others that are new, so does the soul cast off worn-out bodies and enter into others that are new.
- The soul is driven from birth to death and from death to birth in a continuous cycle called *samsara*.
- The soul never perishes.
- Eventually the soul reaches knowledge of Brahman, the Supreme Being and so destroys its *karmas*. The soul then doesn't need to be re-born into another body, because it realises its eternal nature.
- This is encapsulated in the Law of Karma.
- Living a good life will result in better rebirths, eventually becoming one with god.
- Each person's life is divided into four stages, or *ashrams*.
- A person progresses to the final stage of renouncing life, and being totally devoted to god.

Islam

- According to Islam, life does not end with death.
- The dead enter a state of being called *barzakh*, which lasts until Judgement Day.
- On Judgement Day, all people will be resurrected and called to account for their deeds before Allah.
- Those who believed in Allah and fulfilled their obligations to the Creator and creation, will enter Paradise.
- They will dwell forever in this place, and this will be their final destination.
- Those who denied Allah will be sent to Hell, to be tormented forever.

Christianity

- Christians believe humans were created immortal.
- However, Adam and Eve disobeyed God's commandment, and the punishment for this was death.
- This applied not only to them, but to all humanity.
- Jesus came to earth, suffered and died for the sins of humans.
- Therefore, Christians will die only the physical death, not a spiritual death.
- In Christian tradition, resurrection is seen as the beginning of a new creation.
- Christians believe that life after death is in a spiritual form.
- The nature of this afterlife is determined by whether one accepted Jesus as Lord.
- On the Second Coming of Jesus Christ, there will be a final judgement of all human beings.
- Those who accepted Jesus as saviour, will live forever.
- Jesus will judge each person, as he has earned the right to judge owing to his own suffering and death.

African Traditional Religion

- When a human being dies he/she departs to the land of the spirits.
- This world after death is understood as a place; a space that is occupied by the living dead.
- From this world they keep watch over the deeds of the living and protect or punish them and sometimes appear to them.
- Death takes them away from planet earth but does not take away life from them.
- Death turns them into invisible but living beings.
- There is no heaven or hell in the traditional understanding of life.
- But this does not mean that after death all automatically are the same.

NOTE: The religions discussed above, serve as examples. Other religions discussed in a similar manner, should be regarded as correct.

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QUESTION 4

- 4.1
- Writing entered the religious scene roughly four thousand years ago.
 - The basic role and intention of the sacred scriptures is that they give knowledge and meaning to human existence.
 - Another role they play is that they answer the questions about life and its meaning.
 - The sacred scriptures enable the followers of particular religions to search for spiritual truths that lead to an understanding of whether there is a God/gods or not.

- Sacred scriptures also help religious followers to become dedicated in spiritual life.
- God requires pure conscience and this is made possible through frequent reading of scripture.
- With the reading of the scriptures the ego (feeling of importance) is dissolved and doubts vanish.
- The sacred scripture plays a significant role in equipping the followers with the principles on which material welfare of people should be built.
- The sacred scripture also helps the follower to realise his or her potential as a spiritual being.
- The sacred scripture allows the followers of particular religions to develop the necessary understanding of the Creator and the creation together with everything connected with it.
- Oral traditions which can run parallel to written traditions are very fluid.
- In many religions e.g. Middle Eastern religions, the idea of divine revelation is viewed perfectly as written down.
- Sacred books such as the Bible, Qur'an, Kitab-i-Aqdas, Tenach and other sacred scriptures are generally seen as perfect copies that carry God's message to humankind.
- In Hinduism, the original sound of the spoken word is awarded priority and is regarded as the original inspiration (Shruti forms the core of all Hindu thought).
- The Smriti scriptures give more clarification on Hindu thought.
- In Buddhism, the scriptures are not seen as divine dictates, in the sense that the writing as writings are considered divinely inspired.
- An important distinction must be made between primary sources and commentaries.
- Commentaries are secondary writings.
- They are explanations and applications of the normative primary sources.
- Most religions with sacred books also have many commentaries on primary scriptures. They elaborate on and clarify sacred scriptures.

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- 4.2
- During the apartheid era the government promoted Christian National Education.
 - In public schools, only Bible education and religious education which was Christian-based was allowed in the school curriculum.
 - All other religions were misrepresented and were not given any funding.
 - For example, Islam was known as Mohammedanism; ATR was called animism and Hindus were referred to as pagans.
 - Customary marriages were not recognised unless it was a Christian marriage.
 - Certain denominations of Christianity were promoted by the state in terms of land allocations, appointment of chaplains, youth counsellors etc.
 - Apartheid prohibited interreligious dialogue.
 - The only missionary work allowed was Christian missionary work

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4.3 Inter-faith Action for Peace in Africa (IFAPA)

- IFAPA focuses on support for Africa.
- Their efforts were mainly in Sudan.
- This interfaith coalition has the following aims:
- Promote interfaith cooperation.
 - Create common space for religions to work together.
 - Bring about acceptance and mutual respect towards each other.
 - Recognise unity in diversity.

The World Conference of Religions for Peace (WCRP)

- It was formed in 1970.
- It was made up of leaders from all religions.
- Its common goal is peace.
- This body believes that its interreligious relationships are the best way to bring people of different races, and classes and cultures together, for a common goal.
- This is because religions organise people into cohesive bodies that are committed to helping others in need.
- Their focus areas are:
- Conflict and reconciliation
- Children and families
- Disarmament and security
- Human rights and responsibility
- Peace education
- They believe that every human being, regardless of faith, gender or ethnicity, has the right to live in peace, harmony and with dignity in all spheres of life. This includes freedom from all forms of violence, physical, psychological, socio-economic, legal and political.
- WCRP meets every five years.

WCC – World Council of Churches

- It is defined in its constitution as 'a fellowship of Churches which confess the Lord Jesus Christ as Lord and Saviour according to the Scriptures.
- It was founded in Amsterdam in 1948 by 120 countries.
- It re-affirms the Trinity of God.
- The Catholic Church is not part of the WCC.
- The council promotes ecumenical fellowship, service and study.
- It contributes to the welfare of the poor and vulnerable.
- It also promotes international dialogue among various church denominations.
- It is a voice of conscience among the different Christian communities.

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[50]**TOTAL: 150**