# YOU SHOULD SPEND ABOUT 15 MINUTES ANSWERING QUESTIONS IN THIS SECTION.

YOU MUST ANSWER **TEN** OF THE FOLLOWING TWENTY QUESTIONS.

IN QUESTIONS WHERE YOU ARE REQUIRED TO TICK ✓ THE CORRECT BOX,

TICK **ONE** BOX ONLY.

(All questions carry 5 marks each)

|   |                              | 1   |   |                             |
|---|------------------------------|---|---|-----------------------------|
| EGYPT 🚨   | GREECE                       | PAI   | LESTINE L   |                             |
| Being a leader is one rol   | e a person can have          | within a co   | mmunity of faith.   |                             |
| State <b>another</b> role that a  | a person can have w          | rithin a com  | munity of faith.  |                             |
| Read the list of people a   | ssociated with relig         | ious foundir  | ng stories and the lis  | t of world                  |
| religions given below. C  | ne name has been i           | matched to  | the world religion w  | ith which                   |
| the person is most assoc  | ciated as an example         | e for you. M  | lake <b>one</b> other mate  | ch.                         |
| Religious People  | World Religions              |   | Religious People  | World Religio               |
| Abraham<br>Brahmin  | Buddhism<br>Christianity     | Example:  | Jesus of Nazareth   | Christianity                |
| Jesus of Nazareth   | Hinduism                     | Answer:   |   |                             |
| Muhammad<br>Siddhartha Gautama  | Islam<br>Judaism             |   |   |                             |
| Religious fundamentalis   | ts hold the view tha         | t   |   |                             |
| Religious fundamentalis  The lotus flower is a sym  |                              |   | n <b>one</b> of the followin  | ng world                    |
| The lotus flower is a sym   |                              |   |   | _                           |
|   |                              | d with which  |   | ng world<br>✓ the correct b |
| The lotus flower is a symreligions?   | ISLAM Charity are a religiou | d with which  | (Tick •   | _                           |
| The lotus flower is a symmetric religions?  BUDDHISM   The Religious Sisters of Communication is a symmetric religious. | ISLAM Charity are a religiou | d with which  Just order fou  Ind today.            | (Tick vudaism 🗖   | the correct t               |
| The lotus flower is a symple religions?  BUDDHISM   The Religious Sisters of 0  | ISLAM Charity are a religiou | d with which  Just order fou  Ind today.            | (Tick volume)  TUDAISM   In one of the following (Tick volume)  The one of the one of the following (Tick volume)  The one of the other volume (Tick volume)  The | the correct t               |
| The lotus flower is a symmetric religions?  BUDDHISM   The Religious Sisters of Communication is a symmetric religious. | ISLAM Charity are a religiou | d with which  us order fou  nd today.  d with which | (Tick volume)  TUDAISM   In one of the following (Tick volume)  The one of the one of the following (Tick volume)  The one of the other volume (Tick volume)  The | the correct k               |

| A<br>_ | gnosticism h             |              |  | ISLAM 🚨                    |   |
|--------|--------------------------|--------------|--|----------------------------|---|
| _      |                          | olds the vie | ew that  |                            |   |
| Po     | olytheism ref            | _            | oelief in —<br>NO GOD                                  | ONE GOD $\square$          | (Tick ✓ the correct box)                          |
|        |                          |              | f a parable told by Jesus<br>old by Jesus of Nazareth. |                            |   |
| In     | religious tra            | ditions a 'p | orophet' is someone who                                | )                          |   |
| Tł     | ne name of a             | n evangelis  | it associated with the w                               | riting of a Gospel is      | ;   |
| Tł     | ne Shema is a<br>BUDDHIS | _            | ost associated with which                              | h <b>one</b> of the follow | ving world religions?<br>(Tick ✓ the correct box) |
|        |                          |              | s given to Jesus of Nazar<br>was given to Jesus of Na  | ·                          |   |
|        | eir religion.            | s the view   | that no religious group v                              | within society has a       | right to practise<br>(Tick ✓ the correct box)     |
| 0      | ne opportuni             | ty for reco  | nciliation offered within                              | a religious traditio       | on is   |
|        |                          |              |  |                            |   |

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(30 marks)

### YOU SHOULD SPEND ABOUT 15 MINUTES ANSWERING QUESTIONS IN THIS SECTION. CHOOSE THREE OF THE FOLLOWING FOUR PHOTOGRAPHS AND ANSWER THE QUESTIONS ON EACH. (All questions carry 10 marks each)

### Q

| Question 1.              | This is a photograph          | of a community of faith.                                       |
|--------------------------|-------------------------------|--|
|                          | A.                            | Pick <b>one</b> thing from the photograph which suggests that  |
|                          |                               | this is a community of faith.                                  |
|                          |                               |  |
|                          |                               | (2 marks)  |
|                          | В.                            | In a community of faith having a 'ministry' refers to          |
| Source: Adapted from h   | nttp://londonmandir.baps.org) | (2 marks)  |
|                          | c.                            | State <b>two</b> reasons why members have different roles      |
|                          |                               | within a community of faith.                                   |
|                          | i.                            | ,  |
|                          |                               |  |
|                          | ii.                           |  |
|                          |                               |  |
|                          |                               | (6 marks)  |
|                          |                               |  |
| Question 2.              |                               | of people expressing religious belief.                         |
| AAA                      | A                             | Pick <b>one</b> thing from this photograph which suggests that |
|                          |                               | these people are expressing religious belief.                  |
| 4 1 1                    | CA ST. A                      |  |
| FROM                     |                               |  |
| 10000                    | The state of                  | (2 marks)  |
|                          | В                             | . Monotheism is the belief in                                  |
| 11/11                    | A E                           |  |
|                          |                               | (2 marks)  |
| Source: http://article.w | rn.com) C.                    | State <b>two</b> examples of how monotheism is expressed       |
|                          |                               | by the members of a major world religion.                      |
|                          | i.                            |  |
|                          |                               |  |
|                          | ii.                           |  |
|                          |                               |  |
|                          |                               | (6 marks)  |

# Question 3. This picture is based on a Gospel account of table-fellowship in the life of Jesus of Nazareth.

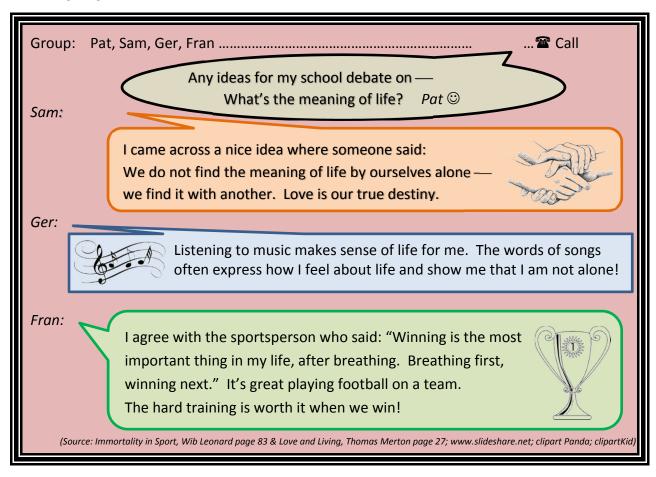
| Oi Nazaretii.  |       |   |
|--|-------|---|
|  | Α.    | Pick <b>one</b> thing from the picture which suggests that this is an example of Jesus practising table-fellowship. |
|  |       |   |
|  |       | (2 marks)   |
|  | В.    | With which <b>one</b> of the following people did Jesus practise  |
|  |       | table-fellowship? (Tick ✓ the correct box)  |
|  |       | ZACCHAEUS 🔲 ZEBEDEE 🔲 ZEPHANIAH 🔲 (2 marks)   |
| Source: 'Christ at Emmaus' by Walter Rane)   | c.    | State <b>two</b> characteristics of the Kingdom of God that   |
|  |       | Jesus taught his disciples through table-fellowship.  |
|  | i.    |   |
|  |       |   |
|  | ii.   |   |
|  |       |   |
|  |       | (6 marks)   |
| Question 4. This is a photogra   | aph c | of people standing together beside lit candles arranged   |
| in a way that for  | ms th | ne word 'PEACE'.  |
|  | Α.    | Pick <b>one</b> thing from this photograph which suggests that  |
|  |       | these people are working for peace.   |
| A LANGUAGE TO STATE OF THE STAT |       |   |
|  |       |   |
| Comment of the second  |       | (2 marks)   |
| Anna Carrier   | В.    | Give <b>another</b> example of a way that the members of a  |
|  |       | world religion work for peace   |
| Source: www.hurriyetdailynews.com)   |       | · <del></del> -   |
|  |       |   |
|  |       | (2 marks)   |
|  | C.    | State <b>two</b> reasons why the members of a world religion  |
|  |       | work for peace.   |
|  | i.    |   |
|  |       |   |
|  | ii.   |   |

Page 5 of 20 OVER  $\rightarrow$ 

(6 marks)

# YOU SHOULD SPEND ABOUT 15 MINUTES ANSWERING QUESTIONS IN THIS SECTION.

READ THE CONVERSATION BELOW CAREFULLY AND ANSWER **ALL** THE QUESTIONS THAT FOLLOW.



**1.** From your reading of the above conversation, explain in your own words why people could turn to **each** of the following when searching for the meaning of life:

|         | <ul><li>MUSIC</li></ul> | <ul><li>RELATIONSHIPS</li></ul> | <ul><li>SUCCESS</li></ul> |  |
|---------|-------------------------|---------------------------------|---------------------------|--|
| i       |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
| ii.     |                         |                                 |                           |  |
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|         |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
|         |                         |                                 |                           |  |
| D 6 120 |                         |                                 |                           |  |

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| 2.  | ● INDIVIDUALISM   ● MATERIALISM   ● SECULAR HUMANISM  |
|-----|---|
| i.  | Outline how <b>two</b> of the above could influence a person's search for the meaning of life.  |
|     |   |
|     |   |
|     |   |
|     |   |
| ii. |   |
|     |   |
|     |   |
|     |   |
|     |   |
|     | (18 marks   |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence  |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence  |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |
| 3.  | ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  Describe an example of how the teaching of <b>one</b> of the above world religions could influence a person's search for the meaning of life. |

# **SECTION 4**

(200 marks)

YOU SHOULD SPEND ABOUT 55 MINUTES ANSWERING QUESTIONS IN THIS SECTION. YOU MUST ANSWER FOUR OF THE FOLLOWING SIX QUESTIONS.

(All questions carry 50 marks each)

| Que | estion | 1. COMMUNITIES OF FA   | AITH                           |                                       |
|-----|--------|--|--------------------------------|---------------------------------------|
| A.  | a.     | Sectarianism involves peop                                     | ple respecting the religious b |                                       |
|     |        | TRUE   | FALSE                          | (Tick ✓ the correct box)<br>(5 marks) |
|     | b.     | Explain how sectarianism of faith.                             | could have an effect on the r  | religious practice of a community     |
|     |        |  |                                |                                       |
|     |        |  |                                |                                       |
|     |        |  |                                | (10 marks)                            |
|     | C.     | Describe <b>one</b> example of t<br>different Christian denomi | he work being done to prom     | note ecumenism between                |
|     |        |  |                                |                                       |
|     |        |  |                                |                                       |
|     |        |  |                                | (10 marks)                            |
| В.  | a.     | Outline what is involved in that you have studied.             | one style of leadership four   | nd in a community of faith            |
|     |        |  |                                |                                       |
|     |        |  |                                |                                       |
|     |        |  |                                |                                       |
|     |        |  |                                | (10 marks)                            |
| Pag | e 8 of | 20   | For the Examiner only          |                                       |
|     |        |  |                                |                                       |

|     | b.       | Compare the style of leadership that you have outlined in part <i>Ba</i> ) above with that found in <b>another</b> community of faith that you have studied. |
|-----|----------|--|
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          | (15 marks)   |
| Que | estion   | 2. FOUNDATIONS OF RELIGION — CHRISTIANITY  |
| A.  | a.       | The turning of water into wine during the Wedding Feast at Cana is an example of   |
|     |          | a miracle performed by Jesus of Nazareth. Name <b>another</b> miracle recorded in the Gospels, that Jesus performed.   |
|     |          | Gospels, that Jesus performed(5 marks)   |
|     | b.       | Describe <b>two</b> examples of what Jesus taught his followers about the Kingdom of God through the miracles he performed.                                  |
|     | i.       |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     |          |  |
|     | ii.      |  |
|     |          |  |
|     | e 9 of : | 20 OVER →  |
| Da~ |          | OVER 7   |

|    |    | (14 marks  |
|----|----|--|
| В. | a. | Outline <b>one</b> example of how Jesus' teaching on the Kingdom of God is reflected in the actions of Christians today. |
|    |    |  |
|    |    |  |
|    |    |  |
|    |    |  |
|    |    | (15 marks)   |
|    | b. | Examine how the Last Supper was celebrated by Jesus with his disciples as both a Eucharist and a Passover meal.          |
|    |    |  |
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# Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

| <b>A.</b> a. | Read the list of sacred          | texts and the list of | world rel | igions given belo  | ow.                   |
|--------------|----------------------------------|-----------------------|-----------|--------------------|-----------------------|
|              | Match one sacred text            | to the world religion | n with wh | nich it is most as | sociated.             |
|              | Sacred Texts                     | World Religions       |           | Sacred Text        | World Religion        |
|              | The Koran/Qur'an                 | Buddhism              | Answer:   |                    |                       |
|              | The Pali Canon The Tanakh/Tenakh | Hinduism              |           |                    |                       |
|              |                                  | Islam                 |           |                    |                       |
|              | The Vedas                        | Judaism               | _         |                    | (5 marks)             |
| b.           | Explain <b>two</b> reasons w     | hy the sacred text th | at you ha | ave matched in I   | part <i>Aa)</i> above |
|              | is considered a docum            | ent of faith by the m | embers o  | of the world reli  | gion with which       |
|              | it is most associated.           |                       |           |                    |                       |
| i.           |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
| ii.          |                                  |                       |           |                    |                       |
| 11.          |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           | <del></del>        |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    | (14 marks             |
|              |                                  |                       |           |                    |                       |
| C.           | Tick <b>✓ one</b> of the follo   |                       | _         |                    | was involved in       |
|              | one stage in the develo          | _                     | 1         | _                  | _                     |
|              | BUDDHISM 🚨                       | HINDUISM 📙            | ISLAM     | L JUDAISI          | и Ш                   |
|              | NAME OF SACRED TEXT              | T.                    |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    |                       |
|              |                                  |                       |           |                    | (10 marks             |
| age 11       | - ( 20                           |                       |           |                    | (10 marks             |

| В.   | a.     | Read the list of events from religious founding stories and the list of world religions given below. Match <b>one</b> founding story to the world religion with which it is most associated. |  |  |  |  |  |  |  |
|------|--------|--|--|--|--|--|--|--|--|
|      |        | Founding Stories The Aryan Invasion The Sacred Night The Exodus The Hijra  World Religions Answer: Founding Story World Religion Answer:  Judaism  Founding Story World Religion (5 marks)   |  |  |  |  |  |  |  |
|      | b.     | Tick <b>✓ one</b> of the following world religions and explain why a particular event  |  |  |  |  |  |  |  |
|      |        | is regarded as a key moment in its founding story:   |  |  |  |  |  |  |  |
|      |        | BUDDHISM HINDUISM ISLAM JUDAISM  |  |  |  |  |  |  |  |
|      | EVE    | <i>NT</i> :  |  |  |  |  |  |  |  |
|      |        |  |  |  |  |  |  |  |  |
|      |        |  |  |  |  |  |  |  |  |
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|      |        |  |  |  |  |  |  |  |  |
|      |        |  |  |  |  |  |  |  |  |
|      |        | (16 marks)   |  |  |  |  |  |  |  |
| Que  | estion | 4. THE QUESTION OF FAITH   |  |  |  |  |  |  |  |
| Α.   | a.     | Secularism refers to the view that religious teaching should be reflected in State laws.   |  |  |  |  |  |  |  |
| Α.   | u.     | (Tick ✓ the correct box)  TRUE  FALSE  (5 marks)   |  |  |  |  |  |  |  |
|      | b.     | Describe <b>two</b> changes that have taken place in the pattern of religious practice   |  |  |  |  |  |  |  |
|      |        | in Ireland over the past 100 years.  |  |  |  |  |  |  |  |
|      | i.     |  |  |  |  |  |  |  |  |
|      |        |  |  |  |  |  |  |  |  |
|      |        |  |  |  |  |  |  |  |  |
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|      |        |  |  |  |  |  |  |  |  |
|      | ii.    |  |  |  |  |  |  |  |  |
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|      |        |  |  |  |  |  |  |  |  |
|      |        | (14 marks)   |  |  |  |  |  |  |  |
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| D. | a.  | Describe <b>one</b> example of now the questions people ask about the meaning of me          |
|----|-----|--|
|    |     | can change as they develop from childhood to mature faith.                                   |
|    |     |  |
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|    |     |  |
|    |     | (15 marks)   |
|    | b.  | Having a personal relationship with God is one quality associated with mature faith.         |
|    |     | Outline what is involved in <b>two</b> other qualities that are particularly associated with |
|    |     | mature faith.  |
|    | i.  |  |
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|    | ii. |  |
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#### Question 5. THE CELEBRATION OF FAITH

Name the major world religion with which one of the religious buildings pictured A. a. below is most associated.





|    |    |                          | (Sources in        | dgh org: 123rf com: smys o | org/centersworldwide; expre | ss court ninterest com |
|----|----|--------------------------|--------------------|----------------------------|-----------------------------|------------------------|
|    |    | <ul><li>CHURCH</li></ul> | ● TEMPLE           | • MOSQUE                   | • SYNAGOGUE                 | • MANDIR               |
|    |    | MAJOR WORLD R            | ELIGION:           | RELIGIOU                   | JS BUILDING:                |                        |
|    |    |                          |                    |                            |                             | (5 marks               |
|    | b. | Explain <b>one</b> reas  | on why the religio | ous building name          | d in part <i>Aa)</i> above  |                        |
|    |    | is most associate        | ed with a major w  | orld religion.             |                             |                        |
|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             |                        |
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|    |    |                          |                    |                            | ·                           |                        |
|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             | (14 marks)             |
| В. | a. |                          |                    |                            | ould give a person          | a sense of             |
|    |    | the presence of (        | God/gods/the div   | ine.                       |                             |                        |
|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             |                        |
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|    |    |                          |                    |                            |                             |                        |
|    |    |                          |                    |                            |                             | / · · ·                |

(15 marks)

|   |   |                   | nple of communal                 |  |  |
|---|---|-------------------|----------------------------------|--|--|
| prayer associated with a major w  | orld religion that y  | ou have studied   | d.                               |  |  |
| WORLD RELIGION:   |   |                   |                                  |  |  |
|   |   |                   |                                  |  |  |
|   |   |                   |                                  |  |  |
|   |   |                   |                                  |  |  |
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|   |   |                   |                                  |  |  |
|   |   |                   |                                  |  |  |
|   |   |                   | (16 mark                         |  |  |
| uestion 6. THE MORAL CHALLENGE  |   |                   |                                  |  |  |
|   | a. People have different ideas about what it means to be moral. Listed below are different ideas about what is right or wrong and the reasons people have for deciding what is moral. |                   |                                  |  |  |
| Tick ✓ the boxes below that match <b>each</b> idea with the reason, for deciding what is moral,   |   |                   |                                  |  |  |
| Tick ✓ the boxes below that match each  | <b>ch</b> idea with the re  | ason, for decidiı | ng what is moral,                |  |  |
| Tick ✓ the boxes below that match <b>eac</b> on which it is based.  | <b>ch</b> idea with the re  | ason, for decidii | ng what is moral,                |  |  |
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|   | The reason for de   |                   |                                  |  |  |
|   | The reason for de   | ciding what is n  | noral is based on—               |  |  |
| on which it is based.  Ideas about what is right or wrong:  | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |
| on which it is based.   | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |
| on which it is based.  Ideas about what is right or wrong:  • "It's right because I was just  | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |
| on which it is based.  Ideas about what is right or wrong:  It's right because I was just doing what I was told to do."   | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |
| on which it is based.  Ideas about what is right or wrong:  It's right because I was just doing what I was told to do."  It's right to break the rules                            | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |
| on which it is based.  Ideas about what is right or wrong:  It's right because I was just doing what I was told to do."  It's right to break the rules because everyone does it." | The reason for de   | ciding what is n  | noral is based on—<br>• PERSONAL |  |  |

For the Examiner only

ENCOUNTERING MYSTERY

COMMUNICATING EXPERIENCE  $\Box$ 

b.

|    | b.  | ● AUTHORITY      • COMMON PRACTICE      • PERSONAL CONSEQUENCES                         |
|----|-----|---|
|    |     | Explain how deciding what is right on the basis of <b>two</b> of the above would affect |
|    |     | a person's moral decision-making in particular situations.                              |
|    | i.  |   |
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|    |     | (18 marks   |
| _  |     |   |
| В. | a.  | A person behaves in an immoral way by choosing to do what he/she knows to be wrong      |
|    |     | (Tick $\checkmark$ the correct box) TRUE $\square$ FALSE $\square$ (5 marks             |
|    | b.  | Explain how a person's idea about what is right and wrong can change                    |
|    | υ.  | as he/she grows to moral maturity.  |
|    |     | as neysine grows to moral maturity.   |
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# **SECTION 5**

(70 marks)

# YOU SHOULD SPEND ABOUT 20 MINUTES ANSWERING QUESTIONS IN THIS SECTION.

YOU MUST ANSWER **ONE** OF THE FOLLOWING SIX QUESTIONS.

(All questions carry 70 marks each)

- Question 1. COMMUNICATION CO-OPERATION SHARING

  Profile how in a community of faith tension between the needs of an individual and the needs of the community can be reduced by **two** of the above.
- **Question 2.** i. Describe what happened at Pentecost according to the Gospels.
  - ii. Examine the impact that Pentecost had on the First Christians.
- Question 3. ♦ BUDDHISM ♦ HINDUISM ♦ ISLAM ♦ JUDAISM

  Examine the effect of what happened during a time of schism on the development of one of the world religions listed above.
- **Question 4.** i. Describe an image of God associated with a major world religion.
  - ii. Examine how the image of God describe in part 4 i) above reflects the religious beliefs of the major world religion with which it is most associated.
- **Question 5.** Imagine that you have been asked to write an information sheet for a school trip to a place of religious importance outside of Ireland.
  - Name a place outside of Ireland and explain two reasons why it has importance for a community of faith.
  - ii Describe an experience of worship that can be participated in or observed in the place of religious importance you have named in part 5 i) above.
- Question 6. ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM

  Profile the way in which **two** of the world religions listed above influence their

  members to work for justice.

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PLEASE MAKE SURE YOU GIVE THE NUMBER OF THE QUESTION YOU ARE ANSWERING IN THE SPACE BELOW.

| 50.51.51   | Question              |
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