

Religious Rites**2001****Question 13 — Religious Rites (20 marks)**

- a) Outline the role of ONE rite of public worship OR rite of personal devotion in ONE religious tradition. (5 marks)
- b) Explain how the rite of public worship or the rite of personal devotion, chosen in part (a), makes a difference in the everyday lives of believers. (5 marks)
- c) Evaluate the importance of ONE of the following in a religious rite common to TWO religious traditions: (10 marks)
 - The nature, role and function of officiating celebrants
 - Significance of sacred writings
 - Use of symbolism
 - Social structure
 - Human experiences

2002**Question 13 — Religious Rites** (20 marks)

- a) Demonstrate the importance in ONE religious tradition of ONE religious rite within ONE of the following categories: (4 mark)
- rites of passage
 - rites of personal devotion
 - rites of public worship
- b) Compare a religious rite from the same category chosen in part (a) in TWO religious traditions in relation to ONE of the following: (6 marks)
- the nature, role and function of officiating celebrants
 - significance of sacred writings
 - use of symbolism
 - social structure
 - human experiences
- (c) Choose a religious rite from a different category to that chosen in parts (a) and (b). Evaluate its effectiveness in maintaining a religious focus in the everyday lives of believers from TWO religious traditions. (10 marks)

2003**Question 13 — Religious Rites (20 marks)**

- a) Name ONE religious rite of personal devotion and the religious tradition to which it belongs.
- b) For ONE religious tradition, describe a religious rite of public worship OR a religious rite of personal devotion in relation to ONE of the following:
 - the nature, role and function of officiating celebrants
 - significance of sacred writings
 - use of symbolism
 - social structure
 - human experiences
- c) For TWO religious traditions, critically evaluate the significance of ONE religious rite in the everyday lives of believers.

2004**Question 13 — Religious Rites (20 marks)**

Assess how ONE rite of public worship OR ONE rite of personal devotion is significant to believers. In your answer, refer to ONE rite you studied in TWO religious traditions.

2005**Question 13 — Religious Rites (20 marks)**

For TWO religious traditions, outline the nature of ONE religious rite, and evaluate its significance for individuals and for groups.

Note: The rite chosen must be the same for each tradition.

2006**Question 13 — Religious Rites (20 marks)**

For TWO religious traditions, assess the effect that religious rites have on the everyday lives of believers.

Religion and Ethics**2001****Question 14 — Religion and Ethics (20 marks)**

- a) Outline the role of ONE of the sources of ethical systems in ONE religious tradition.
- b) Explain how a believer in the religious tradition selected in part (a) is guided by the ethical system in relation to ONE of the following:
- Violence, war and peace
 - Bioethics
 - The environment
 - Work ethics and business/professional ethics
 - Sexual ethics
 - Marriage and divorce
- (c) Evaluate the contribution of ONE of the following in developing the ethical systems of TWO religious traditions:
- Sacred stories and texts
 - Beliefs
 - Individual and communal experiences
 - Authority within religious structures
 - Conscience and decision-making

2002**Question 14 — Religion and Ethics (20 marks)**

- a) Demonstrate the importance of ONE source used in the development of the ethical system in ONE religious tradition. (4 marks)
- b) Compare how TWO religious traditions use ONE of the following in forming their ethical teachings: (6 marks)
- sacred stories and texts
 - beliefs
 - individual and communal experiences
 - authority within religious structures
 - conscience and decision-making
- c) Evaluate how the ethical systems of TWO religious traditions give guidance to believers in making decisions that affect their everyday lives in relation to ONE of the following: (10 marks)
- violence, war and peace
 - bioethics
 - the environment
 - work ethics and business/professional ethics
 - sexual ethics
 - marriage and divorce

2003**Question 14 — Religion and Ethics (20 marks)**

- a) Name ONE ethical system and the religious tradition to which it belongs.
- b) For ONE religious tradition, describe the uses of ONE of the following in forming ethical teachings:
- sacred stories and texts
 - beliefs
 - individual and communal experiences
 - authority within religious structures
 - conscience and decision-making
- c) For TWO religious traditions, critically evaluate the role of the ethical systems in giving guidance for believers in ONE of the following areas:
- violence, war and peace
 - bioethics
 - the environment
 - work ethics and business/professional ethics
 - sexual ethics
 - marriage and divorce

2004**Question 14 — Religion and Ethics (20 marks)**

Outline the ethical system of ONE religious tradition and evaluate the contribution of ONE of the following to that system:

- sacred stories and texts
- beliefs
- individual and communal experiences
- authority within religious structures
- conscience and decision-making.

2005**Question 14 — Religion and Ethics (20 marks)**

Analyse the way in which TWO religious traditions give ethical guidance in relation to ONE of the following areas:

- violence, war and peace
- bioethics
- the environment
- work ethics and business/professional ethics
- sexual ethics
- marriage and divorce.

2006**Question 14 — Religion and Ethics (20 marks)**

Outline the ethical systems of TWO religious traditions. Using appropriate examples, evaluate the significance of each ethical system within its religious tradition.

Sacred Writings and Stories

2001

Question 15 — Sacred Writings and Stories (20 marks)

- a) Outline the role of ONE sacred writing OR story which is central to ONE religious tradition. **(5 marks)**
- b) Explain the uses of sacred writings and stories by believers in their everyday lives in ONE of the following areas in the religious tradition selected in part (a): **(5 marks)**
- Ritual use
 - Ethical justification and source
 - Direction for the spiritual life
 - Gender roles and functions
- c) Evaluate how ONE of the following is interpreted by the sacred writings OR stories of TWO religious traditions: **(10 marks)**
- Death
 - Evil
 - Fidelity
 - Love
 - Suffering

2002**Question 15 — Sacred Writings and Stories (20 marks)**

- a) Demonstrate the importance of ONE extract of sacred writing in ONE religious tradition. (4 marks)
- b) Compare how ONE of the following is interpreted through the sacred writings of TWO religious traditions: (6 marks)
- death
 - evil
 - fidelity
 - love
 - suffering
- c) Evaluate how sacred writings from TWO religious traditions give guidance to believers in ONE of the following: (10 marks)
- ritual use
 - ethical justification and source
 - direction for the spiritual life
 - gender roles and functions

2003**Question 15 — Sacred Writings and Stories (20 marks)**

- a) Name ONE sacred writing OR story and the religious tradition to which it belongs. **(1 marks)**
- b) For ONE religious tradition, describe the understanding of ONE of the following themes found within the sacred writings and stories: **(4 marks)**
- death
 - evil
 - fidelity
 - love
 - suffering
- c) For TWO religious traditions, critically evaluate the importance of sacred writings and stories for ONE of the following areas: **(15 marks)**
- ritual use
 - ethical justification and source
 - direction for the spiritual life
 - gender roles and functions

2004**Question 15 — Sacred Writings and Stories (20 marks)**

Outline the origins of the sacred writings and stories of TWO religious traditions and evaluate the importance of sacred writings and stories for believers in these TWO religious traditions.

2005**Question 15 — Sacred Writings and Stories (20 marks)**

For TWO religious traditions, describe the nature of sacred writings and stories and assess their importance.

2006

Question 15 — Sacred Writings and Stories (20 marks)

Compare and contrast the interpretation of TWO of the following themes found within the sacred writings and stories of TWO religious traditions:

- death
- evil
- fidelity
- love
- suffering.

Ways of Holiness**2001****Question 16 — Ways of Holiness (20 marks)**

- a) Outline the role of ONE special way of holiness in ONE religious tradition. **(5 marks)**
- b) Explain how ordinary ways of holiness are used by believers in their everyday lives in the religious tradition selected in part (a). **(5 marks)**
- c) Evaluate ONE of the following for an ordinary OR a special way of holiness in TWO religious traditions: **(10 marks)**
- Models and guides
 - Special ways of apartness
 - Ultimate goal of holiness
 - Justification from sacred writings
 - Role of authoritative sources other than sacred writings

2002**Question 16 — Ways of Holiness** (20 marks)

- a) Demonstrate the importance of ONE ordinary way of holiness in ONE religious tradition. **(4 marks)**
- b) Compare how TWO religious traditions understand an ordinary OR a special way of holiness in relation to ONE of the following: **(6 marks)**
- models and guides
 - special ways of apartness
 - ultimate goal of holiness
 - justification from sacred writings
 - role of authoritative sources other than sacred writings
- c) In TWO religious traditions, evaluate how special ways of holiness give guidance in the everyday lives of believers. **(10 marks)**

2003**Question 16 — Ways of Holiness** (20 marks)

- a) Name ONE way of holiness and the religious tradition to which it belongs.
- b) For ONE religious tradition, describe an ordinary way of holiness OR a special way of holiness in relation to ONE of the following:
- models and guides
 - special ways of apartness
 - ultimate goal of holiness
 - justification from sacred writings
 - role of authoritative sources other than sacred writings
- c) For TWO religious traditions, critically evaluate the role and importance of ONE ordinary way of holiness in the everyday lives of believers.

2004**Question 16 — Ways of Holiness** (20 marks)

For TWO religious traditions, compare and contrast ONE ordinary way of holiness OR ONE special way of holiness in relation to ONE of the following:

- models and guides
- special ways of apartness
- ultimate goal of holiness
- justification from sacred writings
- role of authoritative sources other than sacred writings.

2005

Question 16 — Ways of Holiness (20 marks)

For TWO religious traditions, describe the nature of holiness and explain the ways in which it is practised by believers.

2006

Question 16 — Ways of Holiness (20 marks)

For TWO religious traditions, outline the different ways of holiness and evaluate their place in the everyday lives of believers.

Teachers and Interpreters**2001****Question 17 — Teachers and Interpreters (20 marks)**

- a) Outline the role of ONE school of thought or pivotal person from ONE religious tradition from the period of early foundation OR a period of growth, division or crisis. – 5 marker
- b) Explain how ONE contemporary school of thought OR pivotal person makes a difference to the everyday life of believers in the religious tradition selected in part (a).- 5 marker
- c) Evaluate, in TWO religious traditions, the effect on believers of a school of thought OR pivotal person in ONE of the following areas: - 10 marker
- Challenge to the tradition
 - Extent and significance of change
 - Reaction and response by the religious tradition
 - Change in society requiring adaptation of teachings
 - Continuing impact today

2002**Question 17 — Teachers and Interpreters (20 marks)**

- a) Demonstrate the importance of ONE pivotal individual or school of thought in ONE religious tradition in ONE of the following periods: (4 marks)
- early foundation
 - growth, division or crisis
- b) For TWO religious traditions, compare the effect of ONE pivotal individual OR school of thought from the same period with reference to ONE of the following: (6 marks)
- challenge to the tradition
 - extent and significance of the change
 - reaction and response by the religious tradition
 - changes in society requiring adaptation of teachings
 - continuing impact today
- c) In TWO religious traditions, evaluate the effect of a contemporary pivotal individual or school of thought on the everyday lives of believers. (10 marks)

2003**Question 17 — Teachers and Interpreters (20 marks)**

- a) Name ONE pivotal individual OR school of thought from the contemporary period and the religious tradition to which it belongs. **(1 marks)**
- b) For ONE religious tradition, describe the effects brought about by one pivotal individual OR school of thought in relation to ONE of the following: **(4 marks)**
- challenge to the tradition
 - extent and significance of the change
 - reaction and response by the religious tradition
 - changes in society requiring adaptation of teachings
 - continuing impact today
- c) For TWO religious traditions, critically evaluate the importance of a pivotal individual OR school of thought in ONE of the following periods: **(15 marks)**
- period of early foundation
 - period of growth, division or crisis

2004**Question 17 — Teachers and Interpreters (20 marks)**

For TWO religious traditions, compare and contrast the effects of a pivotal individual OR a school of thought from the same period, with reference to ONE of the following:

- Challenge to the tradition
- extent and significance of the change
- reaction and response by the religious tradition
- changes in society requiring adaptation of teachings
- continuing impact today.

2005**Question 17 — Teachers and Interpreters (20 marks)**

Referring to the same period, select ONE pivotal individual or school of thought from each of TWO religious traditions.

Describe and assess the role of the pivotal individual or school of thought on each religious tradition.

2006**Question 17 — Teachers and Interpreters (20 marks)**

Referring to the same period, select ONE pivotal individual or school of thought from each of TWO religious traditions. Outline and evaluate the effect that the pivotal individual or school of thought has had on each religious tradition.

Religion and Women**2001****Question 18 — Religion and Women (20 marks)**

- a) Outline the role of ONE significant woman from either the founding period OR the intervening period of ONE religious tradition. (5 mark)
- b) Explain how ONE contemporary woman has affected the everyday lives of believers in her religious tradition in relation to ONE of the following: (5 marks)
- Social welfare
 - Education
 - Ethical decision-making
 - Ecumenism
 - Inter-faith dialogue
- c) Evaluate the ideas of ONE significant woman from EACH of TWO religious traditions from the same period about ONE of the following: (10 marks)
- Models of divinity
 - Gender roles
 - Expressions of spirituality
 - Language
 - Status within the tradition

2002**Question 18 — Religion and Women** (20 marks)

- a) Demonstrate the importance of ONE significant woman in ONE religious tradition in ONE of the following periods: **(4 marks)**
- founding period
 - intervening period
- b) For TWO religious traditions in the same period, compare the views of ONE significant woman in each tradition about ONE of the following: **(6 marks)**
- models of divinity
 - gender roles
 - expressions of spirituality
 - language
 - status within the tradition
- (c) For TWO religious traditions, evaluate how the contribution of TWO significant contemporary women affects the everyday lives of believers in ONE of the following: **(10 marks)**
- social welfare
 - education
 - ethical decision-making
 - ecumenism
 - inter-faith dialogue

2003**Question 18 — Religion and Women (20 marks)**

- a) Name ONE contemporary woman who has had an effect on the everyday lives of believers and the religious tradition to which she belongs.
- b) For ONE religious tradition, describe the views of ONE significant woman about ONE of the following:
- models of divinity
 - gender roles
 - expressions of spirituality
 - language
 - status within the tradition
- c) For TWO religious traditions, critically evaluate the role and importance of ONE woman in ONE of the following periods:
- the founding period
 - the intervening period
 - the contemporary period

2005**Question 18 — Religion and Women (20 marks)**

Referring to the same period, select ONE woman from each of TWO religious traditions. Describe and evaluate the contribution of each woman to her religious tradition.

2006**Question 18 — Religion and Women (20 marks)**

Evaluate the effect contemporary women have had on the everyday lives of believers. Choose ONE woman from each of TWO religious traditions, focusing on ONE of the following areas for each:

- social welfare
- education
- ethical decision making
- ecumenism
- inter-faith dialogue.