

# Junior Cycle

# RELIGIOUS

# EDUCATION

Examcraft Formative question bank

[www.examcraft.formative.com](http://www.examcraft.formative.com)



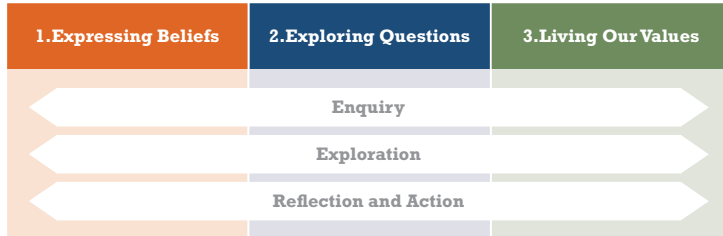
## About the author

**Paula Finnegan** is a Religious Education teacher at Coláiste Bríde, Dublin, and a JCT Associate delivering in-service training on the new Junior Cycle Religious Education course. She has taught Religious Education as an exam and non-exam subject at both Junior and Senior Cycle and she also trains teachers at Maynooth University. She was previously a local facilitator for the PDST and chief advising examiner of Religious Education for the SEC.

# Junior Cycle Religious Education

The Examcraft Formative bank of questions was designed by our expert content creators and is built around three interconnected strands: **Expressing beliefs**, **Exploring questions**, and **Living our values**.

The three strands are underpinned by a set of cross-cutting elements: **Enquiry**, **Exploration**, and **Reflection and action**. These three elements describe both a set of skills and an approach to learning. They are embedded in the content of the following 30 topics.



For more information about Examcraft Formative access:  
[www.examcraft.formative.com](http://www.examcraft.formative.com)

## 1. An introduction to the five major world religions in Ireland today

**Learning outcomes:** Students should be able to present the key religious beliefs of the five major world religious found in Ireland today.

The five major world religions in Ireland	4 questions
The symbols of the five major world religions in Ireland	4 questions
The founding story of the five major world religions in Ireland	4 questions
The major beliefs of the five major world religions in Ireland	4 questions
The populations of the five major world religions in Ireland	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 2. A faith community in Christianity

**Learning outcomes:** Students should be able to investigate the Christian community of faith.

The meaning of the term 'community of faith' in Christianity	4 questions
The community of faith in Christianity	4 questions
The work of the community of faith in Christianity	4 questions
The symbols of the community of faith in Christianity	4 questions
People who work for a community of faith in Christianity	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 3. A faith community in Islam

**Learning outcomes:** Students should be able to investigate the Muslim community of faith.

The meaning of the term 'community of faith' in Islam	4 questions
The community of faith in Islam	4 questions
The work of the community of faith in Islam	4 questions
The symbols of the community of faith in Islam	4 questions
People who work for a community of faith in Islam	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 4. A faith community in Buddhism

**Learning outcomes:** Students should be able to investigate the Buddhist community of faith.

The meaning of the term 'community of faith' in Buddhism	4 questions
The community of faith in Buddhism	4 questions
The work of the community of faith in Buddhism	4 questions
The symbols of the community of faith in Buddhism	4 questions
People who work for a community of faith in Buddhism	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 5. Religious rituals

**Learning outcomes:** Students should be able to examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces.

The meaning of the words 'ritual' and 'religious ritual'	4 questions
Examples of religious rituals in Hinduism	4 questions
Examples of religious rituals in Judaism	4 questions
Examples of religious rituals in Christianity	4 questions
Examples of religious rituals in Islam	4 questions
Examples of religious rituals in Buddhism	4 questions
<b>Total number of questions</b>	<b>24 questions</b>

## 6. Non-religious rituals

**Learning outcomes:** Students should be able to discuss the significance of non-religious rituals/celebrations for people's lives.

The meaning of the words 'ritual' and 'non-religious ritual'	4 questions
Non-religious rituals associated with birth	4 questions
Non-religious rituals associated with marriage	4 questions
Non-religious rituals associated with death	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 7. Judaism - Founding story, history and expansion

**Learning outcomes:** Students should be able to investigate the Jewish religion.

The founding story of Judaism	4 questions
A timeline of the history of Judaism	4 questions
Expansion and persecution in the history of Judaism	4 questions
Judaism in the world today	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 8. Christianity - Founding story, history and expansion

**Learning outcomes:** Students should be able to investigate the Christian religion.

The founding story of Christianity	4 questions
A timeline of the history of Christianity	4 questions
Expansion and persecution in the history of Christianity	4 questions
Christianity in the world today	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 9. Islam - Founding story, history and expansion

**Learning outcomes:** Students should be able to investigate the Muslim religion.

The founding story of Islam	4 questions
A timeline of the history of Islam	4 questions
Expansion and persecution in the history of Islam	4 questions
Islam in the world today	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 10. Judaism - Sacred texts

**Learning outcomes:** Students should be able to explain what was involved in the development of the Jewish sacred text, and consider its continued significance for the lives of believers.

The sacred text of Judaism	4 questions
History of the sacred text of Judaism	4 questions
The language of the sacred text of Judaism	4 questions
Key teachings in the sacred text of Judaism	4 questions
The sacred text of Judaism and its influences today	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 11. Christianity - Sacred text

**Learning outcomes:** Students should be able to explain what was involved in the development of the Christian sacred text, and consider its continued significance for the lives of believers.

The sacred text of Christianity	4 questions
The history of the sacred text of Christianity	4 questions
The language of the sacred text of Christianity	4 questions
Key teachings in the sacred text of Christianity	4 questions
The sacred text of Christianity and its influences today	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 12. Islam - Sacred text

**Learning outcomes:** Students should be able to explain what was involved in the development of the Muslim sacred text, and consider its continued significance for the lives of believers.

The sacred text of Islam	4 questions
The history of the sacred text of Islam	4 questions
The language of the sacred text of Islam	4 questions
Key teachings in the sacred text of Islam	4 questions
The sacred text of Islam and its influences today	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 13. Judaism - Moral codes

**Learning outcomes:** Students should be able to examine the moral code in the Jewish religion and discuss how it could influence moral decision-making for believers.

The definition of 'covenant'	4 questions
The name of the moral code in Judaism	4 questions
Features of the moral code in Judaism	4 questions
Teachings from the moral code in Judaism	4 questions
The Jewish moral code and its influences today	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 14. Christianity - Moral codes

**Learning outcomes:** Students should be able to examine the moral code in the Christian religion and discuss how it could influence moral decision-making for believers.

The definition of 'Kingdom of God'	4 questions
The name of the moral code in Christianity	4 questions
Features of the moral code in Christianity	4 questions
Teachings from the moral code in Christianity	4 questions
The Christian moral code and its influences today	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 15. Islam - Moral codes

**Learning outcomes:** Students should be able to examine the moral code in the Muslim religion and discuss how it could influence moral decision-making for believers.

The name of the moral code in Islam	4 questions
Features of the moral code in Islam	4 questions
Teachings from the moral code in Islam	4 questions
The Islam moral code and its influences today	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 16. Stages of faith

**Learning outcomes:** Students should be able to describe how the faith of a believer can change at different stages in life.

Definition of 'faith' and 'stages of faith'	4 questions
The three stages of faith	4 questions
Features of each of the three stages of faith I	4 questions
Features of each of the three stages of faith II	4 questions
The challenges to faith	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 17. Artistic, architectural and archaeological evidence about the human search for meaning in history

**Learning outcomes:** Students should be able to research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life.

The search for meaning	4 questions
An understanding of ancient culture	4 questions
The history of art and the human search for meaning	4 questions
The history of architecture and the human search for meaning	4 questions
The archaeological evidences and the human search for meaning	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 18. Christianity and Irish culture

**Learning outcomes:** Students should be able to identify the unique role of Christianity in the Irish culture and history.

Saint Patrick brings Christianity to Ireland	4 questions
Christianity in Irish placenames	4 questions
Christianity in Irish literature	4 questions
Christianity in the Irish language	4 questions
Christianity in Irish heritage sites	4 questions
Monasteries/places of Christian pilgrimage in Irish culture	
<b>Total number of questions</b>	<b>20 questions</b>

## 19. Religious organisations working for justice, peace and reconciliation

**Learning outcomes:** Students should be able to research religious or other organisations to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision.

The term 'religious organisation'	4 questions
The terms 'justice, peace and reconciliation'	4 questions
Religious organisations working for justice, peace and reconciliation	4 questions
Founders, symbols and types of work carried out by religious organisations	4 questions
<b>Total Number of Questions</b>	<b>16 questions</b>

## 20. People of religious commitment

**Learning outcomes:** Students should be able to synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise.

Definition of 'religious commitment'	4 questions
Who are the people of religious commitment?	4 questions
The work of people of religious commitment in the past and in the present	4 questions
Living out the faith in the day-to-day life	4 questions
The call of faith	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 21. Religious teachings today

**Learning outcomes:** Students should be able to explore the presence of religious themes in contemporary culture through an examination of current social events.

Importance of cultural tolerance	4 questions
Religious teachings on the education of women	4 questions

## 21. Religious teachings and their relevance in the world today – issues of concern (CONTINUED)

Religious teachings about social media	4 questions
Religious teachings relating to the Coronavirus vaccine	4 questions
Religious teachings and mental health	4 questions
Celebration of Eid in Croke Park 2021	4 questions
<b>Total number of questions</b>	<b>24 questions</b>

## 22. Caring for the Earth

**Learning outcomes:** Students should be able to explain how an understanding of care for the Earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today.

Definition of the term 'stewardship'	4 questions
Taking care of the planet	4 questions
The religious understanding of the importance of caring for the Earth	4 questions
The Papal Encyclical 'Laudato 'Si'	4 questions
Christian responses to looking after the Earth	4 questions
World religious responses to caring for the Earth – The Green Rule	4 questions
Other religious looking after the Earth	4 questions
Sustainable Development Goals	4 questions
<b>Total number of questions</b>	<b>32 questions</b>

## 23. Morality and the moral decision-making process from a religious and non-religious perspective

**Learning outcomes:** Students should be able to reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making.

The importance of being morally good	4 questions
Religious sources of morality	4 questions
The Golden Rule	4 questions
Non-religious sources of morality	4 questions
Moral decision scenarios and the correct path of action	4 questions
Moral decision-making process (S.T.O.P)	4 questions
<b>Total number of questions</b>	<b>24 questions</b>

## 24. Compassion, justice, peace and reconciliation in world religions

**Learning outcomes:** Students should be able to research the understanding of compassion, justice, peace and reconciliation found in the major world religions and ways in which these understandings can be seen in action.

Definition of the term 'compassion'	4 questions
Definition of the term 'justice'	4 questions
Definition of the term 'peace'	4 questions
Definition of the term 'reconciliation'	4 questions
Compassion, justice, peace and reconciliation in Christianity	4 questions
Compassion, justice, peace and reconciliation in Islam	4 questions
Compassion, justice, peace and reconciliation in Buddhism	4 questions
<b>Total number of questions</b>	<b>28 questions</b>

## 25. Inter-faith dialogue and ecumenism

**Learning outcomes:** Students should be able to discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today.

Importance of effective dialogue	4 questions
Definition of the term 'pluralism'	4 questions
Definition of the term 'inter-faith dialogue'	4 questions
Definition of the term 'ecumenism'	4 questions
Examples of interfaith dialogue	4 questions
Celebration of Eid in Croke Park 2021	4 questions
Examples of ecumenism (Corrymeela)	4 questions
<b>Total number of questions</b>	<b>28 questions</b>

## 26. The role of prayer in the lives of people of faith

**Learning outcomes:** Students should be able to describe the role of prayer in the lives of people of faith.

Definition of prayer	4 questions
Examples and types of prayer (meditation, individual, communal)	4 questions
Importance of prayer in Christianity	4 questions
Importance of prayer in Islam	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 27. Religious themes in art, music, literature and film

**Learning outcomes:** Students should be able to explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film.

Definition of the term 'religious themes'	4 questions
Religious themes in art	4 questions
Religious themes in music	4 questions
Religious themes in literature	4 questions
Religious themes in film	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 28. The origins of the world - religious and non-religious understandings

**Learning outcomes:** Students should be able to explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today.

Definition of the words 'creation', 'myth' and 'philosophy'	4 questions
Religious understanding of the word 'creation'	4 questions
The world in the first and second books of Genesis	4 questions
The scientific thought about the creation of the world	4 questions
The relationship between religion and science	4 questions
<b>Total number of questions</b>	<b>20 questions</b>

## 29. Questions about the meaning of life

**Learning outcomes:** Students should be able to consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life.

What do we mean by 'big questions'?	4 questions
Examples of big questions about the meaning and purpose of life	4 questions
Examples of religious responses to big questions about the meaning and purpose of life	4 questions
Examples of non-religious responses to big questions about the meaning and purpose of life	4 questions
<b>Total number of questions</b>	<b>16 questions</b>

## 30. Understanding the Divine

**Learning outcomes:** Students should be able to research the understanding of the Divine found in the major world religions, drawing upon their origins in sacred texts and/or other sources of authority.

Definition of the words the 'Divine' and the 'transcendent'	4 questions
Understanding the divine in Hinduism	4 questions
Understanding the divine in Judaism	4 questions
Understanding the divine in Christianity	4 questions
Understanding the divine in Islam	4 questions
Understanding the divine in Buddhism	4 questions
<b>Total number of questions</b>	<b>24 questions</b>