



MEMORANDUM

QUESTION 1: THEOLOGY (15 marks)

Read the following parables of Jesus from Matthew, Chapter 13. What do these stories tell us about the character of the Kingdom of God? Write a sentence on each of the following:

- The mustard seed
- The yeast
- The treasure
- The pearl
- The net.

Matthew 13:31-48 New International Version (NIV)

The Parables of the Mustard Seed and the Yeast

³¹ He told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. ³² Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

³³ He told them still another parable: “The kingdom of heaven is like yeast that a woman took and mixed into about sixty pounds of flour until it worked all through the dough.”

The Parables of the Hidden Treasure and the Pearl

⁴⁴ “The kingdom of heaven is like treasure hidden in a field. When a man found it, he hid it again, and then in his joy went and sold all he had and bought that field.

⁴⁵ “Again, the kingdom of heaven is like a merchant looking for fine pearls. ⁴⁶ When he found one of great value, he went away and sold everything he had and bought it.

The Parable of the Net

⁴⁷ “Once again, the kingdom of heaven is like a net that was let down into the lake and caught all kinds of fish. ⁴⁸ When it was full, the fishermen pulled it up on the shore. Then they sat down and collected the good fish in baskets, but threw the bad away.

- The mustard seed
The beginning of the Kingdom is humble, almost unnoticed but once it is established it becomes large, able to accommodate all people.
- The yeast
The Kingdom is often hidden but it influences the whole of life, giving it a wholesome and pleasing character.

- c) The treasure
The Kingdom is hidden but it is worth searching for.
- d) The pearl
The Kingdom is worth more than anything else, and so it is worth making a sacrifice for.
- e) The net.
The idea of the Kingdom is attractive to all sorts of people, but only those who are worthy will enter it.

QUESTION 2: SCRIPTURE (15 marks)

- (a) Place the following seven Old Testament books in the correct category. Which books are part of the Torah or Pentateuch? Which are historical books? Which are wisdom writings? And which are books of prophecy? (7)

Exodus	Malachi
Genesis	Proverbs
Isaiah	Psalms
Kings	

TORAH (PENTATEUCH) – Genesis, Exodus
HISTORICAL BOOKS – Kings
WISDOM WRITINGS – Proverbs, Psalms
BOOKS OF PROPHECY – Isaiah, Malachi

- (b) Match the items in the two columns correctly. Simply write down the numbers. The first pair is correct and given as an example. So you would write 1 (i) as the answer. (8)

1	Glossaries 1 (i)	(i)	Many modern books about the scriptures have useful lists at the back. Important words are put in alphabetical order with a brief explanation of each.
2	Commentaries 2 (v)	(ii)	These are not just collections of maps. Most give interesting information about the historical background of certain events as well as about archaeological discoveries that provide more information about them.
3	Bible Atlases 3 (ii)	(iii)	The advantage of these is that items of interest can be looked up alphabetically. The word 'Pharisees', for example, will be found under 'P'.
4	Biblical Dictionaries 4 (iii)	(iv)	This is a book or computer programme that contains all the significant words of the Bible giving information as to where they can be found in the text by book, chapter and verse. They are useful when preparing themes for a celebration.
5	Concordances 5 (iv)	(v)	These provide background information concerning the historical circumstances to which a passage refers and the culture and customs of the people who were involved in them.

QUESTION 3: MODELS (15 marks)

- (a) Do you think it is right to venerate people who are regarded as saints? In a short paragraph, give a reason for your answer. (5)

The explanation should draw a distinction between adoration and veneration. Adoration or worship is due to God alone since it acknowledges the absolute difference between the Creator and the creature, and the dependence the creature has on the Creator. Veneration, on the other hand, holds the saint in high esteem as an example of what a person can become when open to the grace of God.

- (b) Choose ONE of the following saints you have studied and write a short paragraph on his/her life, pointing out what it is about them that inspires you. (5)

Francis of Assisi
Claire of Assisi
Rose of Lima
Charles Lwanga

The following notes are taken from the Lesson Materials page for CORD Models, Lesson 3

SAINT FRANCIS OF ASSISI (1182 – 1226)

Born in Italy; Feast Day 4 October

Sometimes saints seem to be completely disconnected from reality and we forget that the times they lived in were just as challenging as ours are today. In the days of Francis, most people lived in rural communities. There were very few towns and those that existed had organised themselves into ‘city states’ surrounded by thick walls for the protection of the citizens. There were very few books because each had to be written or copied out by hand and the result was that most people were ignorant and unable to read or write.

Quite suddenly, there was a burst of energy in Europe and everything changed. Important inventions (like the compass) were made; people began to ask questions of a scientific nature and to take an interest in arts and culture. They began to explore the world and set up trade routes between cities and even with foreign countries like India and China. The result was that some people became extravagantly rich while the situation of the poor became worse. Corruption was the biggest problem and even bishops and priests entered the race to become rich and powerful.

Francis was born into a rich family and would have wasted his life in extravagant living had he not been captured in an inter-city war and put in prison for a year. In prison, he came face to face with poor people, shared their terrible living conditions and heard their stories of injustice and despair. When he was released, he knew he could not return to a life of luxury.

Not knowing how to go forward in his life, he wandered the countryside. He came to the little church of San Damiano that had fallen into disrepair and been abandoned. There he had a vision in which a voice called out to him, “Francis, repair my church which, as you can see, has fallen down.” After this, Francis gave his life to repairing churches until he realised that what the voice has asked him to do was to repair the damage done by the corruption and greed that had crept into the Church. He responded by choosing a poor life-style and by addressing the needs of the poor. He was joined by many young men who felt the same way that he did and together they became known as Franciscans.

Being poor, he lived very close to nature and became known for caring for the environment. This is why he is now the patron of animal lovers.

SAINT CLARE (1193 – 1179)

Born in Italy; Feast Day 11 August

Even though she was closely associated with St Francis of Assisi, Saint Clare is an important saint in her own right. She was born into a wealthy family in Assisi and was a well-educated woman for her time. After hearing a sermon by Saint Francis, she gave up all her wealth, dressed in simple clothes and consecrated her life to Christ. She resolved to identify with the poor by living a life of poverty herself. Thinking that she has taken leave of her senses, her family tried to force her to return home but she refused.

With encouragement from Saint Francis, she founded a religious congregation of women who live on the proceeds of their own labour and on gifts given to them by benefactors. These Sisters are known as Poor Clares.

Saint Clare was a trailblazer. She introduced democracy into Poor Clare convents, allowing every sister the right to vote in important matters that affected their lives. She also acted as a peacemaker on behalf of the citizens of Assisi when the town was threatened by Saracen invaders. Two popes (Gregory IX and Innocent IV) sought her out for spiritual guidance.

Nowadays, Poor Clares can be found in many countries where they dedicate their lives to educating, nursing and helping the poor.

SAINT CHARLES LWANGA AND COMPANIONS

Born in central Africa; Died 1886; Feast Day 3 June

Although Christians were well established in Central Africa by the mid-nineteenth century, King Mwanga refused to accept them. Charles Lwanga was the leader of the court attendants who instructed young men in the Christian faith. He encouraged them to resist the immoral standards of the king and this led to their arrest and imprisonment where they were tortured and starved. Charles encouraged his companions not to give in. On 3 June 1886, they were all taken from prison, wrapped in reed mats and burned to death.

Their deaths had the opposite effect to what the king intended. ‘When we are gone,’ one of them said, ‘others will rise to take our place.’ This proved to be the case as the number of people requesting baptism doubled.

SAINT ROSE OF LIMA (1586 – 1617)

Born in Lima, Peru; Feast Day 24 August

Saint Rose of Lima lived during the Spanish colonial period in Peru. Her family wouldn’t allow her to enter a convent, so she became a member of the Third Order of Saint Dominic and lived in a hermitage on her family’s large property. She was an expert gardener and began growing herbs for a small clinic which she ran for the poor.

People are often suspicious of individuals who do something ‘different’ with their lives, especially if they have a reputation for holiness. At that time, the Church had a special court for hearing cases of people who were thought to be heretics. Men found it difficult to prove their innocence and women had practically no chance at all. In spite of this prejudice against women, Rose stood up for herself and won her case.

She became famous for protecting some of the citizens of Lima from the Dutch pirate, Jorge Spitberg, and his band of ruffians. She sheltered them in the cathedral while she pleaded for their lives with the pirates outside. She won again! Rose dedicated her life to helping the poor but died of ill health at the early age of thirty.

** Third Order of Saint Dominic: Dominican priests are the First Order; religious sisters who make vows are the Second Order; lay people who live in the spirit of Saint Dominic are the Third Order.*

** Hermitage: A small house in a lonely place where one can follow a life of discipline and prayer.*

(c) One of the beatitudes reads as follows: Blessed are those who hunger and thirst for justice; they shall have

- i. Complete the above beatitude by supplying the missing words. (1)
- ii. Name TWO examples of injustice known to you. (2)
- iii. What profession would you need to consider if you were to make a significant contribution to the cause of justice in the two examples you have given? (2)

i. *Blessed are those who hunger and thirst for justice; they shall have their fill.*

OR

Blessed are those who hunger and thirst for justice; they shall be satisfied.

ii. *Some examples might be:*

- ***Paying workers below the minimum statutory wage***
- ***Rural children not having access to education***
- ***Company executives receiving unjustifiably high bonuses***

iii. *Possible professions in the above three cases might be:*

- ***Labour unionist***
- ***Human rights lawyer***
- ***Economist or politician***

There are many possible answers to ii. and iii. above. Markers will need to use their discretion.

QUESTION 4: PHILOSOPHY (15 MARKS)

(a) Discuss the following quotation (7).

If God is good, he must surely want to abolish suffering, and if God is almighty, he must surely be able to. So why is there suffering in the world?

What follows is part of a summary of Pope St. John Paul II’s Apostolic Letter from 1984, Salvifici Doloris (“redemptive suffering”). This will give you some idea of a possible response to the question. To read the whole summary go to

I. Introduction (nn. 1-4)

1. *Suffering, like all human things, finds its true meaning in Jesus Christ. It is both a burden and a joy. Why it is a burden is evident; why it is a joy requires reflection into the mystery of redemption in Jesus Christ.*
2. *Suffering is a constant theme throughout human existence. Human suffering is deeper than animal pain, because suffering is transcendent and involves a sense of injustice.*
3. *Redemption came through Christ's sacrifice on the Cross: it came through suffering. Thus, our redemption is directly related to Christ's suffering, and our suffering is linked somehow to our redemption.*
4. *Suffering leads to compassion ("suffering" passio "with" com-), respect, and intimidation.*

II. The Quest for an Answer to the Question of the Meaning of Suffering (nn. 9-13)

9. *Why do we suffer? Why is there evil? Man suffers and wonders why, and often suffers more deeply when he cannot find a satisfactory answer. Evil obscures our vision of God, sometimes to the point of atheism, as if to say, "an almighty and benevolent God wouldn't allow this to happen, thus God is either not almighty or not good, which means He's not God." This confusion is often a reaction to so much undeserved suffering and unpunished evil.*
10. *The Book of Job poses this question of suffering. Job's friends think suffering is simply retribution for wrong-doing, a just punishment for sin. The Old Testament strongly supports that line of thinking: the existence of moral evil (sin) justifies the existence of suffering as punishment. To sin is to break the divine Law, it is to transgress against the divine Law-giver, God; it is an objective necessity that a just Law-giver should punish evil and reward good.*
11. *Job challenges the principle that all suffering is the result of sin. God acknowledges that Job is innocent in the matter, but the suffering of the innocent remains a mystery which God does not reveal. While some suffering is punishment for sin, not all suffering is: it can be a test of righteousness. This all points to the suffering (Passion) of Christ in the New Testament.*
12. *While the question is "answered," it remains without a solution in the Old Testament, but there are indicators of a deeper meaning. Suffering as punishment (such as Israel endured when it strayed from her covenant with God) had an educational value as well. Punishment repays evil, but it also provides an opportunity to rebuild the good that was missing. Punishment is ordered towards penalty, but also conversion, mercy, and rehabilitation.*
13. *The "why" of suffering is answered truly in the revelation of divine love: God gives the definitive answer and solution to the problem of suffering through the cross of His Son Jesus Christ.*

See also the Lesson Materials page for *CORD Philosophy, Lesson 3.*

- (b) Use the following quotation from Pope John Paul II (*Redeemer of Man*, No. 21) to discuss the difference between external and internal (true) freedom. (8)

Nowadays it is sometimes held, though wrongly, that freedom is an end in itself, that each human being is free when he makes use of freedom as he wishes and that this must be our aim in the lives of individuals and societies. In reality, freedom is a great gift only when we know how to use it consciously for everything that is our true good. Christ teaches us that the best use of freedom is charity, which takes concrete form in self-giving and in service.

The following table gives some pointers to the difference.

External freedom	Internal freedom
Freedom of action	Freedom to be all we can be
To do all we can do	To be fulfilled

Freedom to do what we want when we want	A means of achieving external freedom
Feeling of few/no parameters/boundaries	Our moral actions help us to achieve this freedom of perfect fulfilment in God
	Our immoral actions prevent us from achieving this ultimate freedom

QUESTION 5: STRUCTURAL MORALITY (15 marks)

Choose any FIVE of the following people who may need assistance. In each case

- (1) Name a challenge that the person encounters.
- (2) Name a structure, system or institution that society has created to help the person.
- (3) Name an action that an individual could do to help that person.

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| (a) A blind person | (e) An elderly person |
| (b) A person suffering from HIV/AIDS | (f) A person of other race or ethnic group |
| (c) A foreigners or refugee | (g) A classmate with learning problems |
| (d) An orphan | (h) A vagrant or beggar |

Here are a few suggestions:

PERSON	(1) CHALLENGE	(2) STRUCTURE	(3) INDIVIDUAL ACTION
(a)	Mobility Ability to read	Guide Dogs Braille	Train guide dogs Access braille books
(b)	Stigma	Access to ARVs	Become a friend
(c)	Access to work	Refugee services	Give employment
(d)	Lack of parental love	Adoption agency	Adopt or foster
(e)	Abandonment	Old-age homes	Visit or entertain
(f)	Discrimination or exclusion	Cultural groups	Introduce or befriend
(g)	Sense of inadequacy	Remedial teaching	Assist, mentor, befriend
(h)	Lack of acceptance or understanding	Shelters	Almsgiving

