



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2008

MARKING SCHEME

RELIGIOUS EDUCATION

HIGHER LEVEL

SECTION 1 Candidates must answer ten of the following twenty questions.

Marks

- 1 1 **A miracle that Jesus performed during his life was – (Tick ✓ the correct box)** 5

The Healing of the Lepers **The Parting of the Red Sea** **The Return of the Prodigal Son**

An excellent answer will be able to recognise the actions of Jesus by identifying ‘The Healing of the Lepers’ as the answer relevant to the question.

Note: If more than one box ticked ✓ - 0 marks.

- 1 2 **One example of an image of God that can be found in a major world religion is** 5
An excellent answer will show knowledge of an image of God by accurately identifying an image of God associated with a major world religion. *Graded*

Possible Points:

- All powerful, merciful etc.
- Christianity e.g. Jesus – Son of God, Christ, shepherd, lord, father, creator, spirit etc.
- Judaism e.g. Yahweh/YHWH - creator, guide etc.
- Etc.

- 1 3 **The Gospel of John is a synoptic Gospel. (Tick ✓ the correct box)** 5
True **False**

An excellent answer will show knowledge of the gospels by identifying ‘False’ as the answer relevant to the question.

- 1 4 **Baptism is one example of a Christian sacrament. Name one other Christian sacrament** 5

An excellent answer will show familiarity with Christian sacraments by accurately identifying one other Christian sacrament.

Possible Points:

- Confirmation
- Eucharist/Communion
- Etc.

- 1 5 **The Ten Commandments is an example of a moral code. Name one other moral code** 5

An excellent answer will show knowledge of sets of rules and moral codes by accurately identifying one specific example of a religious/social/civil code of behaviour other than the Ten Commandments.

Possible Points:

- UN Declaration of Human Rights
- School Rules
- The Golden Rule
- Etc.

Variations:

- The candidate identifies a text which is not entirely a moral code - 1 mark max.
- The candidate gives an account of what a moral code is but does not identify one different moral code – 1 mark max.
- The candidate states one rule/principle from a different moral code but does not

identify the moral code from which the rule/principle is taken - 1 mark max.

- 1 6 **Brahman is most associated with which one of the following world religions?** 5

(Tick ✓ the correct box)

Hinduism Islam Judaism

An excellent answer will show an ability to identify essential elements of the beliefs of a world religion by identifying 'Hinduism' as the answer relevant to the question.

- 1 7 **Atheism holds the view that** 5

An excellent answer will show an understanding of the variety of world views in today's culture by describing how atheism holds the view that there is no God. *Graded*

Possible Point:

- God does not exist etc.
- Etc.

- 1 8 **'Patriarch' is a title given to the leader in which of the following Christian denominations today? (Tick ✓ the correct box)** 5

Anglican Presbyterian Russian Orthodox

An excellent answer will show knowledge of the churches found in Ireland today by identifying 'Russian Orthodox' as the answer relevant to the question.

- 1 9 **Praying is one way in which a person can honour God. Name another way of honouring God.** 5 *Graded*

An excellent answer will show an understanding of how religious belief can find expression in worship by accurately identifying a way in which a person can honour God other than praying.

Possible Points:

- Ritual action or gestures – making a sign of the cross, kneeling before an altar etc.
- Way of life – fasting; giving to charity etc.
- Etc.

- 1 10 **In religious traditions the term 'preaching' means** 5 *Graded*

An excellent answer will show an understanding of the variety of roles within religious traditions by accurately describing how preaching involves teaching about religious beliefs/scriptural ideas.

Possible Points:

- A religious leader explaining a sacred text etc.
- A religious leader teaching people about the beliefs of a religion etc.
- Etc.

Note:

Allow descriptive answers where the candidate gives an account of a situation that shows how preaching involves teaching about religious beliefs/scriptural ideas.

Variation:

The candidate describes something that is indicative of religious belief but does not distinguish how preaching involves teaching about religious beliefs/scriptural ideas. – 2 marks max.

- 1 11 **Pluralism holds the view that all groups within a society have a right to carry out their religious and cultural practices. (Tick ✓ the correct box)** 5
 True False

An excellent answer will show knowledge of the relationship between state law and personal morality by identifying ‘True’ as the answer relevant to the question.

- 1 12 **An example of table-fellowship from the life of Jesus is** 5
 An excellent answer will show knowledge of the actions of Jesus by accurately identifying one example of table-fellowship from the life of Jesus.

Possible Points:

- Eating with Zacchaeus the tax collector (Luke 19:1-10) etc.
- Supper at Emmaus (Lk 24: 13-35) etc.
- The feeding of the five thousand (Lk 9: 10-17) etc.
- Etc.

- 1 13 **In religious traditions ‘schism’ means** 5
Graded
 An excellent answer will show an ability to recognise important moments in the story of a world religion by describing how schism involves a major split, division or breach in the unity of a religion.

Possible Points:

- A division in a religion etc.
- A split in the unity of a church etc.
- Etc.

Variation:

The candidate accurately identifies an example of a schism but does not describe how schism involves a division or separation within a religion – 2 marks max.

- 1 14 **Read the list of people associated with the story of a world religion and the list of world religions given below. The name of one religious person has been matched to the world religion with which the person is most associated as an example for you. Make one other match.** 5

<i>People</i>	<i>World Religions</i>	<i>Example:</i>		
Khadijah Mahatma Gandhi Mary Magdalene Moses Siddhartha Gautama	Buddhism Christianity Hinduism Islam Judaism	<table border="1"> <tr> <td>Mary Magdalene</td> <td>Christianity</td> </tr> </table>	Mary Magdalene	Christianity
Mary Magdalene	Christianity			
		<i>Answer:</i> <table border="1"> <tr> <td></td> <td></td> </tr> </table>		

An excellent answer will show a knowledge of people associated with the story of a world religion by accurately matching Khadijah with Islam; Mahatma Gandhi with Hinduism; Moses with Judaism and Siddhartha Gautama with Buddhism.

Note: Allow Moses matched with Islam.

- 1 15 **Archbishop Alan Harper is a leader associated with which Christian denomination in Ireland?** 5
 An excellent answer will show knowledge of the leaders of communities of faith in Ireland by accurately identifying the Church of Ireland as the denomination with which Archbishop Alan Harper is associated.

Possible Points:

- The Church of Ireland or C of I
- Etc.

- 1 16 **Morally mature people think only of themselves when making moral decisions.** 5
(Tick ✓ the correct box)
True False

An excellent answer will show an understanding of moral maturity by identifying 'False' as the answer relevant to the question.

- 1 17 **The prophet Isaiah is most associated with which one of the following world religions?** 5
(Tick ✓ the correct box)
Buddhism Hinduism Judaism

An excellent answer will show knowledge of people associated with a world religion by identifying 'Judaism' as the answer relevant to the question.

- 1 18 **The Koran /Qur'an is most associated with which world religion?** 5
An excellent answer will show an ability to identify essential elements of the beliefs of a world religion by identifying Islam as the answer relevant to the question.

- 1 19 **In religious traditions an example of a ritual is** 5
An excellent answer will show an understanding of ritual as an element of worship by accurately identifying one example of a symbolic action /movement /gesture that help people express beliefs. *Graded*

Possible Points:

- Symbolic action, movement or gestures associated with the celebrations of faith e.g. standing, bowing, kneeling etc.
- Christian worship – Celebration of a sacrament; making a sign of the cross; sharing a sign of peace etc.
- Islamic worship – Wudu ritual washing before prayer; Rak'ah movements during prayer etc.
- Hindu worship - Offering incense and food to the gods at a shrine etc.
- Jewish worship - Gather in a synagogue to celebrate Sabbath; wearing a Kippah during prayer etc.
- Buddhist worship – Placing flowers and incense in front of a statue in a temple etc.
- Etc.

- 1 20 **The term 'morality' means** 5
An excellent answer will show knowledge of what it means to be moral by describing how morality involves a person's understanding of what is right and wrong. *Graded*

Possible Points:

- Judging between right and wrong etc.
- Principles of conduct, based on the difference between right and wrong etc.
- Following the moral code of a religion etc.
- Etc.

Note: Allow descriptive answers

QUESTION 1. This is a photograph of religious leaders at an ecumenical service.

- 2 1A **Pick one thing from the photograph which shows that this is an example of ecumenism.** 2

An excellent answer will show an awareness of the ecumenical movement by accurately identifying one thing from the photograph which shows that this is an example of ecumenism.

Possible Points:

- Different Christian religious leaders gathered under a crucifix/cross etc.
- Religious leaders dressed in the robes associated with different Christian denominations etc.
- Etc.

Note:

The candidate refers to the religious leaders being from different major world religions – Consult your Advising Examiner

- 2 1B **Give one other example of ecumenism.** 2

An excellent answer will show awareness of the ecumenical movement by accurately identifying one other example of ecumenism.

Possible Points:

- Dialogue between Christian Churches on issues of belief, worship etc.
- Inter-denominational gatherings - World Council of Churches; local inter-denominational groups; Taizé in France; Corrymeela Centre in Northern Ireland and Glenree Centre in Co. Wicklow etc.
- Etc.

Note:

The candidate identifies something that promotes unity between different major world religions – Consult your Advising Examiner

- 2 1C **State two reasons why people work for ecumenism.** 6
An excellent answer will show awareness of the ecumenical movement by accurately identifying two reasons why people work for ecumenism. (3x2)

Possible Points:

- Jesus vision that his followers would be united etc.
- To promote respect for beliefs, peace, tolerance, reconciliation of the different denominations etc.
- Etc.

Note:

The candidate gives reasons why people work to promote unity between different major world religions – Consult your Advising Examiner.

QUESTION 2. This picture is based on Jesus teaching his disciples.

- 2 2 A **Pick one thing from this picture which shows that the teaching of Jesus was important to his disciples.** 2

An excellent answer will show an understanding of the importance of Jesus' teaching for his followers by accurately identifying one thing from this picture which shows that the teaching of Jesus was important to his disciples.

Possible Points:

- The disciples are all gathered around Jesus and listening to him etc.
- Their facial expressions show that they are interested in what Jesus is saying etc.
- Etc.

2 2 B **Name one of the first disciples of Jesus.** 2

An excellent answer will show knowledge of the emerging identity and development of the first Christian communities by accurately identifying one of Jesus' first disciples.

Possible Points:

- Andrew, James, John, Mary, Paul, Peter etc.

2 2 C **State two things that Jesus taught his disciples about the Kingdom of God.** 6

An excellent answer will show knowledge of the characteristics of the Kingdom of God as preached by Jesus by accurately identifying two things that Jesus taught his disciples about the Kingdom of God. (3 x2)

Possible Points:

- The poor, sinners and outsiders are welcome in the Kingdom of God etc.
- Love of neighbour and love of enemy etc.
- "The Kingdom of God has come to you" – Luke 11:20 etc.
- Etc.

QUESTION 3. This is a photograph of people using meditation during prayer.

2 3 A **Pick one thing from the photograph which shows that these people are using meditation.** 2

An excellent answer will show an ability to differentiate between different types of prayer by accurately identifying one thing from this photograph which shows that these people are deep in thought using meditation.

Possible Points:

- Meditation posture e.g. eyes are closed; legs are crossed; sitting still etc.
- Focusing on a religious symbol – candle etc.
- Etc.

2 3 B **What does the term 'meditation' mean in a religious tradition?** 4

An excellent answer will show an understanding of meditation in a religious tradition by giving an accurate account of how meditation involves deep thought on a religious or scriptural idea.

Possible Points:

- A type of prayer that involves the person turning their attention entirely beyond him/herself etc.
- A way of praying which involves deep thought that allows a person to focus on a religious or scriptural idea etc.
- Etc.

Variations:

- The candidate gives an account of the meaning of prayer in general and makes no reference to what is distinctive about meditation as a type of prayer – 2 marks max
- The candidate states something that meditation can entail but does not describe the meaning of meditation in a religious tradition e.g. a relaxing prayer etc. – 1 mark max

Note:

The candidate identifies something that does not describe the meaning of meditation in a

religious tradition e.g. a form of relaxation – 0 marks.

- 2 3 C **State two reasons why people use meditation to pray.** 4
An excellent answer will show an understanding of meditation as a type of prayer by accurately identifying two reasons why a person would use meditation to pray. (2x2)

Possible Points:

- Meditation can help people to communicate with God in a deep and meaningful way etc.
- Meditation can help people to avoid distractions and focus on their beliefs etc.
- Meditation can give people a chance to reflect on religious ideas etc.
- Etc.

Variation:

The candidate identifies two reasons why people would pray without reference to why people would use meditation to pray – 1 mark max per reason

Note: The candidate identifies two reasons which do not refer to why people would use meditation to pray e.g. to relax, de-stress the body etc. – 0 marks.

Question 4. This is a photograph of people showing concern about a moral issue.

- 2 4 A **Pick one thing from the photograph which shows that these people are concerned about a moral issue.** 2

An excellent answer will show an understanding of morality by accurately identifying one thing from this photograph which shows that these people are concerned about what is right and/or wrong on an issue.

Possible Points:

- The people are marching with banners to show they are against war, nuclear arms etc.
- The people are carrying posters that say war is wrong etc.
- The people are protesting on the street etc.
- Etc.

- 2 4 B **Describe one other way in which people can show concern about a moral issue.** 4

An excellent answer will show an understanding of what it means to be moral by giving an accurate account of one other way in which people can show concern regarding what is right and/or wrong about an issue.

Possible Points:

- They can pray about the moral issue etc.
- They can communicate their concerns to others e.g. by letter, radio etc.
- Etc.

- 2 4 C **State two things that can influence a person's view of what is right and wrong.** 4
An excellent answer will show knowledge of the sources of morality by identifying two things that can influence a person's view of what is right and wrong. (2x2)

Possible Points:

- Religion - the moral vision of a religion e.g. The Five Pillars of Islam refer to the obligation to help others through alms giving etc.
- Family – example, way of life etc.
- Etc.

SECTION 3 Candidates must answer ALL the questions

Marks

14

Graded

3 1 Outline two ways in which this conversation shows people searching for the meaning of life.

An excellent answer will show an ability to identify evidence of the human search for meaning in contemporary culture by setting out information on two ways in which this conversation shows people searching for the meaning of life.

(7x2)

Possible Points:

- Chris asks questions about what gives meaning to life etc.
- Dara says that music lets you hear what other people think about the meaning of life etc.
- Pat recalls his grandfather finding meaning in his work etc.
- Sam says that facing challenges gives life meaning etc.
- Etc.

3 2 a The term 'reflection' means

An excellent answer will show an awareness of the facility for questioning as an essential human characteristic by describing the way in which reflection involves the insight a person gains from thinking or becoming aware of his/her own feelings and actions.

6

Graded

Possible Points:

- Thinking deeply about the meaning of life etc.
- Become aware of your feelings and actions etc.
- Etc.

Variation:

The candidate accurately identifies an example of reflection but does not describe how reflection involves the insight a person gains from thinking or becoming aware of his/her own feelings and actions e.g. deep in thought – 2 marks max.

3 2 b Explain two reasons why reflection can help people in their search for the meaning of life.

An excellent answer will show an awareness of the facility for questioning as an essential human characteristic by providing an accurate account of two reasons why reflection can help people in their search for the meaning of life.

10

Graded

(5 x2)

Possible Points:

- Gives time to think and gain insight for him/herself e.g. Chris says you need to think because you can't just take someone else's ideas about the meaning of life etc.
- Looking back at things they have done can make people aware of the difference they have made to the lives of others e.g. helping others; Granddad's work etc.
- Etc.

3 3 Outline the way in which religion can help a person in his/her search for the meaning of life.

An excellent answer will show an ability to identify evidence of the human search in contemporary culture by setting out accurate information on the way in which religion can help a person in his/her search for the meaning of life.

10

Graded

Possible Points:

- Prayer can give a person time to think things out e.g. Dara said praying gives him time to think etc.

- Religion can help a person to make sense of life e.g. Dara said religion helps me find answers etc.
- A person could find support in a community of faith through experiences which could make him/her question the meaning of life e.g. death, suffering etc.
- Etc.

3 4

● Family ● Friends ● Work

10
Graded

Outline the way in which one of the above can help a person in his/her search for the meaning of life.

An excellent answer will show an understanding of sources of meaning in human life by setting out information on the way in which *either* family *or* friends *or* work can help a person in his/her search for the meaning of life.

Possible Points:

- Family - giving advice or showing example e.g. Pat's Granddad etc
- Friends - giving advice or showing example e.g. Sam's friends make a difference etc.
- Work - giving an opportunity to make a difference e.g. Pat's Granddad found meaning in the work he did etc.
- Etc.

SECTION 4 Candidates must answer FOUR of the six questions

Marks

4 1 A a In religious traditions what does the term ‘vocation’ mean?

5

An excellent answer will show an understanding of how communities of faith express their vision and commitment by describing that vocation involves a calling to serve in a particular way.

Graded

Possible Points:

- A calling from God to a particular role or way of life etc.
- A calling to serve as a layperson in a community of faith etc.
- A calling to serve as a religious minister in a community of faith etc.
- Etc.

Variation: A calling – 2 marks max.

Note: A job – 0 marks.

4 1 A b Outline two ways in which people live out their vocation in a community of faith you have studied.

14

An excellent answer will show knowledge of how communities of faith express their vision and commitment by setting out accurate information on two ways in which a calling to serve can be seen within a community of faith.

Graded

(7x2)

Possible Points:

- A religious leader serves the community by celebrating religious services etc.
- A community of faith praying for others etc.
- A community of faith caring for those in need etc.
- Etc.

4 1 B a Describe two things that inspire the religious commitment of members in a community of faith you have studied.

16

An excellent answer will show knowledge of how communities of faith express their vision and commitment by giving an accurate account of two things that inspire dedication to a religious doctrine or cause in a community of faith.

Graded

(8x2)

Possible Points:

- The religious vision of the founder/earliest followers etc.
- The creed/moral code of the world religion to which they belong etc.
- Etc.

4 1 B b Community Breakdown Religious Conflict
Tick ✓ one of the above and outline the way in which it is dealt with by a community of faith you have studied.

15

An excellent answer will show an understanding of how communities of faith express their vision and commitment by setting out accurate information on how a community of faith deals with *either* the tension between individual and community responsibility *or* disagreement between people of different religions.

Graded

Possible Points:

- In the Taizé community Christians of different denominations pray and talk together to learn about each other etc.
- Through the World Council of Churches members of different denominations work together in ways inspired by their shared Christian vision etc.
- Etc.

4 2 A a Each of the different religious groups described below lived in Palestine at the time of Jesus. Tick ✓ the box that most correctly matches each description to the name of a religious group given below. The first description has been correctly matched to the name of a religious group as an example for you. 8
(4x2)

<i>Religious Group 1</i>	<i>Religious Group 2</i>	<i>Religious Group 3</i>
We are wealthy aristocrats and have strong links with the Temple in Jerusalem. We accept Roman rule and have power in Palestine.	We reject Roman rule in Palestine and are ready to fight the Romans.	We do not co-operate with the Romans. We run the local synagogues and are strict about keeping all the laws of Judaism.
The name of the religious group which matches this description is – (Tick ✓ the correct box)	The name of the religious group which matches this description is – (Tick ✓ the correct box)	The name of the religious group which matches this description is – (Tick ✓ the correct box)
Pharisees <input type="checkbox"/>	Pharisees <input type="checkbox"/>	Pharisees <input type="checkbox"/>
Sadducees <input checked="" type="checkbox"/>	Sadducees <input type="checkbox"/>	Sadducees <input type="checkbox"/>
Zealots <input type="checkbox"/>	Zealots <input type="checkbox"/>	Zealots <input type="checkbox"/>

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by matching the following.

Possible Points:

Pharisees <input type="checkbox"/>	Pharisees <input type="checkbox"/>	Pharisees <input checked="" type="checkbox"/>
Sadducees <input checked="" type="checkbox"/>	Sadducees <input type="checkbox"/>	Sadducees <input type="checkbox"/>
Zealots <input type="checkbox"/>	Zealots <input checked="" type="checkbox"/>	Zealots <input type="checkbox"/>

4 2 A b ● Pharisees ● Sadducees ● Romans 14
Graded
(7x2)

Choose two of the above groups and explain why each came into conflict with Jesus.
An excellent answer will show an understanding of moments of conflict in the life of Jesus by giving an accurate account of one or more reasons why *either* the Pharisees *or* the Sadducees *or* the Romans came into conflict with Jesus.

Possible Points:

- *The Pharisees* believed that it was important to obey all religious laws which brought them into conflict with Jesus when he performed miracles on the Sabbath (LK 6:1-5) etc.
- *The Sadducees* were connected with the running of the Temple in Jerusalem which brought them into conflict with Jesus when he was critical of traders in the Temple (Mk 11: 15-19) etc.
- *The Romans* held political power in Palestine which brought them into conflict with Jesus when he was brought before Pontius Pilate (Mk 15:1-15) etc.
- Etc.

4 2 B a **Give two reasons why the Sanhedrin was important in Palestine at the time of Jesus.** 14
Graded
(7x2)

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by identifying two accurate reasons why the Sanhedrin was important at the time of Jesus.

Possible Points:

- The Romans allowed the Sanhedrin to operate as a religious court etc.

- The Sanhedrin voted on religious laws etc.
- Etc.

4 2 B b **Outline what happened when Jesus was brought before the Sanhedrin.**

14
Graded

An excellent answer will show knowledge of the Gospel accounts of the events leading up to the death of Jesus by setting out accurate information on what happened when Jesus was brought before the Sanhedrin.

Possible Points:

- Witnesses came forward with evidence against Jesus etc.
- Jesus was asked if he was the Messiah/ Son of God and accused of blasphemy etc.
- The Sanhedrin sent Jesus to Pontius Pilate, the Roman Governor - (Mt 26: 57 – 67; Lk 22:66 – 71; Mk14: 53 – 65; Jn18: 12 – 24) Etc.
- Etc.

4 3 A a **Tick ✓ one of the following major world religions you have studied.**

5
Graded

Buddhism **Hinduism** **Islam** **Judaism**

People of faith gather to mark key moments in life such as birth, death etc.

Name one religious ceremony that marks an important moment in the life of a believer in the world religion you have ticked above. Name of religious ceremony

An excellent answer will show knowledge of the essential elements of the beliefs and symbols of a world religion by accurately identifying a rite which involves a set pattern of words, actions, movements or gestures that mark an important moment in the life of a believer in the world religion ticked above.

Possible Points:

- Buddhism – Child’s naming ceremony, funeral ceremony etc.
- Hinduism – Sacred Thread ceremony etc.
- Islam – The Aqiqah ceremony etc.
- Judaism - Bar Mitzvah ceremony etc.

Variations:

The candidate identifies a time of religious significance for the world religion ticked above but does not identify a set pattern of words, actions, movements or gestures that mark the time identified in the life of a believer – 2 mark max.

Note:

The candidate identifies a ceremony not associated with the world religion ticked above – 0 mark.

4 3 A b **Outline what happens during the religious ceremony you have named above.**

20
Graded

An excellent answer will show knowledge of the essential elements of the beliefs and symbols of a major world religion listed above by giving an accurate account of the set pattern of words, actions, movements or gestures in the religious ceremony identified above.

Possible Points:

- Buddhist child’s naming ceremony - the child is taken to the temple; a monk will bless the child and may sprinkle the child with water; a candle is lit and held over a bowl of water until some of the wax drops into the bowl etc.
- Hindu Sacred Thread ceremony - begins with the boy and priest sitting on opposite sides of a fire; After saying some prayers and mantras a cord is placed on the boy’s left

shoulder as a sign that he is now considered an adult etc.

- Islam the Aqiqah ceremony - takes place when the child is 7 days old; the child's hair will be cut and an equal weight of gold or silver will be given to the poor etc.
- Judaism Bar Mitzvah - the boy wears a prayer shawl (Tallit), skull cap (Kippah) and straps a Tefillin to his arm and forehead; he is given a prayer book (Siddur) and asked to read from the Torah; the rabbi speaks about the duties of an adult in the community of faith etc.

Note:

- Where the candidate's answer to 3Aa is in error by naming a ceremony not associated with the world religion he/she has ticked from the four listed in the question, avoid consequential penalties to 3Ab as the candidate has been penalised for the error in 3Aa.
- Where a candidate's answer to 3Aa is in error by naming a ceremony not associated with any one of the major world religion listed in Question 3 – Consult your Advising Examiner.

4 3 B a **State the name given to the building where members of the world religion you have ticked above regularly gather for prayer _____**

5
Graded

An excellent answer will show knowledge of the essential elements of the symbols of a world religion by accurately identifying a building where members of the world religion ticked above gather for prayer on a daily, weekly, monthly or yearly basis.

Possible Points:

- Mosque - Islamic tradition etc.
- Mandir/Temple - Hindu tradition etc.
- Synagogue - Jewish tradition etc.
- Temple - Buddhist tradition etc.

Variation:

Where the candidate identifies a particular place but not a building in which members of one of the above world religion regularly gather for prayer e.g. The hills of Arafat in Mecca etc. – 2 marks max

4 3 B b **Describe two ways in which the place you have named above helps believers to pray.**

20
Graded
(10x2)

An excellent answer will show an understanding of the essential elements of the beliefs and symbols of a major world religion listed above by giving an accurate account of two ways in which the building identified in 3Ba helps followers of the world religion ticked above to pray.

Possible Points:

- Buddhist Temple – statues of Buddha help people to meditate; prayer wheels can focus people's minds on prayer etc.
- Hindu Temple – statues of the Hindu Gods can help the person to focus on prayer; incense can remove other distractions etc.
- Mosque – The absence of ornaments can help believers avoid distraction; the Mihrab indicates the direction of Mecca etc.
- Synagogue – The Ark of the Covenant is a reminder of the covenant between Jews and Yahweh/YHWH; The Bimah helps people to hear the reader and shows how important the Torah is etc.

Note:

- Where the candidate's answer to 3Ba is in error by not identifying a building associated with the world religion ticked from the four listed in the question, avoid

consequential penalties to 3Bb as the candidate has been penalised for the error in 3Ba.

- Where a candidate's answer to 3Ba is in error by not identifying a building associated with any one of the major world religions listed in Question 3 – Consult your Advising Examiner.

4 4 A **Buddhism** **Christianity** **Hinduism** **Islam** **Judaism** 16

Imagine you are doing a project on the creation of the world. Tick ✓ one of the above world religions and outline two points it teaches about the creation of the world. *Graded (8x2)*

An excellent answer will show knowledge of a religious world view of creation by setting out information on two main points a world religion teaches about the creation of the world.

Possible Points:

- Buddhism - While there are some creation stories in some Buddhist traditions creation is considered to be in an endless cycle of becoming etc.
- Christianity - God is responsible for the creation of the world and the creation of humankind and people have a special responsibility to care for the earth etc.
- Hinduism - The creation stories in Hinduism suggest many sources of creation but the origin and ultimate source of creation is Brahman; Creation is sustained by Brahman and therefore people have to treat all of creation with reverence etc.
- Islam - The story of creation in the Qur'an/Koran shows that God made the world and that creation is good and holy; People have a special responsibility to care for creation etc.
- Judaism -The stories of creation in Genesis make the points that Yahweh/YHWH is responsible for the creation of the world and the creation of humankind. People have a special responsibility to care for the earth etc.

Note:

Allow the teaching of a particular denomination within the world religion ticked.

4 4 B **Outline two points that science teaches about the creation of the world.** 16
Graded (8x2)

An excellent answer will show knowledge of a scientific world view of creation by setting out information on two main points science makes about the creation of the world.

Possible Points:

- The earth came into existence over a period of time after an explosion in space caused gas and dust to form into our galaxy etc.
- Galileo's discovery about the earth orbiting the sun etc.
- Darwin's theory about life on earth evolved over millions of years etc.
- Etc.

Note:

Allow answers where the candidate sets out information on points from one scientific theory e.g. Evolution or the Big Bang theory etc.

4 4 C **Describe one similarity between what a religion says and what science says about the creation of the world.** 18
Graded

An excellent answer will show an ability to identify points of contact between a scientific and a religious world view of creation by giving an accurate account of one way in which what a religion says about creation is similar to what science says about creation.

Possible Points:

- Science and religion accept that there is order in creation etc.

- Science and religion accept that all parts of creation are interconnected etc.
- Science and religion both say that human beings have a responsibility towards creation etc.
- Etc.

4 5 A a **Tick ✓ one of the following major world religions you have studied and name a time of year that has religious importance for its members.**

5

Buddhism Christianity Hinduism Islam Judaism

Name of time of year _____

An excellent answer will show knowledge of a time of religious significance by accurately identifying a time of year that has importance for the world religion ticked above.

Possible Points:

- Wesak - Buddhism etc.
- Easter - Christianity etc.
- Holi - Hinduism etc.
- Ramadan - Islam etc.
- Pesach / Passover – Judaism etc.

Notes:

The candidate identifies a daily/weekly time that has religious importance but does not identify a time of year that has importance for members of one of the above world religions e.g. Sundays etc. - 0 marks

4 5 A b **Describe one way in which members of a major world religion mark a time of year that has religious importance for them.**

15
Graded

An excellent answer will show an understanding of how a particular time has religious significance by giving an accurate account of one way that a time of religious importance is marked in the world religion with which it is associated.

Possible Points:

- Buddhism – Wesak (Buddha Day) Buddhists visit Sanghas and shrines where they listen to sermons and bring offerings or gifts of food etc.
- Christianity - Easter is marked by a special Eucharistic liturgy on Easter Saturday night etc.
- Hinduism - Divali/Diwali followers on the first day light a lamp outside the door of their house and on the second day decorate their homes with lamps along every windowsill etc.
- Islam – Eid ul Fitr on the last night of Ramadan families watch for the new moon as a sign of the end of Ramadan and on the first day of the new month they go to the Mosque to pray and thank Allah for helping them to keep the fast during Ramadan etc.
- Judaism – Yom Kippur (Day of Atonement) followers fast, pray and some wear a white garment as a symbol of purity. Synagogue prayers begin with followers asking Yahweh/YHWH to forgive them for any promises they have broken during the year and end with the shofar being blown to remind people to stay ‘at one’ with Yahweh/YHWH etc.

Note:

Where the candidate’s answer to 5Aa is in error by not identifying a time of year that has religious importance, avoid consequential penalties to 5Ab as the candidate has been penalised for the error in 5Aa.

- 4 5 A c **Outline the religious meaning of one ritual that marks an important time of year for members of a major world religion.** 15
Graded

An excellent answer will show an understanding of ritual as an element of worship by giving an accurate account of the religious meaning of a set pattern of words, symbolic actions, movements or gestures that mark an important time of year for members of a major world religion.

Possible Points:

- Buddhism e.g. Wesak - Buddha's enlightenment and the enlightenment that comes from Buddha etc.
- Christianity e.g. Easter - the life, death and resurrection of Jesus etc.
- Hinduism e.g. Holi - the Hindu god Krishna, new life etc.
- Islam e.g. Ramadan – the importance of Allah to followers of Islam etc.
- Judaism e.g. Pesach/Passover/Seder - the Exodus experience etc.

- 4 5 B **People have different ways of participating in worship – gestures, music, readings etc. Explain how one way of participating in worship can help people to communicate with God.** 15
Graded

An excellent answer will show knowledge of participation as an element of worship by giving one or more reasons that account for how actively taking part in worship can help people to communicate with God.

Possible Points:

- E.g. Music – St. Augustine: 'he who sings prays twice'; people can find music enjoyable, expressive etc.
- Gestures/movements e.g. Rak'ah in Islam can help a person to concentrate etc.
- Etc.

- 4 6 A **Outline what the term 'conscience' means.** 10
Graded
- An excellent answer will show an understanding of the meaning of conscience by setting out accurate information on the way in which conscience can help a person come to an understanding of the difference between right and wrong in making a moral decision.

Possible Points:

- The use of reason to decide what is morally right/wrong etc
- An inner voice that guides moral decisions etc.
- An awareness of right and wrong with regard to a person's thoughts and actions etc.
- Etc.

- 4 6 B a **Explain how a person's religious faith could influence his/her conscience.** 12
Graded
- An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of one or more reasons for the way in which religious faith could influence a person's understanding of right and wrong in making a moral decision.

Possible Points:

- A person of faith might pray about a moral decision he/she must make etc.
- The moral code of a person's religion could influence a person's conscience etc.
- The teaching of the founder or religious leaders might influence how a believer judges what is right in a situation etc.
- Etc.

4 6 B b **Apart from religious faith, explain how one other factor could influence a person's conscience.**

12
Graded

An excellent answer will show an ability to identify sources of morality by giving an accurate account of one or more reasons for the way in which something other than religious faith could influence a person's understanding of right and wrong in making a moral decision.

Possible Points:

- Family – children's understanding of right and wrong is influenced by their parents etc.
- Friends – peer pressure etc.
- Etc.

4 6 C **Describe one way in which a person's conscience can develop as he/she grows older.**

16
Graded

An excellent answer will show a sense of the development of personal morality by giving an accurate account of one way in which a person's understanding of the difference between right and wrong can develop as he/she grows older.

Possible Points:

- Growing older a person may become more aware of the needs of others which can influence a person's understanding of the difference between right and wrong etc.
- Meeting different people, engaging with different ways of looking at things may make a person's conscience more informed etc.
- Etc.

Variation:

The candidate gives an account of how a person's thinking changes as he/she grows older but does not make reference to one way in which there is development in his/her understanding of the difference between right and wrong – 7 marks max.

SECTION 5 Candidates must answer one of the six questions

Marks

- 5 1 **Outline the way in which leadership within a community of faith involves -**
i. Authority. ii. Service.

70
Graded

An excellent answer will show knowledge of the connection between leadership and authority in a community of faith by setting out accurate information on the way in which power/influence and working for the benefit of others is part of leadership within a community of faith.

Possible Points:

- The way in which power/influence and working for the benefit of others features in the role of a particular leader in a community of faith etc.
- The way in which power/influence and working for the benefit of others features in the role of a particular leadership structure in a community of faith etc.

Variations:

- The candidate sets out accurate information on the way in which power or influence is part of leadership within a community of faith without reference to the way in which working for the benefit of others is part of leadership within a community of faith. – 35 marks max
- The candidate sets out accurate information on the way in which working for the benefit of others is part of leadership within a community of faith, without reference to the way in which power or influence is part of leadership within a community of faith. – 35 marks max

- 5 2 **Examine the way in which Jesus celebrated the Last Supper as both a Passover meal and Eucharist.**

70
Graded

An excellent answer will show an understanding of the Last Supper as a meal in the Passover tradition by examining the way in which Jesus celebrated the Last Supper and providing supporting evidence for the conclusions drawn in relation to the Last Supper as a Passover Meal and as a Eucharist.

Possible Points:

- Jesus celebrated the Last Supper as a Passover Meal e.g. -
 - Jesus used words from the rite of the Seder meal
 - Jesus took the bread and gave it a new meaning
 - Jesus took the wine and gave it a new meaning
 - Etc.
- Jesus celebrated the Last Supper as a Eucharist e.g. -
 - Jesus gave thanks for what he had received
 - Jesus asked for God's blessing
 - Etc.

- 5 3 **◆ Buddhism ◆ Hinduism ◆ Islam ◆ Judaism**
In the history of world religions there are key moments that shape their development. Profile the way in which one of the above world religions has been shaped by experiencing a time of *either* persecution *or* expansion.

70
Graded

An excellent answer will show knowledge of important moments in the story of a major world religion listed above by tracing the influence of a moment of persecution or a moment of expansion on the development of a world religion listed above.

Possible Points:

- Buddhism - expansion e.g. An Indian emperor influenced by Buddhist teaching facilitated the spread of Buddhism throughout India which influenced the development of Buddhism as it adapted to local cultures e.g. Theravada, Mahayana Buddhism etc.
- Hinduism - expansion e.g. the first Hindu people to settle outside of India influenced the development of Hinduism as their local customs were not as easy to maintain in a new country etc.
- Islam – persecution e.g. The Hijra - when Muhammad was forced to flee Mecca influenced the development of Islam as it marked the beginning of Islam as a separate and distinct religion etc.
- Judaism - persecution e.g. the Babylonian exile etc. gave rise to the religious practice of mourning and fasting for Tisha B'Av etc.

Note:

Where a candidate's answer is in error by tracing the influence of a moment of persecution or a moment of expansion on the development of a world religion that is not any one of the world religions listed above – Consult your Advising Examiner.

- 5 4 **Imagine you are preparing a talk about religious belief in Ireland today. Outline what you would say about each of the following points –** 70
Graded
(35x2)
- i. Changing patterns of religious belief in Ireland today.**
ii. Challenges to religious belief in Ireland today.

An excellent answer will show awareness of the changing patterns of religious belief in Ireland and show an understanding of the challenge posed to religious belief by setting out accurate information on the changing patterns and challenges to religious belief in Ireland today.

Possible Points:

- Changing patterns of religious belief in Ireland today e.g.
 - Drop in attendance at religious services among all age groups (EVS) etc.
 - Increase in the number of different religions now practised in Ireland etc.
- Challenges to religious belief in Ireland today e.g.
 - Materialism, secularism, atheism etc. could be a challenge because not everyone may value religious belief etc.

- 5 5 **● Prayer of Petition ● Prayer of Praise ● Prayer of Thanksgiving** 70
Graded
(35x2)
Examine how two of the above types of prayer express the religious beliefs of a major world religion you have studied

An excellent answer will show an ability to differentiate between different types of prayer by presenting the similarities and or differences in the religious beliefs that are expressed in two of the above types of prayer.

Possible Points:

- Prayer of Petition - express belief in God's ability to help people; God is powerful etc.
- Prayer of Praise - express belief in God as the Creator; God should be honoured etc.
- Prayer of Thanksgiving - express belief that people should be grateful for what they receive from God; God is generous, caring for people etc.

- 5 6 a **Outline what libertarianism sees as the relationship between personal morality and a country's law.** 35
Graded

An excellent answer will show an understanding of the relationship between state law and personal morality by setting out accurate information on what libertarianism sees as the relationship between personal morality and a country's law.

Possible Points:

- Morality should be a private matter; the state should not become involved etc.
- Everyone should be free to do as they choose, so long as they don't interfere with the equal freedom of others etc.
- A country's law that restricts the freedom of an individual person should be rejected etc.
- Etc.

5 6 b **Examine how there might be conflict between the libertarian point of view and a country's law on one moral issue you have studied.**

35
Graded

An excellent answer will show an understanding of the relationship between state law and personal morality by looking closely at the way in which there could be conflict between libertarianism and a country's law regarding a moral issue.

Possible Points:

- A conflict may arise if the State believes that it must protect people's rights especially in situations that a libertarian considers to be completely private e.g. adoption, marriage etc.
- Etc.

JUNIOR CERTIFICATE RELIGIOUS EDUCATION

JOURNAL WORK 2008 - HIGHER LEVEL MARKING SCHEME

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2008

Two titles are given for each section of the syllabus. Students select any **one** from the following list:

Section A. Communities of Faith

- a. 1. A profile of how one community of faith serves the needs of people.
- a. 2. A survey of the work done by one community of faith to promote respect for its own beliefs and the beliefs of others.

Section B. Foundations of Religion – Christianity

- b. 1. A study of what Jesus' parables tell people about the Kingdom of God.
- b. 2. An analysis of the impact of the Resurrection on the followers of Jesus.

Section C. Foundations of Religion – Major World Religion

- c. 1. An examination of the importance of prayer in the life of a believer in one of the following world religions – Buddhism, Hinduism, Islam or Judaism.
- c. 2. All world religions have certain key beliefs or creeds. A case study on the influence of a key belief on a member's way of life in one of the following world religions – Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d. 1. A survey of religious practice in my locality.
- d. 2. An examination of how the stories of the earliest followers influence believers in one of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

Section E. The Celebration of Faith

- e. 1. Religious symbols – An exploration of their meaning and purpose in one of the following world religions – Buddhism, Christianity, Hinduism, Islam, Judaism
- e. 2. Research the importance of communal prayer for young people today.

Section F. The Moral Challenge

- f. 1. A study of how *either* a religious group *or* a religious organisation is working for peace.
- f. 2. People of faith have a responsibility to care for the earth. An investigation of the value placed on stewardship by members of one of the following world religion – Buddhism, Christianity, Hinduism, Islam, Judaism.

(Circulars S103/06 and S86/07)

General Guidelines for Completion of the Journal Booklet

Titles for journal work are common to Ordinary Level and Higher Level.

Students are requested to submit journal work on **one** title only.

In undertaking journal work students may work in groups or undertake a visit or investigation as a whole class. However, each student must complete and submit an individual journal for assessment.

The cues/prompts in each section of the booklet may be used where relevant to assist students in completing their journals.

Students may draw diagrams/illustrations directly onto the Journal Booklet. They should not, however, attach or affix material to the Journal Booklet.

1. In completing the Journal Booklet Section One - Introduction the student should:

- Indicate whether he/she did journal work on his/her own, or as part of a group/ whole class
- Identify the title he/she chose from their prescribed list for journal work
- Name a personal title for their journal work that is relevant to the prescribed title and indicative of the student's own personal experience
- State the reason why he/she personally chose this title. Explain how the chosen title generated personal interest or enthusiasm or the way in which he/she had a particular concern about this topic
- Describe what he/she hoped to achieve/learn/find out by doing journal work on the chosen title.

2. In completing the Journal Booklet Section Two – Getting Started the student should:

- Describe the way(s) he/she planned to personally engage with the chosen title and identify the skill(s) he/she hoped to use.

3. In completing the Journal Booklet Section Three - Work the student should:

- Describe the work in which he/she personally engaged. If the student did journal work as part of a group/whole class, he/she should describe the work in which the group or whole class engaged, as well as the work done by him/her personally
- State the reason why he/she chose this way of doing journal work
- Describe his/her reaction to the work engaged in for the journal. If the student did journal work as part of a group/whole class, he/she should describe the reaction of the group or whole class, as well as indicating whether it was similar to or different from his/her own personal reaction.

4. In completing the Journal Booklet Section Four – Discoveries the student should:

- State what he/she learned from doing journal work on the chosen title
- Describe the effect doing journal work had on him/her
- Identify two skills he/she used in doing journal work on this title and describe how he/she used them
- Identify two links between his/her journal work and other aspects of the Junior Certificate Religious Education course.

5. In completing the Journal Booklet Section Five – Looking Back the student should:

- Reflect on and evaluate how he/she approached doing journal work on his/her chosen title
- Indicate what went well in his/her journal work
- Identify how he/she would do journal work differently if starting again.

Journal Work

The aims of journal work are:

- to afford the students the opportunity to encounter the lived reality of religion today
- to facilitate the exploration of an area of personal interest or concern
- to offer an opportunity for reflection on that encounter and exploration
- to support the development of skills in reflection, engagement, analysis and the identification of future action

The inclusion of journal work as an assessment component gives students an opportunity to demonstrate the broadest range of the knowledge, understanding, skills and attitudes within the objectives of the syllabus.

(Adapted from NCCA Guidelines page 74 & Religious Education Syllabus page 45/46)

Assessment of the Journal Booklet

SECTION ONE INTRODUCTION

TITLE	The personal title of my journal work is...	2 marks
	I chose this title because...	4 marks
BEGINNING	By doing journal work on this title I hoped to...	6 marks

SECTION TWO GETTING STARTED

PREPARING	To prepare for doing my journal work I...	12 marks
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SECTION THREE WORK

DESCRIBING	To do my journal work I...	12 marks
	I included this in my journal work because ...	6 marks
YOUR REACTION	My reaction to doing this work was...	6 marks

SECTION FOUR DISCOVERIES

LEARNING	I learned...	10 marks
	As a result of what I have learned I will...	10 marks
SKILLS	I used _____ skills when I...	5 marks
	I used _____ skills when I...	5 marks
LINKING	My journal work reminded me of studying... because...	6 marks
	My journal work reminded me of studying... because...	6 marks

SECTION FIVE LOOKING BACK

REFLECTING	Looking back at my experience of doing journal work on this title...	10 marks
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Journal Total: 100 marks

- Candidates are required to submit journal work on **one** title only.
- Titles for journal work are **common to Ordinary Level and Higher Level**. A candidate's Journal Booklet should be **marked at the level at which he/she took the examination**.
- In Section One – Introduction candidates are required to indicate whether he/she did journal work on his/her own, or as part of a group/whole class and this should be reflected where appropriate in the marks awarded for subsequent sections.
- Candidates may draw diagrams/illustrations directly onto the Journal Booklet. They should not, however, attach or affix material to the Journal Booklet.

SECTION ONE - INTRODUCTION

TITLE Candidates are required to complete the following lead statements:

- *The personal title of my journal-work is...*

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2008 prescribed title.

- *I chose this title because...*

Marks 4	Criteria
0 - 1	Reason / explanation irrelevant to the journal work title.
2 - 3	A general reason / explanation given but insufficient indication of personal interest / enthusiasm / concern in relation to the journal work title.
4	Clear evidence of personal interest / enthusiasm / concern in relation to the journal work title.

BEGINNING

- *By doing journal work on this title I hoped to...*

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2008 prescribed title.
1 - 2	A general description is given of what the candidate hoped to achieve / learn / find out but it is not related to the chosen 2008 prescribed title.
3 - 4	A full and relevant description of what the candidate hoped to achieve / learn / find out that is clearly linked with the chosen 2008 prescribed title.
5 - 6	A full and relevant description of what the candidate hoped to achieve / learn / find out by doing journal work on the chosen 2008 prescribed title which reflects one or more of the following: <ul style="list-style-type: none">• encountering religion as a living reality in the candidates community• an opportunity for reflection on the stories or narratives that are part of a tradition• time for extended engagement with a theme or topic• Etc.

SECTION TWO - GETTING STARTED

- *To prepare for doing my journal work I*

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and / or the skill(s) he/she hoped to use in doing journal work on the chosen 2008 prescribed title.
5 - 8	A general description of the candidate's personal planning and / or the skill(s) he/she hoped to use in doing journal work on the chosen 2008 prescribed title.
9 - 12	A detailed description of the candidate's personal planning and / or the skill(s) he/she hoped to use in doing journal work on the chosen 2008 prescribed title.

SECTION THREE – WORK

DESCRIBING

- *To do my journal work I*

Marks 12	Criteria
0 - 4	A limited description of the work (assignments / events / activities / etc.) in which the candidate and / or group engaged in relation to the chosen 2008 prescribed title.
5 - 8	A general description of the work (assignments / events / activities / etc.) in which the candidate and/or group engaged in relation to the chosen 2008 prescribed title.
9 - 12	A detailed description identifying and recalling the work (assignments / events / activities / etc.) in which the candidate and / or group engaged in relation to the chosen 2008 prescribed title.

- *I included this in my journal work because...*

Marks 6	Criteria
0 - 2	A limited explanation / reason given as to why journal work on the chosen 2008 prescribed title was approached in this way.
3 - 4	A general explanation / reason given as to why journal work on the chosen 2008 prescribed title was approached in this way.
5 - 6	A detailed explanation / reason given as to why journal work on the chosen 2008 prescribed title was approached in this way.

YOUR REACTION

- *My reaction to doing this work was...*

Marks 6	Criteria
0 - 2	Reaction containing little or no description / elaboration as to what the candidate and / or group found most interesting, hardest etc. in working on the chosen 2008 prescribed title.
3 - 4	Reaction containing a general description / limited elaboration as to what he / she / they found most interesting, hardest etc. in working on the chosen 2008 prescribed title.
5 - 6	Reaction containing a detailed description / elaboration as to what he / she / they found most interesting, hardest etc. in working on the chosen 2008 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
3 – 6	Some evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
7 - 10	Substantial evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate’s knowledge /understanding /experience.

- *As a result of what I have learned I will...*

Marks 10	Criteria
0 - 2	Little or no evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.

SKILLS

- *I used _____ skills when I.....*

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.

- *I used _____ skills when I.....*

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.

LINKING

- *My journal work reminded me of studyingbecause.....*

Marks 6	Criteria
0	No link identified or explained between the candidate's journal work and other aspects of the Junior Certificate Religious Education course.
1	Link identified and no explanation given.
2	Link identified and vague inadequate description / explanation given.
4	Link identified and general description / explanation given.
6	Link identified and detailed description / explanation given.

- *My journal work reminded me of studying.....because.....*

Marks 6	Criteria
0	No link identified or explained between the candidate's journal work and other aspects of the Junior Certificate Religious Education course.
1	Link identified and no explanation given.
2	Link identified and vague inadequate description/explanation given.
4	Link identified and general description/explanation given.
6	Link identified and detailed description/explanation given.

SECTION FIVE - LOOKING BACK

- *Looking back at my experience of doing journal work on this title.....*

Marks 10	Criteria
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title
5 - 6	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title
7 - 8	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title
9 - 10	Substantial evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2008 prescribed title afresh

- The assessment of Religious Education at Junior Certificate Higher Level is based on the objectives relating to knowledge, understanding, skills and attitudes within each section of the Junior Certificate Religious Education syllabus published by the Department of Education and Science in 2000.
- The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year.
- Where a mark is graded in the examination paper marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.
- The support notes presented in this marking scheme are neither exhaustive nor complete.
- Further relevant points presented by candidates will be marked and rewarded on their merits.