



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2010

MARKING SCHEME

RELIGIOUS EDUCATION

HIGHER LEVEL

General Introduction

- 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 Skills 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.

SECTION 1

Mark

Candidates must answer TEN of the following twenty questions.

1 1 To behave morally means

5
Graded

Marking Criteria:

An excellent answer will show an awareness of what it means to be moral by stating that to behave morally means to act in a way whereby one seeks to do the right thing.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

1 2 The Roman Catholic Church is one Christian denomination in Ireland. Name another Christian denomination in Ireland.

5

Marking Criteria:

An excellent answer will show knowledge of the churches and religious groups found in Ireland by accurately identifying a denomination found in Ireland other than the Roman Catholic Church.

Possible Points:

- Church of Ireland
- Methodist Church
- Russian Orthodox Church
- Etc.

Note: Allow: C of I etc.

**1 3 The writers of the four Gospels are called –
(Tick ✓ the correct box) Evangelists Martyrs Prophets**

5

Marking Criteria:

An excellent answer will show an understanding of the development of the Gospels by identifying ‘Evangelists’ as the answer relevant to the question.

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

1 4 In a religious tradition the term ‘integrity’ means

5
Graded

Marking Criteria:

An excellent answer will show an understanding of a religious moral vision by accurately identifying that in religious traditions the term ‘integrity’ refers to behaving in a way that is in keeping with your beliefs.

Possible Points:

- Behaving in a way that is honest, upright etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

- 1 5 The crucifixion of Jesus is most associated with which one of the following places - (Tick ✓ the correct box) Gaza Gilgal Golgotha 5**

Marking Criteria:

An excellent answer will show knowledge of the events leading up to the death of Jesus by identifying ‘Golgotha’ as the answer relevant to the question.

- 1 6 Agnosticism holds the view that 5**
Graded

Marking Criteria:

An excellent answer will show an awareness of a world view by accurately identifying that agnosticism is the view that we know nothing of things beyond material phenomena. Neither the existence of God nor the non-existence of God can be proven.

Possible Points:

- People are unsure about the existence of God etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>		<i>Question Marks</i>
5	4	3	2	1	>	0
						5

- 1 7 The name Vishnu is most associated with which one of the following world religions? (Tick ✓ the correct box) Hinduism Islam Judaism 5**

Marking Criteria:

An excellent answer will show knowledge of the beliefs of a major world religion by identifying ‘Hinduism’ as the answer relevant to the question.

- 1 8 Confirmation is one example of a Christian sacrament. Name one other Christian sacrament. 5**

Marking Criteria:

An excellent answer will show an understanding of the Christian sacraments by accurately naming one Christian sacrament other than confirmation.

Possible Points:

- Eucharist/ Holy Communion
- Baptism
- Etc.

- 1 9 Sectarianism is the hatred of another person because of his/her religion. (Tick ✓ the correct box) True False 5**

Marking Criteria:

An excellent answer will show an understanding of the implications of sectarianism by accurately identifying ‘True’ as the answer relevant to the question.

- 1 10 Ecumenism involves 5**
Graded

Marking Criteria:

An excellent answer will show an awareness of the ecumenical movement by accurately describing how ecumenism involves the bringing together of different Christian denominations to discuss issues of common interest.

Possible Points:

- Definition of the term ecumenism e.g. the bringing together of Christian denominations to promote understanding and respect etc.
- An example of ecumenism e.g. ICC; a Roman Catholic and Church of Ireland carol service etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

- 1 11 **The name Yahweh/YHWH is most associated with which one of the following world religions? (Tick ✓ the correct box) Buddhism Hinduism Judaism** 5

Marking Criteria:

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

- 1 12 **Worship is one way in which people express religious belief. Name another way in which people express religious belief.** 5

Marking Criteria:

An excellent answer will show an understanding that religious belief can find expression in prayer and ways of life by accurately identifying one way in which people express religious belief other than worship.

Possible Points:

- Wearing religious dress etc.
- The lifestyle a person leads e.g. pacifism, vegetarianism, doing volunteer work etc.
- Etc.

Note: Allow descriptive answers.

- 1 13 **Jesus was born in the province of - (Tick ✓ the correct box) Galilee Judaea / Judea Samaria** 5

Marking Criteria:

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately identifying 'Judaea / Judea' as the answer relevant to the question.

- 1 14 **One reason for community breakdown is** 5
Graded

Marking Criteria:

An excellent answer will show an understanding of the tension between individual and community responsibility by stating one accurate reason for community breakdown.

Possible Points:

- Lack of co-operation etc.
- Inadequate communication etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

- 1 15 Secularism holds the view that the laws of a country should be based on religion. (Tick ✓ the correct box) True False** **5**

Marking Criteria:

An excellent answer will show an awareness of a world view by accurately identifying 'False' as the answer relevant to the question.

- 1 16 A person's conscience helps him/her to** **5**
Graded

Marking Criteria:

An excellent answer will show an understanding of the meaning of conscience by stating that a person's conscience helps him/her to know the difference between right and wrong in making a moral decision.

Possible Points:

- Be aware of right and wrong with regard to a person's thoughts, actions etc.
- Be a moral person etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

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

Marking Criteria:

An excellent answer will show knowledge of the beliefs of a major world religion by identifying 'Islam' as the answer relevant to the question.

- 1 18 Making a decision that a person believes is right, is the final stage in the process of moral decision-making. State another stage in the process of moral decision-making.** **5**
Graded

Marking Criteria:

An excellent answer will show an understanding of the process of moral decision-making by accurately identifying a stage in the process a person goes through in deciding what is right and wrong other than that of making a decision.

Possible Points:

- Communicate with God in prayer for guidance in his /her decision-making etc.
- Consult a religious leader/ sacred text for guidance in his /her decision-making etc.
- Process of CHOICE; LISTEN; STOP etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

- 1 19 The Paritta is a prayer most associated with which one of the following world religions. (Tick ✓ the correct box) Buddhism Islam Judaism** **5**

Marking Criteria:

An excellent answer will show an understanding of prayer in a religious tradition by accurately identifying 'Buddhism' as the answer relevant to the question.

- 1 20 Participation is one element of worship. Name another element of worship.** **5**
Graded

Marking Criteria:

An excellent answer will show an understanding of the elements of worship by accurately identifying a way in which God/the divine can be honoured other than by participation.

Possible Points:

- Ritual e.g. lighting a candle etc.
- Lifestyle e.g. fasting during Ramadan etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

SECTION 2

Mark

Candidates must answer three of the following four questions.

Question 1. This drawing is based on Jesus calling his disciples.

- 2 1A Pick one thing from the drawing which suggests that it is based on Jesus calling his disciples. 2**

Marking Criteria:

An excellent answer will show knowledge of the calling of Jesus' disciples by choosing one thing from the drawing that shows that it is based on Jesus calling his disciples.

Possible Points:

- Jesus has his arm out-stretched in a gesture of calling etc.
- The men seem to be listening - kneeling & looking at Jesus etc.
- Disciples were fishermen etc.
- Etc.

- 2 1B Name one person whom Jesus called to be his disciple. 2**

Marking Criteria:

An excellent answer will show knowledge of the words and actions of Jesus by accurately identifying one person whom Jesus called to be his disciple.

Possible Points

- One of the twelve apostles - Peter etc.
- Mary Magdalene etc.
- St. Paul etc.
- Etc.

- 2 1C State two things that Jesus asked his disciples to do. 6**

Marking Criteria:

(3Mx2)

An excellent answer will show knowledge of the words and actions of Jesus by accurately identifying two things that Jesus asked his disciples to do.

Possible Points:

- Love God - "...love the Lord your God with all your heart, and with all your soul, and with all your mind." (Matthew 22:37NRSV) etc.
- Love neighbour – "...love your neighbour as yourself" (Matthew 22:39 NRSV) etc.
- Spread the Good news – "Go therefore and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit"(Matthew 28:19 NRSV) etc.

Note: Allow descriptive answers.

Question 2. This is a picture of a child's image of God.

2 2A Pick one thing from this picture which suggests that it is based on an image of God. 2

Marking Criteria:

An excellent answer will show an awareness of the variety of images of God by accurately identifying one thing from this picture which suggests that it is based on an image of God.

Possible Points:

- Image of person with halo etc.
- Christ figure with crown of thorns and cross etc.
- Etc.

2 2B State two things this image shows about the child's understanding of God. 4

Marking Criteria:

(2M x2)

An excellent answer will show an awareness of the variety of images of God and their sources by accurately identifying two things that this image shows about an understanding of God.

Possible Points:

- God in the form of a person etc.
- The suffering of Jesus etc.
- The heavenly nature of God - halo /wings etc.
- Etc.

2 2C Give one other example of an image of God. 4

Marking Criteria:

An excellent answer will show an awareness of the variety of images of God by accurately identifying one other example of an image of God.

Possible Points:

- Nature images - rock, fire, wind etc.
- Christianity e.g. Jesus – Son of God, shepherd, lord, father, spirit etc.
- Hinduism e.g. Brahman – present in all things etc.
- Judaism e.g. Yahweh/YHWH - creator, guide etc.
- Etc.

Question 3. This is a photograph of a person performing a religious ritual.

- 2 3A Pick one thing from this photograph which suggests that this person is performing a religious ritual. 2**

Marking Criteria:

An excellent answer will show an understanding of ritual as an element of worship by accurately identifying one thing from this photograph which suggests that this person is performing a religious ritual.

Possible Points:

- Clothing – coloured robe; painted symbol on forehead etc.
- Gesture – hands joined in prayer etc.
- Action – eyes closed in concentration; using prayer beads etc.
- Etc.

- 2 3B State two reasons why people perform religious rituals. 4**

Marking Criteria:

(2M x2)

An excellent answer will show an understanding of ritual as an element of worship by accurately identifying two reasons why people use religious rituals to express their faith.

Possible Points:

- To express what can be difficult to put into words - symbolic language etc.
- To communicate with others at a spiritual and emotional level etc.
- To give witness to their faith in a communal way etc.
- Etc.

- 2 3C Give one other example of a religious ritual. 4**

Marking Criteria:

An excellent answer will show an understanding of ritual as an element of worship by accurately identifying another example of a set pattern of words, symbolic actions, movements or gestures that express a person's religious belief.

Possible Points:

- Posture – kneel; stand etc.
- Sign – making a sign of the cross; sharing a sign of peace etc.
- Etc.

Question 4. This is a photograph of a religious symbol.

2 4A Pick one thing from this photograph which suggests that this is a religious symbol. 2

Marking Criteria:

An excellent answer will show an awareness of the place of symbol in religious traditions by accurately identifying one thing from this photograph which suggests that this is a religious symbol.

Possible Points:

- A crucifix – symbol associated with the Christian tradition etc.
- Cross hung on wall and lit in a way which highlights the figure of Jesus etc.
- Etc.

2 4B With which one of the following world religions is this symbol most associated? 2

(Tick ✓ the correct box) Buddhism Christianity Hinduism Islam
Judaism

Marking Criteria:

An excellent answer will show an awareness of the place of symbol in religious traditions by accurately identifying ‘Christianity’ as the answer relevant to the question.

2 4C Give two reasons why people use symbols when they are praying. 6

Marking Criteria:

(3Mx2)

An excellent answer will show an awareness of the place of symbol in religious traditions by giving two accurate reasons why people use symbols when they are praying.

Possible Points:

- Object, gesture or action that helps people express religious beliefs etc.
- Symbols express what can be difficult to put into words etc.
- Water – symbol of the person being cleansed, renewed etc.
- Etc.

SECTION 3

Candidates must answer ALL the questions.

Mark

3 1

Outline how this article shows what is meant by one of the following terms:

12
Graded

- **MARTYRDOM** ● **MISSION**

Marking Criteria:

An excellent answer will show an understanding of martyrdom or mission by setting out accurate information on how the meaning of *either* martyrdom *or* mission can be seen in this article.

Possible Points:

- Martyrdom - a person giving witness to his/her religious beliefs by refusing to give them up in the face of suffering and death e.g. Oscar Romero knew that his life was in danger by speaking out against injustice; Oscar Romero was shot dead while celebrating the Eucharist because he spoke out against the injustice and abuse of human rights etc.
- Mission - an activity engaged in by members of a community of faith to serve God and others e.g. Oscar Romero shared the message of the Gospel with people and encouraged them to remain committed in to their religious beliefs etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
12 > 11	10 > 9	8 > 7	6 > 5	4 > 3	2	1 > 0	12

3 2

Describe another example of how *either* martyrdom *or* mission can be seen in a community of faith that you have studied.

15
Graded

Marking Criteria:

An excellent answer will show an understanding of how people of faith show their vision and commitment by giving an accurate account of an example of how *either* martyrdom *or* mission can be seen in a community of faith other than the example of Oscar Romero.

Possible Points:

- Martyrdom - a person/group giving witness to religious beliefs by refusing to give them up in the face of suffering and death e.g. Stephen the first martyr associated with the early Christians; Martin Luther King etc.
- Mission - an activity engaged in by a member/members of a community of faith to serve God and others e.g. a person/group working to spread the word of God; SVP's mission is to live out faith in actions etc.

Variation:

A candidate gives an account of an example of how *either* martyrdom *or* mission can be seen in a community but fails to refer to a community of faith – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15

3 3 a ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

5

Oscar Romero is one example of a person whose faith has inspired others.

Name another person, associated with one of the world religions listed above, whose faith has inspired others.

Marking Criteria:

An excellent answer will show an ability to identify evidence of religious belief in stories from a major world religion by accurately identifying a person whose faith has inspired others in one of the world religions listed in the question.

Possible Points:

- Christianity – Martin Luther King; Jean Vanier; Mother Teresa etc.
- Hinduism – Mahatma Gandhi etc.
- Judaism - Moses etc.
- Etc.

Variation:

A candidate identifies a person who has inspired others but makes no reference to one of the world religions listed in the question – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
5	4	3	2	1	>	0	5

3 3 b Outline how the religious faith of the person you have named above can be seen in an event from his/her life. 18
Graded

Marking Criteria:

An excellent answer will be able to identify evidence of religious belief in stories from a major world religion by setting out accurate information on how the religious faith of the person named in question 3a can be seen in an event from his/her life.

Possible Points:

- Christianity – Martin Luther King Memphis speech preaching about his faith and belief in equality for all etc.
- Hinduism – Mahatma Gandhi’s ‘Quit India’ speech; Satyagraha philosophy and practice of non-violent resistance etc.
- Judaism – Moses’ trust in Yahweh/YHWH seen in leading the people to the Promised Land etc.
- Etc.

Note: Avoid consequential penalties where a candidate has not met the marking criteria required in question 3a above.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18

SECTION 4
Candidates must answer Four of the six questions.

Mark

4 1A a Name one religious leader associated with a community of faith in Ireland.

5

Marking Criteria:

An excellent answer will show knowledge of the leadership role within a community of faith by accurately identifying the name of a leader in a community of faith in Ireland.

Possible Points:

- Pope John Paul 11; Benedict XVI; Archbishop Diarmuid Martin etc.
- Archbishop John Neill etc.
- Etc.

Variation:

The candidate identifies a leader in a community of faith in Ireland but fails to name the leader as the question requires. – 2 marks Max

4 1A b Describe one example of the work done by a religious leader in a community of faith in Ireland.

15
Graded

Marking Criteria:

An excellent answer will show an understanding of the leadership role within a community of faith by giving an accurate account of work done by a religious leader in a community of faith in Ireland.

Possible Points:

- Represents the community in different situations etc.
- Preaches or gives direction within the community etc.
- Leads the community in worship or the celebration of rites etc
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15

4 1 B a ● COMMITMENT ● PREACHING

12
Graded

Describe what is meant by each of the above terms in a community of faith.

Marking Criteria:

An excellent answer will show an understanding of the characteristics of communities of faith by giving an accurate account of what is meant by commitment or preaching in a community of faith.

Possible Points:

- Commitment - declared attachment to a religious doctrine/cause; people undertaken to give their time, resources e.g. being a Minister of the Word, Eucharist etc.; members of the Taizé community vow to live a celibate life; share all their goods; accept the authority of the community leader etc.
- Preaching - teaching about religious beliefs/scriptural ideas; gives direction within the community e.g. religious leader explaining a sacred text or teaching people about the beliefs of a religion etc.

Note: Allow descriptive answers.

Variation:

A candidate gives an account of what is meant by commitment *or* preaching in a community but fails to refer to a community of faith – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
6 > 5	4	3	2	1	>	0	6Mx2

4 1 B b Explain two reasons why *either* commitment *or* preaching is important for the members of a community of faith.

18
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of communities of faith by giving an accurate account of two reasons why commitment *or* preaching is important for the members of a community of faith.

Possible Points:

- Commitment – Witness to the beliefs of the community; members can contribute and support others within the community of faith etc.
- Preaching – Teaches people about the beliefs of a religion; gives direction on issues that concern the community etc.

Variation:

A candidate gives an account of two reasons why commitment *or* preaching is important for the members of a community but fails to refer to a community of faith – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
9 > 8	7 > 6	5	4	3	2	1 > 0	9M x2

4 2 A Examine the way in which the Jewish religion was structured in Palestine at the time of Jesus. **16**
Graded

Marking Criteria:

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by setting out accurate information on the way in which the Jewish religion was organised in Palestine at the time of Jesus.

Possible Points:

- The Temple in Jerusalem; Sanhedrin; High Priest etc.
- Jewish religious groups at the time of Jesus e.g. Pharisees etc.
- Local synagogue where local Rabbi would teach the law of God etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
16 > 14	13 > 12	11 > 9	8 > 7	6 > 4	3 > 2	1 > 0	16

4 2 Ba Describe two difficulties the first Christians faced after the death of Jesus. **18**
Graded

Marking Criteria:

An excellent answer will show an awareness of the emerging identity of the first Christian communities by giving an accurate account of two difficulties the first Christian faced after the death of Jesus.

Possible Points:

- Jewish community rejected them etc.
- Roman rulers considered them a security threat etc.
- Some disciples were afraid and confused after the death of Jesus etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
9 > 8	7 > 6	5	4	3	2	1 > 0	9Mx2

4 2 B b Outline one way in which the first Christians dealt with the difficulties they faced after the death of Jesus. **16**
Graded

Marking Criteria:

An excellent answer will show an awareness of the emerging identity of the first Christian communities by setting out accurate information on one way in which the first Christians dealt with the difficulties they faced after the death of Jesus.

Possible Points:

- First Christians gathered for worship in secret as the Jewish community rejected them and the Roman rulers considered them a security threat etc.
- Some disciples became missionaries witnessing to their faith in the risen Jesus etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
16 > 14	13 > 12	11 > 9	8 > 7	6 > 4	3 > 2	1 > 0	16

4 3 A Tick ✓ one of the following world religions that you have studied:

Buddhism Hinduism Islam Judaism

a Describe one example of the teaching of the founder/earliest followers of the world religion you have ticked above.

12
Graded

Marking Criteria:

An excellent answer will show knowledge of the beliefs of a major world religion by giving an accurate account of one teaching associated with the founder/earliest followers of the world religion ticked in part 3A of the question.

Possible Points:

- Buddhism – Buddha’s teaching with regard to how to live etc.
- Hinduism – The virtues of the gods show the ways to find Brahman through study or work etc.
- Islam – the Five Pillars of Islam teach how a follower should pray, live etc.
- Judaism – The Ten Commandments teach followers how to treat others and how to worship etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
12 > 11	10 > 9	8 > 7	6 > 5	4 > 3	2	1 > 0	12

4 3 A b Outline how the teaching of the founder/earliest followers influences the way members live today, in the world religion you have ticked above.

15
Graded

Marking Criteria:

An excellent answer will show knowledge of a major world religion by giving accurate information on one way in which the teaching of the founder/earliest followers influences the way members live today in the world religion ticked in part 3A of the question.

Possible Points:

- Buddhism – Members follow the Eightfold Path to achieve Enlightenment etc.
- Hinduism – Members follow the virtues of the gods in study or work etc.
- Islam – Members pray each day etc.
- Judaism – Members observe the Sabbath etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15

- 4 3 B a Each world religion has gone through a time of growth after it first began. Name *either* one person *or* one group who played an important part in the growth of the major world religion you have ticked above.** **5**
Graded

Marking Criteria:

An excellent answer will show knowledge of the development of a major world religion by accurately identifying one person *or* one group who played a part in the growth of the world religion ticked in part 3A of the question.

Possible Points:

- Buddhism – Mahakashyapa; Ananda, Emperor Ashoka etc.
- Hinduism – Aryan people; Brahmin etc.
- Islam - Abu Bakr, Umar etc.
- Judaism –Moses, King David etc.

- 4 3 B b Outline the way in which *either* a person *or* group played an important part in the growth of the major world religion you have ticked above.** **18**
Graded

Marking Criteria:

An excellent answer will show knowledge of the development of a major world religion by setting out accurate information on the way in which *either* a person *or* group played an important part in the growth of the world religion ticked in part 3A of the question.

Possible Points:

- Buddhism - Ananda oversaw the expansion of Buddhism as monks dispersed throughout India after the death of the Buddha’s successor (Mahakashyapa); many monasteries were founded and the number of lay Buddhists also increased; Emperor Ashoka ruled his empire by Buddhist principles and sent missionaries overseas as he extended his empire across Asia etc.
- Hinduism – the Aryan people brought the Vedic religion with them when they invaded India and replaced the pre-existing Indus religion etc.
- Islam - first major expansion of Islam was when Muhammad moved to Medina; the Islamic population of Medina doubled following battles with other tribes vying for power; Later Arab conquests and trade in Europe, Africa and Asia saw the further spread of Islam etc.
- Judaism – Moses led the people out of slavery in Egypt; King David established the Kingdom of Israel etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18

4 4A Some experiences in life can give a person a sense of awe and wonder –

16
Graded

The beauty of nature...



The power of nature...



The birth of a child...

Outline how an experience in life could make a person wonder and ask questions about the meaning of life.

Marking Criteria:

An excellent answer will show awareness of how questioning is an essential human characteristic by setting out accurate information on the process by which an experience in life could make a person wonder and ask questions about the meaning of life.

Possible Points:

- The experience of beauty in nature could make a person ask questions about the role of humans in creation e.g. Why are we here? Is there a God? etc.
- Life experiences such as birth/death could make a person ask questions about the meaning of life/death e.g. Is there life after death? etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
16 > 14	13 > 12	11 > 9	8 > 7	6 > 4	3 > 2	1 > 0	16

4 4Ba Explain two reasons why reflection is important for a person when searching for the meaning of life.

16
Graded

Marking Criteria:

An excellent answer will show an awareness of the facility for questioning as an essential human characteristic by giving an accurate account of two reasons why it is important for a person to have time for reflection when searching for the meaning of life.

Possible Points:

- The opportunity to stop and think about the meaning of life helps a person to become aware of his or her own feeling and actions etc.
- Get a deeper insight into actions and feelings e.g. looking back at things a person has done can make him/her aware of the difference they have made to the lives of others etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>		<i>Weak</i>		<i>Question Marks</i>
8 > 7	6	5	4	3	2	1 > 0	8Mx2

4 4Bb In searching for answers to questions about the meaning of life people sometimes turn to – ● FAMILY ● FRIENDS ● MUSIC ● WORK
Choose two of the above and explain how each can help people to find answers in their search for the meaning of life.

Marking Criteria:

An excellent answer will show an understanding of sources of meaning in human life by giving accurate reasons which account for the way in which either family or friends or music or work can help a person in finding answers in their search for the meaning of life.

Possible Points:

- Family – giving advice or showing example etc
- Friends – sharing experience etc.
- Music – Words of a song expresses the experience of others etc.
- Work – an opportunity to feel you make a difference, be creative, contribute to the community etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
9 > 8	7 > 6	5	4	3	2	1 > 0	9Mx2

4 5Aa Lough Derg, Co. Donegal is a place of religious importance for members of a community of faith in Ireland.

5

Name one other place in Ireland of importance for members of a community of faith.

Marking Criteria:

An excellent answer will show an understanding of how particular places come to be significant by accurately identifying one place or building in Ireland as a place of religious importance for a community of faith other than Lough Derg.

Possible Points:

- A specific place of religious importance in Ireland e.g. Clonmacnoise, Knock etc.
- A specific building of religious importance in Ireland e.g. Christ Church Cathedral in Dublin etc.
- Etc.

Variations:

- The candidate identifies a general place of worship for a community of faith e.g. a church, mosque or synagogue etc. – 2 marks max.
- The candidate names another place or building of religious importance outside Ireland – 0 marks

4 5Ab Explain two reasons why the place you have named above has importance for a community of faith.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of how a particular place came to be significant for a community of faith by giving an accurate account of two reasons why the place named in part 5Aa of the question has importance for a community of faith.

Possible Points:

- Clonmacnoise, Co. Offaly – place of worship; monastic settlement associated with Christianity etc.
- Knock Co. Mayo – Marian shrine etc.
- Croagh Patrick – place of worship associated with Saint Patrick etc.
- Etc.

Note: Avoid consequential penalties where a candidate has not met the marking criteria required in part 5Aa of the question.

Variation:

A candidate gives an account of two reasons why the place named above has importance for people but fails to make reference to why it is important for a community of faith – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
6 > 5	4	3	2	1	>	0	6Mx2

4 5Ac Describe one example of the way in which people worship in the place you have named above.

15
Graded

Marking Criteria:

An excellent answer will show an understanding of how a particular place came to be significant for a community of faith by providing an accurate account of one example of the way in which people honour God in the place identified in part 5Aa of the question.

Possible Points:

- Clonmacnoise, Co. Offaly – ecumenical services at the outdoor altar by the river Shannon in the grounds of the monastic ruins etc.
- Knock Co. Mayo – prayer vigils and penitential services etc.
- Croagh Patrick – People gather for worship at the top of Croagh Patrick etc.
- Etc.

Note: Avoid consequential penalties where a candidate has not met the marking criteria required in part 5Aa of the question.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15

4 5B COMMUNICATING EXPERIENCE ENCOUNTERING MYSTERY
Tick ✓ one of the above and describe an example of how it can be seen in an act of worship that you have participated in or observed.

18
Graded

Marking Criteria:

An excellent answer will show an understanding of worship by giving an accurate account of how *either* communicating experience *or* encountering mystery can be seen in an example of worship participated in or observed.

Possible Points:

- Funeral service – communicating appreciation of the person’s life and encountering the mystery of resurrection etc.
- Prayer service – communicating with God and celebrating with other members of a community of faith etc.
- Etc.

Note: Allow descriptive answers.

Variation:

A candidate gives an account of how *either* communicating experience *or* encountering mystery can be seen but fails to make reference to how it can be seen in an example of worship – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18

4 6A Outline the understanding of forgiveness found in the teaching of a major world religion that you have studied.

18
Graded

Marking Criteria:

An excellent answer will show an ability to describe the religious vision of moral failure and an understanding of forgiveness by setting out accurate information on the understanding of forgiveness in the teaching of a major world religion.

Possible Points:

- Buddhism – forgiveness is part of Samsara etc.
- Christianity – teaching of Jesus on forgiveness e.g. parable of prodigal son etc.
- Hinduism – belief that good actions create good Karma etc.
- Islam –on the second day of Hajj at the plain of Arafat believers stand before Allah and ask forgiveness of all their sins/rejection of evil etc.
- Judaism – opportunity to receive forgiveness during Yom Kippur/Day of Judgement/Atonement; prayers for Yahweh/YHWH’s forgiveness are offered; fasting marks the desire to be forgiven; individuals are required to make amends and to show forgiveness to others etc.

Note: Allow descriptive answers i.e. an example that shows the understanding of forgiveness found in the teaching of a major world religion studied as part of the Junior Certificate Religious Education syllabus.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18

4 6Ba Explain two reasons why reconciliation is seen as important by members of a world religion.

16
Graded

Marking Criteria:

An excellent answer will show an understanding of the religious vision of moral failure and forgiveness by giving an accurate account of two reasons why reconciliation is seen as important by members of a world religion.

Possible Points:

- It is part of the founders’ vision/mission e.g. the teaching of Jesus etc.
- So that the followers of a world religion can live in peace and harmony etc.
- *Buddhism* - Adhering to the eightfold path leads to the breaking of the endless cycle of re-birth and to reconciliation or unity with the creator etc.
- *Christianity* - The sacrament of reconciliation gives members an opportunity to restore relationships etc.
- *Hinduism* – Because members believe that good actions create good Karma and positive action leads to reconciliation and break the cycle of re-birth etc.
- *Islam* - Reconciliation is part of the Five Pillars and the teaching of the Koran/Qur’an etc.
- *Judaism* – During Yom Kippur individuals are required to make amends and show forgiveness to others etc.
- Etc.

Note: Allow descriptive answers.

Variation:

The candidate identifies two reasons why people try to bring about reconciliation but fails to give an accurate account of why reconciliation is seen as important by members of a major world religion e.g. to stop fighting etc. – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>		<i>Weak</i>		<i>Question Marks</i>
8 > 7	6	5	4	3	2	1 > 0	8M x2

4 6Bb Describe one way in which a world religion offers its members an opportunity for reconciliation.

16
Graded

Marking Criteria:

An excellent answer will show an understanding of forgiveness by giving an accurate account of one way in which a major world religion offers its members an opportunity for reconciliation.

Possible Points:

- Judaism - During Yom Kippur individuals fast and pray for Yahweh/YHWH forgiveness etc.
- Roman Catholic Church - Sacrament of Reconciliation in which members confess their sins and seek forgiveness and reconciliation with God and others etc.
- Christian Churches - The Corrymeela Centre in Northern Ireland offer opportunities for people to come together and reconcile their differences through conferences etc. The Glenree Centre Co. Wicklow offer retreats to facilitate the restoration of broken relationships etc.
- Etc.

Note: Allow descriptive answers.

Variation:

The candidate identifies one way in which people try to bring about reconciliation but fails to give an accurate account of the way in which a major world religion offers its members an opportunity for reconciliation e.g. saying sorry, shaking hands etc. – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
16 > 14	13 > 12	11 > 9	8 > 7	6 > 4	3 > 2	1 > 0	16

SECTION 5

Candidates must answer One question.

Mark

- 5 1 i** The principal of a local primary school has asked you to talk to the 6th class pupils about the importance of inter-faith dialogue for communities of faith. Outline the points that you could develop in the talk you would give using the following headings:

35
Graded

i. The benefits of inter-faith dialogue.

Marking Criteria:

An excellent answer will show an appreciation of the importance of inter-faith dialogue by setting out accurate information on the benefits of inter-faith dialogue for the members of a community of faith.

Possible Points:

- People gain a greater understanding of each others' faiths etc.
- Inter-faith dialogue may promote peace etc.
- Follows the teachings or example given by religious leaders etc.
- Fosters respect for the beliefs of all etc.
- Etc.

Excellent	Very Good	Good	Fair	Weak			Question Marks
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

- 5 1 ii** The principal of a local primary school has asked you to talk to the 6th class pupils about the importance of inter-faith dialogue for communities of faith. Outline the points that you could develop in the talk you would give using the following headings:

35
Graded

ii. The challenges associated with inter-faith dialogue.

Marking Criteria:

An excellent answer will show an appreciation of what is involved in inter-faith dialogue by setting out accurate information on the challenges associated with inter-faith dialogue for members of a community of faith.

Possible Points:

- Organising the gathering together of the leaders of different communities of faith etc.
- Foster an understanding and respect for the beliefs of communities of faith etc.
- Etc.

Excellent	Very Good	Good	Fair	Weak			Question Marks
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Examine one of the above titles for Jesus referring to the following points:

i. The meaning of the title for the Jewish people at the time of Jesus

Marking Criteria:

An excellent answer will show an understanding of the meaning attached to the new titles for Jesus by looking closely at the meaning of one of the titles listed in the question for the Jewish people at the time of Jesus.

Possible Points:

- MESSIAH - Saviour; 'anointed one'; descendent of King David who would bring freedom from oppression; lead the overthrow of Rome and establish a Jewish kingdom; a prophet revealing Yahweh/YHWH's will to his people etc.
- NEW CREATION – Book of Genesis which describes the relationship between Yahweh/YHWH and all created life; Isaiah 65 refers to Yahweh/YHWH's promise to make all things new etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Examine one of the above titles for Jesus referring to the following points:

ii. The new understanding of Jesus seen in the use of the title by the first Christians.

Marking Criteria:

An excellent answer will show an understanding of the meaning attached to the new titles for Jesus by looking closely at the meaning of one of the titles listed in the question for the early Christians' understanding of Jesus.

Possible Points:

- MESSIAH - The use of the title for Jesus before the resurrection shows the first Christians referred to Jesus as the anointed one i.e. God had chosen him for a special task - the saviour, who made himself a sacrifice, chosen to do God's work not just in Palestine but among all people everywhere etc.
- NEW CREATION – The first Christians saw Jesus as totally different to any other human so he was a 'new creation'; St. Paul used the title to describe Jesus because God was seen as having done something new in the life, death and resurrection of Jesus that affected every human being; Christians share in this new relationship by faith and by Baptism etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

◆ Buddhism ◆ Hinduism ◆ Islam ◆ Judaism

Imagine that you have been asked to write an article about the religious practice of members in one of the above major world religions.

Outline the points that you would make in your article referring to the religious practice of early followers and members today.

Marking Criteria:

An excellent answer will show knowledge of the religious practice of a major world religion by setting out accurate information on the religious practice of the early followers and members today in one of the world religions listed in the question.

Possible Points:

- Buddhism
 - The earliest followers gathering at Rajagrha were ordained by the Buddha etc.
 - Temple worship is organised around Buddhist monasteries etc.
- Hinduism
 - Brahmin arranged the celebration of religious festivals in Hindu Temples etc.
 - Members organise worship at shrines in their homes etc.
- Islam
 - The earliest followers gathered at places in Mecca and Medina associated with the life of Muhammad etc.
 - Pray five times a day kneeling on a prayer mat facing Mecca. The community gather for prayer every Friday in the Mosque etc.
- Judaism
 - The early followers were a nomadic people. When they pitched their tents Abraham built an altar to Yahweh, offered sacrifice etc.
 - Pray three times a day. The community gather for prayer in the Synagogue on the Sabbath and celebrate Passover etc.

Variation:

A candidate sets out accurate information on *either* the religious practice of the early followers *or* members today in one of the world religions listed in the question. - Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
70 > 60	59 > 49	48 > 39	38 > 28	27 > 18	17 > 7	6 > 0	70

Outline the main characteristics of each of the above stages of faith development using the following headings:

i. Relationship with God/the Divine

Marking Criteria:

An excellent answer will show an ability to differentiate between the faith of a child and that of an adult by setting out accurate information on the relationship with God/ the divine during the adolescent and mature stages of faith development.

Possible Points:

- Adolescent Faith – Doubting and asking questions about the existence of God/the divine etc.
- Mature Faith – A personal relationship with God/the divine etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Outline the main characteristics of the above stages of faith development using the following headings:

ii. Main Influences on Faith

Marking Criteria:

An excellent answer will show an ability to differentiate between the faith of a child and that of an adult by setting out accurate information on the main influences on faith during the adolescent and mature stages of faith development.

Possible Points:

- Adolescent Faith – Friends have a big influence and their ideas tend to be accepted etc.
- Mature Faith – The person makes his/her own decisions and religious commitments etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Discuss the importance of communal prayer for members of one of the above major world religions using the following headings: i. Place of Prayer

Marking Criteria:

An excellent answer will show an understanding of the importance of prayer in a religious tradition by examining and drawing conclusions about the importance of communal prayer with reference to the place of prayer for members of a major world religion listed in the question.

Possible Points:

- Buddhism – members gather with the monks to pray in Buddhist Temples/Monasteries etc.
- Christianity – Members gather in Churches to celebrate the Eucharist etc.
- Hinduism – Members gather in a Mandir/Hindu Temple to worship, offer incense and food to the gods etc.
- Islam – Mosque e.g. Members gather in the mosque for prayers every week etc.
- Judaism – Synagogue e.g. Members gather in the synagogue to celebrate Sabbath etc.

Variation:

A candidate examines and draws conclusions about the importance of prayer in a major world religion but fails to make reference to the importance of communal prayer. – Consult your Advising examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Discuss the importance of communal prayer for members of one of the above major world religions using the following headings: ii. Time of Prayer

Marking Criteria:

An excellent answer will show an understanding of the importance of prayer in a religious tradition by examining and drawing conclusions about the importance of communal prayer with reference to the time of prayer for members of a major world religion listed in the question.

Possible Points:

- Buddhism – members gather for communal prayer during the festival of Wesak/Vesak etc.
- Christianity – members celebrate the Eucharist every week as Jesus asked his followers to ‘do this in memory of me’ etc.
- Hinduism – members gather to celebrate the time in a boy’s life when he is officially accepted into his Varna at the Sacred Thread Ceremony etc.
- Islam – members gather in a Mosque to pray together as a community on Fridays etc.
- Judaism – members gather on the Sabbath in a synagogue for communal prayer etc.

Variation:

A candidate examines and draws conclusions about the importance of prayer in a major world religion but fails to make reference to the importance of communal prayer. – Consult your Advising examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>		<i>Weak</i>		<i>Question Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35

Marking Criteria:

An excellent answer will show an understanding of the development of personal morality by tracing the way in which a person's understanding of the difference between right and wrong can develop as he/she grows from selfishness to altruism.

Possible Points:

- A morally immature person decides what is right and wrong based on reward and punishment and on the influence of those around them etc.
- A morally mature person shows more awareness of the needs of others and this can influence his/her understanding of the difference between right and wrong etc.
- A morally mature person can learn from past experiences about other ways of looking at things and his/her judgement can become more informed etc.
- Etc.

Variation:

The candidate gives an account of how a person's thinking changes as he/she grows older but fails to make reference to one way in which his/her understanding of the difference between right and wrong develops from moral immaturity to moral maturity – Consult your Advising examiner.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
70 > 60	59 > 49	48 > 39	38 > 28	27 > 18	17 > 7	6 > 0	70

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú **síos**.

Tábla A

Bain úsáid as an tábla seo i gcás na hábhair a leanas:

- Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

Bain úsáid as an ghnáthrata i gcás marcanna suas go 300. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
301 - 303	29
304 - 306	28
307 - 310	27
311 - 313	26
314 - 316	25
317 - 320	24
321 - 323	23
324 - 326	22
327 - 330	21
331 - 333	20
334 - 336	19
337 - 340	18
341 - 343	17
344 - 346	16
347 - 350	15

Bunmharc	Marc Bónais
351 - 353	14
354 - 356	13
357 - 360	12
361 - 363	11
364 - 366	10
367 - 370	9
371 - 373	8
374 - 376	7
377 - 380	6
381 - 383	5
384 - 386	4
387 - 390	3
391 - 393	2
394 - 396	1
397 - 400	0

**JUNIOR CERTIFICATE RELIGIOUS EDUCATION
JOURNAL WORK 2010 - HIGHER LEVEL MARKING SCHEME**

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2010

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. Profile the work being done by **one** community of faith in Ireland today to promote tolerance between people of different religious beliefs.
- a.2. An examination of vocation as a calling to serve in **one** community of faith in Ireland today.

Section B. Foundations of Religion – Christianity

- b.1. An investigation into the impact of Pentecost on the first Christians.
- b.2. A reflection on the experience of sacrifice in Jesus' life and its influence on his followers today.

Section C. Foundations of Religion – Major World Religions

- c.1. An analysis of the importance of pilgrimage for members of **one** of the following major world religions – Buddhism, Hinduism, Islam or Judaism.
- c.2. A study of the influence a sacred text has on the life of a believer in **one** of the following major world religions – Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d.1. A case study based on the search for the meaning of life from a humanist point of view.
- d.2. An investigation into the way in which *either* monotheism *or* polytheism is expressed in a religious tradition today.

Section E. The Celebration of Faith

- e.1. Research the way in which a time of religious importance is celebrated in **one** of the following major world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.
- e.2. A study of the nature and function of personal prayer for members of **one** of the following major world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.

Section F. The Moral Challenge

- f.1. An investigation into the understanding of right and wrong within a moral code associated with **one** of the following major world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.
- f.2. An examination of the meaning and consequences of sin from a religious point of view.

(Circulars S91/08 and S89/09)

General Guidelines for Completion of the Journal Booklet

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

Candidates are requested to submit journal work on one title only.

In undertaking journal work candidates may work in groups or undertake a visit or investigation as a whole class. However, each candidate 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 candidates in completing their journals.

Candidates 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 candidate 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 candidate'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 candidate 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 candidate should:

- Describe the work in which he/she personally engaged. If the candidate 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 candidate 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 candidate 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 candidate 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 candidates 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 candidates 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
-----------	---	----------

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
------------	--	----------

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 2010 prescribed title.

Note: A candidate gives a personal title that is not relevant to the prescribed title – Consult your Advising Examiner.

- *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.

Note: In completing this lead statement a candidate may refer to the personal title and/or prescribed title for 2010.

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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 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 2010 prescribed title was approached in this way.
3 - 4	A general explanation / reason given as to why journal work on the chosen 2010 prescribed title was approached in this way.
5 - 6	A detailed explanation / reason given as to why journal work on the chosen 2010 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 2010 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 2010 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 2010 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
3 – 6	Some evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
7 - 10	Substantial evidence of journal work on the chosen 2010 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 2010 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2010 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.
1- 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.

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

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
1- 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.

LINKING

- *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.
3 - 4	Link identified and general description / explanation given.
5 - 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.
3 - 4	Link identified and general description/explanation given.
5 - 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 2010 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2010 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 2010 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2010 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 2010 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2010 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 2010 prescribed title • evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2010 prescribed title afresh