



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

Religious Education

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

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.

Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. 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. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your advising examiner.

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

- 1 1. The Roman Catholic Church is a Christian denomination in Ireland today. 5M**
Name another Christian denomination in Ireland today.

Marking Criteria

An excellent answer will show an ability to name churches and religious groups found in Ireland today by accurately naming a Christian denomination in Ireland today other than the Roman Catholic Church.

Possible Points

- The Anglican Church etc.
- Etc.

- 1 2. Jesus of Nazareth was born in Bethlehem. (Tick ✓ the correct box) True False 5M**

Marking Criteria

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

- 1 3. In religious traditions the term ‘peace’ refers to 5M**

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by accurately outlining how in religious traditions peace involves fulfilment/harmony between people where there is justice/fair play.

Note: Allow descriptive answers

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

- 1 4. A ‘saffron robe’ is a religious garment most associated with which one of the following 5M**
world religions? (Tick ✓ the correct box) Buddhism Islam Judaism

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately identifying BUDDHISM as the answer relevant to the question.

- 1 5. Confirmation is one example of a Christian sacrament. Name another example of 5M**
a Christian sacrament.

Marking Criteria

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

Possible Points

- Baptism etc.
- Etc.

- 1 6. The sea where Jesus called his first disciples was named — (Tick ✓ the correct box) 5M**
The Dead Sea The Mediterranean Sea The Sea of Galilee

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately identifying THE SEA OF GALILEE as the answer relevant to the question.

1 7. In religious traditions the term ‘ministry’ refers to

5M

Marking Criteria

An excellent answer will show an ability to identify and describe different styles of leadership in human communities and in religious/church communities by accurately stating the way in which ministry involves the work a person does within his/her community of faith.

Possible Points

- Working as a minister of the Eucharist etc.
- Etc.

Note: Allow descriptive answers

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

1 8. Read the list of people of faith and the list of world religions given below.

5M

One person has been matched to the world religion with which he/she is most associated as an example for you. Make one other match.

<i>People of faith</i>	<i>World Religions</i>	<i>People of Faith</i>	<i>World Religion</i>
Ghandi	Buddhism	<i>Example: Mary Magdalene</i>	Christianity
Khadijah	Christianity		
Mary Magdalene	Hinduism	<i>Answer:</i>	
Moses	Islam		
Siddhartha Gautama	Judaism		

Marking Criteria

An excellent answer will show an ability to identify essential elements of a world religion by accurately making one of the following matches: Ghandi to Hinduism; Siddhartha Gautama to Buddhism; Khadijah to Islam; Moses to Judaism.

1 9. The celebration of a Bar Mitzvah is most associated with which one of the following world religions? (Tick ✓ the correct box) Christianity Islam Judaism

5M

Marking Criteria

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

1 10. The Hindu religion is associated with polytheism. (Tick ✓ the correct box) True False

5M

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately identifying TRUE as the answer relevant to the question.

1 11. In religious traditions the term ‘reflection’ refers to

5M

Marking Criteria

An excellent answer will show an understanding of the human facility for questioning/searching by accurately stating the way in which reflection involves the insight a person gains from thinking deeply or becoming aware of his/her own feelings.

Possible Points

- A person thinking deeply about the meaning of life, belief etc.

- Etc.

Note: Allow descriptive answers

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

- 1 12. ‘Halal’ food is most associated with which one of the following world religions? 5M**
 (Tick ✓ the correct box) Buddhism Christianity Islam

Marking Criteria

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

- 1 13. Josephus is one example of an historical source of information about Jesus of Nazareth. 5M**
 Name another example of an historical source of information about Jesus of Nazareth.

Marking Criteria

An excellent answer will show an ability to differentiate between documents of faith and documents of history by accurately identifying an historical source of information about Jesus of Nazareth other than Josephus.

Possible Points

- Tacitus etc.
- Etc.

- 1 14. Humanism holds the view that when looking for the meaning of life a person should 5M**
 turn to the supernatural or belief in God. (Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show an ability to identify evidence of human search for meaning by accurately identifying FALSE as the answer relevant to the question.

- 1 15. In religious traditions the term ‘tolerance’ refers to 5M**

Marking Criteria

An excellent answer will show an understanding of the importance of respecting beliefs by accurately stating how tolerance involves having a respectful attitude toward different religious practices and beliefs.

Note: Allow descriptive answers.

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

- 1 16. Pluralism is associated with the idea that everyone has the right to express religious 5M**
 or non-religious views. (Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show an understanding of the relationship between state law and personal morality by accurately identifying TRUE as the answer relevant to the question.

1 17. In religious traditions the term ‘sin’ refers to

5M

Marking Criteria

An excellent answer will show an understanding of moral failure by accurately stating how sin involves something morally wrong that damages a person’s relationship with God.

Possible Points

- When a person knows the difference between right and wrong and deliberately chooses to do wrong etc.
- Etc.

Note: Allow descriptive answers.

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

1 18. Belief in reincarnation is most associated with which one of the following world religions? (Tick ✓ the correct box) Hinduism Islam Judaism

5M

Marking Criteria

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

1 19. Religious fundamentalism holds the view that

5M

Marking Criteria

An excellent answer will show an understanding of a religious viewpoint by accurately identifying how religious fundamentalism holds the view that there should be strict adherence to a religion with no tolerance of any other religion.

Possible Points

- The teachings of a particular religion should be the only guiding force in society etc.
- The literal truth of a religion’s sacred text etc.
- Etc.

Note: Allow descriptive answers

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

1 20. A morally mature person thinks of others when making decisions about right and wrong. (Tick ✓ the correct box) True False

5M

Marking Criteria

An excellent answer will show an awareness of different descriptions of what it means to be moral by accurately identifying TRUE as the answer relevant to the question.

SECTION 2 Candidates must answer THREE of the following four questions.

2 1 A. Question 1. This picture is based on a Gospel account of Jesus celebrating the Last Supper. Pick one thing from this picture which suggests that it is based on Jesus' celebration of the Last Supper. 2M

Marking Criteria

An excellent answer will show knowledge of the Gospels by accurately identifying one thing which suggests that this picture is based on a Gospel account of Jesus' celebration of the Last Supper.

Possible Points

- Jesus is surrounded by his apostles etc.
- Bread and wine are on the table etc.
- Etc.

2 1 B. According to the Gospels which one of the following people was present at the Last Supper with Jesus? (Tick ✓ the correct box) Paul Peter Priscilla 2M

Marking Criteria

An excellent answer will show knowledge of the Gospels accounts of the Last Supper by accurately identifying PETER as the answer relevant to the question.

2 1 C. State two reasons why Jesus celebrated the Last Supper. 6M

Marking Criteria

An excellent answer will show an understanding of Gospels accounts of the Last Supper by setting out two accurate reasons why Jesus celebrated the Last Supper.

Possible Points

- As part of the Passover tradition etc.
- Instituting the Eucharist — 'Do this in memory of me' etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3Mx2

2 2 A. Question 2. This is a photograph of a person who is a religious leader. Pick one thing from the photograph which suggests that this person is a religious leader. 2M

Marking Criteria

An excellent answer will show an understanding of the role of a leader in a religious tradition by accurately identifying one thing from this photograph which suggests that this person is a religious leader.

Possible Points

- The person is wearing the clothes of a religious leader etc.
- Crowds have gathered around the person etc.
- Etc.

2 2 B. Pope Francis is the name of a religious leader associated with a Christian denomination. 2M (Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show knowledge of the name of a leader in a community of faith by accurately identifying TRUE as the answer relevant to the question.

2 2 C. State two reasons why the term ‘authority’ can be associated with the role of a leader in a community of faith. 6M

Marking Criteria

An excellent answer will show an understanding of the role of a leader in a community of faith by setting out two accurate reasons why power or influence is connected with the role a leader has in a community of faith.

Possible Points

- A leader has the power to make decisions etc.
- A leader guides people in religious matters etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3Mx2

2 3 A. Question 3. This is a picture from the cover of a school religion book. 2M
Pick one thing from the picture which suggests that this book is about morality.

Marking Criteria

An excellent answer will show an understanding of what it means to be moral by accurately identifying one thing from the picture which suggests that this book is concerned with issues to do with what is right and what is wrong.

Possible Points

- Signs on the post are pointing to different aspects of morality/moral decision making e.g. choice, duty etc.
- Etc.

2 3 B. Religion can influence a person’s understanding of what it means to be moral. 2M
Name another influence on a person’s understanding of what it means to be moral.

Marking Criteria

An excellent answer will show an ability to identify sources of morality by accurately identifying an influence on a person’s understanding of what it means to be moral other than religion.

Possible Points

- Family etc.
- Etc.

2 3 C. State two ways in which religion could influence a person’s understanding of what it means to be moral. 6M

Marking Criteria

An excellent answer will show an an understanding of the influence of religion on morality by accurately setting out two ways in which religion could influence a person’s understanding of what is right and what is wrong.

Possible Points

- A religious moral code contains rules and principles which give guidance on what is right and wrong etc.
- Religious preaching about what is right and wrong behaviour etc
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3Mx2

2 4 A. Question 4. This is a picture of a child’s prayer card. 2M
Pick one thing from the picture which suggests that this is a prayer of petition.

Marking Criteria

An excellent answer will show an understanding of a type of prayer by accurately identifying one thing from this picture which suggests that an appeal or request to God is expressed in this prayer card.

Possible Points

- Asking God for protection etc.
- Etc.

2 4 B. The ‘Shema’ is most associated with which one of the following world religions? 2M
(Tick ✓ the correct box) Buddhism Islam Judaism

Marking Criteria

An excellent answer will show knowledge of prayer within a world religion by accurately identifying JUDAISM as the answer relevant to the question.

2 4 C. State two things that a prayer of petition shows about a person’s belief in God. 6M

Marking Criteria

An excellent answer will show an understanding of a type of prayer by accurately identifying two things that a prayer of petition shows about a person’s belief in God.

Possible Points

- God cares for people etc.
- God has the power to ‘rule’ etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3Mx2

SECTION 3 Candidates must answer all of the following questions.

- 3 1. Describe one example of how the religious faith of people can be seen in the articles on the above notice board. 10M**

Marking Criteria

An excellent answer will show an awareness of religious faith by giving an accurate account of how the religious faith of people can be seen in the articles on the above notice board.

Possible Points

- Katie Taylor states that she would be not be ‘a champion if it wasn’t for God’ in her life and she tries to ‘honour’ God in everything she does etc.
- Football players worshipping God before a game etc.
- Etc.

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

- 3 2. Materialism Secularism 14M**
Tick ✓ one of the above and outline how the way of looking at the world that you have ticked could pose a challenge to the religious faith of a person.

Marking Criteria

An excellent answer will show an understanding of the challenge a world view poses to religious faith by setting out accurate information on how *either* materialism *or* secularism could pose a challenge to the religious faith of a person.

Possible Points

- Materialism — the view that if something is real it must be of a definite physical size or weight, excludes the possibility of anything spiritual or invisible e.g. soul etc.
- Secularism — the view that the state, morals, education etc. should be independent of religion could challenge the pastoral activities of a community of faith 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>
14 > 12	11 > 10	9 > 8	7 > 6	5 > 4 3 > 2 1 > 0	14M

- 3 3. ● Contemplation ● Meditation 12M**
Describe an example of what is involved in one of the above types of prayer.

Marking Criteria

An excellent answer will show an ability to differentiate between different types of prayer by giving an accurate account of what is involved in *either* contemplation *or* meditation as a type of prayer.

Possible Points

- Meditation – a person turning his/her attention entirely towards God; deep thought on a religious or scriptural idea etc.
- Contemplation – a person clearing their mind of all thoughts and words so as to have total awareness of the presence of God/gods/the divine 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	12M

**3 4. People of faith express their religious beliefs in different types of prayer.
Explain why people use either contemplation or meditation as a type of prayer to express their faith.**

14M

Marking Criteria

An excellent answer will show an ability to differentiate between different types of prayer by giving an accurate account of why people use *either* contemplation *or* meditation as a type of prayer to express their faith.

Possible Points

- Meditation – to communicate with God in a deep and meaningful way; to avoid distractions and focus on faith; to reflect on religious ideas; to use imagination while praying etc.
- Contemplation – to express love and commitment to God; clear the mind in order to have total awareness of the presence of God in life, a spiritual way of praying, the believer opens up to the revelation of God in his/her life etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question marks</i>
14 > 12	11 > 10	9 > 8	7 > 6	5 > 4	3 > 2	1 > 0	14M

SECTION 4 Candidates must answer Four of the following six questions.

- 4 1 A a. ● Commitment ● Communication ● Sharing 12M**
Choose two of the above and describe how each can be seen in a community of faith today.

Marking Criteria

An excellent answer will show an ability to identify characteristics of communities of faith by giving an accurate account of how two of the characteristics listed in the question can be seen in a community of faith today.

Possible Points

- Commitment — people volunteer and commit their time and resources to help others in society that are in need e.g. SVP, hospital visits etc.
- Communication — communicate the teachings of the founder etc.
- Sharing e.g. Zakat when followers of Islam donate a percentage of their income to help those in need etc.

<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 A b. Community Breakdown Lack of Co-operation 15M**
Tick ✓ one of the above and explain why this would be a challenge for the members of a community of faith

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by giving an accurate account of why *either* community breakdown *or* lack of co-operation would be a challenge for the members of a community of faith.

Possible Points

- Community breakdown — there would be tension, the community would not work properly, could lead to violence and sectarianism; it would be difficult to be part of a community experiencing breakdown etc.
- Lack of co-operation — without co-operation the community of faith may not reach its full potential, would become separated which could lead to tension and lack of tolerance, sharing 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	15M

- 4 1 Ba. ‘The Pope’ is one example of a title that is given to a leader in a community of faith 5M**
in Ireland today. Name another title that is given to a leader in a community of faith in Ireland today.

Marking Criteria

An excellent answer will show an understanding of leadership by accurately naming a title given to a leader in a community of faith in Ireland today other than the Pope.

Possible Points

- Imam
- Etc.

- 4 1 B b. ● Community Breakdown ● Lack of Co-operation 18M**
Suggest how the leader of a community of faith could address the challenge posed by one of the above.

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by setting out accurate information on how the leader of a community of faith could address the challenge posed by *either* community breakdown *or* lack of co-operation.

Possible Points

- Community breakdown — preaching could encourage the members to live according to their religious moral vision etc.
- Lack of co-operation — organise events that could encourage co-operation such as ecumenical gatherings and prayer services, work together, sharing resources 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 > 3	1 > 0	18M

4 2 A a. Name one example of a parable told by Jesus.

5M

Marking Criteria

An excellent answer will show an ability to recognise the characteristics of the Kingdom of God in the words of Jesus by accurately identifying one example of a parable told by Jesus.

Possible Points

- The Lost Sheep, The Prodigal Son etc.
- Etc.

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

4 2 A b. Describe the story Jesus told in the parable that you have named above.

12M

Marking Criteria

An excellent answer will show an ability to recognise the characteristics Jesus preached about the Kingdom of God by giving an accurate account of the story Jesus told in the parable named in part Aa) above.

Possible Points

- e.g. The Lost Sheep — Jesus said “which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it?” etc.
- Etc.

Note: Avoid Consequential penalties

<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	12M

4 2 B a. Outline one characteristic of the Kingdom of God that Jesus preached in the parable which you have named in part Aa) above.

15M

Marking Criteria

An excellent answer will show an ability to identify a characteristic Jesus preached about the Kingdom of God by setting out accurate information on one characteristic of the Kingdom of God that Jesus preached through the parable named in part Aa) above.

Possible Points

- E.g. The Lost Sheep, the Prodigal Son — forgiveness of sinners 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	15M

2 B b. Explain two reasons why Jesus used parables to teach people about the Kingdom of God. 18M

Marking Criteria

An excellent answer will show an understanding of Jesus’ preaching about the Kingdom of God by giving an accurate account of two reasons why Jesus used parables to teach people about the Kingdom of God.

Possible Points

- Parables related to everyday living; underlying message about the Kingdom of God to which all could relate; rich in imagery; easy to remember and understand etc.
- Etc.

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

4 3 A a. Tick ✓ one of the following major world religions that you have studied: 5M
BUDDHISM HINDUISM ISLAM JUDAISM

Name one place of pilgrimage that is most associated with the world religion which you have ticked above.

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately identifying a place of pilgrimage associated with the world religion ticked in the question.

Possible Points

- Buddhism e.g. Bodh Gaya etc.
- Hinduism e.g. The River Ganges etc.
- Islam e.g. Mecca etc.
- Judaism e.g. The Wailing Wall etc.

4 3 A b. Explain two reasons why the members of the world religion that you have ticked go on pilgrimage to the place which you have named in part A a) above. 12M

Marking Criteria

An excellent answer will show knowledge of the beliefs and symbols in a major world religion by giving an accurate account of two reasons why the members of a world religion go on pilgrimage to the place named in part A a) of the question.

Possible Points

- Buddhism e.g. Bodh Gaya, where the Buddha found enlightenment, it is a place to meditate and pray etc.
- Islam e.g. Mecca, the birthplace of Muhammad and the location of the Ka’ba which houses the black stone etc.

<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	6M x2

4 3 B a. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 18M
Name a sacred text that is associated with one of the above world religions and explain two reasons why it can be described as a document of faith.

Marking Criteria

An excellent answer will show an understanding of a document of faith by giving an accurate account of two reasons why a sacred text is a document of faith associated with one of the world religions listed in the question.

Possible Points

- Islam e.g. the Qur'an — the words of Allah passed on to Muhammad through the Angel Gabriel; states Islam beliefs; states how followers of Islam should live etc.
- Judaism e.g. the Tenakh — the history of the Jewish faith; prophetic revelations; states how followers of Judaism should live etc.
- Etc.

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

4 3 B b. Describe what happened from the oral to written stages in the development of the sacred text that you have named in part B a) above. 15M

Marking Criteria

An excellent answer will show an understanding of the development of a sacred text by giving an accurate account of what happened in the development of the sacred text named in *part B a)* of the question from the oral to written stages.

Possible Points

- Islam e.g. the Qur'an — Muhammad passed on the message that he received from the Angel Gabriel by word of mouth; written down as it was feared the words would be forgotten etc.
- Judaism e.g. the Tenakh — passed on orally for many hundreds of years; written down over a long period of time; consists of a compilation of various different writings; all the writings were eventually collected together to form a sacred text etc.
- Etc.

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

4 4 A a. Name one major world religion that is associated with monotheism. 5M

Marking Criteria

An excellent answer will show an understanding of evidence of religious belief by accurately identifying one major world religion that is associated with monotheism.

Possible Points

Christianity, Islam 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	5M

4 4 A b. Explain one reason why monotheism is associated with the major world religion that you have named in part A a) above. 15M

Marking Criteria

An excellent answer will show an ability to identify evidence of religious belief by giving an accurate account of one reason why belief in one God is associated with the major world religion named in *part A a)* of the question.

Possible Points

- Christianity — Jesus of Nazareth preached that there was one God; Our Father etc.
- Judaism — Abraham and Moses made a covenant with one God 'I will be your God, you will be my people' etc.

- Islam — Muhammad taught that there was only one God (Allah) and that to worship other gods, such as the idols in the Ka’ba, was false etc.
- Etc.

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

4 4 B a. Describe one example of how religion and science have similar views of creation. 15M

Marking Criteria

An excellent answer will show an ability to identify points of contact between the scientific and religious world views of creation by giving an accurate account of how religion and science have similar views of creation.

Possible Points

- Religion and science accept that there is order in creation etc.
- Religion and science accept that all parts of creation are interconnected etc.
- Religion and science both say that human beings have a responsibility towards creation 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	15M

4 4 Bb. Explain one reason why there has been tension between the religious and scientific views of creation. 15M

Marking Criteria

An excellent answer will show an ability to identify points of conflict between the scientific and religious views of creation by giving an accurate account of one reason why there has been tension between the religious and scientific views of creation.

Possible Points

- Religion and science answer different kinds of questions e.g. how/why the world came into being etc.
- Religion and science have different approaches to answering questions e.g. probe the observable – proofs etc. /reveal the unobservable – Genesis 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	15M

4 5 A a. Tick ✓ one of the following major world religions that you have studied: 5M
BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM
Name one religious building that is most associated with the world religion which you have ticked above.

Marking Criteria

An excellent answer will show an understanding of how a particular place has religious significance by accurately naming a religious building that is most associated with the world religion ticked in the question.

Possible Points

- Buddhism — Temple etc.
- Christianity — Church etc.
- Etc.

Note: Allow descriptive answers

4 5 A b. Describe two examples of how the building that you have named above is used for worship.

14M

Marking Criteria

An excellent answer will show an understanding of how a particular place has religious significance by giving an accurate account of two examples of how the building named in part Aa) of the question is used to honour God.

Possible Points

- Church e.g. Sunday Eucharist e.g. the pulpit is used to preach the word of God; the altar is used for the Liturgy of the Eucharist etc.
- Mosque e.g. Wudu washing area is used to prepare for prayer; Mihrab faces Mecca to assist Salat etc.
- Etc.

Note: Avoid consequential penalties

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

4 5 B a. Outline one example of how people use a religious symbolic action to express either the meaning of life or the mystery of life.

15M

Marking Criteria

An excellent answer will show awareness of the impact of the experience of mystery in human life by setting out accurate information of one example of how people use a religious actions or gestures to express either the meaning of life or the of mystery of life.

Possible Points

- e.g. Sacrament of Baptism expresses the sense of wonder and awe at the birth of a child and the presence of God in life etc.
- e.g. Funeral/Remembrance service can express a sense of mystery about the meaning of life that a person may feel at a time of bereavement and a sense of hope in an afterlife etc.
- Etc.

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

4 5 B b. Explain two reasons why people use religious symbolic actions to express either the meaning of life or the mystery of life.

16M

Marking Criteria

An excellent answer will show an awareness of the impact of the experience of mystery in human life by giving an accurate account of two reasons why people use religious actions or gestures to express either the meaning of life or the mystery of life.

Possible Points

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

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

4 6 A a. Describe one example of the work being done by the members of a major world religion to promote justice in the world today.

15M

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of one example of the work being done by the members of a major world religion to promote what is right and fair in the world today.

Possible Points:

- e.g. Religious organisations working in developing countries; Religious organisations providing education and aid to help make the world a fair and equal place for all etc.
- Etc.

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

4 6 A b. Explain two reasons why the members of a major world religion work for justice in the world today.

14M

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two reasons why the members of a major world religion work for what is right and fair in the world today.

Possible Points

- To live according to their religious moral vision e.g. treat others as you would like to be treated etc.
- The vision of the founder of their faith e.g. the Buddha preached right thought, right action etc.
- Etc.

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

4 6 B a. In religious traditions the term ‘reconciliation’ refers to

5M

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by accurately stating how reconciliation involves the restoration of a broken relationship.

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

4 6 B b. Outline two methods by which a major world religion offers its members an opportunity for reconciliation.

16M

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by setting out accurate information on two methods by which a major world religion offers its members an opportunity for the restoration of broken relationships with God/gods/the divine.

Possible Points

- Christianity e.g. Sacrament of Reconciliation in Roman Catholic Church — believers confess their sins and seek forgiveness and reconciliation with God etc.
- Islam e.g. Hajj pilgrimage — the Plain of Arafat believers pray to Allah for forgiveness on etc.
- Judaism e.g. Yom Kippur — believers fast and pray for forgiveness etc.
- Etc.

Note: Allow descriptive answers.

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

SECTION 5 Candidates must answer ONE of the following six questions:

- 5 1. Examine the work being done by a community of faith found in Ireland today to promote dialogue between different major world religions using each of the following headings:**
- i. The inspiration for the work. 35M**

Marking Criteria

An excellent answer will show an ability to understand the meaning of inter-faith dialogue by looking closely at what inspires one community of faith in Ireland today to promote dialogue between different major world religions.

Possible Points

- The founder's vision e.g. inspired by the teachings of Jesus to be loving; tolerant of others etc.
- Etc.

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

- ii. The impact of the work. 35M**

Marking Criteria

An excellent answer will show an understanding of the meaning of inter-faith dialogue by looking closely at the impact of the work done to promote dialogue between different major world religions by one community of faith in Ireland today.

Possible Points

- Gatherings such as the World Peace Day promote tolerance etc.
- Etc.

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

- 5 2. Profile what life in Palestine was like for people living at the time of Jesus using each of the following headings:**

- i. Geography. 35M**

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately tracing what life was like for people living at the time of Jesus with reference to the geography of Palestine.

Possible Points

- Palestine — a land of many contrasts, mountains and deserts etc; the river Jordan with two large lakes, three provinces; farmers, shepherds and fishermen used the natural resources to make a living etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>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 context into which Jesus of Nazareth was born by accurately tracing what life was like for people living at the time of Jesus with reference to religion in Palestine.

Possible Points

- Jewish — many religious groups e.g. Sadducees and Pharisees etc.
- Places of worship — The Temple in Jerusalem; synagogues in towns and villages etc.
- Etc.

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

5 3. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Imagine you are preparing a presentation about a religious festival that is associated with one of the above world religions. Outline the points you would make in your presentation about the religious festival in answer to each of the following questions:

- i. What happens during the celebration of the religious festival? 35M

Marking Criteria

An excellent answer will show knowledge of a major world religion by setting out accurate information on what happens during the celebration of a religious festival associated with a major world religion listed in the question.

Possible Points

- Hinduism e.g. Holi — bonfires singing praises to God and offer food to be blessed; paraded statues of Krishna; wear brightly coloured clothes; throw coloured dye etc.
- Islam e.g. Eid-ul-Fitr — worship at the mosque; give money to charity; share a meal and gifts with family; visit graves of loved one's etc.
- Etc.

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

- ii. Why do members of the world religion celebrate the religious festival today? 35M

Marking Criteria

An excellent answer will show knowledge of a major world religion by setting out accurate information on why a religious festival associated with a major world religion listed in the question is celebrated today.

Possible Points

- Hinduism e.g. Holi festival — celebrates the turning point of the year at Spring; how good will triumph over evil etc.
- Islam e.g. Eid-ul-Fitr — the festival of fast breaking celebrates the end of a successful fast; praises and thanks Allah etc.
- Etc.

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

5 4. Imagine you have been asked to write an article for a local magazine about religious practice in Ireland over the last hundred years.

Outline what you would write in your article making reference to each of the following:

i. Changes in religious practice.

35M

Marking Criteria

An excellent answer will show an awareness of the changing patterns of religious practice in Ireland by setting out accurate information on two or more changes in religious practice in Ireland over the last hundred years.

Possible Points

- Pattern of religious practice has changed — drop in attendance at religious services among all age groups (EVS) etc.
- e.g. Roman Catholic Church the laity more involved following the Second Vatican Council — the Mass celebrated in the vernacular language etc.
- 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	35M

ii. Influences on religious practice.

35M

Marking Criteria

An excellent answer will show an awareness of the changing patterns of religious practice in Ireland by setting out accurate information on two or more influences on religious practice in Ireland over the last hundred years.

Possible Points

- Influence of a child’s home, school etc. on religious practice etc.
- Influence of the media could support religious practice by broadcasting religious services etc.
- Influence of materialism, atheism etc. could challenge religious practice because not everyone may understand or value religious belief etc.
- 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	35M

5 5. Profile two benefits that communal prayer can have for the members of a community of faith.

35Mx2

Marking Criteria

An excellent answer will show knowledge of a type of prayer by accurately tracing two benefits that communal prayer can have for the members of a community of faith.

Possible Points

- Affords the opportunity to share faith with other people etc.
- Allows believers to feel a sense of belonging to the wider community of faith etc.
- Allows believers to engage with the tradition and heritage of a community of faith etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35Mx2

5 6. ● Informed Conscience ● Integrity 35Mx2
Evaluate the importance of each of the above for a person in deciding what is right and wrong on a moral issue.

Marking Criteria

An excellent answer will show an understanding of the meaning of conscience and integrity in moral decision making by accurately judging the importance of an informed conscience and integrity in deciding what is right and wrong on an issue.

Possible Points

- Informed conscience — being informed of facts/different perspectives etc. on a moral issue can help a person come to an understanding of right and wrong in making a moral decision etc.
- Integrity — being true to a person’s own values will guide his/her actions on a moral issue 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	35Mx2

In relation to what is being assessed in the Higher Level Marking Criteria for each question —

QUESTION DESCRIPTOR	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK	NO GRADE
EVIDENCE OF SYLLABUS AIMS/ OBJECTIVES /OUTCOMES	SUBSTANTIAL EVIDENCE	VERY GOOD EVIDENCE	GOOD EVIDENCE	ADEQUATE EVIDENCE	INADEQUATE EVIDENCE	LITTLE EVIDENCE	VERY LITTLE / NO EVIDENCE
RELEVANCE	COMPLETELY & CLEARLY RELEVANT	CLEARLY RELEVANT	GENERALLY RELEVANT	LIMITED RELEVANCE	LITTLE RELEVANCE	VERY LITTLE RELEVANCE	NO RELEVANCE
ACCURACY	NO MAJOR ERROR(S)	VERY LITTLE EVIDENCE OF MAJOR ERROR(S)	LITTLE EVIDENCE OF MAJOR ERROR(S)	SOME MAJOR ERROR(S)	MANY MAJOR ERROR(S)	SUBSTANTIAL ERROR(S)	MANY SUBSTANTIAL ERROR(S)
ENGAGEMENT WITH SKILL(S)	EXCELLENT USE OF SKILL(S)	VERY GOOD USE OF SKILL(S)	GOOD USE OF SKILL(S)	SOME USE OF SKILL(S)	LITTLE USE OF SKILL(S)	VERY LITTLE USE OF SKILL(S)	NO USE OF SKILL(S)

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 ghnáthráta 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 ngnáthráta 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

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
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 A. Communities of Faith

a.1. An examination of the need for a variety of roles within one religious organisation or Church in Ireland today.

Marking Criteria

An excellent journal will show an understanding of the variety of roles within a religious community in Ireland today by looking closely at the contribution made by different roles within a religious organisation or Church in Ireland today.

a.2. An investigation into how ecumenism is being encouraged today by one local, national or international community.

Marking Criteria

An excellent journal will show an understanding of the ecumenical movement by examining and providing supporting evidence about how the movement towards unity on fundamental issues of belief, worship within the Christian churches is being encouraged by one local, national or international community today.

Section B. Foundations of Religion – Christianity

b.1. A study of the political structures that existed in Palestine at the time of Jesus.

Marking Criteria

An excellent journal will show an understanding of the historical background to life in Palestine at the time of Jesus by looking closely at the political structures that existed in Palestine at the time of Jesus.

**b.2. ● Luke ● Mark ● Matthew
An examination of the similarities and differences between two of the evangelists listed above as seen in their Gospels.**

Marking Criteria

An excellent journal will show an understanding of the synoptic gospels by looking closely at the similarities and differences between two of the evangelists listed above as seen in their Gospels.

Section C. Foundations of Religion – World Religions

c.1. Research the importance of regular religious practice for believers in one of the following world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the importance of religious practice in a major world religion by finding, sorting, recording, analysing and drawing accurate conclusions about the importance of regular religious practice for believers in one of the following world religions – Buddhism or Hinduism or Islam or Judaism.

c.2. A study of *either* the political *or* religious structures that existed at the time when one of the following world religions was founded: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of the founding story of a world religion by looking closely at *either* the political *or* religious structures that existed at the time of origin or foundation in Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

d.1. ● Family ● Music ● Work

A reflection on the ways that two of the above can help people find answers in their search for the meaning of life today.

Marking Criteria

An excellent journal will show an understanding of sources of meaning in human life by looking closely at how a person search for the meaning of life today can be helped by two of the following: family, music, work.

d.2. A profile of how a person's faith can develop as he/she grows from childhood to adulthood.

Marking Criteria

An excellent journal will show an understanding of the differences between the faith of the child and that of an adult by tracing how a person's faith can change and grow from childhood to adulthood.

Section E. The Celebration of Faith

e.1. *Religious icons have been described as paintings or images that help people to pray.*

Research the ways in which one religious icon is used in worship by the members of a community of faith.

Marking Criteria

An excellent journal will show an understanding of the power and meaning of a religious symbol by examining and providing supporting evidence about how a religious icon is used in worship by the members of a community of faith.

e.2. A survey of the reasons why a young person today might find it difficult to pray.

Marking Criteria

An excellent journal will show knowledge of the importance of prayer in the life of an adolescent by recording and drawing accurate conclusions about one or more difficulty that a young person could encounter with prayer today.

Section F. The Moral Challenge

f.1. An exploration of the ways that the connection between rights and responsibilities can influence a person in deciding what is the moral thing to do in a situation.

Marking Criteria

An excellent journal will show an understanding of the connections between rights and responsibilities by looking closely at the ways in which the link between rights and responsibilities can influence a person in deciding what is moral in a situation.

f.2. An investigation into how the beliefs of one of the following world religions are expressed in a moral code: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the vision articulated in a set of rules or a moral code by examining how the beliefs of one of the world religions listed in the title are expressed in a moral code.

SECTION ONE - INTRODUCTION *The personal title of my journal-work is...* 2 Marks

Criteria:

Name a personal title relevant to the chosen 2014 prescribed title.

Personal and Relevant	2
No personal title	0

SECTION ONE — INTRODUCTION *I chose this title because...* (personal title and/or prescribed title)

4 Marks

Criteria:

Evidence of personal interest/enthusiasm/concern in relation to doing journal work on the chosen 2014 prescribed title.

Clear	4
General/insufficient personal interest	2 — 3
Irrelevant to 2014 journal work title	0 — 1

SECTION ONE — BEGINNING *By doing journal work on this title I hoped to...* 6 Marks

Criteria:

Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2014 prescribed title which reflects one or more of the following:

- 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

Full and relevant + reflects	5 – 6
Full and relevant to 2014 Title	3 – 4
General	1 – 2
Irrelevant	0

SECTION TWO — GETTING STARTED *To prepare for doing my journal work I ...* 12 Marks

Criteria:

Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2014 prescribed title.

Detailed	9 — 12
General	5 — 8
No or little description	0 — 4

SECTION THREE — WORK DESCRIBING *To do my journal work I ...* 12 Marks

Criteria: Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2014 prescribed title.

Detailed	9 — 12
General	5 — 8
Limited	0 — 4

SECTION THREE — WORK DESCRIBING *I included this in my journal work because...* 6 Marks

Criteria: Explanation/reason given as to why journal work on the chosen 2014 prescribed title was approached in this way.

Detailed	5 — 6
General	3 — 4
Limited	0 — 2

SECTION THREE — YOUR REACTION *My reaction to doing this work was...* 6 Marks

Criteria: Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2014 prescribed title.

Detailed	5 — 6
General	3 — 4
No or little description/elaboration	0 — 2

SECTION FOUR — DISCOVERIES *I learned ...*

10 Marks

Criteria: Evidence of journal work on the chosen 2014 prescribed title having an impact on the candidate’s knowledge/ understanding.

Substantial	7 — 10
Some	3 — 6
No or little evidence	0 — 2

SECTION FOUR — DISCOVERIES *As a result of what I have learned I will...*

10 Marks

Criteria: Evidence of journal work on the chosen 2014 prescribed title having an impact on the candidate’s life.

Substantial	7 — 10
Some	3 — 6
No or little evidence	0 — 2

SECTION FOUR — SKILLS *I used _____ skills when I.....*

5 Marks x2

Criteria:
Identification and description of how the candidate used the skills identified in doing journal work on the chosen 2014 prescribed title.

Skill identified & detailed description	4 x 2
Skill identified & general description	3 x 2
Skill identified & limited description	1 — 2 x 2
Skill identified & no description	1 x 2
No skill identified or described	0 x 2

SECTION FOUR — LINKING *My journal work reminded me of studying... because...* 6 Marks x2

Criteria: Identification and explanation of the links between the candidate’s journal work on the chosen 2014 prescribed title and other aspects of the Junior Certificate Religious Education course.

Link identified & detailed explanation	5 — 6 x 2
Link identified & general explanation	3 — 4 x 2
Link identified and vague explanation	2 x 2
Link identified & no explanation	1 x 2
No link identified or explained	0 x 2

SECTION FIVE — LOOKING BACK *Looking back at my experience of doing journal work on this title...*

10 Marks

Criteria: evidence of —

- reflection/identification of what went well in doing journal work on the chosen 2014 prescribed title
- evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2014 prescribed title afresh.

Substantial evidence	9 — 10
Good evidence	7 — 8
Some evidence	5 — 6
No or little evidence	0 — 4

