

**JUNIOR CERTIFICATE**

**MARKING SCHEME**

**RELIGIOUS EDUCATION**

**ORDINARY LEVEL**

**1 1 In religious traditions the term ‘mission’ means****8***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 the way mission involves an activity engaged in by members of a community of faith to serve God and others.

*Possible Points:*

- A journey undertaken to spread the word of God, etc.
- Work undertaken to spread the word of God, etc.
- Etc.

**1 2 Ecumenism involves working for unity between different Christian Churches. (Tick ✓the correct box) True  False** **8***Marking Criteria*

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

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

**1 3 Sectarianism is the hatred of another person because of - (Tick ✓the correct box) Gender  Nationality  Religion** **8***Marking Criteria*

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

**1 4 A world religion that is associated with polytheism is****8***Graded**Marking Criteria*

An excellent answer will show an ability to identify evidence of religious belief by accurately identifying a world religion associated with belief in more than one God.

*Possible Points:*

- Hinduism
- Etc.

*Variation:*

The candidate describes the way in which polytheism involves the belief in more than one God but fails to accurately identify a world religion associated with polytheism as the question requires – 4 marks max.

**1 5 To trust is to have confidence in the truth of something- (Tick ✓the correct box) True  False** **8***Marking Criteria*

An excellent answer will show an understanding of trust as an element of faith by identifying ‘True’ as the answer relevant to the question.

- 1 6 A person's conscience helps him/her to** **8**  
*Graded*
- Marking Criteria*  
An excellent answer will show an understanding of conscience by giving an accurate account of how a person uses his/her conscience to come to an understanding of the difference between right and wrong in a moral decision.
- Possible Points:*
- Be aware of right and wrong with regard to a person's thoughts etc.
  - Be aware of right and wrong with regard to a person's actions etc.
  - Make decisions about right and wrong in a moral issue etc.
  - Etc.
- 1 7 The evangelists wrote the Hindu sacred texts - (Tick ✓ the correct box)** **8**  
**True  False**
- Marking Criteria*  
An excellent answer will show knowledge of the Gospels by identifying 'False' as the answer relevant to the question.
- 1 8 People express religious beliefs by the way that they live. State one other way in which people can express their religious beliefs** **8**  
*Graded*
- Marking Criteria*  
An excellent answer will show an understanding of religious belief by accurately identifying one way people express their religious beliefs other than their way of life.
- Possible Points:*
- Prayer
  - Worship
  - Etc.
- 1 9 The Four Noble Truths are most associated with which one of the following major world religions? – (Tick ✓ the correct box) Buddhism  Islam  Judaism**  **8**
- Marking Criteria*  
An excellent answer will show knowledge of the beliefs of a major world religion by identifying 'Buddhism' as the answer relevant to the question.
- 1 10 In a prayer of praise a person is** **8**  
*Graded*
- Marking Criteria*  
An excellent answer will show an ability to differentiate between different types of prayer by accurately describing a prayer of praise as giving honour/thanks/tribute to God/gods.
- Possible Points:*
- A prayer that is thanking God for happiness, health etc.
  - Etc.
- 1 11 The Gospel of John is a synoptic gospel. (Tick ✓ the correct box) True  False**  **8**
- Marking Criteria*  
An excellent answer will show knowledge of the Gospels by identifying 'False' as the answer relevant to the question.

**1 12 In religious traditions the term ‘sin’ means**

**8**  
Graded

*Marking Criteria*

An excellent answer will show an understanding of moral failure in religious traditions by giving an accurate account of the way sin involves something morally wrong that damages a person’s relationship with the divine.

*Possible Points:*

- A person knowing the difference between right and wrong and deliberately chooses to do wrong
- Etc.

*Note:*

Allow descriptive answers i.e. an example that shows an understanding of sin as something morally wrong that damages a person’s relationship with the divine.

*Variation:*

The candidate accurately identifies something that is an example of sin but makes no reference to the way sin involves something morally wrong that damages a person’s relationship with the divine. – Consult your Advising Examiner.

**1 13 The people who held political power in Palestine at the time of Jesus were the - (Tick ✓ the correct box) Assyrians  Egyptians  Romans**

**8**

*Marking Criteria*

An excellent answer will show an understanding of the context into which Jesus was born by identifying ‘Romans’ as the answer relevant to the question.

**1 14 Baptism is an example of a Christian sacrament. Name one other Christian sacrament**

**8**  
Graded

*Marking Criteria*

An excellent answer will show familiarity with the Christian understandings of sacrament by accurately naming one Christian sacrament other than Baptism.

*Possible Points:*

- Confirmation etc.
- Etc.

**1 15 The name Allah is most associated with which one of the following world religions? (Tick ✓ the correct box) Hinduism  Islam  Judaism**

**8**

*Marking Criteria*

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

**1 16 Read the list of religious leaders and the list of world religions given below. One religious leader has been matched to the world religion with which he is most associated as an example for you. Make one other match.**

**8**

<i>Religious Leaders</i>	<i>World Religions</i>
<b>Brahmin</b>	<b>Buddhism</b>
<b>Jesus</b>	<b>Christianity</b>
<b>Moses</b>	<b>Hinduism</b>
<b>Muhammad</b>	<b>Islam</b>
<b>Siddhartha Guatama</b>	<b>Judaism</b>

<i>Example:</i>	<b>Jesus</b>	<b>Christianity</b>
<i>Answer:</i>		

*Marking Criteria*

An excellent answer will show an ability to name a leader from a chosen world religion by accurately making one of the following matches- Moses to Judaism; Brahmin to Hinduism; Muhammad to Islam ; Siddhartha Guatama to Buddhism.

- 1 17 Religious faith can influence a person’s view of what is right and wrong. Name one other influence on a person’s view of right and wrong**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an awareness of the different sources of morality by accurately identifying one source of morality other than religious faith.

*Possible Points:*

- Family
- Friends
- School
- Etc.

- 1 18 A creed is a statement of religious beliefs - (Tick ✓ the correct box) True  False**

**8**

*Marking Criteria*

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

- 1 19 The name Yahweh /YHWH is most associated with which one of the following world religions? (Tick ✓ the correct box) Buddhism  Hinduism  Judaism**

**8**

*Marking Criteria*

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

- 1 20 In religious traditions the term ‘stewardship’ means**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show how a religious moral vision can influence the moral decisions of believers by giving an accurate account of the way in religious traditions stewardship involves an individual’s responsibility to care for life in all its forms.

*Possible Points:*

- Care for the earth etc.
- Looking after people in need etc.
- Etc.

*Note:*

Allow descriptive answers i.e. an example that shows an understanding of the way in religious traditions stewardship involves an individual’s responsibility to care for life in all its forms.

- 2 1 A Question 1. This is a photograph of people sharing in a community of faith. Pick one thing from this photograph which shows sharing among the people in this community of faith.**

**6***Graded**Marking Criteria*

An excellent answer will show an understanding of a characteristic of communities of faith by accurately stating one thing from this photograph which shows people contributing or partaking within this community.

*Possible Points:*

- People contributing their time to organise the tables at the meal etc.
- People partaking in conversation with others at the meal etc.
- People passing bowls of food to each other at the meal etc.
- Etc.

- 2 1 B Give one other example of a way in which sharing can be seen in a community of faith.**

**6***Graded**Marking Criteria*

An excellent answer will show an understanding of a characteristic of communities of faith by accurately identifying one example of a way in which sharing can be seen in a community of faith other than that stated in part A of the question.

*Possible Points:*

- Members witnessing to their religious values in working together on a project e.g. giving time/money/goods for the good of the community etc.
- Members sharing faith in discussing their ideas/beliefs etc. at religious meetings etc.
- Members sharing their knowledge and skills in religious ministries etc.
- Etc.

- 2 1 C State one reason why sharing is important for members of a community of faith.**

**8***Graded**Marking Criteria*

An excellent answer will show an understanding of a characteristic of communities of faith by accurately identifying one reason why contributing or partaking is important for members of a community of faith.

*Possible Points:*

- To allow a community of faith to achieve goals, succeed in a mission etc.
- An element of the moral code in a community of faith etc.
- Part of the teaching of the founders/earliest followers etc.
- Etc.

*Variation:*

The candidate accurately identifies one reason why sharing is important for people but makes no reference to why it is important for members of a community of faith. – Consult your Advising Examiner.

- 2 2A Question 2. This picture is based on the first Christians' experience of Pentecost.**

**Pick one thing from this picture which shows that it is based on the first Christians' experience of Pentecost.**

**6***Graded**Marking Criteria*

An excellent answer will show awareness of the development of the first Christian

communities by accurately stating one thing from this photograph which shows that it is based on the first Christians' experience of Pentecost.

*Possible Points:*

- Some people are looking up with an amazed expression on their faces
- Some people have their arms outstretched in amazement
- A white dove/Holy Spirit is coming down on the gathering of Christians
- Rays of light are coming down on the gathering of Christians
- Etc.

- 2 2B **The first Christians experienced Pentecost after the death of Jesus. (Tick ✓ the correct box) True  False**  **6**

*Marking Criteria*

An excellent answer will show an awareness of the development of the first Christian communities by identifying 'True' as the answer relevant to the question.

- 2 2C **State one effect the experience of Pentecost had on the first Christians.** **8**

*Graded*

*Marking Criteria*

An excellent answer will show awareness of the development of the first Christian communities by accurately identifying one way the experience of Pentecost affected the first Christians.

*Possible Points:*

- Their sense of fear for their mission as Christians changed to a sense of courage etc.
- They could speak in different languages etc.
- Etc.

- 2 3A **Question 3. This is a photograph of people taking part in a religious pilgrimage. Pick one thing from this photograph which shows that these people are taking part in a pilgrimage.** **6**

*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the beliefs and actions of followers of a major world religion by accurately stating one thing from this photograph which shows that these people are taking part in a journey to a shrine or sacred place.

*Possible Points:*

- People are gathering together in a religious place –a tall building completely covered in a decorated black cloth i.e. Ka'ba etc.
- People are walking together in the same direction around this building etc.
- People are dressed in clothes associated with a pilgrimage i.e. long white robes and have no shoes on their feet etc.
- Etc.

- 2 3B **Buddhism  Hinduism  Islam  Judaism**  **6**  
**Tick ✓ one of the above world religions and name a place of pilgrimage associated with it.**

*Graded*

*Marking Criteria*

An excellent answer will show knowledge of a major world religion by accurately

identifying one place of religious pilgrimage associated with the world religion ticked in the question.

*Possible Points:*

- Buddhism - Potola Palace etc.
- Hinduism - River Ganges etc.
- Islam - Mecca etc.
- Judaism – Western Wailing Wall in Jerusalem etc.

*Variations:*

- The candidate identifies one sacred place or shrine associated with pilgrimage in one of the world religions listed above but not associated with the world religion ticked in the question – 2 marks max.
- The candidate shows knowledge of a pilgrimage associated with the world religion ticked in the question but fails to accurately identify one place of pilgrimage associated with the world religion – 2 marks max.
- The candidate identifies one sacred place or shrine not associated with pilgrimage in any of the world religions listed in the question – 1 mark max.
- The candidate identifies a building associated with the world religion ticked in the question which is not a place of pilgrimage – 1 mark max.

**2 3C State one reason why members of a world religion would take part in a pilgrimage.**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of a major world religion by accurately identifying one reason why members of a world religion would take part in a pilgrimage.

*Possible Points:*

- To follow the teaching of their religion e.g. Five Pillars of Islam etc.
- To pray/communicate to their God/gods etc.
- To give witness to their faith etc.
- Etc.

**2 4 A Question 4. This is a photograph of members of a community of faith showing respect at the tomb of Pope John Paul II.**

**Pick one thing from this photograph which suggests that the members of this community of faith are showing respect at this tomb.**

**6**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of a religious moral vision by accurately stating one thing from this photograph which shows that the members of this community of faith are showing consideration or have a high regard for someone.

*Possible Points:*

- Visiting his tomb
- Dressed in religious clothes to visit the tomb
- Bowing/kneeling in front of the tomb
- The tomb is covered with marble stone
- Flowers/candle placed on the tomb
- Etc.



**2 4 B Give one other example of a way in which members of a community of faith can show respect.**

**6**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of one other example of members of a community of faith showing high regard or consideration for someone or something.

*Possible Points:*

- Show consideration for the needs of others in giving to those in need etc.
- Show regard for creation by caring for the earth etc.
- Show high regard for their faith by honouring God in prayer etc.
- Etc.

**2 4 C State one reason why showing respect is important for members of a community of faith.**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately identifying one reason why showing high regard or consideration for someone/something is important for members of a community of faith.

*Possible Points:*

- To live as the founder/earliest followers would have expected etc.
- To follow the moral code/teaching of their religion e.g. The Golden Rule in Christianity etc.
- Etc.

*Variation:*

The candidate identifies one reason why respect is important for people but makes no reference to why it is important for members of a community of faith. – Consult your Advising Examiner.

**SECTION 3 Candidates must answer all of the following questions.**

Marks

**3 1 Outline two ways in which religious faith can be seen in Robin's letter.****16**

Graded

*Marking Criteria*

An excellent answer will show an understanding of religious faith by setting out accurate information on two ways in which religious faith can be seen in Robin's letter.

*Possible Points:*

- Robin prays to God and knows that God is listening
- Robin reads from the scriptures
- Robin practices his/her faith regularly
- Etc.

**3 2 ● Friends ● School ● Youth Culture****18**

Graded

**Choose two of the above and explain how each could influence the religious faith of a teenager.**

*Marking Criteria*

An excellent answer will show an understanding of the factors that influence the religious beliefs of the adolescent by giving an accurate account of one or more reasons why two of the above could influence the religious faith of a teenager.

*Possible Points:*

- Friends - the support they give a teenager in religious practice etc.
- School - the witness they can give in role modelling religious faith; the understanding they can give in talking about religious beliefs etc.
- Youth culture- music, television, internet can model the expression of religious faith; can communicate religious beliefs etc.
- Etc.

*Variation:* The candidate gives an account of something that could influence a teenager but makes no reference to its influence on a teenager's religious faith - 3 marks max.

**3 3a Tick ✓ one of the following world religions that you have studied.****8**

Graded

**Buddhism  Christianity  Hinduism  Islam  Judaism**

**Name one sacred text that is associated with the world religion you have ticked above.**

*Marking Criteria*

An excellent answer will show knowledge of a document of faith by accurately identifying one sacred text that is associated with the world religion ticked in the question.

*Possible Points:*

- Buddhism – The Three Baskets/ Tripitaka etc.
- Hinduism – The Vedas etc.
- Islam – The Koran/Qur'an etc.
- Judaism – The Hebrew Scriptures/ Torah etc.
- Christianity – Bible/Gospels etc.

*Note:*

- Allow 'Old testament' for Christianity or Judaism
- Allow descriptive answers i.e. an example which shows an understanding of a sacred text that is associated with the world religion ticked in the question e.g. Book of Kells associated with Christianity.

*Variation:*

The candidate identifies a sacred text but does not accurately identify the world religion with which it is associated – 3 marks max.

**3 3b Explain two reasons why a sacred text is important for members of a world religion.**

**18**  
*Graded*

*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 important for members of a world religion.

*Possible Points:*

- Buddhism - The Three Baskets/Tripitaka - contains the teachings of the Buddha; give explanations of the Buddhist teachings and the rules of discipline etc.
- Hinduism – The Vedas are the oldest sacred texts of Hinduism; contains teachings about the Hindu way of life and hymns to the Gods etc.
- Islam – The Qur’an reveals the will of Allah and offers guidelines on how to live a moral life etc.
- Judaism – The Hebrew Scriptures are ancient writings inspired by Yahweh/YHWH; The Torah contains the Ten Commandments and records the history of the Jewish people etc.
- Christianity – Bible/Gospels, contains the good news that Jesus is the son of God, information on the first Christian communities etc.

*Variation:*

The candidate identifies a reason but fails to give an account of why a sacred text is important for members of a world religion – 4 marks max.

**4 1 Aa Name one community of faith that exists in Ireland today.****8***Graded**Marking Criteria*

An excellent answer will show knowledge of a church or a religious group found in Ireland today by accurately identifying one community of faith that exists in Ireland today.

*Possible Points:*

- World religion such as Christianity, Islam etc.
- A denomination associated with a world religion such as Anglican, Roman Catholic etc.
- Religious group such as Saint Vincent de Paul etc.
- Etc.

*Variation:*

The candidate identifies something associated with a community of faith in Ireland today but fails to name a community of faith as the question requires e.g. Church etc.

– Consult your Advising Examiner.

**4 1Ab Explain two reasons why belonging to a community of faith could be important for a person.****12***Graded**Marking Criteria*

An excellent answer will show an awareness of the human need to live in a community and an understanding of commitment to a community of faith by giving an accurate account of two reasons why belonging to a community of faith could be important for a person.

*Possible Points:*

- Commitment to the beliefs of the community of faith etc.
- Communication with God and other believers etc.
- Support received from a community of faith at times of celebration, sorrow etc.
- Etc.

**4 1Ba A vocation can be described as a calling to serve in a community of faith.****8**

(Tick ✓ the correct box)

True False *Marking Criteria*

An excellent answer will show an understanding of how communities of faith express their religious vision and commitment by identifying ‘True’ as the answer relevant to the question.

**4 1Bb Outline what is involved in one example of a vocation in a community of faith that you have studied.****12***Graded**Marking Criteria*

An excellent answer will show an understanding of a role within a community of faith by setting out accurate information on what is involved in one example of a calling to serve in a community of faith.

*Possible Points:*

- Imam - dedicates his time and effort to his community of faith, officiating at ceremonies etc.
- Rabi - dedicates his time to teaching others and to officiate at ceremonies etc.
- Christianity – Mother Teresa dedicated her life and works to helping the dying in India etc.
- Buddhism – Monks devote their life to their faith, living simplistic lifestyles in an attempt to achieve enlightenment etc.
- Etc.

*Note:*

Allow descriptive answers i.e. an example which shows an understanding of what is involved in a calling to serve in a community of faith.

- 4 2Aa One parable that Jesus told his followers is – (Tick ✓ the correct box) 8**  
**The Crossing of the Red Sea  The Raising of Jairus' Daughter  The Return of the Prodigal Son**

*Marking Criteria*

An excellent answer will show knowledge of the words of Jesus by identifying ‘The Return of the Prodigal Son’ as the answer relevant to the question.

- 4 2Ab Describe in detail what happened in one parable that Jesus told his followers. 10**  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of the words of Jesus by giving an accurate account of what happened in one story that Jesus told his followers.

*Possible Points:*

- The Lost Sheep
- The Return of the Prodigal Son
- Etc.

*Variations:*

- The candidate shows knowledge of a story associated with ancient Judaism but makes no reference to a parable that Jesus of Nazareth told his followers – 3 marks max.
- The candidate gives an account of an event/teaching associated with Jesus of Nazareth but makes no reference to a parable that Jesus told his followers – Consult your Advising Examiner.

- 4 2Ba Outline two points that Jesus taught his followers about the Kingdom of God in a parable you have studied. Name of parable: 10**  
*Graded*

*Marking Criteria*

An excellent answer will show an ability to identify characteristics of the Kingdom of God as preached by Jesus by setting out accurate information on two points that Jesus taught his followers about the Kingdom of God in a parable.

*Possible Points:*

- The Kingdom of God is a place of forgiveness and unconditional love; everyone is welcome in the Kingdom of God - The Prodigal Son etc.
- Everyone is loved and equal in the Kingdom of God - The Lost Sheep/Coin etc.
- The Kingdom of God exists in our hearts; love of the poor and enemy - The Good Samaritan etc.

- Etc.

*Note:*

Allow descriptive answers i.e. an example which shows an understanding of what Jesus taught his followers about the Kingdom of God in a parable.

*Variation:*

The candidate sets out information on points that Jesus taught his followers about the Kingdom of God but does not identify a particular parable as the question requires. – Consult your Advising Examiner.

**4 2Bb Explain one reason why Jesus used parables to teach his followers about the Kingdom of God.**

**12**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the words of Jesus by giving an accurate account of one reason why Jesus used parables to teach his followers about the Kingdom of God.

*Possible Points:*

- ◆ Easy to understand - a simple story with a hidden meaning etc.
- ◆ Method of teaching – a story could be easy to remember etc.
- ◆ Relate to the life of different listeners – story with rural or urban setting etc.
- ◆ Etc.

*Variation:*

The candidate identifies a reason why Jesus used parables but fails to give an account of the reason why Jesus used parables to teach his followers about the Kingdom of God. – Consult your Advising Examiner.

**4 3Aa Tick ✓ one of the following world religions you have studied. Buddhism  Hinduism  Islam  Judaism**

**8**  
*Graded*

**Name one religious object that is associated with the world religion ticked above.**

*Marking Criteria*

An excellent answer will show knowledge of a world religion by accurately identifying one religious object that is associated with the world religion ticked in the question.

*Possible Points:*

- Buddhism - Prayer Beads etc.
- Hinduism - Arti Lamp etc.
- Islam - Prayer Mat etc.
- Judaism - Mezuzah etc.

*Note:*

- Allow 'Beads' for Islam and Buddhism
- Allow reference to a sacred text
- Allow reference to a religious article, item, place or building that is symbolically associated with the world religion ticked in the question.

**4 3Ab Explain two reasons why the religious object you have named in part a) is important for members of the world religion you have ticked above.**

**12**  
*Graded*

### *Marking Criteria*

An excellent answer will show an understanding of the beliefs and symbols of a world religion by giving an accurate account of two reasons why the religious object named in part A a is important for members of the world religion ticked in part A a of the question.

### *Possible Points:*

- Buddhism- Prayer beads are used for keeping count while reciting, chanting, or mentally repeating a mantra etc.
- Hinduism- Arti/Aarti lamp is used during many Hindu ceremonies during which light is offered to one or more deities. The Arti/Aarti lamp is lit and circulated round all those present at the ceremony. The people taking part in the ceremony place their hands over the flame and raise their palms to their forehead, as a sign that the blessing, passed from the deity to the flame, has then been passed on to devotee etc.
- Islam - A prayer mat is used during Salat. It provides a clean space to participate in formal prayer as a symbol of respect and devotion to Allah etc.
- Judaism - Mezuzah contains the words of the Shema, reminding followers of Judaism of the presence of Yahweh/YHWH in their daily lives etc.

## **4 3Ba In religious traditions the term ‘revelation’ means**

**8**

*Graded*

### *Marking Criteria*

An excellent answer will show knowledge of the development of a religious tradition by giving an accurate account of the way in which in religious traditions revelation involves the communication of the divine/God/gods with people.

### *Possible Points:*

- Revelation is when God/gods communicate with people etc.
- Angel Gabriel revealing the will of Allah to Muhammad in Islam etc.
- Etc.

### *Note:*

Allow descriptive answers i.e. an example which shows an understanding of the way in which in religious traditions revelation involves the communication of the divine/God/gods with people.

## **4 3Bb Describe one example of revelation from the story 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 development of a world religion by giving an accurate account of one example of the communication of the divine/God/gods with the founder/earliest followers of the world religion ticked in part A a of the question.

### *Possible Points:*

- Buddhism- Siddhartha Guatama meditating under the Bodhi tree received enlightenment, the Four Noble Truths etc.
- Hinduism - The Vedas and the commentary material known as Shruti/Śruti (that which is heard or divinely revealed) comprise the central canon of Hinduism and are believed to have been transmitted by Brahmans; Revelation can be seen through the life of Vishnu the incarnation of the Brahman etc.
- Islam - The Angel Gabriel revealing the will of Allah to Muhammad; The Qur’an -the will of Allah as revealed word for word to Muhammad etc.
- Judaism – Abraham’s experience of Yahweh/YHWH asking him to leave his home

and travel to Canaan etc. The Ten Commandments revealed to Moses etc.

*Variation:*

The candidates give an account of one example of revelation but the example is not associated with the world religion ticked in part A a of the question. – Consult your Advising Examiner.

**4 4Aa Name one major world religion that is associated with monotheism**

**8**

*Marking Criteria*

An excellent answer will show an understanding of religious belief by accurately stating the name of one major world religion that is associated with belief in one God.

*Possible Points:*

- Christianity
- Islam
- Etc.

**4 4Ab Describe one example of how monotheism can be seen in the world religion you have named above.**

**12**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding that religious belief can find expression in prayer, worship and ways of life by giving an accurate account of one example of how belief in one God can be seen in the world religion named in part Aa of the question.

*Possible Points:*

- Christianity- Jesus spoke of the one ‘God Our Father’ (the Apostles Creed, Nicene Creed) etc.
- Islam – The Shahadah (Five Pillars) states that there is one God ‘Allah’; Muhammad preached against the worship of idols in the Ka’ba etc.
- Judaism – The Creation story states that the world was created by one God Yahweh/YHWH; The Shema states ‘Hear, O Israel, The Lord is our God, the Lord alone ...’ (Deut 6:4) etc.

**4 4Ba In religious traditions the term ‘reflection’ means**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the beginnings of faith by giving an accurate account of the way in which in religious traditions reflection involves the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions.

*Possible Points:*

- To think very deeply about the meaning of life, belief etc.
- Etc.

**4 4Bb Explain two reasons why reflection is important for members of a religious tradition you have studied.**

**12**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the beginnings of faith by giving an accurate account of two reasons why the insight a person gains from thinking deeply or becoming aware of feelings/actions is important for members of a religious tradition.



*Possible Points:*

- To strengthen a persons relationship with God/Gods etc.
- To get a deeper insight into their own actions and feelings etc.
- To gain a deeper understanding of their own faith etc.
- To allow their faith to grow and develop etc.
- Etc.

*Note:*

Allow descriptive answers i.e. an example which shows an understanding of why reflection is important for members of a religious tradition.

**4 5Aa Read the list of prayers and the list of world religions given below. Match one prayer to the world religion with which it is most associated. 8**

<i>Prayers</i>	<i>World Religions</i>	<i>Prayer</i>	<i>World Religion</i>
The Our Father/ The Lord's Prayer	Buddhism		
The Shahada/Shahadah	Christianity		
The Shema	Hinduism		
The Paritta	Islam		
The Rig Veda	Judaism		

Answer:

**E5 Marking Criteria**

An excellent answer will show an ability to differentiate between different types of prayer by accurately making one of the following matches –

- The Paritta to Buddhism
- The Rig Veda to Hinduism
- The Shahada/Shahadah to Islam
- The Shema to Judaism
- The Our Father/ Lords Prayer to Christianity.

**4 5Ab ● Contemplation ● Penitence ● Petition 10**  
**Choose two of the types of prayer listed above and describe what each involves for members of a world religion. Graded**

*Marking Criteria*

An excellent answer will show knowledge of different types of prayers by giving an accurate account of what is involved in two of the above types of prayer for members of a world religion.

*Possible Points:*

- Contemplation is a silent form of prayer without the use of words, movements etc, could involve finding a quite peaceful place to relax the mind to focus on prayer in a very deep and meaningful way etc.
- Penitence is a prayer that is seeking forgiveness from God; a person saying sorry in an attempt to restore there relationship with God etc.
- Petition is a prayer that makes an appeal or request to God/Gods. It may involve asking for help for themselves or others. Can be personal or communal. It expresses the belief that God/gods are powerful etc.

*Note:*

Allow descriptive answers i.e. two examples which show knowledge of the types of prayer listed in the question.

**4 5Ba Explain one reason why a religious person could find it difficult to pray. 10**

Graded

*Marking Criteria*

An excellent answer will show an understanding of prayer in the lives of individuals by giving an accurate account of one reason why a person could find it difficult to pray.

*Possible Points:*

- Pressure for time in a busy lifestyle etc.
- Not experiencing a direct response can make it difficult to continue praying etc.
- Etc.

- 4 5Bb Below are photographs of gestures or positions that people use in prayer. Bowing  Sitting  Washing  Tick ✓ one of the above gestures or positions and explain the reason why it is used in prayer.**

**12**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the elements of worship by giving an accurate account of why one of the gestures or positions listed above is used in prayer.

*Possible Points:*

- Bowing can symbolise humility; shows respect for God/gods; expression of faith etc.
- Washing can cleanse the body and mind in preparation for prayer etc.
- Sitting allows a person to focus on prayer etc.
- Etc.

*Variation:*

The candidate gives a general account of why people use one of the gestures or positions listed in the question but the candidate does not make reference to why it is used in prayer. – Consult your Advising Examiner

- 4 6Aa In religious traditions the term ‘peace’ means**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of a religious moral vision by giving an accurate account of the way peace involves fulfilment/harmony between people/ease of mind or conscience.

*Possible Points:*

- Freedom from disturbance, violence etc.
- When harmony is present etc.
- Etc.

*Note:*

Allow descriptive answers i.e. an example which shows an understanding of the way peace involves fulfilment/harmony between people/ease of mind or conscience.

- 4 6Ab Describe two ways in which members of a world religion try to bring about peace in the world today.**

**12**  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of how religious moral vision can influence the moral decisions of believers by giving an accurate account of two ways in which members of a world religion try to bring about fulfilment/harmony between people/ease of mind or conscience in the world today.

*Possible Points:*

- Inter-faith dialogue e.g. working to bring about unity and respect between the major

world religions etc.

- Ecumenism e.g. promoting unity, understanding and respect between different Christian denominations etc.
- Organisations working for peace in the world today e.g. Pax Christi etc.
- Peaceful protest campaigning for peace in the world etc.
- Etc.

**4 6Ba Tick ✓ one of the following major world religions you have studied:**

**Buddhism  Christianity  Hinduism  Islam  Judaism**

**Name one religious moral code that is associated with the world religion ticked above.**

**8**

*Graded*

*Marking Criteria*

An excellent answer will show knowledge of a religious moral code by accurately identifying the name of one religious moral code that is associated with the world religion ticked in the question.

*Possible Points:*

- Buddhism - The Eightfold Path etc.
- Christianity - The Ten Commandments etc.
- Hinduism - Law of Karma etc.
- Islam - The Five Pillars etc.
- Judaism - The Decalogue etc.

*Variations:*

- The candidate identifies one rule or example from a moral code that is associated with the world religion ticked in the question e.g. “There is one God Allah and Muhammad is his messenger” or “I am the Lord your God you shall not have strange gods before me”- 3 marks max.
- The candidate names a text which is not entirely a moral code but is associated with the world religion ticked in the question e.g. Bible / Torah - 3 marks max.

**4 6Bb Outline one way in which a religious moral code could guide a person working for peace in the world today.**

**12**

*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the vision articulated in a religious moral code by setting out accurate information on one way in which a religious moral code could guide a person working for fulfilment/harmony between people/ease of mind or conscience in the world today.

*Possible Points:*

- The Golden Rule - promotes peace in the way that it teaches how people must treat others as they would like to be treated themselves etc.
- *Buddhism* -The Noble Eightfold Path (The Middle Way) guide the believer to live in a way that is ‘right’ e.g. right action/livelihood; abstain from killing etc. would lead to peace.
- *Christianity* - The Beatitudes/Sermon on the Mount - Followers are encouraged to be compassionate and to work for peace in the world etc.
- *Hinduism* -The Dharma Sutras refers to the way in which a Hindu must do what is right (dharma or right conduct) such as absence of anger and forgiveness etc. which could inspire a person to work for peace in the world etc.
- *Islam* - The Five Pillars of Islam – right conduct e.g. Zakat (almsgiving) the duty to give a percentage of one’s income towards helping others in society etc. could lead to peace

in the world.

- *Judaism* – Decalogue/The Ten Commandments – guides followers on what is considered right e.g. thou shall not kill ... (Deut.5:17) etc. which could lead to peace in the world.

*Note:*

Allow descriptive answers i.e. an example which shows an understanding of the way in which a religious moral code could guide a person working for peace in the world today.

*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 ngnóthaíonn 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.

<b>Bunmharc</b>	<b>Marc Bónais</b>
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

<b>Bunmharc</b>	<b>Marc Bónais</b>
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 2009 - ORDINARY LEVEL MARKING SCHEME***

## Prescribed Titles for Religious Education Journal Work for Junior Certificate 2009

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

### Section A. Communities of Faith

- a. 1. Research the part played by a leader in **one** community of faith in Ireland today.
- a. 2. An investigation into the role of inter-faith dialogue in the relationship between **two** of the following world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.

### Section B. Foundations of Religion – Christianity

- b. 1. A profile of **one** religious group that was active in Palestine at the time of Jesus.
- b. 2. A study of what **two** of Jesus' miracles show about the Kingdom of God.

### Section C. Foundations of Religion – Major World Religions

- c. 1. An examination of the ways in which religious belief is expressed in a ceremony associated with **one** of the following world religions – Buddhism, Hinduism, Islam or Judaism.
- c. 2. A case study based on the commitment to faith shown by *either* the founder *or* earliest members of **one** of the following world religions – Buddhism, Hinduism, Islam or Judaism.

### Section D. The Question of Faith

- d. 1. Research the difference between the religious faith of a child and the religious faith of an adult.
- d. 2. An investigation into the influence of religious faith on the way believers live their everyday lives in **one** of the following world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.

### Section E. The Celebration of Faith

- e. 1. Profile **one** place in Ireland that has religious importance for members of a community of faith.
- e. 2. An examination of the importance of thanksgiving as a type of prayer for members of **one** of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

### Section F. The Moral Challenge

- f. 1. An exploration of the process that a morally mature person goes through in deciding whether something is right or wrong.
- f. 2. An examination of the ways in which integrity is seen as important by members of **one** of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

(Circulars S86/07 and S91/08)

## *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 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
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#### SECTION FOUR DISCOVERIES

LEARNING	I learned...	10 marks
	As a result of what I have learned I will...	10 marks

SKILLS	I used _____ skills when I...	5 marks
	I used _____ skills when I...	5 marks

LINKING	My journal work reminded me of studying... because...	6 marks
	My journal work reminded me of studying... because...	6 marks

#### SECTION FIVE LOOKING BACK

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

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

## SECTION ONE - INTRODUCTION

**TITLE** Candidates are required to complete the following lead statements:

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

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2009 prescribed title.

- *I chose this title because...*

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

## BEGINNING

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

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2009 prescribed title.
1 - 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2009 prescribed title.
4 - 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2009 prescribed title.

## 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 2009 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 2009 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 2009 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 2009 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 2009 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 2009 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 2009 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2009 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2009 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 2009 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 2009 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 2009 prescribed title.

## SECTION FOUR - DISCOVERIES

### LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 3	Little or no evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's knowledge/understanding/experience.
4 - 7	Some evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's knowledge/understanding/experience.
8 - 10	Substantial evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 – 3	Little or no evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.
4 - 7	Some evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.
8 - 10	Substantial evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.

### SKILLS

- *I used \_\_\_\_\_ skills when I.....*

<i>Marks 5</i>	<i>Criteria</i>
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 2009 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.

- *I used \_\_\_\_\_ skills when I.....*

<i>Marks 5</i>	<i>Criteria</i>
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 2009 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.

### LINKING

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

<i>Marks 6</i>	<i>Criteria</i>
0	No link identified or explained between the candidate's journal work and other aspects of the Junior Certificate Religious Education course.
1 - 2	Link identified and no explanation given.
3 - 4	Link identified and limited description/explanation given.
5 - 6	Link identified and detailed description/explanation given.

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

<i>Marks 6</i>	<i>Criteria</i>
0	No link identified or explained between the candidate's journal work and other aspects of the Junior Certificate Religious Education course.
1 - 2	Link identified and no explanation given.
3 - 4	Link identified and limited 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...*

<i>Marks 10</i>	<i>Criteria</i>
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title.</li> </ul>
5 - 8	Some evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title.</li> </ul>
9 - 10	Good evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title.</li> </ul>

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