



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2010

MARKING SCHEME

RELIGIOUS EDUCATION

ORDINARY LEVEL

GENERAL INTRODUCTION

- 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 Skills in 2000.
- The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year.
- Where a mark is graded in the examination paper marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.
- The support notes presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits.

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

Mark

1 1 In religious traditions the term ‘mature faith’ means**8**
Graded*Marking Criteria:*

An excellent answer will show an understanding of faith development by accurately identifying one characteristic of mature faith.

Possible Points:

- A person with mature faith will have religious commitment etc.
- A person of mature faith will have a personal relationship with their God/the divine etc.
- Etc.

Note: Allow descriptive answers i.e. a concrete example which shows an understanding of faith development.

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

1 2 A parish is an example of a community. (Tick ✓ the correct box) True False **8***Marking Criteria:*

An excellent answer will recognise different types of communities by identifying ‘True’ as the answer relevant to the question.

**1 3 People sometimes turn to work as a source of meaning in life.
Name another source of meaning in life.****8**
Graded*Marking Criteria:*

An excellent answer will show an understanding of a source of meaning in life by accurately identifying a source of meaning in life other than work.

Possible Points:

- Religious Faith
- Family
- Etc.

Note: Allow descriptive answers.

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

**1 4 A town in Palestine associated with the birth of Jesus is –
(Tick ✓ the correct box) Bethlehem Cana Jericho** **8***Marking Criteria:*

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately identifying ‘Bethlehem’ as a town in Palestine associated with the birth of Jesus.

- 1 5 **Attending religious services is one example of religious practice. State another example of the way in which people can practise their religion.** 8
Graded

Marking Criteria:

An excellent answer will show an understanding of religious practice by accurately identifying a way in which people practise their religion other than attending religious services.

Possible Points:

- The way people live their lives etc.
- Personal prayer etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 6 **In religious traditions an ‘icon’ is a painting or image which helps people to worship. (Tick ✓ the correct box) True False** 8

Marking Criteria:

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

- 1 7 **Communication is a characteristic of communities. Name another characteristic of communities** 8
Graded

Marking Criteria:

An excellent answer will show knowledge of the characteristics of communities by accurately identifying a characteristic of communities other than communication.

Possible Points:

- Sharing
- Co-operation
- Etc.

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

- 1 8 **The person Jesus appointed to lead his followers was - (Tick ✓ the correct box) Jairus Peter Zacchaeus** 8

Marking Criteria:

An excellent answer will show knowledge of the disciples of Jesus by accurately identifying ‘Peter’ as the answer relevant to the question.

- 1 9 **To behave morally means** 8
Graded

Marking Criteria:

An excellent answer will show an understanding of morality by accurately stating that to behave morally means to act in a way whereby one seeks to do the right thing.

Possible Points:

- Doing what you know to be the right thing etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 10 **The River Ganges is of importance to members in 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 'Hinduism' as the answer relevant to the question.

- 1 11 **Considering the alternatives is one stage in the process of moral decision-making. State another stage in the process of moral decision-making.** 8
Graded

Marking Criteria:

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

Possible Points:

- Examining the facts involved in the situation etc.
- Examining the consequences of actions etc.
- Process of CHOICE; LISTEN; STOP etc.
- Etc.

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

- 1 12 **After Jesus' resurrection he appeared to which one of the following people? (Tick ✓ the correct box) Hosea Jeremiah Thomas** 8

Marking Criteria:

An excellent answer will show an awareness of the impact of the resurrection appearances on the followers of Jesus by accurately identifying 'Thomas' as the answer relevant to the question.

- 1 13 **In religious traditions a 'denomination' is** 8
Graded

Marking Criteria:

An excellent answer will show knowledge of churches and religious groups by accurately stating that a denomination refers to a grouping within a community of faith.

Possible Points:

- Roman Catholic; Church of Ireland; Presbyterian Church; Methodist Church Etc.

Note: Allow Catholicism or RC; Protestant or C of I.

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

- 1 14 A prayer of ‘thanksgiving’ asks God for something. 8
 (Tick ✓ the correct box) True False

Marking Criteria:

An excellent answer will show an ability to differentiate between different types of prayer by accurately identifying ‘False’ as the answer relevant to the question.

- 1 15 In religious traditions the term ‘worship’ means 8
Graded

Marking Criteria:

An excellent answer will show an understanding of the celebration of faith by accurately identifying how worship involves an activity in which God is honoured.

Possible Points:

- Showing respect to God/the divine etc.
- Performing religious rituals etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 16 Meditation is a type of prayer that involves deep thought on a religious idea – 8
 (Tick ✓ the correct box) True False

Marking Criteria:

An excellent answer will show an ability to differentiate between different types of prayer by accurately identifying ‘True’ as the answer relevant to the question.

- 1 17 Baptism is one example of a Christian sacrament. Name one other Christian sacrament 8
Graded

Marking Criteria:

An excellent answer will show an understanding of the Christian sacraments by accurately identifying a Christian sacrament other than Baptism.

Possible Points:

- Eucharist/ Holy Communion
- Confirmation
- Etc.

Variation: The candidate accurately describes a ritual associated with a sacrament but fails to identify a Christian sacrament other than Baptism – 4 marks max.

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

- 1 18 A Mezuzah is most associated with which one of the following world religions? 8
 (Tick ✓ the correct box) Hinduism Islam Judaism

Marking Criteria:

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

1 19 In religious traditions the term ‘sacred’ means

8
Graded

Marking Criteria:

An excellent answer will show an understanding of how particular places and times come to be significant in religious traditions by accurately describing how the term sacred refers to that which is regarded as holy, set apart and representative of the presence of God/the divine.

Possible Points:

- A place of worship e.g. Church, Mosque, Synagogue, Temple etc.
- A time of importance in a world religion e.g. Advent, Hanukkah, Eid-ul Adha etc.
- An object of importance in a world religion e.g. A sacred text, Bible, Qur’an, Hebrew Scriptures etc.
- Etc.

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

1 20 A tradition is a long established belief or custom.
(Tick ✓ the correct box) True False

8

Marking Criteria:

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

SECTION 2

Candidates must answer three of the following four questions.

Mark

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

6
Graded

Marking Criteria:

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

Possible Points:

- Jesus has his arm stretched in a gesture of calling etc.
- The men seem to be listening to Jesus etc.
- One man is kneeling as he listens to Jesus etc.
- 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	6

- 2 1B** The name of the sea where Jesus called his first disciples was - (Tick ✓ the correct box)
The Dead Sea The Mediterranean Sea The Sea of Galilee

6

Marking Criteria:

An excellent answer will show an understanding of the context in which Jesus of Nazareth lived by accurately identifying 'The Sea of Galilee' as the answer relevant to the question.

- 2 1C** State one thing Jesus asked his disciples to do.

8
Graded

Marking Criteria:

An excellent answer will show an understanding of discipleship as preached by Jesus by accurately identifying one thing Jesus asked his disciples to do.

Possible Points:

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

Note: Allow descriptive answers.

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

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

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

4
Graded

Marking Criteria:

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

Possible Points:

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

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

2 2B State one thing this image shows about the child's understanding of God.

8
Graded

Marking Criteria:

An excellent answer will show an awareness of the variety of images of God by accurately identifying one thing this image shows about an understanding of God.

Possible Points:

- God as human figure e.g. Jesus etc.
- God as King – Crown etc.
- God as heavenly – halo etc.
- Etc.

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

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

8
Graded

Marking Criteria:

An excellent answer will show an awareness of the variety of images of God by accurately identifying an image of God other than the one given in the question.

Possible Points:

- All powerful, merciful etc.
- Nature images - rock, fire, wind etc.
- Christianity e.g. Jesus - shepherd, father, spirit etc.
- Hinduism e.g. Brahman - present in all things etc.
- Judaism e.g. Yahweh/YHWH - creator, guide etc.
- Etc.

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

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

- 2 **3A Pick one thing from this photograph which suggests that this person is performing a religious ritual.** **4**
Graded

Marking Criteria:

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

Possible Points:

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

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

- 2 **3B State one reason why people perform religious rituals.** **8**
Graded

Marking Criteria:

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

Possible Points:

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

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

- 2 **3C Give one other example of a religious ritual.** **8**
Graded

Marking Criteria:

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

Possible Points:

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

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

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

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

6
Graded

Marking Criteria:

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

Possible Points:

- A cross – symbol associated with the Christian tradition etc.
- A crucifix – hung on a wall and given prominence with lighting etc.
- 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	6

2 4B With which one of the following world religions is this symbol most associated? 6
(Tick ✓ the correct box) Buddhism Christianity Hinduism Islam Judaism

Marking Criteria:

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

2 4C State one reason why people use symbols when they are praying.

8
Graded

Marking Criteria:

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

Possible Points:

- Symbols can help people express religious beliefs etc.
- Symbols express what can be difficult to put into words etc.
- Symbols can mark a place or action as sacred e.g. a lit candle can be a symbol of the light of God in times of darkness in a person’s life etc.
- Etc.

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

SECTION 3

Candidates must answer ALL the questions.

3 1 From your reading of this article explain two reasons why Mother Teresa founded the Missionaries of Charity. **12**
Graded

Marking Criteria:

An excellent answer will show an understanding of an inspiring vision by giving an accurate account of **two** reasons why Mother Teresa founded the Missionaries of Charity.

Possible Points:

- Her commitment to love God and others etc.
- The needs of people e.g. people suffering and being left to die on the streets in Calcutta etc.
- 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

3 2a Outline what the term ‘mission’ means in a religious tradition. **10**
Graded

Marking Criteria:

An excellent answer will show an understanding of how people of faith show their vision and commitment by setting out accurate information on the way mission involves an activity in which members of a community of faith 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.

<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	10

3 2b Describe one example of how mission can be seen in this article about Mother Teresa. **14**
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 one example of how mission can be seen in this article about Mother Teresa.

Possible Points:

- Mother Teresa’s work with the sick shows her witnessing to the love of God and others etc.
- Mother Teresa founding a new religious order shows her witnessing to the love of God and others etc.
- 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	14

3 3a

COMMITMENT RESPECT

10
Graded

Tick ✓ one of the words listed above and outline what it means in a religious tradition.

Marking Criteria:

An excellent answer will show an understanding of the characteristics of a community of faith by setting out accurate information on the meaning of commitment or respect in a religious tradition.

Possible Points:

- Commitment – People give their time and resources e.g. Taizé etc.
- Respect - showing consideration or having a high regard for something/someone in a religious tradition e.g. being silent in a place of worship etc.

Note:

- Allow descriptive answers where a candidate describes an example that shows commitment or respect within a religious tradition.
- A candidate sets out accurate information on the meaning of commitment or respect but makes no reference to a religious tradition – Consult your Advising Examiner.

<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	10

3 3b

Describe one example of how *either* commitment *or* respect can be seen in the work of a community of faith that you have studied.

14
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of a community of faith by giving an accurate account of the process by which *either* commitment *or* respect can be seen in the work of a community of faith.

Possible Points:

- Commitment – Taizé Community’s commitment to a way of life/to serving those in need etc.
- Respect – A community of faith show high regard for God/the divine by maintaining a place of worship; organising opportunities for prayer etc.

Note: A candidate gives an accurate account of the process by which *either* commitment *or* respect can be seen in the work of a community but makes no reference to a community of faith. – Consult your Advising Examiner.

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

SECTION 4

4 1Aa Tick ✓ one of the following terms and outline what it means.

10
Graded

Community Breakdown Religious Conflict

Marking Criteria:

An excellent answer will show an understanding of the characteristics of community by giving an accurate account of the meaning of *either* community breakdown *or* religious conflict.

Possible Points:

- Community Breakdown - results from the failure of people to co-operate, communicate or share within a community etc.
- Religious Conflict - results from disagreement between people because of their religious beliefs etc.
- Etc.

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

4 1Ab Explain why *either* community breakdown *or* religious conflict could be a challenge for a community of faith.

14
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of a community of faith by giving an accurate account of a reason why *either* community breakdown *or* religious conflict could be a challenge for a community of faith.

Possible Points:

- Community breakdown - could lead to division and lack of support for the members of the community etc.
- Religious conflict - could lead to tension within a community and unwillingness to understand another's view point etc.
- Etc.

Note: Allow descriptive answers.

Excellent	Very Good	Good	Fair	Weak			Question Marks
14 > 12	11 > 10	9 > 8	7 > 6	5 > 4	3 > 2	1 > 0	14

4 1B Describe two examples of the ways in which members of different communities of faith try to develop a good relationship with each other.

16
Graded

Marking Criteria:

An excellent answer will show an awareness of the importance of respecting one's own beliefs and the beliefs and convictions of others by giving an accurate account of two examples of members of different communities of faith trying to develop a good relationship with each other.

Possible Points:

- Members of Irish communities of faith meeting with one another in Glencree, Corrymeela etc.
- The leaders of different communities of faith gathering for inter-faith dialogue, ecumenical services etc.
- Individuals associated with communities of faith e.g. Ghandi working to develop a good relationship between people etc.
- Etc.

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

- 4 2Aa The person most associated with the arrest of Jesus in the Garden of Gethsemane was – (Tick ✓ the correct box) Barabbas Herod Judas 8**

Marking Criteria:

An excellent answer will show a familiarity with the Gospel accounts of the events leading up to the death of Jesus by identifying ‘Judas’ as the answer relevant to the question.

- 4 2Ab Outline two ways in which the first disciples were affected by the arrest of Jesus in the Garden of Gethsemane. 16**
Graded

Marking Criteria:

An excellent answer will be show a familiarity with the Gospel accounts of the events leading up to the death of Jesus by setting out accurate information on two ways in which the first disciples were affected by the arrest of Jesus in the Garden of Gethsemane.

Possible Points:

- The event influenced the way of life of the disciples e.g. Peter was afraid to say he knew Jesus etc.
- Disciples could have been disappointed because they believed in Jesus as the Messiah and placed their trust in him e.g. the disciples on road to Emmaus were saddened to have seen Jesus crucified etc.
- Etc.

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

- 4 2B Imagine you were an eyewitness to the last events of Jesus’ life - Jesus on trial before the Sanhedrin Jesus on trial before Pilate The crucifixion and death of Jesus 16**
Graded

Tick ✓ one of the events listed above and describe what happened in the event you have ticked.

Marking Criteria:

An excellent answer will be show a familiarity with the Gospel accounts of the events leading up to the death of Jesus by giving an accurate account of what happened to Jesus in the event ticked in the question.

Possible Points:

- Jesus on trial before the Sanhedrin - accused of saying that he was the Messiah etc.
- Jesus on trial before Pilate - condemned to death; a crown of thorns placed on his head etc.
- The crucifixion and death of Jesus - carried his cross to Calvary etc.
- Etc.

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

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

Buddhism Hinduism Islam Judaism

Name the part of the world most associated with the founding story of the religion you have ticked above.

Marking Criteria:

An excellent answer will show an understanding of the historical situation at the time of origin of a world religion by accurately identifying the part of the world associated with the founding story of the world religion chosen in the question.

Possible Points:

- Buddhism – India etc.
- Hinduism – Indus Valley, India etc.
- Islam – Mecca, Saudi Arabia etc.
- Judaism – Canaan, Palestine, Middle East etc.

Note: Candidate accurately identifies a part of the world associated with the founding story of one of the world religions listed in the question but fails to accurately identify the world religion with which it is associated - Consult your Advising Examiner.

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

4 3Ab Describe one example of the way people lived in this part of the world when the religion you have ticked above was founded.

Marking Criteria:

An excellent answer will show an understanding of the historical situation of a major world religion by giving an accurate account of the way people lived at the time the world religion chosen in the question was founded.

Possible Points:

- *Hinduism* - Nomadic people (Aryans) who swept down from the north and invaded India; gold, silver, and bronze artefacts found in the Indus valley dated about 3500 BCE suggest skilled craftsmanship and trading etc.
- *Buddhism* - Siddartha Gautama's father was king of the Sakya Kingdom in the southern region of Nepal; some people lived in poverty outside of the King's palace etc.
- *Judaism* - Nomadic people who enjoyed a very good standard of living along the Fertile Crescent etc.
- *Islam* – Many lived nomadic lives on traditionally claimed territories; Makkah/Mecca was a wealthy trading post in which the Baal cults predominated at the time of Muhammad etc.

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

4 3Ba Name either one person or one group associated with the founding story of the world religion you have ticked above _____

8
Graded

Marking Criteria:

An excellent answer will show an understanding of the historical situation at the time of origin or foundation of a major world religion by accurately identifying one person/group that played a role in the founding story of the world religion ticked in the question.

Possible Points:

- Buddhism – Siddhartha Gautama etc.
- Hinduism – Brahmin etc.
- Islam - Muhammad etc.
- Judaism – Moses etc.

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

4 3Bb Outline how either one person or one group played an important part in the founding of the world religion you have ticked above.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of the historical situation at the time of origin or foundation of a major world religion by setting out accurate information on how a person/group played an important role in the founding story of the world religion ticked in the question.

Possible Points

- Buddhism – Siddhartha Gautama set out to teach others the way to enlightenment etc.
- Hinduism – Brahmin priests gave leadership within the Hindu tradition etc.
- Islam - Muhammad opposed the rich merchants in Makkah/Mecca etc.
- Judaism – Moses led the Jewish people out of slavery in Egypt etc.

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

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

Buddhism Christianity Hinduism Islam Judaism

Outline two religious beliefs associated with the world religion you have ticked above.

Marking Criteria:

An excellent answer will show knowledge of the religious beliefs of a major world religion by setting out accurate information on two religious beliefs associated with the world religion ticked in the question.

Possible Points:

- Buddhism – Nirvana; Eightfold Path etc.
- Christianity - Belief in Trinity; Resurrection etc.
- Hinduism - Belief in Brahma as the supreme God; Karma etc.
- Islam - Belief in one God Allah; pray five times a day etc.
- Judaism - Belief in Yahweh/YHWH; last judgement 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 4B FAMILY MEDIA

Tick ✓ one of the above and outline how it could influence the religious beliefs of a teenager.

Marking Criteria:

An excellent answer will show knowledge of factors that influence the religious beliefs of the adolescent by setting out accurate information on how either family or media could influence the religious beliefs of a teenager.

Possible Points:

- Family can influence a person to join in a religious celebration e.g. Baptism etc.
- Media promotion of material possessions etc. could lead people to behave in a way that is not in keeping with their religious beliefs 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	14

4 4C People often express their thoughts and feelings about the meaning of life in music, art, literature etc. Describe one example of how a question about the meaning of life is expressed today in youth culture – music, art etc.

Marking Criteria:

An excellent answer will show an ability to identify evidence of the human search for the meaning of life in contemporary culture by giving an accurate account of one example of how a question about the meaning of life is expressed today in youth culture – music, art etc.

Possible Points:

- Film – Writers and directors portray characters that are searching for the meaning of life e.g. Dances with Wolves etc.
- Music – Lyrics can ask the questions which express the desire to find the meaning of life, e.g. U2 etc.
- Art – Artists use colours in their work to express their search for the meaning of life etc.
- Etc.

Note: Allow descriptive answers

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

12
Graded

14
Graded

14
Graded

4 5Aa World religions have different places of worship where their members gather for communal prayer. Tick ✓ one of the following places of worship and name the world religion with which it is most associated.

8

Church Mosque Shrine Synagogue Temple World Religion _____

Marking Criteria:

An excellent answer will show knowledge of the celebration of faith by accurately identifying the world religion most associated with the place of worship ticked in the question.

Possible Points:

Church to Christianity; Mosque to Islam; Synagogue to Judaism;

Shrine to Hinduism or Christianity; Temple to Buddhism or Hinduism.

4 5Ab Outline what happens in one example of communal prayer for members of the world religion you have named above.

16

Graded

Marking Criteria:

An excellent answer will show knowledge of a type of prayer by setting out accurate information on one example of what is involved in communal prayer for members of the world religion named in part 5Aa of the question.

Possible Points:

- Buddhism e.g. joining the Buddhist monks in meditation etc.
- Christianity e.g. sacrament of Baptism etc.
- Hinduism - communal worship at the River Ganges etc.
- Islam - Friday worship in a mosque etc.
- Judaism – Sabbath worship in a synagogue etc.

Note: The candidate sets out accurate information on one example of what is involved in communal prayer but makes no reference to the members of the world religion named in part 5Aa of the question – Consult your Advising Examiner.

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

4 5B Explain two reasons why communal prayer is important for members of a world religion.

16

Graded

Marking Criteria:

An excellent answer will show knowledge of a type of prayer by giving an accurate account of two reasons why communal prayer is important for members of a world religion.

Possible Points:

- Celebrating shared identity etc.
- Members are supporting each other etc.
- Etc.

Note: Allow descriptive answers.

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

4 6Aa A person’s conscience helps him/her to decide what is right and wrong.
(Tick ✓ the correct box) True False

8

Marking Criteria:

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

4 6Ab Outline how one of the following could influence a person’s understanding of right and wrong: ● FRIENDS ● SCHOOL

10
Graded

Marking Criteria:

An excellent answer will show knowledge of a source of morality by setting out accurate information on how a person’s view of what is right and wrong could be influenced by *either* friends *or* school.

Possible Points:

- Friends – peer pressure could influence what a person understands to be right or wrong etc.
- School – the example of students and staff could influence what a person understands to be right or wrong 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	10

4 6Ba JUSTICE STEWARDSHIP
Tick ✓ one of the words listed above and outline what it means in a religious tradition.

10
Graded

Marking Criteria:

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by setting out accurate information on the meaning of either justice or stewardship in a religious tradition.

Possible Points:

- Justice – Fair play, right relationship etc.
- Stewardship – Caring for all forms of life 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>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10

4 6Bb Explain one reason why working for *either* justice *or* stewardship is important for the members of a community of faith today.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of a religious moral vision by giving an accurate account of one reason why working for *either* justice *or* stewardship is important for members of a community of faith today.

Possible Points:

- The example of the founder/ earliest followers e.g. Jesus used his parables to explain the importance of taking care of the earth etc.
- The moral code of a religion may promote the importance of justice *or* stewardship e.g. Buddhism teaches that the world and everything on it are connected and people should all live in harmony with the world etc.
- The sacred text of a religion may promote the importance of justice *or* stewardship e.g. In Islam the Zakat involves almsgiving for the sake of equity and justice; The Qur'an encourages generosity (Sura70:23-25; 2.110) what we own is seen as being for the benefit of those in need etc.

Note: Allow descriptive answers

Variation: The candidate gives a reason why *either* working to achieve what is right and fair *or* caring for life in all its forms, is important but fails to make any reference to a community of faith – Consult your Advising Examiner

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

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

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

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2010

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

Section A. Communities of Faith

- a.1. Profile the work being done by **one** community of faith in Ireland today to promote tolerance between people of different religious beliefs.
- a.2. An examination of vocation as a calling to serve in **one** community of faith in Ireland today.

Section B. Foundations of Religion – Christianity

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

Section C. Foundations of Religion – Major World Religions

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

Section D. The Question of Faith

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

Section E. The Celebration of Faith

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

Section F. The Moral Challenge

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

(Circulars S91/08 and S89/09)

General Guidelines for Completion of the Journal Booklet

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Journal Work

The aims of journal work are:

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

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

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

Assessment of the Journal Booklet

SECTION ONE INTRODUCTION

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

SECTION TWO GETTING STARTED

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

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

SECTION FOUR DISCOVERIES

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

SECTION FIVE LOOKING BACK

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

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

SECTION ONE - INTRODUCTION

TITLE Candidates are required to complete the following lead statements:

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

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2010 prescribed title.

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

- *I chose this title because...*

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

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

BEGINNING

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

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2010 prescribed title.
1 - 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2010 prescribed title.
4 - 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2010 prescribed title.

SECTION TWO - GETTING STARTED

- *To prepare for doing my journal work I*

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2010 prescribed title.
5 - 8	A general description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2010 prescribed title.
9 - 12	A detailed description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2010 prescribed title.

SECTION THREE – WORK

DESCRIBING

- *To do my journal work I*

Marks 12	Criteria
0 - 4	A limited description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2010 prescribed title.
5 - 8	A general description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2010 prescribed title.
9 - 12	A detailed description identifying and recalling the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2010 prescribed title.

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

Marks 6	Criteria
0 - 2	A limited explanation/reason given as to why journal work on the chosen 2010 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2010 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2010 prescribed title was approached in this way.

YOUR REACTION

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

Marks 6	Criteria
0 - 2	Reaction containing little or no description/elaboration as to what the candidate and/or group found most interesting, hardest etc. in working on the chosen 2010 prescribed title.
3 - 4	Reaction containing a general description/limited elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2010 prescribed title.
5 - 6	Reaction containing a detailed description/elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2010 prescribed title.

SECTION FOUR - DISCOVERIES

- ### LEARNING
- *I learned ...*

Marks 10	Criteria
0 – 3	Little or no evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate’s knowledge/understanding/experience.
4 - 7	Some evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate’s knowledge/understanding/experience.
8 - 10	Substantial evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate’s knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 – 3	Little or no evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate's life.
4 - 7	Some evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate's life.
8 - 10	Substantial evidence of journal work on the chosen 2010 prescribed title having an impact on the candidate's life.

SKILLS

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

<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 2010 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.

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

<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 2010 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2010 prescribed title.

LINKING

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

<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"> • reflection/identification of what went well in doing journal work on the chosen 2010 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2010 prescribed title.
5 - 8	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2010 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2010 prescribed title.
9 - 10	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2010 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2010 prescribed title.