



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

Religious Education

Ordinary Level

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

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

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

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

General Introduction

The assessment of Religious Education at Junior Certificate 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. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The support notes presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

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

1 1. An example of a miracle performed by Jesus was ___ 8M

Marking Criteria

An excellent answer will show knowledge of the actions of Jesus by accurately naming a miracle performed by Jesus.

Possible Points

- The calming of the storm etc.
- Etc.

1 2. One reason for community breakdown is ___ 8M

Marking Criteria

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

Possible Points

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

Note: Allow descriptive answers i.e. an example which illustrates one accurate reason for community breakdown.

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

1 3. Which one of the following world religions is most associated with monotheism? (Tick ✓ the correct box) 8M
BUDDHISM HINDUISM ISLAM

Marking Criteria

An excellent answer will show understanding of a religious belief by accurately identifying 'Islam' as the answer relevant to the question.

1 4. Religious tolerance is needed so that ___ 8M

Marking Criteria

An excellent answer will show an understanding of the importance of respecting religious beliefs by accurately stating a reason why tolerance is needed between communities of faith.

Possible Points

- Different religious beliefs can be expressed without interference etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates a reason why tolerance is needed between communities of faith.

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

1 5. Read the list of places of pilgrimage and the list of world religions given below. One place of pilgrimage has been matched to the world religion with which it is most associated as an example for you.

Make one other match.

8M

<i>Places of Pilgrimage</i>	<i>World Religions</i>
Bodh Gaya	Buddhism
Medina	Christianity
The Holy Land	Hinduism
The Wailing Wall	Islam
Varanasi	Judaism

<i>Place of Pilgrimage</i>	<i>World Religion</i>
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Example:

<i>The Holy Land</i>	<i>Christianity</i>
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Answer:

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Marking Criteria

An excellent answer will show knowledge of a place of pilgrimage in a major world religion by accurately matching Buddhism to Bodh Gaya; Hinduism to Varanasi; Islam to Medina; Judaism to The Wailing Wall.

1 6. In religious traditions the term ‘sacred’ refers to __

8M

Marking Criteria

An excellent answer will show an understanding of how in religious traditions particular places and times come to be significant by accurately stating how the term ‘sacred’ refers to something being holy or set apart and representative of the presence of God/gods/the divine.

Possible Points

- A time of importance in a world religion etc.
- A place of worship e.g. Church, Mosque, Synagogue, Temple etc.
- Etc.

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

1 7. For the members of a religious tradition one consequence of sin is __ **8M**

Marking Criteria

An excellent answer will show an understanding of moral failure by accurately identifying one effect that the breakdown of the relationship with God and others can have in a religious tradition.

Possible Points

- The damaging of relationships with God and others etc.
- Etc.

Note: Allow descriptive answers i.e. an example that illustrates one effect which the breakdown of the relationship with God and others can have in a religious tradition.

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

1 8. The Gospel of John is a synoptic gospel. (Tick ✓ the correct box) **8M**
 TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the development of the Gospels by accurately identifying 'False' as the answer relevant to the question.

1 9. The mission of a community of faith involves __ **8M**

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately stating how mission involves an activity engaged in by the members of a community of faith to serve others and God/gods/the divine.

Possible Points

- A journey/work undertaken to spread the word of God/gods/the divine etc.
- Etc.

Note: Allow descriptive answers i.e. an example that illustrates how the mission of a community of faith involves an activity in which the members engage so as to serve others and God/gods/the divine.

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

1 10. From the point of view of a religious tradition peace refers to __ **8M**

Marking Criteria

An excellent answer will show an understanding of peace by accurately stating that in a religious tradition peace refers to people living in harmony with each other.

Possible Points

- Shalom etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates how peace refers to people living in harmony with each other.

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

1 11. Read the list of religious titles and the list of world religions given below. One religious title has been matched the world religion with which it is most associated as an example for you. Make one other match. **8M**

<i>Religious Titles</i>	<i>World Religions</i>	<i>Religious Title</i>	<i>World Religion</i>
Bishops	Buddhism	<i>Bishops</i>	<i>Christianity</i>
Brahmins	Christianity		
Imams	Hinduism		
Rabbis	Islam		
Sangha	Judaism		

Example:

Answer:

Marking Criteria

An excellent answer will show knowledge of religious titles associated with a world religion by accurately matching: Buddhism to Sangha; Hinduism to Brahmins; Islam to Imams; Judaism to Rabbis.

1 12. Within religious traditions martyrdom refers to a person being willing to ___
8M

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately stating how martyrdom involves the way in which a person is willing to suffer and die for his/her religious beliefs.

Possible Points

- A person giving witness to his/her religious beliefs e.g. the crucifixion of Jesus etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates a person being willing to suffer and die for his/her religious beliefs.

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

1 13. Secular humanists look to religious answers when searching for the meaning of life. (Tick ✓ the correct box) TRUE FALSE **8M**

Marking Criteria

An excellent answer will show an understanding of non-religious answers to the human search for the meaning of life by accurately identifying ‘False’ as the answer relevant to the question.

1 14. Time for reflection is important when searching for the meaning of life because ___ **8M**

Marking Criteria

An excellent answer will show an understanding of the human search for meaning by accurately stating a reason why the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions is important when searching for the meaning of life.

Possible Points

- Human beings ask questions and wonder etc.
- Allows people to think deeply/to gain insight about the meaning of life, belief etc.
- Helps a person to become aware of his/her own feelings/actions etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates the importance of the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions, when searching for the meaning of life.

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

1 15. Read the list of events and the list of world religions given below. One event has been matched to the world religion with which it is most associated as an example for you.

Make one other match.

8M

<i>Events</i>	<i>World Religions</i>	<i>Event</i>	<i>World Religion</i>
Aryan Invasion	Buddhism	<i>Example:</i> Pentecost	Christianity
Exodus	Christianity	<i>Answer:</i>	
Hijra	Hinduism		
Pentecost	Islam		
Sacred Night	Judaism		

Marking Criteria

An excellent answer will show knowledge of important events associated with a world religion by accurately matching: Buddhism to Sacred Night; Hinduism to Aryan Invasion; Islam to Hijra; Judaism to Exodus.

1 16. Within religious traditions being moral refers to __

8M

Marking Criteria

An excellent answer will show an understanding of religious morality in action by accurately stating how morality refers to a person knowing the difference between right and wrong and behaving in a way that is in keeping with the principles of his/her religious tradition.

Possible Points

- Thinking about/judging the difference between right or wrong etc.
- Acting on/doing what is judged to be right and avoiding what is judged to wrong etc.
- Etc.

Note: Allow descriptive answers i.e. an example a person knowing the difference between right and wrong and behaving in a way that is in keeping with the principles of his/her religious tradition.

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

1 17. Sectarianism is the hatred of another person because of his/her religion. (Tick ✓ the correct box) TRUE FALSE

8M

Marking Criteria

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

1 18. Considering the consequences is one stage in the process of moral decision-making. State what is involved in another stage in the process of moral decision-making.

8M

Marking Criteria

An excellent answer will show an understanding of moral decision making by accurately describing a stage in the moral decision-making process other than considering the consequences.

Possible Points

- Seeking the advice of others –e.g. family, friends, professionals etc.
- Etc.

Note: Allow descriptive answers i.e. an example of the process that a person goes through in deciding what is right in a situation, other than that of considering the consequences.

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

- 1 19. A sign is an action, image or word that communicates one clear message.**
(Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show an awareness of the place of sign and symbol in human life by accurately identifying ‘True’ as the answer relevant to the question.

- 1 20. Within a religious tradition a ‘prophet’ is someone who __ 8M**

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately stating how a prophet is someone who reveals the word of God/gods/the divine.

Possible Points

- A person called by God/gods/the divine to deliver a message to others e.g. Muhammad — a messenger sent by Allah etc.
- A person called by God to teach others about God e.g. Jeremiah and Isaiah — remind the People of Israel of their promise to God etc.
- Etc.

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

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

Question 1. This is a notice from a community of faith.

2 1 A. Pick one thing from the notice which suggests that communication is valued by this community of faith. 6M

Marking Criteria

An excellent answer will show knowledge of the characteristics of communities by accurately identifying one thing from the notice which suggests that the exchange of ideas/information is valued by this community of faith.

Possible Points

- Members are encouraged to listen to a radio broadcast of a religious service etc.
- Members are invited to gather with others to attend a faith development meeting etc.
- Members are asked to participate in events such as the shoebox appeal, tidy the grounds etc.
- A contact email address is given so that members can communicate with others in the parish etc.
- Etc.

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

2 1 B. Communication is one characteristic of a community of faith. State another characteristic of a community of faith. 6M

Marking Criteria

An excellent answer will show knowledge of a community of faith by accurately identifying a characteristic of a community of faith other than communication.

Possible Points

- Sharing etc.
- Etc.

2 1 C. Give one reason why communication is needed within a community of faith. 8M

Marking Criteria

An excellent answer will show an awareness of the human need to live in a community by accurately identifying one reason why the exchange of ideas/information is needed within a community of faith.

Possible Points

- It informs members about what is going on in the community of faith etc.
- It gives members the opportunity to express their needs and to get involved etc.
- It could strengthen the community of faith as it allows people to share etc.
- Etc.

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

Question 2. This is a photograph of a religious shrine.

2 2 A. Pick one thing from the photograph which suggests that this is a religious shrine.

6M

Marking Criteria

An excellent answer will show an understanding of how particular places come to have religious significance by accurately identifying one thing from the photograph which suggests that this is a religious shrine/place of religious significance.

Possible Points

- There are offerings placed on the table etc.
- There is a religious picture and a statue on the table etc.
- Etc.

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

2 2 B. A world religion associated with ‘polytheism’ is __

6M

Marking Criteria

An excellent answer will show knowledge of polytheism by accurately identifying a world religion associated with belief in more than one god.

Possible Points

- e.g. Hinduism etc.

Note: Allow descriptive answers i.e. an accurate identification of the characteristics of a world religion associated with polytheism.

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

2 2 C. State one example of how polytheism is expressed in a major world religion.

8M

Marking Criteria

An excellent answer will show an understanding of the beliefs of a major world religion by accurately identifying one example of how belief in more than one god is expressed in a major world religion.

Possible Points

- Hinduism e.g. belief in many gods i.e. Brahma, Vishnu and Shiva; having a shrine in their home dedicated to the gods that they worship etc.
- Etc.

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

Question 3. This picture is based on a parable told by Jesus.

2 3 A. Pick one thing from the picture which suggests that it is based on a parable told by Jesus. 6M

Marking Criteria

An excellent answer will show knowledge of the Gospel accounts of the teaching of Jesus by accurately identifying one thing from the picture which suggests that it is based on a parable told by Jesus.

Possible Points

- One man is helping an injured person on the ground while another is walking away etc.
- Etc.

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

2 3 B. Name another parable told by Jesus. 6M

Marking Criteria

An excellent answer will show knowledge of the parables taught by Jesus by accurately naming a parable that Jesus told his disciples other than the parable of the Good Samaritan.

Possible Points

- The Lost Coin etc.
- The Parable of the Talents etc.
- Etc.

2 3 C. Give one reason why Jesus used parables to teach about the Kingdom of God. 8M

Marking Criteria

An excellent answer will show an understanding of the Gospel accounts of the teaching of Jesus by accurately identifying one reason why Jesus used parables to teach about the Kingdom of God.

Possible Points

- To teach ordinary people about the love of God through stories which they could relate to as they were easy to understand and remember etc.
- Etc.

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

Question 4. This is a drawing of a moral code.

2 4 A. Pick one thing from the drawing which suggests that it is based on a moral code.

6M

Marking Criteria

An excellent answer will show knowledge of a moral code by accurately identifying one thing from this drawing which suggests that it is concerned with issues to do with what is right and what is wrong.

Possible Points

- The drawing refers to following what is right – intention, action etc.
- Expresses the rights people are entitled to, as well as the responsibilities they have towards others etc.

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

2 4 B. Tick ✓ one of the following world religions and name a moral code that is most associated with it: BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM Name of moral code: __

6M

Marking Criteria

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

Possible Points

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

2 4 C. State one way that a moral code helps the members of a community of faith.

8M

Marking Criteria

An excellent answer will show an awareness of the vision articulated in a moral code by accurately identifying one way that a moral code may help the members of a community of faith.

Possible Points

- The moral vision/statement of beliefs within the code could be applied to different situations etc.
- Lists the rights and responsibilities that could guide members on how to decide what is right and wrong etc.
- Could help members think about the consequences of decisions for themselves and others etc.
- Etc.

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

SECTION 3 Candidates must answer ALL the questions that follow.

- 3 1. Explain in your own words one way in which this poster shows an example of stewardship. 12M**

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision influences believers by giving an accurate account of one way that the poster is an example of caring for the earth and all forms of life.

Possible Points

- The poster invites participation in a specific day celebrating religious faith and commitment to the earth etc.
- The quotes reflect the religious moral vision of major world religions and encourage members to keep in mind their duty to care for the earth etc.
- Etc.

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

- 3 2. Outline how the connection between actions and consequences can be seen in the above poster. 14M**

Marking Criteria

An excellent answer will show an understanding of the consequences of actions by giving an accurate account of how the poster illustrates the connection between actions and consequences in caring for the earth.

Possible Points

- The poster is inviting people of all faiths to take action to help the environment by participating in the community clean up event; the consequence — people are helping the environment by fulfilling their duty as stewards etc.
- Quotes (e.g. the Dalai Lama etc.) suggests that religious leaders are taking action and speaking about the duty of members as stewards; the consequence — members respond by caring for the earth etc.
- Sacred scripture (e.g. the Quran etc.) teaches believers about their responsibility to care for the earth and life in all its forms; the consequence — members respond by taking on stewardship responsibilities etc.
- Etc.

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

3 3. Describe another example of how stewardship is practised by the members of a community of faith today. 16M

Marking Criteria

An excellent answer will show an awareness of how a religious moral vision can influence believers by giving an accurate account of an example of how caring for life in all its forms is practised in a community of faith other than through a ‘Green Earth Day’.

Possible Points

- The members of a parish community taking care of animals etc.
- Jewish tree planting ceremony —Tu Bi-Shevat etc.
- Etc.

Note: A candidate gives an account of how caring for life in all its forms is practised in a community but fails to refer to a community of faith — Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
16 > 14	13 > 11	10 > 8	7 > 6	5 > 4 > 3 > 2 > 1 > 0	16M

3 4. Explain two reasons why stewardship is encouraged by a community of faith today. 18M

Marking Criteria

An excellent answer will show an awareness of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two reasons why caring for life in all its forms is encouraged by a community of faith.

Possible Points

- The teaching of the founder/earliest follower promoted stewardship etc.
- Religious beliefs promote stewardship e.g. Buddhism teaches that people should all live in harmony with the world; Christians believe that God created the world and therefore they are responsible for the care of the earth; Hinduism teaches respect for all living things etc.
- A religion’s sacred text promotes stewardship e.g. Judaism – Book of Genesis contains the creation story, that God created every living thing and expects people to take care of the earth; Islam – the Quran refers to the importance of taking care of the earth etc.
- Etc.

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

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

Question 1. COMMUNITIES OF FAITH

4 1Aa. In religious traditions the term ‘revelation’ refers to the will of God/gods/the divine becoming known. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show an understanding of revelation as the will of God/gods/the divine being made known by accurately identifying ‘True’ as the answer relevant to the question.

4 1Ab. Tick ✓ one of the following major world religions that you have studied: BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM Describe an example of how revelation can be seen in the story of the world religion that you have ticked above. 12M

Marking Criteria

An excellent answer will show an understanding of a major world religion by giving an accurate account of one example of how the will of God/gods/the divine was revealed in the story of the world religion ticked in the question.

Possible Points

- Buddhism — Siddhartha Guatama receiving enlightenment while meditating under the Bodhi tree etc.
- Christianity — John the Baptist declaring Jesus to be the Son of God; Jesus’ teaching on the Kingdom of God etc.
- Hinduism — Vishnu is revealed as the reincarnation of Brahman; both animal and human form; the Rama (hero of Ramayana) and Lord Krishna (hero of the Mahabharata) etc.
- Islam — The Angel Gabriel communicating the will of Allah to Muhammad etc.
- Judaism — Abraham being told to go to Canaan etc.

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

4 1Ba. Different major world religions engage in dialogue with each other in order to ____ 8M

Marking Criteria

An excellent answer will show an understanding of inter-faith dialogue by accurately stating how different major world religions engage in dialogue with each other in order to build mutual understanding and respect.

Possible Points

- Bring about peace and understanding etc.
- Etc.

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

4 1Bb. Describe two examples of how different major world religions have engaged in dialogue with each other. 12M

Marking Criteria

An excellent answer will show an understanding of inter-faith dialogue by giving an accurate account of two examples of how major world religions engage with each other to build mutual understanding and respect.

Possible Points

- Prayer service – following the terror attacks of Sept 11th 2001, members of different world religions met together in St. Patricks Cathedral, Dublin to pray for peace etc.
- World Day of Peace – Representatives of the major world religions meet on a given day each year to pray for peace etc.
- Vatican II – the Roman Catholic Church encouraged communication with non-Christian religions etc.
- Etc.

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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

4 2Aa. Historical information about the life of Jesus of Nazareth is found in the writings of — (Tick ✓ the correct box) 8M
 TACITUS THOMAS TOBIAH

Marking Criteria

An excellent answer will show knowledge of documents of history by accurately identifying ‘TACITUS’ as the answer relevant to the question.

4 2Ab. Explain two reasons why the Gospels are described as documents of faith. 12M

Marking Criteria

An excellent answer will show familiarity with the Gospels by giving an accurate account of two reasons why the Gospels are documents of faith.

Possible Points

- Christians believe that the Gospels are the inspired word of God etc.
- The Gospels express the faith of the evangelists who wrote them etc.
- Etc.

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

- 4 2Ba. Below you will find a list of events that took place after Jesus was crucified. Number the events in the order in which they occurred by giving number 1 to the first event, number 2 to the second event, number 3 to the third event and number 4 to the fourth event.

8M (2Mx4)

<i>Number:</i>	<i>Events that took place after Jesus was crucified:</i>
	Jesus was taken up into heaven
	Jesus' apostles were filled with the power of the Holy Spirit
	Jesus' body was placed in a tomb.
	Jesus appeared to his disciples

Marking Criteria

An excellent answer will show familiarity with accounts of the death and resurrection of Jesus in the Christian Scriptures by accurately identifying, from the list given in the question, the order of events which occurred after the death of Jesus as follows:

<i>Number</i>	<i>Events that took place after Jesus was crucified:</i>
3	Jesus was taken up into heaven.
4	Jesus' apostles were filled with the power of the Holy Spirit.
1	Jesus' body was placed in a tomb.
2	Jesus appeared to his disciples.

- 4 2Bb. Outline two ways in which the first disciples were affected by one of the events listed above.

12M

Marking Criteria

An excellent answer will show an understanding of the impact of the death and resurrection of Jesus by setting out accurate information on how the first disciples were affected by one of the events listed in part Ba) of the question.

Possible Points

- Jesus' body being placed in a tomb — some disciples were afraid of being identified with Jesus etc.
- The risen Jesus appearing to the disciples — renewed their faith; gave them a sense of purpose/mission etc.
- Jesus being taken up into heaven — strengthened faith in Jesus as the Messiah and the disciples returned to Jerusalem with great joy etc.
- Jesus' disciples when filled with the power of the Holy Spirit (Pentecost) received courage and were empowered to preach etc.

Note: Allow descriptive answers i.e. examples which have implicit reference to the events listed in part Ba) of the question.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

- 4 3Aa. Read the list of religious ceremonies that mark a key moment in the life of a believer and the list of world religions given below. Match one religious ceremony to the world religion with which it is most associated. 8M**

<i>Religious Ceremonies</i>	<i>World Religions</i>	<i>Religious Ceremony</i>	<i>World Religion</i>
Aqiqah Bar Mitzvah Sacred Thread Shinbyu	Buddhism Hinduism Islam Judaism		

Answer:

Marking Criteria

An excellent answer will show knowledge of ritual symbolic actions associated with a world religion by accurately matching: Buddhism to Shinbyu; Hinduism to Sacred Thread; Islam to Aqiqah; Judaism to Bar Mitzvah.

- 4 3Ab. Tick ✓ one of the following world religions that you have studied: BUDDHISM HINDUISM ISLAM JUDAISM Describe what happens during a religious ceremony that marks a key moment in the life of a believer in the world religion which you have ticked above. 10M**

Marking Criteria

An excellent answer will show knowledge of the essential elements of a world religion by giving an accurate account of the words, actions, movements or gestures that are used to mark a key moment in life by the members of the world religion ticked in the question.

Possible Points

- Buddhist Shinbyu ceremony — boys are dressed up as princes and move in a procession with family members to a monastery where the boys' hair is shaved etc.
- Hindu Sacred Thread ceremony — the boy and priest sit on opposite sides of a fire; after prayers and mantras a cord is placed on the boy's left shoulder as a sign that he is now considered an adult etc.
- Islam the Aqiqah ceremony — the child's hair is cut 7 days after birth and gold or silver given to the poor etc.
- Judaism Bar Mitzvah — the boy wears a prayer shawl (Tallit), skull cap (Kippah) and straps a Tefillin to his arm and forehead; reads the Torah in the synagogue ceremony etc.

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

- 4 3Ba. CREED MEDITATION Tick ✓ one of the above and describe what is involved in this form of prayer in one of the following world religions: ♦ BUDDHISM ♦ HINDUISM ♦ ISLAM ♦ JUDAISM 10M**

Marking Criteria

An excellent answer will show an understanding of prayer by giving an accurate account of the words and actions involved in the type of prayer ticked for one of the world religions listed in the question.

Possible Points

- Creed e.g. Islam - a statement of belief that Allah is the only God and that Muhammad is his prophet etc.
- Meditation e.g. Hinduism – quietly giving attention to gods/ the divine using thoughts, feelings and imagination; Buddhism – can be done alone or with a group under the guidance of a leader; mantra can be recited to help concentration etc.

Note: If a candidate gives an account of the words and actions involved in the type of prayer ticked for a world religion not listed in the question — Consult you Advising Examiner.

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

- 4 3Bb. Explain two reasons why the form of prayer described in part B a) above is practised by believers today. 12M**

Marking Criteria

An excellent answer will show an understanding of prayer in religious traditions by giving an accurate account of two reasons why either a statement of belief or deep thought on a religious idea, is a type of prayer practised by believers today.

Possible Points

- Creed – to affirm belief in God and reminds believers of God’s presence each day; to declare the main beliefs; e.g. in Islam the creed/Shahadah is recited before death so that it is the last thing a person hears etc.
- Meditation – following the example of the founder e.g. the Buddha practised meditation and received enlightenment etc.

Note: Allow descriptive answers i.e. examples which illustrate why either a statement of belief or deep thought on a religious idea, is a type of prayer practised by believers today. Variation: If a candidate gives an account of two reasons why either a creed or a meditation is practised as a type of prayer by believers today in a world religion not listed in part B a) of the question — Consult you Advising Examiner.

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

Question 4. THE QUESTION OF FAITH

- 4 4Aa. *God as Creator is one image associated with a world religion.* State another image of God that is associated with a major world religion which you have studied. 8M**

Marking Criteria

An excellent answer will show knowledge of images of God by accurately stating an image of God associated with a major world religion other than Creator.

Possible Points

- Christianity e.g. Good shepherd, Lord, father, spirit etc.

- Hinduism e.g. Brahman – present in all things etc.
- Judaism e.g. guide, fire, wind etc.
- Etc.

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

4 4Ab. Explain two reasons why the image of God that you have stated in part Aa) above is associated with a world religion. 10M

Marking Criteria

An excellent answer will show understanding of an image of God by giving an accurate account of two reasons why the representation of God referred to in part A a) of the question is associated with a world religion studied as part of the Junior Certificate Religious Education course.

Possible Points

- Christianity e.g. the New Testament presents Jesus as the ‘The Good Shepherd’ who laid down his life for his sheep etc.
- Islam e.g. Allah is ‘ever hearing, seeing’, understood as controlling everything etc.
- Judaism e.g. God as father to the people of Israel etc.
- Etc.

Note: Allow descriptive answers i.e. examples which illustrate why the image of God referred to in part A a) of the question is associated with a major world religion.

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

4 4Ba. Describe one characteristic that is typical of a child’s faith. 10M

Marking Criteria

An excellent answer will show an understanding of the stages of faith by giving an accurate account of one quality/trait that is typical of a child’s faith.

Possible Points

- Imitative — children imitate the religious belief and practices of their parents, grandparents etc.
- Trust — children tend to believe and rely on people they trust etc.
- Etc.

Note: Allow descriptive answers i.e. an example of one quality or trait that is typical of a child’s faith.

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

4 4Bb. Suggest two ways that a child's faith could be encouraged to develop into a more mature faith. 12M

Marking Criteria

An excellent answer will show an understanding of the stages of faith development by accurately identifying two ways in which a child's faith can be encouraged to develop from simple trust to religious commitment.

Possible Points

- Parents praying with their children and encourage them to attend religious services etc.
- Peers participating in religious practice etc.
- Etc.

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

Question 5. THE CELEBRATION OF FAITH

4 5Aa. Name the major world religion with which one of the religious objects pictured below is most associated. 8M



Arti Lamp Lotus Flower Mezuzah Paschal Candle Prayer Mat

World Religion: _____

Marking Criteria

An excellent answer will show knowledge of a religious object by accurately matching one of the following: Buddhism to Lotus Flower; Christianity to Paschal Candle; Hinduism to Arti Lamp; Islam to Prayer Mat; Judaism to Mezuzah.

4 5Ab. Explain why a symbolic object is used in worship by the members of a major world religion today. 10M

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious objects by giving an accurate account of the reasons why a religious symbolic object has religious importance for the members of a major world religion today.

Possible Points

- To remind a believers of a story associated with a religion e.g. the Menorah; help encounter the divine in a meaningful way e.g. prayer beads, Arti lamp etc.
- Christianity e.g. Paschal Candle — represents the risen Jesus, the light of the world; lit at the Easter Vigil to celebrate the resurrection of Jesus etc.

- Hinduism e.g. Arti Lamp — during puja (worship) an Arti lamp is lit and incense is burned as the scent of incense is believed to be pleasing to the gods; the five wicks represent the five elements i.e. earth, wind etc.
- Islam e.g. Prayer Mat — Followers are required to pray on clean ground etc.
- Judaism e.g. Mezuzah — touching a Mezuzah entering and leaving the house reminds Jewish people of the presence of God and that they must follow the law of God in their daily life etc.
- Etc.

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

4 5Ba. Describe one symbolic action that the members of a major world religion use to express their faith. 10M

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbolic actions by giving an accurate account of how faith is expressed by the members of a major world religion through one religious action or gesture.

Possible Points

- Christianity e.g. the sign of the cross i.e. tracing of the shape of a cross in the air or on the body by touching the hand sequentially to the forehead, chest and both shoulders etc.
- e.g. bowing/genuflecting in worship i.e. a person will drop their knee to the floor in a solemn, slow way to respect to the presence of God/gods/the divine etc.
- Etc.

Note: Allow descriptive answers i.e. an example of how faith is expressed by the members of a major world religion through one religious action or gesture.

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

4 5Bb. Explain two reasons why the members of a world religion use the symbolic action that you have described in part B a) above to express their faith. 12M

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbolic action by giving an accurate account of two reasons why members of a world religion use the religious action or gesture described in part B a) to express their faith.

Possible Points

- Christianity e.g. making the sign of the cross is a statement of belief in the Trinity; it directs the prayer towards God the Father, God the Son and God the Holy Spirit etc.
- Bowing/genuflecting can symbolise humility; shows respect for God/gods; an expression of faith etc.
- Etc.

Note: Allow descriptive answers i.e. examples which illustrate the reasons why members of a world religion use the religious action or gesture described in part B a) to express their faith.

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

Question 6. THE MORAL CHALLENGE

- 4 6Aa. Within religious traditions ‘reconciliation’ refers to the restoration of relationships that have been broken. (Tick ✓ the correct box)**
TRUE FALSE **8M**

Marking Criteria

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

- 4 6Ab. Describe two examples of how a major world religion offers its members an opportunity for reconciliation.** **10M**

Marking Criteria

An excellent answer will show an understanding of forgiveness by giving an accurate account of two ways in which a major world religion offers its members an opportunity for restoration of relationships that have been broken with others or God/gods/the divine.

Possible Points

- Christianity e.g. Roman Catholic Church — Sacrament of Reconciliation in which members confess their sins and seek forgiveness and reconciliation with God and others; Corrymeela Centre in Northern Ireland offer opportunities for people to come together and reconcile their differences through conferences; Glencree Centre Co. Wicklow offer retreats to facilitate the restoration of broken relationships etc.
- Judaism e.g. during Yom Kippur individuals fast and pray for the forgiveness of God etc.
- Etc.

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

- 4 6Ba. Outline how two of the following could influence a person’s conscience:**
● FAMILY ● PEER GROUP ● RELIGION. **10M**

Marking Criteria

An excellent answer will show an understanding of moral development by setting out accurate information on the way in which two of the sources listed in the question could have an effect on a person’s capacity to judge right and wrong.

Possible Points

- Family — being brought up by parents with particular values may influence a person’s judgement of right or wrong etc.
- Peers — young people value the opinion of friends and will try to fit in etc.
- Religion — the beliefs, sacred text and teachings of a leader/founder form the basis of a religious moral vision etc.

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

4 6Bb. Explain how an informed conscience could help a person to decide what is right and wrong when making a moral decision. 12M

Marking Criteria

An excellent answer will show an understanding of the process of moral decision making by giving an accurate account of how having an informed conscience can help a person when making a moral decision.

Possible Points

- Seeking guidance from a religious authority etc.
- Etc.

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

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

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach 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.

Bunmharc	Marc Bónais		Bunmharc	Marc Bónais
301 - 303	29		351 - 353	14
304 - 306	28		354 - 356	13
307 - 310	27		357 - 360	12
311 - 313	26		361 - 363	11
314 - 316	25		364 - 366	10
317 - 320	24		367 - 370	9
321 - 323	23		371 - 373	8
324 - 326	22		374 - 376	7
327 - 330	21		377 - 380	6
331 - 333	20		381 - 383	5
334 - 336	19		384 - 386	4
337 - 340	18		387 - 390	3
341 - 343	17		391 - 393	2
344 - 346	16		394 - 396	1
347 - 350	15		397 - 400	0

General Guidelines for Completion of the Journal Booklet

Titles for journal work are common to Ordinary Level and Higher Level. Students are requested to submit journal work on one title only. In undertaking journal work students may work in groups or undertake a visit or investigation as a whole class. However, each student must complete and submit an individual journal for assessment. The cues/prompts in each section of the booklet may be used where relevant to assist students in completing their journals. Students may draw diagrams/illustrations directly onto the Journal Booklet. They should not, however, attach or affix material to the Journal Booklet.

1. In completing the Journal Booklet Section One - Introduction the student should:
 - Indicate whether he/she did journal work on his/her own, or as part of a group/ whole class
 - Identify the title he/she chose from their prescribed list for journal work
 - Name a personal title for their journal work that is relevant to the prescribed title and indicative of the student's own personal experience
 - State the reason why he/she personally chose this title. Explain how the chosen title generated personal interest or enthusiasm or the way in which he/she had a particular concern about this topic
 - Describe what he/she hoped to achieve/learn/find out by doing journal work on the chosen title.
2. In completing the Journal Booklet Section Two – Getting Started the student should:
Describe the way(s) he/she planned to personally engage with the chosen title and identify the skill(s) he/she hoped to use.
3. In completing the Journal Booklet Section Three - Work the student should:
 - Describe the work in which he/she personally engaged. If the student did journal work as part of a group/whole class, he/she should describe the work in which the group or whole class engaged, as well as the work done by him/her personally
 - State the reason why he/she chose this way of doing journal work
 - Describe his/her reaction to the work engaged in for the journal. If the student did journal work as part of a group/whole class, he/she should describe the reaction of the group or whole class, as well as indicating whether it was similar to or different from his/her own personal reaction.
4. In completing the Journal Booklet Section Four – Discoveries the student should:
 - State what he/she learned from doing journal work on the chosen title
 - Describe the effect doing journal work had on him/her
 - Identify two skills he/she used in doing journal work on this title and describe how he/she used them
 - Identify two links between his/her journal work and other aspects of the Junior Certificate Religious Education course.
5. In completing the Journal Booklet Section Five – Looking Back the student should:
 - Reflect on and evaluate how he/she approached doing journal work on his/her chosen title
 - Indicate what went well in his/her journal work
 - Identify how he/she would do journal work differently if starting again.

Journal Work - The aims of journal work are:

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

The inclusion of journal work as an assessment component gives students an opportunity to demonstrate the broadest range of the knowledge, understanding, skills and attitudes within the objectives of the syllabus. (Adapted from NCCA Guidelines page 74 & Religious Education Syllabus page 45/46)

Assessment of the Journal Booklet:

Section One	Introduction	Title The personal title of my journal work is...	2 marks
		I chose this title because...	4 marks
		Beginning By doing journal work on this title I hoped to...	6 marks
Section Two	Getting Started	Preparing To prepare for doing my journal work I...	12 marks
Section Three	Work	Describing To do my journal work I...	12 marks
		I included this in my journal work because ...	6 marks
		Your reaction My reaction to doing this work was...	6 marks
Section Four	Discoveries	learning I learned...	10 marks
		As a result of what I have learned I will...	10 marks
	Skills	I used _____ skills when I...	5 marks
		I used _____ skills when I...	5 marks
	Linking	My journal work reminded me of studying.. because..	6 marks
	My journal work reminded me of studying.. because	6 marks	
Section Five	Looking back	Reflecting Looking back at my experience of doing journal work on this title...	10 marks
			Journal Total: 100 marks

Candidates are required to submit journal work on one title only. Titles for journal work are common to Ordinary Level and Higher Level. A candidate's Journal Booklet should be marked at the level at which he/she took the examination. In Section One – Introduction candidates are required to indicate whether he/she did journal work on his/her own, or as part of a group/whole class and this should be reflected where appropriate in the marks awarded for subsequent sections. Candidates may draw diagrams/illustrations directly onto the Journal Booklet. They should not, however, attach or affix material to the Journal Booklet. In relation to what is being assessed in Journal Work on 2016 Prescribed Title

Prescribed Titles for Religious Education Journal Work Junior Certificate 2016

(S93/14 & S89/15)

Two titles are given for each section of the syllabus. Candidates are required to submit journal work on **one title only**. Candidates may select any **one** from the following list of journal work titles:

Section A. Communities of Faith

- a. 1. An examination of how preaching is used by either two Churches or two religious orders in Ireland today to express and share their view of life.**

Marking Criteria

An excellent journal will show an understanding of preaching in communities of faith by looking closely at how preaching is used by two Churches or two religious orders in Ireland today to express and share their view of life.

- a. 2. A profile of how the ecumenical movement in Ireland today promotes respect for religious belief among the members of different Christian denominations.**

Marking Criteria

An excellent journal will show an understanding of the ecumenical movement in Ireland today by accurately tracing how the movement for unity between Christians encourages respect for religious belief among the members of different Christian denominations.

Section B. Foundations of Religion – Christianity

- b. 1. *Palestine at the time of Jesus was part of the Roman Empire.***

An assessment of the ways that living in part of the Roman Empire impacted on the life of Jesus as outlined in the Gospels.

Marking Criteria

An excellent journal will show knowledge of the political structures at the time of Jesus by accurately examining the impact that living in part of the Roman Empire had on the life of Jesus as outlined in the Gospels.

- b. 2. A comparison between one of the first Christian communities and a Christian community today, in terms of their faith, worship and way of life.**

Marking Criteria

An excellent journal will show an understanding of Christian communities by accurately identifying the similarities and/or differences between one early Christian community and one Christian community today in terms of their faith, worship and way of life.

Section C. Foundations of Religion – World Religions

- c. 1. ♦ Buddhism ♦ Hinduism ♦ Islam ♦ Judaism**

Research into the development of one of the world religions listed above making reference to the number of members living in Ireland today and the distribution of members in other parts of the world.

Marking Criteria

An excellent journal will show knowledge of a major world religion by analysing and drawing accurate conclusions about the development of a world religion listed in the title and the distribution of its members in Ireland and around the world today.

- c. 2. ♦ Buddhism ♦ Hinduism ♦ Islam ♦ Judaism.**

A profile of how a sacred text that is associated with one of the world religions listed above came to be in its present form.

Marking Criteria

An excellent journal will show an understanding of the development of a sacred text by accurately tracing how a sacred text, associated with a world religion listed in the title, developed from the oral tradition to its present form.

Section D. The Question of Faith

d. 1. An investigation into the reasons why questions about the meaning of life are of interest to adolescents today.

Marking Criteria

An excellent journal will show an understanding of the search for the meaning of life by looking closely and drawing accurate conclusions about two or more reasons why questions about the meaning of life are of interest to adolescents today. Note: Allow descriptive answers.

d. 2. An analysis of the role religious belief can play in finding answers to questions about the meaning of life today.

Marking Criteria

An excellent journal will show an understanding of religious belief today by examining and drawing accurate conclusions about the part religious belief can play in finding answers to questions about the meaning of life today.

Section E. The Celebration of Faith

e. 1. An examination of the similarities between two places in Ireland that have religious importance for people today.

Marking Criteria

An excellent journal will show knowledge of places of religious significance in Ireland by looking closely at the similarities between two buildings/particular places that have *either* local *or* national religious importance for people in Ireland today.

Note: Allow candidates looking closely at the similarities between two buildings/particular places in Ireland that have importance for religious reasons today e.g. holy wells, places of pilgrimage etc.

e. 2. A study of the nature and function of penitence as a form of prayer for members of a religious tradition.

Marking Criteria

An excellent journal will show an understanding of prayer by accurately examining both the characteristics and purpose of penitence as a form of prayer for members of a religious tradition.

Section F. The Moral Challenge

f. 1. An investigation into the way that a person's judgment of right and wrong can develop as he/she grows from moral immaturity to moral maturity.

Marking Criteria

An excellent journal will show an understanding of moral development by examining and drawing accurate conclusions about the way a person's judgment of right and wrong can develop from selfishness to altruism.

f. 2. An analysis of how a person's freedom of choice could influence his/her understanding of what it means to be moral.

Marking Criteria

An excellent journal will show an understanding of the influences on human behaviour by examining and drawing accurate conclusions about how a person's freedom of choice could influence his/her understanding of what is right and wrong.

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

<i>Criteria:</i> Name a personal title relevant to the chosen 2016 prescribed title.	Personal and Relevant	2
	No personal title	0

SECTION ONE - Introduction *I chose this title because*
(personal title and/or prescribed title) 4 Marks

<i>Criteria:</i> Evidence of personal interest/enthusiasm /concern in relation to doing journal work on the chosen 2016 prescribed title.	Clear personal interest & relevance	4
	General/insufficient personal interest	3 — 2
	Irrelevant to 2016 journal work title	1 — 0

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

<i>Criteria:</i> Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2016 prescribed title.	Full and relevant to 2016 Title	6 — 4
	General	3 — 1
	Irrelevant	0

SECTION TWO - Getting Started *To prepare for doing my journal work I* 12 Marks

<i>Criteria:</i> Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2016 prescribed title.	Detailed	12 — 9
	General	8 — 5
	Little or no description	4 — 0

SECTION THREE: — Work Describing *To do my journal work I* 12 Marks

<i>Criteria:</i> Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2016 prescribed title.	Detailed	12 — 9
	General	8 — 5
	Limited	4 — 0

SECTION THREE: — Work Describing
I included this in my journal work because 6 Marks

<i>Criteria:</i> Explanation/reason given as to why journal work on the chosen 2016 prescribed title was approached in this way.	Detailed	6 — 5
	General	4 — 3
	Limited	2 — 0

SECTION THREE: — Your Reaction *My reaction to doing this work was...* 6 Marks

<i>Criteria:</i> Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2016 prescribed title.	Detailed	6 — 5
	General	4 — 3
	Little or no description/elaboration	2 — 0

SECTION FOUR: — DISCOVERIES

Criteria:
Evidence of journal work on the chosen 2016 prescribed title having an impact on the candidate's knowledge/ understanding.

<i>I learned ...</i>	<i>10 Marks</i>
Substantial	10 – 8
Some	7 – 4
Little or no evidence	3 – 0

SECTION FOUR: — DISCOVERIES

Criteria:
Evidence of journal work on the chosen 2016 prescribed title having an impact on the candidate's life.

As a result of what I have learned I will... 10 Marks

Substantial	10 – 8
Some	7 – 4
Little or no evidence	3 – 0

SECTION FOUR: — SKILLS

Criteria:
Identification and description of how the candidate used the skills identified in doing journal work on the chosen 2016 prescribed title.

I used skills when I..... 5 Marks x2

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

SECTION FOUR: — LINKING

Criteria:
Identification and explanation of the links between the candidate's journal work on the chosen 2016 prescribed title and other aspects of the Junior Certificate Religious Education course.

My journal work reminded me of studying ... because.. 6 Marks x2

Link identified & detailed explanation	6 – 5 x 2
Link identified & limited explanation	4 - 3 x 2
Link identified & no explanation	2 – 1 x 2
No link identified or explained	0 x 2

SECTION FIVE: LOOKING BACK — Looking back at my experience

Criteria:

- Reflection/identification of what went well in doing journal work on the chosen 2016 prescribed title
- Evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2016 prescribed title

of doing journal work on this title... 10 Marks

Good evidence	10 — 9
Some evidence	8 — 5
Little or no evidence	4 — 0

