



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2011

Marking Scheme

Religious Education

Higher Level

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

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

Marks

- 1 1. In religious traditions the term ‘revelation’ refers to -

5

Marking Criteria

Graded

An excellent answer will show knowledge of the development of a world religion by accurately stating how revelation involves the will of the divine/God/gods becoming known.

Possible Points:

- e.g. Angel Gabriel communicating the will of Allah to Muhammad etc.
- The will of God becoming known to people etc.
- Etc.

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

- 1 2. People sometimes turn to work as a source of meaning in life.
Name another source of meaning in life.

5

Graded

Marking Criteria

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

Possible Points:

- Family / relationships
- Religion
- Etc.

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

- 1 3. The largest Christian denomination in Ireland today is -
(Tick ✓ the correct box) Anglican Methodist Roman Catholic

5

Marking Criteria

An excellent answer will show an ability to name the churches and religious groups found in Ireland today by accurately identifying ‘Roman Catholic’ as the answer relevant to the question.

- 1 4. The Gospel of John is a synoptic gospel.
(Tick ✓ the correct box) True False

5

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 5. In religious traditions one example of a vocation is –

5

Marking Criteria

Graded

An excellent answer will show an understanding of how communities of faith express their religious vision and commitment by giving one accurate example of a calling to serve the divine.

Possible Points:

- The call to serve in a community of faith as a layperson/religious minister etc.
- Priest/Imam/Rabbi etc.
- Muhammad’s calling to reveal the will of Allah etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of vocation as a calling to serve the God/gods/the divine.

Variation:

- A calling – 2 marks max.
- Job – 0 marks

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

- 1 6. **The Lost Sheep is one example of a parable told by Jesus.** **5**
(Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show knowledge of the characteristics of the Kingdom of God as preached by Jesus by accurately identifying ‘True’ as the answer relevant to the question.

- 1 7. **Elijah is one example of a prophet associated with a major world religion.** **5**
Name another prophet associated with a major world religion. *Graded*

Marking Criteria

An excellent answer will show knowledge of the development of a world religion by accurately identifying a prophet associated with a world religion other than Elijah.

Possible Points:

- Isaiah etc.
- Jeremiah etc.
- Muhammad etc.
- Etc.

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

- 1 8. **A symbol can have only one meaning.** **5**
(Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show knowledge of the place of symbol in human life and religious traditions by accurately identifying ‘False’ as the answer relevant to the question.

- 1 9. **Read the list of prayers and the list of world religions given below.** **5**
One prayer has been matched to the world religion with which it is most associated as an example for you. Make one other match.

<i>Prayers</i>
The Our Father/ The Lord’s Prayer
The Paritta
The Psalms
The Rig Veda
The Shahada/Shahadah

<i>World Religions</i>
Buddhism
Christianity
Hinduism
Islam
Judaism

Example:

The Our Father / The Lord’s Prayer	Christianity
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Answer:

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Marking Criteria

An excellent answer will show an ability to recognise the essential elements of a world religion and the importance of prayer in a religious tradition by accurately

matching –

- The Paritta to Buddhism
- The Rig Veda to Hinduism
- The Shahada/Shahadah to Islam
- The Psalms to Judaism.

1 10. Humanism holds the view that -

5
Graded

Marking Criteria

An excellent answer will show an understanding of non-religious answers to the human search for the meaning of life by accurately stating how humanism holds the view that a person should not turn to the supernatural or belief in God when searching for meaning in life.

Possible Points:

- Holds the view that when looking for meaning in life people should not turn to the supernatural or belief in God as the answer to all questions of meaning can be found within human beings.
- Humanists believe that we have a duty to use reason to solve human problems by considering the human experience of life and of one another etc.
- Etc.

Note: Allow descriptive answers.

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

1 11. Monotheism is the belief in -
(Tick ✓ the correct box) Many Gods No God One God

5

Marking Criteria

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

1 12. In religious traditions the term ‘immoral’ refers to -

5
Graded

Marking Criteria

An excellent answer will show an understanding of morality by accurately stating how the term ‘immoral’ refers to a view/position/idea/behaviour which is inconsistent with the accepted moral principles within a religious tradition.

Possible Points:

- Knowing the difference between right and wrong yet choosing to do what you know to be wrong etc.
- Etc.

Note: Allow descriptive answers.

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

1 13. Nirvana is most associated with which one of the following world religions?
(Tick ✓ the correct box) Buddhism Islam Judaism

5

Marking Criteria

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

1 14. In a religious tradition the term ‘justice’ refers to –

5
Graded

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by accurately stating how in a religious tradition justice refers to bringing about what is right or fair.

Possible Points:

- A central principle of Buddhism is that it is nobler to give than to take e.g. The Eightfold Path involves right views, right aspirations, right speech etc. and the practice of positive qualities such as justice etc.
- Modern Hinduism is critical of the caste system and there is a movement to alleviate the social conditions and raise the status of the untouchables e.g. Gandhi campaigned for the emancipation of the untouchables etc.
- Islam – Zakat involves almsgiving in the sense of a demand by Allah for the sake of equity and justice; The Qur’an encourages generosity what we own is seen as being for the benefit of those in need (Sura70:23-25; 2.110) etc.
- In the Judeo-Christian traditions God is seen as being just and those in covenant with God must live justly e.g. Genesis (stewardship of the earth); Exodus; Prophets; Sermon on the Mount (Mt 5) etc. Freedom from debt, freedom from slavery and redistribution of the land are at the centre of the Hebrew vision of Jubilee etc.
- Etc.

Note: Allow descriptive answers i.e. An accurate description of how a community of faith is working for justice – the work of Trocaire, Christian Aid etc.

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

**1 15. The Roman Governor in Palestine at the time of Jesus was -
(Tick ✓ the correct box) Peter Philip Pilate**

5

Marking Criteria

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

**1 16. Baptism is one example of a Christian sacrament.
Name another example of a Christian sacrament.**

5
Graded

Marking Criteria

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

Possible Points:

- Confirmation
- Eucharist/Communion/Lord’s Supper
- Etc.

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

- 1 17. To show tolerance involves respecting the different beliefs of other people. 5
 (Tick ✓ the correct box) True False

Marking Criteria

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

- 1 18. Pluralism holds the view that - 5
Graded

Marking Criteria

An excellent answer will show an understanding of the relationship between state law and personal morality by accurately stating how pluralism holds the view that different ethnic or religious groups can co-exist within one society.

Possible Points:

- Everyone in society can live in harmony together regardless of religion etc.
- A country’s law should be separate from the influence of any religion; members of different religions should be able to live in peace together within the laws of a country etc.
- Etc.

Note: Allow descriptive answers

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

- 1 19. In a world religion the term ‘tradition’ refers to a newly established custom. 5
 (Tick ✓ the correct box) True False

Marking Criteria

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

- 1 20. Read the list of sacred texts and the list of world religions given below. 5
 One sacred text has been matched to the world religion with which it is most associated as an example for you. Make one other match.

<i>Sacred Texts</i>	<i>World Religions</i>	<i>Example:</i>		
The Gospels The Qu’ran The Tenakh The Tripitika The Vedas	Buddhism Christianity Hinduism Islam Judaism	<table border="1"> <tr> <td>The Gospels</td> <td>Christianity</td> </tr> </table>	The Gospels	Christianity
The Gospels	Christianity			
		<i>Answer:</i> <table border="1"> <tr> <td></td> <td></td> </tr> </table>		

Marking Criteria

An excellent answer will show knowledge of the sources of information about a major world religion by accurately matching -

- Buddhism to The Tripitaka
- Hinduism to The Vedas
- Islam to the Qur’an
- Judaism to Tenakh.

2 1A. Question 1. This is a photograph of people gathering for inter-faith dialogue.

Pick one thing from this photograph which suggests that it is an example of an inter-faith gathering. **2**

Marking Criteria:

An excellent answer will show an understanding of the meaning of inter-faith dialogue by accurately stating one thing from this photograph which suggests that it is an example of different world religions communicating with one another.

Possible Points:

- Leaders from different world religions standing side by side etc.
- Leaders from different world religions dressed in religious garments etc.
- Etc.

2 1B. Give another example of inter-faith dialogue. **2***Marking Criteria:*

An excellent answer will show an understanding of inter-faith dialogue by accurately stating another example of different world religions communicating with one another on matters of faith.

Possible Points:

- Leaders from different world religions meeting to discuss similarities etc.
- Different world religions gathering for a prayer service etc.
- World Peace Day 1986 when the leaders from all the major world religions prayed together for peace etc.
- Etc.

2 1C. State two reasons why the members of a community of faith take part in inter-faith dialogue. **6**

(3Mx2)
Graded

Marking Criteria:

An excellent answer will show an understanding of the meaning of inter-faith dialogue by setting out two accurate reasons why inter-faith dialogue is important for the members of a community of faith.

Possible Points:

- To promote tolerance and understanding between members of different world religions etc.
- To promote peace between different world religions etc.
- Etc.

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

2 2A. Question 2. This picture is based on the miracle of Jesus raising Jairus' daughter.

Pick one thing from this picture which suggests that it is based on the miracle of Jesus raising Jairus' daughter. **2**

Marking Criteria:

An excellent answer will show knowledge of the characteristics of the Kingdom of God in the words and actions of Jesus by accurately identifying one thing from this picture which suggests that it is based on the miracle of Jesus raising Jairus' daughter.

Possible Points:

- Jesus has one hand pointing towards the heavens and with the other he is helping the girl to get up from her bed etc.
- A man is kneeling beside Jesus with his hands joined etc.
- A woman has her hands raised in awe, as the girl is about to get up from her bed etc.
- Etc.

2 2B. Give another example of a miracle that Jesus performed. **2**

Marking Criteria:

An excellent answer will show knowledge of the characteristics of the Kingdom of God in the words and actions of Jesus by accurately stating one miracle that Jesus performed other than the raising Jairus' daughter.

Possible Points:

- Jesus healing the blind man (Mark 10:46) etc.
- Jesus removing evil spirits (Mark 1:21) etc.
- Etc.

2 2C. State two reasons why Jesus performed miracles. **6**
(3Mx2)
Graded

Marking Criteria:

An excellent answer will show knowledge of the characteristics of the Kingdom of God in the words and actions of Jesus by setting out two accurate reasons why Jesus performed miracles.

Possible Points:

- To show people that he was the Son of God etc.
- To teach people about the Kingdom of God etc.
- Etc.

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

2 3A. Question 3. This is a photograph of a religious icon.

Pick one thing from this photograph which suggests that this is a religious icon.

2

Marking Criteria:

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

Possible Points:

- There is a halo around the person’s head etc.
- Symbolic colours used etc.
- Sacred text in the person’s hand etc.
- Etc.

2 3B. The icon in this photograph is one example of a religious symbol. Name another example of a religious symbol.

2

Marking Criteria:

An excellent answer will show an understanding of the power and meaning of religious symbols by accurately identifying an example of an object, gesture or action which expresses religious belief, other than the icon in the photograph.

Possible Points:

- Star of David; Cross etc.
- Wudu etc.
- Rublev’s Icon of the Trinity; Edmund Rice Icon etc.
- Etc.

2 3C. State two reasons why a religious symbol is important for members of a community of faith.

6
(3Mx2)
Graded

Marking Criteria:

An excellent answer will show an understanding of the power and meaning of religious symbols by setting out two accurate reasons why an object, gesture or action which expresses religious belief, is important for members of a community of faith.

Possible Points:

- A religious symbol may help people to focus when praying e.g. Orthodox Christians use icons to help them get close to God etc.
- The symbolism of the Cross can recall the events surrounding the death of Jesus etc.
- Etc.

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

2 4A. Question 4. This is a photograph of a poster for a peace day.

Pick one thing from this poster which suggests that it is designed to encourage people to work for peace. 2

Marking Criteria:

An excellent answer will show knowledge of how religious moral vision can influence the moral decisions of believers by accurately identifying one thing from this photograph which suggests that this poster is designed to encourage people to work for peace.

Possible Points:

- Invites the person looking at it to a prayer service for peace; a walk for peace etc.
- The peaceful pose of the person in the poster with their eyes closed, hands joined etc.
- Etc.

2 4B. Give one example of a way in which members of a community of faith work for peace. 2

Marking Criteria:

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by accurately stating an example of the way in which members of a community of faith work to promote fulfilment/harmony between people/ease of mind or conscience.

Possible Points:

- Members of a community of faith participating in inter-faith dialogue e.g. working to bring about harmony between world religions etc.
- Going to Corrymeela for an ecumenical gathering which promotes unity between different Christian denominations etc.
- Join a peace groups e.g. the Pax Christi organisation to work for peace in the world today etc.
- Pray for peace etc.
- Etc.

2 4C. State two reasons why the members of a community of faith work for peace.

6
(3Mx2)
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 two accurate reasons why working for peace is important for members of a community of faith.

Possible Points:

- To stop conflict, violence and war etc.
- To promote harmony etc.
- To live according to their moral code etc.
- To follow in the footsteps of the founder e.g. Jesus teaching on love one another etc.
- Etc.

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

- 3 1. Outline how the connection between *either* actions and consequences *or* rights and responsibilities can be seen in the above extract.

15
Graded

Marking Criteria

An excellent answer will show an understanding of the consequences of actions and decisions at personal and communal levels by setting out accurate information on how the above extract shows the connection between *either* actions and consequences *or* rights and responsibilities.

Possible Points:

- *Actions and consequences:* polluted waters, people dying of hunger etc. may be a consequence of people not respecting the earth and using their gifts and talents in a negative way. The way we act has consequences for everyone and everything around us etc. People are accountable for their actions towards the earth and each other etc.
- *Rights and responsibilities:* We have rights as human beings, but with rights there are responsibilities e.g. People have a right to live on this earth but they also have a responsibility to act as its caretakers and to use their talents for the good of others i.e. planting trees etc. People have a responsibility to protect the earth and all life forms for future generations etc.

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

- 3 2. In religious traditions the term 'stewardship' involves -

5
Graded

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by accurately stating how in religious traditions stewardship involves caring for life in all its forms.

Possible Points:

- An action that a person performs which reflects his/her responsibility to care for life in all its forms etc.
- A statement that shows an understanding of stewardship as an individual's responsibility to care for life in all its forms etc.
- Etc.

Note: Allow descriptive answers.

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

3 3. Describe two examples of how people practising stewardship can be seen in the above extract.

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two examples of caring for life in all its forms that can be seen in the above extract.

Possible Points:

- The religious order welcomes visitors to encourage them to work for stewardship and to teach them the importance of taking care of the earth and each other etc.
- The religious order farms without the use of chemicals etc.
- The extract refers to the way Jesus treated everyone with care and respect etc.
- Etc.

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

3 4. Outline two ways in which a person's religious faith could encourage stewardship.

16
(8Mx2)
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 two ways in which a person's religious faith could encourage him/her to show care for life in all its forms.

Possible Points:

- Religious beliefs about creation e.g. the belief that God/gods created the world and people are its caretakers etc.
- Religious moral code e.g. The Five Pillars teach the importance of respecting and taking care of the needs of other (almsgiving) etc.
- The example of the founder/earliest followers e.g. Jesus asking his followers to love one another and treat one another with respect 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 1Aa. In religious traditions the term ‘ecumenism’ refers to -**5**
*Graded**Marking Criteria*

An excellent answer will recognise the importance of respecting their own beliefs and the beliefs and convictions of others by accurately stating how ecumenism involves a movement within the Christian Churches towards unity on fundamental issues of belief, worship etc.

Possible Points:

- Dialogue between Christian Churches on issues of belief, worship etc.
- Inter-denominational gatherings /groups: Taizé in France, Corrymeela Centre in Northern Ireland and the Glencree Centre in Co. Wicklow etc.
- Etc.

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

4 1Ab. Describe one example of ecumenism that you have studied.**12**
*Graded**Marking Criteria*

An excellent answer will show an awareness of the ecumenical movement by giving an accurate account of one example of a movement within the Christian Churches towards unity on fundamental issues of belief, worship etc.

Possible Points:

- The Taizé community where different Christian denominations pray together etc.
- The Corrymeela Centre in Northern Ireland where members of different Christian denominations meet to promote understanding etc.
- 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 1Ac. Explain two reasons why ecumenism is important for members of a community of faith.**12**
(6Mx2)
*Graded**Marking Criteria*

An excellent answer will recognise the importance of respecting their own beliefs and the beliefs and convictions of others by giving an accurate account of two reasons why working for unity between different Christian denominations is important for members of a community of faith.

Possible Points:

- Jesus’ vision that his followers would be united etc.
- To promote respect for beliefs, peace, tolerance, unity and reconciliation 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

4 1Ba. Within a religious organisation or denomination the term ‘community breakdown’ refers to -

5
Graded

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by accurately stating how the term ‘community breakdown’ refers to the failure of the members of a community of faith to co-operate, communicate or share with each other.

Possible Points:

- Lack of communication or sharing by the members of a church etc.
- Sectarianism i.e. hatred of others because of their religious beliefs etc.
- Etc.

Note: Allow descriptive answers which show that the term ‘community breakdown’ refers to the failure of the members to co-operate, communicate or share within a community of faith.

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

4 1Bb. Outline two ways in which community breakdown could be prevented within a religious organisation or denomination.

16
(8Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by setting out accurate information on two ways in which community breakdown could be prevented within a religious organisation or denomination.

Possible Points:

- *Denomination* e.g. Visiting Glencree Reconciliation Centre could provide an opportunity for communication between Christian denominations etc.
- *Religious Organisation* e.g. SVP organise meals on wheels, charity shops etc. which promote sharing within a community 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 2A. Name the sea marked a) and the river marked b) on the map of Palestine below.

6
(3Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately naming the sea marked a) as the Sea of Galilee and the river marked b) as the River Jordan.

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

4 2B. Describe an incident from the life of Jesus that is associated with one of the places which you have named on the map of Palestine above.

18
Graded

Marking Criteria

An excellent answer will show an understanding of the life of Jesus by giving an accurate account of an incident from the life of Jesus associated with one of the places named on the map of Palestine above.

Possible Points:

- River Jordan - Jesus was baptised in the River Jordan by John the Baptist, the Holy Spirit/white dove appears (Matthew 3:13, John 1: 26) etc.
- Sea of Galilee – Jesus called his first disciples to follow him, they left their fishing nets and went with him (Matthew 4:18; Mark 1:16); while out fishing with the Apostles Jesus performed a miracle i.e. walking on water/calms the storm (Luke 8:22) etc.

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

4 2Ca. In the Christian tradition the term ‘sacrifice’ refers to -

5
Graded

Marking Criteria

An excellent answer will show an understanding of the meaning of the life, death and resurrection of Jesus by accurately stating how the term sacrifice refers to a person’s self-giving and service for the love of God.

Possible Points:

- Jesus’ life, death and resurrection set people free to live in the Kingdom of God etc.
- Moments when the divine and the human come into contact etc.
- Etc.

Note: Allow descriptive answers.

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

4 2Cb. Outline how sacrifice can be seen in one event from the life of Jesus.

21
Graded

Marking Criteria

An excellent answer will show familiarity with the Gospel accounts of the death of Jesus by setting out accurate information on a way in which self-giving and service for the love of God can be seen in one event from the life of Jesus.

Possible Points:

- Jesus continued to preach about the Kingdom of God even though it put his life in danger etc.
- Jesus' table-fellowship set all people free to live in the Kingdom of God etc.
- Jesus knew his life was in danger but he went to the city of Jerusalem to celebrate Passover with his disciples etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
21 > 18	17 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	21

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

5

BUDDHISM HINDUISM ISLAM JUDAISM

Name a title that is given to a religious leader in the world religion that you have ticked above.

Marking Criteria

An excellent answer will show an ability to identify the essential elements of a world religion listed in the question by accurately identifying a title that is given to a religious leader associated with the world religion ticked in question 3.

Possible Points:

- Buddhism – Monk etc.
- Hinduism – Brahmin etc.
- Islam – Imam etc.
- Judaism – Rabbi etc.

Variation:

The candidate accurately identifies a title that is given to a religious leader not associated with the world religion ticked above – 1 mark max.

The candidate states a title which is not exclusive to a leadership role in the world religion ticked above e.g. Doctor etc. - 0 marks

Note: The candidate gives the name of a religious leader without reference to the full title given to him/her as a leader in the world religion ticked above e.g. Prophet Muhammad etc. – Consult your Advising Examiner.

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

4 3Ab. Describe two examples of the work of a leader in the world religion that you have ticked above.

20
(10Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to identify the essential elements of a world religion listed in the question by giving an accurate account of two examples of the work of a leader in one of the world religions ticked in question 3.

Possible Points:

- *Buddhism* – A Monk will teach people how to achieve Nirvana; will lead worship at the Temple etc.
- *Hinduism* – Brahmin will lead worship at the Temple and give direction within the community etc.
- *Islam* – Muhammad tried to get the rich merchants of Mecca who were worshipping many idols to worship Allah etc.
- *Judaism* – Moses called on the Hebrew People to follow him from Egypt to the Promised Land 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	10Mx2

4 3Ba. Name one place of pilgrimage associated with the world religion that you have ticked above.

5

Marking Criteria

An excellent answer will show an ability to identify the essential elements of the beliefs and symbols of a world religion by accurately identifying a place of pilgrimage associated with the world religion ticked in question 3.

Possible Points:

- Buddhism - Bodh Gaya Tree etc.
- Hinduism - River Ganges etc.
- Islam - Mecca etc.
- Judaism - Western/Wailing Wall etc.

4 3Bb. Explain two reasons why the place of pilgrimage that you have named above is important for the members of the world religion with which it is associated.

20
(10Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to identify the essential elements of the beliefs and symbols of a world religion listed in question 3 by giving an accurate account of two reasons why the place of pilgrimage that is named in question 3Ba is important for the members of the world religion with which it is associated.

Possible Points:

- *Buddhism* – Bodh Gaya Tree is the place where Siddhartha Guatama received enlightenment; believers bring home leaves from the tree; a tranquil place for meditation etc.
- *Hinduism* – River Ganges associated with Rama; Hindus bathe there at least once in their lifetime etc.
- *Islam* – Mecca, birth place of Muhammad; the Ka’ba the place that houses the black stone; The Pillars at Mina where Satan is believed to have tempted Abraham etc.
- *Judaism* – Wailing Wall in Jerusalem - part of the original Temple; place to pray and remember the past 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	10Mx2

4 4Aa. In religious traditions the term ‘polytheism’ refers to -

5
Graded

Marking Criteria

An excellent answer will show an ability to identify evidence of religious belief by accurately stating how polytheism refers to the belief in many gods.

Possible Points:

- Belief in more than one God e.g. Hinduism etc.
- Multiple deities etc.
- Etc.

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

4 4Ab. Outline one example of how polytheism can be seen in a world religion that you have studied.

15
Graded

Marking Criteria

An excellent answer will show an ability to identify evidence of religious belief by setting out accurate information on how the belief in many gods can be seen in a world religion.

Possible Points:

- Hinduism - belief in many gods i.e. Brahma, Vishnu and Shiva etc.
- Worship, a member of the Hindu faith may have a shrine in their home dedicated to a God that they worship in their own life etc.
- Etc.

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

4 4Ba. i. ATHEISM ii. AGNOSTICISM
Describe what is meant by each of the terms listed above.

10
(5Mx2)
Graded

Marking Criteria

An excellent answer will show an awareness of a world view by giving an accurate account of what is meant by the terms atheism and agnosticism.

Possible points:

- i. Atheism is the belief that God does not exist etc.
- ii. Agnosticism holds the view that people know nothing of things beyond material phenomena. Neither the existence of God nor the non-existence of God can be proven etc.

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

4 4Bb. Explain how the religious belief of a person could be challenged by *either* atheism or agnosticism.

20
Graded

Marking Criteria

An excellent answer will show an understanding of the challenge posed by a world view to the religious faith of a person by giving one or more accurate reasons which shows how *either* atheism *or* agnosticism could challenge a person's religious faith.

Possible Points:

- Atheism denies the existence of God, as religious belief is dependent upon faith; atheism could pose a challenge as it denies the existence of something that could be the most important part of a person's life etc.
- Agnosticism holds the view that people know nothing of things beyond material phenomena. Neither the existence of God nor the non-existence of God can be proven. This could pose a challenge in that people of faith believe that they have the capacity to understand and form a relationship with the divine etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20

4 5A. Major world religions have different times of prayer each day or week. Describe what happens during a regular time of prayer associated with a major world religion that you have studied.

12
Graded

Marking Criteria

An excellent answer will show an understanding of how particular times come to be significant by giving an accurate account of what happens during a regular time of prayer associated with a world religion.

Possible Points:

- *Christianity* - Sunday Mass, communal prayers, members receive the Eucharist, readings from the Gospels etc.
- *Islam* - Friday at noon communal prayer in the Mosque involves Wudu (ritual washing); praying in rows facing Mecca etc.
- *Judaism* - the Sabbath; Saturday is a time to gather at the Synagogue for communal prayer; read from the Torah; the Shema is recited; Psalms are sung etc.
- *Hinduism* - Daily worship is referred to as Puja which can involve placing flowers; food, candles at a shrine etc.
- *Buddhism* - Theravada Buddhists on days marked by full moons and new moons bring offerings to a Temple, meditate 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 5Ba. CONTEMPLATION PETITION Tick ✓ one of the above types of prayer. Outline what is involved in the type of prayer that you have ticked above.

10
Graded

Marking Criteria

An excellent answer will show an ability to differentiate between different types of prayer by setting out accurate information on what is involved in *either* a prayer of contemplation *or* a prayer of petition.

Possible Points:

- *Contemplation* - clearing the mind of all thoughts so as to have total awareness of God/gods/the divine etc.
- *Petition* - a personal or communal prayer that makes an appeal or a request to God/gods/the divine etc.

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

4 5Bb. Examine two ways in which the type of prayer that you have ticked above is important for members of a world religion.

14
Graded

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in a world religion by looking closely at two ways in which *either* contemplation *or* petition is important for members of a world religion.

Possible Points:

- *Contemplation* - this type of prayer is important for the members of a community of faith that wish to connect with God/gods/the divine in a deep and meaningful way e.g. Buddhist faith - can help in achieving enlightenment etc.
- *Petition* - it is important that members of a community of faith can ask God for

guidance and help through the difficult times in life etc.

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

4 5C. Explain two reasons why people can find it difficult to pray.

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in the lives of people by giving an account of two accurate reasons why people can find it difficult to pray.

Possible Points:

- Busy lifestyle - pressures of modern life may allow little time for prayer etc.
- Place of Prayer - distractions and noise etc.
- The influence of new world views such as secularism etc.
- Etc.

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

4 6A.

● FAMILY ● FRIENDS ● SCHOOL

14

Choose two of the above and outline how each could influence a person's idea of what is right and wrong. (7Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to identify sources of morality by setting out accurate information on how family/friends/school could influence a person's idea of what is right and wrong.

Possible Points:

- *Family* – Behaviour modelled could influence idea of what is right and wrong etc.
- *Friends* – Peer pressure can influence idea of what is right and wrong etc.
- *School* – the ethos of the school/religious education could influence idea of what is right and wrong 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>
7 > 6	5	4	3	2	> 1 > 0	7Mx2

4 6Ba. Tick ✓ one of the following major world religions that you have studied.

5

BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM

Name one moral code associated with the world religion that you have ticked above.

Marking Criteria

An excellent answer will show knowledge of sets of rules and moral codes by accurately identifying the name of a moral code associated with the world religion ticked in the question.

Possible Points:

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

Variations:

- The candidate identifies one element of a religious moral code but fails to accurately name a religious moral code as the question requires - 1 mark max.
- The candidate accurately identifies a text which is not entirely a moral code - 1 mark max.

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

4 6Bb. Describe the way in which a moral code could guide a person when making a moral decision.

15
Graded

Marking Criteria

An excellent answer will show an ability to describe the vision articulated in different sets of rules and moral codes by giving an accurate account of the way in which a moral code could guide a person when deciding what is right or wrong.

Possible points:

- *Buddhism* – The Eightfold Path teaches right intention, right conduct etc.
- *Christianity* – The Beatitudes teach ‘Blessed are the peacemakers’ etc.
- *Hinduism* – The Law of Karma teaches respect and love for everyone etc
- *Islam* – The Five Pillars teach the importance of caring for others through almsgiving etc.
- *Judaism* – The Decalogue teaches do not kill/steal etc.

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

4 6Bc. Outline what is involved in another two stages of the process a person would go through in making a moral decision.

16
(8Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the process of moral decision-making by setting out accurate information on two stages of the process a person goes through in deciding what is right or wrong other than being guided by a moral code.

Possible Points:

- Examining the facts involved in the situation etc.
- Examining the consequences of actions etc.
- Making a decision 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	8Mx2

festival and why the festival is celebrated today.

Possible Points:

- *Buddhism* – Wesak (Buddha Day); Buddhists visit Sanghas and shrines where they listen to sermons and bring offerings of food etc.; to celebrate Buddha’s birth, enlightenment and death etc.
- *Hinduism* – Divali/Diwali celebrated over four days; oil lamps and candles are lit in the home and temple etc.; marks the beginning of a new year and the victory of good over evil etc.
- *Islam* – Eid ul Fitr (Festival of fast breaking) followers of Islam go to the Mosque to pray and thank Allah for helping them to keep the fast during Ramadan; families gather and have a meal; they exchange presents and cards, children receive sweets etc.
- *Judaism* – Yom Kippur (Day of Atonement) followers of Judaism fast, pray and some wear a white garment as a symbol of purity; it ends with a blast of the Shofar to remind people to stay ‘at one’ with Yahweh; in Synagogue prayers people ask Yahweh to forgive them for any promises they have broken during the year; celebrated in remembrance of the day when the High Priest made a sacrifice for the sins of the people of Israel and entered the ‘Holy of Holies’ in the Temple etc.

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

- 5 4. **You are taking part in a school debate about the challenges to religious faith in Ireland today. Outline what you would say about the way in which each of the following could challenge a person’s religious faith:** **70**
(35Mx2)
Graded

- **MATERIALISM** ● **SECULARISM**

Marking Criteria:

An excellent answer will show an understanding of the challenge posed by a world view by setting out accurate information on how materialism and secularism could challenge a person’s religious faith.

Possible Points:

- *Materialism* - the world view that includes only physical and measurable things and rules out the possibility of anything spiritual or invisible could pose a challenge to the religious faith of a person who considers the soul as most important; putting an emphasis on material things such as cars, money etc. could distract a person from facing questions about the meaning of life etc.
- *Secularism* - the view that the state, morals, education etc. should be independent of religion could pose a challenge to the pastoral activities of a community of faith etc.

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

- 5 5. **Profile the contribution made to the understanding of prayer by one person associated with the spiritual tradition of a major world religion that you have studied.** **70**
Graded

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in the lives of individuals and in religious traditions by accurately tracing how a person associated

with the spiritual tradition of a major world religion contributed to the understanding of prayer in his/her religious tradition.

Possible Points:

- *Buddhism* - Siddhartha Gautama practised meditation as a way to reach Nirvana, taught this method of meditation to his followers; this form of prayer is practised in Buddhist Temples etc.
- *Christianity* - Brother Roger of the Taizé community practised meditation with prayer around the Cross; people travel to Taizé from all over the world to experience this form of prayer etc.
- *Hinduism* – the religious guru, Sri Ramakrishna, spent his life in contemplation etc.
- *Islam* – Muhammad taught his followers the importance of formal prayer (Salat) etc.
- *Judaism* - Moses emphasised the importance of prayer e.g. “Keep holy the Sabbath Day” etc.

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

5 6.

● **LIBERTARIANISM** ● **RELIGIOUS FUNDAMENTALISM**

Compare how the relationship between a country’s law and religion is seen from each of the above points of view.

70
(35Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the relationship between state law and religious morality by setting out accurate information on the similarities and/or differences between the way in which libertarianism and religious fundamentalism see the relationship between a country’s law and a religion.

Possible Points:

- *Libertarianism* holds the view that people should be free to practice their religion as they see fit; the state should have no influence on the moral choices of its citizens; morality should be a private matter; everyone should be free to do as they choose, so long as they don’t interfere with the equal freedom of others etc.
- *Religious fundamentalism* holds the view that the teachings of a particular religion should be the only guide in society with complete intolerance of other views; religious laws should be state laws etc.

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

Bain úsáid as an tábla seo i gcás na hábhair a leanas: Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

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

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

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

JUNIOR CERTIFICATE RELIGIOUS EDUCATION

JOURNAL WORK 2011- HIGHER LEVEL MARKING SCHEME

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2011

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. An investigation into what inspires commitment to service in *either one* community of faith *or one* religious organisation in Ireland today.
- a. 2. Research the relevance of an incident from the life of the founder/earliest followers for members today in **one** of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.

Section B. Foundations of Religion – Christianity

- b. 1. A case study on how the faith of the evangelist can be seen in **one** of the following Gospels:
 - The Gospel of John
 - The Gospel of Luke
 - The Gospel of Mark
 - The Gospel of Matthew
- b. 2. A study of what Jesus taught his followers about the Kingdom of God in **one** example of table-fellowship.

Section C. Foundations of Religion – Major World Religions

- c. 1. A profile of the importance of a religious ritual for members of **one** of the following major world religions: Buddhism, Hinduism, Islam or Judaism.
- c. 2. A study of the way in which religious faith is expressed in a place of worship associated with **one** of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d. 1. An examination of different images of God that can be seen in the faith of a child.
- d. 2. An exploration of the questions young people ask about the meaning of life as they develop into adults.

Section E. The Celebration of Faith

- e. 1. A reflection on the way in which a sense of the sacred can be seen in an act of worship associated with **one** of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.
- e. 2. An examination of the importance of meditation as a type of prayer in a religious tradition.

Section F. The Moral Challenge

- f. 1. A profile of the importance of reconciliation for members of a religious tradition.
- f. 2. An examination of the role a person's conscience plays in his/her growth to moral maturity.
(Circulars S89/09 and S93/10)

a.1. An investigation into what inspires commitment to service in *either* one community of faith or one religious organisation in Ireland today.

Marking Criteria

An excellent journal will show an understanding of how a community of faith or religious organisation expresses its vision and commitment by examining what inspires commitment to service in either one community of faith or one religious organisation in Ireland today and providing supporting evidence for their conclusions.

a.2. Research the relevance of an incident from the life of the founder/earliest followers for members today in one of the following major world religions: Buddhism, Christianity Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the life story of the founder/earliest followers of a major world religion by presenting accurate information about an incident from the life of the founder/earliest followers of a major world religion listed in the title and analysing and drawing conclusions about its relevance for members today.

**b. 1. A case study on how the faith of the evangelist can be seen in one of the following Gospels:
● The Gospel of John ● The Gospel of Luke ● The Gospel of Mark ● The Gospel of Matthew**

Marking Criteria

An excellent journal will show knowledge of an evangelist as a person of faith by examining and analysing the way(s) the faith of one of the above evangelists can be seen in his Gospel.

b.2. A study of what Jesus taught his followers about the Kingdom of God in one example of table-fellowship.

Marking Criteria

An excellent journal will show knowledge of how the Kingdom of God can be seen in Jesus' experience of table-fellowship by examining one example of table-fellowship and drawing conclusions about what Jesus taught his followers about the Kingdom of God in it.

c.1. A profile of the importance of a religious ritual for members of one of the following world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of the importance of ritual for members of a major world religion by tracing the importance of a religious ritual for members of one of the major world religions listed in the title.

c.2. A study of the way in which religious faith is expressed in a place of worship associated with one of the following world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of the beliefs and symbols of a major world religion and recognise these beliefs in the words and actions of followers by looking closely at a way in which religious faith is expressed in a place of worship associated with one of the world religions listed in the title.

d. 1. An examination of different images of God that can be seen in the faith of a child.

Marking Criteria

An excellent journal will show an understanding of different images of God by looking closely at two or more different images of God evident in the faith of a child.

d. 2. An exploration of the questions young people ask about the meaning of life as they develop into adults.

Marking Criteria

An excellent journal will show an understanding of the way in which the questions people ask about the meaning of life change as they develop into adulthood by examining two or more questions young people ask about the meaning of life as they develop into adults.

e. 1. A reflection on the way in which a sense of the sacred can be seen in an act of worship associated with one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism

Marking Criteria

An excellent journal will show an understanding of sacredness and worship by looking at the way in which a sense of the sacred can be seen in an act of worship associated with one of the major world religions listed in the question.

e.2. An examination of the importance of meditation as a type of prayer in a religious tradition.

Marking Criteria

An excellent journal will show knowledge of meditation as a type of prayer by looking closely at the importance of meditation in a religious tradition.

f. 1. A profile of the importance of reconciliation for members of a religious tradition.

Marking Criteria

An excellent journal will show knowledge of a religious vision of moral failure and the understanding of forgiveness in a religious tradition by tracing the importance of reconciliation for members of a religious tradition.

f.2. An examination of the role a person's conscience plays in his/her growth to moral maturity.

Marking Criteria

An excellent journal will show an understanding of conscience and growth to moral maturity by looking closely at the role a person's capacity to judge between right and wrong plays in his/her growth from selfishness to altruism.

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

<i>SECTION ONE INTRODUCTION</i>		
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
 <i>SECTION TWO GETTING STARTED</i>		
PREPARING	To prepare for doing my journal work I...	12 marks
 <i>SECTION THREE WORK</i>		
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
 <i>SECTION FOUR DISCOVERIES</i>		
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
 <i>SECTION FIVE LOOKING BACK</i>		
REFLECTING	Looking back at my experience of doing journal work on this title...	10 marks

Journal Total: 100 marks

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

SECTION ONE - INTRODUCTION

TITLE Candidates are required to complete the following lead statements:

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

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2011 prescribed title.

- *I chose this title because...*

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

Note: In completing this lead statement a candidate may refer to the personal title and/or prescribed title for 2011.

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 2011 prescribed title.
1 - 2	A general description is given of what the candidate hoped to achieve / learn / find out but it is not related to the chosen 2011 prescribed title.
3 - 4	A full and relevant description of what the candidate hoped to achieve / learn / find out that is clearly linked with the chosen 2011 prescribed title.
5 - 6	A full and relevant description of what the candidate hoped to achieve / learn / find out by doing journal work on the chosen 2011 prescribed title which reflects one or more of the following: <ul style="list-style-type: none"> • encountering religion as a living reality in the candidates community • an opportunity for reflection on the stories or narratives that are part of a tradition • time for extended engagement with a theme or topic • Etc.

SECTION TWO - GETTING STARTED

- *To prepare for doing my journal work I ...*

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and / or the skill(s) he/she hoped to use in doing journal work on the chosen 2011 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 2011 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 2011 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 2011 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 2011 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 2011 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 2011 prescribed title was approached in this way.
3 - 4	A general explanation / reason given as to why journal work on the chosen 2011 prescribed title was approached in this way.
5 - 6	A detailed explanation / reason given as to why journal work on the chosen 2011 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 2011 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 2011 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 2011 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
3 – 6	Some evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
7 - 10	Substantial evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate’s knowledge /understanding /experience.

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

Marks 10	Criteria
0 - 2	Little or no evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.

SKILLS

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

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
1 - 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.

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

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
1 - 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.

LINKING

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

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

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

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

SECTION FIVE - LOOKING BACK

- *Looking back at my experience of doing journal work on this title.....*

Marks 10	Criteria
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2011 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2011 prescribed title.
5 - 6	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2011 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2011 prescribed title.
7 - 8	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2011 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2011 prescribed title.
9 - 10	Substantial evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2011 prescribed title. • evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2011 prescribed title afresh.

