



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

Religious Education

Higher Level

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

Marking schemes published by the State Examinations Commission are not intended to be 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 Higher Level is based on the objectives relating to knowledge, understanding, skills and attitudes within each section of the Junior Certificate Religious Education syllabus published by the Department of Education and Skills in 2000.

The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the 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. Monotheism refers to the view that only material things are real. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of religious belief by accurately identifying ‘False’ as the answer relevant to the question.

1 2. Pluralism holds the view that __ 5M

Marking Criteria

An excellent answer will show an understanding of the relationship between state law and religious morality by accurately stating that pluralism holds the view that all groups within a society have a right to carry out their religious and cultural practices.

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

1 3. A Rak’at is most associated with which one of the following world religions? (Tick ✓ the correct box) CHRISTIANITY ISLAM JUDAISM 5M

Marking Criteria

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

1 4. According to the Gospels one person that Jesus appeared to after his resurrection was __ 5M

Marking Criteria

An excellent answer will show an understanding of the resurrection of Jesus by accurately identifying one person that Jesus appeared to after his resurrection.

Possible Points

- Mary Magdalene etc.
- Etc.

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

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

Make one other match. 5M

<i>Religious Objects</i>	<i>World Religions</i>		<i>Religious Object</i>	<i>World Religion</i>
Shofar	Buddhism	<i>Example:</i>	Baptismal Font	Christianity
Prayer Wheel	Christianity			
Burka	Hinduism	<i>Answer:</i>		
Baptismal Font	Islam			
Arti Lamp	Judaism			

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately making one of the following matches: Buddhism to Prayer Wheel; Hinduism to Arti Lamp; Islam to Burka; Judaism to Shofar.

- 1 6. In moral decision-making every human right carries with it a responsibility because __ 5M**

Marking Criteria

An excellent answer will show an understanding of the consequences of actions and decisions by accurately stating that with every human right there comes responsibilities because the actions of one person can have consequences for others.

Possible Points

- The need to equally respect the rights of all human beings etc.
- Etc.

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

- 1 7. The name Shiva is most associated with which one of the following world religions? (Tick ✓ the correct box). BUDDHISM HINDUISM ISLAM 5M**

Marking Criteria

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

- 1 8. Secular humanism can be described as a non-religious way of answering questions about the meaning of life. (Tick ✓ the correct box) TRUE FALSE 5M**

Marking Criteria

An excellent answer will show knowledge of the human search in contemporary culture by accurately identifying ‘True’ as the answer relevant to the question.

- 1 9. An example of a schism in a major world religion is __ 5M**

Marking Criteria

An excellent answer will show knowledge of important moments in the story of a major world religion by accurately identifying an example of a split or division in a major world religion.

Possible Points

- Christianity — the Reformation etc.
- Islam — split between the Sunni and the Shia etc.
- Etc.

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

1 10. Communal prayer refers to __

5M

Marking Criteria

An excellent answer will show an understanding of different types of prayer by accurately stating that communal prayer involves the members of a community of faith gathering together to worship God/gods/the divine.

Possible Points

- Gathering to pray together at Eucharist etc.
- Etc.

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

1 11. 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.

5M

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

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately making one of the following matches: Buddhism to Bodh Gaya; Hinduism to Varanasi; Islam to Medina; Judaism to The Wailing Wall.

1 12. According to the Gospels the place where Jesus first called Simon Peter to follow him was beside __ (Tick ✓ the correct box)

THE DEAD SEA THE LAKE OF GALILEE THE RIVER JORDAN

5M

Marking Criteria

An excellent answer will show knowledge of the words and actions of Jesus by accurately identifying 'The Lake of Galilee' as the answer relevant to the question.

1 13. Religious fundamentalism holds the view that __

5M

Marking Criteria

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

Possible Points

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

Note: Allow descriptive answers.

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

1 14. The mission of a community of faith refers to __ 5M

Marking Criteria

An excellent answer will show an understanding of communities of faith 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

- Work undertaken to spread the word of God/gods/the divine etc.
- e.g. Mother Teresa living out Gospel values through her work with the poor and dying etc.
- Etc.

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

1 15. The Gospel of Matthew is a synoptic gospel. (Tick ✓ the correct box) 5M
TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the Christian Gospels by accurately identifying ‘True’ as the answer relevant to the question.

1 16. The largest Christian denomination in Ireland today is __ 5M

Marking Criteria

An excellent answer will show knowledge of Christian Churches in Ireland today by accurately identifying Roman Catholic as the answer relevant to the question.

1 17. The wearing of a Saffron Robe is a religious symbolic action most associated with which one of the following major world religions? 5M
(Tick ✓ the correct box) Buddhism Hinduism Judaism

Marking Criteria

An excellent answer will show an understanding of religious ritual by accurately identifying one of the major world religions listed in the question with which the wearing of a Saffron Robe is associated.

1 18. In religious traditions a ‘prophet’ is someone who __ 5M

Marking Criteria

An excellent answer will show an understanding of a major world religion by accurately stating that a prophet is someone who reveals the will of God.

Possible Points

- e.g. Muhammad is a prophet in Islam, chosen to be the messenger of Allah etc.
- Etc.

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

1 19. One characteristic of childhood faith is __ 5M

Marking Criteria

An excellent answer will show an ability to differentiate between the faith of the child and that of the adult by accurately identifying one quality or trait of childhood faith.

Possible Points

- Trust etc.
- Etc.

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

1 20. The wearing of a Tefillin is a religious symbolic action most associated with which one of the following major world religions? (Tick ✓ the correct box) 5M
BUDDHISM Hinduism JUDAISM

Marking Criteria

An excellent answer will show an understanding of religious ritual by accurately identifying 'Judaism' as the answer relevant to the question.

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. 2M

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 encouraged to listen to a radio broadcast of a religious service etc.
- A contact email address is given so that members can communicate with others in the parish etc.
- Etc.

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

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 two reasons why communication is needed within a community of faith. 6M

Marking Criteria

An excellent answer will show an awareness of the human need to live in community by accurately identifying two reasons 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.

Note: A candidate identifies two reasons why the exchange of ideas/information is needed within a community without reference to a community of faith – Consult your Advising Examiner.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3MX2

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. 2M

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.

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

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.
- Etc.

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

2 2 C. State two examples of how polytheism is expressed in a major world religion. 6M

Marking Criteria

An excellent answer will show an understanding of the beliefs of a major world religion by accurately identifying two examples 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; during puja offerings are made to the different gods that are worshipped etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
3	>	2	>	1 > 0	3MX2

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. 2M

Marking Criteria

An excellent answer will show knowledge of 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.

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

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 Prodigal Son etc.
- The Mustard Seed etc.
- Etc.

2 3 C. Give two reasons why Jesus used parables to teach about the Kingdom of God. 6M

Marking Criteria

An excellent answer will show an understanding of Gospel accounts of the teaching of Jesus by accurately identifying two reasons 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>
3	>	2	>	1 > 0	3MX2

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. 2M

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.

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: 2M

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 two ways that a moral code may help the members of a community of faith. 6M

Marking Criteria

An excellent answer will show an awareness of the vision articulated in a moral code by accurately identifying two ways 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 deciding 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>
3	>	2	>	1 > 0	3MX2

SECTION 3 Candidates must answer ALL the questions

- 3 1. From your reading of the above story, explain in your own words what the person meant by saying: “When I saw what that little girl did that day, I saw the face of God.” 10M**

Marking Criteria

An excellent answer will show an awareness of the variety of images of God by giving an accurate account of the meaning of the statement given in the question.

Possible Points

- The writer experienced God when he/she witnessed the care the little girl showed towards the three younger children when she gave her food to them 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

- 3 2. Describe another example of how an experience in life could give a person a sense of the presence of God/gods/the divine. 12M**

Marking Criteria

An excellent answer will show an awareness of the experience of mystery in human life by giving an accurate account of another example of how an experience in life could give a person a sense of the presence of God/gods/the divine.

Possible Points

- The beauty of nature could evoke a sense of the presence of God/gods/the divine etc.
- The birth of a baby is an experience that could make a person aware of the presence of God/gods/the divine etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows how an experience in life could give a person a sense of the presence of God/gods/the divine.

<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 3. Outline one example of how stewardship can be seen in the above story. 12M**

Marking Criteria

An excellent answer will show an understanding of how religious moral vision can influence believers by setting out accurate information on one example of how care for life in all its forms can be seen in the above story.

Possible Points

- Volunteers giving up their time and resources to help people in need etc.
- The little girl caring for others by sharing her food 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 4. Explain two reasons why stewardship is encouraged by the members of a religious organisation in Ireland today. 16M

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 the members of a religious organisation in Ireland today.

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 others (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.

Note: Allow descriptive answers i.e. an example that shows an understanding of how religious beliefs can encourage care for life in all its forms.

Variation: The candidate gives an account of two reasons why caring for life in all its forms is encouraged today but fails to make any reference to a religious organisation – Consult your Advising Examiner.

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

SECTION 4 Candidates must answer FOUR of the six questions

Question 1. COMMUNITIES OF FAITH

4 1 Aa. Archbishop is a title that is given to a religious leader. State another title that is given to the leader of a community of faith in Ireland today. 5M

Marking Criteria

An excellent answer will show an understanding of leadership in a community of faith by accurately identifying a title, other than Archbishop, that is given to a person who has authority within a community of faith in Ireland today.

Possible Points

- Rabbi; Imam etc.

4 1 Ab. Imagine you are listening to an interview with a religious leader who holds the title that you have stated in part Aa) above. Outline what is involved in the role played by a religious leader who holds this title in a community of faith. 15M

Marking Criteria

An excellent answer will show an understanding of a religious leader’s role by setting out accurate information on the part played by a religious leader in a community of faith in Ireland today who holds the title stated in part A a) of the question.

Possible Points

- Rabbi — a spiritual leader who leads services such as Shabbat; officiates at religious ceremonies that mark important moments in the life of a member of the community such as marriage etc.
- Imam — is an expert in teaching the Qur’an; leads Islamic worship; provides community support etc.
- Etc.

Note: Avoid consequential penalties.

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

4 1 Ba. Describe one example of how religious differences between people played a part in a conflict situation in Ireland or elsewhere. 15M

Marking Criteria

An excellent answer will show an understanding of the implications of sectarianism by giving an accurate account of one example of how the religious differences between people played a part in a conflict situation in Ireland or elsewhere.

Possible Points

- Conflict between members of different Christian denominations in Northern Ireland etc.
- Etc.

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

- 4 1 Bb. Tick ✓ one of the following and explain how it could encourage tolerance in the situation that you have described in part B a) above.**
INSPIRING VISION SACRED TEXT 15M

Marking Criteria

An excellent answer will show an understanding of the importance of respecting religious beliefs by giving an accurate account of how either inspiring vision or sacred text could encourage a respectful attitude to the religious differences between people described in response to part Ba) of the question.

Possible Points

- Inspiring Vision — tolerance could have been encouraged by the words and actions of the founder of a world religion e.g. Jesus of Nazareth’s parable of the Good Samaritan or miracle healing the Roman centurion’s servant etc.
- Sacred Text — tolerance could be encouraged by the writings e.g. the Tripitaka/the Eightfold Path teaches right intention and right action towards others etc.

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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

- 4 2 Aa. According to the Christian tradition Pentecost took place before the resurrection of Jesus. (Tick ✓ the correct box) TRUE FALSE 5M**

Marking Criteria

An excellent answer will show knowledge of the first Christian communities by accurately identifying ‘False’ as the answer relevant to the question.

- 4 2 Ab. Describe what happened at Pentecost according to the Christian tradition. 15M**

Marking Criteria

An excellent answer will show knowledge of the first Christian communities by giving an accurate account of what happened at Pentecost according to the Christian scriptures.

Possible Points

- The disciples were together in one place; wind filled the house; tongues of fire descended and rested on their heads etc.
- Filled with the Holy Spirit the disciples began to speak in different languages etc.
- Etc.

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

4 2 Ac. Explain two ways that the first Christians were affected by what happened at Pentecost. 14M

Marking Criteria

An excellent answer will show knowledge of the formation of the first Christian communities by giving an accurate account of the way that the first Christians were affected by what happened at Pentecost.

Possible Points

- Jesus’ apostles could speak in different languages and they felt strong enough to go forward and baptise people etc.
- The first Christians’ sense of fear changed to a sense of courage and they were empowered to preach the Good News etc.
- Etc.

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

**4 2 B. ● EUCHARIST ● MEMORIAL ● SACRIFICE
Choose two of the above and outline how each featured in Jesus' celebration of the Last Supper. 16M**

Marking Criteria

An excellent answer will show an understanding of the Last Supper by setting out accurate information on how *either* Eucharist *and/or* memorial *and/or* sacrifice featured in Jesus’ celebration of the Last Supper.

Possible Points

- Eucharist — Jesus gave thanks and asked for God’s blessing; instituted the Eucharist at the Last Supper when he said ‘this is my blood...do this in memory of me’ etc.
- Memorial — Jesus asked the disciples to remember and recall what he said and did at the Last Supper etc.
- Sacrifice — Jesus was aware of the sacrifice he was about to make, this is evident when he took the bread, broke it and said ‘this is my body’ etc.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

4 3 Aa. Read the list of prayers and the list of world religions given below. Match one prayer to the religion with which it is most associated. 5M

<i>Prayers</i>
The Shahadah
The Shema
The Paritta
The Rig Veda

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

Answer:

<i>Prayer</i>	<i>World Religion</i>

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately matching one of the following: Buddhism to the Paritta; Hinduism to the Rig Veda; Islam to the Shahadah; Judaism to the Shema.

- 4 3 Ab. BUDDHISM HINDUISM ISLAM JUDAISM**
Tick ✓ one of the world religions listed above and profile the religious belief expressed in a prayer associated with it. 15M

Marking Criteria

An excellent answer will show knowledge of the beliefs of a major world religion by accurately tracing how religious belief is expressed in a prayer associated with the world religion ticked in the question.

Possible Points

- Buddhism – The Paritta expresses belief that through reciting and chanting, peace and well-being can be brought to a community etc.
- Hinduism – Rig Veda express belief about the power of the gods and their ability to help with good health, long life and protection etc.
- Islam – The Shahadah expresses the belief that there is only one God and Muhammad is his prophet; it is a statement of faith etc.
- Judaism – The Shema is a declaration of faith in one God; it is an act of testifying one’s faith in God etc.

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

- 4 3 Ba. BUDDHISM HINDUISM ISLAM JUDAISM**
Tick ✓ one of the world religions listed above and tick ✓ the place on the map below that is most associated with its founding story. 5M

Marking Criteria

An excellent answer will show knowledge of the origins of a world religion by accurately identifying one of the following places on the map given in the question, that is most associated with the founding story of the world religion ticked in the question: Nepal and Buddhism; Indus Valley and Hinduism; Saudi Arabia and Islam; Canaan and Judaism.

- 4 3 Bb. Name either one person or one group associated with the founding story of the world religion that you have ticked in part B a) above. 5M**

Marking Criteria

An excellent answer will show knowledge of the origin of a world religion by accurately identifying either one person or one group associated with the founding story of the world religion that you have ticked in part B a) above.

Possible Points

- Buddhism – Siddhartha Gautama in etc.
- Hinduism – Aryans etc.
- Islam – Kadijah etc.
- Judaism – Abraham etc.

4 3 Bc. Describe the way people lived in the part of the world that you have ticked in part B a) above, at the time the world religion began. 20M

Marking Criteria

An excellent answer will show knowledge of the origin of a major world religion by giving an accurate account of the way people lived in the part of the world ticked in part B a) of the question at the time the world religion began.

Possible Points

- Buddhism – People followed the Hindu tradition; caste system; Siddhartha Gautama’s father was king of the Sakya Kingdom in the Southern region of Nepal; many people lived in poverty outside the king’s palace etc.
- Hinduism – Merging of the Indo Aryan tribes with the Vedic tribes; nomadic people swept through the North and invaded India; gold, silver and bronze artefacts found in the area suggest skilled craftsmanship and trade etc.
- Islam – Many lived nomadic lives on traditionally claimed territories and were polytheists; Makkah/Mecca was a wealthy trading post in which the Baal cults predominated at the time of Muhammad etc.
- Judaism – Many lived in tribes and were nomadic people who enjoyed a very good standard of living along the Fertile Crescent etc.

Note: Avoid consequential penalties.

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

Question 4. THE QUESTION OF FAITH

4 4 Aa. FAMILY MEDIA
Tick ✓ one of the above and explain how it could influence a person's religious beliefs today. 10M

Marking Criteria

An excellent answer will show an understanding of religious belief by giving an accurate account of how either family or media could influence a person’s religious beliefs today.

Possible Points

- Media — film, television and the internet present images, values and behaviours; can find out about the religious beliefs of others through social media etc.
- Family — communicate religious stories; discuss questions of religious belief; accompany to religious services 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 4 Ab. The actions of faithful people are part of the story of major world religions. Outline one example of how the religious faith of a person, associated with the story of a major world religion, can be seen in an incident from his/her life. 14M**

Marking Criteria

An excellent answer will show an understanding of how religious faith finds expression by setting out accurate information on one example of how the religious faith of a person associated with the story of a major world religion can be seen in an incident from his/her life.

Possible Points

- Islam — Muhammad accepted the messages he received from Angel Gabriel; Muhammad’s faith can be seen in how he risked his life to pass on the message to others and spent the rest of his life revealing the word of Allah etc.
- Hinduism — Mahatma Gandhi was a devout Hindu; after an experience of injustice he spent the rest of his life campaigning for human rights; faith led him to believe that all forms of violence were wrong; he developed a method of non-violent protest 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

- 4 4 Ba. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM Outline the teaching about the creation of the world associated with one of the world religions listed above. 12M**

Marking Criteria

An excellent answer will show knowledge of a religious world view of creation by setting out accurate information on the teaching about the creation of the world associated with one of the world religions listed in the question.

Possible Points

- Buddhism e.g. creation is considered to be an endless cycle of becoming etc.
- Christianity/ Judaism e.g. the stories of creation in Genesis; God is seen as responsible for the creation of the world and of humankind; believers have a special responsibility to care for the earth etc.
- Hinduism e.g. the creation stories suggest creation is sustained by Brahman and people must treat all of creation with reverence etc.
- Islam e.g. Allah is understood as creator of the world and all living things; believers have a special responsibility to care for creation etc.

Note: Allow descriptive answers and the teaching of a particular denomination of a world religion listed in the question.

<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 4 Bb. Describe one similarity and one difference between religious and scientific views on the creation of the world. 14M

Marking Criteria

An excellent answer will show an understanding of religious and scientific views of creation by giving an accurate account of one similarity and one difference between religious and scientific views on the creation of the world.

Possible Points

- Similarity — science and religion accept that there is order in creation; that all parts of creation are interconnected; that human beings have a responsibility towards creation etc.
- Difference — science and religion answer different types of questions e.g. science asks how the world came into existence whereas religion asks why; science and religion have different approaches to answering questions i.e. probe the observable/reveal the unobservable etc.

Note: Allow descriptive answers.

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

Question 5. THE CELEBRATION OF FAITH

4 5 Aa. CONTEMPLATION MEDITATION
Tick ✓ one of the above and describe what is involved in praying in this way. 10M

Marking Criteria

An excellent answer will show an understanding of prayer by giving an accurate account of what is involved in praying through a deep awareness of the presence of God or focusing the mind on religious/scriptural ideas.

Possible Points

- Contemplation — clearing the mind of all thoughts so as to have total awareness of God; a silent form of prayer without the use of words which allows a deep awareness of the presence of God etc.
- Meditation — using thoughts, feelings and imagination to turn attention entirely towards God in deep thought on a religious or scriptural idea 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 5 Ab. Suggest one reason why people use either contemplation or meditation as a type of prayer today. 12M

Marking Criteria

An excellent answer will show an understanding of prayer by giving one accurate reason why people use either contemplation or meditation as a type of prayer today.

Possible Points

- Contemplation — allows the person to connect with God in a way that goes beyond words/actions and encounter God in silence; a prayer of the heart that was advocated by St. Teresa of Avila etc.
- Meditation — helps to avoid distractions and focus on communicating with God in a deep and meaningful way; to reflect on religious ideas 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 5 Ac. Explain two reasons why people today can find it difficult to pray. 12M

Marking Criteria

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

Possible Points

- Busy lifestyles can make it difficult to have the time and the space to pray etc.
- The influence of non-religious world views e.g. atheism, secularism 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 5 Ba. Explain how the use of a religious icon could help a person to worship God/gods/the divine. 16M

Marking Criteria

An excellent answer will show an awareness of the place of symbol in religious traditions by giving an accurate account of how the use of a religious painting or image could help a person to worship God/gods/the divine.

Possible Points

- In the Christian Orthodox tradition a religious icon may help a person to focus their mind completely on the presence of God etc.
- A person may kiss an icon and light candles before it as a sign of respect and honour etc.
- The symbolism of the Cross can recall the events surrounding the death of Jesus etc.
- Etc.

Note: Allow descriptive answers i.e. an example that illustrates how the use of a religious icon could help a person worship God/gods/the divine.

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

Or

4 5 Bb. Outline the understanding of sacrament in one Christian denomination that you have studied. 16M

Marking Criteria

An excellent answer will show knowledge of a Christian understanding of sacrament by setting out accurate information on the understanding of sacrament in one Christian denomination.

Possible Points

- A rite instituted by Jesus as a visible sign of inner grace; a means of experiencing grace etc.
- Roman Catholic — experiencing God’s saving presence through Baptism, Eucharist, Confirmation, Matrimony, Holy Orders, Penance and Sacrament of the Sick etc.
- Protestant — Baptism and Eucharist; an action in and through which God’s grace is conveyed to people etc.
- Etc.

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

Question 6. THE MORAL CHALLENGE

4 6 Aa. In the teaching of a religious tradition 'sin' is understood as referring to ____ 5M

Marking Criteria

An excellent answer will show knowledge of moral failure by accurately stating that in the teaching of a religious tradition sin involves a person deliberately doing something which damages his/her relationship with God/gods/the divine.

Possible Points

- Christianity — When a person knows the difference between right and wrong and deliberately chooses to do wrong; an act that does not uphold the Christian values etc.
- Buddhism — Acting in a way that goes against the moral principles e.g. do not harm another creature etc.
- Judaism — Acting in a way that does not uphold the Covenant e.g. stealing etc.
- Etc.

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

4 6 Ab. Outline the consequences that sin can have for the members of a major world religion which you have studied. 14M

Marking Criteria

An excellent answer will show an understanding of moral failure by setting out accurate information on the consequences that sin can have for the members of a major world religion studied as part of the Junior Certificate Religious Education course.

Possible Points

- Damaging a person’s relationship with God/gods/the divine etc.
- Integrity undermined by a member who does something that he/she knows to be morally wrong 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

4 6 Ba. Explain how one of the following could influence a person’s judgement of right and wrong in a situation. ● FRIENDS ● SCHOOL 15M

Marking Criteria

An excellent answer will show an ability to identify sources of morality by giving an accurate account of how *either* friends *or* school could influence a person’s judgement of right and wrong in a situation.

Possible Points

- Friends e.g. peer pressure may influence a person to behave in a certain way etc.
- School e.g. school rules could guide students about what is regarded as right and wrong conduct in a situation etc.

Note: Allow descriptive answers i.e. an example which illustrates how *either* friends *or* school could influence a person’s judgement of right and wrong in a situation.

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

4 6 Bb. *Imagine a person finds a wallet of money that has been dropped on the ground. Outline how a person’s conscience could help him/her to decide what is the right thing to do in this situation.* 16M

Marking Criteria

An excellent answer will show an understanding of conscience and moral decision-making by setting out accurate information on how a person’s capacity to make moral judgments could help him/her to decide what is the right thing to do in this situation.

Possible Points

- Informing conscience — the teaching of a religion could inform decision etc.
- Listening to conscience — taking time to reflect on the consequences of the decision for self and others; listening to inner judgement could help a person to decide etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates how a person’s capacity to judge between right and wrong could help him/her to decide what is moral in the situation given in the question.

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

SECTION 5 Candidates must answer one of the six questions

- 5 1. Profile two styles of leadership that are associated with one of the following:**
 ● A CHURCH ● A RELIGIOUS ORGANISATION ● A RELIGIOUS ORDER
35MX2

Marking Criteria

An excellent answer will show an understanding of different styles of leadership in religious/church communities by accurately tracing how two styles of leadership are associated with one of the following: a Church, a Religious Organisation or a Religious Order.

Possible Points

- A Church e.g. consultative style — the election of a Pope in the Roman Catholic Church; the election of a President at the Methodist Annual Conference etc.
- A Religious Organisation e.g. enabling styles of leadership — the leader helps the group to make its own decisions etc.
- A Religious Order e.g. authoritarian styles of leadership — the Abbot General of a Cistercian monastery gives direction within the community as he is in charge of its affairs and makes decisions concerning the welfare of the community etc.

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

- 5 2. Examine the difference between what the Jewish people expected of the Messiah at the time of Jesus of Nazareth and the way Jesus is presented in the Gospels.**
70M

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by looking closely at the difference between what the Jewish people expected of the Messiah and the way Jesus is presented in the Gospels.

Possible Points

- The Jewish people expected that the Messiah would lead the overthrow of Roman rule and establish an earthly kingdom; Jesus did not seek the violent overthrow of the Romans but taught ‘love of enemies’ etc.
- Jesus was different to the Davidic expectations of the Messiah in that he was not a king with wealth and power like King David; he was a spiritual leader who used his words and deeds to teach about the Kingdom of God etc.
- Etc.

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

- 5 3. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**
Profile the influence of religious belief on the daily lifestyle of believers in one of the world religions listed above.
70M

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately tracing the influence of religious belief on the daily lifestyle of believers in one of the world religions listed in the question.

Possible Points

- Buddhism e.g. belief in enlightenment — daily meditation; to control the mind so that one becomes peaceful and focused, with the hope of reaching enlightenment etc.
- Hinduism e.g. belief in many gods — daily offerings at shrines in the home etc.
- Islam e.g. belief in the Five Pillars — praying five times a day (Salat) etc.
- Judaism e.g. belief in the Torah as the word of God — only eating Kosher food etc.

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

5 4. Compare the pattern of religious practice in Ireland today with that found in another part of Europe. 70M

Marking Criteria

An excellent answer will show an understanding of the patterns of religious practice in Ireland and elsewhere by setting out accurate information on the similarities and/or differences between the pattern of religious practice in Ireland today and that found in another part of Europe.

Possible Points

- Religious practice in Ireland is similar to other European countries in that there is a growth in different world religions due to the movement of people from different parts of the world e.g. Islam etc.
- Inter-national survey — 73% of Irish claim that they attend a religious service at least twice a month, which differs to the Netherlands where only 18% of the population attend religious services at least twice a month etc.
- Etc.

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

5 5i. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
World religions have religious festivals at different times during the calendar year.

Assess the role that a religious festival plays in one of the world religions listed above using each of the following headings:

i. The origins of the religious festival. 35M

Marking Criteria

An excellent answer will show an understanding of how a particular time has religious significance by examining the origins of a religious festival and drawing accurate conclusions about its role in one of the world religions listed in the question.

- Etc.

Note: Allow descriptive answers i.e. an example which illustrates how deciding what is right about a life issue would be approached from the viewpoint that people should be free to do as they choose, so long as they do not interfere with the equal freedom of others.

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

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

QUESTION DESCRIPTOR	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK	NO GRADE
EVIDENCE OF SYLLABUS AIMS /OBJECTIVES /OUTCOMES	SUBSTANTIAL EVIDENCE	VERY GOOD EVIDENCE	GOOD EVIDENCE	ADEQUATE EVIDENCE	INADEQUATE EVIDENCE	LITTLE EVIDENCE	VERY LITTLE / NO EVIDENCE
RELEVANCE	COMPLETELY & CLEARLY RELEVANT	CLEARLY RELEVANT	GENERALLY RELEVANT	LIMITED RELEVANCE	LITTLE RELEVANCE	VERY LITTLE RELEVANCE	NO RELEVANCE
ACCURACY	NO MAJOR ERROR(S)	VERY LITTLE EVIDENCE OF MAJOR ERROR(S)	LITTLE EVIDENCE OF MAJOR ERROR(S)	SOME MAJOR ERRORS	MANY MAJOR ERRORS	SUBSTANTIAL ERRORS	MANY SUBSTANTIAL ERRORS
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
301 – 303	29
304 – 306	28
307 – 310	27
311 – 313	26
314 – 316	25
317 – 320	24
321 – 323	23
324 – 326	22
327 – 330	21
331 – 333	20
334 – 336	19
337 – 340	18
341 – 343	17
344 – 346	16
347 – 350	15

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

General Guidelines for Completion of the Journal Booklet

(Page 2 of Religious Education 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.

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.

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.

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.

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.

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.

Prescribed Titles for Religious Education Journal Work Junior Certificate 2016
(Circulars: 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**Criteria:*

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*Criteria:*

Evidence of personal interest/enthusiasm/concern in relation to doing journal work on the chosen 2016 prescribed title.

Clear	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**Criteria:*

Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2016 prescribed title which reflects one or more of the following:

- encountering religion as a living reality in the candidates community
- an opportunity for reflection on the stories or narratives that are part of a tradition
- time for extended engagement with a theme or topic

Full and relevant + reflects	6 – 5
Full and relevant to 2016 Title	4 – 3
General	2 – 1
Irrelevant	0

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

Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 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***Criteria:* 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***Criteria:* 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**Criteria:* 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 *I learned ...**10 Marks*

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

Substantial	10 — 7
Some	6 — 3
Little or no evidence	2 — 0

SECTION FOUR — DISCOVERIES *As a result of what I have learned I will... 10 Marks*

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

Substantial	10 — 7
Some	6 — 3
Little or no evidence	2 — 0

SECTION FOUR — SKILLS *I used****skills when I.....****5 Marks x2**Criteria:*

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

Skill identified & detailed description	4 x2
Skill identified & general description	3 x2
Skill identified & limited description	2 — 1 x2
Skill identified & no description	1 x2
No skill identified or described	0 x2

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

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

Link identified & detailed explanation	6 — 5 x2
Link identified & general explanation	4 — 3 x2
Link identified and vague explanation	2 x2
Link identified & no explanation	1 x2
No link identified or explained	0 x2

SECTION FIVE — LOOKING BACK***Looking back at my experience of doing journal work on this title... 10 Marks****Criteria:* evidence of —

- Reflection/identification of what went well in doing journal work on the chosen 2016 prescribed title
- Evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2016 prescribed title afresh.

Substantial evidence	10 — 9
Good evidence	8 — 7
Some evidence	6 — 5
Little or no evidence	4 — 0

