



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2012**

**Marking Scheme**

**Religious Education**

**Ordinary Level**

## **Introduction**

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

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

Mark

- 1 1. **The Sanhedrin was the name of a religious court of law in Palestine at the time of Jesus. (Tick ✓ the correct box) True  False**  8

*Marking Criteria*

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

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

- 1 2. **In religious traditions ‘morality’ refers to** 8  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of what it means to be moral by accurately stating how the term ‘morality’ refers to acting in a way which is consistent with the accepted moral principles within a religious tradition.

*Possible Points*

- To know the difference between right and wrong and choose to do what is right etc.
- Etc.

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

- 1 3. **The Eucharist is a Christian sacrament. (Tick ✓ the correct box) True  False**  8

*Marking Criteria*

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

- 1 4. **Read the list of religious buildings and the list of world religions given below. One religious building has been matched to the world religion with which it is most associated as an example for you. Make one other match.** 8

<i>Religious Buildings</i>	<i>World Religions</i>
<b>Church</b>	<b>Buddhism</b>
<b>Mandir</b>	<b>Christianity</b>
<b>Mosque</b>	<b>Hinduism</b>
<b>Synagogue</b>	<b>Islam</b>
<b>Temple</b>	<b>Judaism</b>

*Example:*

<b>Church</b>	<b>Christianity</b>
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*Answer:*

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*Marking Criteria*

An excellent answer will show an understanding of how particular places come to be significant by accurately making one of the following matches: Buddhism to Temple; Hinduism to Mandir or Temple; Islam to Mosque; Judaism to Synagogue.

**1 5. One example of a Christian denomination is**

8  
Graded

*Marking Criteria*

An excellent answer will show an ability to name churches and religious groups by accurately identifying a recognised branch or sub group within a Christian community of faith.

*Possible Points*

- Roman Catholic etc.
- Church of Ireland etc.
- Russian Orthodox Church etc.
- Etc.

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

**1 6. A person's conscience helps him/her to**

8  
Graded

*Marking Criteria*

An excellent answer will show an understanding of the meaning of conscience by accurately identifying how a person's conscience helps him/her to distinguish between that which is right and wrong.

*Possible Points*

- Have feelings of guilt or responsibility etc.
- Be aware of right and wrong with regard to a person's thoughts etc.
- Be aware of right and wrong with regard to a person's actions etc.
- Use his/her reason to decide what is morally right/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>
8 > 7	6	5	4	3 >	2 >	1 > 0	8

**1 7. The Eightfold Path is a moral code most associated with which one of the following major world religions.**

8

(Tick ✓ the correct box) Buddhism  Hinduism  Islam

*Marking Criteria*

An excellent answer will show knowledge of a moral code by accurately identifying 'Buddhism' as the answer relevant to the question.

**1 8. In religious traditions an example of stewardship is**

8  
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 example of how religious belief can influence an individual to care for life in all its forms.

*Possible Points*

- Taking care of the earth e.g. planting trees etc.

- Helping others by giving money to charity etc.
- Etc.

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

- 1 9. **The Vedas are sacred texts most associated with Islam.** 8  
 (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 10. **Hanukkah is a religious festival most associated with which one of the following major world religions?** 8  
 (Tick the correct box) Christianity  Islam  Judaism

*Marking Criteria*

An excellent answer will show an ability to identify an element of the beliefs and symbols of a major world religion by accurately identifying 'Judaism' as the answer relevant to the question.

- 1 11. **Peter was one of the twelve apostles of Jesus of Nazareth.** 8  
**Name another person who was one of Jesus' twelve apostles.** *Graded*

*Marking Criteria*

An excellent answer will show knowledge of the Gospel account of the life of Jesus by accurately naming one of the twelve apostles of Jesus other than Peter.

*Possible Points*

- John, James, Judas etc.

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

- 1 12. **To pardon or show mercy are examples of forgiveness.** 8  
 (Tick ✓ the correct box) True  False

*Marking Criteria*

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

- 1 13. **Communication is one characteristic of a community.** 8  
**State another characteristic of a community.** *Graded*

*Marking Criteria*

An excellent answer will show an ability to identify the characteristics of a community by accurately identifying one characteristic other than communication.

*Possible Points*

- Sharing
- Co-operation
- Etc.

*Note:* Allow descriptive answers

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

- 1 14. In religious traditions the term ‘polytheism’ refers to the belief in – 8  
(Tick ✓ the correct box) Many gods  One God

*Marking Criteria*

An excellent answer will show an ability to identify evidence of religious belief by accurately identifying ‘Many gods’ as the answer relevant to the question.

- 1 15. The name of an evangelist who wrote a gospel about Jesus of Nazareth was – 8  
(Tick ✓ the correct box) Lazarus  Lot  Luke

*Marking Criteria*

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

- 1 16. In religious traditions ‘worship’ refers to 8  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how religious faith can find expression in worship by accurately stating how worship involves activities in which God is honoured.

*Possible Points*

- Ways in which a person shows respect for God etc.
- Communication with God etc.
- Etc.

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

- 1 17. The Tripitaka are sacred texts most associated with which one of the following major world religions. 8  
(Tick ✓ the correct box) Buddhism  Hinduism  Islam

*Marking Criteria*

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

**1 18. In religious traditions the term ‘integrity’ refers to**

8  
Graded

*Marking Criteria*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately stating how integrity involves behaving in a way that is in keeping with your beliefs.

*Possible Points*

- Behaving in a way that is honest and upright etc.
- Living according to the principles of a religious moral code etc.
- Etc.

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

**1 19. Humanism holds the view that a person should not turn to the supernatural or belief in God when searching for meaning in life.**

(Tick ✓ the correct box) True  False

*Marking Criteria*

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

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

<i>Religious Symbols</i>	<i>World Religions</i>
Aum	Buddhism
Icon	Christianity
Eight-Spoked Wheel	Hinduism
Star of David	Islam
Crescent Moon	Judaism

*Example:*

<i>Icon</i>	<i>Christianity</i>
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*Answer:*

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*Marking Criteria*

An excellent answer will show an ability to identify a religious symbol associated with a world religion by accurately making one of the following matches: Buddhism to Eight-Spoked Wheel; Hinduism to Aum; Islam to Crescent Moon; Judaism to Star of David.

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

Mark

**2 1A. Question 1. This picture is based on a Gospel account of the resurrection of Jesus.**6  
Graded**Pick one thing from this picture which suggests that it is based on the resurrection of Jesus.***Marking Criteria*

An excellent answer will show knowledge of the Gospel accounts of Jesus' resurrection by accurately identifying one thing from this picture which suggests that it is based on the resurrection of Jesus.

*Possible Points*

- Jesus is standing outside the tomb wearing white cloths etc.
- A woman who looks upset is sitting on a rock outside the tomb etc.
- Beside the woman there is an oil jug to anoint the body etc.
- Etc.

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

**2 1B. On which of the following days of the week did the disciples of Jesus first discover his resurrection from the dead?**

6

**(Tick ✓ the correct box) Friday  Saturday  Sunday** *Marking Criteria*

An excellent answer will show knowledge of the Gospel accounts of Jesus' resurrection by accurately identifying 'Sunday' as the answer relevant to the question.

**2 1C. State one way that the first Christians were affected by the resurrection of Jesus.**8  
Graded*Marking Criteria*

An excellent answer will show an awareness of the impact of the resurrection of Jesus by accurately identifying one way that the first Christians were affected by the resurrection of Jesus.

*Possible Points*

- Renewed their faith in Jesus etc.
- Gave them a sense of purpose and mission i.e. to spread the Good News etc.
- Etc.

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



**2 2A. Question 2. This is a photograph of a person taking time for reflection.**

6  
Graded

**Pick one thing from this photograph which suggests that this person is involved in reflection.**

*Marking Criteria*

An excellent answer will show an understanding of the human facility for questioning/searching for meaning by accurately identifying one thing from this photograph which suggests that the person is thinking deeply or becoming aware of his/her own feelings/actions.

*Possible Points*

- The person is sitting calmly etc.
- The person is in a relaxed position, silent, quiet etc.
- Etc.

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

**2 2B. In religious traditions the term ‘reflection’ refers to**

6  
Graded

*Marking Criteria*

An excellent answer will show an understanding of faith by accurately identifying how reflection refers to the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions.

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

**2 2C. State one reason why having time for reflection is important for the members of a community of faith.**

8  
Graded

*Marking Criteria*

An excellent answer will show an understanding of faith by accurately identifying one reason why having time to think deeply or become aware of feelings/actions is important for members of a community of faith.

*Possible Points*

- To strengthen a person’s relationship with God/gods/the divine etc.
- To think deeply about the meaning of life, belief etc.
- To look back at past experiences and try to understand why they happened, how they felt about them etc.
- Etc.

*Variation:*

The candidate identifies a reason why having time for reflection is important for people but makes no reference to the insight members of a community of faith gain from thinking or becoming aware of feelings and actions - Consult your Advising Examiner.

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

**2 3A. Question 3. This is a photograph of people praying.  
Pick one thing from this photograph which suggests that these people are praying.**

6  
Graded

*Marking Criteria*

An excellent answer will show an understanding of the importance of prayer in religious traditions by accurately identifying one thing from the photograph which suggests that these people are praying.

*Possible Points*

- They are standing in rows with their heads bowed, facing the same direction etc.
- They are using prayer mats etc.
- They are wearing skull caps etc.
- Etc.

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

**2 3B. In religious traditions communal prayer involves**

6  
Graded

*Marking Criteria*

An excellent answer will show an understanding of the importance of prayer in religious traditions by accurately stating how communal prayer involves the members of a community of faith gathering together for prayer.

*Possible Points*

- Members of a community of faith gathering with others at a place of worship for prayer etc.
- Members of the community of faith share their faith with others etc.
- Etc.

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

**2 3C. State one reason why the members of a community of faith participate in communal prayer.**

8  
Graded

*Marking Criteria*

An excellent answer will show an understanding of the importance of prayer in religious traditions by setting out one accurate reason why members of a community of faith pray together.

*Possible Points*

- To worship God/gods etc.
- To witness to their shared identity, faith/belief in God etc.
- To support each other in times of need and celebration etc.
- Etc.

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

**2 4A. Question 4. This is a photograph of people working for justice.**

**Pick one thing from this photograph which suggests that these people are working for justice.**

**6**  
*Graded*

*Marking Criteria:*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately identifying one thing from this photograph which suggests that these people are working for what is right and fair.

*Possible Points*

- They are protesting for ‘Respect for all’ etc.
- They are holding posters that state ‘Human Rights for all’ etc.
- Etc.

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

**2 4B. Give another example of a way in which the members of a community of faith can work for justice.**

**6**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately stating a way that members of a community of faith can work for what is right and fair, other than through a protest.

*Possible Points*

- Join a group such as the SVP and help the needy etc.
- Following their moral code by treating others fairly, almsgiving etc.
- Etc.

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

**2 4C. State one reason why the members of a community of faith work for justice.**

**8**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by setting out one accurate reason why members of a community of faith work for what is right and fair.

*Possible Points*

- To follow in the footsteps of the founder of their faith e.g. live as Jesus wanted and love thy neighbour as thyself etc.
- To follow a moral code or the teaching of a community of faith which guides members to do what is right and fair e.g. Five Pillars of Islam etc.
- Etc.

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

**SECTION 3 Candidates must answer ALL the questions that follow.**

Marks

**3 1a. Outline one way in which religious belief can be seen in the ceremony described above.**14  
Graded*Marking Criteria*

An excellent answer will show an understanding of how religious belief can find expression in prayer, worship and ways of life by setting out accurate information on one way in which religious faith can be seen in the above diary entry.

*Possible Points*

- Belief in eternal life can be seen by the people attending the remembrance ceremony etc.
- The parent's poem shows faith in God e.g. she thanked God for the years she had shared with her husband etc.
- Walking in procession with lit candles in memory of people and in thanksgiving to God etc.
- Etc.

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

**3 1b. ●Ritual ●Participation**14  
Graded

**Examine how *either* ritual *or* participation can be seen in the ceremony described above.**

*Marking Criteria*

An excellent answer will show an ability to identify elements of worship by looking closely at the process by which *either* symbolic actions/ movements/ gestures *or* sharing/taking part/ involvement can be seen in the ceremony described above.

*Possible Points*

- *Ritual* - lighting the candle, walking in procession etc.
- *Participation* - taking part by following the direction of the leader; writing down the names of the loved one, lighting the candle etc.

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

**3 2. Describe what happens in another religious ceremony that you have participated in or observed.**

16  
Graded

*Marking Criteria*

An excellent answer will show an ability to identify elements of worship by giving an accurate account of the rituals performed to mark a religious occasion, that the candidate has participated in or observed, other than that described in the diary entry.

*Possible Points*

- Jewish marriage ceremony (Kiddushin) happens under a huppah or canopy; Seven blessings are said and the couple sip from the same wine glass etc.
- Christianity e.g. Roman Catholic Easter Vigil – Large candle is lit from the Easter Fire and taken in procession through the Church in darkness etc.
- Etc.

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

**3 3. Explain one reason why the members of a community of faith participate in the religious ceremony that you have described in part 2) above.**

16  
Graded

*Marking Criteria*

An excellent answer will show an ability to identify elements of worship by giving an accurate account of one reason why it is important for members of a community of faith to share, take part or be involved in the religious ceremony described in response to question 2) above.

*Possible Points*

- To develop and grow in their religious faith and beliefs etc.
- To become members of a community of faith e.g. rites of initiation etc.
- To honour God etc.
- To share their religious faith and belief with members of the community of faith etc.
- Etc.

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

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

Marks

- 4 1Aa. Archbishop Alan Harper is a religious leader associated with the Church of Ireland. (Tick ✓ the correct box) True  False**

8

*Marking Criteria*

An excellent answer will show knowledge of the name of a religious leader in Ireland by accurately identifying ‘True’ as the answer relevant to the question.

- 4 1Ab. Describe what is involved in the work done by a leader in a community of faith.**

10  
Graded*Marking Criteria*

An excellent answer will show knowledge of the leadership role within a community of faith by giving an accurate account of the work done by one leader in a community of faith.

*Possible Points*

- The Christian community - a Priest/religious minister can lead the community in prayer and administer the sacraments etc.
- The Islamic community - an Imam can lead the community in prayer and offer spiritual guidance etc.
- Etc.

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

- 4 1Ba. Explain two reasons why leadership is important for a community of faith.**

12  
(6Mx2)  
Graded*Marking Criteria*

An excellent answer will recognise the variety of roles within communities, including leadership roles by providing two accurate reasons which account for why leadership is important in a community of faith.

*Possible Points*

- To organise gatherings for worship etc.in a community of faith etc.
- To model/guide believers in how to live their lives 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 1Bb.  Inspiring Vision     Religious Commitment**

10  
Graded

**Tick ✓ one of the above and outline an example of how it can be seen in the work done by the members of a community of faith today.**

*Marking Criteria*

An excellent answer will show an understanding of how communities of faith express their vision and commitment by setting out accurate information on an example of how *either* inspiring vision *or* religious commitment can be seen in the work done by a community of faith today.

*Possible Points*

- *Religious commitment* seen in the dedication to a religious doctrine or cause in a community of faith e.g. people undertake to give their time, resources in being a Minister of the Word, Eucharist etc.
- *Inspiring vision* seen in the encouraging or exalting influence which guides members of a community of faith in decision-making e.g. the religious vision of the founder/earliest followers 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 2Aa. ‘Feeding the Five Thousand’ is one example of a meal that Jesus shared with others. 8**  
**Name another example of table-fellowship from the life of Jesus.**

*Marking Criteria*

An excellent answer will show knowledge of the characteristics of the ‘Kingdom of God’ by accurately identifying an example of table-fellowship from the life of Jesus other than ‘Jesus Feeding the Five Thousand’.

*Possible Points*

- Sharing a meal with his disciples at the Last Supper etc.
- Choosing to eat with Zacchaeus the tax collector etc.
- Sharing a meal with the disciples on the road to Emmaus etc.
- Etc.

*Note:* Allow descriptive answers

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

**4 2Ab. Outline what happened in the example of table - fellowship from the life of Jesus that 10**  
**you have named in part a) above. Graded**

*Marking Criteria*

An excellent answer will show an ability to identify characteristics of the ‘Kingdom of God’ in the actions of Jesus by setting out accurate information on what happened in the example of table-fellowship from the life of Jesus that the candidate has named in question Aa) above.

*Possible Points*

- The Last Supper e.g. Jesus celebrated the Passover meal with his disciples and said ‘take this all of you and drink it for this is my blood’ etc.
- Choosing to eat with Zacchaeus the tax collector - a social outcast etc.
- The disciples on the road to Emmaus – they were down-hearted after the death of Jesus; Breaking of the Bread etc.
- Etc.

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

**4 2Ba. Describe what Jesus taught his disciples about the Kingdom of God in a meal that he 10**  
**shared with others. Graded**

*Marking Criteria*

An excellent answer will show an ability to identify characteristics of the ‘Kingdom of God’ in the actions of Jesus by giving an accurate account of one characteristic of the Kingdom of God that Jesus taught his disciples in a meal he shared with others.

*Possible Points*

- Love of neighbour e.g. Wedding Feast at Cana etc.
- Special place of the poor e.g. The feeding of the five thousand etc.
- Etc.



*Note:* Allow descriptive answers where the candidate gives an accurate account of one characteristic of the ‘Kingdom of God’ that was taught by Jesus with implicit reference to a meal he shared with others.

<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 2Bb. Outline another example of how Jesus’ words or actions taught people about the Kingdom of God.**

12  
Graded

*Marking Criteria*

An excellent answer will show an ability to identify characteristics of the ‘Kingdom of God’ by setting out accurate information on one example of what Jesus’ words or actions taught people about the ‘Kingdom of God’ other than that described in response to question Ba) above.

*Possible Points*

- *The special place of the poor* in the ‘Kingdom of God’ can be seen in the way Jesus healed the sick and cared for those treated as social outcasts etc.
- *The treatment of sinners* in the ‘Kingdom of God’ can be seen in the way Jesus spoke about the father in the parable of the Prodigal Son 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 3Aa. In religious traditions the term ‘revelation’ involves God/the divine communicating with people. (Tick ✓ the correct box) True  False  8

*Marking Criteria*

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

- 4 3Ab. Tick ✓ one of the following world religions that you have studied: **BUDDHISM**  **HINDUISM**  **ISLAM**  **JUDAISM**  12  
Describe one example of revelation from the story of the world religion that you have ticked above. *Graded*

*Marking Criteria*

An excellent answer will show knowledge of the development of a world religion by giving an accurate account of one example of the will of God/gods the divine being made known from the story of the world religion ticked above.

*Possible Points*

- *Buddhism* - Siddhartha Guatama receiving enlightenment while meditating under the Bodhi tree etc.
- *Hinduism* - The life of Vishnu is seen as the reincarnation of Brahman etc.
- *Islam* – The Angel Gabriel communicating the will of Allah to Muhammad etc.
- *Judaism* – Abraham being told by Yahweh/YHWH to go to Canaan etc.

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

- 4 3Ba. Read the list of religious names and the list of world religions given below. Match one religious name to the world religion with which it is most associated. 8

<i>Religious Names</i>	<i>World Religions</i>
<b>Allah</b>	<b>Buddhism</b>
<b>Yahweh/YHWH</b>	<b>Hinduism</b>
<b>Enlightened One</b>	<b>Islam</b>
<b>Brahman</b>	<b>Judaism</b>

*Answer:*

<i>Religious Name</i>	<i>World Religion</i>

*Marking Criteria*

An excellent answer will show an ability to identify an essential element of the beliefs of a major world religion by accurately making one of the following matches: Allah to Islam; Yahweh/YHWH to Judaism; Enlightened One to Buddhism; Brahman to Hinduism;

- 4 3Bb. ◆ **BUDDHISM** ◆ **HINDUISM** ◆ **ISLAM** ◆ **JUDAISM** 12  
*Graded*

**Outline an example of how the religious beliefs in one of the above major world religions influence the way its members live their lives today.**

*Marking Criteria*

An excellent answer will show an ability to recognise religious belief in the words and actions of followers by setting out accurate information on an example of how the way members live today is influenced by the religious beliefs of one of the world religions listed in the question.

*Possible Points:*

- *Buddhism* e.g. the belief of members that they can break the never ending cycle of life/death and reach nirvana is reflected in the way they live by the Four Noble Truths and the Eightfold Path etc.
- *Hinduism* e.g. the way members worship regularly in a Hindu temple or at a shrine in a person's home dedicated to one of the gods, reflects the belief that a person can be reborn into a higher form by performing good deeds, spiritual, exercises and meditation etc.
- *Islam* e.g. the belief of members that there is no God but Allah and that they must submit to his will as revealed to Muhammad through the Qur'an, can be seen in the way members live by the Five Pillars etc.
- *Judaism* e.g. the belief of members that they are Yahweh/ YHWH chosen people influences the food that they eat; fasting; Sabbath observance 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 4Aa. Read the list of religious practices and the list of world religions given below. Match one religious practice to the world religion with which it is most associated.

8

<i>Religious Practices</i>	<i>World Religions</i>		<i>Religious Practice</i>	<i>World Religions</i>
Facing Mecca	Buddhism	<i>Answer:</i>		
Sitting in the Lotus Position	Christianity			
Wearing a Tefillin	Hinduism			
Making a Sign of the Cross	Islam			
Offering Incense	Judaism			

*Marking Criteria*

An excellent answer will show knowledge of religious practices and world religions by accurately making one of the following matches: Facing Mecca to Islam; Sitting in the Lotus position to Buddhism; Wearing a Tefillin to Judaism; Making a Sign of the Cross to Christianity; Offering incense to Hinduism.

4 4Ab. Outline two reasons why religious practice is important for people of religious faith.

10  
(5Mx2)  
Graded

*Marking Criteria*

An excellent answer will show an understanding of religious practice by setting out accurate information on two reasons why religious practice is important for people of religious faith.

*Possible Points*

- To adhere to the teaching of the founder/earliest followers e.g. Observing the Sabbath Day - The Ten Commandments in Judaism/Christianity; Pray five times a day – Salat in Islam etc.
- To share their faith with others in their community etc.
- To honour the divine/God/gods 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	5M x 2

4 4Ba. Name one world religion that is associated with monotheism.

8  
Graded

*Marking Criteria*

An excellent answer will show an ability to identify evidence of religious belief by accurately identifying one religion that is associated with monotheism.

*Possible Points*

- Christianity
- Islam
- Judaism

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

**4 4Bb. Describe one example of how monotheism can be seen in a world religion that you have studied.**

**14**  
*Graded*

*Marking Criteria*

An excellent answer will show an ability to identify evidence of religious belief by giving an accurate account of how belief in one God can be seen in a world religion.

*Possible Points*

- Christianity – Prayer ‘Our Father’ refers to one God etc.
- Islam – The Islamic creed (Shadadah) refers to one God i.e. Allah etc.
- Etc.

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

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

<i>Religious Festivals</i>	<i>World Religions</i>
Diwali	Buddhism
Yom Kippur	Christianity
Eid-ul-Fitr	Hinduism
Wesak	Islam
Easter	Judaism

Answer: 

<i>Religious Festival</i>	<i>World Religion</i>

*Marking Criteria*

An excellent answer will show an understanding of how particular times come to be significant by accurately making one of the following matches: Buddhism to Wesak; Christianity to Easter; Hinduism to Diwali; Islam to Eid-ul-Fitr; Judaism to Yom Kippur.

4 5Ab. Describe one example of what is involved in the celebration of a time of year that is regarded as sacred by the members of a world religion. 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 one way in which members of a world religion celebrate a time of the year that is regarded by them as being holy or set apart.

*Possible Points*

- *Buddhism* - e.g. Members celebrate Wesak by visiting Sanghas where they listen to the monks' sermons etc. and visit and shrines where they bring offerings etc.
- *Christianity* - e.g. Members celebrate the resurrection of Jesus at Easter by gathering in church for religious services/Easter Vigil etc.
- *Hinduism* e.g. Members celebrate Diwali by lighting lamps outside the door of the house, on the window sill etc.
- *Islam* e.g. Members celebrate Eid-ul-Fitr by going to a Mosque for communal prayer, visit relatives etc.
- *Judaism* e.g. Members celebrate Yom Kippur by gathering at a synagogue; asking for forgiveness of sin; blowing the Shofar 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. Read the list of religious objects and the list of world religions given below. Match one religious object to the world religion with which it is most associated. 8

<i>Religious Objects</i>	<i>World Religions</i>
Arti Lamp	Buddhism
Menorah	Christianity
Kathina Robe	Hinduism
Crucifix	Islam
Mihrab	Judaism

Answer: 

<i>Religious Object</i>	<i>World Religion</i>

*Marking Criteria:*

An excellent answer will show an ability to identify a religious object of importance for a world religion by accurately making one of the following matches: Arti lamp to Hinduism;

**4 5Bb. A candle is one example of a religious object used in prayer. Outline how another religious object is used in prayer by the members of a world religion.**

12  
Graded

*Marking Criteria*

An excellent answer will show awareness of the place of sign and symbol in religious traditions by setting out accurate information on the process by which a religious object, other than a candle, is used in communication with God/gods/the divine by the members of a world religion.

*Possible Points*

- Stations of the Cross in Christianity recalls the last hours of Jesus life etc.
- Prayer shawl in Judaism recalls the tent for prayer used in Sinai desert etc.
- Incense – symbol of the prayers of the person rising up to the heavens etc.
- Water – symbol of the person being cleansed, renewed etc.
- Etc.

*Variation:* A candidate accurately identifies a religious object, other than a candle, but does not set out accurate information on the process by which the object is used in communication with God/gods/the divine by the members of a world religion. –5 marks max.

<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 6Aa. In religious traditions the term ‘sin’ refers to**

8  
Graded

*Marking Criteria*

An excellent answer will show an understanding of moral failure by accurately stating how sin refers to something morally wrong that damages a person’s relationship with God/gods/ the divine.

*Possible Points*

- Acting in a way that is considered wrong because it is against moral principles of a religion etc.
- Etc.

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

**4 6Ab. Describe two consequences which sin can have for the members of a community of faith.**

12  
(6Mx2)  
Graded

*Marking Criteria*

An excellent answer will show an understanding of moral failure by giving an accurate account of two consequences which sin can have for the members of a community of faith.

*Possible Points*

- Members of a religious tradition may disassociate themselves from the member who has done something that he/she knows to be morally wrong etc.
- The integrity of the religious tradition may appear to be undermined by the way a member has done 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>Question Marks</i>
6 > 5	4	3	2	1	>	0	6Mx2

**4 6Ba. Moral immaturity can be seen when**

8  
Graded

*Marking Criteria*

An excellent answer will have a sense of the development of personal morality by accurately stating how moral immaturity involves a person thinking only of him/herself when making moral decisions.

*Possible Points*

- A person idea of what is right and wrong is influenced by personal reward and punishment e.g. getting caught etc.
- A person is not thinking of the consequences of their decisions for themselves and others etc.
- Etc.

*Note:* Allow descriptive answers.

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



**4 6Bb. Outline two examples of what is involved in a person's growth towards moral maturity.**

12  
(6Mx2)  
Graded

*Marking Criteria*

An excellent answer will show an understanding of moral development by setting out accurate information on two examples of what is involved in a person's growth towards thinking of others when making decisions and being aware of the possible consequences of actions.

*Possible Points*

- A morally mature person has an awareness of the needs of others and this can influence his/her understanding of the difference between right and wrong etc.
- A morally mature person learns from past experiences about different ways of looking at a situation and his/her judgement can become more informed 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

## 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 Gnáthráta: 10%

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

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

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

**Junior Certificate Journal Work 2012 – Ordinary Level Marking Scheme**  
**Prescribed Titles for Religious Education Journal Work for Junior Certificate 2012**

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

**Section A. Communities of Faith**

- a.1. A case study on how one community of faith today is addressing both the needs of individual people and the needs of the community.
- a.2. An analysis of the challenge that sectarianism could pose for one community of faith today.

**Section B. Foundations of Religion – Christianity**

- b.1. An investigation into the reasons why Jesus came in conflict with two of the following:
  - Pharisees
  - Sadducees
  - Romans
- b.2. A profile of the way in which Jesus is represented in the Gospel of John.

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

- c.1. A study of the historical and geographical origins of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.
- c.2. *All world religions have had key moments in their development.*  
A reflection on the impact of a time of persecution on the development of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

**Section D. The Question of Faith**

- d.1. A survey of the factors that influence the religious practice of teenagers today in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.
- d.2. A profile of the way in which religious belief can be seen in the life of a person associated with the founding story of one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.

**Section E. The Celebration of Faith**

- e.1. A case study on the way in which an important person in a spiritual tradition has contributed to the understanding of prayer in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.
- e.2. An examination of the meaning of two religious symbols associated with the sacrament of Baptism in a Christian denomination.

**Section F. The Moral Challenge**

- f.1. An examination of the way in which the consequences of an action may influence a person in deciding what is right or wrong in relation to an issue.
- f.2. ● Family ● Friends ● Religion  
An analysis of the way in which two of the above can guide the moral behaviour of an adolescent.

(Circulars S92/11&S93/10)

- a.1. A case study on how one community of faith today is addressing both the needs of individual people and the needs of the community.**

*Marking Criteria*

An excellent journal will show an understanding of the tension between individual and community responsibility by the study of a particular example of the process by which one community of faith today is serving both the needs of individuals and the needs of a community.

- a.2. An analysis of the challenge that sectarianism could pose for one community of faith today.**

*Marking Criteria*

An excellent journal will show an understanding of the implications of sectarianism by examining and drawing accurate conclusions about one or more ways in which the hatred of another person because of his/her religion could pose a challenge for one community of faith today.

- b.1. An investigation into the reasons why Jesus came in conflict with two of the following:  
● Pharisees ● Sadducees ● Romans**

*Marking Criteria*

An excellent journal will show an understanding of moments of conflict in the life of Jesus by examining and providing accurate evidence for the reasons why Jesus came into conflict with two of the following: Pharisees and/or Sadducees and/or Romans.

- b.2. A profile of the way in which Jesus is represented in the Gospel of John.**

*Marking Criteria*

An excellent journal will show an understanding of the Gospel of John by accurately tracing the way in which Jesus is represented in the Gospel of John.

- c.1. A study of the historical and geographical origins of one of the following major world religions:  
Buddhism, Hinduism, Islam or Judaism.**

*Marking Criteria*

An excellent journal will show knowledge of a major world religion by accurately examining the historical and geographical background to one of the major world religions listed in the title.

- c.2. All world religions have had key moments in their development.  
A reflection on the impact of a time of persecution on the development of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.**

*Marking Criteria*

An excellent journal will show knowledge of an important moment in a major world religion by considering and drawing accurate conclusions about the influence of a time of persecution on the development of one of the major world religions listed in the title.

- d.1. A survey of the factors that influence the religious practice of teenagers 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 factors that influence the religious practice of adolescence by recording and drawing accurate conclusions about the factors that influence the religious practice of teenagers today in one of the major world religions listed in the title.

- d.2. A profile of the way in which religious belief can be seen in the life of a person associated with the founding story of one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

*Marking Criteria*

An excellent journal will show an ability to identify evidence of religious belief in a religious tradition by accurately tracing the way in which religious belief can be seen in the life of a person associated with the founding story of one of the world religions listed in the title.

- e.1. A case study on the way in which an important person in a spiritual tradition has contributed to the understanding of prayer in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

**Marking Criteria**

An excellent journal will show an understanding of the importance of prayer in a religious tradition by accurately examining and providing supporting evidence about the contribution of a person, associated with a spiritual tradition, to the understanding of prayer in one of the world religions listed in the title.

- e.2. An examination of the meaning of two religious symbols associated with the sacrament of Baptism in a Christian denomination.**

*Marking Criteria*

An excellent journal will show an understanding of the power and meaning of religious symbols by looking closely at and accurately identifying the meaning of two religious symbols in the Christian sacrament of Baptism.

- f.1. An examination of the way in which the consequences of an action may influence a person in deciding what is right or wrong in relation to an issue.**

*Marking Criteria*

An excellent journal will show an understanding of the consequences of actions by accurately tracing the way in which considering the consequences of an action could guide a person in deciding what is right and wrong in relation to an issue.

- f.2. ● Family ● Friends ● Religion  
An analysis of the way in which two of the above can guide the moral behaviour of an adolescent.**

*Marking Criteria*

An excellent journal will show an understanding of the sources of morality in the lives of adolescents by analysing and drawing accurate conclusions about the way in which two of the sources listed in the title could guide an adolescent to do what he/she knows to be right.

## General Guidelines for Completion of the Journal Booklet

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Journal Work

The aims of journal work are:

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

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

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

### Assessment of the Journal Booklet

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

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Journal Total: 100 marks

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

## Section One - Introduction

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

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

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2012 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 2012.

## 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 2012 prescribed title.
1 - 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2012 prescribed title.
4 - 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2012 prescribed title.

## Section Two - Getting Started

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

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2012 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 2012 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 2012 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 2012 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 2012 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 2012 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 2012 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2012 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2012 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 2012 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 2012 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 2012 prescribed title.

## Section Four - DISCOVERIES

### Learning

- *I learned ...*

Marks 10	Criteria
0 – 3	Little or no evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's knowledge/understanding/experience.
4 - 7	Some evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's knowledge/understanding/experience.
8 - 10	Substantial evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 – 3	Little or no evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's life.
4 - 7	Some evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's life.
8 - 10	Substantial evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's life.

### **Skills**

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
1 - 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
1 - 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.

### **Linking**

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

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

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

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

### **Section Five - Looking Back**

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

<i>Marks 10</i>	<i>Criteria</i>
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2012 prescribed title.</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2012 prescribed title.</li> </ul>
5 - 8	Some evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2012 prescribed title.</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2012 prescribed title.</li> </ul>
9 - 10	Good evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2012 prescribed title.</li> <li>• evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2012 prescribed title.</li> </ul>

