



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2011

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. In religious traditions the term ‘schism’ refers to a division or split within a community of faith. (Tick ✓ the correct box) True False 8

Marking Criteria:

An excellent answer will show an understanding of an important moment in the story of a world religion by accurately identifying ‘True’ as the answer relevant to the question.

- 1 2. In religious traditions the term ‘preaching’ refers to - 8
Graded

Marking Criteria:

An excellent answer will show an understanding of how people of faith show their religious vision and commitment by accurately stating the way in which preaching involves an activity engaged in by members of a community of faith to spread the word of God.

Possible Points:

- Passing on the Good News etc.
- Reading the Koran/Qur’an 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. Jesus was baptised in the — 8
(Tick ✓ the correct box) Dead Sea River Jordan Sea of Galilee

Marking Criteria:

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

- 1 4. In religious traditions the term ‘reflection’ refers to - 8
Graded

Marking Criteria:

An excellent answer will show an understanding of faith by accurately stating how, in religious traditions, reflection involves the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions.

Possible Points:

- To think very deeply about the meaning of life, belief etc.
- Looking back at past experiences and trying to understand why they happened, how they felt about them 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 5. Read the list of locations and the list of world religions given below. One location has been matched to the world religion with whose founding story it is most associated as an example for you. Make one other match. 8

<i>Locations</i>
Canaan
Indus Valley
Northern India
Palestine
Saudi Arabia

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

Example:

Palestine	Christianity
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Answer:

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Marking Criteria:

An excellent answer will show an understanding of the historical situation at the time of origin or foundation of a world religion by accurately matching one of the following:

- Buddhism to Northern India
- Hinduism to Indus Valley
- Islam to Saudi Arabia
- Judaism to Canaan.

- 1 6. The work of Tacitus provides historical evidence about the life of Jesus of Nazareth. (Tick ✓ the correct box) True False 8

Marking Criteria:

An excellent answer will show knowledge of the historical sources of information about Jesus of Nazareth by accurately identifying 'True' as the answer relevant to the question.

- 1 7. In religious traditions the term 'persecution' refers to a time when - 8
Graded

Marking Criteria:

An excellent answer will show an ability to recognise important moments in the story of a world religion by accurately stating how in religious traditions the term 'persecution' involves the harassment or harm of a person because of his/her religious faith.

Possible Points:

- To hurt people because of their religious faith etc.
- To make people leave their homes/country because of their religious faith 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 8. Jesus was born in Jericho. (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 'False' as the answer relevant to the question.

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

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

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

Example:

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

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Marking Criteria

An excellent answer will show an ability to recognize the importance of prayer in a religious tradition by accurately matching one of the following:

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

- 1 10. In religious traditions a 'prophet' is someone who - 8
Graded

Marking Criteria:

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

Possible Points:

- A person called by God/the divine to deliver a message to others e.g. Muhammad was a messenger sent by Allah etc.
- A person called by God to teach others about God e.g. Jeremiah and Isaiah were sent to remind the People of Israel of their promise to Yahweh/YHWH 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 11. A person's family can influence his/her idea of what is right or wrong. 8
Graded
 Name another influence on a person's idea of what is right or wrong.

Marking Criteria:

An excellent answer will show an understanding of the sources of morality by accurately identifying an influence on a person's idea of what is right or wrong other than family.

Possible Points:

- Religious faith
- Friends
- School
- 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. In religious traditions the term ‘ecumenism’ refers to

8
Graded

Marking Criteria:

An excellent answer will show an awareness of the ecumenical movement by accurately stating how ecumenism involves the bringing together of different Christian denominations to discuss issues of common interest.

Possible Points:

- Different Christian groups partaking in religious discussions together etc.
- An example of ecumenism e.g. ICC; a Roman Catholic and Church of Ireland carol service 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 13. The Roman Catholic Church is one example of a community of faith that exists in Ireland. Name another community of faith that exists in Ireland.

8
Graded

Marking Criteria:

An excellent answer will show knowledge of the churches and religious groups found in Ireland today by accurately identifying one community of faith that exists in Ireland other than the Roman Catholic Church.

Possible Points:

- SVP etc.
- Hinduism 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 14. In a religious tradition the term ‘justice’ 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, in a religious tradition, justice involves bringing about what is right or fair.

Possible Points:

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

Note: Allow descriptive answers i.e. An accurate description of how a community of faith is working for justice – Trocaire, Christian Aid, 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 15. In religious traditions the term that describes belief in only one God is – 8
 (Tick ✓ the correct box) Humanism Monotheism Sectarianism

Marking Criteria:

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

- 1 16. A sign is an object or action which communicates a message or meaning. 8
 (Tick ✓ the correct box) True False

Marking Criteria:

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

- 1 17. In religious traditions the term ‘vocation’ refers to - 8
Graded

Marking Criteria:

An excellent answer will show an understanding of how communities express their vision and commitment by accurately stating how ‘vocation’ involves a calling to serve God and others.

Possible Points:

- A calling to serve God and others in a community of faith etc.
- E.g. becoming religious minister in a community of faith etc.
- Lay people in a community of faith organising charity work etc.
- Etc.

Variations:

- A calling – 6 marks max.
- Job – 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

- 1 18. Read the list of sacred texts and the list of world religions given below. One sacred text has been matched to the world religion with which it is most associated as an example for you. Make one other match. 8

<i>Sacred Texts</i>	<i>World Religions</i>	<i>Example:</i>
The Gospels The Qur’an/Koran The Tenakh The Tripitaka The Vedas	Buddhism Christianity Hinduism Islam Judaism	The Gospels Christianity
		<i>Answer:</i> <input type="text"/> <input type="text"/>

Marking Criteria:

An excellent answer will show knowledge of a world religion by accurately matching -

- Buddhism to The Tripitaka
- Hinduism to The Vedas
- Islam to The Qur'an/Koran
- Judaism to The Tenakh.

1 19. In religious traditions the term 'trust' refers to -

8

Graded

Marking Criteria:

An excellent answer will show an understanding of trust as an element of faith by accurately stating how in a religious tradition trust entails having confidence in the truth of something or someone.

Possible Points:

- e.g. having confidence that God is listening to a person's pray etc.
- e.g. believing in God even though a person cannot see 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 20. To behave 'immorally' involves -

8

Graded

Marking Criteria:

An excellent answer will show an awareness of morality by accurately stating how behaving immorally involves behaving in a way that is inconsistent with accepted moral principles within a moral code.

Possible Points:

- Acting in a way that is wrong/sinful etc.
- E.g. a person doing harm to another... 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 2 Candidates must answer THREE of the following four questions.

Mark

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

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

6
Graded

Marking Criteria:

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

Possible Points:

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

<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. Give another example of inter-faith dialogue.

6
Graded

Marking Criteria:

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

Possible Points:

- Leaders from different world religions meeting to discuss similarities etc.
- Different world religions gathering for a prayer service etc.
- World Peace Day 1986 when the leaders from all the major world religions gathered to pray for peace 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 1C. State one reason why the members of a community of faith take part in inter-faith dialogue.

8
Graded

Marking Criteria:

An excellent answer will show an understanding of inter-faith dialogue by setting out one accurate reason why communicating with different world religions is important for the members of a community of faith.

Possible Points:

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

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

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

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

6
Graded

Marking Criteria:

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

Possible Points:

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

<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. Give another example of a miracle that Jesus performed.

6
Graded

Marking Criteria:

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

Possible Points:

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

<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 Jesus performed miracles.

8
Graded

Marking Criteria:

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

Possible Points:

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

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

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

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

6
Graded

Marking Criteria:

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

Possible Points:

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

<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. The icon in this photograph is one example of a religious symbol. Name another example of a religious symbol.

6
Graded

Marking Criteria:

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

Possible Points:

- Star of David; Cross etc.
- Rublev’s Icon of the Trinity; Edmund Rice Icon 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 a religious symbol is important for members of a community of faith.

8
Graded

Marking Criteria:

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

Possible Points:

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

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

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

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

6
Graded

Marking Criteria:

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

Possible Points:

- Invites the person looking at it to a prayer service for peace; a walk for peace etc.
- The person in the poster looks peaceful with their eyes closed, hands joined 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 one example of a way in which members of a community of faith work for peace.

6
Graded

Marking Criteria:

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

Possible Points:

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

<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 peace.

8
Graded

Marking Criteria:

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by setting out one accurate reason why members of a community of faith work for peace.

Possible Points:

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

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

SECTION 3 Candidates must answer ALL the questions that follow.

Marks

- 3 1. From your reading of this postcard explain two reasons why Knock is important for members of a community of faith.**

12
(6Mx2)
Graded

Marking Criteria:

An excellent answer will show an understanding of how particular places come to be significant by giving an accurate account of two reasons why members of a community of faith visit Knock.

Possible Points:

- Belief that Our Lady, St. Joseph and St. John appeared at the gable of the Roman Catholic Church in Knock over a hundred years ago etc.
- People pray at the shrine for their intentions etc.
- Following the example of a leader of a community of faith e.g. Pope John Paul II and Mother Teresa visited Knock etc.
- Etc.

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

- 3 2. Knock is one place of importance in Ireland for members of a community of faith. Name another place in Ireland of importance for a community of faith.**

8
Graded

Marking Criteria:

An excellent answer will show an understanding of how particular places come to be significant by accurately identifying a place in Ireland of religious importance other than Knock.

Possible Points:

- Croagh Patrick, Co. Mayo
- Glendalough, Co. Wicklow
- Etc.

Variations:

- The candidate identifies a general place of worship for a community of faith e.g. a church, mosque, synagogue etc. but fails to accurately identify a specific place in Ireland as the question requires – 4 marks max.
- The candidate names another place or building which is not of religious importance in Ireland – 0 marks
- The candidate names another place or building of religious importance outside Ireland – 0 marks

<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

- 3 3. RELIGIOUS PILGRIMAGE RELIGIOUS PRACTICE**
Tick ✓ one of the above terms and describe an example of how it can be seen in the above postcard.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of religious faith by giving an accurate account of an example of how *either* religious pilgrimage *or* religious

practice can be seen in the postcard.

Possible Points:

- Religious Pilgrimage – People of all ages travelled from all over the world to Knock to pray at the shrine; listen to hymns; light candles; visit the Church for a blessing etc.
- Religious Practice - Lighting candles for special intentions; praying in groups as they walked around the shrine; talking to a priest in Confession 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

3 4a. Outline what is involved in another example of *either* religious pilgrimage *or* religious practice that is associated with a major world religion that you have studied.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of religious faith by setting out accurate information on what is involved in an example of *either* Religious Pilgrimage *or* Religious Practice other than that associated with Knock.

Possible Points:

- Religious Pilgrimage - Going on a journey to a religious place to seek forgiveness etc. e.g. Mecca etc.
- Religious Practice - People attending a religious service in a place of worship 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

3 4b. Explain two reasons why the religious pilgrimage *or* religious practice outlined above is important for the members of the major world religion with which it is associated.

16
(8Mx2)
Graded

Marking Criteria:

An excellent answer will show an understanding of the characteristics of religious faith by giving an accurate account of two reasons why either religious pilgrimage *or* the religious practice is important for members of a world religion.

Possible Points:

Religious Pilgrimage:

- To adhere to the teaching of the founder/earliest followers e.g. Islam – Hajj, journey to Mecca etc.
- To give witness to their relationship with God/the divine etc.
- Etc.

Religious Practice:

- To honour God/the divine etc.
- To adhere to the teaching of the founder/earliest followers e.g. Judaism/Christianity – The Ten Commandments, Observe the Sabbath Day etc.
- Etc.

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

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

Marks

4 1Aa. Communication is a characteristic of communities of faith.

8

(Tick ✓ the correct box) True False

Marking Criteria:

An excellent answer will show an ability to identify a particular characteristic of a community of faith by accurately identifying 'True' as the answer relevant to the question.

4 1Ab.

● CO-OPERATION ● MISSION ● SHARING

12

Choose two of the above and explain a reason why each is important for the members of a community of faith.

**(6Mx2)
Graded**

Marking Criteria:

An excellent answer will show an understanding of how members of a community of faith express their vision and commitment by choosing two of the following: co-operation and/or mission and/or sharing and giving an accurate account of the reason why each is important for the members of a community of faith.

Possible Points:

- Co-operation – to facilitate the organisation of religious services etc.
- Mission - Gives community members a sense of shared identity etc.
- Sharing - People have to work together to achieve goals etc.

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

**4 1Ba. In all communities people take on different responsibilities.
Name two roles people can have in a community of faith.**

**10
(5Mx2)
Graded**

Marking Criteria:

An excellent answer will show an understanding of the variety of roles within a community of faith by accurately identifying two positions or functions a person can have in a community of faith.

Possible Points:

- Leader, volunteer etc.
- Ministers of the Word and of the Eucharist etc.
- Choir member 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	5Mx2

4 1Bb. Describe what is involved in each of the roles in a community of faith that you have named above.

**10
(5Mx2)
Graded**

Marking Criteria:

An excellent answer will show an understanding of the variety of roles within a community of faith by giving an accurate account of what is involved in each of the roles in a community of faith that have been named in part Ba of the question.

Possible Points:

- Leader - organising services for the community of faith etc.
- Choir member - using a singing talent for the good of the community of faith etc.
- Minister of the Word - reading the sacred scriptures at religious services for people to hear the Word of God etc.
- Etc.

Variation:

The candidate shows an understanding of the variety of roles within a community of faith but fails to give an accurate account of what is involved in the roles named in part Ba of the question – 2M x 2 max.

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

4 2Aa. The people who held political power in Palestine at the time of Jesus were the –
(Tick ✓ the correct box)

8

BABYLONIANS EGYPTIANS ROMANS

Marking Criteria:

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

4 2Ab. Outline how one of the following religious groups reacted to those who held political power in Palestine at the time of Jesus:

16

Graded

● PHARISEES ● SADDUCEES ● ZEALOTS

Marking Criteria:

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by setting out accurate information on how the Pharisees or the Sadducees or the Zealots reacted to those who held political power in Palestine at the time of Jesus.

Possible Points:

- Pharisees - Did not co-operate with the Romans etc.
- Sadducees - Accepted Roman rule and held power in the Sanhedrin etc.
- Zealots - Rejected Roman rule; willing to fight the Romans etc.
- Etc.

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

4 2B. Describe what happened during an incident when Jesus came into conflict with members of one of the following religious groups:

16

Graded

● PHARISEES ● SADDUCEES ● ZEALOTS

Marking Criteria:

An excellent answer will show an ability to recognise moments of conflict in the life of Jesus by giving an accurate account of one event from the life of Jesus when he came into conflict with the members of *either* the Pharisees or Sadducees or Zealots.

Possible Points:

- *Pharisees* – Jesus came into conflict with the Pharisees’ strict observance of the Sabbath law by allowing his disciples to pluck grain on the Sabbath day (Lk 6:1-5) etc.
- *Sadducees* – Jesus came into in conflict with the money changers in the Temple which was controlled by the Sadducees (Mark 11:15-19) etc.
- *Zealots* – Jesus’ preaching in the Sermon on the Mount ‘Blessed are the peacemakers...’ (Mt 5:9) was in conflict with the Zealots’ encouragement of the use of violence to overthrow Roman rule etc.

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

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

BUDDHISM HINDUISM ISLAM JUDAISM

8

Graded

Name one time of year that has religious importance for members of the world religion that you have ticked above.

Marking Criteria:

An excellent answer will show an ability to recognise the beliefs and symbols of a world religion listed in the question by accurately identifying a time of year that has religious importance for members of the world religion ticked in the question.

Possible Points:

- Buddhism - Wesak etc.
- Hinduism - Divali etc.
- Islam - Eid-ul-Fitr etc.
- Judaism - Yom Kippur etc.

Note:

- The candidate accurately identifies a time of year that has religious importance for members of one of the world religion listed in the question but fails to accurately identify the world religion with which it is associated - Consult your Advising Examiner.
- The candidate accurately identifies a time of year that has religious importance for members of a world religion not listed in the question - Consult your Advising Examiner.

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

4 3Ab. Explain two reasons why the time of year named above has importance for members of the world religion that you have ticked above.

12

Graded

Marking Criteria:

An excellent answer will show an ability to identify essential elements of the beliefs and symbols of a world religion by giving an accurate account of two reasons why the time of religious importance named in part Aa is celebrated by members of the world religion ticked in the question.

Possible Points:

- Buddhism - Wesak celebrates the birth and enlightenment of the Buddha etc.
- Hinduism - Divali is the festival of lights etc.
- Islam - Eid-ul-Fitr takes place at the end of Ramadan to celebrate a successful fast and give thanks to Allah etc.
- Judaism - Yom Kippur is the holiest day of the year; it is a day of prayer and fasting and a time to ask for the forgiveness of sins etc.

Note: Avoid consequential penalties.

<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 3Ba. In a religious tradition the term ‘expansion’ refers to -

8
Graded

Marking Criteria:

An excellent answer will show an understanding of an important moment in the story of a religious tradition by accurately stating how the term ‘expansion’ refers to an increase in the number of members or world-wide spread of members within a religious tradition.

Possible Points:

- An increase in the number of members within a religious tradition etc.
- An increase in the world-wide distribution of members within a religious tradition 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 3Bb. Outline what happened during a time of expansion in one of the following world religions:

12
Graded

◆ **BUDDHISM** ◆ **HINDUISM** ◆ **ISLAM** ◆ **JUDAISM**

Marking Criteria:

An excellent answer will show an ability to recognise important moments in the story of a world religion by setting out accurate information on one example of what happened during a time of expansion for one of the world religions listed in the question.

Possible Points

- *Buddhism* - A time of expansion e.g. An Indian emperor was influenced by Buddhist teaching and facilitated the spread of Buddhism throughout India. This expansion influenced the development of Buddhism as it adapted to local cultures so that Theravada, Mahayana and Vajrayana Buddhism emerged etc.
- *Hinduism* - A time of expansion e.g. when people left India and settled in the UK. This influenced the development of Hinduism as people were not able to worship local gods as easily and local customs were not as easy to maintain in a new country etc.
- *Islam* – The first major expansion of Islam was when Muhammad moved to Medina: the Islamic population of Medina doubled following battles with other tribes vying for power. Later Arab conquests and the Caliphs spreading the message of Muhammad throughout Saudi Arabia, North Africa, Spain led to the further expansion of Islam etc.
- *Judaism* – Joshua leading the Jewish people to the Promised Land; the establishment of the Kingdom of Israel by King David 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. Name one major world religion that is associated with polytheism today.

8
Graded

Marking Criteria:

An excellent answer will show an understanding of religious belief by accurately identifying one major world religion that is associated with polytheism.

Possible Points:

- Hinduism
- Etc.

Variation: The candidate identifies the way in which polytheism involves the belief in more than one God but fails to accurately identify a world religion associated with polytheism today as the question requires. - 4 marks max.

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

4 4Ab. Describe one example of how polytheism can be seen in the world religion that you have named above.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of religious belief by giving an accurate account of one example of how polythesim can be seen in the world religion named in Part Aa of the question.

Possible Points:

- Many Hindus have a shrine in their home where they pray to different gods etc.
- Many Hindu Temples are associated with devotion to different gods etc.
- Etc.

Note: Avoid consequential penalties.

<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 4Ba. Prayer is one way in which people express religious faith. Name another way in which people express religious faith.

8
Graded

Marking Criteria:

An excellent answer will show an understanding of religious belief by accurately identifying a way in which people express religious faith other than through prayer.

Possible Points:

- Way of life
- 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 4Bb. Describe one way in which the faith of a child can develop as he/she grows older.

12
Graded

Marking Criteria:

An excellent answer will show an understanding of the development from the faith of a child to that of an adult and by giving an accurate account of one way in which the faith of a child can develop as he/she grows older.

Possible Points:

- Childhood faith - Simple image of God; trusting faith can develop as the person is thinking on a deeper level; questioning and doubting things previously accepted as truth 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 5A. Meditation is one type of prayer. Name another type of prayer.

8
Graded

Marking Criteria:

An excellent answer will show an ability to differentiate between different types of prayer by accurately identifying one type of prayer other than meditation.

Possible Points:

- Contemplation
- Petition
- Thanksgiving
- Etc.

Variation: The candidate names a particular prayer - 4 marks max.

The candidate names a religious rite / form of worship - 4 marks max.

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

4 5B. Describe one example of what is involved in the type of prayer that you have named above.

16
Graded

Marking Criteria:

An excellent answer will show an understanding of a type of prayer by giving an accurate account of what is involved in the type of prayer named in part A of the question.

Possible Points:

- *Contemplation* - A silent, deep form of prayer etc.
- *Petition* - Can be vocal/silent, communal/personal which is asking God for something for us or perhaps for others etc.
- *Thanksgiving* - Can be vocal/silent; communal/personal involves thanking God for the good things in life etc.
- Etc.

Note: Avoid consequential penalties

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

4 5C. Explain two reasons why the type of prayer that you have named above is important for members of a community of faith.

16
(8Mx2)
Graded

Marking Criteria:

An excellent answer will show an understanding of the importance of prayer in the lives of individuals and in religious traditions by giving an accurate account of two reasons why prayer is important for the members of a community of faith.

Possible Points:

- Communication with God etc
- Method of practising religious faith etc.
- Element of worship etc.
- Following a moral code e.g. Salat one of the five pillars of Islam etc.
- Etc.

Note: Avoid consequential penalties

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

4 6Aa. The Ten Commandments are one example of a religious moral code.

8
Graded

Marking Criteria:

An excellent answer will show knowledge of religious moral codes by accurately identifying one example of a religious moral code other than the Ten Commandments.

Possible Points:

- Five Pillars of Islam
- The Golden Rule
- Etc.

Variations:

- The candidate identifies one element of a different religious moral code but fails to accurately name a different religious moral code as the question requires. - 3 marks max.
- The candidate accurately identifies a text which is not entirely a moral code. - 3 marks max.

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

4 6Ab. Describe two ways in which a moral code can be of assistance to the members of a community of faith.

12
(6Mx2)
Graded

Marking Criteria:

An excellent answer will show an ability to describe the vision articulated in different sets of rules and moral codes by giving an accurate account of two ways in which a moral code can be of assistance to the members of a community of faith.

Possible Points:

- A moral code can be a source of information about the teaching of a community of faith etc.
- Living by a moral code can allow members to follow in the footsteps of their leader etc.
- A moral code can guide a member in decision making 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. In religious traditions the term ‘stewardship’ refers to -

8
Graded

Marking Criteria:

An excellent answer will show an awareness of how a religious moral vision can influence believers by accurately stating how stewardship involves an individual’s responsibility to care for all forms of life because of his/her religious beliefs.

Possible Points:

- Parish members taking care of the environment and showing respect to all forms of life etc.
- Mother Teresa's work with the dying 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 6Bb. Outline one example of how stewardship is practised in a community of faith that you have studied.

12
Graded

Marking Criteria:

An excellent answer will show an awareness of how a religious moral vision can influence believers by setting out accurate information on how caring for life in all its forms is practised in a community of faith.

Possible Points:

- The SVP set up by Frederic Ozanam to help those in society that were in need as he believed that people should love one another etc.
- The work of the L'Arche community set up by Jean Vanier etc.
- The members of a parish community taking care of their environment/animals etc.
- Etc.

Variation:

The candidate sets out accurate information on one example of caring for life in all forms but fails to make any reference to a community of faith – Consult your Advising Examiner.

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Junior Certificate Religious Education
Journal Work 2011 - Ordinary Level Marking Scheme
Prescribed Titles for Religious Education Journal Work for Junior Certificate 2011

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

Section A. Communities of Faith

- a. 1. An investigation into what inspires commitment to service in *either one* community of faith *or one* religious organisation in Ireland today.
- a. 2. Research the relevance of an incident from the life of the founder/earliest followers for members today in **one** of the following major world religions: Buddhism, Christianity Hinduism, Islam or Judaism.

Section B. Foundations of Religion – Christianity

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

Section C. Foundations of Religion – Major World Religions

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

Section D. The Question of Faith

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

Section E. The Celebration of Faith

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

Section F. The Moral Challenge

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

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

Marking Criteria

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

General Guidelines for Completion of the Journal Booklet

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

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...	2 marks
	I chose this title because...	4 marks
Beginning	By doing journal work on this title I hoped to...	6 marks
<i>Section Two</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...	12 marks
	I included this in my journal work because ...	6 marks
Your reaction	My reaction to doing this work was...	6 marks
<i>Section Four</i>	<i>Discoveries</i>	
learning	I learned...	10 marks
	As a result of what I have learned I will...	10 marks
Skills	I used _____ skills when I...	5 marks
	I used _____ skills when I...	5 marks
Linking	My journal work reminded me of studying... because...	6 marks
	My journal work reminded me of studying... because...	6 marks
<i>Section Five</i>	<i>Looking back</i>	
Reflecting	Looking back at my experience of doing journal work on this title...	10 marks

Journal Total: 100 marks

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

Section One - Introduction

Title Candidates are required to complete the following lead statements:

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

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

- *I chose this title because...*

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

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

Beginning

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

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2011 prescribed title.
1 - 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2011 prescribed title.
4 - 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2011 prescribed title.

Section Two - Getting Started

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

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2011 prescribed title.
5 - 8	A general description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2011 prescribed title.
9 - 12	A detailed description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2011 prescribed title.

Section Three – Work

Describing

- *To do my journal work I*

Marks 12	Criteria
0 - 4	A limited description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2011 prescribed title.
5 - 8	A general description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2011 prescribed title.
9 - 12	A detailed description identifying and recalling the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2011 prescribed title.

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

Marks 6	Criteria
0 - 2	A limited explanation/reason given as to why journal work on the chosen 2011 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2011 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2011 prescribed title was approached in this way.

Your Reaction

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

Marks 6	Criteria
0 - 2	Reaction containing little or no description/elaboration as to what the candidate and/or group found most interesting, hardest etc. in working on the chosen 2011 prescribed title.
3 - 4	Reaction containing a general description/limited elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2011 prescribed title.
5 - 6	Reaction containing a detailed description/elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2011 prescribed title.

Section Four - DISCOVERIES

Learning

- *I learned ...*

Marks 10	Criteria
0 - 3	Little or no evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's knowledge/understanding/experience.
4 - 7	Some evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's knowledge/understanding/experience.
8 - 10	Substantial evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 – 3	Little or no evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.
4 - 7	Some evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.
8 - 10	Substantial evidence of journal work on the chosen 2011 prescribed title having an impact on the candidate's life.

Skills

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

<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 2011 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.

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

<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 2011 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2011 prescribed title.

Linking

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

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

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

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

Section Five - Looking Back

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

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

