



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

Religious Education

Ordinary Level

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

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

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

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

General Introduction

The assessment of Religious Education at Junior Certificate Ordinary Level is based on the objectives relating to knowledge, understanding, skills and attitudes within each section of the Junior Certificate Religious Education syllabus published by the Department of Education and Skills in 2000.

The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the 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. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your advising examiner.

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

1 1. In religious traditions ‘mission’ involves __ 8M

Marking Criteria

An excellent answer will show an understanding of how people of faith show their vision and commitment by giving an accurate account of the way mission involves an activity in which the members of a community of faith serve God and others.

Possible Points

- A journey undertaken to spread the word of God etc.
- Work undertaken to spread the word of God etc.
- Etc.

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

1 2. A newly established custom or practice can be described as a tradition. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show an understanding of tradition by accurately selecting ‘False’ as the answer relevant to the question.

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

| <i>Prayers</i> | <i>World Religions</i> | | <i>Prayer</i> | <i>World Religion</i> |
|------------------------|------------------------|-----------------|------------------------|-----------------------|
| Apostles’ Creed | Buddhism | <i>Example:</i> | Apostles’ Creed | Christianity |
| Kiddush | Christianity | | | |
| Paritta | Hinduism | | | |
| Rig Veda | Islam | | | |
| Takbir | Judaism | | | |
| | | <i>Answer:</i> | | |

Marking Criteria

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

1 4. In a religious tradition the term ‘revelation’ refers to __ 8M

Marking Criteria

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

Possible Points

- e.g. Angel Gabriel communicating the will of Allah to Muhammad etc.
- Etc.

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

1 5. Jesus of Nazareth was sentenced to death by Joseph of Arimathea.

(Tick ✓ the correct box) TRUE FALSE

8M

Marking Criteria

An excellent answer will show familiarity with the Gospel accounts of the death of Jesus by accurately identifying 'False' as the answer relevant to the question.

1 6. Moral immaturity can be seen when ___

8M

Marking Criteria

An excellent answer will show an understanding of morality by accurately stating how moral immaturity involves a person thinking only of him/herself when making moral decisions.

Possible Points

- A person's idea of what is right and wrong is influenced by personal reward and punishment e.g. getting caught etc.
- A person not thinking of the consequences of his/her 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>Marks</i> |
|------------------|------------------|-------------|-------------|---------------|--------------|
| 8 > 7 | 6 | 5 | 4 | 3 > 2 > 1 > 0 | 8M |

1 7. The term 'inter-faith dialogue' refers to ___

8M

Marking Criteria

An excellent answer will show an understanding of inter-faith dialogue by accurately stating how inter-faith dialogue involves different world religions communicating and working together.

Possible Points

- Leaders of different world religions meeting to discuss issues of common interest etc.
- Etc.

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

1 8. The largest Christian denomination in Ireland today is (Tick ✓ the correct box)

ANGLICAN METHODIST ROMAN CATHOLIC

8M

Marking Criteria

An excellent answer will show an understanding of Christianity in Ireland today by accurately identifying 'Roman Catholic' as the answer relevant to the question.

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

1 9. One reason for community breakdown is ___

8M

Marking Criteria:

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

Possible Points

- People refusing to co-operate, share etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 10. In religious traditions the term ‘schism’ refers to a division or split within a community. (Tick ✓ the correct box) TRUE FALSE** **8M**

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 11. The writing down of the stories, sayings and teachings of a world religion was one stage in the development of a sacred text. State another stage in the development of a sacred text.** **8M**

Marking Criteria

An excellent answer will show knowledge of a sacred text by accurately identifying a stage in the development of a sacred text other than the writing stage.

Possible Points

- The historical experience i.e. the words and deeds of the founder/revelation of the sacred text etc.
- Oral tradition in the writing of a sacred text i.e. the oral preaching of the founder etc.

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

- 1 12. 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.** **8M**

| <i>Religious Festivals</i> | <i>World Religions</i> |
|----------------------------|------------------------|
| Christmas | Buddhism |
| Diwali | Christianity |
| Eid-ul-Fitr | Hinduism |
| Hanukkah | Islam |
| Vesak/Wesak | Judaism |

Answer:

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

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Buddhism to Vesak/Wesak; Christmas to Christianity; Hinduism to Diwali; Islam to Eid-ul-Fitr; Judaism to Hanukkah.

- 1 13. Historical evidence for the existence of Jesus of Nazareth can be found in the writings of – (Tick ✓ the correct box) HOSEA JOB TACITUS** **8M**

Marking Criteria

An excellent answer will show knowledge of historical evidence for the existence of Jesus of Nazareth by identifying ‘Tacitus’ as the answer relevant to the question.

1 14. In the development of a person's faith the term 'reflection' refers to ___ 8M

Marking Criteria

An excellent answer will show an understanding of faith development 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 etc.
- Etc.

Note: Allow descriptive answers.

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

1 15. The prophet Isaiah is most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM HINDUISM JUDAISM 8M

Marking Criteria

An excellent answer will show knowledge a world religion by identifying 'Judaism' as the answer relevant to the question.

1 16. In deciding what is right or wrong on an issue referring to an 'authority' involves recognising the wisdom of others. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

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

1 17. State one change that there has been in the pattern of religious practice in Ireland over the last 100 years. 8M

Marking Criteria

An excellent answer will show an understanding of the changing patterns of religious practice in Ireland by accurately identifying one way in which religious practice has changed in the last one hundred years.

Possible Points

- In the Roman Catholic tradition — Mass is now said in the vernacular and not only in Latin; the laity are more involved in religious services e.g. Minister of the Word etc.
- Etc.

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

1 18. To show tolerance involves respecting the different beliefs of other people. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria:

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

1 19. The name Shiva is most associated with which one of the following world religions?

BUDDHISM HINDUISM ISLAM

8M

Marking Criteria

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

1 20. In religious traditions an example of a sacrament is ___

8M

Marking Criteria

An excellent answer will show an understanding of the Christian sacraments by accurately identifying one example of a sacrament.

Possible Points

- Baptism etc.
- Eucharist etc.
- Etc.

Note: Allow descriptive answers.

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

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

2 Question 1. This is a photograph of a person reading from a sacred text.

2 1 A. Pick one thing from the photograph which suggests that this person is reading from a sacred text.

6M

Marking Criteria

An excellent answer will show an understanding of document of faith by accurately identifying one thing from the photograph which suggests that this person is reading from a sacred text.

Possible Points

- The text is within a religious building etc.
- The person is holding a religious object as they read the text etc.
- Etc.

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

**2 1 B. Tick ✓ one of the following world religions and name a sacred text associated with it:
 BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM
 Name of sacred text: __**

6M

Marking Criteria

An excellent answer will show knowledge of a document of faith by accurately naming one sacred text associated with the world religion ticked in the question.

Possible Points

- Buddhism – The Tripitaka etc.
- Christianity – The Bible etc.
- Hinduism – The Vedas etc.
- Islam – The Quran etc.
- Judaism – The Torah etc.

2 1 C. Give one reason why a text is regarded as sacred by the members of a world religion.

8M

Marking Criteria

An excellent answer will show an understanding of a document of faith by accurately identifying one reason why a text is regarded as holy, set apart and representative of the presence of the divine.

Possible Points

- The text is regarded as a source of information about the founder; revealing the will of God/gods/the divine etc.
- The text gives teaching/guidance to people about how they should live their lives etc.
- Etc.

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

2 Question 2. This is a photograph of a community of faith.

2 2 A. Pick one thing from the photograph which suggests that these people are members of a community of faith.

6M

Marking Criteria

An excellent answer will show an understanding of the characteristics of a community of faith by accurately identifying one thing from the photograph which suggests the common or particular characteristics of a community of faith.

Possible Points

- The group are wearing religious clothing etc.
- The people are carrying a religious object etc.
- Etc.

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

2 2 B. Being the leader is one role a person can have in a community of faith. Name another role that a person can have within a community of faith.

6M

Marking Criteria

An excellent answer will recognise the variety of roles within a community of faith by accurately naming a role, other than the leader, that a person can have within a community of faith.

Possible Points

- Minister of the Word etc.
- Cantor or choir member etc.
- Etc.

Note: A candidate identifies a title associated with the leader of a community of faith — Consult your Advising Examiner.

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

2 2 C. Give one reason why people have different roles in a community of faith.

8M

Marking Criteria

An excellent answer will show an understanding of a community of faith by identifying one accurate reason why a variety of positions and functions are necessary within a community of faith.

Possible Points

- To ensure that different individual needs are met within the community of faith etc.
- A variety of roles facilitates sharing and co-operation between members etc.
- Etc.

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

2 Question 3. This is a photograph of a building that is a place of worship for the members of a community of faith.

2 3 A. Pick one thing from this photograph which suggests that this building is a place of worship.

6M

Marking Criteria

An excellent answer will show an understanding of places of religious significance by accurately identifying one thing from the photograph which suggests the building is a place of worship.

Possible Points

- The religious symbol on the wall of the building i.e. Cross etc.
- Religious furnishings i.e. altar, lectern/pulpit etc.
- Etc.

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

2 3 B. Tick ✓ one of the following types of building and name the major world religion with which it is most associated:

CHURCH MANDIR MOSQUE SYNAGOGUE TEMPLE

Name of major world religion:

6M

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately identifying a world religion associated with the building ticked in the question.

Possible Points

- Church — Christianity etc.
- Mandir — Hinduism etc.
- Mosque — Islam etc.
- Synagogue — Judaism etc.
- Temple — Buddhism etc.

2 3 C. Give one reason why the members of a world religion worship in a particular type of building.

8M

Marking Criteria

An excellent answer will show an understanding of places of religious significance by stating one accurate reason why the members of a world religion honour God/gods/the divine in a particular type of building.

Possible Points

- Buddhism — Temple e.g. to worship during annual festivals or special monthly worship etc.
- Christianity — Church e.g. to celebrate the Eucharist; to communicate with God through prayer; to express faith through lighting candles etc.
- Hinduism — Mandir e.g. assists in Bhakti (devotion to gods); members can gather for acts of worship etc.
- Islam — Mosque e.g. followers are called to prayer from the Minaret; to gather with other believers in prayer etc.
- Judaism — Synagogue e.g. to read the sacred scriptures; to gather with other believers for a service etc.

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

2 Question 4. This is a drawing of a symbol of justice.

2 4 A. Pick one thing from this drawing which suggests that this symbol represents justice. 6M

Marking Criteria

An excellent answer will show an understanding of justice by accurately identifying one thing from the drawing which suggests that this symbol represents what is right and fair.

Possible Points

- The scales relate to fairness etc.
- The double edged sword in her left hand symbolises power, defending rights, fair play etc.
- The blindfold represents the importance of objectivity in justice etc.
- Etc.

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

2 4 B. In a religious tradition the term ‘justice’ refers to __ 6M

Marking Criteria

An excellent answer will show knowledge of a religious moral vision by accurately stating how in a religious tradition justice refers to what is regarded as right and fair.

Possible Points

- Fair play etc.
- Buddhism — the path of behaving peacefully and harmoniously refraining from killing etc.
- Islam — the Pillar of almsgiving for the sake of equity and fairness etc.
- Etc.

Note: Allow descriptive answers.

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

2 4 C. Give one reason why the members of a community of faith work for justice. 8M

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by stating one accurate reason why the members of a community of faith work for what they regard as right and fair.

Possible Points

- To follow the teaching of the founder of a community of faith etc.
- To follow a religious moral code 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>Marks</i> |
|------------------|------------------|-------------|-------------|---------------|--------------|
| 8 > 7 | 6 | 5 | 4 | 3 > 2 > 1 > 0 | 8M |

SECTION 3 Candidates must answer ALL the questions that follow.

3 1. From your reading of this story outline what the woman’s reply, “It’s in your hands...”, would have meant to the child who questioned her. 14M

Marking Criteria

An excellent answer will show an understanding of the process of morality by setting out accurate information on how the woman’s reply meant that it was the child’s choice/decision whether the bird in his/her hands was dead or alive.

Possible Points

- The child had the freedom to make a decision as to whether the bird was dead or alive etc.
- If the child holds the bird too tightly the bird may die etc.
- Etc.

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

**3 2. ● CHOICE ● FREEDOM ● TRUTH
Choose one of the above and describe an example of how it can be seen in this story. 14M**

Marking Criteria

An excellent answer will show an understanding of morality by giving an accurate account of an example of how either choice or freedom or truth can be seen in this story.

Possible Points

- Choice – a decision between alternatives e.g. the children choose to test the woman; she told the child that he/she had a choice whether or not to free the bird etc.
- Freedom – free from constraints e.g. the woman was free to think and answer outside of the choice she was given; the child was free to choose whether or not to release the bird etc.
- Truth – that which is in accordance with fact or reality e.g. testing the idea that the woman was wise; the child recognised the truth of what the woman had said and released the bird i.e. the child’s actions determined whether the bird was dead or alive etc.

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

3 3. Explain how the connection between actions and consequences can be seen in this story. 14M

Marking Criteria

An excellent answer will show an understanding of morality by giving an accurate account of one way that the connection between actions and consequences can be seen in the story.

Possible Points

- The child could choose an action which would determine whether the bird was dead or alive as a consequence i.e. if the child holds the bird too tightly the bird may die etc.
- Children’s actions were designed to test the wisdom of the woman etc.
- Woman’s actions had the consequence of showing the children her wisdom etc.
- Etc.

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

3 4. ● FRIENDS ● RELIGION

Outline how each of the above could influence a person's idea of what is right and wrong.

18M (9MX2)

Marking Criteria

An excellent answer will show an understanding of sources of morality by setting out accurate information on the way friends and religion can influence a person's idea of right and wrong.

Possible Points

- Friends – positive/negative pressure from peers etc.
- Religion – moral teachings of the founder or sacred text etc.

| <i>Excellent</i> | <i>Very Good</i> | <i>Good</i> | <i>Fair</i> | <i>Weak</i> | <i>Marks</i> |
|------------------|------------------|-------------|-------------|---------------|--------------|
| 9 > 8 | 7 > 6 | 5 | 4 | 3 > 2 > 1 > 0 | 9Mx2 |

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

Question 1. COMMUNITIES OF FAITH

**4 1 A a. In a religious tradition having a vocation involves being called to serve God and others.
(Tick ✓ the correct box) TRUE FALSE 8M**

Marking Criteria

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

**4 1 A b. ● INSPIRING VISION ● PREACHING
Explain why each of the above is important for the members of a community of faith today. 12M**

Marking Criteria

An excellent answer will show an understanding of communities of faith by giving an accurate account of one or more reasons why inspiring vision and preaching are important for the members of a community of faith today.

Possible Points

- Inspiring Vision — the example of the founder may motivate members to act/witness in a certain way etc.
- Preaching – could give direction and guidance etc.

Note: Allow descriptive answers.

Variation: A candidate gives an account of why inspiring vision and preaching are important today but fails to refer to a community of faith — Consult your Advising Examiner.

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

**4 1 B a. Sectarianism is the hatred of another person because of —
(Tick ✓ the correct box) AGE GENDER RELIGION 8M**

Marking Criteria

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

4 1 B b. Outline two effects that sectarianism can have on the lives of people today. 12M

Marking Criteria

An excellent answer will show an understanding of sectarianism by setting out accurate information on two ways that the hatred of a person because of his/her religion can affect the lives of people today.

Possible Points

- Causes tension, divisions and community breakdown etc.
- Sectarian attacks can result in death and injury etc.
- Etc.

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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

4 2 A a. Name the sea marked i) the river marked ii) and the city marked iii) on the map of Palestine opposite:

9M

Marking Criteria

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by accurately identifying the sea marked ‘i)’ as the Sea of Galilee, the river marked ‘ii)’ as the River Jordan and the city marked ‘iii)’ as Jerusalem.

4 2 A b. Describe an event from the life of Jesus that happened in one of the places which you have named on the map of Palestine above.

10M

Marking Criteria

An excellent answer will show knowledge of Christianity by giving an accurate account of an event in the life of Jesus associated with one of the places named on the map of Palestine in part A a) of the question.

Possible Points

- Sea of Galilee e.g. Jesus met his first disciples at the Sea of Galilee; while fishing with his apostles Jesus performed the miracle of walking on the water/calming the storm etc.
- River Jordan e.g. Jesus was baptised in the river Jordan by John the Baptist etc.
- Jerusalem e.g. associated with the events leading up to Jesus’ death and resurrection etc.

Note: Avoid consequential penalties.

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

4 2 B a. Read the names of the religious groups and the list of reactions to Roman rule in Palestine at the time of Jesus that are given below. Match each religious group to the way it reacted to Roman rule. One religious group has been matched to its reaction as an example for you.

9M

Reactions to Roman Rule:

- ACCEPTED AND WORKED WITH THE ROMANS.
- DESERT COMMUNITIES; REMOVED FROM ROMAN RULE.
- DID NOT CO-OPERATE WITH THE ROMANS; FOCUSED ON JEWISH LAWS.
- REACTED WITH VIOLENCE TO ROMAN RULE.

Religious Groups:

| ESSENES | PHARISEES | SADDUCEES | ZEALOTS |
|---------|-----------|-----------|---------|
| | | | |
| | ✓ | | |
| | | | |

Marking Criteria

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by accurately matching the following:

- ACCEPTED AND WORKED WITH THE ROMANS.
- DESERT COMMUNITIES; REMOVED FROM ROMAN RULE.
- DID NOT CO-OPERATE WITH THE ROMANS; FOCUSED ON JEWISH LAWS.
- REACTED WITH VIOLENCE TO ROMAN RULE.

| | | | |
|-----------------|---|-------------------|-----------------|
| | | ✓ Sadducees 3M | |
| ✓ Essenes 3M | | | |
| | ✓ | | |
| | | | ✓ Zealots 3M |

4 2 B b. Describe what happened on one occasion when Jesus came into contact with Romans living in Palestine.

12M

Marking Criteria

An excellent answer will show knowledge of the life of Jesus by giving an accurate account of what happened on one occasion when Jesus came into contact with Romans in Palestine.

Possible Points

- e.g. Jesus heals a Roman officer's servant etc.
- e.g. Jesus was sent to Pontius Pilate by the Sanhedrin etc.
- Etc.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

4 3 A a. A creed is a statement of religious belief. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show knowledge of the beliefs of a major world religion by accurately identifying 'True' as the answer relevant to the question.

**4 3 A b. Tick ✓ one of the following world religions that you have studied:
BUDDHISM HINDUISM ISLAM JUDAISM**

Outline in your own words two religious beliefs that are associated with the world religion which you have ticked above. 12M

Marking Criteria

An excellent answer will show knowledge of the beliefs of a major world religion by setting out accurate information on two religious beliefs that are associated with the world religion ticked in the question.

Possible Points

- Buddhism — belief that only understanding and a profound change of heart can liberate a person; members are encouraged to avoid anything which would be harmful to themselves or others and do only what is good as expressed in the Tripitaka etc.
- Hinduism — belief in many gods; belief in the existence of an enduring soul that passes from one body to another at death i.e. reincarnation etc.
- Islam — belief that 'there is no god but Allah; Muhammad is Allah's messenger'; need to perform ritual prayers five times a day etc.
- Judaism — belief in one God; God's Covenant with the Jewish people etc.

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

- 4 3 B a. Read the list of places pilgrimage and the list of world religions given below. Match one place of pilgrimage to the world religion with which it is most associated. 8M

| <i>Places of Pilgrimage</i> | <i>World Religions</i> |
|-----------------------------|------------------------|
| Kusinara | Buddhism |
| Plain of Arafat | Hinduism |
| The Wailing Wall | Islam |
| Varanasi | Judaism |

| <i>Place of Pilgrimage</i> | <i>World Religion</i> |
|----------------------------|-----------------------|
| | |

Answer:

| | |
|--|--|
| | |
|--|--|

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Buddhism to Kusinara ; Hinduism to Varanasi; Islam to Plain of Arafat; Judaism to the Wailing Wall.

- 4 3 B b. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
 Explain two reasons why pilgrims visit a place associated with one of the above world religions. 12M

Marking Criteria

An excellent answer will show an ability to identify the essential elements of a world religion by giving an accurate account of two reasons why pilgrims visit a place associated with one of the world religions listed in the question.

Possible Points

- Buddhism e.g. Kusinara — where the Buddha spent his last days; Temples have been rebuilt on the ruins of stupas which date back to 3BC etc.
- Hinduism e.g. Varanasi — mentioned in the Epics and Puranas as ‘the foremost city of Shiva’; many Hindus retire to Varanasi in the hope of achieving liberation etc.
- Islam e.g. Plain of Arafat — the site where the Prophet Muhammad gave his final sermon; part of Hajj where pilgrims spend the day reading the Quran and asking for Allah’s forgiveness etc.
- Judaism e.g. Wailing Wall — the last remains of the Temple in Jerusalem; notes with requests or prayers are placed into the cracks in the wall etc.

Note: Avoid consequential penalties.

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

Question 4. THE QUESTION OF FAITH

- 4 4 A a. In religious traditions the term ‘trust’ refers to having confidence in the integrity of someone or something. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

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

- 4 4 A b. Outline how trust can play a role in the development of a person's faith. 12M

Marking Criteria

An excellent answer will show knowledge of faith development by looking closely at how having confidence in the truth of something or someone can play a part in the development of a person’s faith.

Possible Points

- Fowler’s stages of faith explain how an infant can possess an intuitive faith; children trust in the truth of stories at face value i.e. the truth of what they are told by their parents, teachers etc.
- As a person matures he/she can form a trusting relationship with God i.e. God can be seen as a companion; a trusting friend etc.
- Etc.

Note: Allow descriptive answers.

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

4 4 B a. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Mother Teresa of Calcutta is one example of a person who showed religious commitment during her life.

Name another person, associated with one of the world religions listed above who showed religious commitment in his/her life.

8M

Marking Criteria

An excellent answer will show knowledge of religious commitment by accurately naming a person associated with one of the world religions listed in the question, other than Mother Teresa of Calcutta, who has shown religious commitment in his/her life.

Possible Points

- Buddhism e.g. Dalai Lama etc.
- Christianity e.g. Dorothy Day etc.
- Hinduism e.g. Ghandi etc.
- Islam e.g. Khadijah etc.
- Judaism e.g. Regina Jonas etc.

Variation: A candidate identifies a person who has shown commitment in his/her life but makes no reference to a world religion 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>Marks</i> |
|------------------|------------------|-------------|-------------|-------------|-------|----|--------------|
| 8 > 7 | 6 | 5 | 4 | 3 > 2 > | 1 > 0 | 8M | |

4 4 B b. Outline one example of how religious commitment was shown in the life of the person that you have named in part B a) above.

12M

Marking Criteria

An excellent answer will show an ability to identify evidence of religious commitment by setting out accurate information on how dedication to religious belief can be seen in the life of the person named in part B a) of the question.

Possible Points

- Buddhism e.g. as a Buddhist monk the Dalai Lama promotes harmony between different religious traditions etc.
- Christianity e.g. Dorothy Day established the Catholic Worker Movement to provide direct aid for the poor and homeless etc.
- Hinduism e.g. Ghandi’s Hindu faith led him to believe violence was wrong and to develop a method of non-violent protest etc.
- Islam e.g. Khadijah believed and supported Muhammad in spreading the word of Allah etc.

- Judaism e.g. Regina Jonas first woman to be ordained as a rabbi and killed in a concentration camp in 1944 etc.

Note: Avoid consequential penalties.

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

Question 5. THE CELEBRATION OF FAITH

- 4 5 A a. Croagh Patrick Co. Mayo is a place where religious belief is expressed by people today. Name another particular place in Ireland where people express religious belief today. 8M**

Marking Criteria

An excellent answer will show knowledge of places of religious importance in Ireland by accurately identifying one particular place of religious importance in Ireland today other than that given in the question.

Possible Points

- Place of religious importance in Ireland e.g. Lough Derg; Knock; Christ Church Cathedral in Dublin etc.

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

- 4 5 A b. Explain one reason why people today go to the place that you have named above to express their religious beliefs. 10M**

Marking Criteria

An excellent answer will show knowledge of places of religious importance in Ireland by giving an accurate account of a reason why people today express religious belief in the place identified in part A a) of the question.

Possible Points

- e.g. Knock Co. Mayo — prayer vigils and penitential services; 1879 Virgin Mary, Joseph and St. John the Evangelist are believed to have appeared etc.
- e.g. Lough Derg, Co. Donegal — to become closer to God through prayer and reflection; associated with St. Patrick etc.

Note: Avoid consequential penalties.

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

- 4 5 A c. Describe one way that religious belief is expressed by people today in the place which you have named in part A a) above. 10M**

Marking Criteria

An excellent answer will show an understanding of places of religious importance by giving an accurate account of one way that religious belief is expressed by people today in the place named in part A a) of the question.

Possible Points

- Knock, Co. Mayo — People attend Mass and confessions; pray the Stations of the Cross etc.
- Lough Derg, Co. Donegal — People witness to their faith by retracing the footsteps of St. Patrick; pilgrims pray, fast, walk barefoot and attend a vigil etc.

Note: Avoid consequential penalties.

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

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

12M

Marking Criteria

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

Possible Points

- Busy lifestyle — pressures of modern life allows little time for prayer etc.
- Place of prayer — distractions and noise etc.
- Etc.

Note: Allow descriptive answers.

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

Question 6. THE MORAL CHALLENGE

4 6 A a. In religious traditions a person uses his/her conscience to __

8M

Marking Criteria

An excellent answer will show an understanding of conscience by accurately identifying how a person uses his/her conscience to determine the difference between right and wrong.

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

4 6 A b. Outline what is involved in two stages that a person goes through when making a moral decision.

12M

Marking Criteria

An excellent answer will show an understanding of morality by setting out accurate information on two stages a person goes through when deciding what is right or wrong.

Possible Points

- Seek advice of others etc.
- Stop, think, listen etc.
- Consider all options and consequences etc.
- Etc.

Note: Allow descriptive answers.

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

4 6 B a. In a religious tradition the term ‘peace’ refers to __

8M

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by accurately outlining how in a religious tradition peace involves fulfilment/harmony between people where there is justice/fair play.

Note: Allow descriptive answers.

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

4 6 B b. Describe one example of how a community of faith is working for peace.

12M

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by giving an accurate account of one example of the work being done by the members of a community of faith to promote harmony between people.

Possible Points

- e.g. the Corrymeela community promotes reconciliation and peace-building through the healing of social, religious, and political divisions in Northern Ireland etc.
- e.g. the Taize community encourage people to live in the spirit of kindness, simplicity and reconciliation etc.
- Etc.

Note: Allow descriptive answers.

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

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

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

Bain úsáid as an tábla seo i gcás na hábhair a leanas:

Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

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

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

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

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

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

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

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

In completing the Journal Booklet Section One – Introduction the student should:

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

In completing the Journal Booklet Section Two – Getting Started the student should:

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

In completing the Journal Booklet Section Three – Work the student should:

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

In completing the Journal Booklet Section Four – Discoveries the student should:

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

In completing the Journal Booklet Section Five – Looking Back the student should:

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

Journal Work

The aims of journal work are:

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

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

Assessment of the Journal Booklet:

| | | | |
|----------------------|--|---|-----------|
| <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> | <i>REFLECTING</i> | |
| | Looking back at my experience of doing journal work on this title. | | 10 marks |
| | Journal Total: | | 100 marks |

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

Prescribed Titles for Religious Education Journal Work Junior Certificate 2015

(Circulars S92/13 & S93/14)

Section A. Communities of Faith

a. 1. A profile of the role a religious leader plays in one community of faith in Ireland today.

Marking Criteria

An excellent journal will show an understanding of leadership within a community of faith by accurately analysing what is involved in the role of a leader and tracing how it can be seen in one community of faith/church/religious order in Ireland today.

a. 2. A case study on the way in which one religious organisation is helping people in need today.

Marking Criteria

An excellent journal will show an understanding of communities of faith by accurately analysing the way one particular religious organisation is helping people today respond to a challenge.

Section B. Foundations of Religion – Christianity

b. 1. ● The Forgiveness of Sinners ● The Special Place of the Poor ● Love of Enemy
An examination of Jesus' teaching on two of the characteristics of the Kingdom of God listed above and its implications for the lives of Christians today.

Marking Criteria

An excellent journal will show an understanding of Jesus' preaching on the Kingdom of God by looking closely at the implications that two of the characteristics listed in the title have for the lives of Christians today.

b.2. A profile of how Jesus' Jewish background can be seen in one of the following:
● 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 a Gospel by accurately tracing one or more ways Jesus' Jewish background is portrayed in a Gospel listed in the title.

Section C. Foundations of Religion – World Religions

c. 1. A study of the historical background to the founding story 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 what was involved in the historical background of one of the major world religions listed in the title.

c. 2. Research into the influence a moral code has on the lifestyle of believers in one of the following major world religions – Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of a religious moral code by analysing and drawing accurate conclusions on the way a moral code influences the lifestyle of members of one of the world religions listed in the title.

Section D. The Question of Faith

- d.1. An investigation into how questions about the meaning of life are approached from the secular humanist point of view.**

Marking Criteria

An excellent journal will show an understanding of humanism by looking closely at two or more questions about the meaning of life and drawing accurate conclusions about how each is approached from the non-religious humanist point of view.

- d. 2. Research into the factors that have contributed to the development of two different images of God.**

Marking Criteria

An excellent journal will show an understanding of images of God by analysing two different images of God and drawing accurate conclusions about the factors that contributed to the development of each image.

Section E. The Celebration of Faith

- e. 1. An investigation into the role participation and ritual play as elements of worship.**

Marking Criteria

An excellent journal will show an understanding of worship by looking closely at participation and ritual and drawing accurate conclusions about how people use participation and symbolic actions, gestures to honour God/gods/the divine.

- e. 2. An examination of the religious beliefs expressed in a symbol associated with one of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show an understanding of religious symbols by looking closely at a religious symbol associated with a world religion listed in the title and accurately identifying the beliefs it expresses for members.

Section F. The Moral Challenge

- f. 1. An evaluation of the importance placed on stewardship in the teaching of two of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria:

An excellent journal will show an understanding of stewardship by examining and drawing accurate conclusions about the significance of caring for life in all its forms in the teaching of two of the religions listed in the title.

- f. 2. An examination of the methods by which a world religion offers its members opportunities for reconciliation.**

Marking Criteria:

An excellent journal will show knowledge of a religious moral tradition by looking closely at two ways in which a world religion offers its members opportunities for the restoration of relationships with God/gods/the divine and/or others.

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

2 Marks

Criteria:

Name a personal title relevant to the chosen 2015 prescribed title.

| | |
|-----------------------|---|
| Personal and Relevant | 2 |
| No personal title | 0 |

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

Evidence of personal interest/enthusiasm/concern in relation to doing journal work on the chosen 2015 prescribed title.

| | |
|--|-------|
| Clear personal interest & relevance | 4 |
| General/insufficient personal interest | 2 — 3 |
| Irrelevant to 2015 journal work title | 0 — 1 |

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

6 Marks

Criteria:

Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2015 prescribed title.

| | |
|---------------------------------|-------|
| Full and relevant to 2015 Title | 4 — 6 |
| General | 1 — 3 |
| Irrelevant | 0 |

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

12 Marks

Criteria:

Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2015 prescribed title.

| | |
|--------------------------|--------|
| Detailed | 9 — 12 |
| General | 5 — 8 |
| No description or little | 0 — 4 |

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

12 Marks

Criteria:

Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2015 prescribed title.

| | |
|----------|--------|
| Detailed | 9 — 12 |
| General | 5 — 8 |
| Limited | 0 — 4 |

SECTION THREE: — Work Describing *I included this in my journal work because...*

6 Marks

Criteria:

Explanation/reason given as to why journal work on the chosen 2015 prescribed title was approached in this way.

| | |
|----------|-------|
| Detailed | 5 — 6 |
| General | 3 — 4 |
| Limited | 0 — 2 |

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

6 Marks

Criteria:

Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2015 prescribed title.

| | |
|--|-------|
| Detailed | 5 — 6 |
| General | 3 — 4 |
| No description/ elaboration or little | 0 — 2 |

SECTION FOUR: — DISCOVERIES *I learned ...*

10 Marks

Criteria:

Evidence of journal work on the chosen 2015 prescribed title having an impact on the candidate's knowledge/ understanding.

| | |
|-----------------------|--------|
| Substantial | 8 — 10 |
| Some | 4 — 7 |
| No evidence or little | 0 — 3 |

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

10 Marks

Criteria:

Evidence of journal work on the chosen 2015 prescribed title having an impact on the candidate's life.

| | |
|-----------------------|--------|
| Substantial | 8 — 10 |
| Some | 4 — 7 |
| No evidence or little | 0 — 3 |

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

Criteria:

Identification and description of how the candidate used the skills identified in doing journal work on the chosen 2015 prescribed title.

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

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

Criteria:

Identification and explanation of the links between the candidate's journal work on the chosen 2015 prescribed title and other aspects of the Junior Certificate Religious Education course.

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

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

Criteria:

- evidence of reflection/identification of what went well in doing journal work on the chosen 2015 prescribed title
- evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2015 prescribed title

| | |
|----------------|-------|
| Good | 9 —10 |
| Some | 5 — 8 |
| None or little | 0 — 4 |

