



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

Marking Scheme

Religious Education

Higher Level

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

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

The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The support notes presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

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

50 Marks

1 1. In which one of the following countries was Jesus of Nazareth born?

(Tick ✓ the correct box) EGYPT GREECE PALESTINE 5M

Marking Criteria

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by accurately identifying ‘Palestine’ as the correct answer.

1 2. Being a leader is one role a person can have within a community of faith.

State another role that a person can have within a community of faith. 5M

Marking Criteria

An excellent answer will show knowledge of a community of faith by accurately identifying a role found in a community of faith other than being a leader.

Possible Points

- Minister of the Word etc.
- Etc.

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

1 3. Read the list of people associated with religious founding stories and the list of world religions given below. One name has been matched to the world religion with which the person is most associated as an example for you. Make one other match. 5M

<i>Religious People</i>	<i>World Religions</i>	<i>Religious People</i>	<i>World Religion</i>
Abraham Brahmin Jesus of Nazareth Muhammad Siddhartha Gautama	Buddhism Christianity Hinduism Islam Judaism	<i>Example:</i> Jesus of Nazareth	Christianity
		<i>Answer:</i>	

Marking Criteria

An excellent answer will show knowledge of the founding story of a world religion by accurately making one of the following matches: Siddhartha Gautama to Buddhism; Brahmin to Hinduism; Muhammad to Islam; Abraham to Judaism.

1 4. Religious fundamentalists hold the view that ____ 5M

Marking Criteria

An excellent answer will show knowledge of a world view by accurately identifying how religious fundamentalism holds the view that the teaching of a particular world religion should be the only guiding force in society.

Possible Points

- There should be strict adherence to a religion with no tolerance of any other religion etc.
- A sacred text is a factual account and must be taken as literally truth etc.
- Etc.

Note: Allow descriptive answers.

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

1 5. The lotus flower is a symbol most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM ISLAM JUDAISM 5M

Marking Criteria

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

1 6. The Religious Sisters of Charity are a religious order found in Ireland today. Name another religious order found in Ireland today. 5M

Marking Criteria

An excellent answer will show knowledge of religious groups in Ireland today by accurately naming a religious order found in Ireland today other than the Religious Sisters of Charity.

Possible Points

- The Christian Brothers etc.
- Etc.

1 7. In Christianity martyrdom is most associated with which one of the following people? (Tick ✓ the correct box) SAMUEL SOLOMON STEPHEN 5M

Marking Criteria

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

1 8. Atheism holds the view that ____ 5M

Marking Criteria

An excellent answer will show knowledge of a world view by accurately stating that atheism holds the view that God/gods/the divine do not exist.

1 9. In religious traditions stewardship involves a person’s responsibility to ____ 5M

Marking Criteria

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

Possible Points

- Take care of God’s creation; care for the earth etc.
- Look after people in need etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of the responsibility a person of religious belief has to care for life in all its forms.

Variation: A candidate describes an example which shows a limited understanding of stewardship in religious traditions e.g. ‘work together’ etc. — Consult your Advising Examiner.

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

1 10. Wudu/ Wudhu is a religious ritual most associated with which one of the following world religions? (Tick ✓ the correct box) CHRISTIANITY HINDUISM ISLAM 5M

Marking Criteria

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

1 11. Agnosticism holds the view that ___ 5M

Marking Criteria

An excellent answer will show an understanding of a world view by accurately stating that agnosticism holds the view that a person can know nothing of things beyond material phenomena.

Possible Points

- Neither the existence of God nor the non-existence of God can be proven etc.
- Etc.

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

1 12. Polytheism refers to the belief in — (Tick ✓ the correct box)

MANY GODS NO GOD ONE GOD 5M

Marking Criteria

An excellent answer will show knowledge of religious beliefs by accurately identifying ‘MANY GODS’ as the answer relevant to the question.

1 13. The Sower is the name of a parable told by Jesus of Nazareth.

Name another parable told by Jesus of Nazareth. 5M

Marking Criteria

An excellent answer will show knowledge of the preaching of Jesus by accurately naming a parable told by Jesus other than the Sower.

Possible Points

- The Good Samaritan etc.
- The Prodigal Son etc.
- Etc.

1 14. In religious traditions a ‘prophet’ is someone who ___ 5M

Marking Criteria

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

Possible Points

- A person called by God/gods/the divine to deliver a message to others e.g. Muhammad — a messenger sent by Allah etc.
- A person called by God to teach others about God e.g. Jeremiah and Isaiah — remind the People of Israel of their promise to God etc.
- Etc.

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

1 15. The name of an evangelist associated with the writing of a Gospel is ___ 5M

Marking Criteria

An excellent answer will show knowledge of a Gospel by accurately identifying Matthew or Mark or Luke or John.

1 16. The Shema is a prayer most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM HINDUISM JUDAISM 5M

Marking Criteria

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

1 17. The title 'Son of God' was given to Jesus of Nazareth by the First Christians. Name another title that was given to Jesus of Nazareth by the First Christians. 5M

Marking Criteria

An excellent answer will show knowledge of the early Christian communities by accurately identifying a title that was given to Jesus of Nazareth by the First Christians other than Son of God.

Possible Points

- Son of Man etc.
- Messiah etc.
- Etc.

1 18. Pluralism holds the view that no religious group within society has a right to practise their religion. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show an understanding of the relationship between state law and religious morality by accurately identifying ‘False’ as the answer relevant to the question.

1 19. One opportunity for reconciliation offered within a religious tradition is ____ 5M

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by accurately identifying one way in which a major world religion offers its members an opportunity to restore their relationship with God/gods/the divine.

Possible Points

- Judaism e.g. During Yom Kippur individuals fast and pray for forgiveness etc.
- Roman Catholic Church e.g. Sacrament of Reconciliation in which members confess their sins and seek forgiveness and reconciliation with God and others etc.
- Christian Churches e.g. The Corrymeela Centre in Northern Ireland or Glencree Centre Co. Wicklow offer opportunities for the members of different denominations to come together etc.
- Etc.

Note: Allow descriptive answers.

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

1 20. A religious symbol most associated with Hinduism is — (Tick ✓ the correct box) AUM CRUCIFIX MENORAH 5M

Marking Criteria

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

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

30 Marks

Question 1. This is a photograph of a community of faith.

2 1 A. Pick one thing from the photograph which suggests that this is a community of faith. 2M

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 that this is a group of people who share religious beliefs in common.

Possible Points

- People are wearing religious clothing etc.
- People performing religious rituals at a shrine etc.
- Etc.

2 1 B. In a community of faith having a 'ministry' refers to ___ 2M

Marking Criteria

An excellent answer will show an understanding of leadership in a community of faith by accurately stating how ministry involves the service assigned and undertaken by a person within his/her community of faith.

Possible Points

- Leadership etc.
- Serving as Minister of the Word, Minister of the Eucharist etc.
- Etc.

2 1 C. State two reasons why members have different roles within a community of faith. 3Mx2

Marking Criteria

An excellent answer will show an understanding of the variety of roles in a community of faith by identifying two accurate reasons why a variety of positions and functions are needed 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>Question Marks</i>	
3	>	2	>	1	>	0	3MX2

Question 2. This is a photograph of people expressing religious belief.

2 2 A. Pick one thing from this photograph which suggests that these people are expressing religious belief. 2M

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately identifying one thing from the photograph which suggests that these people are expressing belief in God/gods/the divine.

Possible Points

- People are wearing religious clothing etc.

- A person is reading a sacred text etc.
- Etc.

2 2 B. Monotheism is the belief in ____ 2M

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately stating that monotheism involves the belief in one God.

2 2 C. State two examples of how monotheism is expressed by the members of a major world religion. 3Mx2

Marking Criteria

An excellent answer will show an understanding of religious belief by identifying two ways that belief in one God is expressed by members of a major world religion.

Possible Points

- Christianity e.g. Sign of the Cross; Prayer — The creed etc.
- Judaism e.g. The Ten Commandments; Temple worship etc.
- Islam e.g. First Pillar; Quran — verses describing the oneness of Allah etc.
- Etc.

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

Question 3. This picture is based on a Gospel account of table-fellowship in the life of Jesus of Nazareth.

2 3 A. Pick one thing from the picture which suggests that this is an example of Jesus practising table-fellowship. 2M

Marking Criteria

An excellent answer will show knowledge of the words and actions of Jesus by accurately stating one thing in the picture that shows Jesus teaching through sharing a meal with others.

Possible Points

- Jesus is sharing a meal with other people etc.
- Jesus is talking with the other people sitting at the table etc.
- Etc.

2 3 B. With which one of the following people did Jesus practise table-fellowship? (Tick ✓ the correct box) ZACCHAEUS ZEBEDEE ZEPHANIAH 2M

Marking Criteria

An excellent answer will show knowledge of the words and actions of Jesus by accurately identifying ‘Zacchaeus’ as the answer relevant to the question.

2 3 C. State two characteristics of the Kingdom of God that Jesus taught his disciples through table-fellowship. 3Mx2

Marking Criteria

An excellent answer will show an understanding of the words and actions of Jesus by accurately identifying two qualities of the Kingdom of God that Jesus taught his disciples through a meal he shared with others.

Possible Points

- Love of neighbour e.g. helping the hosts at the Wedding Feast in Cana etc.
- Special place of the poor e.g. feeding the five thousand etc.
- Kingdom of God includes everyone e.g. sharing a meal with Zacchaeus etc.
- Etc.

Note: Allow implicit reference to table-fellowship e.g. love of neighbour was taught by Jesus during the wedding feast at Cana.

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

Question 4. This is a photograph of people standing together beside lit candles arranged in a way that forms the word ‘PEACE’

2 4 A. Pick one thing from this photograph which suggests that these people are working for peace. 2M

Marking Criteria

An excellent answer will show knowledge of a religious understanding of peace by accurately identifying one way that the photograph suggests these people are promoting people living in harmony with each other.

Possible Points

- They have written the word peace with candles etc.
- They have their arms raised in peace etc.
- Etc.

2 4 B. Give another example of a way that the members of a world religion work for peace. 2M

Marking Criteria

An excellent answer will show knowledge of a religious understanding of peace by accurately stating a way that members of a world religion work to create fulfilment/harmony between people where there is justice/fair play.

Possible Points

- e.g. the Taize community encourage people to live in the spirit of kindness, simplicity and reconciliation etc.
- Different religions come together to pray for peace e.g. World Peace Day etc.
- Etc.

2 4 C. State two reasons why the members of a world religion work for peace. 3Mx2

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by identifying two accurate reasons why the members of a world religion work to promote harmony between people.

Possible Points

- Following the example of the founder/earliest follower e.g. Jesus teaching on peace etc.
- Following the teaching of a religion’s moral code/sacred text e.g. Buddhism — Right Action etc.
- Etc.

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

SECTION 3 Candidates must answer ALL of the following questions.

50 Marks

3 1. From your reading of the above conversation, explain in your own words why people could turn to each of the following when searching for the meaning of life:

- MUSIC ● RELATIONSHIPS ● SUCCESS 6Mx3

Marking Criteria

An excellent answer will show an understanding of sources of meaning in human life by giving an accurate account of one or more reasons why people could turn to music and relationships and success when looking for the purpose or value of life.

Possible Points

- Music — promotes deep thought; gives a sense that you are not alone in thinking a certain way etc.
- Relationships — sharing gives a sense of belonging; support from others etc.
- Success — gives a goal or purpose in life; increases self-esteem and sense of value in life 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	6Mx3

3 2. ● INDIVIDUALISM ● MATERIALISM ● SECULAR HUMANISM

Outline how two of the above could influence a person's search for the meaning of life. 9Mx2

Marking Criteria

An excellent answer will show knowledge of world views by setting out accurate information how a person's search for the meaning of life could be influenced by two of the following: individualism, materialism, or secular humanism.

Possible Points

- Individualism — opposes the interference of the State in the affairs of individuals; the view that all values, rights and duties originate in individuals etc.
- Materialism — the view that if something is real it must be of a definite physical size or weight, excludes the possibility of anything spiritual or invisible e.g. soul etc.
- Secular Humanism — look to non-religious answers in searching for the meaning of life 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

3 3. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Describe an example of how the teaching of one of the above world religions could influence a person's search for the meaning of life. 14M

Marking Criteria

An excellent answer will show an understanding of the human search for meaning by giving an accurate account of an example of how a person's search for the meaning of life could be influenced by the teaching of one of the world religions listed in the question.

Possible Points

- Buddhism e.g. teachings about Karma; living a good life will be rewarded by reaching Nirvana etc.
- Christianity e.g. teaching on salvation; living as Jesus taught will lead to Kingdom of God etc.
- Hinduism e.g. teaching about reincarnation; living the best life possible and a better life will follow through reincarnation etc.
- Islam e.g. teaching of the Qur'an; showing worship to Allah and submitting to the will of Allah will lead to salvation etc.
- Judaism e.g. teaching of Hebrew Scriptures; being God's Chosen People gives believers strength and courage at times of difficulty 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

Question 1. COMMUNITIES OF FAITH

4 1 Aa. Sectarianism involves people respecting the religious beliefs of others.
(Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

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

4 1 Ab. Explain how sectarianism could have an effect on the religious practice of a community of faith. 10M

Marking Criteria

An excellent answer will show an understanding of sectarianism by giving an accurate account of how the hatred of a person because of his/her religious belief could influence the religious practice of a community of faith.

Possible Points

- Fear of gathering for communal religious practice due to persecution e.g. attending religious services etc.
- Fear of personal attack because of wearing religious symbols etc.
- Etc.

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

4 1 Ac. Describe one example of the work being done to promote ecumenism between different Christian denominations in Ireland today. 10M

Marking Criteria

An excellent answer will show knowledge of the ecumenical movement by giving an accurate account of one example of how Christian Churches in Ireland today are working towards unity on fundamental issues of belief, worship etc.

Possible Points

- E.g. Dialogue between Christian Churches on issues of belief, worship etc.
- E.g. Inter-denominational gatherings — Corrymeela Centre in Northern Ireland and the Glencree Centre in Co. Wicklow etc.

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

4 1 Ba. Outline what is involved in one style of leadership found in a community of faith that you have studied. 10M

Marking Criteria

An excellent answer will show knowledge of different styles of leadership by setting out accurate information on what is involved in one type of leadership in a community of faith.

Possible Points

- Consultative style — leader discuss decisions with members but makes the final decision e.g. the election of a President at the Methodist Annual Conference etc.

- Authoritarian style e.g. the Abbot General of a Cistercian monastery gives direction within the community as he oversees its affairs and makes decisions concerning the welfare of its members etc.
- Etc.

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

4 1 Bb. Compare the style of leadership that you have outlined in part Ba) above with that found in another community of faith that you have studied. 15M

Marking Criteria

An excellent answer will show understanding of leadership styles in communities of faith by giving an accurate account of the similarities and/or differences between the types of leadership outlined in part Ba of the question and that found in another community of faith.

Possible Points

- Consultative style e.g. both the Roman Catholic Church and the Methodist Annual Conference elect a leader but the role of the leader is different etc.
- Authoritarian styles e.g. the style of leadership in a Cistercian monastery where the Abbot gives direction within the community and oversees its affairs is different to that found in the Methodist Church where all members are consulted and their opinions are considered when making decisions etc.
- Etc.

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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

4 2 Aa. The turning of water into wine during the Wedding Feast at Cana is an example of a miracle performed by Jesus of Nazareth. Name another miracle recorded in the Gospels, that Jesus performed. 5M

Marking Criteria

An excellent answer will show knowledge of miracles performed by Jesus by accurately naming a miracle performed by Jesus other than the turning of water into wine during the Wedding Feast at Cana.

Possible Points

- Jesus healing a blind man etc.
- Jesus raising Lazarus from the dead etc.
- Etc.

4 2 Ab. Describe two examples of what Jesus taught his followers about the Kingdom of God through the miracles he performed. 7Mx2

Marking Criteria

An excellent answer will show knowledge of Jesus' teaching by giving an accurate account of two examples of what Jesus taught about the Kingdom of God through the miracles he performed.

Possible Points

- Everyone is welcome in the Kingdom of God was taught by Jesus healing a man suffering from leprosy etc.

- Love of neighbour as a characteristic of the Kingdom of God was taught by Jesus turning water into wine when needed at the Wedding Feast at Cana etc.
- Etc.

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

4 2 Ba. Outline one example of how Jesus’ teaching on the Kingdom of God is reflected in the actions of Christians today. 15M

Marking Criteria

An excellent answer will show an understanding of Jesus’ teaching on the Kingdom of God by setting out accurate information on one way in which Jesus’ teachings on the Kingdom of God impacts on the lives of Christians today.

Possible Points

- Jesus’ teachings that the Kingdom of God is for everyone influences Christian groups today to care for people on the fringe of society e.g. providing for the needs of the poor; prison visits etc.
- Etc.

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

4 2 Bb. Examine how the Last Supper was celebrated by Jesus with his disciples as both a Eucharist and a Passover meal. 16M

Marking Criteria

An excellent answer will show an understanding of the Last Supper as a meal in the Passover tradition by looking closely at how Jesus celebrated the Last Supper as both Eucharist and a Passover meal.

Possible Points

- The Last Supper as a Passover Meal e.g. Jesus used the bread, wine and words from the Seder meal giving them a new meaning etc.
- The Last Supper as a Eucharist e.g. Jesus gave thanks and asked for God’s blessing; washed the feet of his disciples to demonstrate the importance of service for the disciples etc.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

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

<i>Sacred Texts</i>	<i>World Religions</i>	<i>Answer:</i>	<i>Sacred Text</i>	<i>World Religion</i>
The Koran/ Qur’an The Pali Canon The Tanakh/Tenakh The Vedas	Buddhism Hinduism Islam Judaism			

Marking Criteria

An excellent answer will show knowledge of a major world religion by accurately matching: Buddhism to the Pali Canon; Hinduism to the Vedas; Islam to the Koran/Qur’an; Judaism to the Tanakh/Tenakh.

4 3 Ab. Explain two reasons why the sacred text that you have matched in part Aa) above is considered a document of faith by the members of the world religion with which it is most associated. 7Mx2.

Marking Criteria

An excellent answer will show an understanding of a sacred text by giving an accurate account of two reasons why the sacred text named in part Aa) of the question is a document of faith for the members of a world religion.

Possible Points

- The Koran/ Qur'an — the words of Allah passed on to Muhammad through the Angel Gabriel; states Islam beliefs; gives guidance on how followers of Islam should live etc.
- The Pali Canon — A written account of the teachings of the Buddha, one section contains rules of conduct and discipline that apply to monastic life etc.
- The Tanakh/Tenakh — collection of books in Hebrew Bible which outline the history of the Jewish faith referring to its teaching, prophets; and sacred writings; gives guidance on how Jewish people should live etc.
- The Vedas — texts written when Hinduism was founded by people who 'heard' them during deep meditation, they are believed to come from the nature of the cosmos itself; the four Veda texts with commentaries, philosophical essays and books of rules and regulations on Hindu lifestyle and worship etc.

Note: Avoid consequential penalties.

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

4 3 Ac. Tick ✓ one of the following major world religions and outline what was involved in one stage in the development of a sacred text associated with it:

BUDDHISM HINDUISM ISLAM JUDAISM 10M

Marking Criteria

An excellent answer will show understanding of a sacred text by setting out accurate information on what was involved in one stage in the development of any sacred text associated with the world religion ticked in the question.

Possible Points

- The historical stage — the words and deeds of the founder/revelation of the sacred text etc.
- Oral tradition — the oral repetition of the teaching of the founder/early followers etc.
- Written tradition — the writing down of the sacred text etc.
- Etc.

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

4 3 Ba. Read the list of events from religious founding stories and the list of world religions given below. Match one founding story to the world religion with which it is most associated. 5M

Founding Stories	World Religions
The Aryan Invasion	Buddhism
The Sacred Night	Hinduism
The Exodus	Islam
The Hijra	Judaism

Answer:

Founding Story	World Religion

Marking Criteria

An excellent answer will show knowledge of important events associated with a world religion by accurately matching: Buddhism to Sacred Night; Hinduism to Aryan Invasion; Islam to Hijra; Judaism to Exodus.

4 3 Bb. Tick ✓ one of the following world religions and explain why a particular event is regarded as a key moment in its founding story: BUDDHISM HINDUISM ISLAM JUDAISM 16M

Marking Criteria

An excellent answer will show knowledge of a world religion by giving an accurate account of one or more reasons why any one particular event had significance in the founding story of the world religion ticked in the question.

Possible Points

- Buddhism — Siddhartha sought enlightenment; his teaching on the Four Noble Truths impressed people who named him Buddha which means ‘enlightened one’.
- Hinduism — the Aryan people invading India brought the Vedic religion which replaced the Indus religion etc.
- Judaism — Moses leading the Jewish people out of slavery in Egypt to the Promised Land etc.
- Islam — Muhammad moving to Medina, following battles the Islamic population increased in size etc.

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

Question 4. THE QUESTION OF FAITH

4 4 Aa. Secularism refers to the view that religious teaching should be reflected in State laws. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show an understanding of a world view by identifying ‘False’ as the answer relevant to the question.

4 4 Ab. Describe two changes that have taken place in the pattern of religious practice in Ireland over the past 100 years. 7Mx2

Marking Criteria

An excellent answer will show knowledge of the changing pattern of religious practice in Ireland by giving an accurate information on two ways in which religious practice has changed in Ireland over the past hundred years.

Possible Points

- Drop in attendance at religious services among all age groups etc.
- Change in the number of different world religions in Ireland etc.
- Etc.

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

4 4 Ba. Describe one example of how the questions people ask about the meaning of life can change as they develop from childhood to mature faith. 15M

Marking Criteria

An excellent answer will show an understanding of faith development by giving an accurate account of how questions about the meaning of life can change as a person grows from childhood to mature faith.

Possible Points

- A child asks concrete questions based on their experience of life e.g. why do I have to share? As a child's faith matures he/she asks more complex abstract questions that address the ambiguity of life etc.
- A child asks concrete question about God/gods/the divine, based on simple trust in the truth of what they are told by others; as a child's faith matures he/she may develop a personal relationship etc.
- Etc.

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

4 4 Bb. Having a personal relationship with God is one quality associated with mature faith. Outline what is involved in two other qualities that are particularly associated with mature faith. 8Mx2

Marking Criteria

An excellent answer will show an understanding of faith development by setting out an accurate information on two characteristics of mature faith other than 'having a personal relationship with God'.

Possible Points

- Beliefs and commitments are held independent of the approval of others etc.
- Develops the capacity to hold religious beliefs and live with uncertainty 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	8Mx2

Question 5. THE CELEBRATION OF FAITH

4 5 Aa. Name the major world religion with which one of the religious buildings pictured below is most associated. ● CHURCH ● TEMPLE ● MOSQUE ● SYNAGOGUE ● MANDIR 5M

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately matching: Buddhism to Temple, Christianity to Church, Hinduism to Mandir, Islam to Mosque, Judaism to Synagogue.

4 5 Ab. Explain one reason why the religious building named in part Aa) above is most associated with a major world religion. 14M

Marking Criteria

An excellent answer will show knowledge of a world religion by giving an accurate account of one reason why the religious building named in part Aa) of the question is most associated with a major world religion.

Possible Points

- Buddhism — Believers gather together in a Temple and chant, meditate with the Buddhist monks and nuns, make offerings etc.
- Christianity — a Church is decorated with Christian symbols and objects; a place where believers pray and celebrate the sacraments etc.

- Hinduism — believers gather at statues/shrines in a Mandir to pray and make offerings etc.
- Islam — believers attend a Mosque for Friday prayer led by the Imam etc.
- Judaism — believers gather in a Synagogue for communal prayer on the Sabbath etc.

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

4 5 Ba. Describe one example of how an experience in life could give a person a sense of the presence of God/gods/the divine. 15M

Marking Criteria

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

Possible Points

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

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

4 5 Bb. COMMUNICATING EXPERIENCE ENCOUNTERING MYSTERY .

Tick ✓ one of the above and describe how it can be seen in an example of communal prayer associated with a major world religion that you have studied. 16M.

Marking Criteria

An excellent answer will show an understanding of communal prayer by giving an accurate account of how either communicating experience or encountering mystery is expressed in an example of communal prayer in a major world religion.

Possible Points

- Communicating Experience e.g. in a prayer service, believers communicate with God and pray together sharing their experience of life, their hopes, sorrows etc.
- Encountering Mystery e.g. in celebrating the Christian sacrament of the Eucharist/funeral/remembrance service believers express their encounter with the mystery of life/death and hopes for eternal life etc.
- Etc.

Note: Allow descriptive answers.

Variation: A candidate gives an account of how *either* communicating experience *or* encountering mystery seen in worship but fails to make reference to how it can be seen in an example of communal prayer in a major world religion. – Consult your Advising Examiner.

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

Question 6. THE MORAL CHALLENGE

4 6Aa. *People have different ideas about what it means to be moral. Listed below are different ideas about what is right or wrong and the reasons people have for deciding what is moral. Tick ✓ the boxes below that match each idea with the reason, for deciding what is moral, on which it is based. 3Mx3*

	<i>The reason for deciding what is moral is based on—</i>		
	❖ AUTHORITY	❖ COMMON PRACTICE	❖ PERSONAL CONSEQUENCES
<i>Ideas about what is right or wrong:</i>			
● <i>“It’s right because I was just doing what I was told to do.”</i>			
● <i>“It’s right to break the rules because everyone does it.”</i>			
● <i>“I will not do that because I might get caught and sent to prison.”</i>			

Marking Criteria

An excellent answer will show knowledge of different descriptions of what it means to be moral by accurately matching:

	<i>The reason for deciding what is moral is based on—</i>		
	❖ AUTHORITY	❖ COMMON PRACTICE	❖ PERSONAL CONSEQUENCES
<i>Ideas about what is right or wrong:</i>			
● <i>“It’s right because I was just doing what I was told to do.”</i>	✓		
● <i>“It’s right to break the rules because everyone does it.”</i>		✓	
● <i>“I will not do that because I might get caught and sent to prison.”</i>			✓

4 6 Ab. ● AUTHORITY ● COMMON PRACTICE ● PERSONAL CONSEQUENCES

Explain how deciding what is right on the basis of two of the above would affect a person’s moral decision-making in particular situations. 9Mx2

Marking Criteria

An excellent answer will show an understanding of sources of morality by giving an accurate account of how two of the sources listed in the question could influence a person’s idea of right and wrong in a situation.

Possible Points

- Authority — what the person in authority says is right is accepted and followed without question e.g. Nuremburg trials etc.
- Common Practice — behaviour that is accepted as the norm within a group becomes accepted as the right action to take in a situation etc.
- Personal Consequences — the positive or negative consequence for the individual making the decision determine what is the right or wrong action to take in a situation etc.

Note: Allow descriptive answers.

<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

**4 6 Ba. A person behaves in an immoral way by choosing to do what he/she knows to be wrong.
(Tick ✓ the correct box) TRUE FALSE 5M**

Marking Criteria

An excellent answer will show knowledge of what it means to be immoral by accurately identifying ‘True’ as the answer relevant to the question.

4 6 Bb. Explain how a person’s idea about what is right and wrong can change as he/she grows to moral maturity. 18M

Marking Criteria

An excellent answer will show an understanding of moral development by giving an accurate account of how a person’s idea of right and wrong changes as he/she grows from selfishness to altruism thinking of the consequences of actions for others when making decisions.

Possible Points

- Change from pre-conventional self-interest, punishment and reward, to the conventional stage of social approval and on to the post-conventional stage of awareness of universal ethics etc.
- Become more aware of the needs of others, respect the rights of others and think of the consequence of decisions in deciding what is right and wrong etc.
- Etc.

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

5 1. ● COMMUNICATION ● CO-OPERATION ● SHARING

Profile how in a community of faith tension between the needs of an individual and the needs of the community can be reduced by two of the above. 35Mx2

Marking Criteria

An excellent answer will show an understanding of the characteristics of a community of faith by accurately tracing how two of the characteristics listed in the question can reduce the tension between the needs of an individual and the needs of a community of faith.

Possible Points

- Communication — dialogue facilitates understanding of the needs of the individual and community etc.
- Co-operation — working together to achieve a goal allows for a compromise to be agreed where there may be tension between the needs of an individual and the needs of the community etc.
- Sharing — recognising and valuing the contribution of all members helps to overcome any conflict between the needs of an individual and the community etc.

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

5 2 i). Describe what happened at Pentecost according to the Gospels. 35M*Marking Criteria*

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

Possible Points

- Jesus' apostles received the Holy Spirit etc.
- The disciples were together in one place; wind filled the house; tongues of fire descended and rested on their heads etc.
- Etc.

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

5 2 ii). Examine the impact that Pentecost had on the First Christians. 35M*Marking Criteria*

An excellent answer will show knowledge of the First Christian communities by looking closely at how the lives and religious beliefs of the First Christians were affected by what happened at Pentecost.

Possible Points

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

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

5 3. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Examine the effect of what happened during a time of schism on the development of one of the world religions listed above. 70M

Marking Criteria

An excellent answer will show knowledge of a major world religion by looking closely at the impact that a schism had on the development of one of the world religions listed in the question.

Possible Points

- Buddhism — Divided into Theravada Buddhism (orthodox; closely follow the teachings of Buddha) as it expanded into Thailand, Burma, Sri Lanka and Mahayana Buddhism (liberal; largest division; focus on Buddha himself) as it expanded into China, Japan, Korea and Vietnam etc.
- Hinduism — Divisions are based on deity e.g. Shaiva tradition worship the god Shiva (creator, maintainer and destroyer of the cosmos); Vaishnava tradition worship Vishnu (preserver of dharma, order) etc.
- Islam — Divisions can be traced back to different opinions on who should be leader after the death of Muhammad e.g. Shi'ah followers of Muhammad's relative Ali who interpreted the Qur'an and Sunni who regard themselves as orthodox and the true followers of Muhammad's teachings etc.
- Judaism — two main groups Orthodox Jews (who believe that the traditions of the past cannot be altered or changed) and Non-Orthodox Jews (Liberal, Progressive or Reform who began to foster change) etc.

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

5 4 i). Describe an image of God associated with a major world religion. 35M

Marking Criteria

An excellent answer will show knowledge of an image of God by giving an accurate account of one image of God associated with a major world religion.

Possible Points

- Christianity e.g. Lord, Father, The Good Shepherd etc.
- Hinduism e.g. Brahman – present in all things etc.
- Judaism e.g. Creator, guide, fire, wind etc.
- Etc.

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

5 4 ii). Examine how the image of God described in part 4 i) above reflects the religious beliefs of the major world religion with which it is most associated. 35M

Marking Criteria

An excellent answer will show an understanding of an image of God by looking closely at how the image of God described in part 4i) of the question represents the religious beliefs of a major world religion.

Possible Points

- God as Shepherd — protector who will find the lost; like a shepherd cares for his sheep etc.
- God as Destroyer — e.g. Shiva-destroyer of both good and evil; god of untamed passion and extreme behaviours etc.
- Etc.

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

- 5 5 i). Imagine that you have been asked to write an information sheet for a school trip to a place of religious importance outside of Ireland. Name a place outside of Ireland and explain two reasons why it has religious importance for a community of faith. 35M**

Marking Criteria

An excellent answer will show knowledge of a place of religious significance by giving an accurate account of two reasons why a particular place outside of Ireland, has religious importance for the members of a community of faith.

Possible Points

- Lourdes — Associated with a vision of Mary the Mother of God; spring of water believed to have healing powers; place of pilgrimage for Roman Catholics etc.
- Wailing/Western Wall in Jerusalem — remaining wall of the Jerusalem Temple, place of pilgrimage associated with Judaism etc.
- Mecca — place where followers of Islam complete the Hajj; linked to the life of Muhammad etc.
- Etc.

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

- 5 5 ii). Describe an experience of worship that can be participated in or observed in the place of religious importance you have named in part 5i) above. 35M**

Marking Criteria

An excellent answer will show knowledge of a place of religious significance by giving an accurate account of what is involved in an act of worship associated with the place of religious importance named in part 5i) of the question.

Possible Points

- Lourdes — Participating in lighting candles and praying the rosary during pilgrimage procession to the Grotto; praying the Stations of the Cross etc.
- Wailing/Western Wall in Jerusalem — men and women pray in separate areas facing the wall; place a hand and lean his/her forehead to the wall; place written prayers between the cracks in the wall etc.
- Mecca — dress in white; walk seven times around the Ka'ba etc.
- Etc.

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

5 6. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Profile the way in which two of the world religions listed above influence their members to work for justice. 70M

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by accurately tracing how members of two of the world religions listed in the question encourage their members to work for what is regarded as right and fair.

Possible Points

- To live according to the religious moral vision of two world religions e.g. treat others as you would like to be treated etc.
- Buddhism — the Buddha preached right thought, right action; the Eightfold Path gives believers guidance and instruction on behaviour that is right and fair etc.
- Christianity — Jesus’ teaching in the parable of the Good Samaritan, the Sermon on the Mount/Plain highlight how people are treated equally and fairly in the Kingdom of God etc.
- Hinduism — Hindu scriptures identify justice with the work of a god e.g. Yama weighs the actions of the dead on his scale; belief in the Law of Karma that good actions are rewarded and bad actions punished etc.
- Islam — Qur’an calls on people to work for justice etc.
- Judaism — Hebrew word for charity also means justice; Hebrew Scriptures e.g. the prophets worked for justice and teach that part of a harvest should be left for the poor 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>
70 > 60	59 > 49	48 > 39	38 > 28	27 > 18	17 > 7	6 > 0	70M

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

QUESTION DESCRIPTOR	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK	NO GRADE
EVIDENCE OF SYLLABUS AIMS/ OBJECTIVES /OUTCOMES	SUBSTANTIAL EVIDENCE	VERY GOOD EVIDENCE	GOOD EVIDENCE	ADEQUATE EVIDENCE	INADEQUATE EVIDENCE	LITTLE EVIDENCE	VERY LITTLE / NO EVIDENCE
RELEVANCE	COMPLETELY & CLEARLY RELEVANT	CLEARLY RELEVANT	GENERALLY RELEVANT	LIMITED RELEVANCE	LITTLE RELEVANCE	VERY LITTLE RELEVANCE	NO RELEVANCE
ACCURACY	NO MAJOR ERROR(S)	VERY LITTLE EVIDENCE OF MAJOR ERROR(S)	LITTLE EVIDENCE OF MAJOR ERROR(S)	SOME MAJOR ERROR(S)	MANY MAJOR ERROR(S)	SUBSTANTIAL ERROR(S)	MANY SUBSTANTIAL ERROR(S)
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 ghnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú síos.

Tábla A

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

Iomlán: 400 Gnathráta: 10%

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

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

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

General Guidelines for Completion of the Journal Booklet

(Page 2 of Religious Education Journal Booklet)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Journal Work

The aims of journal work are:

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

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

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

Assessment of the Journal Booklet

SECTION ONE	Introduction		
	Title	The personal title of my journal work is...	2 marks
		I chose this title because...	4 marks
	Beginning	By doing journal work on this title I hoped to...	6 marks
SECTION TWO	Getting Started		
	Preparing	To prepare for doing my journal work I...	12 marks
SECTION THREE	Work		
	Describing	To do my journal work I...	12 marks
		I included this in my journal work because ...	6 marks
	Your reaction	My reaction to doing this work was...	6 marks
SECTION FOUR	Discoveries		
	Learning	I learned...	10 marks
		As a result of what I have learned I will...	10 marks
	Skills	I used _____ skills when I...	5 marks
		I used _____ skills when I...	5 marks
	Linking	My journal work reminded me of studying... because...	6 marks
		My journal work reminded me of studying... because...	6 marks
SECTION FIVE	Looking Back		
	Reflecting	Looking back at my experience of doing journal work on this title...	10 marks
Journal Total:			100 marks

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

Prescribed Titles for Religious Education Journal Work Junior Certificate 2017

Two titles are given for each section of the syllabus. Candidates are required to submit journal work on **one title only**. Candidates may select any **one** from the following list of journal work titles:

Section A. Communities of Faith

- a. 1. *A profile of how the members of a Christian denomination today are promoting tolerance and respect for the religious beliefs of another major world religion.*

Marking Criteria

An excellent journal will show an understanding of the relationship between communities of faith by accurately tracing the way members of a Christian denomination today promote respect for the beliefs of a different major world religion.

Note: If the candidate refers to two denominations consult your Advising Examiner.

- a. 2. *An analysis of the way that the inspiring vision of a community of faith is expressed by a religious organisation in Ireland today.*

Marking Criteria

An excellent journal will show an understanding of a community of faith by examining and drawing accurate conclusions about how what inspires a community of faith is expressed in a religious organisation in Ireland today.

Section B. Foundations of Religion – Christianity

- b. 1. *An investigation into the impact that the resurrection of Jesus had on **two** of his disciples as recorded in the Gospels.*

Marking Criteria

An excellent journal will show an understanding of the resurrection appearances of Jesus by looking closely at Gospels of Jesus' resurrection and drawing accurate conclusions about its influence on two of his disciples.

- b. 2. *A study of the similarities and differences between the account of Jesus' life given in a historical source and that given in a Gospel.*

Marking Criteria

An excellent journal will show knowledge of sources of evidence about Jesus of Nazareth by accurately looking at the similarities and differences between a historical and a Gospel account of Jesus' life.

Section C. Foundations of Religion – Major World Religions

- c. 1. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
*Research into the way people lived and the religious beliefs that were popular in the part of the world where **one** of the religions listed above was founded.*

Marking Criteria

An excellent journal will show an understanding of a major world religion by analysing and drawing accurate conclusions about the way people lived and the religious beliefs that were popular in the part of the world where one of the major world religions listed in the title was founded.

- c. 2. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
*A case study on the ways that a time of religious importance is marked each year by the members of **one** of the religions listed above.*

Marking Criteria

An excellent journal will show knowledge of a major world religion by examining the ritual events that each year celebrate a time of religious importance in one of the major world religions listed in the title.

Section D. The Question of Faith

- d. 1. *Religious belief can find expression in prayer, worship and way of life.
An examination of the evidence for this statement in the life of a person of faith associated with the story of a major world religion that you have studied.*

Marking Criteria

An excellent journal will show an understanding of faith by looking closely at how religious belief was expressed in prayer, worship and the way of life by a person of faith associated with a major world religion studied as part of the Junior Certificate Religious Education course.

- d. 2. *A survey of the factors that influence the religious beliefs of teenagers in a locality in Ireland today.*

Marking Criteria

An excellent journal will show an understanding of faith today by analysing and drawing accurate conclusions about the factors that influence the religious beliefs of teenagers in a locality in Ireland today.

Section E. The Celebration of Faith

- e. 1. *Religious icons have been described as symbolic paintings.
A case study on the purpose and main features of **one** such religious icon associated with a community of faith today.*

Marking Criteria

An excellent journal will show knowledge of religious symbol by examining the main characteristics and functions of a religious icon associated with a community of faith today.

- e. 2. *Prayer - a need to communicate with God.
A reflection on the role that petition plays as a form of prayer for the members of a major world religion today.*

Marking Criteria

An excellent journal will show an understanding of prayer by looking closely at how making an appeal or request to God plays a part in the way members of a major world religion communicating with God today.

Section F. The Moral Challenge

- f. 1. *An examination of the influence that a religious moral code has on the lifestyle of teenagers today.*

Marking Criteria

An excellent journal will show an understanding of sources of morality by looking closely at the influence that one religious moral code has on the lifestyle of teenagers today.

- f. 2. *An exploration of the process a morally mature person goes through in deciding what is right or wrong in a particular situation.*

Marking Criteria

An excellent journal will show an understanding of morality by drawing accurate conclusions about how thinking of others/being aware of consequences influences the way a person decides what is right or wrong in a particular situation.

SECTION ONE - INTRODUCTION	<i>The personal title of my journal-work is...</i>	2 Marks
<i>Criteria:</i>		
Name a personal title relevant to the chosen 2017 prescribed title.	Personal and Relevant	2
	No personal title	0

SECTION ONE — INTRODUCTION	<i>I chose this title because...(personal title and/or prescribed title)</i>	4 Marks
<i>Criteria:</i>		
Evidence of personal interest/enthusiasm/ concern in relation to doing journal work on the chosen 2017 prescribed title.	Clear	4
	General/insufficient personal interest	3 — 2
	Irrelevant to 2017 journal work title	1 — 0

SECTION ONE — BEGINNING	<i>By doing journal work on this title I hoped to...</i>	6 Marks
<i>Criteria:</i>		
Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2017 prescribed title which reflects one or more of the following:	Full and relevant + reflects	6 – 5
	Full and relevant to 2017 Title	4 – 3
	General	2 – 1
	Irrelevant	0

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

SECTION TWO — GETTING STARTED	<i>To prepare for doing my journal work I...</i>	12 Marks
<i>Criteria:</i>		
Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2017 prescribed title.	Detailed	12 — 9
	General	8 — 5
	Little or no description	4 — 0

SECTION THREE — WORK DESCRIBING	<i>To do my journal work I</i>	12 Marks
<i>Criteria:</i> Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2017 prescribed title.	Detailed	12 — 9
	General	8 — 5
	Limited	4 — 0

SECTION THREE — WORK DESCRIBING	<i>I included this in my journal work because...</i>	6 Marks
<i>Criteria:</i> Explanation/reason given as to why journal work on the chosen 2017 prescribed title was approached in this way.	Detailed	6 — 5
	General	4 — 3
	Limited	2 — 0

SECTION THREE — YOUR REACTION	<i>My reaction to doing this work was...</i>	6 Marks
<i>Criteria:</i> Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2017 prescribed title.	Detailed	6 — 5
	General	4 — 3
	Little or no description/elaboration	2 — 0

SECTION FOUR — DISCOVERIES	<i>I learned ...</i>	10 Marks
<i>Criteria:</i> Evidence of journal work on the chosen 2017 prescribed title having an impact on the candidate's knowledge/ understanding.	Substantial	10 — 7
	Some	6 — 3
	Little or no evidence	2 — 0

SECTION FOUR — DISCOVERIES

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

10 Marks

Criteria: Evidence of journal work on the chosen 2017 prescribed title having an impact on the candidate's life.

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

SECTION FOUR — SKILLS

I used skills when I....

5 Marks x2

Criteria:

Identification and description of how the candidate used the skills identified in doing journal work on the chosen 2017 prescribed title.

Skill identified & detailed description	1+ 4 x 2
Skill identified & general description	1+ 3 x 2
Skill identified & limited description	1+ 2 — 1x2
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 2017 prescribed title and other aspects of the Junior Certificate Religious Education course.

Link identified & detailed explanation	6 — 5 x 2
Link identified & general explanation	4 — 3 x 2
Link identified and vague explanation	2 x 2
Link identified & no explanation	1 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 2017 prescribed title
- Evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2017 prescribed title afresh.

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

