



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

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. The Lost Coin is an example of a parable told by Jesus. (Tick ✓ the correct box) 8M**
TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the word of Jesus by accurately identifying TRUE as the answer relevant to the question.

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

- 1 2. In religious traditions ‘peace’ refers to 8M**

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by accurately outlining how in religious traditions 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	8

- 1 3. The name ‘Allah’ is most associated with which one of the following world religions? 8M**
(Tick ✓ the correct box) BUDDHISM HINDUISM ISLAM

Marking Criteria

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

- 1 4. In religious traditions the term ‘tolerance’ means 8M**

Marking Criteria

An excellent answer will show an understanding of the importance of respecting beliefs by accurately stating how tolerance involves having a respectful attitude toward different religious beliefs and practices.

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	8

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

<i>Religious Ceremonies</i>	<i>World Religions</i>	<i>Religious Ceremony</i>	<i>World Religion</i>
Aqiqah/ Aqqa	Buddhism		
Bar Mitzvah	Christianity	<i>Example: Stations of the Cross</i>	<i>Christianity</i>
Patti Dana	Hinduism	<i>Answer:</i>	
Sacred Thread	Islam		
Stations of the Cross	Judaism		

Marking Criteria

An excellent answer will show knowledge of a ritual event in a major world religion by accurately matching Buddhism to Patti Dana; Hinduism to Sacred Thread; Islam to Aqiqah/Aqqa; Judaism to Bar Mitzvah.

- 1 6. **Co-operation means working together to achieve a common goal. (Tick ✓ the correct box) 8M**
 TRUE FALSE

Marking Criteria

An excellent answer will show an understanding of a characteristic of communities by accurately identifying TRUE as the answer relevant to the question.

- 1 7. **The Pharisees were a religious group that existed in Palestine at the time of Jesus. 8M**
Name another religious group that existed in Palestine at the time of Jesus.

Marking Criteria

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by accurately naming a religious group that existed in Palestine at the time of Jesus other than the Pharisees.

Possible Points

- The Sadducees 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

- 1 8. **A 'saffron robe' is a religious object most associated with Islam. (Tick ✓ the correct box) 8M**
 TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of a religious symbol associated with a major world religion by accurately identifying FALSE as the answer relevant to the question.

- 1 9. **The term 'polytheism' refers to 8M**

Marking Criteria

An excellent answer will show understanding of a religious belief by accurately stating that polytheism involves the belief in more than one God.

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	8

- 1 10. **Jericho is the name of a place that existed in Palestine at the time of Jesus. 8M**
 (Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the context into which Jesus of Nazareth was born by accurately identifying TRUE as the answer relevant to the question.

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

<i>Locations</i>	<i>World Religions</i>	<i>Location</i>	<i>World Religion</i>
Arabia	Buddhism		
Canaan	Christianity	<i>Example: Holy Land</i>	<i>Christianity</i>
Holy Land	Hinduism	<i>Answer:</i>	
Indus Valley	Islam		
Nepal	Judaism		

Marking Criteria

An excellent answer will show knowledge of places associated with a world religion by accurately matching: Buddhism to Nepal; Hinduism to Indus Valley; Islam to Arabia; Judaism to Canaan.

- 1 12. **Knock is a place of religious pilgrimage in Ireland today. 8M**
Name another place of religious pilgrimage in Ireland today.

Marking Criteria

An excellent answer will show knowledge of a place of religious significance in Ireland by accurately identifying a place of religious pilgrimage in Ireland today other than Knock.

Possible Points

- Croagh Patrick etc.
- Lough Derg 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

- 1 13. **The name ‘Brahman’ is most associated with which one of the following world religions? 8M**
(Tick ✓ the correct box) BUDDHISM HINDUISM ISLAM

Marking Criteria

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

- 1 14. **In the Christian tradition an example of a sacrament is 8M**

Marking Criteria

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

Possible Points

- The Eucharist etc
- Baptism 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	8

- 1 15. **A ‘prayer mat’ is a religious object most associated with which one of the following world religions? 8M**
(Tick ✓ the correct box) BUDDHISM ISLAM JUDAISM

Marking Criteria

An excellent answer will show knowledge of a religious symbol associated with a major world religion by accurately identifying ISLAM as the answer relevant to the question.

- 1 16. **In religious traditions ‘reconciliation’ involves 8M**

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by accurately stating how reconciliation refers to the restoration of a broken relationship.

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	8

- 1 17. A person's conscience helps him/her to decide what is right or wrong in a situation. 8M**
 (Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show an understanding of conscience by accurately identifying TRUE as the answer relevant to the question.

- 1 18. Isaiah is the name of a prophet associated with a major world religion. 8M**
 Name another prophet associated with a major world religion.

Marking Criteria

An excellent answer will show knowledge of the development of a major world religion by accurately identifying a prophet associated with a major world religion other than Isaiah.

Possible Points

- Muhammad etc.
- Elijah 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

- 1 19. The 'Vedas' are a sacred text most associated with which one of the following world religions? (Tick ✓ the correct box) HINDUISM ISLAM JUDAISM 8M**

Marking Criteria

An excellent answer will show knowledge of a sacred text associated with a major world religion by accurately identifying HINDUISM as the answer relevant to the question.

- 1 20. In a community of faith the term 'mission' refers to 8M**

Marking Criteria

An excellent answer will show an understanding of the vision of a community of faith by accurately outlining how mission involves an activity in which members of a community of faith serve God and others.

<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

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

- 2 1 A. This picture is based on a Gospel account of Jesus celebrating the Last Supper. Pick one thing from this picture which suggests that it is based on Jesus' celebration of the Last Supper.** **6M**

Marking Criteria

An excellent answer will show knowledge of Gospel accounts of the Last Supper by accurately identifying one thing from this picture which suggests that it is based on a Gospel account of the Last Supper.

Possible Points

- Jesus is surrounded by his apostles etc.
- Bread and wine are on the table 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	6

- 2 1 B. According to the Gospels which one of the following people was present at the Last Supper with Jesus? (Tick ✓ the correct box) PAUL PETER PRISCILLA** **6M**

Marking Criteria

An excellent answer will show knowledge of Gospel accounts of the Last Supper by accurately identifying PETER as the answer relevant to the question.

- 2 1 C. State one reason why Jesus celebrated the Last Supper.** **8M**

Marking Criteria

An excellent answer will show an understanding of Gospel accounts of the Last Supper by setting out one accurate reason why Jesus celebrated the Last Supper.

Possible Points

- As part of the Passover tradition etc.
- Instituting the Eucharist — 'Do this in memory of me' 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

- 2 2 A. Question 2. This is a photograph of a person who is a religious leader. Pick one thing from the photograph which suggests that this person is a religious leader.** **6M**

Marking Criteria

An excellent answer will show an understanding of the role of a leader in a religious tradition by accurately identifying one thing from the photograph which suggests that this person is a religious leader.

Possible Points

- The person is wearing the clothes of a religious leader 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	6

2 2 B. Pope Francis is the name of a religious leader associated with a Christian Denomination. 6M
(Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the name of a leader in a community of faith by accurately identifying TRUE as the answer relevant to the question.

2 2 C. State one reason why the term ‘authority’ can be associated with the role of a leader in a community of faith. 8M

Marking Criteria

An excellent answer will show an understanding of the role of a leader in a community of faith by setting out one accurate reason why power or influence is connected with the role a leader has in a community of faith.

Possible Points

- A leader has the power to make decisions etc.
- A leader guides people in religious matters 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	8

2 3 A. Question 3. This is a picture from the cover of a school religion book. 6M
Pick one thing from the picture which suggests that this book is about morality.

Marking Criteria

An excellent answer will show an understanding of what it means to be moral by accurately identifying one thing from the picture which suggests that this book is concerned with issues to do with what is right and what is wrong.

Possible Points

- Signs are pointing to different aspects of morality/moral decision making e.g. choice, duty 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	6

2 3 B. In religious traditions ‘morality’ refers to a person’s understanding of right and wrong. 6M
(Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of the meaning of morality in religious traditions by accurately identifying TRUE as the answer relevant to the question.

2 3 C. State one way in which religion could influence a person’s understanding of what it means to be moral. 8M

Marking Criteria

An excellent answer will show an an understanding of the influence of religion on morality by accurately setting out one way in which religion could influence a person’s understanding of what is right and what is wrong.

Possible Points

- A religious moral code contains rules and principles which give guidance on what is right and wrong etc.
- Religious preaching about what is right and wrong behaviour 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	8

2 4 A. This is a picture of a child's prayer card.

6M

Pick one thing from the picture which suggests that this is a prayer of petition.

Marking Criteria

An excellent answer will show an understanding of a type of prayer by accurately identifying one thing from this picture which suggests that an appeal or request to God is expressed in this prayer card.

Possible Points

- Asking God for protection 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	6

2 4 B. The 'Shema' is most associated with which one of the following world religions:

6M

(Tick ✓ the correct box) BUDDHISM ISLAM JUDAISM

Marking Criteria

An excellent answer will show knowledge of prayer within a world religion by accurately identifying JUDAISM as the answer relevant to the question.

2 4 C. State one thing that a prayer of petition shows about a person's belief in God.

8M

Marking Criteria

An excellent answer will show an understanding of a type of prayer by accurately identifying two things that a prayer of petition shows about a person's belief in God.

Possible Points

- God cares for people etc.
- God has the power to 'rule' 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

SECTION 3 Candidates must answer ALL the questions that follow.

3 1. Describe one way that religious belief can be seen in the above conversation. 12M

Marking Criteria

An excellent answer will show an understanding of how religious belief can find expression by giving an accurate account of one way in which belief in and reverence for a divine power can be seen in the above conversation.

Possible Points

- Ali participated in the Hajj — an important pilgrimage for followers of Islam etc.
- Ali followed the journey of people associated with the history of Islam etc.
- Ali refers to a desire to do God’s will etc.
- Etc.

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

3 2. REFLECTION TRADITION 12M
Tick ✓ one of the above and explain how it can be seen in the conversation.

Marking Criteria

An excellent answer will show an understanding of the human search for the meaning of life by giving an accurate account of how *either* deep thought *or* following the wisdom of others can be seen in the above conversation.

Possible Points

- Reflection – Ali took time to spend the day praying and listening to sermons etc.
- Tradition – Stopping to drink at the well and recalling how Abraham’s wife had searched for water for her sick child etc.

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

3 3. Going on pilgrimage is an example of a symbolic action that members of a world religion use to express their faith. 18M
Describe what is involved in another symbolic action that the members of a major world religion use to express their faith.

Marking Criteria

An excellent answer will show understanding of how particular actions have religious significance by giving an accurate account of what is involved in an action or gesture that expresses faith for the members of a major world religion other than going on pilgrimage.

Possible Points

- Christianity — making the ‘Sign of the Cross’ expresses belief in the Trinity etc.
- Islam — performing the Ra’ka movements expresses submitting to the will of Allah 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>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5 4 > 2 1 > 0	18M

3 4. Explain two reasons why the members of a major world religion perform symbolic actions 18M to express their faith.

Marking Criteria

An excellent answer will show understanding of how particular actions have religious significance by giving an accurate account of two reasons why members of a major world religion use an action or gesture to express their faith.

Possible Points

- Actions can express things that words cannot express etc.
- To give witness to their belief etc.
- 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.

4 1 A a. The name of a Christian denomination found in Ireland today is **8M**

Marking Criteria

An excellent answer will show knowledge of Christian denominations found in Ireland today by accurately identifying a Christian denomination that exists in Ireland today.

Possible Points

Roman Catholic; Church of Ireland; Presbyterian Church; Methodist Church Etc.

Variations: Catholicism or RC; Protestant or C of I.

<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

4 1 A b. Describe one example of how religious commitment is shown today by members of the Christian denomination that you have named above. **12M**

Marking Criteria

An excellent answer will show an understanding of the religious commitment of a community of faith by giving an accurate account of one way in which religious commitment is expressed today by the members of the Christian denomination named in part Aa of the question.

Possible Points

- Roman Catholic e.g. becoming a minister; attending religious ceremonies etc.
- Etc.

Note: Avoid consequential penalties.

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

4 1 B a. The Augustinians are an example of a religious order found in Ireland today. **8M**
(Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show knowledge of a religious order in Ireland today by accurately identifying TRUE as the answer relevant to the question.

4 1 B b. RELIGIOUS ORDER RELIGIOUS ORGANISATION **12M**
Tick ✓ one of the above and outline an example of how its members are dealing with a challenge that it faces in Ireland today.

Marking Criteria

An excellent answer will show an understanding of how a community of faith expresses its vision and commitment by setting out accurate information on how it is dealing with one challenge it faces in Ireland today.

Possible Points

- A religious order may organise religious services to support its members dealing with bereavement etc.
- A religious organisation may organise ecumenical services to help prevent sectarianism 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

4 2 A a. ‘Turning water into wine’ is one example of a miracle that Jesus performed. 8M

Name *another* example of a miracle that Jesus performed.

Marking Criteria

An excellent answer will show knowledge of the miracles performed by Jesus by accurately identifying an example of a miracle performed by Jesus other than ‘Turning water into wine’.

Possible Points

- Healing the Blind man etc.
- Raising Lazarus from the dead 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

4 2 A b. Describe what happened in one miracle performed by Jesus. 10M

Marking Criteria

An excellent answer will show an ability to identify the words and actions of Jesus by giving an accurate account of what happened in a miracle performed by Jesus.

Possible Points

- e.g. Turning the water into wine — At a wedding in Cana Jesus’ mother Mary notices there was no wine left for the guests; Jesus turned water into wine etc.
- e.g. Raising Lazarus from the dead — Jesus goes to Lazarus’ tomb days after death and brings him back to life 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 2 B a. Outline one example of what was expected of the Messiah by the Jewish people at the time of Jesus. 10M

Marking Criteria

An excellent answer will show an understanding of Jewish Messianic expectations by setting out accurate information on one expectation of the Messiah that Jewish people had at the time of Jesus.

Possible Points

- The Messiah would establish a Kingdom which would be governed according to the Covenant etc.
- The Messiah would lead the overthrow of Roman rule in Palestine 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 2 B b. THE GOSPEL OF JOHN THE GOSPEL OF LUKE THE GOSPEL OF MARK THE GOSPEL OF MATTHEW 12M

Tick ✓ one of the Gospels listed above and describe what was involved in two different stages of its development.

Marking Criteria

An excellent answer will show familiarity with the development of a Gospel by giving an accurate account of what was involved in two stages of the development of the Gospel ticked in the question.

Possible Points

- The historical life of Jesus — The words and deeds of Jesus etc.
- The disciples oral teaching about Jesus of Nazareth — The preaching and teaching of the apostles recalling: The sayings of Jesus; Parables; Miracle accounts; Short creeds; Hymns; Prayers As time went by various statements, memorable speeches, vivid images.... were written down etc.
- The evangelists writing the gospels — Matthew Mark, Luke and John selected, edited and assembled material to meet the needs of their communities 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 A a. Tick ✓ one of the following world religions that you have studied:

8M

BUDDHISM HINDUISM ISLAM JUDAISM

Name the founder/earliest followers of the world religion that you have ticked above.

Marking Criteria

An excellent answer will show knowledge of the foundation of a world religion by accurately identifying the founder/earliest followers of the world religion ticked in the question.

Possible Points

- Buddhism — Siddhartha Gautama etc.
- Hinduism — Nomadic people/Aryans etc.
- Islam — Muhammad etc.
- Judaism — Abraham, Moses 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

4 3 A b. Describe an example of how trust in God/gods/the divine was shown by the founder/earliest followers of the world religion that you have ticked in part A above.

12M

Marking Criteria

An excellent answer will show an understanding of the founding story of a major world religion by giving an accurate account of one example of how trust in God/gods/the divine can be seen in the founding story of the world religion ticked in part A of the question.

Possible Points

- Islam e.g. Muhammad preached the words of Allah to the people of Mecca even though this put his life at risk etc.
- Judaism — Abraham travelled to Canaan as God had asked of him 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

4 3 B a. Read the list of religious festivals and the list of world religions given below. 8M

Match one religious festival to the world religion with which it is most associated.

<i>Religious Festivals</i>	<i>World Religions</i>	<i>Religious Festival</i>	<i>World Religion</i>
Diwali	Buddhism		
Eid ul Adha	Hinduism	<i>Answer:</i>	
Hanukkah	Islam		
Wesak/ Vesak	Judaism		

Marking Criteria

An excellent answer will show knowledge of religious festivals associated with a world religion by accurately matching one of the following: Buddhism to Wesak/ Vesak; Hinduism to Diwali; Islam to Eid Ul Adha; Judaism to Hanukkah

4 3 B b. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 12M

Explain two reasons why a festival has religious importance for the members of one of the world religions listed above.

Marking Criteria

An excellent answer will show an understanding of a religious festival by giving an accurate account of two reasons why a religious festival has importance for one of the world religions listed in the question.

Possible Points

- Islam — Eid Ul Adha coincides with Hajj; celebrating how Abraham was prepared to sacrifice his son etc.
- Judaism — Hanukkah the festival of lights; recalls the defeat of forces that had tried to prevent the people of Israel from practicing Judaism and the rededication of the Temple in Jerusalem etc.
- Etc.

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

4 4 A a. Which of the following give non-religious answers to questions about the meaning of life? (Tick ✓ the correct box) 8M
 HUMANISM MONOTHEISM

Marking Criteria

An excellent answer will show knowledge of humanism by identifying HUMANISM as the answer relevant to the question.

4 4 A b. FRIENDS FAMILY 10M

Tick ✓ one of the above and explain how it could influence the religious practice of a person.

Marking Criteria

An excellent answer will show an ability to recognise factors that influence religious practice by giving an accurate account of how *either* friends *or* family could influence the religious practice of a person.

Possible Points

- Friends — may put pressure on a person not to attend religious services etc.
- Family — from childhood the person could be brought to religious ceremonies; family members could guide a person's religious practice and teach him/her about religion 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 4 B a. Outline two ways in which religious practice has changed in Ireland in the last one hundred years.

10M

Marking Criteria

An excellent answer will show an understanding of the changing patterns of religious practice by setting out accurate information on two ways in which religious practice in Ireland has changed in the last one hundred years.

Possible Points

- Roman Catholic Church e.g. Liturgy of the Eucharist the priest facing the congregation etc.
- A drop in attendance at religious services among all age groups (EVS) etc.
- Etc.

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

4 4 B b. Explain two reasons why religious practice has changed in Ireland in the last one hundred years.

12M

Marking Criteria

An excellent answer will show an understanding of the changing patterns of religious practice in Ireland by giving an accurate account of two reasons why religious practice has changed over the last one hundred years.

Possible Points

- Pattern of religious practice has changed — drop in attendance at religious services among all age groups (EVS) etc.
- e.g. Roman Catholic Church the laity more involved following the Second Vatican Council — the priest facing the congregation during the Liturgy of the Eucharist etc.
- Materialism, atheism etc. could challenge religious practice because not everyone may understand or value religious belief etc.
- Etc.

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

4 5 A a. Read the list of religious buildings and the list of world religions given below.

8M

Match one religious building to the world religion with which it is most associated.

<i>Religious Buildings</i>	<i>World Religions</i>	<i>Religious Building</i>	<i>World Religion</i>
Cathedral	Buddhism		
Mandir	Christianity	<i>Answer:</i>	
Minaret	Hinduism		
Synagogue	Islam		
Temple	Judaism		

Marking Criteria

An excellent answer will show knowledge of places associated with a major world religion by matching one of the following: Buddhism to Temple; Christianity to Cathedral; Hinduism to Mandir; Islam to Minaret; Judaism to Synagogue.

4 5 A b. Describe the main features of one of the religious buildings listed in part A a) above. 10M

Marking Criteria

An excellent answer will show an understanding of places of religious significance by giving an accurate account of the main characteristics of a religious building named in part A a) of the question.

Possible Points

- Christianity e.g. Cathedral — a large building, inside there is an altar, pews, lectern, tabernacle etc.
- Islam e.g. Minaret — a tall tower with an opening from which believers are called to prayer by a muezzin etc.
- Judaism e.g. Synagogue — houses the Holy Ark containing the scrolls (Torah); Bimah a raised platform from which the Torah is read; Ner Tamid the eternal light 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 5 B a. Outline one way that the religious building you have described above could help believers to worship. 10M

Marking Criteria

An excellent answer will show an understanding of a place of religious significance by setting out accurate information on one way the religious building described in part Ab) of the question is used for worship by members of a major world religion.

Possible Points

- Christianity — The Eucharist is celebrated around the altar in a Cathedral; praying in front of statues or lighting candles help people connect with God in a deep and meaningful way etc.
- Islam — believers honour God by praying five times each day when are called from the Miranet etc.
- Judaism — believers honour God by reading or listening to the sacred scriptures being read from the Bimah in a Synagogue etc.
- Etc.

Note: Avoid Consequential Penalties

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

4 5 B b. Explain two reasons why participating in worship is important for the members of a major world religion today. 12M

Marking Criteria

An excellent answer will show an ability to identify an element of worship by giving an accurate account of two reasons why it is important for members of a major world religion to participate in worship.

Possible Points

- To strengthen their faith and relationship with God/gods/the divine etc.
- To allow members of the world religion to witness to their faith etc.
- Etc.

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

4 6 A a. In religious traditions the term ‘forgiveness’ refers to**8M***Marking Criteria*

An excellent answer will show an understanding of forgiveness in religious traditions by accurately stating how forgiveness involves showing pardon, mercy or compassion.

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	8

4 6 A b. Describe two examples of how the teaching of a major world religion encourages its members to show forgiveness.**12M***Marking Criteria*

An excellent answer will show an understanding of forgiveness in a major world religion by giving an accurate account of two ways in which forgiveness is encouraged in the teaching of a major world religion.

Possible Points

- Buddhism – forgiveness is part of Samsara etc.
- Christianity – teaching of Jesus on forgiveness e.g. parable of prodigal son etc.
- Hinduism – belief that good actions create good Karma etc.
- Islam – during the Hajj at the plain of Arafat believers stand and ask forgiveness of all their sins/rejection of evil etc.
- Judaism – during Yom Kippur/Day of Judgement/Atonement; prayers for God’s forgiveness are offered; fasting marks the desire to be forgiven; believers are required to make amends and show forgiveness to others etc.

Note: Allow descriptive answers i.e. an example that shows the understanding of forgiveness found in the teaching of a major world religion studied as part of the Junior Certificate Religious Education syllabus 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 6 B a. In religious traditions stewardship refers to a person’s responsibility to care for all forms of life. (Tick ✓ the correct box) TRUE FALSE **8M***Marking Criteria*

An excellent answer will show knowledge of moral vision by accurately identifying TRUE as the answer relevant to the question.

4 6 B b. Outline two examples of how caring for all forms of life is promoted by the teaching of a major world religion.**12M***Marking Criteria*

An excellent answer will show an understanding of how religious teaching can influence the moral decisions of believers by setting out accurate information on two ways in which a major world religion encourages care for all forms of life.

Possible Points

- Buddhism e.g. belief in karma and reincarnation; world and everything on it are connected; people should all live in harmony with the world etc.

- Christianity e.g. Jesus Christ teaches followers to love one another and to treat each other as you would like to be treated — working for a charity and helping the needy; Jesus’ parables explain the importance of taking care of the earth etc.
- Hinduism e.g. teaches respect for all living things; the importance of becoming one with the earth etc.
- Islam e.g. Five Pillars teach the importance of respecting and taking care of the needs of others (almsgiving); the Qur'an states the importance of taking care of the earth etc.
- Judaism e.g. Genesis’ creation story teaches that God created every living thing and expects people to take care of the earth 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 x2

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 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 Gnáthráta: 10% Bain úsáid as an ghnáthráta 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

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.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

In relation to what is being assessed in Journal Work on 2014 Prescribed Title

Section A. Communities of Faith

a.1. An examination of the need for a variety of roles within one religious organisation *or* Church in Ireland today.

Marking Criteria

An excellent journal will show an understanding of the variety of roles within a religious community in Ireland today by looking closely at the contribution made by different roles within a religious organisation *or* Church in Ireland today.

a.2. An investigation into how ecumenism is being encouraged today by one local, national or international community.

Marking Criteria

An excellent journal will show an understanding of the ecumenical movement by examining and providing supporting evidence about how the movement towards unity on fundamental issues of belief, worship within the Christian churches is being encouraged by one local, national or international community today.

Section B. Foundations of Religion – Christianity

b.1. A study of the political structures that existed in Palestine at the time of Jesus.

Marking Criteria

An excellent journal will show an understanding of the historical background to life in Palestine at the time of Jesus by looking closely at the political structures that existed in Palestine at the time of Jesus.

b.2. ● Luke ● Mark ● Matthew

An examination of the similarities and differences between two of the evangelists listed above as seen in their Gospels.

Marking Criteria

An excellent journal will show an understanding of the synoptic gospels by looking closely at the similarities and differences between two of the evangelists listed above as seen in their Gospels.

Section C. Foundations of Religion – World Religions

c.1. Research the importance of regular religious practice for believers in one of the following world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the importance of religious practice in a major world religion by finding, sorting, recording, analysing and drawing accurate conclusions about the importance of regular religious practice for believers in one of the following world religions – Buddhism or Hinduism or Islam or Judaism.

c.2. A study of *either* the political *or* religious structures that existed at the time when one of the following world religions was founded: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of the founding story of a world religion by looking closely at either the political or religious structures that existed at the time of origin or foundation in Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

d.1. ● Family ● Music ● Work

A reflection on the ways that two of the above can help people find answers in their search for the meaning of life today.

Marking Criteria

An excellent journal will show an understanding of sources of meaning in human life by looking closely at how a person search for the meaning of life today can be helped by two of the following: family, music, work.

d.2. A profile of how a person's faith can develop as he/she grows from childhood to adulthood.

Marking Criteria

An excellent journal will show an understanding of the differences between the faith of the child and that of an adult by tracing how a person's faith can change and grow from childhood to adulthood.

Section E. The Celebration of Faith

e.1. Religious icons have been described as paintings or images that help people to pray.

Research the ways in which one religious icon is used in worship by the members of a community of faith.

Marking Criteria

An excellent journal will show an understanding of the power and meaning of a religious symbol by examining and providing supporting evidence about how a religious icon is used in worship by the members of a community of faith.

e.2. A survey of the reasons why a young person today might find it difficult to pray.

Marking Criteria

An excellent journal will show knowledge of the importance of prayer in the life of an adolescent by recording and drawing accurate conclusions about one or more difficulty that a young person could encounter with prayer today.

Section F. The Moral Challenge

f.1. An exploration of the ways that the connection between rights and responsibilities can influence a person in deciding what is the moral thing to do in a situation.

Marking Criteria

An excellent journal will show an understanding of the connections between rights and responsibilities by looking closely at the ways in which the link between rights and responsibilities can influence a person in deciding what is the moral thing to do in a situation.

f.2. An investigation into how the beliefs of one of the following world religions are expressed in a moral code: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the vision articulated in a set of rules or a moral code by examining how the beliefs of one of the world religions listed in the title are expressed in a moral code.

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

2 Marks

Criteria:

Name a personal title relevant to the chosen 2014 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 2014 prescribed title.

Clear personal interest & relevance	4
General/insufficient personal interest	2 — 3
Irrelevant to 2014 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 2014 prescribed title.

Full and relevant to 2014 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 2014 prescribed title.

Detailed	9 — 12
General	5 — 8
No or little description	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 2014 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 2014 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 2014 prescribed title.

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

SECTION FOUR — DISCOVERIES *I learned ...*

10 Marks

Criteria:

Evidence of journal work on the chosen 2014 prescribed title having an impact on the candidate's knowledge/ understanding.

Substantial	8 – 10
Some	4 – 7
No or little evidence	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 2014 prescribed title having an impact on the candidate's life.

Substantial	8 – 10
Some	4 – 7
No or little evidence	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 2014 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 2014 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 2014 prescribed title
- evaluation / drawing of conclusions/starting afresh in doing journal work on the chosen 2014 prescribed title

Good evidence	9 — 10
Some evidence	5 — 8
No or little evidence	0 — 4

