



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

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 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.

1 1. In religious traditions forgiveness involves ___ 8M

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by accurately stating how forgiveness refers to the ways that mercy or compassion and giving pardon are shown within religious traditions.

Possible Points

- An apology being accepted etc.
- Not seeking revenge 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 2. In religious traditions meditation is a form of prayer. (Tick ✓ the correct box)
TRUE FALSE 8M**

Marking Criteria

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

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

<i>Places of Worship</i>	<i>World Religions</i>
Church	Buddhism
Mosque	Christianity
Synagogue	Hinduism
Temple	Islam
Vihara	Judaism

<i>Place of Worship</i>	<i>World Religion</i>
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Example:

<i>Church</i>	<i>Christianity</i>
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Answer:

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Marking Criteria

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Vihara to Buddhism; Temple to Hinduism; Mosque to Islam; Synagogue to Judaism.

1 4. In religious traditions preaching refers to ___ 8M

Marking Criteria

An excellent answer will show an understanding of a community of faith by accurately stating how preaching involves a person of faith expressing his/her vision and commitment through spreading the word of God/gods/the divine.

Possible Points

- Spreading the word of God by explaining the Gospels etc.
- Reading the scriptures 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 5. Jeremiah was one of the evangelists who wrote the Gospels. (Tick ✓ the correct box)
TRUE FALSE **8M**

Marking Criteria

An excellent answer will show knowledge of the evangelists by accurately identifying ‘False’ as the answer relevant to the question.

1 6. A king is an image of God associated with a major world religion.
Name another image of God associated with a major world religion. 8M

Marking Criteria

An excellent answer will show knowledge of the variety of images of God by accurately naming an image of God other than God as King.

Possible Points

- God as an eagle – Judaism.
- God as a shepherd – Christianity.
- Etc.

1 7. The Eucharist is one example of a Christian sacrament.
Name another example of a Christian sacrament. 8M

Marking Criteria

An excellent answer will show knowledge of the Christian understandings of sacrament by accurately naming one of the sacraments other than Eucharist.

Possible Points

- Reconciliation in the Roman Catholic denomination etc.
- Etc.

1 8. Advent is a time most associated with the religious calendar of which one of the following world religions? (Tick ✓ the correct box) CHRISTIANITY HINDUISM JUDAISM . 8M

Marking Criteria

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

1 9. In religious traditions a person’s conscience refers to ____ 8M

Marking Criteria

An excellent answer will show an understanding of morality by accurately stating how conscience refers to a person’s capacity to use his/her values and knowledge in deciding what is right or wrong.

Possible Points

- The capacity to determine right and wrong.
- 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 10. Two brothers named James and John were among the apostles called by Jesus of Nazareth. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show knowledge of the Gospel account of discipleship by accurately identifying 'TRUE' as the answer relevant to the question.

1 11. One factor that influences religious practice is ____ 8M

Marking Criteria

An excellent answer will show an understanding of religious practice by accurately identifying one factor that influences religious practice.

Possible Points

- Family etc.
- Friends 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 12. Which one of the following people was most associated with the formation of an Early Christian community? (Tick ✓ the correct box) ISAIAH HOSEA PAUL . 8M

Marking Criteria

An excellent answer will show an understanding of the development of the First Christian communities by accurately identifying 'Paul' as the answer relevant to the question.

1 13. Christianity is a world religion most associated with polytheism. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show knowledge of the core religious beliefs of Christianity by accurately identifying 'FALSE' as the answer relevant to the question.

1 14. Participation is one element of worship. State another element of worship. 8M

Marking Criteria

An excellent answer will show knowledge of the elements involved in worship by accurately identifying an element of worship other than participation.

Possible Points

- Ritual etc.
- Prayer etc.
- Etc.

1 15. Jesus was born in which one of the following places in Palestine? (Tick ✓ the correct box) BETHLEHEM JERUSALEM NAZARETH 8M

Marking Criteria

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

1 16. In Buddhism the Sangha is a community of monks and nuns. (Tick ✓ the correct box)
TRUE FALSE 8M

Marking Criteria

An excellent answer will show knowledge of membership within Buddhism by accurately identifying 'TRUE' as the answer relevant to the question.

**1 17. Co-operation is a characteristic of a community of faith.
State another characteristic of a community of faith. 8M**

Marking Criteria

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

Possible Points

- Sharing.
- Communication.
- Etc.

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

Marking Criteria

An excellent answer will show knowledge of sources of morality by accurately identifying 'TRUE' as the answer relevant to the question.

1 19. The Sacred Thread ceremony is most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM HINDUISM ISLAM 8M

Marking Criteria

An excellent answer will show an ability to recognise the celebration of ritual events and times in a major world religion by identifying 'Hinduism' as the answer relevant to the question.

1 20. The Sanhedrin was the Jewish religious court in Palestine at the time of Jesus of Nazareth. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show an understanding of the religious structures in Palestine at the time of Jesus by accurately identifying 'TRUE' as the answer relevant to the question.

SECTION 2 Candidates must answer THREE of the following four questions. 60 Marks

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

2 1A. Pick one thing from the photograph which suggests that this is a community of faith. 6M

Marking Criteria

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

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

2 1B. In a community of faith ‘vocation’ involves a calling to __ 6M

Marking Criteria

An excellent answer will show an understanding of the expression of vision and commitment in a community of faith by accurately stating that vocation involves a calling to serve God and others.

Possible Points

- A feeling of being called by God to serve others etc.
- Etc.

Notes: Allow descriptive answers.

A candidate identifies the way in which vocation involves a calling but makes no reference to how vocation involves a calling to serve God. – Consult your Advising Examiner.

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

2 1C. State one reason why members have different roles within a community of faith. 8M

Marking Criteria

An excellent answer will show an understanding of the variety of roles in a community of faith by identifying one accurate reason 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>Marks</i>
8 > 7	6	5	4	3 > 2 > 1 > 0	8

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

2 2A. Pick one thing from this photograph which suggests that the people are expressing religious belief. 6M

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately identifying one thing from the photograph which suggests that the 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 2B. In religious traditions monotheism refers to the belief in only one God. (Tick ✓ the correct box) TRUE FALSE 6M

Marking Criteria

An excellent answer will show knowledge of monotheism as a religious belief by accurately identifying ‘TRUE’ as the answer relevant to the question.

2 2C. State one example of how monotheism is expressed by the members of a major world religion. 8M

Marking Criteria

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

Possible Points

- Christianity e.g. Sign of the Cross; Prayer ‘Our Father’ etc.
- Judaism e.g. The Ten Commandments; Temple worship etc.
- Islam e.g. First Pillar; Qur’an — 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>Marks</i>
8 > 7	6	5	4	3 > 2 > 1 > 0	8

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

2 3A. Pick one thing from the picture which suggests that this is an example of Jesus practising table-fellowship. 6M

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 3B. With which one of the following people did Jesus practise table-fellowship? (Tick ✓ the correct box) ZACCHAEUS ZEDEKIAH ZEPHANIAH 6M

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 3C. State one characteristic of the Kingdom of God that Jesus taught his disciples through table-fellowship. 8M

Marking Criteria

An excellent answer will show an understanding of the words and actions of Jesus by accurately identifying one quality 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 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

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

2 4A. Pick one thing from this photograph which suggests that these people are promoting peace. 6M

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 4B. Give another example of a way that the members of a world religion work for peace. 6M

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.

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

2 4C. State one reason why the members of a world religion work for peace. 8M

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by identifying one accurate reason 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; Qur'an 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

- 3 1. Explain in your own words why a person searching for the meaning of life today could look to one of the suggestions given above. 12M**

Marking Criteria

An excellent answer will show an understanding of the human search for the meaning of life by giving an accurate account of a reason why a person could look to one of the suggestions given on the noticeboard when searching for the meaning of life today.

Possible Points

- Work – making/producing/providing services can help a person find meaning in life by giving him/her a sense of achievement, self-esteem etc.
- Family – a person can get a sense of belonging and identity from family relationships; in family relationships, a person can experience values such as honesty, love, trust and respect which give meaning to life etc.
- Money – a person may feel that money makes them happy as they feel secure when they have money; they focus on ways to accumulate wealth 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. Taking time for reflection is important when searching for the meaning of life because ____ 8M**

Marking Criteria

An excellent answer will show an understanding of the human search for the meaning of life by accurately stating one reason why the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions is important when searching for the meaning of life.

Possible Points

- Human beings ask questions and wonder etc.
- Allows people to think deeply/to gain insight about the meaning of life, belief etc.
- Helps a person to become aware of his/her own feelings/actions etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates the importance of the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions, when searching for the meaning of life.

<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

- 3 3. Questions about the meaning of life are expressed by young people today in different ways. Tick ✓ one of the following and describe an example of how a question about the meaning of life today is expressed in it: ART FILM MUSIC BOOKS 14M**

Marking Criteria

An excellent answer will show an understanding of the expression of the search for the meaning of life in contemporary culture by giving an accurate account of how an example of Art or Film or Music or Books/Literature expresses a question about the meaning of life today.

Possible Points

- Art e.g. ‘Search for Truth’ by Akiane Kramarik – represents humanity’s search for the meaning of life and questions about how people treat others as they try to discover it; the astronaut in the painting represents and raises questions about the way we view the world etc.
- Film e.g. ‘The Bucket List’ – two men with terminal illnesses set out to complete a list of things they want to do before they die. The film raises questions such as what is the meaning of life? What values do people hold? The two face their death in different ways – one has belief in God, the other does not etc.
- Music e.g. ‘I Still Haven’t Found What I’m Looking For’ by U2 expresses people trying to make sense of who they are and find their purpose in life etc.
- Books/Literature e.g. ‘Sophie’s World’ by Jostein Gaarder – about a girl who is introduced to philosophy. The book introduces readers to the thoughts of Socrates, Descartes and many other philosophers. It raises questions about the meaning of life and the origin of the universe etc.

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

3 4a. Which one of the following gives non-religious answers to questions about the meaning of life? (Tick ✓ the correct box) HUMANISM ECUMENISM 8M

Marking Criteria

An excellent answer will show knowledge of non-religious answers to questions about the meaning of life by identifying ‘Humanism’ as the answer relevant to the question.

3 4b. Explain one way that religious belief could help a person in his/her search for the meaning of life today. 18M

Marking Criteria

An excellent answer will show an understanding of religion as a source of meaning in human life by giving an accurate account of one way in which religious belief could have a positive influence on a person’s search for the meaning of life today.

Possible Points

- Buddhism – through following the Eightfold Path try to achieve Nirvana; Enlightenment which suggests an overall purpose to life and the ability to discover what that is etc.
- Christianity – belief that God created people in his image and his likeness for a purpose gives meaning in life; mankind has a loving relationship with God and fellow human beings etc.
- Islam – belief that God can be known; the Qur’an and the example of Muhammad give guidance about life; following the Five Pillars of Islam gives structure and meaning to life etc.
- Judaism – Being part of a Covenant between God and his ‘Chosen People’ provides a source of moral guidance and a purpose for living etc.
- Hinduism – the ultimate source of all life is Brahman; the purpose of life is understood as trying to get back to this source 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

Question 1. COMMUNITIES OF FAITH

**4 1 Aa. The Carmelite sisters are a religious order that can be found in Ireland today.
Name another religious order that can be found in Ireland today. 8M**

Marking Criteria

An excellent answer will show knowledge of communities of faith by accurately naming a religious order that can be found in Ireland today other than The Carmelite Sisters.

Possible Points

- The Marist Brothers etc.
- Etc.

4 1 Ab. ● COMMITMENT ● SERVICE

Describe an example of how each of the above can be seen in a community of faith that you have studied. 12M

Marking Criteria

An excellent answer will show understanding of communities of faith by giving an accurate account of an example of how religious dedication through commitment and service can be seen among the members of a particular community of faith.

Possible Points

- Commitment e.g. Religious practice — attending religious services, participating in pilgrimage; witness to faith — dedicating time and resources to help others; vocation — members dedicating their lives to serve God/gods/the divine etc.
- Service e.g. working for the benefit of others, ministering to the needs of people etc.
- Etc.

Note: Allow descriptive answers.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
6 > 5	4	3	2	1 > 0	6MX2

4 1 Ba. Explain one reason why community breakdown can happen within a community of faith. 10M

Marking Criteria

An excellent answer will show an understanding of community breakdown by giving an accurate account of one reason why the members of a community of faith may fail to co-operate, communicate or share with each other.

Possible Points

- Tensions between individuals/groups could result in a lack of co-operation etc.
- Inadequate opportunities or means of communication etc.
- Etc.

Note: Allow descriptive answers i.e. an example which illustrates one accurate reason for the breakdown of relationships between the members of a community of faith.

<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. Suggest one way that a community of faith could work to overcome community breakdown. 10M

Marking Criteria

An excellent answer will show an understanding of community breakdown by accurately presenting one way in which a community of faith could work to overcome a breakdown in the relationship between its members.

Possible Points

- A leader could preach about the inspiring vision of the community of faith and encourage the members to be inclusive, tolerant and just etc.
- Visiting Glencree Reconciliation Centre or Corrymeela could provide an opportunity for communication between different denominations 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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

4 2 Aa. Describe what happened, according to the Gospels, in one miracle performed by Jesus. 10M

Marking Criteria

An excellent answer will show knowledge of the miracles performed by Jesus by giving an accurate account of one miracle that Jesus performed as described in the Gospels.

Possible Points

- Jesus healing on a man suffering from leprosy 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 Ab. Outline what Jesus taught his followers about the Kingdom of God through a miracle that he performed. 10M

Marking Criteria

An excellent answer will show an understanding of Jesus' teaching on the Kingdom of God by setting out accurate information about one or more characteristics of the Kingdom of God that was taught by Jesus through a miracle he performed.

Possible Points

- Jesus healing of a man suffering from leprosy— everyone is welcome in the Kingdom of God 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 Ba. One of the Jewish religious authorities in Palestine at the time of Jesus were the — (Tick ✓ the correct box) PHARAOHS PHARISEES 8M

Marking Criteria

An excellent answer will show knowledge of the religious structures in Palestine at the time of Jesus by accurately identifying 'Pharisees' as the answer relevant to the question.

4 2 Bb. Explain one reason why the Jewish religious authorities came into conflict with Jesus because of a miracle that he performed. 12M

Marking Criteria

An excellent answer will show an understanding of conflict in the life of Jesus by giving an accurate account of one reason why the Jewish authorities came into conflict with Jesus because of a miracle that he performed.

Possible Points

- Sadducees/Pharisees believed that only God had the authority to forgive sins e.g. forgiving and healing paralysed Man etc.
- Jesus was mixing with outcasts e.g. healing of a man suffering from leprosy etc.
- Etc.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

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

BUDDHISM HINDUISM ISLAM JUDAISM

Name a text that is sacred for the members of the world religion that you have ticked above. 8M

Marking Criteria

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

Possible Points

- Buddhism — The Tripitaka etc.
- Hinduism — The Vedas etc.
- Islam — The Qur'an etc.
- Judaism — The Torah etc.

4 3 Ab. Explain one reason why the sacred text that you have named in part Aa) above is regarded as a document of faith. 10M

Marking Criteria

An excellent answer will show knowledge of a document of faith by giving an accurate account of one reason why the sacred text named in part Aa) is a document of faith for the members of a major world religion.

Possible Points

- Buddhism e.g. Tripitaka — teachings of the Buddha; gives explanation of Buddhist teachings etc.
- Hinduism e.g. The Vedas — contains teachings about the Hindu way of life and hymns to their gods etc.
- Islam e.g. The Qur'an — reveals the Will of Allah to Muhammad; gives believers guidance about how to live a moral life etc.
- Judaism e.g. The Torah — the Ten Commandments; the word of God as revealed to the Hebrew people through Abraham, Moses and the Prophets 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 Ac. Describe what happened during one stage in the development of the sacred text that you have named in part Aa) above. 10M

Marking Criteria

An excellent answer will show an understanding of a sacred text by giving an accurate account of one stage in the development of the sacred text named in part Aa) of the question.

Possible Points

- The oral preaching of the founder – stories would have been passed on through generations by word of mouth etc.
- The writing down of the sacred text – to avoid stories being lost or misinterpreted, the stories were written down as means of preserving them 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 B. Outline what happened during a time of expansion in one of the following world religions: BUDDHISM HINDUISM ISLAM JUDAISM 12M

Marking Criteria

An excellent answer will show knowledge of a major world religion by setting out accurate information on a time of expansion in one of the world religions listed in the question.

Possible Points

- Buddhism e.g. after the death of the Buddha's successor as monks dispersed throughout India many monasteries were founded and the number of lay Buddhists increased etc.
- Hinduism e.g. the Aryan people brought the Vedic religion as they invaded India and replaced the pre-existing Indus religion etc.
- Islam e.g. when Muhammad moved to Medina; the Islamic population of Medina doubled following battles with other tribes etc.
- Judaism e.g. Moses led the people out of slavery in Egypt etc.

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

Question 4. THE QUESTION OF FAITH

4 4 Aa. Simple trust is a quality associated with childhood faith. (Tick ✓ the correct box) TRUE FALSE 8M

Marking Criteria

An excellent answer will show an understanding of the stages of religious faith by accurately identifying 'TRUE' as the answer relevant to the question.

4 4 Ab. Describe one quality that is most associated with having a mature faith. 10M

Marking Criteria

An excellent answer will show an understanding of faith development by giving an accurate account of one characteristic of mature faith.

Possible Points

- A personal relationship with God; beliefs and commitments are held independent of the approval of others; 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>
10 > 9	8 > 7	6	5 > 4	3	> 2 > 1 > 0	10M

4 4 Ba. Describe the way in which different major world religions are spread throughout Europe today. 10M

Marking Criteria

An excellent answer will show an understanding of the pattern of religious practice throughout Europe by giving an accurate account of the spread/distribution of two or more major world religions throughout Europe today.

Possible Points

- Christianity is the main religion in Europe; the next largest in Islam 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 Bb. Outline one factor that has influenced the way in which different major world religions are spread throughout Europe today. 12M

Marking Criteria

An excellent answer will show knowledge of world religions by setting out accurate information on one factor that influenced the spread/distribution of major world religions throughout Europe today.

Possible Points

- Migration – non-Christian immigrants have come to Europe from Africa and Asia etc.
- Rise of communist governments in Eastern European countries coincided with a decline in the number of major world religions etc.
- Etc.

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

Question 5. THE CELEBRATION OF FAITH

4 5 Aa. *The River Ganges in India is a place of religious practice for the members of a major world religion today.*

Name another particular place that is associated with religious practice by the members of a major world today. 8M

Marking Criteria

An excellent answer will show knowledge of a world religion today by accurately naming a place which has significance for the members of a major world religion, other than the River Ganges.

Possible Points

- Knock, Co. Mayo.
- The Western Wall, Jerusalem.

- Etc.

4 5 Ab. Explain two reasons why the place that you have named in part Aa) above is associated with religious practice by the members of a major world religion today. 12M

Marking Criteria

An excellent answer will show an understanding of a place of special significance by giving an accurate account of two reasons why the place named in Aa) is associated with religious practice by the members of a major world religion today.

Possible Points

- Knock, Co. Mayo e.g. Apparition on the gable of the Roman Catholic Church; shrine dedicated to Mary Mother of Jesus etc.
- The Western Wall, Jerusalem e.g. part of Temple in Jerusalem; place of private pray, bar-mitzvahs 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 Ba. Read the list of prayers and the list of world religions given below.

Match one prayer to the world religion with which it is most associated. 8M

<i>Prayers</i>	<i>World Religions</i>	<i>Answer:</i>	<i>Prayer</i>	<i>World Religion</i>
The Shema The Paritta The Shahada/Shahadah The Rig Veda The Our Father/Lord's Prayer	Buddhism Christianity Hinduism Islam Judaism			

Marking Criteria

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

4 5 Bb. Explain two ways that participating in communal prayer can be of benefit to the members of a major world religion. 12M

Marking Criteria

An excellent answer will show an understanding of prayer by giving an accurate account of two ways communal prayer could be of importance for the members of a community of faith.

Possible Points

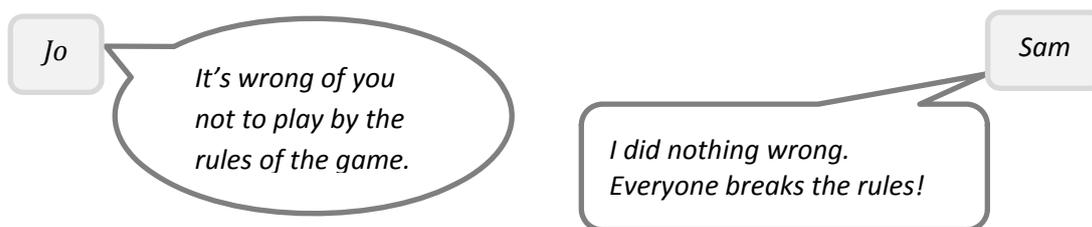
- Members gather together in a place of worship or sacred place to share their faith with other people etc.
- Roman Catholics gather together as a community to pray and worship God during the Liturgy of the Eucharist which allows them to feel a sense of belonging to the wider community of faith etc.
- 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

Question 6.

THE MORAL CHALLENGE

4 6 Aa. People have different reasons for deciding what is right and wrong in a situation.



Tick ✓ the box below that correctly matches Sam’s statement with the reason, for deciding what is moral, on which it is based. Jo’s statement has been matched to its reason for deciding what is moral as an example for you. 8M

<i>The reason for deciding what is moral is based on —</i>	<i>JO</i>	<i>SAM</i>
COMMON PRACTICE		
LAW AND ORDER	✓	
PERSONAL CONSEQUENCES		

Marking Criteria

An excellent answer will show knowledge of different descriptions of what it means to be moral by accurately matching Sam's statement to 'COMMON PRACTICE'.

<i>The reason for deciding what is moral is based on —</i>	<i>JO</i>	<i>SAM</i>
COMMON PRACTICE		✓
LAW AND ORDER	✓	
PERSONAL CONSEQUENCES		

4 6 Ab. Tick ✓ one of the following and explain how it could influence a person in deciding what is right and wrong in a situation: HOME PEER GROUP SCHOOL 16M

Marking Criteria

An excellent answer will show an understanding of the variety of influences of human choices by giving an accurate account of how either home or peer group or school could influence a person's moral decision in a situation.

Possible Points

- Home – first place a person learns about right and wrong; moral behaviour and values e.g. honesty etc.
- Peer group – friends value their opinion; young people may be pressured to make moral decisions that help them feel part of the group etc.
- School – influence ideas of right and wrong through lesson content, code of discipline and conduct of staff and students etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
16 > 14	13 > 11	10 > 8	7 > 6	5 > 4 3 > 2 1 > 0	16M

4 6 B. Describe one example of how a person’s idea about what is right and wrong can change as he/she grows to moral maturity. 16M

Marking Criteria

An excellent answer will show an understanding of moral development by giving an accurate account of the way a person's understanding of morality can change as he/she grows from selfishness to altruism.

Possible Points

- A morally mature person develops an awareness of the needs of others and this can influence his/her understanding of the difference between right and wrong etc.
- A morally mature person learns from past experiences about different ways of looking at a situation and his/her judgement can become more informed; aware of the responsibility to respect the rights of others when deciding what is right or wrong etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
16 > 14	13 > 11	10 > 8	7 > 6	5 > 4	3 > 2	1 > 0	16M

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 Gnathráta: 10% Bain úsáid as an ghnáthráta i gcás marcanna suas go 300. Thar an marc sin, féach an tábla thíos.

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

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 2017 Prescribed Title

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 *The personal title of my journal-work is...* **2 Marks**

<i>Criteria:</i>	Personal and Relevant	2
Name a personal title relevant to the chosen 2017 prescribed title.	No personal title	0

SECTION ONE — INTRODUCTION *I chose this title because (personal title and/or prescribed title)* **4 Marks**

<i>Criteria:</i>	Clear personal interest & relevance	4
Evidence of personal interest/enthusiasm /concern in relation to doing journal work on the chosen 2017 prescribed title.	General/insufficient personal interest	3 — 2
	Irrelevant to 2017 journal work title	1 — 0

SECTION ONE — BEGINNING *By doing journal work on this title I hoped to...* **6 Marks**

<i>Criteria:</i>	Full and relevant to 2017 Title	6 — 4
Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2017 prescribed title.	General	3 — 1
	Irrelevant	0

SECTION TWO — GETTING STARTED *To prepare for doing my journal work I...* **12 Marks**

<i>Criteria:</i>	Detailed	12 — 9
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.	General	8 — 5
	Little or no description	4 — 0

SECTION THREE — WORK DESCRIBING *To do my journal work I ...* **12 Marks**

<i>Criteria:</i>	Detailed	12 — 9
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.	General	8 — 5
	Limited	4 — 0

SECTION THREE — WORK DESCRIBING *I included this in my journal work because* **6 Marks**

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

SECTION THREE — YOUR REACTION *My reaction to doing this work was...* **6 Marks**

<i>Criteria:</i>	Detailed	6 — 5
Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2017 prescribed title.	General	4 — 3
	Little or no description/elaboration	2 — 0

SECTION FOUR — DISCOVERIES *I learned ...* **10 Marks**

<i>Criteria:</i>	Substantial	10 — 8
Evidence of journal work on the chosen 2017 prescribed title having an impact on the candidate’s knowledge/ understanding.	Some	7 — 4
	Little or no evidence	3 — 0

SECTION FOUR — DISCOVERIES *As a result of what I have learned I will...* **10 Marks**

<i>Criteria:</i>	Substantial	10 — 8
Evidence of journal work on the chosen 2017 prescribed title having an impact on the candidate’s life.	Some	7 — 4
	Little or no evidence	3 — 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 x2
Skill identified & general description	1+ 3 x2
Skill identified & limited description	1+2-1 x2
Skill identified & no description	1 x2
No skill identified or described	0 x2

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 & limited explanation	4 – 3 x 2
Link identified & no explanation	2 – 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:

- Reflection/identification of what went well in doing journal work on the chosen 2017 prescribed title
- Evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2017 prescribed title

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