



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

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. Marks

- 1 1 Jesus was born in the town of Bethlehem. (Tick ✓ the correct box) 8**
True False

Marking Criteria

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

- 1 2 Vishnu is most associated with which one of the following world religions? (Tick ✓ the correct box) Christianity Hinduism Islam 8**

Marking Criteria

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

- 1 3 In religious traditions the term ‘sacred’ refers to _____ 8 Graded**

Marking Criteria

An excellent answer will show an understanding of how in religious traditions particular places and times come to be significant by accurately stating how the term sacred refers to something being holy or set apart and representative of the presence of God/gods/the divine.

Possible Points

- A time of importance in a world religion etc.
- A place of worship e.g. Church, Mosque, Synagogue, Temple etc.
- Etc.

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

- 1 4 A person’s conscience helps him/her to decide what is right or wrong. (Tick ✓ the correct box) True False 8 Graded**

Marking Criteria

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

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

<i>Religious Leaders</i>	<i>World Religions</i>
Imam Sheikh Hussein Halawa	Buddhism
Pope John Paul II	Christianity
Rabbi Dr Yaakov Pearlman	Hinduism
Sri Bharati Tirtha	Islam
The Dalai Lama	Judaism

	<i>Religious Leader</i>	<i>World Religion</i>
<i>Example:</i>	Pope John Paul II	Christianity
<i>Answer:</i>		

Marking Criteria

An excellent answer will show knowledge of a leadership role within a world religion by accurately matching — Sri Bharati Tirtha to Hinduism; Imam Sheikh Hussein Halawa to Islam; Rabbi Dr Yaakov Pearlman to Judaism; The Dalai Lama to Buddhism.

- 1 6 In religious traditions stewardship involves taking care of the earth and all living things. (Tick ✓ the correct box) True False 8**

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by accurately identifying ‘True’ as the answer relevant to the question.

- 1 7 In religious traditions ‘mission’ involves _____ 8 Graded**

Marking Criteria

An excellent answer will show an understanding of how religious communities express their vision and commitment by accurately stating how mission involves the members of a community of faith serving God/gods/the divine and others.

Possible Points

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

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

- 1 8 According to the Christian tradition the ascension of Jesus took place forty days after his resurrection. (Tick ✓ the correct box) True False 8**

Marking Criteria:

An excellent answer will show an awareness of the possible impact of the resurrection appearances on the followers of Jesus by accurately identifying ‘True’ as the answer relevant to the question.

- 1 9 A rosary beads is most associated with which one of the following world religions? (Tick ✓ the correct box) Christianity Hinduism Islam 8**

Marking Criteria:

An excellent answer will show awareness of the place of sign and symbol in a religious tradition by accurately identifying ‘Christianity’ as the answer relevant to the question.

- 1 10 A Mezuzah is most associated with which one of the following world religions? (Tick ✓ the correct box) Hinduism Islam Judaism 8**

Marking Criteria:

An excellent answer will show awareness of the place of sign and symbol in a religious tradition by accurately identifying ‘Judaism’ as the answer relevant to the question.

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

<i>Places of Pilgrimage</i>
The Wailing Wall
The Pillars of Mina
The Holy Land
River Ganges
Lumbini, Nepal

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

Example:
Answer:

<i>Place of Pilgrimage</i>	<i>World Religion</i>
The Holy Land	Christianity

Marking Criteria

An excellent answer will show an ability to recognise the essential elements of a world religion by accurately matching Lumbini, Nepal to Buddhism; The Pillars of Mina to Islam; The River Ganges to Hinduism; The Wailing Wall to Judaism.

- 1 12 The tradition of believers gathering together for prayer on a Friday is most associated with which one of the following world religions? 8
 (Tick ✓ the correct box) Buddhism Hinduism Islam

Marking Criteria

An excellent answer will show an ability to recognise the essential elements of a world religion by accurately identifying ‘Islam’ as the answer relevant to the question.

- 1 13 The term ‘inter-faith dialogue’ refers to _____ 8 Graded

Marking Criteria

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

Possible Points

- Leaders of different world religions meeting to discuss their similarities etc.
- Etc.

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

- 1 14 According to the Christian tradition the crucifixion of Jesus is most associated with which one of the following days of the week? 8
 (Tick ✓ the correct box) Friday Saturday Sunday

Marking Criteria:

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

- 1 15 The hatred of another person because of his/her religion is referred to as – (Tick ✓ the correct box) Ecumenism Sectarianism 8

Marking Criteria

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

1 16 In religious traditions the term ‘schism’ refers to _____ **8** *Graded*

Marking Criteria

An excellent answer will show an ability to recognise an important moment in the story of a major world religion by setting out accurate information on how a schism involves a split or division in a world religion.

Possible Points

- A division within a community of faith etc.
- A split within the unity of a church etc.
- Etc.

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

1 17 Christianity, Judaism and Islam are all associated with - **8**
(Tick ✓ the correct box) Monotheism Polythesim

Marking Criteria

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

1 18 Prayer involves communicating with God/gods/the divine. **8**
(Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show an understanding of how religious belief can find expression in prayer by accurately identifying ‘True’ as the answer relevant to the question.

1 19 Music is an example of something that people sometimes turn to in searching for the meaning of life. State another example of something that people turn to in their search for the meaning of life. **8** *Graded*

Marking Criteria

An excellent answer will show an ability to identify evidence of the human search for meaning in contemporary culture by accurately naming a source of meaning in life other than music.

Possible Points

- Religious faith etc.
- Etc.

Note: Allow descriptive answers e.g. literature etc.

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

1 20 Morality is concerned with judgements of right and wrong. **8**
(Tick ✓ the correct box) True False

Marking Criteria

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

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

2 1A Question 1. 6 Graded
This is a photograph of a person preaching during a religious service. Pick one thing from this photograph which suggests that the person is preaching during a religious service.

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying one thing from this photograph which suggests that the person is spreading the word of God within a community of faith.

Possible Points

- The person is standing speaking at a pulpit etc.
- The person is wearing religious clothes/ceremonial garments etc.
- Etc.

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

2 1B A pulpit is a place associated with preaching. 6
(Tick ✓ the correct box) True False

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying ‘True’ as the answer relevant to the question.

2 1C State one purpose that preaching can have within a community of faith. 8 Graded

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately stating one purpose that spreading the word of God/gods/the divine can have within a community of faith.

Possible Points

- To encourage a community of faith to live according to its moral code etc.
- Etc.

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

- 2 2A Question 2. This is a photograph of a person living out a religious vocation. Pick one thing from this photograph which suggests that the person has a religious vocation.** **6** *Graded*

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying one thing from this photograph which suggests that the person is following a calling to serve God.

Possible Points

- The person is wearing clothes associated with a religious order etc.
- The person is serving God by giving food to a hungry child etc.
- Etc.

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

- 2 2B A religious vocation can be described as a calling to serve God and others. (Tick ✓ the correct box) True False** **6**

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by identifying 'True' as the answer relevant to the question.

- 2 2C State one way that a religious person can live out his/her vocation other than the way shown in the photograph.** **8** *Graded*

Marking Criteria

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately stating one way in which a religious person can live out a calling to serve God other than the way shown in the photograph.

Possible Points

- Serving the needs of a community of faith as a religious minister, priest etc.
- Volunteering to help those in need through charitable works with religious organizations such as the Society of Saint Vincent de Paul etc.
- Etc.

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

- 2 3A Question 3. This is a photograph of a religious ceremony. Pick one thing from this photograph which suggests that this is a religious ceremony.** 6 Graded

Marking Criteria

An excellent answer will show an understanding of the elements of worship by accurately identifying one thing from this photograph which suggests that this is a celebration of a formal religious rite, ritual or action.

Possible Points

- People are performing religious rituals etc.
- A couple standing under a canopy/Chuppah getting married etc.
- A religious leader/rabbi is standing in front of the couple etc.
- Etc.

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

- 2 3B Name another ceremony where the members of a world religion celebrate a religious occasion in a person's life.** 6 Graded

Marking Criteria

An excellent answer will show an understanding of how particular times come to have religious significance by accurately identifying one religious rite or ritual which celebrates a religious occasion in a person's life other than that shown in the photograph.

Possible Points

- Bar Mitzvah; Aqiqah naming ceremony; Baptism; Sacred Thread Ceremony etc.
- Etc.

Note: A candidate identifies one rite or ritual which celebrates a non-religious occasion in a person's life — Consult your Advising Examiner.

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

- 2 3C State one reason why the members of a world religion have a religious ceremony to celebrate an occasion of religious importance in a person's life.** 8 Graded

Marking Criteria

An excellent answer will show an understanding of how particular times come to have religious significance by accurately identifying one reason why the members of a world religion participate in religious rites or rituals to celebrate an occasion of religious importance in a person's life.

Possible Points

- To witness to their belief in God/gods/the divine etc.
- To share their faith with other members of their community of faith etc.
- Etc.

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

- 2 4 A Question 4. This is a photograph of a poster for a religious event. Pick one thing from this poster which suggests that it is inviting people to a religious event.** **6 Graded**

Marking Criteria

An excellent answer will show an understanding of religious belief and practice by accurately identifying one thing from this poster which suggests that it is designed to invite people to a religious event.

Possible Points

- It is inviting all to join in singing hymns, reading sacred scripture etc.
- Etc.

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

- 2 4 B State one factor that could influence a person’s religious practice.** **6 Graded**

Marking Criteria

An excellent answer will show an understanding of religious belief and practice by accurately identifying one factor which could influence the religious practice of a person.

Possible Points

- Family etc.
- Lack of time etc.
- Etc.

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

- 2 4 C Give one reason why religious practice is important for the members of a community of faith.** **8 Graded**

Marking Criteria

An excellent answer will show an understanding of religious belief and practice by setting out accurate information on one reason why religious practice is important for members of a community of faith.

Possible Points

- To develop their relationship with God/gods/the divine etc.
- To expression faith in God/gods/the divine etc.
- Etc.

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

SECTION 3 Candidates must answer ALL the questions.**Marks**

- 3 1 From this conversation, outline one example of how the religious beliefs of Martin Luther King influenced his view of right and wrong. 16 Graded**

Marking Criteria

An excellent answer will show an understanding of the meaning and implications of a moral vision by setting out accurate information on an example from the conversation of how one or more of Martin Luther King’s religious beliefs influenced his view of right and wrong.

Possible Points

- Belief in Jesus of Nazareth inspired Martin Luther King to become a Baptist minister and a civil rights leader etc.
- Martin Luther King was against violence because he believed it did not express the love of God etc.
- Etc.

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

- 3 2 Imagine that Fran and Ger have been asked to draw up a list of school rules based on Martin Luther King’s ideas about what is right and wrong. State one rule that you would suggest and explain how it is connected to Martin Luther King’s ideas about what is right and wrong. 18 Graded**

Marking Criteria

An excellent answer will show an understanding of the meaning and implications of moral vision by stating one school rule and giving an accurate account of how it would be connected to Martin Luther King’s view of right and wrong.

Possible Points

- e.g. All people should have equal rights — Martin Luther King ideas about the equal rights of all people etc.
- e.g. Violence will not be tolerated — Martin Luther King opposition to violence etc.
- Etc.

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

3 3 In a religious tradition the term ‘justice’ refers to _____

8 Graded

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by setting out accurate information on how in a religious tradition justice involves bringing about what is right or fair.

Possible Points

- *Buddhism* – it is nobler to give than to take; the Eightfold Path — right aspirations, right speech etc.
- *Hinduism* – movement to alleviate the social conditions and raise the status of the Untouchable e.g. Gandhi campaigned for the emancipation of the Untouchables etc.
- *Islam* – Zakat involves almsgiving in the sense of a demand by God for the sake of equity and justice; The Qur’an encourages generosity; what a person owns is seen as being for the benefit of those in need etc.
- *Judeo-Christian traditions* — God is seen as being just and those in covenant with God must live justly e.g. Genesis (stewardship of the earth); Exodus; Prophets; Sermon on the Mount etc. Freedom from debt, freedom from slavery and redistribution of the land are at the centre of the Hebrew vision of Jubilee.
- Etc.

Note: Allow descriptive answers.

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

3 4 Outline one example of how the members of a major world religion are working for justice in the world today.

18 Graded

Marking Criteria

An excellent answer will show knowledge of how religious moral visions can influence the moral decisions of believers by setting out accurate information on one example of how the members of a major world religion are working for justice in the world today.

Possible Points

- Working to bring about peace within communities e.g. Glenree Reconciliation Centre etc.
- Working to help the poor in society e.g. members of the SVP inspired by Frederic Ozanam and Saint Vincent de Paul etc.
- Working to help developing countries struggling with trade e.g. Drop the Debt Campaign etc.
- Etc.

Note: Allow descriptive answers.

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

SECTION 4 **Candidates must answer five of the following six questions.** **Marks**

4 1Aa A parish is an example of a community. (Tick ✓ the correct box) **8**
True False

Marking Criteria

An excellent answer will show knowledge of a type of community by accurately identifying ‘True’ as the answer relevant to the question.

4 1Ab ● Commitment ● Communication ● Co-operation **12**
Describe the role that two of the qualities listed above have within **(6MX2)**
a community of faith. *Graded*

Marking Criteria

An excellent answer will show an understanding of the characteristics of communities by giving an accurate account of how two of the qualities listed in the question play a role within a community of faith.

Possible Points

- Commitment — dedication to living out the vision of the community of faith can unite the members to work together etc.
- Communication — sharing ideas with others helps to build up awareness of the work done by an organisation e.g. SVP etc.
- Co-operation — working together for the common good of the community etc.

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

4 1Ba Community breakdown is caused by _____ **8 Graded**

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by setting out accurate information on one or more reasons that account for community breakdown.

Possible Points

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

Note: Allow descriptive answers.

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

4 1Bb Describe two consequences that community breakdown can have **12**
for a community of faith. **(6Mx2)**
Graded

Marking Criteria

An excellent answer will show an ability to explore the tension between individual and community responsibility by giving an accurate account of two effects that community breakdown can have on the members of a community of faith.

Possible Points

- Lack of communication and co-operation etc.
- Etc.

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

- 4 2Aa The writings of Josephus are an example of historical evidence about Jesus of Nazareth. (Tick ✓the correct box) True False** **8**

Marking Criteria

An excellent answer will show an ability to differentiate between documents of faith and documents of history by accurately identifying ‘True’ as the answer relevant to the question.

- 4 2Ab Describe an example of what one historical document has to say about Jesus of Nazareth.** **10 Graded**

Marking Criteria

An excellent answer will show knowledge of a source of information about Jesus of Nazareth by giving an accurate account of the way in which Jesus is presented in a historical document.

Possible Points

- Josephus presents Jesus as a wise man and a doer of wonderful works etc.
- Tacitus presents Jesus as the leader or founder of Christianity who was put to death by Pontius Pilate etc.
- Etc.

Note: A candidate gives an accurate account of the way in which Jesus is presented in a document not associated with an historical source – Consult your Advising Examiner.

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

- 4 2Ba Outline one reason why the Gospels were important for the Early Christian communities.** **10 Graded**

Marking Criteria

An excellent answer will show an awareness of the development of the first Christian communities by setting out accurate information on one reason why the Gospels were important for the Early Christian communities.

Possible Points

- Helped the Early Christian communities to learn about events that took place during the life of Jesus of Nazareth and his teaching etc.
- Offered guidance to the Early Christians on how to live according to their religious faith e.g. Beatitudes, parables etc.
- Etc.

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

4 2Bb Explain why the Gospels of Matthew, Mark and Luke are known as the Synoptic Gospels. 12 Graded

Marking Criteria

An excellent answer will show knowledge of the development of the Gospels by giving an accurate account of one or more reasons why the Gospels of Matthew Mark and Luke are known as Synoptic Gospels.

Possible Points

- Similar in content and all seem to be from the same source etc.
- Similar style of writing etc.
- Etc.

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

4 3Aa Tick ✓ one of the following world religions that you have studied: 8 Graded
BUDDHISM HINDUISM ISLAM JUDAISM
Name one sacred text that is most associated with the world religion which you have ticked above.

Marking Criteria

An excellent answer will show knowledge of faith documents associated with a major world religion by accurately identifying a sacred text that is most associated with the world religion ticked in the question.

Possible Points

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

Note: A candidate identifies a sacred text that is not associated with the world religion ticked in the question. – Consult your Advising Examiner.

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

4 3Ab Outline two reasons why the sacred text that you have named above is valued by the members of the world religion that you have ticked in part A of the question. 12 (6Mx2) Graded

Marking Criteria

An excellent answer will show knowledge of a document of faith associated with a major world religion by setting out accurate information on two reasons why the chosen sacred text is valued by the members of the world religion ticked in part Aa of the question.

Possible Points

- *Buddhism* e.g. the Tripitaka — the teachings of the Buddha; gives explanations of the Buddhist teachings and the rules of discipline etc.

- *Hinduism* e.g. the Vedas — teachings about the Hindu way of life and hymns to their gods etc.
- *Islam* e.g. the Qur'an — reveals the will of Allah and gives guidance on how to live a moral life etc.
- *Judaism* e.g. the Torah — the Ten Commandments and recounts the history of the Jewish people etc.

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

- 4 3Ba** Below you will find a list of the stages involved in the development of a sacred text. Number each stage in the order in which it occurred. (3Mx3) Number 1 should be the first stage and number 3 should be the last stage. **9**

<i>Number</i>	<i>Stages in the Development of a Sacred Text</i>
	An account of the founding story was written down.
	Events took place associated with the founding story.
	Information about the founding story was passed on by word of mouth.

Marking Criteria

An excellent answer will show an ability to trace the development of a sacred text by accurately numbering the stages given in the question as follows:

- 3 — An account was written down of the events associated with the founding story etc.
 1 — Events took place associated with the founding story etc.
 2 — Information about the founding story was passed on by word of mouth etc.

- 4 3Bb** Outline what was involved in one of the stages in the development of the sacred text that you have named in part *Aa* of the question. **11** *Graded*

Marking Criteria

An excellent answer will show an ability to trace the development of a sacred text by giving an accurate account of one of the stages in the development of the sacred text named in part *Aa* of the question.

Possible Points

- The historical stage i.e. the words and deeds of the founder/revelation of the sacred text etc.
- The oral stage i.e. the oral preaching of the founder etc.
- The writing stage i.e. the writing down of the sacred text etc.
- Etc.

Notes:

- Avoid consequential penalties.
- A candidate gives an account of one stage in the development of a sacred text not named in part *Aa* of the question – Consult your Advising Examiner.

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

4 4Aa ‘God as Father’ is an example of an image of God associated with a major world religion. Name *another* image of God that is associated with a major world religion.

8 *Graded*

Marking Criteria

An excellent answer will show an awareness of images of God by accurately naming an image of God that is associated with a major world religion other than God as a ‘Father’.

Possible Points

- *Christianity* — God as Shepherd etc.
- *Judaism* — God as Creator etc.
- Etc.

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

4 4Ab Tick ✓ one of the following world religions that you have studied: BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM Outline one belief about God/gods/the divine that is associated with the world religion which you have ticked above.

12 *Graded*

Marking Criteria

An excellent answer will show knowledge of the religious belief associated with a major world religion by setting out accurate information on a belief about God/gods/the divine that is associated with the world religion ticked in the question.

Possible Points

- *Christianity* — God is forgiving as taught by Jesus in parables e.g. The Prodigal Son etc.
- *Judaism* — God is all powerful and created the world and all living things e.g. Genesis etc.
- *Islam* — There is only one God Allah who is all merciful etc.
- Etc.

Note: Allow descriptive answers.

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

4 4Ba Tick ✓ one of the statements below that is most associated with the humanist way of looking at life.

8

- A relationship with God gives meaning to a person’s life.**
- When searching for the meaning of life a person should not turn to religion.**

Marking Criteria

An excellent answer will show an ability to identify evidence of the human search for meaning in contemporary culture by identifying the view that ‘When searching for the meaning of life a person should not turn to religion’ as the answer relevant to the question.

4 4Bb Explain how humanism is associated with the idea expressed in the statement that you have ticked above. 12 Graded

Marking Criteria

An excellent answer will show an understanding of non-religious answers to the search for the meaning of life by giving an accurate account of one or more reasons why humanism is most associated with the view that when searching for the meaning of life a person should not turn to religion.

Possible Points

- Secular humanism holds the view that people have a duty to use reason to solve human problems by considering the human experience of life etc.
- Etc.

Note: Allow descriptive answers.

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

4 5Aa Kneeling is one example of a religious ritual associated with prayer. 8 Graded Name another example of a religious ritual associated with prayer.

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in the lives of individuals and religious traditions by accurately identifying one religious action or gesture other than kneeling that is associated with prayer.

Possible Points

- *Buddhism* e.g. Making offerings in the Temple etc.
- *Christianity* e.g. Making the Sign of the Cross etc.
- *Hinduism* e.g. Placing food offerings on a Shrine etc.
- *Islam* e.g. Ritual washing before entering the Mosque etc.
- *Judaism* e.g. Wearing religious clothing etc.

4 5Ab Describe one example of a ritual that is involved in communal prayer for the members of a major world religion that you have studied. 10 Graded

Marking Criteria

An excellent answer will show an ability to identify an essential element of worship by giving out accurate account of a religious action or gesture that is associated with communal prayer in a major world religion.

Possible Points

- *Buddhism* e.g. members gathering together in Temple to give offerings etc.
- *Christianity* e.g. offering a sign of peace during religious service etc.
- *Hinduism* e.g. members light a lamp at Shrine/Temple; burn incense etc.
- *Islam* e.g. members gather together in Mosque to perform ra'kas on prayer mats etc.
- *Judaism* e.g. reading the Torah from the Bimah in Synagogue etc.

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

4 5Ba ● COMMUNICATING EXPERIENCE ● PARTICIPATION **10** *Graded*
Outline how one of the above can be seen in an example of communal prayer in a major world religion.

Marking Criteria

An excellent answer will show an ability to identify elements of worship by setting out accurate information on how communicating experience *or* participation can be seen in an example of communal prayer in a major world religion.

Possible Points

- Communicating experience e.g. members praying together; communicating with God etc.
- Participation e.g. members gather together in a Mosque; take off shoes and engage in ritual washing etc.

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

4 5Bb Explain two reasons why communal prayer is of benefit to the members of a world religion. **12**
(6Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of a type of prayer by setting out accurate information on two reasons why communal prayer is of benefit to the members of the world religion.

Possible Points

- Affords the opportunity to share faith with other people etc.
- Allows people 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>Question Marks</i>
6 > 5	4	3	2	1 > 0	6Mx2

4 6Aa Below you will find different statements from people about what it means to be moral. In which of the statements below is the person’s idea of what is moral based on the consequences of an action? (Tick ✓ one box only) **8**

- “I can’t take that because I might get caught and sent to prison.”
 “I did that because everyone’s doing it.”

Marking Criteria

An excellent answer will show an understanding of what it means to be moral by accurately identifying “I can’t take that because I might get caught and sent to prison” as the answer relevant to the question.

4 6Ab i. CONSIDERING THE CONSEQUENCES ii. FREEDOM **12**
(6Mx2)
Graded
Explain why each of the above is important when a person is deciding what is the right thing to do in a situation.

Marking Criteria

An excellent answer will show an understanding of the decision making process by giving an accurate account of one or more reasons why considering the consequence

and freedom of choice are important when a person is deciding what is right or wrong in a situation.

Possible Points

- Considering the Consequences — moral maturity involves thinking of others, altruism etc.
- Freedom — freedom of choice involves taking responsibility for the decision a person makes etc.

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

4 6Ba Read the list of moral codes and the list of world religions given below. 8
Match one moral code to the world religion with which it is most associated.

<i>Moral Codes</i>	<i>World Religions</i>
The Beatitudes	Buddhism
The Dharma Sutras	Christianity
The Decalogue	Hinduism
The Eightfold Path	Islam
The Five Pillars	Judaism

Answer:

<i>Moral Code</i>	<i>World Religion</i>

Marking Criteria

An excellent answer will show an understanding of a religious moral code by accurately matching the Beatitudes to Christianity; the Dharma Sutras to Hinduism; the Decalogue to Judaism; the Eightfold Path to Buddhism; the Five Pillars to Islam.

4 6Bb Outline two ways in which a religious moral code influences the lifestyle of members in the world religion with which it is most associated. 12
(6Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by setting out accurate information on two ways in which a religious moral code influences the lifestyle of members in the world religion with which it is most associated.

Possible Points

- The Golden Rule — promotes peace in the way that it teaches how people must treat others as they would like to be treated themselves etc.
- Buddhism — The Noble Eightfold Path (The Middle Way) guides the believer to live in a way that is ‘right’ and would lead to peace e.g. right action etc.
- Christianity — The Beatitudes/Sermon on the Mount - Followers are encouraged to be compassionate and to work for peace in the world etc.
- Hinduism — The Dharma Sutras refers to the way in which a Hindu must do what is right (dharma or right conduct) such as absence of anger and forgiveness etc.

- Islam — The Five Pillars of Islam e.g. Zakat (almsgiving) the duty to give a percentage of one's income towards helping others in society etc.
- Judaism — Decalogue/The Ten Commandments – guides followers on what is considered right e.g. thou shall not kill etc.

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

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

Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

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

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

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

JOURNAL WORK 2013- ORDINARY LEVEL MARKING SCHEME

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.

JUNIOR CERTIFICATE RELIGIOUS EDUCATION

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2013

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 what inspires the work of **one** religious organisation today at *either* a local *or* national level.
- a. 2. ♦ Buddhism ♦ Christianity ♦ Hinduism ♦ Islam ♦ Judaism
A case study on the role a leader played in the founding story of **one** of the above major world religions.

Section B. Foundations of Religion – Christianity

- b. 1. ● Miracle ● Parable ● Witness
Research how **two** of the above were used by Jesus to teach people about the Kingdom of God.
- b. 2. An examination of Jesus' celebration of the Last Supper as both a Passover meal and Eucharist.

Section C. Foundations of Religion – Major World Religions

- c. 1. A profile of the life story of *either* the founder *or* an early follower associated with **one** of the following major world religions: Buddhism, Hinduism, Islam or Judaism.
- c. 2. An analysis of the importance of a calendar festival for the members of **one** of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d. 1. A survey of the religious beliefs of adolescents in my locality.
- d. 2. An examination of the way religious belief can find expression in a type of prayer.

Section E. The Celebration of Faith

- e. 1. An exploration of the way in which **one** building in Ireland today has religious significance for the members of a community of faith.
- e. 2. An investigation into the importance of sacrament for the members of **two** Christian denominations.

Section F. The Moral Challenge

- f. 1. A profile of **two** factors involved in a person's growth to moral maturity.
- f. 2. An investigation into the role of *either* authority *or* tradition as a source of morality in the life of an adolescent.
(Circular S92/11&S96/12)

Prescribed Titles for Religious Education Journal Work Junior Certificate 2013

a. 1. A profile of what inspires the work of one religious organisation today at *either* a local *or* national level.

Marking Criteria

An excellent journal will show an understanding of the work of a religious organisation by accurately tracing what inspires the work being carried out today by one religious organisation at *either* a local *or* national level.

**a. 2. ♦ Buddhism ♦ Christianity ♦ Hinduism ♦ Islam ♦ Judaism
A case study on the role a leader played in the founding story of one of the above major world religions.**

Marking Criteria

An excellent journal will show an understanding of leadership in the founding story of a major world religion by setting out accurate information on the part one particular leader played in the founding story of one of the major world religions listed in the title.

**b. 1. ● Miracle ● Parable ● Witness
Research how two of the above were used by Jesus to teach people about the Kingdom of God.**

Marking Criteria

An excellent journal will show an understanding of the Kingdom of God in the teaching of Jesus by setting out accurate information on how Jesus used two of the ways listed in the title to teach people about the Kingdom of God.

b. 2. An examination of Jesus' celebration of the Last Supper as both a Passover meal and Eucharist.

Marking Criteria

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

c. 1. A profile of the life story of *either* the founder *or* an early follower associated with one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show knowledge of the founding story of a major world religion by accurately tracing the life story of the founder or an early follower of one of the major world religions listed in the title.

c. 2. An analysis of the importance of a calendar festival for the members of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria

An excellent journal will show an understanding of the ritual events and times of celebration in a major world religion by examining and drawing accurate conclusions about the importance of one calendar festival for the members of one of the major world religions listed in the title.

d. 1. A survey of the religious beliefs of adolescents in my locality.

Marking Criteria

An excellent journal will show an understanding of religious belief among adolescents by analysing and drawing accurate conclusions about two or more religious beliefs held by adolescents in a locality.

d. 2. An examination of the way religious belief can find expression in a type of prayer.

Marking Criteria

An excellent journal will show an understanding of how religious belief is expressed through prayer by looking closely at the way religious belief can find expression in a type of prayer.

e. 1. An exploration of the way in which one building in Ireland today has religious significance for the members of a community of faith.

Marking Criteria

An excellent journal will show an understanding of how particular places come to be significant for a community of faith by examining and drawing accurate conclusions about how one building in Ireland today has religious importance for members of a community of faith.

e. 2. An investigation into the importance of sacrament for the members of two Christian denominations.

Marking Criteria

An excellent journal will show an understanding of the place of sacrament in Christian traditions by looking closely at the significance of sacrament for the members of two Christian denominations and providing supporting evidence for the conclusions drawn.

f. 1. A profile of two factors involved in a person's growth to moral maturity.

Marking Criteria

An excellent journal will show an understanding of the development of personal morality by accurately tracing the way in which two factors contribute to a person's growth from selfishness to altruism.

f. 2. An investigation into the role of *either* authority *or* tradition as a source of morality in the life of an adolescent.

Marking Criteria

An excellent journal will show an understanding for the sources of morality in an adolescent's life by looking closely at the role authority or tradition play in an adolescent's understanding of right and wrong.

SECTION ONE - INTRODUCTION

TITLE Candidates are required to complete the following lead statements:

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

Marks 2	Criteria
0	No personal title given.
2	Name a personal title relevant to the chosen 2013 prescribed title.

Note: A candidate gives a personal title that is not relevant to the prescribed title – Consult your Advising Examiner.

- *I chose this title because...*

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

Note: In completing this lead statement a candidate may refer to the personal title and/or prescribed title for 2013.

BEGINNING

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

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2013 prescribed title.
1 — 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2013 prescribed title.
4 — 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2013 prescribed title.

SECTION TWO - GETTING STARTED

- *To prepare for doing my journal work I*

Marks 12	Criteria
0 — 4	Little or no description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2013 prescribed title.
5 — 8	A general description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2013 prescribed title.
9 — 12	A detailed description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2013 prescribed title.

SECTION THREE – WORK

DESCRIBING

- *To do my journal work I*

Marks 12	Criteria
0 — 4	A limited description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2013 prescribed title.
5 — 8	A general description of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2013 prescribed title.
9 — 12	A detailed description identifying and recalling the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2013 prescribed title.

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

Marks 6	Criteria
0 — 2	A limited explanation/reason given as to why journal work on the chosen 2013 prescribed title was approached in this way.
3 — 4	A general explanation/reason given as to why journal work on the chosen 2013 prescribed title was approached in this way.
5 — 6	A detailed explanation/reason given as to why journal work on the chosen 2013 prescribed title was approached in this way.

YOUR REACTION

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

Marks 6	Criteria
0 — 2	Reaction containing little or no description/elaboration as to what the candidate and/or group found most interesting, hardest etc. in working on the chosen 2013 prescribed title.
3 — 4	Reaction containing a general description/limited elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2013 prescribed title.
5 — 6	Reaction containing a detailed description/elaboration as to what he/she/they found most interesting, hardest etc. in working on the chosen 2013 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING • *I learned ...*

Marks 10	Criteria
0 — 3	Little or no evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's knowledge/understanding/experience.
4 — 7	Some evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's knowledge/understanding/experience.
8 — 10	Substantial evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 — 3	Little or no evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.
4 — 7	Some evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.
8 — 10	Substantial evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
1 — 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
1 — 2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.

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

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

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

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

SECTION FIVE - LOOKING BACK

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

<i>Marks 10</i>	<i>Criteria</i>
0 — 4	Little or no evidence of – <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.
5 — 8	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.
9 — 10	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.

