



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

Religious Education

Higher Level

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

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

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

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

Future Marking Schemes

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

General Introduction

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

The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year.

Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the examination paper marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

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

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

1 1. The term 'inter-faith dialogue' refers to __ 5M

Marking Criteria

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

Possible Points

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

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

1 2. Tacitus provided historical information about Jesus of Nazareth. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of sources of evidence about Jesus of Nazareth by accurately identifying 'True' as the answer relevant to the question.

1 3. Materialism promotes the view that __ 5M

Marking Criteria

An excellent answer will show an understanding of a world view by setting out accurate information on how materialism puts forward the idea that what is real is that which is physical/measurable and excludes the possibility of anything which cannot be seen or touched, such as the spiritual or invisible, having value in the lives of people.

Possible Points

- The theory or belief that nothing exists except matter and its movements etc.
- Etc.

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

1 4. During his childhood in Palestine Jesus lived in the Province of Galilee. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of the life of Jesus of Nazareth by accurately identifying 'True' as the answer relevant to the question.

1 5. In religious traditions the term 'mission' refers to __ 5M

Marking Criteria

An excellent answer will show an understanding of religious traditions by accurately stating how mission involves an activity engaged in by the members of a community of faith to serve others and God/gods/the divine.

Possible Points

- Work undertaken to spread the word of God/gods/the divine etc.
- A journey 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>Marks</i>
5	4	3	2	1 > 0	5M

1 6. One reason for community breakdown is __ 5M

Marking Criteria

An excellent answer will show an understanding of the tension between individual and community responsibility by stating one accurate reason for the failure of people to co-operate, communicate or share within a community.

Possible Points

- Inadequate communication etc.
- Lack of tolerance etc.
- Etc.

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

1 7. Atheism holds the view that God exists. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

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

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

<i>Religious Objects</i>	<i>World Religions</i>	<i>Example:</i>	<i>Religious Object</i>	<i>World Religion</i>
Bindi Cross Mandala Menorah Prayer Mat	Buddhism Christianity Hinduism Islam Judaism		Cross	Christianity
		<i>Answer:</i>		

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately making one of the following matches: Bindi to Hinduism; Mandala to Buddhism; Menorah to Judaism; Prayer Mat to Islam.

1 9. The name Allah is most associated with which one of the following world religions? (Tick ✓ the correct box) CHRISTIANITY ISLAM JUDAISM 5M

Marking Criteria

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

1 10. The ‘Feeding of the Five Thousand’ is one example of a miracle performed by Jesus. Give another example of a miracle performed by Jesus. 5M

Marking Criteria

An excellent answer will show knowledge of the actions of Jesus of Nazareth by accurately identifying an example of a miracle performed by Jesus other than ‘The Feeding of the Five Thousand’.

Possible Points

- Jesus healing the blind man etc.
- Jesus removing evil spirits 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>
5	4	3	2	1 > 0	5M

1 11. In religious traditions the term ‘peace’ refers to __ 5M

Marking Criteria

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

Possible Points

- Tolerance and respect is shown towards others etc.
- Etc.

Note: Allow descriptive answers.

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

1 12. The Israelites were led out of slavery in Egypt by — (Tick ✓ the correct box) 5M
MALACHI MARK MOSES

Marking Criteria

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

1 13. Religion can be described as a source of morality in a person's life. 5M
State another source of morality in a person's life.

Marking Criteria

An excellent answer will show an understanding of sources of morality by accurately identifying an influence on a person’s understanding of what it means to be moral other than religion.

Possible Points

- Friends etc.
- Family etc.
- Etc.

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

1 14. A sign is an action, image or word that communicates one clear message. 5M
(Tick ✓ the correct box) TRUE FALSE

Marking Criteria

An excellent answer will show an awareness of the place of sign in human life by accurately identifying ‘True’ as the answer relevant to the question.

1 15. Agnosticism holds the view that ___

5M

Marking Criteria

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

Possible Points

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

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

1 16. In the Christian tradition Jesus' celebration of the Last Supper is associated with which one of the following days of Holy Week? (Tick ✓ the correct box)

WEDNESDAY THURSDAY FRIDAY

5M

Marking Criteria

An excellent answer will show knowledge of Christianity by accurately identifying 'Thursday' as the answer relevant to the question.

1 17. To pardon or show mercy is an example of forgiveness.

(Tick ✓ the correct box) TRUE FALSE

5M

Marking Criteria

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

1 18. Read the list of religious festivals and the list of world religions given below. One religious festival has been matched to the world religion with which it is most associated as an example for you. Make one other match.

5M

<i>Religious Festivals</i>	<i>World Religions</i>	<i>Religious Festival</i>	<i>World Religion</i>
Diwali	Buddhism	<i>Easter</i>	<i>Christianity</i>
Easter	Christianity		
Ramadan	Hinduism		
Rosh Hashanah	Islam		
Vessa	Judaism		

Example:

Answer:

Marking Criteria

An excellent answer will show knowledge of a world religion by accurately making one of the following matches: Diwali to Hinduism; Ramadan to Islam; Rosh Hashanah to Judaism; Vessa to Buddhism.

1 19. One title given to Jesus was 'Messiah'. Name another title that was given to Jesus.

5M

Marking Criteria

An excellent answer will show knowledge of Christianity by accurately identifying a title that was given to Jesus of Nazareth other than Messiah.

Possible Points

- Son of Man etc.
- Son of God etc.
- Etc.

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

1 20. The celebration of seven sacraments is most associated with which one of the following Christian denominations? (Tick ✓ the correct box)

METHODIST PRESBYTERIAN ROMAN CATHOLIC

5M

Marking Criteria

An excellent answer will show knowledge of a Christian understanding of sacrament by accurately identifying 'Roman Catholic' as the answer relevant to the question.

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

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

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

2M

Marking Criteria

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

Possible Points

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

2 1 B. Tick ✓ one of the following world religions and name a sacred text associated with it:

BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM

***Name of sacred text:* ___**

2M

Marking Criteria

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

Possible Points

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

2 1 C. Give two reasons why a text is regarded as sacred by the members of a world religion. 6M

Marking Criteria

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

Possible Points

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

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

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

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

2M

Marking Criteria

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

Possible Points

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

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

2M

Marking Criteria

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

Possible Points

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

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

2 2 C. Give two reasons why people have different roles in a community of faith.

6M

Marking Criteria

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

Possible Points

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

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

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

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

Marking Criteria

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

Possible Points

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

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

CHURCH MANDIR MOSQUE SYNAGOGUE TEMPLE

Name of major world religion: _____ **2M**

Marking Criteria

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

Possible Points

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

2 3 C. Give two reasons why the members of a world religion gather for worship in a particular type of building. **6M**

Marking Criteria

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

Possible Points

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

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

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

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

Marking Criteria

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

Possible Points

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

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

Marking Criteria

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

Possible Points

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

Note: Allow descriptive answers.

2 4 C. Give two reasons why the members of a community of faith work for justice. 6M

Marking Criteria

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

Possible Points

- To follow the teaching of the founder of a community of faith etc.
- To follow a religious moral code e.g. Five Pillars of Islam etc.
- Etc.

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

SECTION 3 Candidates must answer all of the following questions.

3 1. Explain how an experience described in the blog above gave PJ a sense of awe and wonder about the meaning of life. 10M

Marking Criteria

An excellent answer will show an understanding of the search for the meaning of life by giving an accurate account of how an experience described in the blog gave PJ a sense of awe and wonder.

Possible Points

- The colours and sounds of nature made PJ think about the beauty of the world etc.
- The strength of the wind forced PJ to stop and notice the leaves falling from the trees 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

3 2. *Recognising the beauty of nature is one example of how a person could experience awe and wonder in life.* Outline another example of how an experience in life could make a person wonder and ask questions about the meaning of life. 12M

Marking Criteria

An excellent answer will show an understanding of the search for the meaning of life by setting out accurate information on an example of how an experience, other than that given in the blog, could make a person wonder and ask questions about the meaning of life.

Possible Points

- E.g. birth/death experiences could make a person ask questions about the meaning of life/death e.g. Is there life after death? 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 3. Explain two reasons why taking time for reflection can help people in their search for the meaning of life. 12M

Marking Criteria

An excellent answer will show an understanding of the search for the meaning of life by giving an accurate account of two reasons why taking time to think deeply can help people in their search for the meaning of life.

Possible Points

- The opportunity to stop and think about the meaning of life helps a person to become aware of his or her own feelings and actions etc.
- Looking back at things a person has done can make him/her aware of the difference they have made in the lives of others; get a deeper insight into actions and feelings 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

3 4. *People sometimes turn to religion when searching for the meaning of life.*

Outline how the teaching of one of the following world religions could help believers in their search for the meaning of life.

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 16M

Marking Criteria

An excellent answer will show an understanding of sources of meaning in life by setting out accurate information on how the teaching of a major world religion listed in the question could help believers in their search for the meaning of life.

Possible Points

- Buddhism — teaching about Karma; a good person will be rewarded in reaching Nirvana etc.
- Christianity — teaching on salvation; living according to Jesus' teaching on the Kingdom of God etc.
- Hinduism — teaching about reincarnation; a sense of hope that a person may have a better life through reincarnation etc.
- Islam — teaching of the Qur'an; helps believers to answer questions about what is right and wrong etc.
- Judaism — teaching of the Hebrew Scriptures; helps believers to have strength and courage in times of difficulty etc.

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

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

Question 1. COMMUNITIES OF FAITH

4 1 A a. Describe two examples of how religious commitment can be seen among the members of a community of faith in Ireland today. 12M

Marking Criteria

An excellent answer will show knowledge of communities of faith by giving an accurate account of two examples of how religious dedication can be seen among the members of a community of faith in Ireland today.

Possible Points

- Religious practice — attending religious services, participating in pilgrimage etc.
- Witness to faith — dedicating time and resources to help others etc.
- Vocation — members dedicating their lives to serve God/gods/the divine 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 1 A b. Explain what inspires religious commitment among the members of a community of faith in Ireland today. 12M

Marking Criteria

An excellent answer will show an understanding of religious commitment by giving an accurate account of what inspires religious commitment among the members of a community of faith in Ireland today.

Possible Points

- Example of the founder e.g. SVP members are inspired by the work of Frederic Ozanam who following Jesus' example, dedicated his life to working for those who are in need etc.
- Reading a sacred text can inspire members to live according to their faith etc.
- Etc.

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

4 1 B a. BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM
Tick ✓ one of the above world religions and describe an example of what the term 'revelation' refers to in the world religion that you have ticked. 12M

Marking Criteria

An excellent answer will show knowledge of a world religion by giving an accurate account of an example of what the will of God/gods/the divine becoming known refers to in the world religion ticked in the question.

Possible Points

- Buddhism e.g. Siddhartha Guatama receiving enlightenment while meditating under the Bodhi tree etc.
- Christianity e.g. the life, death and resurrection of Jesus etc.
- Hinduism e.g. Brahman seen in the life of Vishnu etc.
- Islam e.g. the Angel Gabriel communicating the will of Allah to Muhammad etc.
- Judaism e.g. Abraham's experience of being asked to leave his home by God etc.

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

4 1 B b. Outline one way that the understanding of revelation influences the religious practice of members in the world religion that you have ticked in part Ba) above. 14M

Marking Criteria

An excellent answer will show knowledge of a world religion by setting out accurate information on how the understanding of revelation influences the religious practice of the members of the world religion ticked in part Ba) of the question.

Possible Points

- Buddhism — believers meditate in the hope of reaching enlightenment like Siddhartha Guatama etc.
- Christianity — members join in celebrating the life, death and resurrection of Jesus through the Eucharist etc.
- Hinduism — chanting the Vedas which are believed to be the words of the gods passed on from generation to generation etc.
- Islam — reading the Qur’an which is believed to be the actual words of Allah passed on to Muhammad through the Angel Gabriel etc.
- Judaism — during Rosh Hashanah members read the story of Abraham to remind them of his sacrifices etc.

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

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

4 2 A a. According to the Gospels the name of one disciple of Jesus of Nazareth was __ 5M

Marking Criteria

An excellent answer will show knowledge of the Gospels by accurately identifying the name of one disciple of Jesus of Nazareth given in the Gospels.

Possible Points

- Peter etc.
- Judas etc.
- Etc.

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

4 2 A b. Describe what happened in one incident from the life of Jesus when he called a person to become his disciple. 14M

Marking Criteria

An excellent answer will show knowledge of the Gospels by giving an accurate account of what happened in one incident from the life of Jesus when he called a person to become his disciple.

Possible Points

- As Jesus walked along the Sea of Galilee, he saw two brothers who were fishermen, he said to them “...come follow me and I will make you fishers of men...” etc.
- Etc.

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

4 2 B a. Outline two examples of the sacrifices that were involved for the first Christians in being disciples of Jesus.

16M

Marking Criteria

An excellent answer will show an understanding of Christian discipleship by setting out accurate information on two examples of the sacrifices that were involved for the first Christians in being disciples of Jesus.

Possible Points

- They had to leave their family homes and jobs to travel with Jesus etc.
- They suffered persecution and hardships from those who did not accept Jesus as the Messiah etc.
- Etc.

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

4 2 B b. Explain one challenge that Christians today face in being disciples of Jesus.

15M

Marking Criteria

An excellent answer will show an understanding of Christian discipleship by giving an accurate account of one challenge that Christians today face in being disciples of Jesus.

Possible Points

- Secularism — the belief that the state, morals, education etc. should be independent of religion could challenge a person who looks to religion or religious beliefs to give meaning to life etc.
- Following Jesus’ teaching on the Kingdom of God — basing beliefs and way of life on the teaching/example of Jesus of Nazareth etc.
- Etc.

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

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

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

a. Describe a religious ceremony that marks one of the following events in the life of a member of the world religion that you have ticked above:

- BIRTH ● MARRIAGE ● DEATH

14M

Marking Criteria

An excellent answer will show knowledge of the beliefs and symbols of a major world religion by giving an accurate account of the ceremonial words, actions, movements or gestures that mark either the birth or marriage or death of a member in the world religion ticked in the question.

Possible Points

- Buddhism e.g. Birth – the baby is brought to the local temple for the naming ceremony; molten wax is dropped into a bowl of water; a thread is placed on the baby’s wrist to show that the baby has become part of the Buddhist community etc.
- Hinduism e.g. Birth – the family gather to celebrate; the father dips a gold pen in honey and writes the sacred syllable ‘Aum’ on the baby’s tongue; the baby’s first hair is cut some time later etc.
- Islam e.g. Death – the body is washed, wrapped in a white cloth and laid to rest on the right side with the head facing Mecca; special funeral prayers are said; the body is buried as soon as possible etc.

- Judaism e.g. Marriage – the couple get married under a Chuppah; rings are exchanged; the groom breaks a glass etc.

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

4 3 A b. Compare what is involved in the religious ceremony that you have described above with the way in which the event is marked in another major world religion. 18M

Marking Criteria

An excellent answer will show knowledge of major world religions by setting out accurate information on the similarities and/or differences between what is involved in the religious ceremony described in part Aa) of the question and the way it is marked in another major world religion.

Possible Points

- Birth — Hinduism is similar to Islam e.g. soon after birth words are whispered in the baby’s ear; prayers of thanksgiving are offered etc.
- Marriage — Hinduism is similar to Christianity e.g. the bride is given away of by her father; bride and groom hold hands; Hinduism is different to Christianity e.g. in the Christian ceremony the bride and groom do not process around a fire as they exchange vows etc.
- Death — Buddhism is similar to Islam e.g. the body is washed, laid in a coffin and carried in a procession; Buddhism is different to Islam e.g. in Buddhism the body may be cremated and the ashes may be scattered into the waters of a lake, river or sea whereas in Islam burial takes place as soon as possible after death 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

4 3 B. Explain two reasons why the members of the world religion that you have ticked in part A) above perform a religious ceremony to mark either birth or marriage or death. 18M

Marking Criteria

An excellent answer will show knowledge of a major world religion by giving an accurate account of two reasons why members of the religion ticked in part A) of the question perform a religious ceremony to mark *either birth or marriage or death*.

Possible Points

- Buddhism – the birth of a child represents the cycle of life etc.
- Judaism – marriage is a contract between the two people getting married; marriage is regarded as a blessing and something that pleases God etc.
- Islam – belief that the person in death is moving on to the next stage; belief in the day of judgement is seen in customs such as cleansing the body etc.
- Etc.

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

Question 4. THE QUESTION OF FAITH**4 4 A a. ● CHILDHOOD FAITH ● MATURE FAITH****Describe the main characteristics of one of the above stages of faith.****12M***Marking Criteria*

An excellent answer will show an understanding of faith development by giving an accurate account of the main characteristics of either childhood faith or mature faith.

Possible Points

- Childhood faith — concrete image of God; based on simple trust in the truth of what they are told by parents etc.
- Mature faith — 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.

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

4 4 A b. Examine the role that trust can play in the development of a person's faith.**12M***Marking Criteria*

An excellent answer will show an understanding of faith development by looking closely at the role that having confidence in the truth of something/someone can play in the development of a person's faith.

Possible Points

- An infant can possess an intuitive faith — trusts in the truth of stories at face value; children trust in the truth of what they are told by their parents, teachers etc.
- As a person matures they can have confidence in the truth of someone/something without it having to be physically verifiable; God can be seen as a companion; a trusting friend who will be there for the person in his/her time of need etc.
- Etc.

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

4 4 B a. People can look at the question of faith from different points of view.**Describe what is involved in each of the following points of view:****● FUNDAMENTALISM ● INDIVIDUALISM****12M***Marking Criteria*

An excellent answer will show knowledge of a variety of world views by giving an accurate account of what is involved in fundamentalism and individualism.

Possible Points

- Fundamentalism — the view that a sacred text is a factual account and must be taken literally word for word; the teaching of a particular world religion should be the only guiding force in society etc.
- Individualism — the view that opposes the interference of the state in the affairs of individuals; the view that all values, rights and duties originate in individuals etc.

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

4 4 B b. People can express faith in different ways: ● MONOTHEISM ● POLYTHEISM
Outline an example of how one of the above can be seen in a major world religion that you have studied.

14M

Marking Criteria

An excellent answer will show an understanding of religious belief by setting out accurate information on an example of how either monotheism or polytheism can be seen in a major world religion studied as part of the Junior Certificate Religious Education course.

Possible Points

- Monotheism e.g. Islam — belief in one God i.e. there is only one God called Allah etc.
- Polytheism e.g. Hinduism — belief in many gods i.e. Brahman, Vishnu and Shiva etc.

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

Question 5. THE CELEBRATION OF FAITH

4 5 A a. Read the list of prayers and the list of major world religions given below.
Match one prayer to the major world religion with which it is most associated.

5M

<i>Prayers</i>	<i>World Religions</i>	<i>Prayer</i>	<i>World Religion</i>
The Apostles' Creed	Buddhism	<i>Answer:</i>	
The Paritta	Christianity		
The Shahadah	Hinduism		
The Shema	Islam		
The Rig Veda	Judaism		

Marking Criteria

An excellent answer will show knowledge of prayer by accurately matching one of the following: the Apostles' Creed to Christianity; the Shahadah to Islam; the Rig Veda to Hinduism; the Shema to Judaism; the Paritta to Buddhism.

4 5 A b. Outline two difficulties with prayer that may be experienced by the members of a major world religion today.

12M

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in the lives of people by setting out accurate information on two difficulties with prayer that may be experienced by the members of a major world religion today.

Possible Points

- Time — pressures of modern life allow little time for prayer etc.
- Place of Prayer — distractions and noise 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 B a. In religious traditions certain individuals stand out as people of prayer.

Tick ✓ one of the following major world religions and name a person associated with prayer in the religion that you have ticked.

BUDDHISM CHRISTIANITY HINDUISM ISLAM JUDAISM

Person of prayer: __

5M

Marking Criteria

An excellent answer will show knowledge a world religion by accurately identifying a person associated with prayer in the world religion ticked in the question.

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

4 5 B b. Explain why prayer was important in the life of the person that you have named in part Ba) above.

12M

Marking Criteria

An excellent answer will show an understanding of prayer by giving an accurate account of why prayer was important in the life of the person named in part Ba) of the question.

Possible Points

- Buddhism e.g. Siddhartha Gautama — wanted to get away from the distractions of everyday life etc.
- Christianity e.g. St. Ignatius of Loyola — while wounded as a soldier he encountered Christianity and found that God was inviting him to a new way of life etc.
- Hinduism e.g. Sri Ramakrishna — while praying food and sleep were forgotten as he was consumed in his passion for the vision of God etc.
- Islam e.g. Muhammad — regularly prayed etc.
- Judaism e.g. Moses — prayed to God often for strength and courage etc.

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

4 5 B c. Outline how the person that you have named in part Ba) above has influenced the understanding of prayer among the members of his/her world religion today.

16M

Marking Criteria

An excellent answer will show an understanding of prayer by setting out accurate information on how the person named in part Ba) of the question has influenced the understanding of prayer among the members of his/her world religion today.

Possible Points

- Buddhism e.g. Siddhartha Gautama’s belief that to find his true path in life, he had to clear all thoughts from his mind and meditate, contributed to the popularity of meditation as a type of prayer within Buddhism etc.
- Christianity e.g. St. Ignatius of Loyola developed a form of spirituality that brought him closer to God and is still practiced today etc.
- Hinduism e.g. Sri Ramakrishna contributed to the popularity of contemplation as a type of prayer within Hinduism etc.
- Islam e.g. Muhammad taught his followers to pray to Allah five times a day; prayer is one of the five pillars of Islam etc.

- Judaism e.g. Moses emphasised the importance of prayer as part of the Covenant between God and the Jewish people e.g. ‘Keep holy the Sabbath Day’ etc.

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

Question 6. THE MORAL CHALLENGE

4 6 A a. For a religious person to behave morally involves ___ **5M**

Marking Criteria

An excellent answer will show an understanding of morality by setting out accurate information on what behaving morally involves for a religious person.

Possible Points

- Behaving in a way whereby the person seeks to do what is regarded as the right thing etc.
- Religious beliefs/moral code influence the lifestyle of the religious person etc.
- Etc.

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

4 6 A b. Explain two ways that a failure to behave morally can have consequences for the members of a major world religion. **20M**

Marking Criteria

An excellent answer will show an understanding of moral failure by giving an accurate account of how failing to behave in a way that is true to their beliefs can have two consequences for the members of a major world religion.

Possible Points

- Failing to behave in a way that is true to their beliefs can damage their relationship with God etc.
- Failure to witness to the values of their religious community can damage their relationship with other members etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 >	2 >	1 > 0	10Mx2

4 6 B a. Pluralism holds the view that all groups within a society have a right to carry out their religious and cultural practices. (Tick ✓ the correct box) TRUE FALSE **5M**

Marking Criteria

An excellent answer will show knowledge of law and morality by accurately identifying ‘True’ as the answer relevant to the question.

4 6 B b. Explain how each of the following could guide a person in deciding what is right or wrong in a situation: ● AUTHORITY ● TRADITION **20M**

Marking Criteria

An excellent answer will show an understanding of sources of morality by giving an accurate account of how the wisdom of another person/source and a long established belief/custom could guide a person in deciding what is right or wrong in a situation.

Possible Points

- Authority e.g. a sacred text could inform a person’s judgement of right and wrong and could act as a guide in making a moral decision in a situation etc.

- Tradition e.g. the person could reflect on the practices of people in previous generations; look to the voice of other tried and tested experience, wisdom etc.

Note: Allow descriptive answers.

<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	10Mx2

SECTION 5 Candidates must answer ONE of the following six questions:

5 1. Profile the way that two Christian denominations today are promoting respect for their own beliefs and the beliefs of others.

70M

Marking Criteria

An excellent answer will show an understanding of the relationships between communities of faith by accurately tracing how respect for their own beliefs and the beliefs of others is being promoted by two Christian denominations today.

Possible Points

- Roman Catholic Church e.g. involvement in the Irish Council of Churches which tries to develop the connections between the different Christian Churches in Ireland through their common belief in Jesus Christ etc.
- The Presbyterian Church in Ireland e.g. involvement in the Corrymeela community in Northern Ireland which was set up to promote unity and respect among the different Christian groups in Northern Ireland who were suffering because of sectarianism etc.
- Etc.

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

5 2. ● POLITICAL LEADERS ● RELIGIOUS LEADERS
Assess the extent to which each of the above played a role in the events that led to the death of Jesus.

70M

Marking Criteria

An excellent answer will show knowledge of Gospel accounts of the death of Jesus by accurately judging the extent to which political and religious leaders played a role in the events that led to the death of Jesus.

Possible Points

- Political Leaders e.g. the trial of Jesus by the Roman Governor Pontius Pilate who eventually sentenced Jesus to death by crucifixion etc.
- Religious Leaders e.g. The Sanhedrin conspiring to have Jesus arrested and put on trial for blasphemy etc.

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

5 3. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
Compare the religious practice of the earliest followers of one of the world religions listed above with the religious practice of its members today.

70M

Marking Criteria

An excellent answer will show knowledge of a world religion by setting out accurate information on the similarities and/or differences between the religious practice of the early followers of a religion listed in the question and the religious practice of its members today.

Possible Points

- Buddhism — religious practice of both the earliest followers and believers today is based on observing the guidance given in the Eightfold Path as to what is right and wrong etc.
- Hinduism — the earliest followers made sacrifices of animals and offerings of food to please the gods; today followers offer food and flowers to their gods at religious shrines etc.

- Islam — Muhammad and his earliest followers recited the words of the Angel Gabriel that were eventually written down in the Qur'an; similarly followers of Islam today recite the Qur'an etc.
- Judaism — The Hebrew people made a Covenant with God and agreed to live by the Ten Commandments/Decalogue; Jewish people today similarly focus on keeping the Covenant that was made with God by their ancestors etc.

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

5 4. Compare the pattern of religious belief in Europe with that found in another part of the world today.

70M

Marking Criteria

An excellent answer will show knowledge of the pattern of religious belief by setting out accurate information on the similarities and/or differences between the pattern of religious belief in Europe and that found in another part of the world today.

Possible Points

- In European countries such as France and Germany there has been a gradual decline in religious belief over the last 100 years e.g. in France in 2000, 60% of adults claimed they had never attended church (European Values Study) etc.
- Saudi Arabia is an Islamic state; the beliefs of Islam are practised and evident in everyday life, politics and state laws etc.
- Etc.

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

**5 5. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM
Analyse the nature and function of two different types of prayer for the members of a world religion listed above.**

35Mx2

Marking Criteria

An excellent answer will show an understanding of prayer by examining two different types of prayer and drawing accurate conclusions about their nature and function for the members of a world religion listed in the question.

Possible Points

- Christianity e.g. penitence — a prayer that asks God for forgiveness; if the sinner repents and is truly sorry God will be merciful and will offer forgiveness etc.
- Buddhism e.g. meditation — a type of prayer that involves deep thought on a religious or scriptural idea; develops concentration so that a person can see the true nature of things; can lead to a new understanding in life etc.
- Hinduism e.g. the Gayatri mantra — a sacred sound prayer recited on a daily basis; designed to remove all obstacles in the believer's path, to increased wisdom/spiritual growth and protect him/her from harm etc.
- Islam e.g. Salat — formal prayer that shows commitment and dedication to Allah; practised facing Mecca, using a prayer mat; one of the Five Pillars of Islam etc.
- Judaism e.g. Birkat HaMazon — prayer thanking and blessing God for food etc.

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

5 6. Examine what is involved in two stages in the development of a person's conscience and discuss the role each stage plays in his/her growth to moral maturity. 35X2M

Marking Criteria

An excellent answer will show an understanding of conscience by looking closely at what is involved in two stages in the development of a person's judgement of right and wrong and drawing accurate conclusions about the role each stage plays in a person's growth from selfishness to altruism.

Possible Points

- Informing conscience — a person's judgement of right and wrong must be informed; family/religion etc. can help to inform the decision making etc.
- Listening to conscience — taking time to reflect on the issue; listening to inner judgement will help a person to make a moral decision etc.
- Acting in accordance with conscience — considering the rights of others and personal responsibilities before making a decision; a morally mature person will listen to his/her conscience and act in an altruistic way 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>
35 > 30	29 > 25	24 > 19	18 > 14	13 > 9	8 > 4	3 > 0	35Mx2

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

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

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

Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

Bain úsáid as an 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Journal Work

The aims of journal work are:

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

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

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

Assessment of the Journal Booklet:

SECTION ONE	INTRODUCTION		
	TITLE	The personal title of my journal work is...	2 marks
		I chose this title because...	4 marks
	BEGINNING	By doing journal work on this title I hoped to...	6 marks
SECTION TWO	GETTING STARTED		
	PREPARING	To prepare for doing my journal work I...	12 marks
SECTION THREE	WORK		
	DESCRIBING	To do my journal work I...	12 marks
		I included this in my journal work because ...	6 marks
	YOUR REACTION	My reaction to doing this work was...	6 marks
SECTION FOUR	DISCOVERIES		
	LEARNING	I learned...	10 marks
		As a result of what I have learned I will...	10 marks
	SKILLS	I used _____ skills when I...	5 marks
		I used _____ skills when I...	5 marks
	LINKING	My journal work reminded me of studying... because...	6 marks
		My journal work reminded me of studying... because...	6 marks
SECTION FIVE	LOOKING BACK REFLECTING		
		Looking back at my experience of doing journal work on this title.	10 marks
		Journal Total:	100 marks

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

Section A. Communities of Faith

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

Marking Criteria

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

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

Marking Criteria

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

Section B. Foundations of Religion – Christianity

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

Marking Criteria

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

b.2. **A profile of how Jesus' Jewish background can be seen in one of the following:** ● **The Gospel of John** ● **The Gospel of Luke** ● **The Gospel of Mark** ● **The Gospel of Matthew**

Marking Criteria

An excellent journal will show knowledge of a Gospel by accurately tracing one or more ways Jesus' Jewish background is portrayed in a Gospel listed in the title.

Section C. Foundations of Religion – World Religions

c. 1. **A study of the historical background to the founding story of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show knowledge of a major world religion by accurately examining what was involved in the historical background of one of the major world religions listed in the title.

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

Marking Criteria

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

Section D. The Question of Faith

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

Marking Criteria

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

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

Marking Criteria

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

Section E. The Celebration of Faith

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

Marking Criteria

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

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

Marking Criteria

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

Section F. The Moral Challenge

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

Marking Criteria:

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

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

Marking Criteria:

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

SECTION FOUR — DISCOVERIES *I learned ...*

10 Marks

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

Substantial	7 — 10
Some	3 — 6
No or little evidence	0 — 2

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

10 Marks

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

Substantial	7 — 10
Some	3 — 6
No or little evidence	0 — 2

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

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

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

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

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

Link identified & detailed explanation	5 — 6 x 2
Link identified & general explanation	3 — 4 x 2
Link identified and vague explanation	2 x 2
Link identified & no explanation	1 x 2
No link identified or explained	0 x 2

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

10 Marks

Criteria: evidence of —

- reflection/identification of what went well in doing journal work on the chosen 2015 prescribed title
- evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2015 prescribed title afresh.

Substantial evidence	9 — 10
Good evidence	7 — 8
Some evidence	5 — 6
No or little evidence	0 — 4

