

JUNIOR CERTIFICATE 2009

MARKING SCHEME

RELIGIOUS EDUCATION

HIGHER LEVEL

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

Marks

- 1 1 In religious traditions ‘contemplation’ is a type of prayer which involves _____**

5

Marking Criteria

An excellent answer will show knowledge of a type of prayer by giving an accurate account of the way contemplation involves a person clearing their mind of all thoughts and words so as to have direct and total awareness of the presence of God.

Graded

Possible Points:

- Repetitive chanting etc.
- Silent concentration etc.
- Etc.

- 1 2 Jesus died on which of the following days of the week? (Tick ✓ the correct box) Easter Sunday Good Friday Holy Thursday**

5

Marking Criteria

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

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

- 1 3 One example of a world religion associated with polytheism is _____**

5

Graded

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately identifying one example of a world religion that is associated with belief in more than one God.

Possible Points:

- Hinduism
- Etc.

- 1 4 The prophet Muhammad is most associated with which one of the following major world religions? (Tick ✓ the correct box) Buddhism Islam Judaism**

5

Marking Criteria

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

- 1 5 To trust is to have confidence in the truth of something. (Tick ✓ the correct box) True False**

5

Marking Criteria

An excellent answer will show an understanding of trust as an element of faith by identifying ‘True’ as the answer relevant to the question.

- 1 6 In religious traditions the term ‘denomination’ means _____**

5

Graded

Marking Criteria

An excellent answer will show an understanding of denomination by giving an accurate account of the way denomination involves a recognised branch of a church or religion.

Possible Points:

- Roman Catholic; Church of Ireland; Presbyterian Church; Methodist Church; Catholicism; RC; Protestant; C of I.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of a denomination as a recognised branch of a church or religion.

- 1 7 **Brahman is associated with which one of the following world religions? (Tick ✓ the correct box) Hinduism Islam Judaism** **5**

Marking Criteria

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

- 1 8 **In religious traditions the term ‘vocation’ means a calling to _____** **5**

Graded

Marking Criteria

An excellent answer will show an understanding of how communities of faith express their religious vision and commitment by giving an accurate account of the way vocation involves a calling to serve God/gods/others.

Possible points

- Layperson/religious minister in a community of faith etc.
- Etc.

Note: Allow descriptive answers i.e. an example which shows an understanding of what is involved in a calling to serve in a community of faith.

Variation: Job – 0 marks.

- 1 9 **Read the list of prayers and the list of world religions given below. One prayer has been matched to the world religion with which it is most associated as an example for you. Make one other match.** **5**

<i>Prayers</i>	<i>World Religions</i>					
The Our Father/ The Lord’s Prayer The Shahada/Shahadah The Shema The Paritta The Rig Veda	Buddhism Christianity Hinduism Islam Judaism	<p><i>Example:</i> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>The Our Father / The Lord’s Prayer</td><td>Christianity</td></tr></table></p> <p><i>Answer:</i> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 150px; height: 30px;"></td><td style="width: 150px; height: 30px;"></td></tr></table></p>	The Our Father / The Lord’s Prayer	Christianity		
The Our Father / The Lord’s Prayer	Christianity					

Marking Criteria

An excellent answer will show an ability to recognize the essential elements of a world religion and the importance of prayer in a religious tradition by accurately making one of the following matches - Buddhism - The Paritta; Hinduism - The Rig Veda; Islam - The Shahadah; Judaism - The Shema.

- 1 10 **In religious traditions an ‘icon’ is _____** **5**

Graded

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbols by accurately stating that an icon is a religious image painted in a particular way to assist prayer/communication with the Divine.

Possible Points:

- A religious symbolic painting etc.
- An important symbol in the Orthodox Church etc.
- Etc.

- 1 11 **A tradition is a newly established practice. (Tick ✓ the correct box)** 5
True False

Marking Criteria

An excellent answer will show an understanding of tradition as a long established practice by identifying 'False' as the answer relevant to the question.

- 1 12 **In religious traditions the term 'immoral' means _____** 5
Graded

Marking Criteria

An excellent answer will show an understanding of morality by giving an accurate account of the way the term 'immoral' involves that which is inconsistent with accepted moral principles within a religious tradition.

Note: Allow descriptive answers i.e. an example that shows an understanding of the term 'immoral' as meaning that which is inconsistent with accepted moral principles within a religious tradition.

- 1 13 **Worship involves activities in which God is honoured. (Tick ✓ the correct box) True False** 5

Marking Criteria

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

- 1 14 **In religious traditions the term 'creed' means _____** 5
Graded

Marking Criteria

An excellent answer will show knowledge of a major world religion by giving an accurate account of the way creed involves a statement of beliefs.

Possible Points:

- A summary of what the members of a religion believe etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows knowledge of the way creed involves a statement of beliefs.

- 1 15 **The Roman Governor in Palestine at the time of Jesus was Pontius Pilot. (Tick ✓ the correct box) True False** 5

Marking Criteria

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

- 1 16 **Religious fundamentalism holds the view that _____** 5
Graded

Marking Criteria

An excellent answer will show an understanding of a religious viewpoint by

accurately identifying how religious fundamentalism holds the view that there should be strict adherence to a religion with no tolerance of any other religion.

Possible Points:

- The teachings of a particular religion should be the only guiding force in society etc.
- The literal truth of a religion's sacred text etc.
- Etc.

- 1 17 **Historical evidence for the existence of Jesus of Nazareth can be found in the writings of – (Tick ✓ the correct box) Hosea Isaiah Tacitus** 5

Marking Criteria

An excellent answer will show knowledge of evidence for the existence of Jesus of Nazareth in documents of history by identifying 'Tacitus' as the answer relevant to the question.

- 1 18 **In religious traditions the term 'sacred' means _____** 5

Graded

Marking Criteria

An excellent answer will show an understanding of how particular places and times come to have religious significance by giving an accurate account of the way sacred involves that which is regarded as holy, set apart and representative of the presence of the divine.

Possible Points:

- A place of worship e.g. Church, Mosque, Synagogue, Temple etc.
- A time of importance in a world religion e.g. Advent, Hanukkah, Eid-ul Adha etc.
- An object of importance in a world religion e.g. A sacred text, Bible, Qur'an, Hebrew Scriptures etc.
- Etc.

- 1 19 **Abraham is most associated with which world religion? (Tick ✓ the correct box) Buddhism Hinduism Judaism** 5

Marking Criteria

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

- 1 20 **In religious traditions the term 'sin' means _____** 5

Graded

Marking Criteria

An excellent answer will show an understanding of moral failure in religious traditions by giving an accurate account of the way sin involves an action which damages a person's relationship with the divine.

Possible Points:

- Sin is something wrong that damages a person's relationship with God etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of sin as something morally wrong that damages a person's relationship with the divine.

SECTION 2 Candidates must attempt THREE out of four questions.*Marks*

2 1A Question 1. This is a photograph of people sharing in a community of faith. 2

Pick one thing from this photograph which shows sharing among the people in this community of faith.

Marking Criteria

An excellent answer will show knowledge of a characteristic of a community of faith by accurately stating one thing from this photograph which shows people contributing or partaking within this community.

Possible Points:

- People contributing their time to organise tables at the meal etc.
- People partaking in conversation with others at the meal etc.
- People passing bowls of food to each other at the meal etc.
- Etc.

2 1B Give one other example of a way in which sharing can be seen in a community of faith. 2

Marking Criteria

An excellent answer will show an understanding of a characteristic of communities of faith by accurately identifying one example of a way in which sharing can be seen in a community of faith other than that stated in part A of the question.

Possible Points:

- Members witnessing to their religious values in working together on a project e.g. giving time/money/goods for the good of the community etc.
- Members sharing faith in discussing their ideas/beliefs at religious meetings etc.
- Etc.

2 1C State two reasons why sharing is important for members of a community of faith. 6

*Graded**Marking Criteria*

An excellent answer will show an understanding of a characteristic of communities of faith by accurately identifying two reasons why contributing or partaking is important for members of a community of faith.

Possible Points:

- To allow a community of faith to achieve goals, succeed in a mission etc.
- An element of the moral code of a community of faith etc.
- Part of the teaching of the founders/earliest followers etc.
- Etc.

2 2A Question 2. This picture is based on the first Christians' experience of Pentecost. 2
Pick one thing from this picture which shows that it is based on the first Christians' experience of Pentecost

Marking Criteria

An excellent answer will show awareness of the development of the first Christian communities by accurately stating one thing from this photograph which shows that it is based on the first Christians' experience of Pentecost.

Possible Points:

- Some disciples are looking up with a shocked expression on their faces etc.
- Some disciples have their arms outstretched in amazement etc.
- A white dove/Holy spirit is coming down on the gathering of first Christians etc.
- Rays of light are coming down on the gathering of first Christians etc.
- Etc.

- 2 2B **The first Christians experienced Pentecost after the death of Jesus. (Tick ✓ the correct box) True False** 2

Marking Criteria

An excellent answer will show an awareness of the development of the first Christian communities by identifying 'True' as the answer relevant to the question.

- 2 2C **State two effects the experience of Pentecost had on the first Christians.** 6
Graded

Marking Criteria

An excellent answer will show an awareness of the development of the first Christian communities by accurately identifying two ways the experience of Pentecost affected the first Christians.

Possible Points:

- Their sense of fear for their mission as Christians changed to a sense of courage etc.
- They could speak in different languages etc.
- Etc.

- 2 3A **Question 3. This is a photograph of people taking part in a religious pilgrimage. Pick one thing from this photograph which shows that these people are taking part in a pilgrimage.** 2

Marking Criteria

An excellent answer will show an understanding of the beliefs and actions of followers of a major world religion by accurately identifying one thing from this photograph which shows that these people are taking part in a journey to a shrine or sacred place.

Possible Points:

- People are gathering together in a religious place –a tall building completely covered in a decorated black cloth i.e. Ka'ba etc.
- People are walking together in the same direction around this building etc.
- People are dressed in clothes associated with a pilgrimage i.e. long white robes and have no shoes on their feet etc.
- Etc.

- 2 3B **Buddhism Hinduism Islam Judaism** 2
Tick ✓ one of the above world religions and name a place of pilgrimage associated with it.

Marking Criteria

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

Possible Points:

- Buddhism - Potola Palace etc.
- Hinduism - River Ganges etc.

- Islam - Mecca etc.
- Judaism - Wailing Wall etc.

Variations:

- The candidate shows knowledge of a pilgrimage associated with the world religion ticked in the question but fails to accurately identify one place of pilgrimage associated with the world religion e.g. Hajj – 1 mark max.
- The candidate names a place of pilgrimage not associated with the world religion ticked in the question. – 0 marks

2 3C State two reasons why members of a world religion would take part in a pilgrimage

6

Graded

Marking Criteria

An excellent answer will show an understanding of a major world religion by accurately identifying two reasons why members of a world religion would take part in a pilgrimage.

Possible Points:

- To follow the teaching of their religion e.g. The Five Pillars of Islam etc.
- To pray/communicate to their God/gods etc.
- To give witness to their faith etc.
- Etc.

Variation: The candidate identifies something associated with a pilgrimage but does not identify an accurate reason why members of a world religion would take part in a pilgrimage e.g. relaxation etc. – 1 mark max.

2 4A Question 4. This is a photograph of members of a community of faith showing respect at the tomb of Pope John Paul II. Pick one thing from this photograph which suggests that the members of this community of faith are showing respect at this tomb.

2

Marking Criteria

An excellent answer will show an understanding of a religious moral vision by accurately stating one thing from this photograph which shows that the members of this community of faith are showing consideration or have a high regard for someone.

Possible Points:

- Visiting his tomb dressed in ceremonial clothes etc.
- Bowing/kneeling in front of the tomb etc.
- The tomb is covered with marble stone etc.
- Flowers/candle placed on the tomb etc.
- Etc.

2 4B Give one other example of a way in which members of a community of faith can show respect.

2

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of one other example of members of a community of faith showing high regard or consideration for someone or something.

Possible Points:

- Show consideration for the needs of others in giving to those in need etc.
- Show regard for creation by caring for the earth etc.
- Show high regard for their faith by honouring God in prayer etc.
- Etc.

2 4C State two reasons why showing respect is important for members of a community of faith.

6
Graded

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately identifying two reasons why showing high regard or consideration for someone/something is important for members of a community of faith.

Possible Points:

- To live as the founder/earliest followers would have expected etc.
- To follow the teaching of their religion e.g. The Golden Rule in Christianity etc.
- Etc.

SECTION 3 Candidates must answer ALL the questions

Marks

- 3 1 From your reading of the above interview outline two examples of changes in religious practice that have taken place in Ireland since the 1950's.**

12

Graded

Marking Criteria

An excellent answer will show knowledge of the changing patterns of religious practice in Ireland by setting out accurate information on two examples from the above interview of the way in which religious practice has changes in Ireland since the 1950s.

- 3 2 Explain one reason why religious practice is important for people of religious faith.**

15

Graded

Marking Criteria

An excellent answer will show an understanding of religious practice by giving an accurate account of one reason why religious practice is important for people of religious faith.

Possible Points:

- To adhere to the teaching of the founder/earliest followers e.g. Judaism/Christianity – The Ten Commandments (e.g. Observe the Sabbath Day); Islam – Salat (Pray five times a day) etc.
- To be involved with others in their community of faith etc.
- To witness to their relationship with God etc.
- Etc.

- 3 3a Materialism Pluralism Tick one of the above and describe what it means.**

5

Graded

Marking Criteria

An excellent answer will show an understanding of a world view by giving an accurate account of the way materialism involves a world view that includes only physical and measurable things, or pluralism involves the view that numerous religious or cultural groups can co-exist within one state.

Possible Points:

- Materialism involves a world view that includes only physical and measurable things and rules out the possibility of anything spiritual or invisible etc.
- Pluralism holds the view that numerous ethnic, religious or cultural groups can co-exist within one nation. It refers to the coming together of modern social, scientific, and economic societies with common recognition and credence to all beliefs etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of –

- Materialism as holding the view that nothing is real except physical and measurable things etc.
- Pluralism as holding the view that numerous ethnic, religious or cultural groups can co-exist within one nation etc.

- 3 3b Describe one way in which *either* materialism *or* pluralism could be a challenge to a person's religious faith.**

18

Graded

Marking Criteria

An excellent answer will show an understanding of the challenge posed by a world view to religious belief by giving an accurate account of one way materialism or pluralism could be a challenge to a person's religious faith.

Possible Points:

- Materialism emphasising the view that if something is real then it must be of a definite physical size or weight could pose a challenge to a person's faith in that which is not material e.g. soul etc.
- The view in pluralism that the laws of a state cannot be based on the moral outlook of any one religion could be a challenge to a person's religious faith when the state introduces laws concerning moral issues such as abortion, divorce etc.

- 4 1 Aa Explain two reasons why belonging to a community of faith could be important for a person.**

12
Graded

Marking Criteria

An excellent answer will show an understanding of a community of faith by giving an accurate account of two reasons why a person could find it important to belong to a community of faith.

Possible Points:

- To share their faith with others etc.
- To share their sense of responsibility and commitment in a community of faith etc.
- Etc.

Variation: The candidate sets out accurate information on a reason why belonging to a community would be important to a person without making reference to why belonging to a community of faith would be important e.g. ‘to share’ etc. - 2 marks max.

- 4 1Ab Communication Co-operation**
Tick ✓ one of the above and explain why it is important for a community of faith.

15
Graded

Marking Criteria

An excellent answer will show knowledge of a characteristic of a community of faith by giving an accurate account of the importance of either communication or co-operation for a community of faith.

Possible Points:

- Communication is important for a community of faith so that people can share ideas about their faith etc.
- Co – operation is important for a community of faith if the community is to succeed in their mission etc.

- 4 1Ba In religious traditions the term ‘sectarianism’ means _____**

5
Graded

Marking Criteria

An excellent answer will show an understanding of the implications of sectarianism in Ireland or elsewhere by giving an accurate account of the way sectarianism involves the hatred of another person or people because of their religion.

Possible Points:

- People fighting because of their religion etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of sectarianism as the hatred of another person or people because of their religion.

Variation: The candidate outlines one example of the hatred of a person or people for a reason other than their religion – Consult your Advising Examiner

- 4 1Bb Describe one example of the way in which a community of faith is working to overcome sectarianism.**

18
Graded

Marking Criteria

An excellent answer will show an understanding of the implications of sectarianism by

giving an accurate account of one example of the way a community of faith is working to overcome hatred of others because of their religion.

Possible Points:

- Ecumenical gathering between Protestants and Roman Catholics etc.
- Inter-faith dialogue between different world religions etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of the way a community of faith is working to overcome hatred of others because of their religion.

4 2Aa Name one parable that Jesus told his early followers.

5
Graded

Marking Criteria

An excellent answer will show knowledge of the characteristics of the Kingdom of God as preached by Jesus by accurately identifying one parable that Jesus told his early followers.

Possible Points:

- The parable of the Mustard Seed
- The parable of the Lost Sheep
- The parable of the Prodigal Son
- Etc.

4 2Ab Outline two points Jesus taught his followers about the Kingdom of God in a parable you have studied. Name of parable

12
Graded

Marking Criteria

An excellent answer will show knowledge of Jesus' teaching on the Kingdom of God by setting out accurate information on two points that a parable of Jesus taught his early followers about the Kingdom of God.

Possible Points:

e.g. Lost Sheep– (Luke 15:3-7; Matthew 18:12)

- Everyone is equal in the Kingdom of God is shown in the way in which all the sheep are important for the shepherd etc.
- The way in which the shepherd goes in search of the lost sheep shows that the person who has gone away from the Kingdom of God is still cared for by God etc.

e.g. Prodigal Son - (Luke 15: 11-32)

- Love of God for the sinner/outcast is seen in the way the father accepts back the son who had left him etc.
- Love of enemy is seen in the way the father asks the faithful son to accept back the son who had left him etc.
- Etc

Variation: The candidate sets out information about the Kingdom of God without referring to a parable of Jesus taught his followers – Consult your Advising Examiner

4 2Ba Explain two reasons why the Gospels are described as documents of faith.

18
Graded

Marking Criteria

An excellent answer will be able to differentiate between documents of faith and documents of history by giving an accurate account of two reasons why the Gospels are described as

documents of faith.

Possible Points:

- Christians believe the Gospels are the inspired word of God etc.
- The Gospels are a testimony of faith etc.
- Etc.

4 2Bb Outline what was involved in three different stages in the development of the Gospels.

15
Graded

Marking Criteria

An excellent answer will show an ability to trace the development of the gospels from oral tradition to written word by setting out the main points of information on the development of the Gospels from oral to written word.

Possible Points:

- The historical life of Jesus - The words and deeds of Jesus of Nazareth etc.
- The disciples' oral teaching about Jesus of Nazareth - The preaching and teaching of the apostles recalling: The sayings of Jesus; parables; miracle, short creeds; prayers etc.
- The evangelists writing the gospels - Matthew Mark, Luke and John selected edited and assembled material to meet the needs of their communities etc.

4 3 Aa Buddhism Hinduism Islam Judaism

5
Graded

Tick ✓ one of the major world religions above that you have studied.

Name one part of the world associated with the founding story of the major world religion you have ticked above.

Marking Criteria

An excellent answer will show an understanding of the geographical background of a major world religion by accurately identifying one particular place or country associated with the foundation of the major world religion ticked above.

Possible Points:

Buddhism – Bodhi Tree, Northern India etc.
Hinduism – Indus Valley, India etc.
Islam – Mecca, Saudi Arabia etc.
Judaism – Canaan, Egypt, Israel etc.

4 3Ab Describe the way people lived in the part of the world you have named above at the time the world religion began.

20
Graded

Marking Criteria

An excellent answer will show an understanding of the historical situation at the foundation of a major world religion by giving an accurate account of one thing about the way people lived in the part of the world before the world religion began.

Possible Points:

Buddhism – People followed the Hindu tradition; Caste system etc.
Hinduism – Merging of the Indo Aryan tribes with the Vedic tribes etc.
Islam – Nomadic traders; worship of animal gods etc.
Judaism – Nomadic people; worship of tribal gods etc.

Note: Avoid consequential penalties.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Question Marks</i>
20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

4 3Ba Read the list of religious titles and the list of world religions given below. One religious title has been matched to the world religion with which it is most associated as an example for you. Make one other match. **5**

<i>Religious Titles</i>	<i>World Religions</i>					
Brahmin Rabbi Imam Monk Priest	Buddhism Christianity Hinduism Islam Judaism	<p><i>Example:</i> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">Priest</td><td style="text-align: center;">Christianity</td></tr></table></p> <p><i>Answer:</i> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 100px; height: 30px;"></td><td style="width: 100px; height: 30px;"></td></tr></table></p>	Priest	Christianity		
Priest	Christianity					

Marking Criteria

An excellent answer will show knowledge of a community of faith by accurately identifying a religious title to the world religion associated with it –
Buddhism matched to monk; Hinduism matched to Brahmin; Islam matched to Imam and Judaism matched to Rabbi.

4 3Bb ● Buddhism ● Hinduism ● Islam ● Judaism
Outline the way in which the community is structured in one of the major world religions listed above. **20**
Graded

Marking Criteria

An excellent answer will show knowledge of the community structure within a major world religion by setting out accurate information on a way in which members of one of the above major world religions are organised.

Possible Points:

- Buddhism - Temple worship is prepared by the monks for members of the Buddhist community; organised around Buddhist monasteries etc.
- Hinduism – Members organise worship at shrines in their homes; Brahmin arrange the celebration of religious festivals in Hindu temples etc.
- Islam – The community gather for prayer in the Mosque every Friday; The Muezzin calls people to prayer five times a day etc.
- Judaism – The community gather for prayer in the Synagogue on the Sabbath etc.

4 4A ●Family ● Friends ● Media ●School
Choose three of the above and explain how each can influence the religious beliefs of a teenager. **15**
Graded

Marking Criteria

An excellent answer will show an ability to identify factors that influence the religious beliefs of the adolescent by giving an accurate account of reason(s) why family, friends, media or school can influence the religious beliefs of a teenager.

Possible Points:

- Family – Communicates religious stories; accompany to religious services which express religious belief; discuss questions of religious belief etc.
- Friends – Accompany to religious services which expresses religious belief; discuss questions of religious belief etc.
- Media – Film(s) or discussion programme(s) on religious topic can inform/support a

teenager's religious belief etc.

- School – Provide opportunities for teenagers to learn about religion, discuss their religious beliefs etc.
- Etc.

Note: Allow accurate reason(s) which account for a positive or negative influence on the religious beliefs of a teenager.

4 4Ba In religious traditions the term 'monotheism' means _____

5
Graded

Marking Criteria

An excellent answer will show an ability to identify evidence of religious belief by giving an accurate account of the way in which monotheism involves the belief in one God.

4 4Bb Outline one example of how monotheism can be seen in a world religion you have studied.

12
Graded

Marking Criteria

An excellent answer will show an ability to identify evidence of religious belief by setting out accurate information on the process by which the belief in one God can be seen in a world religion.

Possible Points:

- Christianity – Jesus taught his followers about one God; praying the Our Father, creed etc.
- Islam – The Shahadah (five pillars) states that there is one God Allah. Muhammad preached against the worship of idols in the Ka'ba etc.
- Judaism – The creation story states that the world was created by one God Yahweh/YHWH; The covenant that the Jewish people made with Yahweh/YHWH etc.

4 4C Describe one way in which humanism could challenge a person's religious belief.

18
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 a way in which religious belief could be challenged by the view that when searching for meaning in life, people should not turn to the supernatural or belief in God.

Possible Points:

- The viewpoint in humanism that people have a duty to use reason to solve human problems by considering the human experience of life could challenge a person who looks to religion or religious beliefs to give meaning to life etc.
- Etc.

4 5Aa Buddhism Christianity Hinduism Islam Judaism

5
Graded

Tick ✓ one of the world religions above that you have studied.

Name one symbol associated with the world religion your have ticked above.

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbols by accurately identifying a symbol most associated with world religion ticked above.

Possible Points:

- Buddhism – The Eight-Spoked Wheel etc.
- Christianity – The Cross/Crucifix etc.

- Hinduism – Aum etc.
- Islam – The Crescent Moon etc.
- Judaism – The Menorah etc.

4 5Ab Describe the meaning of the symbol you have named above for members of the world religion with which it is associated.

15
Graded

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbols by giving an accurate account of why the symbol named in 5Aa above has religious importance for the world religion ticked above.

Possible Points:

- Buddhism – The Eight-Spoked Wheel represents the eightfold path to enlightenment etc.
- Christianity – The Cross/Crucifix – The crucifixion and death of Jesus on a cross etc.
- Hinduism - Aum – written form of a sacred sound which signifies the presence of the living deity etc.
- Islam – The Crescent Moon guide a person through life as the moon and stars can guide a traveller at night etc.
- Judaism – The Menorah seven branched candle stick – the central branch represents Yakweh/YHWH everlasting light etc.
- Etc.

4 5Ac Explain two reasons why people use a symbol to express religious faith.

16
Graded

Marking Criteria

An excellent answer will show an understanding of the power and meaning of religious symbols by giving an accurate account of two possible reasons why members of a community of faith use symbols.

Possible Points:

- To assist prayer or when a person finds it difficult to put feelings into words etc.
- A means of communication etc.
- Etc.

4 5B Communal Prayer Personal Prayer
Tick ✓ one of the above and outline what is involved in this type of prayer.

14
Graded

Marking Criteria

An excellent answer will show an ability to differentiate between different types of prayer by accurately setting out information on what is involved in either communal or personal prayer.

Possible Points:

- Communal prayer is a prayer said in a group. Communal prayer usually happens in a place of worship. Communal prayer is people gathering and praying together and sharing their faith with others in the community etc.
- Personal prayer is when a person prays alone. It is personal - between the person and God; It is individual – it happens whenever the person has time for communication with God etc.
- Etc.

4 6Aa Religion can influence a person’s view of what is right and wrong in a situation. Name one other influence on a person’s view of what is right and wrong.

5
Graded

Marking Criteria

An excellent answer will show an ability to identify sources of morality by accurately identifying an influence on a person's view of what is right and wrong other than religion.

Possible Points:

- School
- Family
- Etc.

4 6Ab Buddhism Christianity Hinduism Islam Judaism

Tick ✓ one of the world religions above that you have studied.

Describe one example of the work for either justice or peace being done by members of the world religion you have ticked above.

10
Graded

Marking Criteria

An excellent answer will show knowledge of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of one example of the work for either justice or peace being done by members of a world religion.

Possible Points:

- Archbishop Desmond Tutu's work for peace and justice in South Africa etc.
- Members of religious organisation working to prevent world hunger - Trocaire, Christian Aid, etc.

Note: Allow descriptive answers i.e. an example which shows an understanding of the work for either justice or peace being done by members of a world religion.

Variation: The candidate outlines a way in which people work for either justice or peace but makes no reference to the way in which members of a world religion work for either justice or peace – Consult your Advising Examiner.

4 6Ac Explain two reasons why members of a world religion would work for either justice or peace.

10
Graded

Marking Criteria

An excellent answer will show knowledge on how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two reasons why members of a world religion would work to bring about what is right/fair or promote harmony between people/freedom from conflict.

Possible Points:

- Following the example of the founder/earliest follower to work for either justice or peace e.g. Jesus asked Christians to treat each other justly and he taught justice through his actions and words etc.; A central principle of Buddhist philosophy is that it is nobler to give than to take. The Eightfold Path involves right views, right aspirations, right speech etc. and practicing positive qualities such as justice etc.; Modern Hinduism is critical of caste system and there is a movement to alleviate the social conditions and raise the status of the Untouchable e.g. Gandhi campaigned for the emancipation of the Untouchables etc.
- The moral code of the religion promotes working for either justice or peace e.g. Islam– Zakat involves almsgiving in the sense of a demand by Allah for the sake of equity and justice; The Qur'an encourages generosity (Sura70:23-25; 2.110) what a person owns is seen as being for the benefit of those in need etc.
- The teaching of a religion's sacred text promotes working for either justice or peace e.g. Judeo-Christian traditions: God is seen as being just and those in covenant with God must

live justly -. Freedom from debt, freedom from slavery and redistribution of the land are at the centre of the Hebrew vision of Jubilee; Genesis (stewardship of the earth); Exodus; Prophets; Sermon on the Mount (Mt 5) etc.

- Etc.

4 6 Ba In religious traditions the term ‘stewardship’ means _____

5
Graded

Marking Criteria

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

Possible Points:

- Taking care of God’s creation etc.
- Etc.

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

Variation: The candidate describes an example which shows a limited understanding of stewardship e.g. ‘working together’- 2 marks max.

4 6Bb Outline one example of stewardship in a community of faith that you have studied

10
Graded

Marking Criteria

An excellent answer will show an awareness of how a religious moral vision can influence the moral decisions of believers by setting out accurate information on one example of caring for life in all forms that can be seen in a community of faith.

Possible Points:

- Jean Vanier work with the L’Arche community; Mother Teresa’s work with the dying etc.
- Parish taking care of the environment/animals etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows an understanding of stewardship as the responsibility of members in a community of faith to care for life in all its forms because of their religious beliefs.

Variation: The candidate sets out accurate information on one example of caring for life in all forms but fails to make any reference to a community of faith – Consult your Advising Examiner.

4 6Bc Explain two reasons why stewardship is important for a community of faith.

10
Graded

Marking Criteria

An excellent answer will show an awareness of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two reasons why caring for life in all its forms is important for a community of faith.

Possible Points:

- Example of founder/ earliest follower promotes the importance of stewardship e.g. Jesus used his parables to explain the importance of taking care of the earth etc.
- Moral code of a religion promotes the importance of stewardship e.g. Christians believe that God created the world and everything on it, therefore they are responsible for the

care of the earth etc.; Buddhism teaches that the world and everything on it are connected and people should all live in harmony with the world etc.; Hinduism teaches respect for all living things and the importance of becoming at one with the earth etc.

- The teaching of a religion's sacred text promotes e.g. Judaism – the book of Genesis contains the creation story, that God created every living thing and expects people to take care of the earth; Islam – the Quran states the importance of taking care of the earth etc.
- Etc.

Variation: The candidate gives reasons why caring for life in all its forms is important but fails to make any reference to a community of faith – Consult your Advising Examiner.

SECTION 5 Candidates must answer one of the six questions

Marks

- 5 1 Profile one community of faith in Ireland today that you have studied using the following headings: ● Inspiring Vision**

35 of
70 Marks
Graded

Marking Criteria

An excellent answer will show knowledge of a community of faith found in Ireland today by tracing the development of an inspiring vision in a church or religious group in Ireland today.

Possible Points:

- SVP- A community of faith inspired by Frederic Ozanam to spread the message of Jesus Christ to care for those in need; treat everyone with love and respect etc.
- Etc.

Variation: The candidate traces the development of an inspiring vision in a community in Ireland today but makes no reference to a community of faith. - 18 marks max.

- 5 1 Profile one community of faith in Ireland today that you have studied using the following headings: ● Ministry**

35 of
70 Marks
Graded

Marking Criteria

An excellent answer will show knowledge of a community of faith found in Ireland today by tracing the development of ministry in a church or religious group in Ireland today.

Possible Points:

- SVP- ministers as a voluntary Christian community in Ireland today etc.
- SVP- mission is to live out faith in actions to offer friendship and support to those who need it; to help as many people locally, nationally and globally as possible etc.
- Etc.

Variation: The candidate traces the development of a ministry in a community in Ireland today but makes no reference to a community of faith. - 18 marks max.

- 5 2 Describe life in Palestine at the time of Jesus referring to each of the following:**
i. The political structures

35 of
70 Marks
Graded

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by giving an accurate account of the political structures in Palestine at the time of Jesus.

Possible Points:

- The Romans held political power etc.
- Etc.

- 5 2 Describe life in Palestine at the time of Jesus referring to each of the following:**
ii. The religious structures

35 of
70 marks
Graded

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by giving an accurate account of the religious structures in Palestine at the time of Jesus.

Possible Points:

- Jewish people went to the Synagogue on the Sabbath where there were separate areas for

- men and women; a local Rabbi would teach the law of God at the Synagogue etc.
- The Temple in Jerusalem etc.
- Etc.

5 3 ◆ Buddhism ◆ Hinduism ◆ Islam ◆ Judaism
Discuss the importance of a sacred text in one of the above major world religions that you have studied.

70
Graded

Marking Criteria

An excellent answer will show knowledge of a document of faith in a major world religion by setting out accurate information on the importance of a sacred text for the members of a world religion listed in the question.

Possible Points:

- Islam - The Quran contains the words of Allah passed on from the Angel Gabriel through the prophet Muhammad; teachings on correct behaviour towards Allah and others in society etc.
- Judaism – The Hebrew Scriptures teach about the history of the Jewish faith; laws and instructions for daily life etc.
- Hinduism – The Vedas contain prayers, hymns and guidance on how to live life etc.
- Buddhism – The Tripitaka contain the teachings of the Buddha; monastic rules; spiritual instruction etc.
- Etc.

5 4 Examine how the religious belief of a person could be challenged by each of the following:
i. Agnosticism.

35 of
 70 marks
Graded

Marking Criteria

An excellent answer will show an understanding of the challenge posed by a world view to religious belief by looking closely at the challenge posed to religious belief by the view that neither the existence of God nor God's non-existence can be proved.

Possible Points:

- Agnosticism – the view that people know nothing of things beyond material phenomena and cannot know for certain whether or not God exists. This could challenge a person's understanding of his/her religious belief etc.
- Etc.

5 4 Examine how the religious belief of a person could be challenged by each of the following: ii Atheism.

35 of
 70 Marks
Graded

Marking Criteria

An excellent answer will show an understanding of the challenge posed by a world view to religious belief by looking closely at the challenge posed to religious belief by the view that there is no God.

Possible Points:

- Atheism – The view that there is no God and religion does not matter challenges the religious belief of a person who has faith in God and values his/her religion etc.
- Etc.

5 5 *In worship people sometimes give expression to their experience of mystery in life.*
i. Examine how one situation in life could be an experience of mystery for a person.

35 of
 70 Marks
Graded

Marking Criteria

An excellent answer will show an awareness of the impact of the experience of mystery in life by looking closely at the process by which one situation could lead a person to an experience of mystery in life.

Possible Points:

- The experience of a birth could give a person a sense of wonder and awe at the perfection of new born life etc.
- The experience of a death could make a person wonder about the existence of an afterlife etc.
- Etc.

- 5 5 ii. Describe one example of worship and explain how it allows a person to express the experience of mystery in life.**

35 of
70 Marks
Graded

Marking Criteria

An excellent answer will show an awareness of participation in worship as a response to the experience of mystery in life by giving an accurate account of the way in which worship allows a person to express the experience of mystery in life.

Possible Points:

- Naming Ceremony/ Christening etc. expresses the sense of wonder and awe at the birth of a child etc.
- Funeral/Remembrance service etc. expresses the sense of mystery at a time of bereavement etc.
- Etc.

- 5 6 Analyse the ways in which a religious moral code expresses the beliefs of a world religion you have studied.**

70
Graded

Marking Criteria

An excellent answer will show an understanding of the vision articulated in a moral code by giving an accurate account of how a religious moral code expresses the beliefs of a world religion studied as part of the Junior Certificate Religious Education course.

Possible Points:

- Judaism - The Ten Commandments & belief in one God; covenant with Yahweh/YHWH etc.
- Islam - The Five Pillars – Belief in Allah etc.
- Etc.

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 ghnáthráta i gcás marcanna suas go 300. Thar an marc sin, féach an tábla thíos.

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

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

JUNIOR CERTIFICATE RELIGIOUS EDUCATION

JOURNAL WORK 2009 - HIGHER LEVEL MARKING SCHEME

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2009

Two titles are given for each section of the syllabus. Candidates select any **one** from the following list:

Section A. Communities of Faith

- a. 1. Research the part played by a leader in **one** community of faith in Ireland today.
- a. 2. An investigation into the role of inter-faith dialogue in the relationship between **two** of the following world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.

Section B. Foundations of Religion – Christianity

- b. 1. A profile of **one** religious group that was active in Palestine at the time of Jesus.
- b. 2. A study of what **two** of Jesus' miracles show about the Kingdom of God.

Section C. Foundations of Religion – Major World Religions

- c. 1. An examination of the ways in which religious belief is expressed in a ceremony associated with **one** of the following world religions – Buddhism, Hinduism, Islam or Judaism.
- c. 2. A case study based on the commitment to faith shown by *either* the founder *or* earliest members of **one** of the following world religions – Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d. 1. Research the difference between the religious faith of a child and the religious faith of an adult.
- d. 2. An investigation into the influence of religious faith on the way believers live their everyday lives in **one** of the following world religions – Buddhism, Christianity, Hinduism, Islam or Judaism.

Section E. The Celebration of Faith

- e. 1. Profile **one** place in Ireland that has religious importance for members of a community of faith.
- e. 2. An examination of the importance of thanksgiving as a type of prayer for members of **one** of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

Section F. The Moral Challenge

- f. 1. An exploration of the process that a morally mature person goes through in deciding whether something is right or wrong.
- f. 2. An examination of the ways in which integrity is seen as important by members of **one** of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

(Circulars S86/07 and S91/08)

General Guidelines for Completion of the Journal Booklet

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

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

In undertaking journal work candidates may work in groups or undertake a visit or investigation as a whole class. However, each candidate 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 candidates in completing their journals.

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

1. In completing the Journal Booklet Section One - Introduction the candidate 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 candidate's own personal experience
- State the reason why he/she personally chose this title. Explain how the chosen title generated personal interest or enthusiasm or the way in which he/she had a particular concern about this topic
- Describe what he/she hoped to achieve/learn/find out by doing journal work on the chosen title.

2. In completing the Journal Booklet Section Two – Getting Started the candidate should:

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

3. In completing the Journal Booklet Section Three - Work the candidate should:

- Describe the work in which he/she personally engaged. If the candidate 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 candidate did journal work as part of a group/whole class, he/she should describe the reaction of the group or whole class, as well as indicating whether it was similar to or different from his/her own personal reaction.

4. In completing the Journal Booklet Section Four – Discoveries the candidate should:

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

5. In completing the Journal Booklet Section Five – Looking Back the candidate 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

<i>SECTION ONE INTRODUCTION</i>		
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
 <i>SECTION TWO GETTING STARTED</i>		
PREPARING	To prepare for doing my journal work I...	12 marks
 <i>SECTION THREE WORK</i>		
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
 <i>SECTION FOUR DISCOVERIES</i>		
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
 <i>SECTION FIVE LOOKING BACK</i>		
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 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 2009 prescribed title.

- *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.

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 2009 prescribed title.
1 - 2	A general description is given of what the candidate hoped to achieve / learn / find out but it is not related to the chosen 2009 prescribed title.
3 - 4	A full and relevant description of what the candidate hoped to achieve / learn / find out that is clearly linked with the chosen 2009 prescribed title.
5 - 6	A full and relevant description of what the candidate hoped to achieve / learn / find out by doing journal work on the chosen 2009 prescribed title which reflects one or more of the following: <ul style="list-style-type: none">• encountering religion as a living reality in the candidates community• an opportunity for reflection on the stories or narratives that are part of a tradition• time for extended engagement with a theme or topic• Etc.

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 2009 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 2009 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 2009 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 2009 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 2009 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 2009 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 2009 prescribed title was approached in this way.
3 - 4	A general explanation / reason given as to why journal work on the chosen 2009 prescribed title was approached in this way.
5 - 6	A detailed explanation / reason given as to why journal work on the chosen 2009 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 2009 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 2009 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 2009 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
3 – 6	Some evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
7 - 10	Substantial evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate’s knowledge /understanding /experience.

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

Marks 10	Criteria
0 - 2	Little or no evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2009 prescribed title having an impact on the candidate's life.

SKILLS

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

Marks 5	Criteria
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 2009 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.

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

Marks 5	Criteria
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 2009 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2009 prescribed title.

LINKING

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

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

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

Marks 6	Criteria
0	No link identified or explained between the candidate's journal work and other aspects of the Junior Certificate Religious Education course.
1	Link identified and no explanation given.
2	Link identified and vague inadequate description/explanation given.
3 - 4	Link identified and general 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.....*

Marks 10	Criteria
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 2009 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title
5 - 6	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title
7 - 8	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2009 prescribed title
9 - 10	Substantial evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2009 prescribed title • evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2009 prescribed title afresh

- 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 Science 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.
- 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.