



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2012

Marking Scheme

Religious Education

Higher Level

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.
- 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.

SECTION 1 Candidates must answer TEN of the following twenty questions.**Marks****1 1. In religious traditions the term ‘preaching’ refers to**5
Graded*Marking Criteria*

An excellent answer will show an understanding of how people of faith show their religious vision and commitment by accurately stating the way in which preaching involves an activity engaged in by members of a community of faith to spread the word of God.

Possible Points

- Passing on the Good News etc.
- Muhammad telling the people of Mecca that there was only one God etc.
- Etc.

Note: Allow descriptive answers.

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

**1 2. Jesus of Nazareth was sentenced to death by Pontius Pilate.
(Tick ✓ the correct box) True False**

5

Marking Criteria

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

**1 3. Going on a pilgrimage is one example of participation in worship.
Name another example of participation in worship.**5
Graded*Marking Criteria*

An excellent answer will show an ability to identify elements of worship by accurately identifying an example of participation in worship other than going on a pilgrimage.

Possible Points

- Attending a religious service etc.
- Receiving the Eucharist etc.
- Praying etc.
- Etc.

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

1 4. The Gospels describe how the title ‘Son of Man’ was given to Jesus by the first Christians. Name another title that was given to Jesus in the Gospels.

5

Marking Criteria

An excellent answer will show an understanding of the meanings attached to the new titles for Jesus by accurately identifying a title given to Jesus in the Gospels other than ‘Son of Man’.

Possible Points

- Son of God
- Messiah
- Etc.

- 1 5. The gifts of the Holy Spirit being received by the disciples of Jesus is most associated with which one of the following – 5
(Tick ✓ the correct box) Ascension Pentecost Resurrection

Marking Criteria

An excellent answer will show an awareness of the emerging identity of the first Christian communities by accurately identifying ‘Pentecost’ as the answer relevant to the question.

- 1 6. In religious traditions the term ‘mission’ refers to 5
Graded

Marking Criteria

An excellent answer will show an understanding of how people of faith show their vision and commitment by giving an accurate account of the way mission involves an activity in which members of a community of faith serve God and others.

Possible Points

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

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

- 1 7. Holi is a religious festival that is most associated with which one of the following world religions? 5
(Tick ✓ the correct box) Buddhism Hinduism Judaism

Marking Criteria

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

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

Places of Pilgrimage
Varanasi
The Wailing Wall
Medina
The Holy Land
Bodh Gaya

World Religions
Buddhism
Christianity
Hinduism
Islam
Judaism

Example:

The Holy Land	Christianity
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Answer:

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Marking Criteria

An excellent answer will show an ability to recognise the essential elements of a world religion by accurately making one of the following matches - Varanasi to Hinduism; The Wailing Wall to Judaism; Medina to Islam; Bodh Gaya to Buddhism.

- 1 9. The celebration of seven sacraments is most associated with which one of the following world religions? 5
 (Tick ✓ the correct box) Christianity Islam Judaism

Marking Criteria

An excellent answer will show familiarity with the Christian understanding of Sacrament by accurately identifying ‘Christianity’ as the answer relevant to the question.

- 1 10. Christianity is one example of monotheism. Name another world religion that is an example of monotheism. 5

Marking Criteria

An excellent answer will show an understanding of religious belief by accurately identifying an example of a monotheistic religion other than Christianity.

Possible Points

- Judaism
- Etc.

- 1 11. In religious traditions the term ‘martyrdom’ refers to 5
Graded

Marking Criteria

An excellent answer will show familiarity with the Gospel accounts of the death of Jesus by accurately stating how martyrdom involves the way in which a person is willing to suffer and die for their religious beliefs.

Possible Points

- A person giving witness to his/her religious beliefs e.g. the crucifixion of Jesus etc.
- Etc.

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

- 1 12. The Our Father/Lord’s Prayer is most associated with which one of the following world religions? 5
 (Tick ✓ the correct box) Buddhism Christianity Judaism

Marking Criteria

An excellent answer will show an ability to differentiate between different types of prayer by accurately identifying ‘Christianity’ as the answer relevant to the question.

- 1 13. Libertarianism holds the view that 5
Graded

Marking Criteria

An excellent answer will show an understanding of a world view by accurately identifying how libertarianism holds the view that everyone should be free to do as he/she chooses, so long as he/she does not interfere with the equal freedom of others.

Possible Points

- A world view that all people are free to uphold their religious beliefs etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 14. **Morality refers to a person’s understanding of what is right and wrong in a situation. (Tick ✓ the correct box) True False** 5

Marking Criteria

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

- 1 15. **In religious traditions the term ‘ministry’ refers to** 5
Graded

Marking Criteria

An excellent answer will show an understanding of church communities by accurately stating how ministry involves serving in a community of faith.

Possible Points

- Leadership etc.
- Minister of the Word, Minister of the Eucharist etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 16. **The Shahada/Shahadah is most associated with which one of the following world religions? (Tick ✓ the correct box) Buddhism Hinduism Islam** 5

Marking Criteria

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

- 1 17. **One characteristic of mature faith is** 5
Graded

Marking Criteria

An excellent answer will show an understanding of faith development by accurately identifying one quality of a faith that is based on commitment, trust in the divine and the search for universal values such as unconditional love and justice.

Possible Points

- A person will have religious commitment etc.
- A person reaching a meaningful relationship with God/the divine etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 18. **Brahman is most 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 the beliefs of a major world religion by accurately identifying 'Hinduism' as the answer relevant to the question.

- 1 19. **In religious traditions the term 'reconciliation' refers to** 5
Graded

Marking Criteria

An excellent answer will show an understanding of the religious vision of moral failure and forgiveness by accurately stating how reconciliation involves restoring a broken relationship with God/gods.

Possible Points

- Restoring your relationship with God through the sacrament of reconciliation/going on a pilgrimage etc.
- Etc.

Note: Allow descriptive answers.

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

- 1 20. **An atheist believes in God. (Tick ✓ the correct box) True False** 5

Marking Criteria

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

Question 1. This picture is based on a Gospel account of the resurrection of Jesus.

2 1A. Pick one thing from this picture which suggests that it is based on the resurrection of Jesus. 2

Marking Criteria

An excellent answer will show knowledge of the Gospel accounts of Jesus' resurrection by accurately identifying one thing from this picture which suggests that it is based on the resurrection of Jesus.

Possible Points

- Jesus is standing outside the tomb wearing a white cloth etc.
- A woman who looks upset is sitting on a rock outside the tomb etc.
- Beside the woman there is an oil jug to anoint the body etc.
- Etc.

2 1B. On which of the following days of the week did the disciples of Jesus first discover his resurrection from the dead? 2
(Tick ✓ the correct box) Friday Saturday Sunday

Marking Criteria

An excellent answer will show knowledge of the Gospel accounts of Jesus' resurrection by accurately identifying 'Sunday' as the answer relevant to the question.

2 1C. State two ways that the first Christians were affected by the resurrection of Jesus. 6
(3Mx2)
Graded

Marking Criteria

An excellent answer will show an awareness of the impact of the resurrection of Jesus by accurately identifying two ways that the first Christians were affected by the resurrection of Jesus.

Possible Points

- Renewed their faith in Jesus etc.
- Gave them a sense of purpose and mission i.e. to spread the Good News etc.
- Etc.

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

Question 2. This is a photograph of a person taking time for reflection.

2 2A. Pick one thing from this photograph which suggests that this person is involved in reflection. 2

Marking Criteria

An excellent answer will show an understanding of the human facility for questioning/searching for meaning by accurately identifying one thing from this photograph which suggests that the person is thinking deeply or becoming aware of his/her own feelings/actions.

Possible Points

- The person is sitting calmly etc.
- The person is in a relaxed position, silent, quiet etc.
- Etc.

2 2B. In religious traditions the term ‘reflection’ refers to 2

Marking Criteria

An excellent answer will show an understanding of faith by accurately identifying how reflection refers to the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions.

Possible Points

- A person thinking deeply about the meaning of life, belief etc.
- Etc.

Variation: The candidate identifies an example of reflection but does not refer to how it involves the insight a person gains from thinking deeply or becoming aware of his/her own feelings/actions. – 1 mark max.

2 2C. State two reasons why having time for reflection is important for the members of a community of faith. 6
(3Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of faith by accurately identifying two reasons why having time to think deeply or become aware of feelings/actions is important for members of a community of faith.

Possible Points

- To strengthen a person’s relationship with God/gods/the divine etc.
- To think deeply about the meaning of life, belief etc.
- To look back at past experiences and try to understand why they happened, how they felt about them etc.
- Etc.

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

Question 3. This is a photograph of people praying.

2 3A. Pick one thing from this photograph which suggests that these people are praying. 2

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in religious traditions by accurately identifying one thing from this photograph which suggests that these people are praying.

Possible Points

- They are standing in rows with their heads bowed, facing the same direction etc.
- They are using prayer mats etc.
- They are wearing skull caps etc.
- Etc.

2 3B. In religious traditions communal prayer involves 2

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in religious traditions by accurately stating how communal prayer involves the members of a community of faith gathering together for prayer.

Possible Points

- Members of a community of faith gathering with others at a place of worship for prayer etc.
- Members of the community of faith sharing their faith with others etc.
- Etc.

2 3C. State two reasons why the members of a community of faith participate in communal prayer. 6
(3Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the importance of prayer in religious traditions by setting out two accurate reasons why members of a community of faith pray together.

Possible Points

- To worship God/gods etc.
- To witness to their shared identity, faith/belief in God etc.
- To support each other in times of need and celebration etc.
- Etc.

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

Question 4. This is a photograph of people working for justice.

2 4A. Pick one thing from this photograph which suggests that these people are working for justice. 2

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 one thing from this photograph which suggests that these people are working for what is right and fair.

Possible Points

- They are protesting for fairness and equality etc.
- They are holding posters that state ‘respect for all’ etc.
- Etc.

2 4B. Give another example of a way in which the members of a community of faith can work for justice. 2

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately stating a way that members of a community of faith can work for what is right and fair, other than through a protest.

Possible Points

- Join a group e.g. SVP - help the needy etc.
- Treating others fairly, almsgiving etc.
- Etc.

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

6
(3Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by setting out two accurate reasons why members of a community of faith work for what is right and fair.

Possible Points

- To follow in the footsteps of the founder of their faith e.g. Christians living by the values Jesus taught etc.
- To follow a moral code or the teaching of a community of faith which guides members to do what is right and fair 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>Question Marks</i>
3	>	2	>	1 > 0	3Mx2

3 1a. Describe one way in which forgiveness can be seen in the above extract.10
Graded*Marking Criteria*

An excellent answer will show an understanding of moral failure and forgiveness by giving an accurate account of one way in which pardoning, showing mercy or compassion can be seen in the above extract.

Possible Points

- Gordon Wilson's mercy can be seen when he states that he bears no ill will or grudge towards the bombers etc.
- Gordon Wilson's compassion can be seen when he says that he would pray for the people responsible for the bombing etc.
- Etc.

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

3 1b. Explain how either integrity or religious faith can be seen in the above extract.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 how either trust in God/the divine or behaving in a way that is in keeping with beliefs can be seen in the above extract.

Possible Points

- *Integrity* seen in behaving in a way that is in keeping with a person's beliefs e.g. Gordon Wilson worked to bring about peace and overcome bitterness between people through attending meetings, giving interviews and writing etc.
- *Religious faith* seen in trust in God; communication with God e.g. Gordon Wilson thanked God for the strength of God's never ending love etc.

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

3 2a. In religious traditions the term 'sin' refers to5
Graded*Marking Criteria*

An excellent answer will show an understanding of moral failure in religious traditions by accurately stating how sin involves something morally wrong that damages a person's relationship with the divine.

Possible Points

- When a person knows the difference between right and wrong and deliberately chooses to do wrong etc.
- Etc.

Note: Allow descriptive answers.

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

3 2b. Outline one example of the teaching on forgiveness found in a major world religion that you have studied.

10
Graded

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by setting out accurate information on the understanding of forgiveness in the teaching of a major world religion.

Possible Points

- In the teaching of a major world religion e.g. Christianity – Jesus’ teaching in the parable of the Prodigal Son; the prayer Our Father/Lord’s Prayer refers to ‘forgive us our trespasses’ etc.
- In the ethic of a major world religion e.g. Buddhism in the Eightfold Path, right effort suggests that a person should not allow thoughts of repulsion to develop in relation to anything etc.
- Etc.

Note: Allow descriptive answers i.e. an example that shows the understanding of forgiveness found in the teaching of a major world religion studied as part of the Junior Certificate Religious Education syllabus.

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

3 3. Profile how the members of a major world religion express their need for forgiveness in an act of worship.

15
Graded

Marking Criteria

An excellent answer will show an understanding of moral failure and forgiveness by accurately tracing the process by which a person can express a need for forgiveness in an act of worship associated with a major world religion.

Possible Points

- *Christianity* e.g. Roman Catholic Church - Sacrament of Reconciliation involves confession of sin, seeking forgiveness and reconciliation with God and others etc.
- *Hinduism* e.g. bathing in the river Ganges to cleanse the soul etc.
- *Islam* e.g. during pilgrimage to Mecca (Hajj) praying on the plain of Arafat involves the rejection of evil and asking Allah for forgiveness of sins etc.
- *Judaism* e.g. Yom Kippur prayers for Yahweh/YHWH’s forgiveness are offered; fasting marks the desire to be forgiven; individuals are required to make amends and to show forgiveness to others etc.
- Etc.

Note: Allow descriptive answers

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

- 4 1Aa. **Dr. Yaakov Pearlman is the name of a leader associated with a community of faith in Ireland. Name another leader associated with a community of faith in Ireland.**

5
Graded

Marking Criteria

An excellent answer will recognise the variety of roles within communities including leadership roles by accurately naming a person who can be identified as a leader associated with a community of faith in Ireland other than Dr. Yaakov Pearlman.

Possible Points

- Cardinal Sean Brady is associated with the Roman Catholic Church in Ireland etc.
- Sheikh Hussein Halawa is associated with the Islamic community in Ireland etc.
- Etc.

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

- 4 1Ab. **Being a leader is one part that a person can play within a community of faith. Describe what is involved in two other roles that people can have within a community of faith.**

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the variety of roles within a community of faith by giving an accurate account of what is involved in two positions or functions a person can have in a community of faith other than a leadership role.

Possible Points

- Volunteering to help other members of their community of faith involves giving up free time and using talents etc.
- Minister of the Word involves reading the sacred scriptures at religious services etc.
- Member of a religious choir involves singing at religious ceremonies etc.
- Etc.

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

- 4 1Ac. **Explain one reason why having a variety of roles within a community of faith is of benefit to its members.**

12
Graded

Marking Criteria

An excellent answer will show recognition of the variety of roles within communities of faith by giving an accurate account of one reason why a variety of positions and functions are important within a community of faith.

Possible Points

- Individuals have different needs and it takes a variety of roles to ensure that 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>Question marks</i>
12 > 11	10 > 9	8 > 7	6 > 5	4 > 3 > 2 > 1 > 0	12

- 4 1Ba. In religious traditions the term ‘revelation’ refers to the will of the divine/God/gods becoming known. (Tick ✓ the correct box) True False 5

Marking Criteria

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

- 4 1Bb. Outline an example of how revelation can be seen in the story of one of the following major world religions: 14
Graded
- ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Marking Criteria

An excellent answer will show knowledge of the development of a world religion by setting out accurate information on an example of how the will of the divine/God/gods becoming known can be seen in the story of one of the world religions listed 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. The life of Vishnu is seen as the incarnation of the Brahman etc.
- *Islam* e.g. Angel Gabriel communicating the will of Allah to Muhammad etc.
- *Judaism* e.g. Abraham’s experience of Yahweh/YHWH asking him to leave his home etc.

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

- 4 2Aa. Galilee is the name of one province that existed in Palestine at the time of Jesus.
Name another province in Palestine at the time of Jesus.

5
Graded

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately identifying one province that existed in Palestine at the time of Jesus other than Galilee.

Possible Points

- Judea
- Etc.

- 4 2Ab. Explain two reasons why there was conflict between the Roman and Jewish leaders in Palestine at the time of Jesus.

10
(5Mx2)
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 two reasons why there was conflict between the Roman and Jewish leaders in Palestine at the time of Jesus.

Possible Points

- The Jewish religious leaders were not in favour of Roman control of Palestine. The Sadducees held the view that the people of Israel should have their own leader and follow the laws of the Covenant etc. They co-operated with the Romans in order to uphold Jewish laws and to preserve the Temple etc.
- The Pharisees did not agree with the polytheistic beliefs held by the Romans etc.
- Some Jewish religious leaders did not agree with paying taxes to Rome for land that they believed had been given to them by Yahweh/YHWH etc.
- Etc.

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

- 4 2Ba. Below you will find a list of events that occurred after the death of Jesus.
Number each event in the order in which it occurred.
Number 1 should be the first event and number 3 should be the last event.

9
(3Mx3)
Graded

Number: *Events that occurred after the death of Jesus:*
 _____ **Jesus appears to his disciples.**
 _____ **Jesus ascends into heaven.**
 _____ **Jesus is buried.**

Marking Criteria

An excellent answer will show familiarity with the Gospel accounts of the death of Jesus by accurately identifying, from the list given in the question, the order of events which occurred after the death of Jesus as follows:

Number: *Events that occurred after the death of Jesus:*
 2 Jesus appears to his disciples
 3 Jesus ascends into heaven
 1 Jesus is buried

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

12
Graded

Marking Criteria

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

Possible Points

- A lot of Mark's Gospel appears to have been reproduced in either Matthew or Luke or both, and largely in Mark's order. The outline of Jesus' ministry is similar in all three, beginning in Galilee, calling the twelve and sending them out, a journey to Jerusalem, teaching in Jerusalem, passion, death and the announcing of Jesus' resurrection.
- There are striking agreements between all three Gospels in content and the vocabulary of the stories/sayings they have in common etc.
- Etc.

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

4 2Bc. Outline two expectations that the Jewish people had about the Kingdom of God at the time of Jesus.

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by setting out accurate information on two expectations that the Jewish people had about the Kingdom of God at the time of Jesus.

Possible Points

- The Messiah was understood as an authoritative messenger and spokesperson for God. The people expected the Messiah to be powerful like Moses who led the people out of slavery and into freedom etc.
- It was expected that a descendant of King David would inaugurate the messianic era (Mk 11:10). King David was seen as the idealised founder of the Israelite monarchy and it was expected that a second such king would intervene in the difficult socio-political situation which the people of Israel were experiencing etc.
- People at the time of Jesus expected the Messiah would help re-establish God's kingdom and be a priestly Messiah associated with Aaron and the tribe of Levi, who were seen as the mediators for entrance into the sphere of the divine etc.
- Etc.

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

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

BUDDHISM **HINDUISM** **ISLAM** **JUDAISM**

5
Graded

Name one sacred text that is most associated with the world religion that you have ticked above.

Marking Criteria

An excellent answer will be able to identify essential elements of the beliefs and symbols of a major world religion by accurately identifying a sacred text associated with the world religion ticked in the question.

Possible Points

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

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

4 3Ab. Outline what was involved in two stages in the development of the sacred text that you have named above.

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to trace the development of a sacred text from oral to written tradition by setting out accurate information on what was involved in two stages in the development of the sacred text named in question 3Aa.

Possible Points

- The historical stage i.e. the words and deeds of the founder/revelation of the sacred text etc.
- Oral tradition in the writing of a sacred text i.e. the oral preaching of the founder /revelation etc.
- Written tradition of a sacred text i.e. the writing down of the sacred text etc.

Note: Allow descriptive answers where the candidates sets out accurate information on what was involved in two stages in the development of the sacred text named in question 3Aa e.g. The Qur'an - Muhammad receives Allah's messages from Angel Gabriel; Muhammad recites Allah's messages to others; the writing down of Allah's message etc.

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

4 3Ba. Describe one example of how a sacred text is used in worship by the members of the world religion that you have ticked above.

15
Graded

Marking Criteria

An excellent answer will show an ability to recognise the beliefs and symbols of a major world religion in the words and actions of its followers by giving an accurate account of one example of how a sacred text is used in an act of honouring God/gods/the divine by members of the world religion ticked in question 3Aa.

Possible Points

- *Buddhism* i.e. monks will chant from the Tripitaka during times of meditation etc.
- *Hinduism* i.e. hymns from the Vedas are recited during religious services etc
- *Islam* i.e. during Friday worship at the Mosque the Imam recites passages from the Qur'an etc.
- *Judaism* i.e. passages are read from the Torah at a Bar Mitzvah ceremony etc.

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

4 3Bb. Outline two ways in which a sacred text could influence the way of life of members in the world religion that you have ticked above.

16
(8MX2)
Graded

Marking Criteria

An excellent answer will show an ability to recognise the beliefs and symbols of a major world religion by setting out accurate information on two ways in which a sacred text could influence the way of life of members in the world religion ticked in part A of the question.

Possible Points

- *Buddhism* i.e. the Tripitaka contains the teachings of the Buddha; monastic rules; spiritual instruction etc.
- *Hinduism* i.e. the Vedas contains prayers and guidance on how to live life etc.
- *Islam* i.e. the Qur'an contains the actual words of Allah passed on from the Angel Gabriel through the prophet Muhammad; the Qur'an gives members today teachings on correct behaviour towards Allah and others in society etc.
- *Judaism* i.e. the Hebrew Scriptures give an account of the history of the Jewish faith; the Hebrew Scriptures outline laws and instructions for the daily life of members today etc.

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

4 4Aa. Describe one image of God that you have studied.

10
Graded

Marking Criteria

An excellent answer will show an awareness of the variety of images of God by giving an accurate account of a visual, literal or conceptual image of God that has been studied.

Possible Points

- Nature images e.g. rock, fire, wind etc.
- *Christianity* e.g. shepherd, lord, father, spirit etc.
- *Hinduism* e.g. Brahman – present in all things etc.
- *Judaism* e.g. Yahweh/YHWH - creator, guide etc.
- Etc.

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

4 4Ab. Outline how one source may have shaped the image of God that you have described above.

12
Graded

Marking Criteria

An excellent answer will show an awareness of the variety of images of God and their sources by looking closely at the process by which one source could form a basis for the image of God described in part A a) of the question.

Possible Points

- *Christianity* e.g. God as shepherd, father sourced in Gospel accounts of Jesus' life and teaching etc.
- *Judaism* e.g. Yahweh/YHWH - creator, guide sourced in Genesis accounts of creation etc.
- *Islam* e.g. "...Allah is ever Hearing, Seeing" Qur'an 4:134 etc.
- Literature e.g. 'Mr. God this is Anna' describes God as being all around us, in every living thing 'After all, if Mister God wasn't everywhere, he wasn't anywhere' etc.
- Film e.g. 'The Mission' illustrates the forgiveness of God etc.
- Etc.

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

4 4Ac. Explain one reason why a person's image of God may change as he/she grows from childhood to adulthood.

12
Graded

Marking Criteria

An excellent answer will show an ability to differentiate between the faith of the child and that of the adult and have a sense of the development from one to the other by giving an accurate account of why a person's image of God may change as he/she grows from childhood to adulthood.

Possible Points

- Children may have a concrete image of God as an old man; father/mother figure etc. Adult's image of God may be more abstract than that of a child and is based on trust etc.

- Image of God may change as he/she begins to understand/develop his/her religious faith or find religious answers to the search for meaning in life etc.
- Etc.

Note: Allow descriptive answers i.e. a concrete example which shows an ability to differentiate between the faith of a child and that of an adult.

Variations: The candidate sets out points of information on a child's image of God but fails to give an account of how the person's image of God changes in adulthood – 6 marks max

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

4 4B. Examine two ways in which religious practice has changed in Ireland over the past hundred years.

16
(8Mx2)
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 ways in which religious practice has changed in Ireland over the past hundred years.

Possible Points

- Roman Catholic Church - Liturgy of the Eucharist the priest facing the congregation etc.
- The laity being more involved in religious services e.g. Minister of the Word etc.
- Etc.

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

- 4 5Aa. Tick ✓ one of the following major world religions that you have studied: 5
BUDDHISM **CHRISTIANITY** **HINDUISM** **ISLAM** **JUDAISM** *Graded*
Name one religious building that has importance for the members of the world religion ticked above.

Marking Criteria

An excellent answer will show an understanding of how particular places come to be significant by accurately identifying a building that is set apart or holy associated with the world religion ticked in the question.

Possible Points

- *Buddhism* e.g. Temple etc.
- *Christianity* e.g. Church etc.
- *Hinduism* e.g. Mandir; Temple etc.
- *Islam* e.g. Mosque etc.
- *Judaism* e.g. Synagogue etc.

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

- 4 5Ab. Describe two ways in which the building that you have named above is used by the members of a world religion. 14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of how particular places come to be significant by giving an accurate account of two ways in which a place set apart or holy is used by the members of a world religion.

Possible Points

- *Buddhism* e.g. Temple - members gather and meditate with the Buddhist monks and nuns etc.
- *Christianity* e.g. Church - a place where believers can focus on prayer surrounded by religious symbols; members gather for Sunday mass and to receive the blessed Eucharist etc.
- *Hinduism* e.g. Temple - members gather at statues/shrines and make offerings etc.
- *Islam* e.g. Mosque - members gather for Friday prayer led by the Imam, centre for learning; a place to go and learn how to read and interpret the Qur'an etc.
- *Judaism* e.g. Synagogue - a place to study the Torah and develop one's faith; gather for communal prayer on the Sabbath day which is led by a Rabbi, participate in a religious service such as a Bar Mitzvah etc.

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

4 5Ba. Describe one example of what is involved in using meditation as a type of prayer.

15
Graded

Marking Criteria

An excellent answer will show knowledge of meditation as a type of prayer by accurately stating the way in which meditation involves deep thought on a religious or scriptural idea.

Possible Points

- A way of praying which involves deep thought which allows a person to focus on a religious or scriptural idea etc.
- A type of prayer that involves the person turning their attention entirely beyond him/her self - Focusing on a religious symbol e.g. candle etc. Taking a posture for meditation e.g. eyes are closed; legs are crossed; sitting still etc.
- Etc.

Note: Allow descriptive answers where a candidate gives an accurate account of a situation that implicitly involves a person turning their attention entirely towards God and/or deep thought on a religious or scriptural idea e.g. a quiet way of praying etc.

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

4 5Bb. Explain two reasons why people use meditation as a type of prayer.

16
(8Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of meditation as a type of prayer by setting out accurate information on two reasons why people would pray in a way that involves thinking deeply on a religious or scriptural idea.

Possible Points

- Meditation can help a person to communicate with God in a deep and meaningful way etc.
- Meditation can help a person to avoid distractions and focus on their faith etc.
- Meditation can give a person a chance to reflect on religious ideas etc.
- Etc.

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

4 6Aa. Outline two reasons why respect for the beliefs of others is important for the members of a major world religion.

14
(7Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by setting out accurate information on two reasons why respect for the beliefs of others is important for the members of a major world religion.

Possible Points

- To live as the founder/earliest followers would have expected etc.
- To follow the moral code/teaching of their religion e.g. The Golden Rule in Christianity etc.
 - To stop sectarian violence etc.
- To increase understanding of others so that all people can live in peace and harmony regardless of religious beliefs etc.
- Etc.

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

4 6Ab. Describe one example of the work being done by members of a major world religion to promote respect for the beliefs of others.

15
Graded

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 the work being done by members of a world religion to promote a high regard or consideration for someone or something associated with the beliefs of others.

Possible Points

- Members of Irish communities of faith meeting with one another in Glencree, Corrymeela etc.
- The leaders of different communities of faith gathering for inter-faith dialogue, ecumenical services etc.
- Individuals associated with communities of faith working to develop a good relationship between people e.g. Ghandi etc.
 - Etc.

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

4 6Ba. A person's conscience helps him/her to

5
Graded

Marking Criteria

An excellent answer will show an understanding of conscience by accurately stating how a person uses his/her conscience to come to an understanding of the difference between right and wrong in a moral decision.

Possible points

- Be aware of right and wrong with regard to a person's thoughts etc.
- Be aware of right and wrong with regard to a person's actions etc.

- Make decisions about right and wrong in a moral issue etc.
- Etc.

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

4 6Bb. Discuss how a person’s conscience can develop as he/she grows to moral maturity.

16
Graded

Marking Criteria

An excellent answer will show a sense of the development of personal morality by examining and drawing accurate conclusions about the way in which a persons’ understanding of the difference between right and wrong can develop as he/she grows to moral maturity.

Possible Points

- As a person grows he/she may become more aware of the needs of others which can influence his/her understanding of right and wrong etc.
- Meeting different people, engaging with different ways of looking at things may inform a person’s conscience etc.
- Etc.

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

5 1. Profile one community of faith that you have studied under the following headings:

70
(35Mx2)
Graded

- i. LEADERSHIP STRUCTURE.
- ii. CHALLENGES TO LEADERSHIP.

Marking Criteria

An excellent answer will show an understanding of leadership in religious/church communities by accurately tracing the leadership structure and challenges to leadership in one community of faith.

Possible Points

- Islamic community e.g. an Imam is a spiritual leader who leads prayers etc.
- Christian churches e.g. priest gives witness and offers spiritual leadership etc.
- Christian leaders may be challenged by the growth in secularism and the decline in numbers attending religious service etc.
- Etc.

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

5 2. Outline two characteristics that Jesus preached about the Kingdom of God in his parables.

70
(35Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to identify characteristics of the 'Kingdom of God' as preached by Jesus by setting out accurate information on two characteristics of the 'Kingdom of God' that Jesus referred to in his teaching.

Possible Points

- The Kingdom of God is a place of forgiveness and unconditional love: everyone is welcome e.g. the Prodigal Son etc.
- Everyone is loved and equal in the 'Kingdom of God' e.g. The Lost Sheep/Coin etc.
- The 'Kingdom of God' exists in our hearts; love of the poor and enemy e.g. The Good Samaritan etc.
- Sermons/stories told by Jesus to teach people about the 'Kingdom of God' e.g. Sermon on the Mount – 'Blessed are the poor in spirit, for theirs is the Kingdom of heaven'... (Matt 5:3 NRSV) etc.
- Etc.

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

5 3. Examine how the experience of expansion shaped the development of one of the following major world religions:

70
Graded

◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Marking Criteria

An excellent answer will show an ability to recognise important moments in the story of a major world religion by setting out accurate information on how the experience of growth has shaped the development of one of the world religions listed in the question.

Possible Points

- *Buddhism* e.g. Ananda oversaw the expansion of Buddhism as monks dispersed throughout India after the death of the Buddha's successor many monasteries were founded and the number of lay Buddhists increased; Emperor Ashoka sent missionaries overseas and extended Buddhism throughout Asia etc.
- *Hinduism* e.g. the Aryan people brought the Vedic religion with them as they invaded India and replaced the pre-existing Indus religion etc.
- *Islam* e.g. When Muhammad moved to Medina the Islamic population doubled following battles with other tribes. Arab conquests and trade in Europe, Africa and Asia saw the further spread of Islam etc.
- *Judaism* e.g. Moses led the people out of slavery in Egypt; King David established the Kingdom of Israel etc.

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

5 4. *Science and religion offer two very different accounts of how the world began. Discuss the evidence for this statement making reference to both the scientific and the religious views of creation.*

70
Graded

Marking Criteria

An excellent answer will show an ability to identify the points of conflict and points of contact between the scientific and religious views of creation by examining and drawing accurate conclusions on both the scientific and religious views of creation.

Possible Points

Religious views of creation -

- *Buddhism* e.g. creation stories in some Buddhist traditions, creation is considered as an endless cycle of becoming; nature is both friend and teacher and should be treated accordingly etc.
- *Christianity & Judaism* e.g. Genesis makes the points that God is responsible for the creation of the world and the creation of humankind; People have a special responsibility to care for the earth etc.
- *Hinduism* e.g. Hindu creation stories suggest many sources of creation but the origin and ultimate source of creation is Brahman; Creation is sustained by Brahman and therefore people have to treat all of creation with reverence etc.
- *Islam* e.g. the story of creation in the Qur'an/Koran state that Allah is the source of creation and that creation is good and holy; People have a special responsibility to care for creation etc.

Scientific views of creation -

- *Big Bang Theory* e.g. The earth was made over a period of time after an explosion in space caused gas and dust to form into our galaxy etc.

- Galileo discovered that the earth orbits the sun etc.
- Darwin's 'Theory of Evolution' - life on earth evolved over millions of years through natural selection etc.
- Etc.

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

5 5a. Some experiences in life can make people wonder about the meaning of life.

35M
Graded

Examine the way in which an experience in a person's life could make him/her wonder about the mystery of life.

Marking Criteria

An excellent answer will show an awareness of the impact of the experience of mystery in human life by looking closely at the way in which an experience in a person's life could lead to wonder about the mystery of life.

Possible Points

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

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

5 5b. Outline one example of how a person's search for the meaning of life could be expressed in an act of worship.

35M
Graded

Marking Criteria

An excellent answer will show an awareness of the impact of the experience of mystery in human life by setting out accurate information on an experience in a person's life that could lead to wonder and worship by giving an accurate account of an act of worship in which a person could engage in response to the search for the meaning of life.

Possible Points

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

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

5 6. ● AUTHORITY ● TRADITION

35M x 2
Graded

Outline how each of the above could guide the judgement of members in a community of faith about what is right and wrong on an issue.

Marking Criteria

An excellent answer will show an ability to identify sources of morality by setting out accurate information on how an influential figure/source and a long established belief/custom in a community of faith, could guide the judgement of its members about what is right and wrong on an issue.

Possible Points

- *Authority* e.g. looking to a religious leaders or sacred text for insight and guidance on a moral issue etc.
- *Tradition* e.g. looking to long established belief/custom as a source of guidance on a particular moral issue by reflecting on the practices of believers in past generations etc.

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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

Bain úsáid as an tábla seo i gcás na hábhair a leanas: Religious Education - Higher & Ordinary Level

Iomlán: 400 Gnathráta: 10%

Bain úsáid as an 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

JUNIOR CERTIFICATE RELIGIOUS EDUCATION
JOURNAL WORK 2012 - HIGHER LEVEL MARKING SCHEME

Prescribed Titles for Religious Education Journal Work for the Junior Certificate Examination 2012

Two titles are given for each section of the syllabus. Candidates are required to submit journal work on one title only. Candidates select any one from the following list of journal work titles:

Section A. Communities of Faith

- a.1. A case study on how one community of faith today is addressing both the needs of individual people and the needs of the community.
- a.2. An analysis of the challenge that sectarianism could pose for one community of faith today.

Section B. Foundations of Religion – Christianity

- b.1. An investigation into the reasons why Jesus came in conflict with two of the following:
 - Pharisees
 - Sadducees
 - Romans
- b.2. A profile of the way in which Jesus is represented in the Gospel of John.

Section C. Foundations of Religion – Major World Religions

- c.1. A study of the historical and geographical origins of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.
- c.2. *All world religions have had key moments in their development.*
A reflection on the impact of a time of persecution on the development of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d.1. A survey of the factors that influence the religious practice of teenagers today in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.
- d.2. A profile of the way in which religious belief can be seen in the life of a person associated with the founding story of one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.

Section E. The Celebration of Faith

- e.1. A case study on the way in which an important person in a spiritual tradition has contributed to the understanding of prayer in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.
- e.2. An examination of the meaning of two religious symbols associated with the sacrament of Baptism in a Christian denomination.

Section F. The Moral Challenge

- f.1. An examination of the way in which the consequences of an action may influence a person in deciding what is right or wrong in relation to an issue.
- f.2. ● Family ● Friends ● Religion
An analysis of the way in which two of the above can guide the moral behaviour of an adolescent.

(Circulars S92/11&S93/10)

Prescribed Titles for Religious Education Journal Work Junior Certificate 2012

- a.1. A case study on how one community of faith today is addressing both the needs of individual people and the needs of the community.**

Marking Criteria

An excellent journal will show an understanding of the tension between individual and community responsibility by the study of a particular example of the process by which one community of faith today is serving both the needs of individuals and the needs of a community.

- a.2. An analysis of the challenge that sectarianism could pose for one community of faith today.**

Marking Criteria

An excellent journal will show an understanding of the implications of sectarianism by examining and drawing accurate conclusions about one or more ways in which the hatred of another person because of his/her religion could pose a challenge for one community of faith today.

- b. 1. An investigation into the reasons why Jesus came in conflict with two of the following:
● Pharisees ● Sadducees ● Romans**

Marking Criteria

An excellent journal will show an understanding of moments of conflict in the life of Jesus by examining and providing accurate evidence for the reasons why Jesus came into conflict with two of the following: Pharisees and/or Sadducees and/or Romans.

- b.2. A profile of the way in which Jesus is represented in the Gospel of John.**

Marking Criteria

An excellent journal will show an understanding of the Gospel of John by accurately tracing the way in which Jesus is represented in the Gospel of John.

- c.1. A study of the historical and geographical origins 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 the historical and geographical background to one of the major world religions listed in the title.

- c.2. All world religions have had key moments in their development.
A reflection on the impact of a time of persecution on the development of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show knowledge of an important moment in a major world religion by considering and drawing accurate conclusions about the influence of a time of persecution on the development of one of the major world religions listed in the title.

- d. 1. A survey of the factors that influence the religious practice of teenagers today in one of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show knowledge of the factors that influence the religious practice of adolescence by recording and drawing accurate conclusions about the factors that influence the religious practice of teenagers today in one of the major world religions listed in the title.

- d.2. A profile of the way in which religious belief can be seen in the life of a person associated with the founding story of one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show an ability to identify evidence of religious belief in a religious tradition by accurately tracing the way in which religious belief can be seen in the life of a person associated with the founding story of one of the world religions listed in the title.

- e. 1. A case study on the way in which an important person in a spiritual tradition has contributed to the understanding of prayer in one of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria

An excellent journal will show an understanding of the importance of prayer in a religious tradition by accurately examining and providing supporting evidence about the contribution of a person, associated with a spiritual tradition, to the understanding of prayer in one of the world religions listed in the title.

- e.2. An examination of the meaning of two religious symbols associated with the sacrament of Baptism in a Christian denomination.**

Marking Criteria

An excellent journal will show an understanding of the power and meaning of religious symbols by looking closely at and accurately identifying the meaning of two religious symbols in the Christian sacrament of Baptism.

- f. 1. An examination of the way in which the consequences of an action may influence a person in deciding what is right or wrong in relation to an issue.**

Marking Criteria

An excellent journal will show an understanding of the consequences of actions by accurately tracing the way in which considering the consequences of an action could guide a person in deciding what is right and wrong in relation to an issue.

- f.2. ● Family ● Friends ● Religion
An analysis of the way in which two of the above can guide the moral behaviour of an adolescent.**

Marking Criteria

An excellent journal will show an understanding of the sources of morality in the lives of adolescents by analysing and drawing accurate conclusions about the way in which two of the sources listed in the title could guide an adolescent to do what he/she knows to be right.

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 student should:*
 - Indicate whether he/she did journal work on his/her own, or as part of a group/ whole class
 - Identify the title he/she chose from their prescribed list for journal work
 - Name a personal title for their journal work that is relevant to the prescribed title and indicative of the student's own personal experience
 - State the reason why he/she personally chose this title. Explain how the chosen title generated personal interest or enthusiasm or the way in which he/she had a particular concern about this topic
 - Describe what he/she hoped to achieve/learn/find out by doing journal work on the chosen title.
2. *In completing the Journal Booklet Section Two – Getting Started the student should:*
 - Describe the way(s) he/she planned to personally engage with the chosen title and identify the skill(s) he/she hoped to use.
3. *In completing the Journal Booklet Section Three - Work the student should:*
 - Describe the work in which he/she personally engaged. If the student did journal work as part of a group/whole class, he/she should describe the work in which the group or whole class engaged, as well as the work done by him/her personally
 - State the reason why he/she chose this way of doing journal work
 - Describe his/her reaction to the work engaged in for the journal. If the student did journal work as part of a group/whole class, he/she should describe the reaction of the group or whole class, as well as indicating whether it was similar to or different from his/her own personal reaction.
4. *In completing the Journal Booklet Section Four – Discoveries the student should:*
 - State what he/she learned from doing journal work on the chosen title
 - Describe the effect doing journal work had on him/her
 - Identify two skills he/she used in doing journal work on this title and describe how he/she used them
 - Identify two links between his/her journal work and other aspects of the Junior Certificate Religious Education course.
5. *In completing the Journal Booklet Section Five – Looking Back the student should:*
 - Reflect on and evaluate how he/she approached doing journal work on his/her chosen title
 - Indicate what went well in his/her journal work
 - Identify how he/she would do journal work differently if starting again.

Journal Work

The aims of journal work are:

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

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

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

Assessment of the Journal Booklet

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

Journal Total: 100 marks

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

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 2012 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.

Note: In completing this lead statement a candidate may refer to the personal title and/or prescribed title for 2012.

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 2012 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 2012 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 2012 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 2012 prescribed title which reflects one or more of the following: <ul style="list-style-type: none">• encountering religion as a living reality in the candidate's 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 2012 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 2012 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 2012 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 2012 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 2012 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 2012 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 2012 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2012 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2012 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 2012 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 2012 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 2012 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- I learned ...

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate’s knowledge/understanding/experience.
3 – 6	Some evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate’s knowledge/understanding/experience.
7 - 10	Substantial evidence of journal work on the chosen 2012 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 2012 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2012 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2012 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 2012 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2012 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 2012 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2012 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2012 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 2012 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2012 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 2012 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2012 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 2012 prescribed title. • evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2012 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 2012 prescribed title. • evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2012 prescribed title afresh.

