Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

Marking Scheme

Religious Education

Higher Level

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

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

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

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

Future Marking Schemes

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

General Introduction

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

The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

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

SECTION 1. Candidates must answer ten of the following twenty questions. 50 Marks

1. Jesus of Nazareth lived most of his life in which one of the following provinces? (Tick ✓ the correct box) GALILEE ☐ SAMARIA ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of Palestine at the time of Jesus of Nazareth by accurately identifying 'GALILEE' as the answer relevant to the question.

2. In religious traditions to show respect involves ___ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious morality in action by setting out accurate information on how respect involves having regard for the feelings, wishes or rights of others. *Note:* Allow descriptive answers.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

3. The Quran is a sacred text most associated with – (Tick ✓ the correct box) BUDDHISM ☐ ISLAM ☐ JUDAISM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'ISLAM' as the answer relevant to the question.

4. Bodh Gaya is most associated with the founding story of which one of the following world religions? (Tick ✓ the correct box) BUDDHISM ☐ HINDUISM ☐ ISLAM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'BUDDHISM' as the answer relevant to the question.

5. Having complete confidence in someone is a quality most associated with – (Tick ✓ the correct box) TOLERANCE ☐ TRUST ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of the growth of faith by accurately identifying 'TRUST' as the answer relevant to the question.

6. A Synoptic Gospel was written by an Evangelist named ___ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of the Synoptic Gospels by accurately stating Matthew or Mark or Luke.

7. The 'Ten Wedding Attendants' is a parable Jesus told about the Kingdom of God. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of Jesus' parables by accurately identifying 'TRUE' as the answer relevant to the question.

8. A morally mature person is someone who will___ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of moral maturity by accurately stating how a morally mature person will consider others when deciding what is right or wrong in a situation.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

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

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'HINDUISM' as the answer relevant to the question.

10. One reason for a breakdown in the relationship between the members of a community of faith is ___ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of the tensions between individuals and communities by stating one accurate reason why the relationship between members of a community of faith can breakdown.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

11. Taking time for reflection when questioning the meaning of life, helps a person to___ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of the human search for meaning by accurately stating how the insight gained from thinking or becoming aware of his/her own feelings/ actions can help a person when questioning the meaning of life.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

12. The land of Canaan is a part of the world most associated with the founding story of which one of the following world religions? (Tick ✓ the correct box)
HINDUISM ☐ ISLAM ☐ JUDASIM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'JUDAISM' as the answer relevant to the question.

13. In a major world religion polytheism can be seen in the way ____ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious faith by accurately identifying one way that belief in more than one god can be seen in a major world religion.

14. Read the list of religious objects and the list of world religions given below. Match one religious object to the world religion with which it is most associated. 5M

Religious Objects	*World Religions*		*Religious Object*	*World Religion*
Saffron Robe	**Buddhism**	***Answer:***		
Prayer Mat	**Christianity**			
Pascal Candle	**Hinduism**			
Mezuzah	**Islam**			
Arti Lamp	**Judaism**			

Marking Criteria and points of reference:
An excellent answer will show knowledge of a world religion by accurately matching one of the following: Buddhism to Saffron Robe, Christianity to Paschal Candle, Hinduism to Arti Lamp, Islam to Prayer Mat, or Judaism to Mezuzah.

15. The Indus Valley is the part of the world most associated with the founding story of which one of the following world religions? (Tick ✓ the correct box)
CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'HINDUISM' as the answer relevant to the question.

16. Pluralism holds the view that the laws of a country should be based on the teaching of a world religion. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of pluralism by accurately identifying 'FALSE' as the answer relevant to the question.

17. The difference between a sign and a symbol is ___ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of sign and symbol in human life by accurately stating how a sign is an object or action that communicates one message or meaning whereas a symbol is open to interpretation and can have many different meanings.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

18. Arabia is the part of the world most associated with the founding story of which one of the following world religions? (Tick ✓ the correct box)
BUDDHISM ☐ HINDUISM ☐ ISLAM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately identifying 'ISLAM' as the relevant answer to the question.

19. In religious traditions meditation is a type of prayer that involves ___ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of a type of prayer by accurately stating how in prayer meditation involves using feelings and imagination to turn a person's attention entirely towards God/gods/the divine in deep thought on religious or scriptural ideas.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

20. Historical evidence for the existence of Jesus of Nazareth can be found in the writings of – (Tick ✓ the correct box) HOSEA ☐ JOB ☐ TACITUS ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of historical sources of evidence for Jesus of Nazareth by accurately identifying 'TACITUS' as the answer relevant to the question.

SECTION 2. Candidates must answer three of the following four questions 30 Marks

Question 1. This is a photograph of a person wearing religious clothing.

1 A. Pick one thing from the photograph which suggests that religious belief is being expressed by the clothing this person is wearing. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious faith by accurately identifying one thing from the photograph which suggests that religious belief is being expressed by the clothing of the person in the photograph e.g. Tallit worn around the person's shoulders or the Tefillin tied to the person's forehead and arm etc.

1 B. State another way that a person could show commitment to a particular religion. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious faith by accurately stating one way a person could express religious belief other than through wearing religious clothing.

1 C. Give two reasons why a person would express commitment to a religion in the way that you have stated in part B) above. 3Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious faith by giving an accurate account of two reasons why a person would express religious belief in the way stated in part B) of the question.

Note: Avoid consequential penalties.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	3
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	↑
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	2
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	↑
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	1
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	↑
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	**0**

Question 2. This is a poster promoting Christian unity.

2 A. Pick one thing from the poster which suggests that it is promoting unity between Christians. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of relationships between communities of faith by accurately identifying one thing from the poster which suggests that it is promoting unity between different Christian denominations.

2 B. Ecumenism is concerned with promoting unity between Christians.
(Tick ✓ the correct box) TRUE ☐ FALSE ☐ 2M

Marking Criteria and points of reference:
An excellent answer will show an awareness of the ecumenical movement by accurately identifying 'TRUE' as the correct answer.

2 C. Give two reasons why unity between different Christian denominations is being promoted today. 3Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of the ecumenical movement by identifying two accurate reasons why unity between different Christian denominations is being promoted today.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	3
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	↑
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	2
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	↑
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	1
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	↑
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	**0**

Question 3. This card was made to welcome a person into a community of faith.

3 A. Pick one thing from the card which suggests that it was made to welcome a person into a community of faith. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of childhood faith by accurately identifying one thing from the card which suggests that it is marking the development of a person's faith.

3 B. Name one ceremony that celebrates a person's entry into a community of faith. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of childhood faith by accurately identifying a ceremony that marks a person's entry into a community of faith.

3 C. State two factors that influence the growth of a person's faith. 3Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of the growth of faith by accurately identifying two influences on the growth of a person's religious commitment and their relationship with God/gods/the divine.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	3
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	↑
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	2
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	↑
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	1
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	↑
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	**0**

Question 4. This is a photograph of people practising stewardship.

4 A. Pick one thing from the photograph which suggests that these people are practising stewardship. 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of morality in action by accurately identifying one thing from the photograph which suggests that these people are showing care for all forms of life.

4 B. In a major world religion 'stewardship' refers to a person's responsibility to ____ 2M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious morality in action by accurately stating how a major world religion can promote an individual's responsibility to care for all forms of life.

4 C. Give two reasons why stewardship is encouraged by the members of a major world religion today. 3Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious morality in action by identifying two accurate reasons why the members of a major world religion promote care for all forms of life today.

Note: Candidate identifies one reason why care for all forms of life is promoted but makes no reference to a major world religion — Consult your Advising Examiner.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	3
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	↑
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	2
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	↑
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	1
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	↑
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	**0**

SECTION 3. Candidates must answer ALL questions. 50 Marks

1. Outline in your own words how a person acting according to their conscience can be seen in two of the notes posted on the above suggestion board. 8M x2

Marking Criteria and points of reference:
An excellent answer will show an understanding of conscience by setting out accurate information on how a person's judgement of right and wrong can be seen in two of the notes posted on the suggestion board.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	7 - 8
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	6
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	5
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

2. Explain why a person needs to inform their conscience before deciding what is right and wrong in a situation. 16M

Marking Criteria and points of reference:
An excellent answer will show an understanding of conscience by giving an accurate account of one or more reasons why a person needs to gather the facts and relevant information before deciding what is right and wrong in a situation.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	14 -16
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	12 - 13
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	9 - 11
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	7 - 8
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 6
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

3. Describe what is involved in the development of a person's conscience at one stage of their growth from childhood to moral maturity. 18M

Marking Criteria and points of reference:
An excellent answer will show an understanding of moral development by giving an accurate account of what is involved in one stage of a person's development from selfishness to altruism in moral decision-making.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	16 - 18
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	13 - 15
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	10 - 12
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 9
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

SECTION 4. Candidates must answer four of the following six questions. 200 Marks

Question 1. COMMUNITIES OF FAITH

1 A. State three characteristics of a community and explain why each characteristic is an important feature of any community. 7Mx3

Marking Criteria and points of reference:
An excellent answer will show an understanding of community by giving an accurate account of the reasons why three different qualities are important in any community e.g. co-operation, sharing etc.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 - 7
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

1 B a. Tick ✓ one of the following types of communities of faith and name an example of it found in Ireland today. RELIGIOUS DENOMINATION ☐ RELIGIOUS ORDER ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of communities of faith in Ireland today by accurately naming *either* one religious denomination *or* one religious order found in Ireland today.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

1 B b. Describe three examples of how the characteristics of a community can be seen in the type of community of faith that you have ticked in part B a) above. 8M x3

Marking Criteria and points of reference:
An excellent answer will show knowledge of a community of faith by giving an accurate account of three examples of how the characteristics of any community can be seen in the type of community of faith ticked in part B a) of the question.
Note: Avoid consequential penalties.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	7 - 8
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	6
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	5
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

2 A a. Name the river marked (i), the city marked (ii) the town marked (iii) and the sea marked (iv), on the map of Palestine opposite: 3Mx4

Marking Criteria and points of reference:
An excellent answer will show knowledge of Palestine at the time of Jesus of Nazareth by accurately naming (i) the river Jordan, (ii) the city of Jerusalem, (iii) a town in the location identified on the map e.g. Bethlehem, Bethany etc. and (iv) the Dead Sea.

2 A b. Outline one expectation about the Messiah that Jewish people had at the time of Jesus. 15M

Marking Criteria and points of reference:
An excellent answer will show knowledge of Palestine at the time of Jesus of Nazareth by setting out accurate information on one expectation Jewish people had of the Messiah at the time of Jesus.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	13 - 15
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	11 - 12
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 10
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

2 B a. 'Son of Man' was a title given to Jesus of Nazareth by the First Christians. Name another title that was given to Jesus of Nazareth by the First Christians. 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of faith in Christ by accurately naming one title, other than 'Son of Man', that was given to Jesus of Nazareth by the First Christians e.g. Son of God etc.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

2 B b. Explain why the First Christians used the title for Jesus that you have named in part B a) above. 18M

Marking Criteria and points of reference:
An excellent answer will show an understanding of faith in Christ by giving an accurate account of one or more reasons why the First Christians used the title for Jesus named in part B a) of the question.
Note: Avoid consequential penalties.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	16 - 18
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	13 - 15
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	10 - 12
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 9
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS

3 A Tick ✓ one of the following world religions that you have studied:
BUDDHISM ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐

a. Name a person/persons who played a key part in the founding story of the world religion that you have ticked in part A) above. 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately naming a person/persons who played a part in the founding story of the world religion ticked in part A) of the question.

3 A b. Describe an example of how revelation featured in the founding story of the world religion that you have ticked in part A) above. 12M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a world religion by giving an accurate account of how the will of God/gods/the divine became known in the founding story of the world religion ticked in part A) of the question.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	11 - 12
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	9 - 10
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	7 - 8
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5 - 6
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3 - 4
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

3 B a. State one creed that is most associated with the world religion that you ticked in part A) above. 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a world religion by accurately identifying a statement of belief most associated with the world religion ticked in part A) of the question.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

3 B b. Outline two beliefs that are expressed in a creed that is most associated with the world religion that you ticked in part A) above. 7Mx2

Marking Criteria and points of reference:
An excellent answer will show knowledge of a world religion by setting out accurate information on two beliefs that are expressed in a statement of belief associated with the world religion ticked in part A) of the question.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 - 7
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

3 B c. Explain two reasons why a creed is important for members of the world religion that you have ticked in part A) above. 7Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of a world religion by giving an accurate account of two reasons why a statement of belief is important for members of the world religion ticked in part A) of the question.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 - 7
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Question 4. THE QUESTION OF FAITH

4 A a. WHAT? WHY? WHERE? WHEN?
Asking questions is an essential human characteristic.
Discuss this statement making reference to the types of questions people ask at two different stages in life. 7M x2

Marking Criteria and points of reference:
An excellent answer will show an understanding of the human search for meaning by looking closely at the types of questions people ask at two different stages in human life and drawing accurate conclusions about the role asking questions plays in each stage.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 - 7
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

4 A b. ● **AGNOSTICISM** ● **SECULAR HUMANISM**
Compare the approach taken by each of the above to finding answers to questions about the meaning of life. 16M

Marking Criteria and points of reference:
An excellent answer will show an understanding of two world views by setting out accurate information on the similarities and/or differences in the approach taken by agnosticism and secular humanism to finding answers to questions about the meaning of life.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	14-16
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	12 - 13
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	9 - 11
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	7 - 8
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 6
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

4 B a. ***'The only real things in life are physical and measurable.'***
Which one of the following is most associated with this statement?
(Tick ✓ the correct box) MATERIALISM ☐ POLYTHEISM ☐ SECTARIANISM ☐ 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of a world view by accurately identifying 'MATERIALISM' as the relevant answer to the question.

4 B b. Explain how a person's religious faith could be challenged by the view that the only real things in life are those that are physical and measurable. 15M

Marking Criteria and points of reference:
An excellent answer will show knowledge of materialism as a world view by giving an accurate account of how the religious faith of a person could be challenged by the view that 'the only real things in life are those that are physical and measurable'.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	13 - 15
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	11 - 12
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 10
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Question 5. THE CELEBRATION OF FAITH

5 A a. In religious traditions contemplation is a type of prayer which requires a person to ____ 5M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a type of prayer by accurately stating how in prayer contemplation involves clearing the mind of all distractions so as to have total awareness of God/gods/the divine.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

5 A b. Describe an example of the way that contemplation is practised by members of a major world religion. 20M

Marking Criteria and points of reference:
An excellent answer will show knowledge of a type of prayer by giving an accurate account of the way contemplation is practised by the members of a major world religion.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	17 - 20
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

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

Religious Prayers	***World Religions***	***Answer:***	***Religious Prayer***	***World Religion***
A Du'a/Du'ah	**Buddhism**			
A Refuge Prayer	**Christianity**			
The Amidah	**Hinduism**			
The Apostles Creed	**Islam**			
The Gayatri Mantra	**Judaism**			

Marking Criteria and points of reference:
An excellent answer will show knowledge of a major world religion by accurately matching one of the following: Buddhism to A Refuge Prayer, Christianity to The Apostles Creed, Hinduism to The Gayatri Mantra, Islam to A Du'a/Du'ah, or Judaism to The Amidah.

5 B b. Explain two difficulties that may be experienced with prayer by the members of a major world religion today. 10Mx2

Marking Criteria and points of reference:
An excellent answer will show an understanding of prayer by giving an accurate account of two reasons why members of a major world religion may experience difficulties with prayer.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 - 10
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Question 6. THE MORAL CHALLENGE

6 A a. BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐
Tick ✓ one of the above world religions and name a religious moral code that is most associated with it. 5M

Marking Criteria and points of reference:
An excellent answer will show an understanding of sources of morality by accurately naming one moral code associated with the major world religion ticked in the question.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	QUESTION MARKS
5	4	3	2	1 > 0	5M

6 A b. Outline how the moral code that you have named in part A a) above could guide a person when making a moral decision. 12M

Marking Criteria and points of reference:
An excellent answer will show an understanding of sources of morality by setting out accurate information on how the religious moral code named in part A a) of the question could guide a person's decisions about what is right and wrong.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	11 - 12
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	9 - 10
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	7 - 8
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5 - 6
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3 - 4
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

6 A c. Explain why freedom of choice is important when making a moral decision. 11M

Marking Criteria and points of reference:
An excellent answer will show an understanding of morality by giving an accurate account of one or more reasons why being free to look at different options is important when deciding what is right and wrong in a situation.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	10 - 11
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	9
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	7 - 8
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5 - 6
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3 - 4
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

6 B a. BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐
Tick ✓ one of the above major world religions and outline the understanding of moral failure found in its teaching. 10M

Marking Criteria and points of reference:
An excellent answer will show knowledge of religious morality in action by setting out accurate information on the understanding of moral failure found in the teaching of the world religion ticked in the question.

Note: Allow descriptive answers

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 - 10
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

6 B b. Describe one example of how forgiveness is encouraged within a major world religion that you have studied. 12M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious morality in action by giving an accurate account of one example of how reconciliation is promoted within a major world religion.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	11 - 12
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	9 - 10
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	7 - 8
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	5 - 6
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3 - 4
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

SECTION 5. Candidates must answer one of the following six questions. 70 Marks

1. Imagine that your school is taking part in a 'World Religion Day' and you have been asked to write an article about the importance of dialogue between different major world religions.
Outline the points that you would make in your article using each of the following headings:

i. The benefits of inter-faith dialogue. 35M

Marking Criteria and points of reference:
An excellent answer will show an understanding of the relationship between communities of faith by setting out accurate information about the positive outcomes of dialogue between different major world religions.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	30 - 35
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	25 - 29
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	19 - 24
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	14 - 18
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	9 - 13
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	4 - 8
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 3

1. Imagine that your school is taking part in a 'World Religion Day' and you have been asked to write an article about the importance of dialogue between different major world religions.
Outline the points that you would make in your article using each of the following headings:

ii. The challenges of inter-faith dialogue. 35M

Marking Criteria and points of reference:
An excellent answer will show an understanding of the relationship between communities of faith by setting out accurate information about the challenges associated with dialogue between different major world religions.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	30 - 35
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	25 - 29
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	19 - 24
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	14 - 18
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	9 - 13
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	4 - 8
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 3

2. **● JESUS' CRUCIFIXION AND DEATH ● JESUS' RESURRECTION**
Compare the impact of each of the above events on the followers of Jesus as described in the Gospels. 70M

Marking Criteria and points of reference:
An excellent answer will show knowledge of the Gospel accounts of the death and resurrection of Jesus by setting out accurate information on the similarities and/or differences in how Jesus' death and resurrection affected his followers.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	60 - 70
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	49 - 59
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	39 - 48
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	28 - 38
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	18 - 27
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	7 - 17
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 6

3. **◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**
Compare how religious practice features in the daily life of believers in two of the world religions listed above. 70M

Marking Criteria and points of reference:
An excellent answer will show detailed knowledge of major world religions by setting out accurate information on the similarities and/or differences in the way religious practice plays a part in the daily life of believers in two of the world religions listed in the question.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	60 - 70
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	49 - 59
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	39 - 48
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	28 - 38
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	18 - 27
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	7 - 17
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 6

4. Imagine you are speaking in a debate about the importance of religious belief for young people in Ireland today.
Outline the points that you would make using each of the following headings:

i. The value of religious belief for young people in Ireland today. 35M

Marking Criteria and points of reference:
An excellent answer will show an understanding of religious belief by setting out accurate information on the benefits that religious belief can have for young people in Ireland today.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	30 - 35
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	25 - 29
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	19 - 24
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	14 - 18
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	9 - 13
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	4 - 8
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 3

4. Imagine you are speaking in a debate about the importance of religious belief for young people in Ireland today. Outline the points that you would make using each of the following headings:

ii. The influences on the religious beliefs of young people in Ireland today. 35M

Marking Criteria

An excellent answer will show an understanding of religious belief by setting out accurate information on two or more factors that can influence the religious beliefs of young people in Ireland today.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	30 - 35
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	25 - 29
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	19 - 24
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	14 - 18
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	9 - 13
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	4 - 8
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 3

5. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

Examine how ritual and participation are key elements of worship for members of two of the above world religions. 70M

Marking Criteria and points of reference:

An excellent answer will show an understanding of worship by looking closely at how using symbolic words/actions and partaking in activities, are ways in which God/gods/the divine are honoured by the members of two of the world religions listed in the question.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	60 - 70
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	49 - 59
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	39 - 48
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	28 - 38
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	18 - 27
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	7 - 17
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 6

6. ● **LIBERTARIANISM** ● **RELIGIOUS FUNDAMENTALISM**

Compare how deciding what is right or wrong about a justice issue would be approached from each of the above points of view. 70M

Marking Criteria and points of reference:

An excellent answer will show an understanding of law and morality by setting out accurate information on the similarities and/or differences in the approach taken by libertarianism and religious fundamentalism to deciding what is right or fair on an issue e.g. morality should be a private matter; everyone should be free to do as they choose, so long as they don't interfere with the equal freedom of others etc.; the teachings of a particular religion should be state law etc.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	60 - 70
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	49 - 59
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	39 - 48
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	28 - 38
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	18 - 27
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	7 - 17
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 6

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

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

Iomlán: 400 Gnathráta: 10%

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

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

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

General Guidelines for Completion of the Journal Booklet

Titles for journal work are common to Ordinary Level and Higher Level.
Students are requested to submit journal work on one title only.
In undertaking journal work students may work in groups or undertake a visit or investigation as a whole class. However, each student must complete and submit an individual journal for assessment. The cues/prompts in each section of the booklet may be used where relevant to assist students in completing their journals. Students may draw diagrams/illustrations directly onto the Journal Booklet. They should not, however, attach or affix material to the Journal Booklet.

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

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

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

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

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

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

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

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

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

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

Journal Work

The aims of journal work are:

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

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

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

Assessment of the Journal Booklet

Section One	*Introduction*	
Title	The personal title of my journal work is…	2 marks
	I chose this title because…	4 marks
Beginning	By doing journal work on this title I hoped to…	6 marks
Section Two	*Getting Started*	
Preparing	To prepare for doing my journal work I…	12 marks
Section Three	*Work*	
Describing	To do my journal work I…	12 marks
	I included this in my journal work because …	6 marks
Your reaction	My reaction to doing this work was…	6 marks
Section Four	*Discoveries*	
Learning	I learned…	10 marks
	As a result of what I have learned I will...	10 marks
Skills	I used _____ skills when I…	5 marks
	I used _____ skills when I…	5 marks
Linking	My journal work reminded me of studying… because…	6 marks
	My journal work reminded me of studying… because…	6 marks
Section Five	*Looking Back*	
Reflecting	Looking back at my experience of doing journal work on this title	10 marks
	Journal Total:	100 marks

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

Prescribed Titles for Religious Education Journal Work Junior Certificate 2018

(Circular S91/16)

Section A. Communities of Faith

a.1. An exploration of the need for a variety of roles, including the leader's role, within either a Church or Religious Order in Ireland today.

Marking Criteria and points of reference:

An excellent journal will show knowledge of communities of faith at work by accurately judging the need for a variety of roles, including the leader's role, within either a Church or Religious Order in Ireland today.

a.2. A case study on the ways that a calling to serve is involved in a vocation within one community of faith in Ireland today.

Marking Criteria and points of reference:

An excellent journal will show an understanding of vocation in a community of faith by examining a particular example of how providing for the needs of others is part of a calling to serve God/gods/the divine within one community of faith in Ireland today.

Section B. Foundations of Religion – Christianity

b. 1. An investigation into the reasons why Jesus of Nazareth came into conflict during his life, with the religious and political authorities in Palestine.

Marking Criteria and points of reference:

An excellent journal will show an understanding of the context into which Jesus of Nazareth was born by examining and drawing accurate conclusions about the reasons why Jesus of Nazareth came into conflict with religious and political authorities in Palestine.

b.2. A study of what Jesus taught through his miracles about the treatment of sinners and other outsiders in the Kingdom of God.

Marking Criteria and points of reference:

An excellent journal will show knowledge of Jesus' teaching about the Kingdom of God by examining the miracles of Jesus and drawing accurate conclusion on what they show about the treatment of sinners and outsiders in the Kingdom of God.

Section C. Foundations of Religion – World Religions

c.1. ♦ Buddhism ♦ Hinduism ♦ Islam ♦ Judaism

***In the history of world religions there are key moments that shape their development.* A profile of the way in which one of the above world religions has been shaped by the experience of either persecution or schism.**

Marking Criteria and points of reference:

An excellent journal will show knowledge of a major world religion by accurately tracing the way that one of the world religions listed in the title has been shaped by the experience of *either* religious hostility/oppression *or* a major split/division or breach in the unity of its members.

c.2. A study of how religious belief is expressed in the main features of a place of prayer associated with one of the following world religions: Buddhism, Hinduism, Islam or Judaism.

Marking Criteria and points of reference:

An excellent journal will show knowledge of a place of worship by accurately examining the way that religious beliefs is expressed in the main features of a place of prayer associated with one of the world religions listed in the title.

Section D. The Question of Faith

d.1. A comparison of the pattern of religious practice found in Ireland today with that found in another part of Europe.

Marking Criteria and points of reference:

An excellent journal will show an understanding of the patterns of religious practice in Ireland and elsewhere by examining the similarities and differences between the patterns of religious practice found in Ireland today at a local or national level, and that found in another part of Europe.

d. 2. A profile of the ways that a monotheistic understanding of God is expressed in one of the following world religions: Christianity, Islam or Judaism.

Marking Criteria and points of reference:

An excellent journal will show an understanding of monotheism by accurately tracing the ways that a monotheistic understanding of God is expressed in one of the world religions listed in the title.

Section E. The Celebration of Faith

e. 1. An exploration of the role sacraments play in one Christian denomination and the role religious symbols play in another major world religion.

Marking Criteria *and points of reference:*

An excellent journal will show an understanding of the place of sacraments and religious symbols in major world religions by examining and drawing accurate conclusions about the role sacraments play in one Christian denomination and the part played by religious symbols in another major world religion.

e.2. An examination of the reasons why a special season or day, during each calendar year, has religious importance for the members of one of the following world religions: ♦ Buddhism ♦ Christianity ♦ Hinduism ♦ Islam ♦ Judaism

Marking Criteria and points of reference:

An excellent journal will show understanding of a time of religious significance by looking closely at the reasons why a special season or day, during each calendar year, has religious significance for the members of one of the world religions listed in the title.

Section F. The Moral Challenge

f.1. A study of what promotes moral behaviour among adolescents today.

Marking Criteria and points of reference:

An excellent journal will show an understanding of the sources of morality by examining and drawing accurate conclusions about what encourages right conduct and conscientious behaviour among adolescents today.

f.2. An examination of how the need for integrity in relationships is expressed in the teaching of two of the following world religions: Buddhism, Christianity, Hinduism, Islam or Judaism

Marking Criteria and points of reference:

An excellent journal will show an understanding of religious morality in action by looking closely at how the importance of being honest and true to one's values and beliefs is expressed in the teaching of two of the world religions listed in the title.

SECTION ONE – INTRODUCTION *The personal title of my journal-work is…* 2 Marks

Criteria:
Name a personal title relevant to the chosen 2018 prescribed title.

Personal and Relevant	2
No personal title	0

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

Criteria:
Evidence of personal interest/ enthusiasm / concern in relation to doing journal work on the chosen 2018 prescribed title.

Clear	4
General/insufficient personal interest	2 — 3
Irrelevant to 2018 journal work title	0 — 1

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

Criteria:
Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2018 prescribed title which reflects one or more of the following:

- 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.

Full and relevant + reflects	5 – 6
Full and relevant to 2018 Title	3 – 4
General	1 – 2
Irrelevant	0

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

Criteria:
Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2018 prescribed title.

Detailed	9 — 12
General	5 — 8
Little or no description	0 — 4

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

Criteria:
Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2018 prescribed title.

Detailed	9 — 12
General	5 — 8
Limited	0 — 4

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

Criteria: Explanation/reason given as to why journal work on the chosen 2018 prescribed title was approached in this way.

Detailed	5 — 6
General	3 — 4
Limited	0 — 2

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

Criteria:
Description/elaboration as to what the candidate found most interesting, hardest etc. in working on the chosen 2018 prescribed title.

Detailed	5 — 6
General	3 — 4
Little or no description/elaboration	0 — 2

SECTION FOUR — DISCOVERIES *I learned …* 10 Marks

Criteria:
Evidence of journal work on the chosen 2018 prescribed title having an impact on the candidate's knowledge/ understanding.

Substantial	7 — 10
Some	3 — 6
Little or no evidence	0 — 2

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

Criteria:
Evidence of journal work on the chosen 2018 prescribed title having an impact on the candidate's life.

Substantial	7 — 10
Some	3 — 6
Little or no evidence	0 — 2

SECTION FOUR — SKILLS *I used _____ skills when I…* 5 Marksx2

Criteria:
Identification and description of how the candidate used the skills identified in doing journal work on the chosen 2018 prescribed title.

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

SECTION FOUR — LINKING *My journal work reminded me of studying… because...* 6 Marksx2

Criteria:
Identification and explanation of the links between the candidate's journal work on the chosen 2018 prescribed title and other aspects of the Junior Certificate Religious Education course.

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

SECTION FIVE — LOOKING BACK *Looking back at my experience of doing journal work on this title…* 10 Marks

Criteria: evidence of —

- Reflection/identification of what went well in doing journal work on the chosen 2018 prescribed title
- Evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2018 prescribed title afresh.

Substantial evidence	9 — 10
Good evidence	7 — 8
Some evidence	5 — 6
Little or no evidence	0 — 4