



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2008

MARKING SCHEME

RELIGIOUS EDUCATION

ORDINARY LEVEL

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

Marks

- 1 1 **St. Mark's Gospel is a synoptic gospel. (Tick ✓ the correct box)** 8
- True False

An excellent answer will show knowledge of the Gospels by identifying 'True' as the answer relevant to the question.

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

- 1 2 **In religious traditions inter-faith dialogue means** 8

An excellent answer will show an understanding of the meaning of inter-faith dialogue by accurately describing how inter-faith dialogue involves the exchange of ideas/opinions between different world religions. *Graded*

Possible Points:

- Different world religions sharing their beliefs, communicating with each other etc.
- Exchange of ideas between Christian churches and non-Christian faiths etc.
- Etc.

Variation:

The candidate accurately identifies something that is an example of inter-faith dialogue but does not describe how inter-faith dialogue involves the exchange of ideas/opinions between different world religions/faiths – 4 marks max.

Note:

The candidate refers to the exchange of ideas between individuals of different faiths – Consult your Advising Examiner.

- 1 3 **Read the list of religious objects and the list of world religions given below. One religious object has been matched to the world religion with which it is most associated as an example for you. Make one other match.** 8

<i>Religious Objects</i>	<i>World Religions</i>
Arti Lamp	Buddhism
Crucifix	Christianity
Prayer Mat	Hinduism
Prayer Shawl/Tallit	Islam
Stupa	Judaism

<i>Example:</i>	Crucifix	Christianity
<i>Answer:</i>		

An excellent answer will show an ability to identify a religious object of importance for a world religion by accurately making one of the following matches: Prayer Shawl/Tallit - Judaism; Prayer Mat – Islam; Stupa – Buddhism; Arti Lamp – Hinduism.

- 1 4 **In religious traditions to 'worship' means** 8

An excellent answer will show an understanding that religious belief can find expression in worship by accurately describing how worship involves activities in which God is honoured. *Graded*

Possible Points:

- A way of communicating with God and expressing your religious faith etc.
- Worship can involve a sacred place or time when a member of a community of faith can show their love and respect for their God etc.
- Etc.

Variation:

The candidate accurately identifies something that is an example of worship but does not

describe how worship involves activities in which God is honoured e.g. worship means prayer – 4 marks max.

- 1 5 **The Wailing/Western Wall is a place of religious importance associated with Judaism.** 8
(Tick ✓ the correct box)

True

False

An excellent answer will show an understanding of particular places of religious importance for Judaism by identifying ‘True’ as the answer relevant to the question.

- 1 6 **In a religious tradition a ‘prophet’ is someone who** 8
An excellent answer will show an understanding of a major world religion by accurately describing a prophet as someone who reveals the word of God. *Graded*

Possible Points:

- Someone who proclaims the will of God etc.
- Someone who interprets the will of God etc.
- Etc.

Variations:

- The candidate identifies something that is true of all members of a religious tradition but does not accurately describe a prophet as someone who reveals the word of God e.g. believer – 3 marks max.
- The candidate gives an example of a prophet but does not show an understanding of a prophet as someone who reveals the word of God – 4 marks max.

- 1 7 **The name of one Christian denomination in Ireland today is** 8
An excellent answer will show an ability to name a church found in Ireland today by accurately identifying one Christian denomination in Ireland today.

Possible Points:

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

Note: Christianity – 0 marks

- 1 8 **Jesus grew up in the town of - (Tick ✓ the correct box)** 8

Naaran

Nain

Nazareth

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

- 1 9 **The Sacred Thread ceremony is most associated with which one of the following world religions? (Tick ✓ the correct box)** 8

Hinduism

Islam

Judaism

An excellent answer will show an ability to recognise the beliefs and symbols of a major world religion by identifying ‘Hinduism’ as the answer relevant to the question.

- 1 10 **In a prayer of thanksgiving a person** 8
An excellent answer will show an ability to differentiate between different types of prayer by accurately describing how a prayer of thanksgiving involves a person expressing respect and gratitude to God. *Graded*

Possible Points:

- Shows appreciation to God for something etc.
- Shows admiration to God for something etc.
- Etc.

1 11 **An example of a miracle that Jesus performed was - (Tick ✓ the correct box)** 8

**The Healing of
the Blind Man**

**The Parting of
the Red Sea**

**The Return of
the Prodigal Son**

An excellent answer will be able to recognise the actions of Jesus by identifying 'The Healing of the Blind Man' as an example of a miracle performed by Jesus.

1 12 **In religious traditions to act with 'integrity' means behaving in a way that is in keeping with your beliefs. (Tick ✓ the correct box)** 8

True

False

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by identifying 'True' as the answer relevant to the question.

1 13 **In a religious tradition the term 'schism' refers to a time when** 8
An excellent answer will show an ability to recognise an important moment in the story of a major world religion by describing how schism involves a major split, division or breach in the unity of a religion. *Graded*

Possible Points:

- There is a division in a religion etc.
- There is a split in the unity of a church etc.
- Etc.

Variation:

The candidate identifies an example of a schism but does not describe how schism involves a division or separation within a world religion – 4 marks max.

1 14 **A mosque is a place of worship associated with which one of the following world religions? (Tick ✓ the correct box)** 8

Buddhism

Hinduism

Islam

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

1 15 **A humanist can be described as someone who gives religious answers to questions about the meaning of life. (Tick ✓ the correct box)** 8

True

False

An excellent answer will show an ability to identify the human search for meaning in contemporary culture by identifying 'False' as the answer relevant to the question.

1 16 **In religious traditions the term 'sacred' refers to that which is** 8
An excellent answer will show an understanding of how particular places and times come to be significant in religious traditions by accurately describing how the term 'sacred' refers to that which is regarded as holy, set apart and representative of God's presence. *Graded*

Possible Points:

- A place of worship e.g. Church, Mosque, Synagogue, Temple etc.

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

1 17 **A community is a group of people who share something in common.** 8

(Tick ✓ the correct box)

True

False

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

1 18 **In religious traditions the term 'monotheism' means** 8

An excellent answer will show an understanding of religious belief by accurately describing how the term 'monotheism' refers to belief in one God. *Graded*

Possible Points:

- Having faith in only one God etc.
- Etc.

Variation:

Candidate gives an example of a monotheistic world religion but does not describe how monotheism refers to belief in one God – 4 marks max.

1 19 **In religious traditions to show 'respect' means** 8

An excellent answer will show a knowledge of how a religious moral vision can influence the moral decisions of believers by accurately describing how within religious traditions respect involves showing consideration or having a high regard for something/someone. *Graded*

Possible Points

- Being silent in a place of worship out of consideration for others etc.
- Having a high regard for something/someone etc.
- Etc.

Note:

Allow descriptive answers where a candidate describes an example that shows the meaning of respect in a religious tradition.

1 20 **Bodh Gaya is most associated with which one of the following world religions?** 8

(Tick ✓ the correct box)

Buddhism

Islam

Judaism

An excellent answer will show an ability to identify a religious place and the essential elements of a major world religion by identifying 'Buddhism' as the answer relevant to the question.

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

Marks

Question 1. This is a photograph of religious leaders at an ecumenical service.

- 2 1 A **Pick one thing from the photograph which shows that this is an example of ecumenism.** 6
An excellent answer will show an awareness of the ecumenical movement by accurately identifying one thing from the photograph which shows that this is an example of unity between different Christian denominations. *Graded*

Possible Points:

- Different Christian religious leaders gathered under a crucifix/cross etc.
- Religious leaders dressed in the robes associated with different Christian denominations etc.
- Etc.

Variation:

The candidate identifies one thing from the photograph which shows an awareness of the activities of the ecumenical movement, but does not refer to the involvement of different Christian churches – 2 marks max.

Note:

The candidate makes reference to the religious leaders in the photograph being from different major world religions – Consult your Advising Examiner.

- 2 1 B **Give one other example of ecumenism.** 6
An excellent answer will show an awareness of the ecumenical movement by accurately identifying one other example of unity between different Christian denominations. *Graded*

Possible Points:

- Dialogue between Christian Churches on issues of belief, worship etc.
- Inter-denominational gatherings - World Council of Churches; local inter-denominational groups; Taizé in France; Corrymeela Centre in Northern Ireland; Glenree Centre in Co. Wicklow etc.
- Etc.

Note:

The candidate identifies something that promotes unity between different major world religions – Consult your Advising Examiner

- 2 1 C **State one reason why people work for ecumenism.** 8
An excellent answer will show an awareness of the ecumenical movement by accurately identifying one reason why people work to promote unity between different Christian denominations. *Graded*

Possible Points:

- Jesus' vision that his followers would be united etc.
- To promote respect, peace, tolerance, reconciliation between different denominations etc.
- Etc.

Variation:

The candidate identifies a reason why people work to bring unity which shows an awareness of the activities of the ecumenical movement, but does not refer to the involvement of different Christian denominations – 4 marks max.

Note:

The candidate refers to a reason why people work to bring unity between different major world religions – Consult your Advising Examiner.

- 2 2 A **Question 2. This picture is based on Jesus teaching his disciples. Pick one thing from this picture which shows that the teaching of Jesus was important to his disciples.** 6
Graded

An excellent answer will show an understanding of the importance of Jesus' teaching for his followers by accurately identifying one thing from the picture which shows that the teaching of Jesus was important to his disciples.

Possible Points:

- The disciples are all gathered around Jesus and listening to him etc.
- Their facial expressions show that they are interested in what Jesus is saying etc.
- Etc.

- 2 2 B **Name one of Jesus' first disciples.** 6
Graded
- An excellent answer will show knowledge of the emerging identity and development of the first Christian communities by accurately identifying one of Jesus' first disciples.

Possible Points:

- Andrew, James, John, Mary, Paul, Peter etc.

- 2 2 C **State one thing that Jesus taught his disciples about the Kingdom of God.** 8
Graded
- An excellent answer will show an ability to identify the characteristics of the Kingdom of God as preached by Jesus by accurately identifying one thing that Jesus taught his disciples about the Kingdom of God.

Possible Points:

- The poor, sinners and outsiders are welcome in the Kingdom of God etc.
- Love of neighbour and love of enemy etc.
- "The Kingdom of God has come to you" – Luke 11:20 etc.
- Etc.

- 2 3 A **Question 3. This is a photograph of people using meditation during prayer. Pick one thing from this photograph which shows that these people are using meditation to pray.** 6
Graded

An excellent answer will show an understanding of meditation as a type of prayer by accurately identifying one thing from the photograph which shows that these people are deep in thought using meditation.

Possible Points:

- Meditation posture e.g. eyes are closed; sitting still etc.
- Focusing on a religious symbol – candle etc.
- Etc.

- 2 3 B **In a religious tradition what does the term 'meditation' mean?** 6
Graded
- An excellent answer will show an understanding of meditation as a type of prayer by giving an accurate account of how meditation involves deep thought on a religious or scriptural idea.

Possible Points:

- A type of prayer that involves the person turning their attention entirely beyond him/her self etc.

- A way of praying which involves deep thought that allows a person to focus on a religious or scriptural idea etc.
- Etc.

Note:

- Allow descriptive answers where a candidate gives an 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.
- The candidate identifies something that does not describe the meaning of meditation in a religious tradition e.g. to relax, de-stress your body etc. – 0 marks.

2 3 C **State one reason why a person would use meditation to pray.**

8

An excellent answer will show an understanding of meditation as a type of prayer by accurately identifying one reason why a person would pray in a way that involves thinking deeply on a religious or scriptural idea. *Graded*

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 gives a person a chance to reflect on religious ideas etc.
- Etc.

Variation:

The candidate identifies one reason why a person would pray without reference to why a person would use meditation to pray – 4 marks max.

Note:

The candidate identifies a reason which does not refer to why a person would use meditation to pray e.g. to relax, de-stress the body etc. – 0 marks.

2 4 A **Question 4. This is a photograph of people showing concern about a moral issue. Pick one thing from this photograph which shows that these people are concerned about a moral issue.**

6

An excellent answer will show an understanding of morality by accurately identifying one thing from the photograph which shows that these people are concerned about what is right/wrong on an issue. *Graded*

Possible Points:

- The people are marching with banners to show they are against war, nuclear arms etc.
- The people carrying posters that say war is wrong etc.
- The people are protesting on the street etc.
- Etc.

2 4 B **Give one reason why religion could influence a person's view of right and wrong on a moral issue.**

6

An excellent answer will show an understanding of religion as a source of morality by giving one accurate reason why religion could influence a person's decision about what is right/wrong in relation to a moral issue. *Graded*

Possible Points:

- The way a person considers a moral issue could be influenced by the moral vision of his/her religion e.g. The Five Pillars of Islam refer to the obligation to help others through alms giving etc.

- A person may communicate with God in prayer for guidance in his/her decision-making on a moral issue etc.
- A religious leader could guide a person's decision-making on a moral issue etc.
- The reading in a sacred text could guide a person's decision-making on a moral issue etc.
- Etc.

Note: Allow descriptive answers.

2 4 C **Describe one stage in the process a person goes through in deciding if something is right or wrong.**

8
Graded

An excellent answer will show an understanding of the process involved in moral decision making by giving an accurate account of what is involved in one stage of the process in deciding if something is right or wrong.

Possible Points:

- Examine the facts of the situation before deciding what is right or wrong etc.
- Examine the consequences before deciding what is right or wrong in the situation etc.
- Examine the alternatives before deciding what is right or wrong in the situation etc.
- Examine the influences before deciding what is right or wrong in the situation etc.
- Etc.

Variation:

The candidate states one stage of the process in moral decision making without giving an account of what is involved in this stage of the decision-making process – 4 marks max.

SECTION 3 Candidates must answer all of the following questions.

Marks

- 3 1 **Outline one example of a moral decision that had to be made by Pat after the above conversation.**

12

Graded

An excellent answer will show an understanding of moral decision making by accurately setting out the main points of information on one decision that had to be made by Pat after the conversation.

Possible Points:

- Whether or not to help Chris steal the computers etc.
- Whether or not he would follow his contract which states that he ‘should not take any item away from ...work place’ etc.
- If he would allow someone else get the blame for taking the computers etc.
- Etc.

Variation:

The candidate identifies one decision but does not set out the main points of information about the decision that had to be made by Pat after the conversation – 5 marks max.

- 3 2 a **Name one moral code that could guide Pat in deciding what is the right thing to do in the situation described above.**

8

Graded

An excellent answer will show knowledge of sets of rules and moral codes by accurately identifying one specific example of a religious/social/civil code of behaviour that could guide Pat in deciding the right thing to do in the situation described above.

Possible Points:

- The Ten Commandments
- The contract Pat has in work
- Etc.

Variations:

- The candidate refers to a particular rule/principle from a moral code that could guide Pat in deciding the right thing to do in the situation described above, but does not accurately identify the moral code from which the rule/principle has been taken – 4 marks max.
- The candidate identifies one rule/principle from a moral code that would not guide Pat in deciding what is the right thing to do in the situation described above e.g. ‘Thou shall not commit adultery’ etc.- 3 marks max.
- The candidate identifies a text which is not entirely a moral code e.g. Sacred Creed; Bible/Torah etc. – 3 marks max.
- The candidate gives an account of what a moral code is but does not identify one moral code that could guide Pat in deciding what is the right thing to do in the situation described above – 3 marks max.

- 3 2 b **Explain one reason why a moral code could help a person decide what is the right thing to do in a situation.**

16

Graded

An excellent answer will show an understanding of a moral code by providing an accurate account of one reason why a moral code could help a person decide what is right or wrong in a situation.

Possible Points:

- The moral code of a religion guides followers in relation to a moral issue such as the taking of life e.g. The Ten Commandments states ‘You shall not murder’ (Deut.5:17) etc.

- A company contract states the consequences of stealing from a company etc.
- Etc.

3 3 a **What does the term ‘moral maturity’ mean?**

8

An excellent answer will show an understanding of moral maturity by describing the way in which moral maturity involves thinking of others when making decisions and being aware of the possible consequences of actions.

Graded

Possible Points:

- Living and acting for the interest of others etc.
- Thinking of others when making decisions etc.
- Etc.

3 3 b **Give two examples of where moral maturity can be seen in this conversation.**

16

An excellent answer will show an understanding of the meaning of moral maturity by accurately identifying two examples of where thinking of others when making decisions and being aware of the possible consequences of actions can be seen in this conversation.

Graded

Possible Points:

- Pat thinking about the possible consequence for others i.e. other people being wrongly blamed for stealing the computers; loss of their jobs; the boss would not trust them again; Chris’ family would be disappointed etc.
- Etc.

Variations:

- The candidate identifies two examples of what can be seen in this conversation without stating where thinking of others and being aware of the possible consequences of actions for others can be seen in the examples given – 4 marks max per example
- The candidate copies out the relevant text from the conversation without stating where thinking of others and being aware of the possible consequences of actions for others can be seen in the text given – 4 marks max per example.

Note:

Allow descriptive answers where the candidate shows an understanding of how moral maturity involves thinking of others when making decisions and being aware of the possible consequences of actions.

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

Marks

- 4 1 A a **Tick ✓ one of the following major world religions that you have studied:**
Buddhism **Christianity** **Hinduism** **Islam** **Judaism** 8
Graded

Name the founder/earliest followers of the world religion you have ticked above.

An excellent answer will show a knowledge of the founder/earliest followers of one major world religion by accurately identifying the founder/earliest followers of the world religion ticked above.

Possible Points:

- Buddhism – Siddhartha Gautama etc.
- Christianity – Jesus of Nazareth etc.
- Hinduism – Brahmins etc.
- Islam – Muhammad etc.
- Judaism- Abraham; Moses etc.

Variation:

The candidate names the founder/earliest followers associated with a world religion different to the world religion the candidate has ticked above – 4 marks max.

- 4 1 A b **Outline a story from the life of *either* the founder *or* earliest followers of a world religion you have studied.** 10
Graded

An excellent answer will show an ability to retell a story about the founder/earliest followers of a world religion by accurately setting out the main points of information on a story from the life of either the founder/earliest followers of a world religion.

Possible Points:

- Buddhism – The story of Siddhartha Gautama search for enlightenment sitting under the Bodhi tree etc
- Christianity – The story of Jesus of Nazareth being baptised by John the Baptist etc.
- Hinduism – The story of the people living around the Indus River when it was invaded by the nomadic Aryans etc.
- Islam – The story of Angel Gabriel revealing the words of Allah to Muhammad etc.
- Judaism – The story of Abraham being called to sacrifice his son Issac etc.

- 4 1 B a **• Commitment • Communication • Co-operation** 10
Graded
Choose two of the above and give an example of how each can be seen in a community of faith today.

An excellent answer will show an understanding of the particular characteristics of a community of faith by accurately identifying an example of how each of the two characteristics chosen above can be seen in a community of faith today.

Possible Points:

- Co-operation – People work together etc. e.g. sharing, time, space, money etc.
- Communication – People exchange of ideas etc. e.g. preaching; publishing community newsletter; broadcasting services on TV or Radio etc.
- Commitment – People undertaken to give their time, resources etc. e.g. being a Minister of the Word, Eucharist etc.; Taizé Community's commitment to a way of life / to those in need etc.

Variations:

- The candidate identifies one of the following – commitment, communication, co-operation but does not identify how it can be seen in a community of faith today – 5 marks max

- The candidate identifies examples of two of the following – commitment, or communication, or co-operation but does not identify how each can be seen in a community of faith today – 2 marks max per example.

4 1 B b

- **Commitment**
- **Communication**
- **Co-operation**

12
Graded

Explain why one of the above is important for a community of faith today.

An excellent answer will show an understanding of the importance of a particular characteristic in a community of faith by providing an accurate account of one or more reasons why commitment, or communication or co-operation is important for a community of faith today.

Possible Points:

- Co-operation is important because the community of faith share a common vision, mission and to facilitate the organisation of religious services etc.
- Communication is important for the exchange of information and ideas to facilitate sharing the vision of the community of faith etc.
- Commitment is important so that members can contribute and support others within the community of faith etc.

Variation:

The candidate providing an accurate account of one or more reasons why commitment, or communication or co-operation is important but makes no reference to why it is important for a community of faith today – 5 marks max.

- 4 2 A a **These headlines might have described the different religious groups that lived in Palestine at the time of Jesus. Tick ✓ the box that correctly matches each description to the name of a religious group given below. The first description has been correctly matched to the name of a religious group as an example for you.** 10

<i>Religious Group 1</i>	<i>Religious Group 2</i>	<i>Religious Group 3</i>
Members of a religious group lead prayer at the temple in Jerusalem. <i>- The Jerusalem Journal</i>	Members of religious group are ready to fight the Romans. <i>- The Palestine Press</i>	Members of a religious group explain the law of God in the synagogue. <i>- The Nazareth News</i>
The name of the religious group which matches this description is – (Tick ✓ the correct box)	The name of the religious group which matches this description is – (Tick ✓ the correct box)	The name of the religious group which matches this description is – (Tick ✓ the correct box)
Pharisees <input type="checkbox"/>	Pharisees <input type="checkbox"/>	Pharisees <input type="checkbox"/>
Sadducees <input checked="" type="checkbox"/>	Sadducees <input type="checkbox"/>	Sadducees <input type="checkbox"/>
Zealots <input type="checkbox"/>	Zealots <input type="checkbox"/>	Zealots <input type="checkbox"/>

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately matching the headlines to the particular religious groups that existed in Palestine at the time of Jesus:

- Members of religious group are ready to fight the Romans matched to the Zealots
- Members of a religious group explain the law of God in the synagogue matched to the Pharisees.

- 4 2 A b **Below you will find a list of events that took place before Jesus was crucified. Number the events in the order in which they occurred by giving number 1 to the first event, number 2 to the second event, number 3 to the third event and number 4 to the fourth event.** 10

<i>Number</i>	<i>Events that took place before Jesus was crucified</i>
	Jesus shared the Last Supper with the apostles
	Jesus was arrested and put on trial
	Pontius Pilate sentenced Jesus to death
	The crowds welcomed Jesus to Jerusalem waving palm branches

An excellent answer will show a familiarity with the gospel accounts of the death of Jesus by accurately numbering the events in the following order:

- 2 Jesus shared the Last Supper with the apostles
- 3 Jesus was arrested and put on trial
- 4 Pontius Pilate sentenced Jesus to death
- 1 The crowds welcomed Jesus to Jerusalem waving palm branches

Variations:

- The candidate accurately numbers three of the events in the order in which they occurred – 8 marks
- The candidate accurately numbers two of the events in the order in which they occurred – 5 marks
- The candidate accurately numbers one of the events in the order in which it occurred – 3 marks.

- 4 2Ba **Jesus celebrated the Last Supper at the time of the Jewish festival of –** 8
(Tick ✓ the correct box)

Hanukkah **Passover** **Sukkot**

An excellent answer will show an understanding of the Last Supper as a meal in the Passover tradition by identifying the ‘Passover’ as the answer relevant to the question.

- 4 2Bb **Outline two things that Jesus said to his apostles at the Last Supper.** 12
An excellent answer will show an understanding of the Last Supper as a meal in the *Graded*
Passover tradition by accurately setting out the main points of information about two things that Jesus said to his apostles at the Last Supper.

Possible Points:

- They were to follow his example e.g. ‘For I have set you an example, that you also should do as I have done...’ etc.
- Jesus would be betrayed by one of them e.g. ‘One of you will betray me, one who is eating with me’ etc.
- They should love one another e.g. ‘I give you a new commandment, that you love one another’ etc.
- Etc.

Variation:

The candidate accurately states two things that Jesus said to his apostles at the Last Supper but does not set out information on the things that Jesus said to his apostles – 3 marks max per point of information.

- 4 3 A a **Tick ✓ one of the following world religions that you have studied:**
Buddhism **Hinduism** **Islam** **Judaism** 8
Name a title that is given to a religious leader in the world religion you have ticked above. *Graded*

An excellent answer will show an ability to identify the essential elements of a world

religion by accurately stating the title that is given to a religious leader associated with the world religion ticked above.

Possible Points:

- Buddhism – Monk etc.
- Hinduism – Brahmin etc.
- Islam- Imam etc.
- Judaism – Rabbi etc.

Variation:

The candidate accurately identifies a title that is given to a religious leader not associated with the world religion ticked above – 3 marks max.

Note:

- The candidate states a title which is not exclusive to a leadership role in the world religion ticked above e.g. Doctor etc. – 0 marks
- The candidate gives the name of a religious leader without reference to the full title given to a leader in the world religion ticked above – Consult your Advising Examiner.

4 3 A b **Outline two examples of the work of a leader in one of the above world religions.**

12
Graded

An excellent answer will show knowledge of a world religion by accurately setting out the main points of information on two examples of the work of a leader in one of the above world religions.

Possible Points:

- Buddhism e.g. a monk teaches people how to achieve nirvana; lead worship at a Temple etc.
- Hinduism e.g. Brahmin lead worship at a Temple and gives direction within the community etc.
- Islam e.g. an Imam leads prayer at a Mosque and the celebration of religious ceremonies, Represents the community in different situations etc.
- Judaism e.g. a Rabbi teaches the Torah and leads the community in worship and the celebration of rites etc.

4 3 B a **Name one religious festival associated with the world religion you have ticked above.**

8
Graded

An excellent answer will identify the essential elements of the beliefs and symbols of a world religion by accurately identifying one religious festival associated with the world religion ticked above.

Possible Points:

- Buddhism- Vesak/Wesak etc.
- Hinduism – Diwali/Divali etc.
- Islam- Eid-ul Fitr etc.
- Judaism – Rosh Hashanah etc

Variations:

- The candidate identifies a religious festival associated with one of the major world religions listed above but not associated with the major world religion ticked above – 3 marks max.
- The candidate identifies a religious ceremony associated with one of the major world religions listed above but not associated with the major world religion ticked above – 3 marks max.
- Etc.

Note:

The candidate identifies a religious festival not associated with any one of the major world religions listed in Question 3 above – 0 marks

- 4 3 B b **Explain two reasons why members of the world religion celebrate the religious festival you have named above.**

12
Graded

An excellent answer will identify the essential elements of the beliefs and symbols of a world religion by providing two accurate reasons why the religious festival named above is celebrated by members of a world religion.

Possible Points:

- Buddhism e.g. Vesak/Wesak- celebrates the Buddha's birth, enlightenment and his passing into nirvana at death etc.
- Hinduism e.g. Divala/Diwala – celebrates the beginning of the New Year and the victory of good over evil; worship the goddess of wealth and beauty etc.
- Islam e.g. Eid ul-Fitr – celebrates the end of Ramadan the month of fasting which is one of the Five Pillars of Islam etc.
- Judaism e.g. Rosh Hashanah celebrates the beginning of the Jewish New Year and Yahweh/YHWH's creation of the world etc.

Notes:

- Where a candidate's answer to 3Ba is in error by identifying one religious festival not associated with the world religion they have ticked from the four listed in Question 3 above, avoid consequential penalties to 3Bb as the candidate has been penalised for the error in 3Ba.
- Where a candidate provides reasons why a religious festival is celebrated which do not refer to any one of the major world religions listed in Question 3 above – Consult your Advising Examiner.

- 4 4 A a **Describe one image of God that you have studied.**

12
Graded

An excellent answer will show an understanding of an image of God by giving an accurate account of a visual, literal or conceptual image of God studied.

Possible Points:

- All merciful, compassionate and all powerful, the creator of the universe etc.
- God the Father – shepherd who watches over and protects etc.
- A judge who punishes any wrongdoing and rewards good behaviour etc.
- Etc.

Variation:

The candidate states one image of God without giving an accurate account of the image stated – 5 marks max.

- 4 4 A b **Outline one way in which a person's image of God can change from childhood to adulthood.**

14
Graded

An excellent answer will be able to differentiate between the faith of the child and that of an adult and have a sense of the development from one to another by setting out the main points of information on the way in which a person's understanding of God can change from childhood to adulthood.

Possible Points:

- Children can have a concrete image of God as an old man; father/mother figure etc.

- Adult faith/image of God is more abstract than that of a child and based on trust etc.
- The process by which a person's understanding of God can change from childhood to adulthood 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 does not give an account of how the person's image of God changes in adulthood – 7 marks max
- The candidate sets out points of information on an adult's image of God but does not give an account of how the person's image of God has changed from childhood – 7 marks max.

4 4 B **Describe two ways in which a young person can express his/her religious beliefs.**

14

An excellent answer will show an understanding that religious belief can find expression by giving an accurate account of two ways in which a young person can express his/her religious beliefs.

Graded

Possible Points:

- Worship – Attending religious services etc.
- Way of life – Following the moral code of his/her community of faith etc.
- Prayer etc.
- Etc.

Variation:

The candidate identifies two ways but does not give an accurate account of how a young person can express his/her religious beliefs in the ways identified – 3 marks max per way identified.

4 5 A a **Croagh Patrick is a place of religious importance for a community of faith in Ireland. Name another place in Ireland that has religious importance for a community of faith.**

8

An excellent answer will show an understanding of how particular places come to be significant by accurately identifying one other place of religious importance for a community of faith in Ireland.

Graded

Possible Points:

- A specific place of religious importance in Ireland e.g. Lough Derg, Knock etc.
- A specific building of religious importance in Ireland e.g. Christchurch Cathedral in Dublin etc.
- Etc.

Variation:

The candidate identifies a general place of worship for a community of faith e.g. church, mosque, synagogue etc. – 4 marks max.

4 5 A b **Explain two reasons why the place you have named above has religious importance for a community of faith.**

12

An excellent answer will show an understanding of how a particular place came to be significant for a community of faith by providing an accurate account of two reasons why the place named above has religious importance for a community of faith.

Graded

Possible Points:

- Knock in Co. Mayo – a place associated with an apparition of the Mary the mother of Jesus; a place of worship and pilgrimage etc.
- Lough Derg Co. Donegal – a place associated with St. Patrick, a place of worship and pilgrimage etc.
- Etc.

4 5 B a **Describe one example of a ritual that can be seen in an experience of worship that you have either taken part in or observed.**

10
Graded

An excellent answer will show an understanding of ritual as an element of worship by giving an accurate account of a set pattern of words, symbolic actions, movements or gestures that can be seen in an experience of worship.

Possible Points:

- Christian worship e.g. symbolic action, movement or gestures associated with the celebrations of the sacraments e.g. standing, bowing, kneeling, making a sign of the cross; sharing a sign of peace etc.
- Islamic worship e.g. facing Mecca during prayer in Mosque; Rak'ah movements during prayer; Wudu – ritual washing before prayer etc.
- Hindu worship e.g. offering incense and food to the gods at a shrine etc.
- Jewish worship e.g. gather in a synagogue to celebrate Sabbath; wearing a Kippah during prayer etc.
- Buddhist worship e.g. placing flowers and incense in front of a statue of the Buddha in a Temple etc.

Variation:

The candidate identifies a ritual but does not give an account of the set pattern of words, symbolic actions, movements or gestures that can be seen in an experience of worship – 4 marks max.

Note:

The candidate gives an account of a symbolic action, movement or gestures that is not associated with an experience of worship e.g. waving a flag at a match etc. – 0 marks

4 5 B b **Explain two reasons why people use religious rituals to express their faith.**

10
Graded

An excellent answer will show an understanding of ritual as an element of worship by providing an accurate account of two reasons why people use a set pattern of words, symbolic actions, movements or gestures to express their faith.

Possible Points:

- Rituals allow people to express what can be difficult to put into words-symbolic language etc.
- Rituals allow people to communicate with others at a spiritual and emotional level etc.
- Rituals allow people to give witness to their faith in a communal way etc.
- Etc.

Variation:

The candidate identifies two reasons without giving an accurate account of why people use religious rituals to express their faith – 2 marks max per reason.

4 6 A **In religious traditions reconciliation involves the renewing of relationships that have been broken. (Tick ✓ the correct box)**

8

True

False

An excellent answer will show an ability to describe a religious vision of moral failure and

an understanding of reconciliation by identifying 'True' as the answer relevant to the question.

4 6 B **Outline one way in which members of a community of faith try to bring about reconciliation between people today.**

16
Graded

An excellent answer will show an ability to describe a religious moral vision by setting out accurate information on one way in which members of a community of faith try to bring about reconciliation between people today.

Possible Points:

- Religious ceremonies in which the members of a community of faith pray for forgiveness and reconciliation with God and others etc.
- The Corrymeela Centre in Northern Ireland offer opportunities for people to come together and reconcile their differences through conferences etc.
- The Glenree Centre Co. Wicklow offer retreats to facilitate the restoration of broken relationships etc.
- Etc.

Variation:

The candidate identifies one way of bringing reconciliation between people but does not set out accurate information on the way in which members of a community of faith try to bring about reconciliation between people today e.g. saying sorry, shaking hands etc. – 7 marks max.

Note:

Allow descriptive answers where a candidate sets out accurate information on a way in which members of a community of faith try to bring about reconciliation between people today.

4 6 C **Explain two reasons why members of a community of faith try to bring about reconciliation between people today.**

16
Graded

An excellent answer will show an understanding of a religious vision of moral failure and forgiveness by providing an accurate account of two reasons why members of a community of faith try to bring about reconciliation between people today.

Possible Points:

- Reconciliation may be important in a community of faith because it is part of the founders' vision, mission etc.
- Reconciliation may be needed so that the members of a community of faith can live in peace and harmony etc.
- Etc.

Note:

Allow descriptive answers where a candidate outlines why members of a community of faith try to bring about reconciliation between people today.

JUNIOR CERTIFICATE RELIGIOUS EDUCATION

JOURNAL WORK 2008 - ORDINARY LEVEL MARKING SCHEME

Prescribed Titles for Religious Education Journal Work for Junior Certificate 2008

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

Section A. Communities of Faith

- a. 1. A profile of how one community of faith serves the needs of people.
- a. 2. A survey of the work done by one community of faith to promote respect for its own beliefs and the beliefs of others.

Section B. Foundations of Religion – Christianity

- b. 1. A study of what Jesus' parables tell people about the Kingdom of God.
- b. 2. An analysis of the impact of the Resurrection on the followers of Jesus.

Section C. Foundations of Religion – Major World Religion

- c. 1. An examination of the importance of prayer in the life of a believer in one of the following world religions – Buddhism, Hinduism, Islam or Judaism.
- c. 2. All world religions have certain key beliefs or creeds. A case study on the influence of a key belief on a member's way of life in one of the following world religions – Buddhism, Hinduism, Islam or Judaism.

Section D. The Question of Faith

- d. 1. A survey of religious practice in my locality.
- d. 2. An examination of how the stories of the earliest followers influence believers in one of the following world religions - Buddhism, Christianity, Hinduism, Islam or Judaism.

Section E. The Celebration of Faith

- e. 1. Religious symbols – An exploration of their meaning and purpose in one of the following world religions – Buddhism, Christianity, Hinduism, Islam, Judaism
- e. 2. Research the importance of communal prayer for young people today.

Section F. The Moral Challenge

- f. 1. A study of how *either* a religious group *or* a religious organisation is working for peace.
- f. 2. People of faith have a responsibility to care for the earth. An investigation of the value placed on stewardship by members of one of the following world religion – Buddhism, Christianity, Hinduism, Islam, Judaism.

(Circulars S103/06 and S86/07)

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.

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
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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
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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 2008 prescribed title.

- *I chose this title because...*

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

BEGINNING

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

Marks 6	Criteria
0	Statement is completed in a way that is irrelevant to what the candidate hoped to achieve by doing journal work on the chosen 2008 prescribed title.
1 - 3	A general description is given of what the candidate hoped to achieve/learn/find out but it is not related to the chosen 2008 prescribed title.
4 - 6	A full and relevant description of what the candidate hoped to achieve/learn/find out that is clearly linked with the chosen 2008 prescribed title.

SECTION TWO - GETTING STARTED

- *To prepare for doing my journal work I*

Marks 12	Criteria
0 - 4	Little or no description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2008 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 2008 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 2008 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 2008 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 2008 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 2008 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 2008 prescribed title was approached in this way.
3 - 4	A general explanation/reason given as to why journal work on the chosen 2008 prescribed title was approached in this way.
5 - 6	A detailed explanation/reason given as to why journal work on the chosen 2008 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 2008 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 2008 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 2008 prescribed title.

SECTION FOUR - DISCOVERIES

LEARNING

- *I learned ...*

Marks 10	Criteria
0 – 3	Little or no evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's knowledge/understanding/experience.
4 - 7	Some evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's knowledge/understanding/experience.
8 - 10	Substantial evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's knowledge/understanding/experience.

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

<i>Marks 10</i>	<i>Criteria</i>
0 – 3	Little or no evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.
4 - 7	Some evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.
8 - 10	Substantial evidence of journal work on the chosen 2008 prescribed title having an impact on the candidate's life.

SKILLS

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.

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

<i>Marks 5</i>	<i>Criteria</i>
0	No identification or description of skill.
1	Identification of skill.
2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2008 prescribed title.

LINKING

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

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

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

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

SECTION FIVE - LOOKING BACK

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

<i>Marks 10</i>	<i>Criteria</i>
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title.
5 - 8	Some evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title.
9 - 10	Good evidence of - <ul style="list-style-type: none"> • reflection/identification of what went well in doing journal work on the chosen 2008 prescribed title • evaluation /drawing of conclusions/starting afresh in doing journal work on the chosen 2008 prescribed title.

- The assessment of Religious Education at Junior Certificate Ordinary Level is based on the objectives relating to knowledge, understanding, skills and attitudes within each section of the Junior Certificate Religious Education syllabus published by the Department of Education and Science in 2000.
- The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year.
- Where a mark is graded in the examination paper marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.
- The support notes presented in this marking scheme are neither exhaustive nor complete.
- Further relevant points presented by candidates will be marked and rewarded on their merits.