



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2013**

**Marking Scheme**

**Religious Education**

**Higher Level**

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

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

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

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

### **Future Marking Schemes**

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

## **GENERAL INTRODUCTION**

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

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

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

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

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

**1 1 In religious traditions the term ‘synoptic’ refers to \_\_\_\_\_** **5 Graded**

*Marking Criteria*

An excellent answer will show knowledge of the Gospels as documents of faith by accurately stating the way in which synoptic refers to the Gospels that are similar in content.

*Possible Points*

- Events in the Gospels described from a similar point of view etc.
- The Gospels of Matthew, Mark and Luke etc.
- Etc.

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

**1 2 A tabernacle is a religious object most associated with which one of the following world religions? (Tick ✓ the correct box)** **5**

**Buddhism  Christianity  Hinduism**

*Marking Criteria*

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

**1 3 In religious traditions a ‘denomination’ is \_\_\_\_\_** **5 Graded**

*Marking Criteria*

An excellent answer will show an understanding of how communities express their vision and commitment by accurately stating the way in which denomination involves a branch or sub group within a world religion.

*Possible Points*

- A branch within a world religion e.g. Protestant Church; Roman Catholic Church, Hasidic, Sunni etc.
- Etc.

Note: Allow descriptive answers.

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

**1 4 Co-operation can be described as a characteristic of a community of faith. Name another characteristic of a community of faith.** **5 Graded**

*Marking Criteria*

An excellent answer will show knowledge of the characteristics of a community of faith by accurately identifying a characteristic of a community of faith other than co-operation.

*Possible Points*

- Sharing; Communication etc.
- Etc.

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

**1 5 An Arti lamp is a religious object most associated with which one of the following world religions? (Tick ✓ the correct box)** **5**

**Hinduism  Islam  Judaism**

*Marking Criteria*

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

**1 6 The constitution of a State contains a set of \_\_\_\_\_** **5** Graded

*Marking Criteria*

An excellent answer will show an understanding of the relationship between state law and morality by accurately describing the constitution as a set of rules/laws.

*Possible Points*

- Guidelines on ways to behave in society or how to live in society etc.
- A set of laws or customs established by a state and according to which a society is governed etc.
- Etc.

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

**1 7 At the time of Jesus' birth Bethlehem was in the province of \_\_\_\_\_** **5**

*Marking Criteria*

An excellent answer will show an understanding of the context into which Jesus of Nazareth was born by accurately identifying Judea/Judaea as the answer relevant to the question.

**1 8 The Torah is a sacred text most associated with Buddhism.** **5**  
(Tick ✓ the correct box) True  False

*Marking Criteria*

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

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

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

*Marking Criteria*

An excellent answer will show an ability to recognise the essential elements of a world religion by accurately matching the Paritta to Buddhism; the Rig Veda to Hinduism; the Shahadah to Islam; the Shema to Judaism.

**1 10 An example of a religious moral code is \_\_\_\_\_** **5** Graded

*Marking Criteria*

An excellent answer will show knowledge of a moral code by accurately identifying one example of a religious moral code.

*Possible Points*

- To honour your father and mother etc.

- The Five Pillars of Islam; the Ten Commandments; Golden Rule etc.
- Etc.

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

- 1 11 Polytheism is the belief in — (Tick ✓ the correct box) 5**  
**Many gods  No God  One God**

*Marking Criteria*

An excellent answer will show an ability to identify evidence of religious belief by accurately identifying ‘Many gods’ as the answer relevant to the question.

- 1 12 Freedom in the process of moral decision-making involves \_\_\_\_\_ 5 Graded**

*Marking Criteria*

An excellent answer will show an understanding of moral decision making by accurately describing how freedom involves being free from contention or threat in deciding what is right and wrong.

*Possible Points*

- Ease of mind or conscience etc.
- Etc.

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

- 1 13 Shabbat is most associated with which one of the following world religions? 5**  
**(Tick ✓ the correct box) Buddhism  Islam  Judaism**

*Marking Criteria*

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

- 1 14 In a religious tradition the term ‘revelation’ refers to \_\_\_\_\_ 5 Graded**

*Marking Criteria*

An excellent answer will show knowledge of the development of a world religion by accurately stating how revelation involves the will of God/gods/the divine becoming known.

*Possible Points*

- e.g. The angel Gabriel communicating the will of Allah to Muhammad etc.
- The will of God/gods the divine becoming known to people etc.
- Etc.

*Note:* A candidate gives an example of revelation but does not state how revelation involves the will of God/gods/the divine becoming known — Consult your Advising Examiner.

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

- 1 15 Morality is concerned with judgements of right and wrong. 5**  
**(Tick ✓ the correct box) True  False**

*Marking Criteria*

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

**1 16 In religious traditions the term ‘sacred’ refers to \_\_\_\_\_** **5** Graded

*Marking Criteria*

An excellent answer will show an understanding of how particular places and times come to be significant by accurately stating the way in which sacred involves something that is regarded as holy or set apart.

*Possible Points*

- e.g. A place of worship — Church, Mosque, Synagogue, Temple etc.
- Something/place that represents the presence of the divine; regarded as holy by the members of a world religion e.g. Bible; Qur’an; The Wailing Wall; River Ganges etc.
- Etc.

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

**1 17 The Burka is an item of clothing most associated with Islam.** **5**  
**(Tick ✓ the correct box) True  False**

*Marking Criteria:*

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

**1 18 Atheism holds the view that \_\_\_\_\_** **5** Graded

*Marking Criteria*

An excellent answer will show an awareness of the variety of world views in today’s culture by accurately stating how atheism holds the view that God gods/the divine do not exist.

*Possible Points*

- Human beings can create suitable moral codes to live by without reference to God/gods/the divine etc.
- Etc.

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

**1 19 John was the first of the evangelists to write a Gospel.** **5**  
**(Tick ✓ the correct box) True  False**

*Marking Criteria*

An excellent answer will show knowledge of the development of the Gospels from oral to written tradition by accurately identifying ‘False’ as the answer relevant to the question.

**1 20 Being a shepherd is an image of God associated with a religious tradition.** **5** Graded  
**Name another image of God that is associated with a religious tradition.**

*Marking Criteria*

An excellent answer will show an awareness of the variety of images of God by accurately identifying a representation of God associated with a religious tradition other than that of being a shepherd.

*Possible Points*

- Fire; Father etc.

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

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

**2 1A Question 1. This is a photograph of a person preaching during a religious service. Pick one thing from this photograph which suggests that the person is preaching during a religious service. 2**

*Marking Criteria*

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying one thing from this photograph which suggests that the person is spreading the word of God within a community of faith.

*Possible Points*

- The person is standing speaking in a pulpit etc.
- The person is wearing religious clothes/ ceremonial garments etc.
- Etc.

**2 1B A pulpit is a place associated with preaching. 2**  
**(Tick ✓ the correct box) True  False**

*Marking Criteria*

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying ‘True’ as the answer relevant to the question.

**2 1C State two purposes that preaching can have within a community of faith. 6 Graded**

*Marking Criteria*

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately stating two purposes that spreading the word of God/gods/the divine can have within a community of faith.

*Possible Points*

- To pass on to others the word of God/gods/the divine etc.
- To encourage a community of faith to live according to its moral code etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Question Marks</i>
3	>	2	>	1 > 0	3MX2



- 2 2A Question 2. This is a photograph of a person living out a religious vocation. Pick one thing from this photograph which suggests that the person has a religious vocation. 2**

*Marking Criteria*

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately identifying one thing from this photograph which suggests that the person is following a calling to serve God.

*Possible Points*

- The person is wearing clothes associated with a religious order etc.
- The person is serving God by giving food to a hungry child etc.
- Etc.

- 2 2B In religious traditions a ‘vocation’ is a calling to \_\_\_\_\_ 2**

*Marking Criteria*

An excellent answer will show an understanding of how communities of faith express their vision and commitment by accurately identifying the way in which vocation involves a calling to serve God.

*Possible Points*

- A calling to serve God as a religious minister in a community of faith e.g. becoming a priest or a nun etc.
- A calling to serve God as a layperson in a community of faith etc.
- Etc.

*Notes:*

- Allow descriptive answers.
- A candidate identifies the way in which vocation involves a calling but makes no reference to how vocation involves a calling to serve God. – Consult your Advising Examiner.

- 2 2C State two ways that a religious person can live out his/her vocation other than the way shown in the photograph. 6 Graded**

*Marking Criteria*

An excellent answer will show an understanding of how people of faith express their vision and commitment by accurately stating two ways in which a religious person can live out a calling to serve God other than the way shown in the photograph.

*Possible Points*

- Serving the needs of a community of faith as a religious minister, priest etc.
- Volunteering to help those in need through charitable works with religious organisations such as the Society of Saint Vincent de Paul etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Question Marks</i>
3	>	2	>	1 > 0	3MX2

**2 3A Question 3. This is a photograph of a religious ceremony. Pick one thing from the photograph which suggests that this is a religious ceremony. 2**

*Marking Criteria*

An excellent answer will show an understanding of the elements of worship by accurately identifying one thing from the photograph which suggests that this is a celebration of a formal religious rite, ritual or action.

*Possible Points*

- People are performing religious rituals etc.
- A couple standing under a canopy/Chuppah getting married etc.
- A religious leader/rabbi is standing in front of the couple etc.
- Etc.

**2 3B Name another ceremony where the members of a world religion celebrate a religious occasion in a person’s life. 2**

*Marking Criteria*

An excellent answer will show an understanding of how particular times have religious significance by accurately identifying one religious rite or ritual which celebrates a religious occasion in a person’s life other than that shown in the photograph.

*Possible Points*

- Bar Mitzvah, Sacred Thread Ceremony, Baptism, Aqiqah naming ceremony etc.
- Etc.

*Note:* A candidate identifies one rite or ritual which celebrates a non-religious occasion in a person’s life — Consult your Advising Examiner.

**2 3C State two reasons why the members of a world religion have a religious ceremony to celebrate an occasion of religious importance in a person’s life. 6 Graded**

*Marking Criteria*

An excellent answer will show an understanding of how particular times come to have religious significance by accurately identifying two reasons why the members of a world religion participate in religious rites or rituals to celebrate an occasion of religious importance in a person’s life.

*Possible Points*

- To witness to their belief in God/gods/the divine etc.
- To support and share their faith with other members of their community of faith etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Question Marks</i>
3	>	2	>	1 > 0	3MX2

- 2 4A Question 4. This is a photograph of a poster for a religious event. 2**  
**Pick one thing from this poster which suggests that it is inviting people to a religious event.**

*Marking Criteria*

An excellent answer will show an awareness of religious belief and practice by accurately identifying one thing from this poster which suggests that it is inviting people to a religious event.

*Possible Points*

- It is inviting all to join in singing hymns, reading sacred scripture etc.
- Etc.

- 2 4B State one factor that could influence a person’s religious practice. 2**

*Marking Criteria*

An excellent answer will show an awareness of religious belief and practice by accurately identifying one factor which could influence the religious practice of a person.

*Possible Points*

- Family etc.
- Media etc.
- Etc.

- 2 4C Give two reasons why religious practice is important for the members of a community of faith. 6 Graded**

*Marking Criteria*

An excellent answer will show an awareness of religious belief and practice by setting out accurate information on two reasons why religious practice is important for the members of a community of faith.

*Possible Points*

- To develop their relationship with God/gods/the divine etc.
- To expression faith in God/ gods/the divine etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Question Marks</i>
3	>	2	>	1 > 0	3MX2

<b>SECTION 3</b>	<b>Candidates must answer ALL the following questions:</b>	<b>Marks</b>
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**3 1 Explain how the above phone conversation shows what is meant by one of the following: • Agnosticism • Experiencing God** **10** *Graded*

*Marking Criteria*

An excellent answer will show an understanding of a variety of world views by giving an accurate account of one or more ways that the phone conversation shows what is meant by either agnosticism or experiencing God.

*Possible Points*

- Agnosticism e.g. Phil doubts the existence of God and finds it difficult to believe in things that he/she cannot see etc.
- Experiencing God e.g. Ali, lighting candles at a shrine to a favourite god; Alex taking part in a religious service; Sam drawing courage from God’s presence etc.

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

**3 2a In religious traditions to have ‘faith’ involves \_\_\_\_\_** **5** *Graded*

*Marking Criteria*

An excellent answer will show an awareness of a religious world view by accurately identifying the way in which religious faith involves having trust in God.

*Possible Points*

- Trusting in the existence of God/gods/the divine etc.
- Worshipping God/gods/the divine and the expression of faith in a person’s life etc.
- Etc.

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

**3 2b Describe how two factors could influence the development of a person's religious faith.** **10** *Graded*

*Marking Criteria*

An excellent answer will show an understanding of the growth of faith by giving an accurate account of the process by which two factors could influence the development of a personal relationship and commitment to God.

*Possible Points*

- Through the experience of religious practice/participating in worship a person may learn to communicate with God in a deep and meaningful way etc.
- Through the witness of his/her family; friends; discussions about religious matters etc.
- Etc.

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

**3 3 Questions about the meaning of life today are sometimes expressed in the following ways: ● Books ● Films ● Music**

**10 Graded**

**Outline an example of how people asking questions about the meaning of life today can be seen in one of the ways listed above.**

*Marking Criteria*

An excellent answer will show an understanding of the human search in contemporary culture by setting out accurate information on an example of how questions about the meaning of life today can be seen in either books or films or music.

*Possible Points*

- Questions about the existence of God e.g. books- ‘Mister God, This is Anna’ etc.
- Films show people asking questions about why good and evil exist in our world e.g. ‘The Lord of the Rings’ etc.
- Music e.g. U2 ‘I Still Haven’t Found What I Am Looking For’ tries to explain the desperation felt due to an incapacity to find God; questions where God can be found etc.
- Etc.

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

**3 4 People sometimes turn to religion as a source of meaning in life.**

**15 Graded**

**Describe an example of how the teaching of one of the following world religions could help believers find answers in their search for the meaning of life.**

**◆Buddhism ◆Christianity ◆Hinduism ◆Islam ◆Judaism**

*Marking Criteria*

An excellent answer will show an understanding of the human search and a religious world view by giving an accurate account of an example of how the teaching of one of the world religions listed in the question can help believers find answers in their search for the meaning of life.

*Possible Points*

- *Buddhism* e.g. teachings about Karma — a good person will eventually be rewarded in reaching Nirvana etc.
- *Christianity* e.g. teaching on salvation — living according to the example of Jesus will lead a believer to Kingdom of God etc.
- *Hinduism* e.g. teaching about re-incarnation — a sense of hope that although a person may be unhappy in this life there is a better life through reincarnation etc.
- *Islam* e.g. teaching of the Qur’an — help believers to answer questions about what is right and wrong etc.
- *Judaism* e.g. teaching of Hebrew Scriptures — help believers to answer questions about Exodus from Egypt; how believers found strength and courage at times of difficulty etc.

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

<b>SECTION 4</b>	<b>Candidates must answer FOUR of the following six questions</b>	<b>Marks</b>
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**4 1Aa In religious traditions the term ‘sectarianism’ refers to \_\_\_\_\_** **5** Graded

*Marking Criteria*

An excellent answer will show an understanding of sectarianism by accurately stating the way in which sectarianism involves the hatred of others because of their religious beliefs.

*Possible Points*

- Discrimination against someone because of his/her religious beliefs etc.
- e.g. violence between members of Catholic and Protestant communities in Northern Ireland etc.
- Etc.

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

**4 1Ab Examine two ways that the lives of people can be affected by sectarianism.** **12**(6Mx2)  
Graded

*Marking Criteria*

An excellent answer will show an understanding of the implications of sectarianism by looking closely at two ways that the lives of people can be affected by discrimination based on religious beliefs.

*Possible Points*

- People living in fear can lead to community breakdown etc.
- People can die during sectarian attacks etc.
- Etc.

*Note:* Allow descriptive answers.

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

**4 1Ac Describe one example of how unity between Christians is being encouraged in Ireland today.** **14** Graded

*Marking Criteria*

An excellent answer will show an understanding of the importance of respecting their own beliefs and the beliefs and convictions of others by giving an accurate account of the process by which unity between Christians in Ireland today is being encouraged.

*Possible Points*

- Meetings between members of different Christian groups in Ireland today — Glenree Centre in County Wicklow etc.
- Ecumenical services are held throughout Ireland during Christian Unity Week etc.
- Inter-denominational services attended by Christians in Ireland today e.g. Taize etc.
- Etc.

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

4 1Ba In religious traditions the term ‘ministry’ refers to the service a person performs in a community of faith. (Tick ✓ the correct box) True  False  5

*Marking Criteria*

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

4 1Bb Outline what is involved in one example of a ministry in a community of faith that you have studied. 14 Graded

*Marking Criteria*

An excellent answer will show an understanding of a community of faith by giving an accurate account of what is involved in one example of the service a person performs as part of a community of faith.

*Possible Points*

- Performing a particular service within a religious celebration e.g. leading believers in prayer; Ministers of the Word read the Scriptures during religious services etc.
- Ministers officiate at religious ceremonies — weddings; funerals etc.
- Ministering the Eucharist to the sick and house-bound etc.
- Etc.

*Note:* Allow descriptive answers.

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

4 2Aa **The High Priest was a member of the Sanhedrin in Palestine at the time of Jesus. (Tick ✓ the correct box) True  False**  **5**

*Marking Criteria*

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

4 2Ab **Describe the role the Sanhedrin played in Palestine at the time of Jesus.** **15 Graded**

*Marking Criteria*

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

*Possible Points*

- An assembly of members from the Sadducees and the Pharisees, including the High Priest, who collaborated with the Roman authorities and had jurisdiction in Judea/ Judaea/Judah etc.
- A Jewish court of law which dealt with religious matters etc.
- Etc.

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

4 2Ba **Peter was one of the first Christians. Name another person who was one of the first disciples of Jesus.** **5**

*Marking Criteria*

An excellent answer will show knowledge of New Testament accounts of the life and death of Jesus by accurately identifying one of Jesus’ first disciples other than Peter.

*Possible Points*

- Mary Magdalene; Judas etc.
- Etc.

4 2Bb **Jesus’ Ascension  Pentecost**  **10 Graded**  
**Tick ✓ one of the above and describe what happened in the event.**

*Marking Criteria*

An excellent answer will show an awareness of the emerging identity and development of the first Christian communities by giving an accurate account of what happened during either Jesus’ Ascension or at Pentecost.

*Possible Points*

- *Jesus’ Ascension* — forty days after his resurrection Jesus called his disciples to Bethany; blessing them he withdrew from them and was carried up into heaven etc.



- *Pentecost* — fifty days after Jesus’ resurrection the disciples were together in one place; Wind filled the house and tongues of fire descended and rested on their heads; all of them were filled with the Holy Spirit and began to speak in other languages etc.

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

**4 2Bc Outline how the first Christians were affected by the event that you have ticked above.**

**15** *Graded*

*Marking Criteria*

An excellent answer will show an awareness of the emerging identity and development of the first Christian communities by setting out accurate information on how the first Christians were affected by either Jesus’ Ascension or Pentecost.

*Possible Points*

- *Ascension* — strengthened the first Christians faith in Jesus as the Messiah, they returned to Jerusalem with great joy; continually in the Temple blessing God etc.
- *Pentecost* — the disciples received courage; empowered to preach the Good News etc.

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

- 4 3Aa Read the list of religious symbols and the list of world religions given below. 5  
Match one symbol to the world religion with which it is most associated

<i>Religious Symbols</i>
<b>The Star of David</b>
<b>The Eight-Spoked Wheel</b>
<b>Om/Aum</b>
<b>Crescent Moon</b>

<i>World Religions</i>
<b>Buddhism</b>
<b>Hinduism</b>
<b>Islam</b>
<b>Judaism</b>

Answer:

<i>Religious Symbol</i>	<i>World Religion</i>

*Marking Criteria*

An excellent answer will show an ability to identify essential elements of beliefs and symbols associated with a major world religion by accurately matching Buddhism with The Eight-Spoked Wheel; Hinduism with Om/Aum; Islam with Crescent Moon; Judaism with The Star of David.

- 4 3Ab Tick ✓ one of the following major world religions that you have studied: 14 Graded  
Buddhism  Hinduism  Islam  Judaism   
Outline how a religious symbol is associated with the world religion that you have ticked above.

*Marking Criteria*

An excellent answer will show an understanding of a major world religion by setting out accurate information of the way in which a religious symbol is associated with the world religion ticked in the question.

*Possible Points*

- *Hinduism* e.g. Om/Aum — the infinite Brahman in both sound and form; mystically embodying the essence of the entire universe; Om/Aum is chanted at rituals; painted onto hands etc.
- *Buddhism* e.g. Eight Spoked Wheel — the Eightfold Path moral code; way of life etc.
- *Islam* e.g. Five Point Star — Five Pillars of Islam moral code etc.
- *Judaism* e.g. Star of David — great King of Israel; shape of King David’s shield etc.

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

- 4 3Ac Describe what happened in one example of a time when great commitment to faith was shown by the members of the world religion that you have ticked in part Ab above. 15 Graded

*Marking Criteria*

An excellent answer will show knowledge of the story of a major world religion listed in the question by giving an accurate account of one example of a time when great commitment to faith was shown by the members of the world religion ticked in part Ab above.

*Possible Points*

- *Buddhism* e.g. dedication was shown by Buddhist monks and nuns who gathered and preserved all their founder’s teachings and sayings after his death etc.

- *Hinduism* e.g. the first believers who settled outside of India upheld their religious customs even though they were in a new country etc.
- *Islam* e.g. Muhammad earliest followers spread throughout the Middle East passing on the revelations that he had received from the angel Gabriel etc.
- *Judaism* e.g. the Hebrew people showed their commitment in the way that they followed Moses from Egypt into the desert etc.

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

**4 3B Explain how a connection exists between two of the following world religions: 16 Graded**  
**◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism**

*Marking Criteria*

An excellent answer will show an awareness of the links between major world religions by giving an accurate account of how a link exists between two of the world religions listed in the question.

*Possible Points*

- *Christianity and Judaism* — Jesus came from a Jewish background e.g. Jesus as a member of the Jewish faith was celebrating the Passover meal with his disciples on the night of his arrest; the Last Supper etc.
- *Buddhism and Hinduism* — founder of Buddhism had a Hindu background; members of both world religions participate in similar rituals such as Puja etc.
- *Islam and Judaism* — Both world religions regard Abraham as a key figure; both are monotheistic world religions etc.
- Etc.

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

**4 4Aa ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism**  
**Describe an example of the teaching on the creation of the world that is associated with one of the world religions listed above.**

**10** Graded

*Marking Criteria*

An excellent answer will show an understanding of religious world views of creation by giving an accurate account of one example of the teaching on the creation of the world found in one of the world religions listed in the question.

*Possible Points*

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

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

**4 4Ab Compare the teaching on the creation of the world that you have described above with that found in another major world religion.**

**12** Graded

*Marking Criteria*

An excellent answer will show an understanding of religious world views of creation by setting out accurate information on the similarities and/or differences between the teaching on creation described in part Aa of the question with that found in another major world religion.

*Possible Points*

- e.g. creation in some Buddhist traditions is considered as an endless cycle of becoming; in Judaism God is understood as being the all-powerful creator and human beings are the highpoint of his creation etc.
- e.g. both Christianity and Judaism draw on the Genesis creation stories where God is seen as the source of all creation and the creator of humankind etc.
- Etc.

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

**4 4Ba ● Materialism ● Secularism**  
**Outline what is involved in one of the ways of looking at the world listed above and describe an example of how it can be seen in society today.**

**14** Graded

*Marking Criteria*

An excellent answer will show an awareness of the variety of world views in today's culture by setting out accurate information on what is involved in either materialism or secularism

and giving an accurate account of how it can be seen in society today.

*Possible Points*

- *Materialism* – nothing is real except physical and measurable things; rules out the possibility that anything which cannot be seen, touched etc. has value in a person’s life; seen in society today when people rule out the possibility of anything spiritual or invisible having value in their lives and place great value on material things etc.
- *Secularism* — view that the state, morals, education etc. should be independent of religion; oppose the influence of organised religion on everyday life today etc.

*Note:* Allow descriptive answers.

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

**4 4Bb Describe two characteristics that are typical of a child’s faith.**

**14(7MX2)**

*Marking Criteria*

*Graded*

An excellent answer will show an understanding of the faith of the child by giving an accurate account of two qualities that are typical of a child’s faith.

*Possible Points*

- Child’s faith may be based on what they have been told by their parents etc.
- Child may have a very concrete, definite image of God e.g. a man with a beard etc.
- Etc.

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

- 4 5Aa Read the list of religious rituals and the list of world religions given below. 5  
Match one religious ritual to the world religion with which it is most associated.

<i>Religious Rituals</i>	<i>World Religions</i>	Answer:	<i>Religious Ritual</i>	<i>World Religion</i>
Blowing a Shofar	Buddhism			
Giving Dana	Christianity			
Samskaras	Hinduism			
The Sign of the Cross	Islam			
Wudu	Judaism			

*Marking Criteria*

An excellent answer will show an ability to identify ritual as an element of worship by accurately matching blowing a Shofar to Judaism; Samskaras to Hinduism; the sign of the Cross to Christianity ; giving Dana to Buddhism; Wudu to Islam.

- 4 5Ab Tick ✓ one of the following major world religions that you have studied: 14 Graded  
 BUDDHISM  CHRISTIANITY  HINDUISM  ISLAM  JUDAISM   
 Describe what is involved in a religious ritual that is associated with the world religion that you have ticked above.

*Marking Criteria*

An excellent answer will show an ability to identify ritual as an element of worship by giving an accurate account of what is involved in one symbolic action or gesture that is associated with the world religion ticked in the question.

*Possible Points*

- *Buddhism* e.g. spinning a prayer wheel i.e. a cylinder containing a sacred text such as a mantra which is covered with inscriptions is spun around as a form of prayer etc.
- *Christianity* e.g. making the sign of the cross i.e. touching the forehead, heart and shoulders reflect a desire for God’s presence in the person’s thoughts, feelings and actions etc.
- *Hinduism* e.g. in Puja providing offerings to the divine being of food, flowers, candles at a Hindu shrine etc.
- *Islam* e.g. performing Wudu — washing the hands, feet in preparation for Salat etc.
- *Judaism* e.g. wearing a Kippah during prayer etc.

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

- 4 5Ba Examine how the religious beliefs of a major world religion are expressed 15 Graded  
in a religious ritual.

*Marking Criteria*

An excellent answer will show an ability to identify ritual as an element of worship by looking closely at how the religious beliefs of a major world religion are expressed in symbolic words and/or gestures.

*Possible Points*

- *Buddhism* e.g. spinning a prayer wheel — belief in the power of sound and the formulas to which deities are subject; regarded as effective as reciting sacred texts aloud etc.

- *Christianity* e.g. making the sign of the cross — belief in the Holy Trinity etc.
- *Hinduism* e.g. performing Puja — relating to the divine; done for the benefit of people for whom ask blessings etc.
- *Islam* e.g. Wudu — ritual washing/ablution cleanse the soul to commune with Allah etc.
- *Judaism* e.g. a Kippah —a sign of respect and reverence for God etc.

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

**4 5Bb Outline two ways that the members of a major world religion can benefit from participating in religious rituals.** **16(8Mx2)**  
*Graded*

*Marking Criteria*

An excellent answer will show an ability to identify ritual as an element of worship by setting out accurate information on two ways that the members of a major world religion can benefit from participating in religious symbolic actions and gestures.

*Possible Points*

- Help believers express their faith which may be difficult to put into words etc.
- Allow members of a world religion to share/witness to their faith etc.
- Etc.

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

4 6Aa *I have responsibilities, as my actions have an effect on others.*

12 Graded

**Examine the role the idea expressed above plays in how a morally mature person decides what is right and wrong.**

*Marking Criteria*

An excellent answer will show an ability to identify the variety of influences on human behaviour by looking closely at the way in which the role the idea expressed above plays in how a morally mature person decides what is right and wrong.

*Possible Points*

- Responsibility to consider the positive and negative consequences of an action when making a moral decision etc.
- Etc.

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

4 6Ab **Considering the consequences is one stage in the process of making a moral decision. Describe what is involved in another stage of the process a person goes through in deciding what is the right thing to do in a situation.**

15 Graded

*Marking Criteria*

An excellent answer will show an understanding of the process of moral decision-making by giving an accurate account on what is involved in another stage of the process a person goes through in deciding what is right in a situation, other than considering the consequences.

*Possible Points*

- Communicate with God — prayer for guidance in decision-making etc.
- Consult a religious leader/sacred text for guidance in decision-making etc.
- Etc.

*Note:* Allow descriptive answers.

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

4 6Ba **In religious traditions stewardship involves a person’s responsibility to \_\_\_\_\_**

5 Graded

*Marking Criteria*

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

*Possible Points*

- Taking care of God’s creation; care for the earth etc.
- Looking after people in need etc.
- Etc.

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

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

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



**4 6Bb Describe two examples of how stewardship is encouraged by the teaching of a major world religion.**

**18(9Mx2)**

*Graded*

*Marking Criteria*

An excellent answer will show an awareness of how a religious moral vision can influence the moral decisions of believers by giving an accurate account of two examples of how caring for life in all forms is encouraged by the teaching of a major world religion.

*Possible Points*

- *Buddhism* — world and everything on it are connected; people should all live in harmony with the world etc.
- *Christianity* — Jesus Christ teaches how to love one another and to treat each other as you would like to be treated; Jesus’ parables explain the importance of taking care of the earth etc.
- *Hinduism* — teaches respect for all living things; the importance of becoming one with the earth etc.
- *Islam* — e.g. Five Pillars teach the importance of respecting and taking care of the needs of others (almsgiving); the Qur'an states the importance of taking care of the earth etc.
- *Judaism* — Genesis’ creation story teaches that God created every living thing and expects people to take care of the earth etc.

*Notes:*

- Allow descriptive answers i.e. an example that shows an understanding of stewardship as the responsibility of members in a world religion to care for life in all its forms because of their religious beliefs.
- The candidate gives reasons why caring for life in all its forms is important but fails to make any reference to a world religion – Consult your Advising Examiner.

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

<b>SECTION 5</b>	<b>Candidates must answer one of the six questions</b>	<b>Marks</b>
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**5 1 Examine what is involved in two ways of promoting dialogue between different major world religions in Ireland today.** **70**  
(35Mx2)  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of inter-faith dialogue by looking closely at what is involved in two ways of promoting dialogue between different major world religions in Ireland today.

*Possible Points*

- The Mid-West Interfaith Network formed in 2010 — people of many faiths in Ireland (Islamic, Jewish, Roman Catholic, Anglican, Buddhist, Hindu etc.) striving to create unity etc.
- Etc.

*Note:* The candidate identifies a way of promoting dialogue between different major world religions not in Ireland today — Consult your Advising Examiner.

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

**5 2 Imagine you have to give a talk on the way the Early Christians used the following titles for Jesus: ● NEW CREATION ● SON OF MAN Outline the points that you would make in your talk on the meaning of each title and explain how the use of each title shows the Early Christians’ new understanding of Jesus.** **70**  
(35Mx2)  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of titles for Jesus by setting out accurate information on the meaning of the titles for Jesus listed in the question and how the use of each title shows the early Christians’ new understanding of Jesus.

*Possible Points*

- *New Creation* – Early Christians saw Jesus as totally different to any other human so he was a ‘new creation’; St. Paul used the title because God was seen as having done something new in the life, death and resurrection of Jesus that affected every human being; Early Christians understood themselves as sharing in this new relationship by their faith and Baptism etc.
- *Son of Man* – Jesus was understood as someone who suffered and died like any other human being; he was understood as sent by God to establish the Kingdom of God on earth; his suffering and death was understood as benefiting all humanity as all receive salvation etc.

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

**5 3 ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM Describe what happened during a time of persecution in one of the world religions listed above and outline how it affected the members of the world religion.** **70**  
*Graded*

*Marking Criteria*

An excellent answer will be able to recognise important moments in the story of a major world religion by setting out accurate information on what happened at a time when members of a world religion listed in the question were persecuted for their faith and how it affected them.

*Possible Points*

- *Islam* –Hijra when Muhammad and early believers were forced to flee Mecca and go to Medina; marked the beginning of Islam as a separate and distinct religion etc.
- *Judaism* — Holocaust when over six million Jewish people were killed during the second World War; very few Jewish people living in Europe by the end of the war etc.
- Etc.

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

- 5 4 People can look at the world from different points of view — 70**  
**● Humanism ● Individualism (35Mx2)**  
**Explain how each of the above views could influence a person’s search Graded**  
**for the meaning of life today.**

*Marking Criteria*

An excellent answer will be able to identify evidence of the human search for meaning in contemporary culture by giving an accurate account of how humanism and individualism could influence a person’s search for the meaning of life today.

*Possible Points*

- *Humanism* — look to non-religious answers in searching for the meaning of life; find the meaning of life in their relationships with family, friends, work etc.
- *Individualism* — all values, rights and duties originate in individuals; stresses the importance of self-esteem etc.

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

- 5 5 Examine the role a religious icon plays in worship for the members of 70**  
**a major world religion. Graded**

*Marking Criteria*

An excellent answer will show awareness of the place of sign and symbol in religious traditions by looking closely at the role a symbolic figure that is venerated for religious reasons plays in worship for the members of a major world religion.

*Possible Points*

- A figure symbolic of religious belief e.g. Mary the Mother of Jesus who reveals the mysteries of the Christian faith; icons keep the central mysteries of the faith constantly before the believer; iconographers believes that the inspiration for their work comes from God; icon is filled with the spirit of the person whose image it represents etc.
- Rituals associated with the icon (lighting candles, kissing, bowing) all show respect for its sacramental capacity — bringing the heart and mind of the person who sees it closer to God; Orthodox Christians remain still and quiet when praying in front of icons — allowing God come into their hearts through it etc.
- Etc.

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

5 6 ● Religious Fundamentalism ● Libertarianism

70

**Profile an example of how there could be conflict on a moral issue between a country’s law and one of the points of view listed above.**

*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the relationship between state law and personal morality by accurately tracing one example of how there could be conflict on a moral issue between a country’s law and *either* Religious Fundamentalism *or* Libertarianism.

*Possible Points*

- Religious Fundamentalism — the law of a country should be based on a religion with no tolerance of any other religion; the teachings of a particular religion should be the only guiding force in society; conflict may arise if the State’s law was contrary to the teaching of a religion on an issue e.g. adoption, divorce etc.
- Libertarianism — 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; conflict may arise when there is disagreement about what issues are completely private and what issues do impinge on the rights of others; where a libertarian believes that the State has not respected his/her moral freedom etc.

*Note:* Allow descriptive answers.

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

*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

## *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.

**JUNIOR CERTIFICATE RELIGIOUS EDUCATION  
JOURNAL WORK 2013 - HIGHER LEVEL MARKING SCHEME**

**Prescribed Titles for Religious Education Journal Work for Junior Certificate 2013**

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

*Section A. Communities of Faith*

- a. 1. A profile of what inspires the work of one religious organisation today at either a local or national level.
- a. 2.                   ♦ Buddhism   ♦ Christianity   ♦ Hinduism   ♦ Islam   ♦ Judaism  
A case study on the role a leader played in the founding story of one of the above major world religions.

*Section B. Foundations of Religion – Christianity*

- b. 1.                   ● Miracle       ● Parable       ● Witness  
Research how two of the above were used by Jesus to teach people about the Kingdom of God.
- b. 2. An examination of Jesus' celebration of the Last Supper as both a Passover meal and Eucharist.

*Section C. Foundations of Religion – Major World Religions*

- c. 1. A profile of the life story of either the founder or an early follower associated with one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.
- c. 2. An analysis of the importance of a calendar festival for the members of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.

*Section D. The Question of Faith*

- d. 1. A survey of the religious beliefs of adolescents in my locality.
- d. 2. An examination of the way religious belief can find expression in a type of prayer.

*Section E. The Celebration of Faith*

- e. 1. An exploration of the way in which one building in Ireland today has religious significance for the members of a community of faith.
- e. 2. An investigation into the importance of sacrament for the members of two Christian denominations.

*Section F. The Moral Challenge*

- f. 1. A profile of two factors involved in a person's growth to moral maturity.
- f. 2. An investigation into the role of either authority or tradition as a source of morality in the life of an adolescent.

(Circular S92/11&S96/12)

*Prescribed Titles for Religious Education Journal Work Junior Certificate 2013*

**a. 1. A profile of what inspires the work of one religious organisation today at *either* a local or national level.**

*Marking Criteria*

An excellent journal will show an understanding of the work of a religious organisation by accurately tracing what inspires the work being carried out today by one religious organisation at *either* a local or national level.

**a. 2.                           ♦ Buddhism   ♦ Christianity   ♦ Hinduism   ♦ Islam   ♦ Judaism**  
**A case study on the role a leader played in the founding story of one of the above major world religions.**

*Marking Criteria*

An excellent journal will show an understanding of leadership in the founding story of a major world religion by setting out accurate information on the part one particular leader played in the founding story of one of the major world religions listed in the title.

**b. 1.                           ● Miracle       ● Parable       ● Witness**  
**Research how two of the above were used by Jesus to teach people about the Kingdom of God.**

*Marking Criteria*

An excellent journal will show an understanding of the Kingdom of God in the teaching of Jesus by setting out accurate information on how Jesus used two of the ways listed in the title to teach people about the Kingdom of God.

**b. 2. An examination of Jesus' celebration of the Last Supper as both a Passover meal and Eucharist.**

*Marking Criteria*

An excellent journal will show an understanding of the Last Supper as Eucharist and a meal in the Passover tradition by looking closely at the way in which Jesus celebrated the Last Supper as both a Passover meal and Eucharist.

**c. 1. A profile of the life story of *either* the founder or an early follower associated with one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.**

*Marking Criteria*

An excellent journal will show knowledge of the founding story of a major world religion by accurately tracing the life story of the founder or an early follower of one of the major world religions listed in the title.

**c. 2. An analysis of the importance of a calendar festival for the members of one of the following major world religions: Buddhism, Hinduism, Islam or Judaism.**

*Marking Criteria*

An excellent journal will show an understanding of the ritual events and times of celebration in a major world religion by examining and drawing accurate conclusions about the importance of one calendar festival for the members of one of the major world religions listed in the title.



**d. 1. A survey of the religious beliefs of adolescents in my locality.**

*Marking Criteria*

An excellent journal will show an understanding of religious belief among adolescents by analysing and drawing accurate conclusions about two or more religious beliefs held by adolescents in a locality.

**d. 2. An examination of the way religious belief can find expression in a type of prayer.**

*Marking Criteria*

An excellent journal will show an understanding of how religious belief is expressed through prayer by looking closely at the way religious belief can find expression in a type of prayer.

**e. 1. An exploration of the way in which one building in Ireland today has religious significance for the members of a community of faith.**

*Marking Criteria*

An excellent journal will show an understanding of how particular places come to be significant for a community of faith by examining and drawing accurate conclusions about how one building in Ireland today has religious importance for members of a community of faith.

**e. 2. An investigation into the importance of sacrament for the members of two Christian denominations.**

*Marking Criteria*

An excellent journal will show an understanding of the place of sacrament in Christian traditions by looking closely at the significance of sacrament for the members of two Christian denominations and providing supporting evidence for the conclusions drawn.

**f. 1. A profile of two factors involved in a person's growth to moral maturity.**

*Marking Criteria*

An excellent journal will show an understanding of the development of personal morality by accurately tracing the way in which two factors contribute to a person's growth from selfishness to altruism.

**f. 2. An investigation into the role of *either* authority *or* tradition as a source of morality in the life of an adolescent.**

*Marking Criteria*

An excellent journal will show an understanding for the sources of morality in an adolescent's life by looking closely at the role authority or tradition play in an adolescent's understanding of right and wrong.

## 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 2013 prescribed title.

Note: A candidate gives a personal title that is not relevant to the prescribed title – Consult your Advising Examiner.

- I chose this title because...

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

Note: In completing this lead statement a candidate may refer to the personal title and/or prescribed title for 2013.

## 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 2013 prescribed title.
1 - 2	A general description is given of what the candidate hoped to achieve / learn / find out but it is not related to the chosen 2013 prescribed title.
3 - 4	A full and relevant description of what the candidate hoped to achieve / learn / find out that is clearly linked with the chosen 2013 prescribed title.
5 - 6	A full and relevant description of what the candidate hoped to achieve / learn / find out by doing journal work on the chosen 2013 prescribed title which reflects one or more of the following: <ul style="list-style-type: none"> <li>• encountering religion as a living reality in the candidates community</li> <li>• an opportunity for reflection on the stories or narratives that are part of a tradition</li> <li>• time for extended engagement with a theme or topic</li> <li>• Etc.</li> </ul>

## 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 prescribed title was approached in this way.
3 - 4	A general explanation / reason given as to why journal work on the chosen 2013 prescribed title was approached in this way.
5 - 6	A detailed explanation / reason given as to why journal work on the chosen 2013 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 2013 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 2013 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 2013 prescribed title.

## SECTION FOUR - DISCOVERIES

### LEARNING

- I learned ...

Marks 10	Criteria
0 – 2	Little or no evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
3 – 6	Some evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate’s knowledge /understanding /experience.
7 - 10	Substantial evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate’s knowledge /understanding /experience.

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

Marks 10	Criteria
0 - 2	Little or no evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.
3 - 6	Some evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.
7 - 10	Substantial evidence of journal work on the chosen 2013 prescribed title having an impact on the candidate's life.

- SKILLS** • I used \_\_\_\_\_ skills when I.....

Marks 5	Criteria
0	No identification or description of skill.
1	Identification of skill.
2	Limited description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.

- I used \_\_\_\_\_ skills when I.....

Marks 5	Criteria
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 2013 prescribed title.
3	General description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.
4	Detailed description of how the candidate used the skill identified in doing journal work on the chosen 2013 prescribed title.

**LINKING**

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

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

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

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

6	Link identified and detailed description/explanation given.
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**SECTION FIVE - LOOKING BACK**

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

Marks	Criteria
0 - 4	Little or no evidence of – <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title.</li> <li>• evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.</li> </ul>
5 - 6	Some evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title.</li> <li>• evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.</li> </ul>
7 - 8	Good evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title.</li> <li>• evaluation/drawing of conclusions/starting afresh in doing journal work on the chosen 2013 prescribed title.</li> </ul>
9 - 10	Substantial evidence of - <ul style="list-style-type: none"> <li>• reflection/identification of what went well in doing journal work on the chosen 2013 prescribed title.</li> <li>• evaluation/drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2013 prescribed title afresh.</li> </ul>

