



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

**Junior Certificate 2019**

**Marking Scheme**

**Religious Education**

**Higher Level**

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

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

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

### **Future Marking Schemes**

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

## **General Introduction**

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

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

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

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

1. The crucifixion of Jesus of Nazareth took place in which one of the following provinces in Palestine? (Tick✓ the correct box)  
GALILEE ☐ JUDAEA/JUDEA ☐ SAMARIA ☐ 5M

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Gospel accounts of Jesus' death by accurately identifying 'JUDAEA/JUDEA' as the answer relevant to the question.

2. State one way that integrity can be seen in the actions of the members of a community of faith today. 5M

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of how a religious moral vision can influence the moral decisions of believers by accurately stating how behaving in a way that is honest and true to moral principles/beliefs can be seen in the actions of the members of a community of faith today.

Allow descriptive answers.

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

3. Belief in Nirvana is most associated with which one of the following world religions? (Tick✓ the correct box) CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ 5M

*Marking Criteria and points of reference:*

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

4. Give one reason why a school is an example of a community. 5M

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the characteristics of a community by stating one accurate reason why a school is an example of a group of people who share something in common.

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

5. The Ka'aba/ Ka'bah is a place of worship most associated with which one of the following world religions? (Tick✓ the correct box)  
BUDDHISM ☐ CHRISTIANITY ☐ ISLAM ☐ 5M

*Marking Criteria and points of reference:*

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

6. Give one reason why a religious fundamentalist could disagree with the laws of a State. 5M

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of law and morality by accurately stating one reason why a religious fundamentalist might disagree with the laws of a State.

Allow descriptive answers.

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

7. Belief in 'Samsara' is most associated with which one of the following world religions? (Tick ✓ the correct box) HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 5M

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the beliefs of a world religion by accurately identifying 'HINDUISM' is the answer relevant to the question.

8. Non-religious answers to questions about the meaning of life are most associated with which one of the following ways of looking at life? (Tick ✓ the correct box) SECTARIANISM ☐ SECULAR HUMANISM ☐ 5M

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world view by accurately identifying 'SECULAR HUMANISM' as the answer relevant to the question.

9. The Four Noble Truths are beliefs most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM ☐ ISLAM ☐ JUDAISM ☐ 5M

*Marking Criteria and points of reference:*

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

10. Which one of the following refers to the belief in many gods? (Tick ✓ the correct box) ATHEISM ☐ MONOTHEISM ☐ POLYTHEISM ☐ 5M

*Marking Criteria and points of reference:*

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

11. The Basilica in Knock, County Mayo, is a particular place in Ireland of importance for a community of faith. Name another particular place in Ireland of importance for a community of faith. 5M

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of places of religious significance by accurately identifying a particular place of religious importance in Ireland other than the Basilica in Knock, County Mayo.

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

- 12. The Sangha is most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM ☐ ISLAM ☐ JUDAISM ☐ 5M**

*Marking Criteria and points of reference:*

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

- 13. Pope Francis is a leader associated with a community of faith in Ireland. Name another leader associated with a community of faith in Ireland. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a community of faith in Ireland by accurately identifying the leader associated with a particular community of faith in Ireland other than Pope Francis.

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

- 14. The Gospel of John is a synoptic gospel. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M**

*Marking Criteria and points of reference:*

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

- 15. State one reason why sharing is needed within a community of faith. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the characteristics of a community by stating one accurate reason why sharing is needed within a community of faith.  
Allow descriptive answer.

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

- 16. Eating 'Kosher' food is most associated with which one of the following world religions? (Tick ✓ the correct box) BUDDHISM ☐ HINDUISM ☐ JUDAISM ☐ 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the beliefs of a world religion by

accurately identifying 'JUDAISM' as the answer relevant to the question.

- 17. According to the Christian tradition, the ascension of Jesus into heaven took place forty days after his death. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of Gospel accounts of the death and resurrection of Jesus by accurately identifying 'TRUE' as the answer relevant to the question.

- 18. Give one reason why in religious traditions sin is understood as damaging a person's relationship with God/gods/the divine. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of moral failure by stating one accurate reason why sin is understood as damaging a person's relationship with God/gods/the divine.

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

- 19. The beliefs expressed in the 'Shahada/Shahadah' are most associated with Judaism. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the beliefs of a world religion by accurately identifying 'FALSE' as the answer relevant to the question.

- 20. The Western/Wailing Wall is a place of worship most associated with which one of the following world religions? (Tick ✓ the correct box)  
BUDDHISM ☐ ISLAM ☐ JUDAISM ☐ 5M**

*Marking Criteria and points of reference:*

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

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

**Question 1. This is a photograph of people co-operating.**

**1 A. Pick one thing from this photograph that suggests these people are co-operating. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a characteristic of a community by accurately identifying one thing from the photograph which suggests that these people are working together to achieve a common goal.

**1 B. State one way that co-operation can be seen in a community of faith today. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a community of faith by accurately identifying one way that the members of a community of faith today work together to achieve a common goal.

**1 C. Give two reasons why co-operation is valued by the members of a community of faith today. 3Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a community of faith by stating two accurate reasons why working together is important for members of a community of faith today.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	3	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	↑	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	2	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	↑	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**Question 2. This is a notice for a religious ceremony.**

**2 A. Pick one thing from this notice that suggests it is inviting people to a religious ceremony. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of worship by accurately identifying one



thing from the notice that suggests it is inviting people to a religious ceremony.

**2 B. State one reason why the members of a community of faith would take part in a reconciliation ceremony. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of reconciliation and religious traditions by giving one accurate reason why the members of a community of faith would take part in a ceremony to restore relationships that have been broken.

**2 C. Give two other examples of how a major world religion offers its members an opportunity for reconciliation. 3Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of reconciliation and religious traditions by accurately identifying two examples of how a major world religion offers its members an opportunity to restore relationships that have been broken, other than through a reconciliation service.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	3	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	↑	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	2	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	↑	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**Question 3. This is a photograph of a person performing a religious symbolic action.**

**3 A. Pick one thing from this photograph which suggests that the person is performing a religious symbolic action. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of religious symbolic action by accurately identifying one thing that suggests the person in the photograph is expressing religious belief.

**3 B. Tick ✓ one of the following world religions and give another example of a symbolic action performed by its members:**

BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 2M

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of world religions by giving an example, other than that shown in the photograph, of how religious actions or gestures are used to express the beliefs of members of the world religion ticked in the question.

**3 C. State two reasons why symbolic actions are performed by the members of the world religion ticked in part B above. 3Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the elements of worship by accurately identifying two reasons why the members of the world religion ticked part B of the question use movements or gestures to express their religious belief.

• substantial evidence of MC	• no major error(s)	EXCELLENT	3	x2
• completely & clearly relevant	• excellent use of skill(s)			
• very good evidence of MC	• very little evidence of major error(s)	VERY GOOD	↑	
• clearly relevant	• very good use of skill(s)			
• good evidence of MC	• little evidence of major error(s)	GOOD	2	
• generally relevant	• good use of skill(s)			
• adequate evidence of MC	• some major error(s)	FAIR	↑	
• limited relevance	• some use of skill(s)			
• inadequate evidence of MC	• many major error(s)	WEAK	1	
• little relevance	• little use of skill(s)			
• little evidence of MC	• substantial error(s)	VERY WEAK	↑	
• very little relevance	• very little use of skill(s)			
• very little/no evidence of MC	• many substantial error(s)	NO GRADE	0	
• no relevance	• no use of skill(s)			

**Question 4. This card was made to celebrate a religious festival.**

**4 A. Pick one thing from this card that suggests it was made to celebrate a religious festival. 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a time of religious significance by accurately identifying one thing from the photograph which suggests that the card was made to mark a religious festival.

**4 B. Tick ✓ one of the following world religions and name a festival that each year marks an event from its story.**

**BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 2M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a time of religious significance by accurately identifying a festival that marks an event in the story of the world religion ticked in the question.

**4 C. State two reasons why members of a world religion each year mark the event recalled in the festival named in part B above. 3Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a time of religious significance by giving two accurate reasons why members of a world religion each year mark the event that is recalled in the festival named in part B of the question.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	3	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	↑	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	2	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	↑	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**SECTION 3. Candidates must answer ALL questions.****50 Marks****1. ● COMMUNICATION ● REFLECTION**

**Explain in your own words how each of the above can be seen in the experience described in above phone message. 6Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of communication and reflection by giving an accurate account, in their own words, of how communication and reflection can be seen in the experience described in the phone message.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	5 - 6	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	4	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	3	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	2	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**2. Outline what happens in another form of worship, different to that described in the above message, which is associated with members of one of the following world religions:**

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM **12M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of worship by setting out accurate information on what is involved in an act of worship, different to that described in the phone message, which is associated with the world religions named in the question.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	11 - 12
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	9 - 10
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	7 - 8
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	5 - 6
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3 - 4
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**3. Describe two changes in the pattern of religious practice in Ireland that have taken place over the last hundred years. 6Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the pattern of religious practice in Ireland by giving an accurate account of two changes that have taken place in the pattern of religious practice in Ireland over the last hundred years.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	5 - 6	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	4	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	3	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	2	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**4. Explain one reason why a change in the pattern of religious practice in Ireland has taken place over the last hundred years. 14M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the pattern of religious practice in Ireland by giving an accurate account of one reason why a change has taken place in the pattern of religious practice in Ireland over the last hundred years.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	12 - 14
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	10 - 11
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	8 - 9
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

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

**Question 1. COMMUNITIES OF FAITH**

**1 A a. RELIGIOUS ORDER ☐ RELIGIOUS ORGANISATION ☐**

**Tick ✓ one of the above and name an example of this type of community of faith found in Ireland today. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of communities of faith by accurately naming a Religious Order or a Religious Organisation found in Ireland today.

**1 A b. Outline what the members of the community of faith that you have named in part A a) above see as its mission in Ireland today. 12M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a community of faith by setting out accurate information on the aims of the religious order or religious organisation named in part A a) of the question and the activities in which they engage whilst serving God/gods/the divine/others.

Note: Allow descriptive answers.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	11 - 12
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	9 - 10
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	7 - 8
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	5 - 6
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3 - 4
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**1 A c. Describe what is involved in two examples of different vocations that people can have within a community of faith. 6Mx2**

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	5 - 6	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	4	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	3	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	2	

<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0

**Marking Criteria and points of reference:**

An excellent answer will show knowledge of a community of faith by giving an accurate account of what is involved in two examples of a calling to serve God/gods/the divine/others within a community of faith.

- 1 B a. Read the list of religious titles and the list of world religions given below. Match one religious title to the world religion with which it is most associated. 5M**

<b>Religious Titles</b>	<b>World Religions</b>	<b>Answer:</b>	<b>Religious Title</b>	<b>World Religion</b>
<b>Rabbi</b> <b>Iman</b> <b>Dali Lama</b> <b>Brahmin</b> <b>Archbishop</b>	<b>Buddhism</b> <b>Christianity</b> <b>Hinduism</b> <b>Islam</b> <b>Judaism</b>			

**Marking Criteria and points of reference:**

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Rabbi to Judaism; Iman to Islam; Dali Lama to Buddhism; Brahmin to Hinduism and Archbishop to Christianity.

- 1 B b. Outline the way that the leadership is organised within a community of faith in Ireland today. 16M**

**Marking Criteria and points of reference:**

An excellent answer will show knowledge of a community of faith by setting out accurate information on the way leadership is structured within a community of faith in Ireland today e.g. Church of Ireland General Synod, House of Bishops etc.; Roman Catholic Pope, Cardinals, Bishops etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	14-16
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	12 - 13
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	9 - 11
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	7 - 8
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	4 - 6
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3

<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1
---	---	----------	-------

## Question 2. FOUNDATIONS OF RELIGION — CHRISTIANITY

**2 A a. A fisherman whom Jesus of Nazareth called to become his disciple was known by which one of the following names? (Tick ✓ the correct box)**  
**JAMES ☐ JEREMIAH ☐ JOSHUA ☐ 5M**

*Marking Criteria and points of reference:*

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

**2 A b. Describe two examples of how the first disciples continued Jesus' mission after his death and resurrection. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Gospel accounts of the death and resurrection of Jesus by giving an accurate account of two examples of how the first followers of Jesus continued his mission after his death and resurrection.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4-5	
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**2 B a. *The First Christians used the title 'Messiah' to describe Jesus.***  
**State another title that the First Christians used to describe Jesus of Nazareth. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Early Christian titles for Jesus of Nazareth by accurately identifying a title the First Christians used to describe Jesus, other than Messiah.

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



**2 B b. Explain two reasons why the title 'Messiah' was used by the First Christians to describe Jesus of Nazareth. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Early Christian titles for Jesus of Nazareth by giving an accurate account of two reasons why the title 'Messiah' was used by the First Christians to describe Jesus e.g. messianic expectations; anointed one etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	4-5	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**Question 3. FOUNDATIONS OF RELIGION — MAJOR WORLD RELIGIONS**

**3 A a. Tick ✓ one of the following world religions and name a place of pilgrimage associated with it. BUDDHISM ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 5M**

*Marking Criteria and points of reference:*

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

**3 A b. Explain two reasons why the members of the world religion that you have ticked above go on pilgrimage to the place which you have named in part A a). 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by giving an accurate account of two reasons why members of the world religion ticked go on pilgrimage to the place named in part A a) of the question.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	4-5	

<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**3 B a. Read the list of sacred texts and the list of world religions given below. Match one sacred text to the world religion with which it is most associated. 5M**

<i>Sacred Texts</i>	<i>World Religions</i>	<i>Answer:</i>	<i>Sacred Text</i>	<i>World Religion</i>
Koran/Qur'an Tanakh/Tenakh Tripitaka Vedas	Buddhism Hinduism Islam Judaism			

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Koran/Qur'an to Islam; Tanakh/Tenakh to Judaism; Tripitaka to Buddhism; Vedas to Hinduism.

**3 B b. Tick ✓ one of the following world religions and describe what was involved in one stage of the development of a sacred text associated with it:  
 BUDDHISM ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by giving an accurate account of what was involved in one stage of the process by which a sacred text associated with the world religion ticked in the question came to be in its present form.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

#### **Question 4. THE QUESTION OF FAITH**

**4 A a. God as a 'Father' is one image of God.  
 State another image of God that you have studied. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of images of God by accurately identifying an image of God, other than God as 'Father'.

**4 A b. Compare the understanding of God/gods/the divine that is displayed in two different images of God which you have studied. 15M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of images of God by looking closely at the similarity and/or difference in the understanding of God/gods/the divine found in two different images of God.

<ul style="list-style-type: none"><li>substantial evidence of MC</li><li>completely &amp; clearly relevant</li></ul>	<ul style="list-style-type: none"><li>no major error(s)</li><li>excellent use of skill(s)</li></ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"><li>very good evidence of MC</li><li>clearly relevant</li></ul>	<ul style="list-style-type: none"><li>very little evidence of major error(s)</li><li>very good use of skill(s)</li></ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"><li>good evidence of MC</li><li>generally relevant</li></ul>	<ul style="list-style-type: none"><li>little evidence of major error(s)</li><li>good use of skill(s)</li></ul>	GOOD	8 - 10
<ul style="list-style-type: none"><li>adequate evidence of MC</li><li>limited relevance</li></ul>	<ul style="list-style-type: none"><li>some major error(s)</li><li>some use of skill(s)</li></ul>	FAIR	6 - 7
<ul style="list-style-type: none"><li>inadequate evidence of MC</li><li>little relevance</li></ul>	<ul style="list-style-type: none"><li>many major error(s)</li><li>little use of skill(s)</li></ul>	WEAK	4 - 5
<ul style="list-style-type: none"><li>little evidence of MC</li><li>very little relevance</li></ul>	<ul style="list-style-type: none"><li>substantial error(s)</li><li>very little use of skill(s)</li></ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"><li>very little/no evidence of MC</li><li>no relevance</li></ul>	<ul style="list-style-type: none"><li>many substantial error(s)</li><li>no use of skill(s)</li></ul>	NO GRADE	0 - 1

**4 B a. Tick ✓ one of the following world religions and describe an example of its teaching on creation/the natural world:  
BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 15M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a religious view of creation by giving an accurate account of what the world religion ticked in the question teaches about creation/the natural world.

<ul style="list-style-type: none"><li>substantial evidence of MC</li><li>completely &amp; clearly relevant</li></ul>	<ul style="list-style-type: none"><li>no major error(s)</li><li>excellent use of skill(s)</li></ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"><li>very good evidence of MC</li><li>clearly relevant</li></ul>	<ul style="list-style-type: none"><li>very little evidence of major error(s)</li><li>very good use of skill(s)</li></ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"><li>good evidence of MC</li><li>generally relevant</li></ul>	<ul style="list-style-type: none"><li>little evidence of major error(s)</li><li>good use of skill(s)</li></ul>	GOOD	8 - 10
<ul style="list-style-type: none"><li>adequate evidence of MC</li><li>limited relevance</li></ul>	<ul style="list-style-type: none"><li>some major error(s)</li><li>some use of skill(s)</li></ul>	FAIR	6 - 7
<ul style="list-style-type: none"><li>inadequate evidence of MC</li><li>little relevance</li></ul>	<ul style="list-style-type: none"><li>many major error(s)</li><li>little use of skill(s)</li></ul>	WEAK	4 - 5
<ul style="list-style-type: none"><li>little evidence of MC</li><li>very little relevance</li></ul>	<ul style="list-style-type: none"><li>substantial error(s)</li><li>very little use of skill(s)</li></ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"><li>very little/no evidence of MC</li><li>no relevance</li></ul>	<ul style="list-style-type: none"><li>many substantial error(s)</li><li>no use of skill(s)</li></ul>	NO GRADE	0 - 1

**4 B b. Outline one similarity in the way creation/the natural world is understood from the scientific and religious points of views. 15M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the religious and scientific views of creation by setting out accurate information on one similarity in the way creation/the natural world is understood from the scientific and religious points of view e.g. the order to creation; the interconnectedness of creation etc.

Note: Allow descriptive answers with implicit reference to the scientific and religious points of view.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	8 - 10
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Question 5. THE CELEBRATION OF FAITH**

**5 A a. Tick ✓ one of the following religious buildings and name the major world religion with which it is most associated.**

CATHEDRAL ☐ MANDIR ☐ MOSQUE ☐ SYNAGOGUE ☐ TEMPLE ☐ 5M

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by accurately matching one of the following: Cathedral to Christianity; Mandir to Hinduism; Mosque to Islam; Synagogue to Judaism; Temple to Buddhism.

**5 A b. Describe two examples of the way a religious building is used by the members of one of the following world religions:**

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 7Mx2

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by giving an accurate account of two examples of the way a religious building is used by the members of one of the world religions listed in the question.

Note: Allows community gathering e.g. education etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	6 - 7	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	5	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	4	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	3	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	2	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**5 B a. A religious icon is an example of an object that can be used in prayer.**  
**Name another object that is used in prayer by members of one of the following world religions:**

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 5M

*Marking Criteria and points of reference:*

An excellent answer will show awareness of the place of symbol in religious traditions by accurately identifying a symbolic object, other than a religious icon, that is used in prayer by the members of one of the world religions listed in the question.

**5 B b. Describe one example of how the object that you named in part B a) above is used in prayer by the members of a major world religion. 12M**

*Marking Criteria and points of reference:*

An excellent answer will show awareness of the place of symbol in religious traditions by giving an accurate account of one example of how the object named in part B a) of the question is used in prayer by the members of a major world religion e.g. a candle is lit; beads are handled etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	11 - 12
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	9 - 10
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s) error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	7 - 8
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	5 - 6
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3 - 4
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**5 B c. Explain two reasons why the object that you named in part B a) above is used in prayer by the members of a major world religion. 7Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show awareness of the place of symbol in religious traditions by giving an accurate account of two reasons why the object named in part B a) of the question is used in prayer by the members of a major world religion e.g. a candle lit as a sign of hope/light in darkness; beads are handled to help focus the mind etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	6 - 7	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	5	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	4	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	3	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	2	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

#### Question 6. THE MORAL CHALLENGE

**6 A a. Tick ✓ one of the following world religions and name one moral code associated with it: BUDDHISM ☐ CHRISTIANITY ☐ HINDUISM ☐ ISLAM ☐ JUDAISM ☐ 5M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a religious moral code by accurately identifying the name of a moral code associated with the world religion ticked in the question.

**6 A b. Outline the understanding of right and wrong that is presented in the religious moral code which you named in part A a) above. 10M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a religious moral code by setting out accurate information on the understanding of right and wrong that is presented in the religious moral code named in part A a) of the question.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	4 - 5

<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**6 A c. Explain two reasons why a religious moral code is used by members of a major world religion. 6Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a religious moral code by giving an accurate account of two reasons why a moral code is used by members of a major world religion e.g. source of guidance; reflects the founders teaching etc.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	5 - 6	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	4	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	3	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	2	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	1	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	↑	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0	

**6 B a. A person informing their conscience is one step in making a moral decision. State another step that a person needs to take before deciding what is the right thing to do in a situation. 5M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of conscience and moral decision-making by accurately identifying a step in the moral decision-making process, other than informing a person's conscience.

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

**6 B b. Explain two reasons why a person needs to inform their conscience before deciding what is right and wrong in a situation. 9Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of conscience and moral decision-making by giving an accurate account of two reasons why a person needs to inform their conscience

before deciding what is right and wrong in a situation e.g. considering all possible consequences etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	8 - 9	x2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	6 - 7	
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	5	
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4	
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 -1	



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

- 1. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**  
**Examine the way members of one of the above religions are dealing with two challenges they face in Ireland today. 35Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion in Ireland today by looking closely at the way members of one world religion listed in the question are dealing with two challenges they face in Ireland today.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	30 - 35	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	25 - 29	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	19 - 24	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	14 - 18	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	9 - 13	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	4 - 8	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 3	

- 2. Describe two examples of how the First Christians dealt with the difficulties they faced after the resurrection of Jesus. 35Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the impact of the death and resurrection of Jesus of Nazareth by giving an accurate account of two ways the First Christians dealt with the difficulties they faced after the resurrection of Jesus.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	30 - 35	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	25 - 29	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	19 - 24	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	14 - 18	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	9 - 13	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	4 - 8	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 3	

### 3. ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

**Examine how the experience of either schism or persecution shaped the development of one of the above religions. 70M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a world religion by looking closely at the effect that the experience of either schism or persecution had on one of the world religions listed in the question.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	60 - 70
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	49 - 59
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	39 - 48
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	28 - 38
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	18 - 27
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	7 - 17
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 6

### 4. ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM

**Profile how the faith of a person associated with the story of one of the above world religions inspires its members today. 70M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of religious belief by accurately tracing how the faith of a person associated with one of the world religions listed in the question inspires its members today.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	60 - 70
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	49 - 59
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	39 - 48
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	28 - 38
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	18 - 27
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	7 - 17
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 6

**5. ● PRAYER OF PRAISE ● PRAYER OF PETITION**

**Compare what is involved in the above types of prayer and the purpose each serves for the members of a major world religion today. 70M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of different types of prayer by accurately identifying a similarity and/or difference in the nature and function of prayers of praise and petition in a major world religion today.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	60 - 70
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	49 - 59
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	39 - 48
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	28 - 38
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	18 - 27
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	7 - 17
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 6

**6. 'What is legally permitted may not be regarded as morally right.'**

**Discuss this statement making reference to the relationship between the laws of a country and a person's view of what is right and wrong. 70M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the relationship between law and morality by looking closely at the statement given in the question and drawing accurate conclusions about the relationship between the laws of a country and a person's view of what is right and wrong.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	60 - 70
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	49 - 59
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	39 - 48
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	28 - 38
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	18 - 27
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	7 - 17
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 6

## Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla A

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

Iomlán: 400 Gnáthráta: 10%

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

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

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

### *General Guidelines for Completion of the Journal Booklet*

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

Students are requested to submit journal work on one title only.

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

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

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

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

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

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

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

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

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

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

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

## *Journal Work*

*The aims of journal work are:*

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

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

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

### *Assessment of the Journal Booklet*

#### *Section One Introduction*

Title	The personal title of my journal work is...	2 marks
	I chose this title because...	4 marks
Beginning	By doing journal work on this title I hoped to...	6 marks

#### *Section Two Getting Started*

Preparing	To prepare for doing my journal work I...	12 marks
-----------	---	----------

#### *Section Three Work*

Describing	To do my journal work I...	12 marks
	I included this in my journal work because ...	6 marks
Your reaction	My reaction to doing this work was...	6 marks

#### *Section Four Discoveries*

Learning	I learned...	10 marks
	As a result of what I have learned I will...	10 marks
Skills	I used _____ skills when I...	5 marks
	I used _____ skills when I...	5 marks
Linking	My journal work reminded me of studying... because...	6 marks
	My journal work reminded me of studying... because...	6 marks

#### *Section Five Looking Back*

Reflecting	Looking back at my experience of doing journal work on this title	10 marks
Journal Total:		100 marks

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

## Prescribed Titles for Religious Education Journal Work Junior Certificate 2019

(Circular S 94/17)

### Section A. Communities of Faith

- A1 A profile of two ways that religious commitment is expressed by the members of a community of faith in Ireland today.**

#### *Marking Criteria and points of reference:*

An excellent journal will show knowledge of a community of faith by accurately tracing two ways that dedication to religious belief is expressed by members of a community of faith in Ireland today.

- A2 A case study on the effect that the movement for unity between Christian denominations has on the lives of Christians in Ireland today.**

#### *Marking Criteria*

An excellent journal will show an understanding of the ecumenical movement by outlining a particular case of how the lives of Christians in Ireland today have been affected by the movement for unity between Christian denominations.

### Section B. Foundations of Religion – Christianity

- B1 ● MATTHEW ● MARK ● LUKE**

**An examination of how the point of view of one of the above evangelists influenced the way that his Gospel came to be written.**

#### *Marking Criteria*

An excellent journal will show knowledge of one Synoptic Gospel by looking closely at how the viewpoint of an evangelist listed in the title influenced his Gospel.

- B2 A case study on how Jesus' teaching about the Kingdom of God impacts on the lives of Christians today.**

#### *Marking Criteria*

An excellent journal will show an understanding of Jesus' teaching on the Kingdom of God by looking closely at a particular example of how Jesus' teaching on the Kingdom of God affects the lives of Christians today.

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

- C1 An examination of how an experience of revelation featured in the founding story of one of the following world religions: Buddhism, Hinduism, Islam or Judaism.**

#### *Marking Criteria*

An excellent journal will show knowledge of a major world religion by looking closely at how an experience of the will of God/gods/the divine becoming known played a part in the founding story of one of the world religion listed in the title.

- C2 A profile of how prayer can be a key feature in the daily life of members in one of the following world religions: Buddhism, Hinduism, Islam or Judaism.**

#### *Marking Criteria*

An excellent journal will show knowledge of a world religion by accurately tracing one or more ways that communication with God/gods/the divine can be part of members' daily life in a world religion listed in the title.

## **Section D. The Question of Faith**

- D1 Research into the religious practices that are popular among adolescent believers in one of the following world religions in Ireland today: Buddhism, Christianity, Hinduism, Islam or Judaism.**

*Marking Criteria and points of reference:*

An excellent journal will show an understanding of religious practice by gathering information and drawing accurate conclusions about two or more religious practices that are popular in Ireland among adolescent believers in one of the world religion listed in the title.

- D2 A reflection on how two experiences in life could give a person a sense of awe and wonder about the meaning of life.**

*Marking Criteria and points of reference:*

An excellent journal will show an understanding of the human search for the meaning of life by considering how two experiences in life could give a person a sense of awe and wonder about the meaning of life.

## **Section E. The Celebration of Faith**

- E1 An investigation into how a sense of the sacred is expressed in worship by the members of one major world religion that you have studied.**

*Marking Criteria and points of reference:*

An excellent journal will show an understanding of worship by accurately examining one or more ways that a sense of the presence of God/gods/ the divine is expressed in worship by the members of one major world religion studied for Junior Certificate Religious Education.

- E2 Religious icons can be described as symbolic images.  
An exploration of the reasons why one such religious icon is used in prayer by a community of faith in Ireland today.**

*Marking Criteria and points of reference:*

An excellent journal will show an understanding of a religious symbol by researching and identifying two or more accurate reasons why a religious icon is used in prayer by a community of faith in Ireland today.

## **Section F. The Moral Challenge**

- F1 Research into the factors that influence the moral development of adolescents in Ireland today.**

*Marking Criteria and points of reference:*

An excellent journal will show an understanding of moral development by finding relevant information and drawing accurate conclusions about two or more influences on the moral development of teenagers in Ireland today.

- F2 An analysis of the reasons why stewardship is encouraged within one of the following major world religions in Ireland today: Buddhism, Christianity, Hinduism, Islam or Judaism.**

*Marking Criteria and points of reference:*

An excellent journal will show knowledge of a religious moral vision by breaking down two or more accurate reasons why care for all forms of life is encouraged in Ireland today by a major world religion listed in the title.



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

Criteria:

Name a personal title relevant to the chosen 2019 prescribed title.

Personal and Relevant	1 - 2
No personal title	0

**SECTION ONE — INTRODUCTION** *I chose this title because...*

(personal title and/or prescribed title)

4 Marks

Criteria:

Evidence of personal interest/enthusiasm / concern in relation to doing journal work on the chosen 2019 prescribed title.

Clear	4
General/insufficient personal interest	2 — 3
Irrelevant to 2019 journal work title	0 — 1

**SECTION ONE — BEGINNING** *By doing journal work on this title I hoped to...*

6 Marks

Criteria:

Description of what the candidate hoped to achieve/learn/find out by doing journal work on the chosen 2019 prescribed title which reflects one or more of the following:

- encountering religion as a living reality in the candidates community
- an opportunity for reflection on the stories or narratives that are part of a tradition
- time for extended engagement with a theme or topic.

Full and relevant + reflects	5 – 6
Full and relevant to 2019 Title	3 – 4
General	1 – 2
Irrelevant	0

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

Criteria:

Description of the candidate's personal planning and/or the skill(s) he/she hoped to use in doing journal work on the chosen 2019 prescribed title.

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

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

12 Marks

Criteria:

Identification and recall of the work (assignments/events/activities etc.) in which the candidate and/or group engaged in relation to the chosen 2019 prescribed title.

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

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

Criteria: Explanation/reason given as to why journal work on the chosen 2019 prescribed title was approached in this way.

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

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

Criteria:	Detailed	5 — 6
Description/elaboration as to what the candidate found most interesting, hardest etc.	General	3 — 4
in working on the chosen 2019 prescribed title.	Little or no description/elaboration	0 — 2

**SECTION FOUR — DISCOVERIES** *I learned ...* 10 Marks

Criteria:	Substantial	7 — 10
Evidence of journal work on the chosen 2019 prescribed title having an impact on the candidate's knowledge/ understanding.	Some	3 — 6
	Little or no evidence	0 — 2

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

Criteria:	Substantial	7 — 10
Evidence of journal work on the chosen 2019 prescribed title having an impact on the candidate's life.	Some	3 — 6
	Little or no evidence	0 — 2

**SECTION FOUR — SKILLS** *I used \_\_\_\_\_ skills when I...* 5 Marksx2

Criteria:	Skill identified & detailed description	1+ 4
Identification and description of how the candidate used the skills identified	Skill identified & general description	1+ 3
in doing journal work on the chosen	Skill identified & limited description	1+ 2 — 1
2019 prescribed title.	Skill identified & no description	1
	No skill identified or described	0

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

6 Marksx2

Criteria:	Link identified & detailed explanation	5 — 6
Identification and explanation of the links between the candidate's journal work on the chosen 2019 prescribed title and other aspects of the Junior Certificate Religious Education course.	Link identified & general explanation	3 — 4
	Link identified and vague explanation	2
	Link identified & no explanation	1
	No link identified or explained	0

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

10 Marks

Criteria: evidence of —	Substantial evidence	9 — 10
Reflection/identification of what went well in doing journal work on the chosen 2019 prescribed title	Good evidence	7 — 8
Evaluation / drawing of conclusions with recommendations for self/others on how to approach journal work on the chosen 2019 prescribed title afresh.	Some evidence	5 — 6
	Little or no evidence	0 — 4



