

## Question 1

### Question 2 (a)

**10 marks**

**A The Koran/Qur'an    B The New Testament    C The Tanakh/Tenakh**  
**D The Tripitaka    E The Vedas**

**Match one of the above sacred texts to the religion with which it is most associated from the following list:**

Buddhism	Christianity	Hinduism	Islam	Judaism
<b>Sacred Text</b>				<b>Religion</b>
<b>(Write the letter below for one sacred text given above)</b>				

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred text by accurately linking one sacred text to the religion named in the question with which it is most associated –

- The Tipitaka/Tripitaka & Buddhism.
- The New Testament & Christianity.
- The Vedas & Hinduism.
- The Koran/Qur'an & Islam.
- The Tanakh/Tenakh & Judaism.

Note: Allow candidate's reference to letter and /or name given in the question.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of linking a sacred text to a religion	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately linking	Excellent linking	very good linking	Good linking	Some linking	little linking	very little linking	very little/no linking
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

### Question 2 (b)

**15 marks**

**Explain a reason why a text is sacred for members of one of the following religions: Buddhism, Christianity, Hinduism Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of a sacred text by giving an account of one accurate reason why a text is considered holy or divinely inspired by members of one religion listed in the question e.g.

- The text contains the words of God/gods/the divine etc.
- The text gives guidance about living in relationship with God/gods/the divine etc.
- The text recalls events that revealed the teaching of God/gods/the divine in the founding story of the religion etc.
- Etc.

Note: Allow descriptive answers.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate's

answer.

Evidence of why a text is considered holy or divinely inspired	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account of reason	Excellent account of reason	very good account of reason	good account of reason	some account of reason	little account of reason	very little account of reason	very little/no account of reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

**Question 2 (c)**

**15 marks**

**Describe an example of the way a sacred text plays a part in the lives of believers in one of the following religions:**

- **Buddhism**
- **Christianity**
- **Hinduism**
- **Islam**
- **Judaism**

Marking Criteria and points of reference:

An excellent answer will show an understanding of a sacred text by giving an accurate account of the part a sacred text plays in the lives of believers in one religion listed in the question e.g.

- Buddhism – The Tripitaka - Gives the believer guidance about aspects of life etc.
- Christianity – The New Testament parables, teaching of Jesus give guidance to Christians on values and lifestyle etc.
- Hinduism – The Vedas – Contains stories and poems from the founding story of Hinduism etc.
- Islam – The Koran/Qur’an may be read daily during prayers etc.
- Judaism – The Tanakh/Tenakh outlines key events from founding story of Judaism and guidance on the lifestyle of a Jewish person etc.

Note: Allow descriptive answers but if no reference is made to the part a text plays in the lives of believers as the question requires – 7 marks max.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate’s answer.

Evidence of the part a sacred text plays in the lives of believers	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account	Excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

## Question 2

### Question 6

**15 marks**

- (a) **What happens when we die? Why are we born? How do we find true happiness? Why do bad things happen to people?**

**Trace how the teaching of one of the following religions could influence a believer's answer to a question about the meaning of life: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference

An excellent answer will show an understanding of religious responses to questions about the meaning of life by accurately setting out the way a believer's answer to any question about the meaning of life could be influenced by the teaching of one of the religions listed in the question e.g.

- Buddhism – a believer's search for happiness in life could be influenced by Buddhist teaching about avoiding attachment to material possessions etc.
- Christianity – the answer to questions about how people should live could be influenced by the teaching of Jesus on love of neighbour etc.
- Hinduism – the answer to questions about what happens when people die could be influenced by Hindu teaching on the cycle of death and rebirth etc.
- Islam – the answer to questions about why are we born could be influenced by the belief that everything in the universe follows Allah's masterplan etc.
- Judaism – a believer's search for what is the right way to live could be guided by the teachings outlined in the Torah etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Evidence of how the teaching of one religion could affect a believer's answer to a question about the meaning of life</i>	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	–	VERY WEAK
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
<i>Use of skill(s) – accurately setting out the way</i>	Excellent setting out the way	very good setting out the way	good setting out the way	some setting out the way	little setting out the way	very little setting out the way	very little/ no setting out the way
<i>Factual Accuracy</i>	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2- 0

### Question 6

**15 marks**

- (b) **What does it mean to live a morally good life? Outline how this question would be answered from a non-religious point of view.**

Marking Criteria and points of reference

An excellent answer will show an understanding of moral living by setting out accurate information on what is involved in living in a way guided by altruistic codes or principles not connected to any religious belief e.g.

- act in a way that preserves the common good of all in society etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

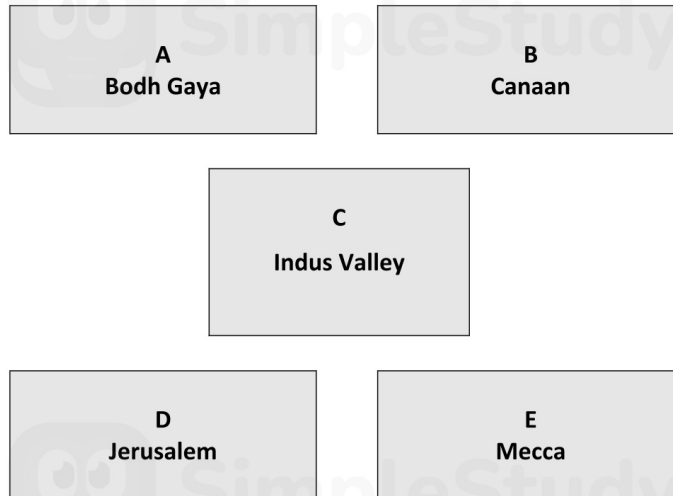
Note: Allow descriptive answers and implicit reference to a non-religious point of view.

<i>Evidence of what is involved in living in a way guided by non-religious altruistic codes or principles</i>	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	–	VERY WEAK
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
<i>Use of skill(s) - setting out accurate information</i>	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little setting out information	very little/ no setting out information
<i>Factual Accuracy</i>	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2- 0

### Question 3

Question 3

10 marks



Match one of the places pictured above to the founding story of one religion from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking Criteria and points of reference

An excellent answer will show knowledge of a major world religion by accurately linking one place listed in the question to the founding story of the religion with which it is most associated –

- A Bodh Gaya – Buddhism
- B Canaan – Judaism
- C Indus Valley – Hinduism
- D Jerusalem – Christianity
- E Mecca – Islam

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow candidate's reference to letter and /or name of place.

## Question 4

### Question 7 (a)

**15 marks**  
**3Mx5**

**Match each of the religious beliefs listed below to the religion with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam and Judaism. Reincarnation, The Covenant, The Four Noble Truths, The Six Articles of Faith, The Trinity**

Marking Criteria and points of reference:

An excellent answer will show knowledge of the key beliefs of the major world religions by accurately linking each of the religious beliefs listed in the question to the religion with which they are most associated –

- Buddhism – The Four Noble Truths
- Christianity – The Trinity
- Hinduism – Reincarnation
- Islam – The Six Articles of Faith
- Judaism – The Covenant

Code **MC✓x5** in left margin where the Marking Criteria is first evident in the candidate's answer.

### Question 7 (b)

**10 marks**

**Read the interview below with a person talking about how their religious beliefs influence the way they live in Ireland today.**

...

**Explain how religious belief is being expressed in the actions of the people described in the above interview.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities of faith by giving one accurate reason how religious belief is expressed in the behaviour of members in the above interview e.g.

- Voluntary offerings and acts of charity such as money, time, food (Sadaqah) etc.
- Sharing with others in need (Zakat – instructions from Allah) etc.
- Etc.

Code **MC✓** in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of how religious belief is expressed in the actions of the people in the interview	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) –	excellent account of	very good account	good account of	some account of	little account of	very little account of	very little/no

Accurate account of reason	reason	of reason	reason	reason	reason	reason	account of reason
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2	1 - 0

## Question 5

### Question 8 (a)

2 marks x 5

Match each of the religious symbols given below to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

A – Um Symbol      B – Lotus Flower      C – Cross      D – Star of David  
E – Crescent Moon and Star

Marking criteria and points of reference:

An excellent answer will show knowledge of religious symbols by accurately linking each symbol given in the question to the religion which it is most associated i.e.

A – The Um symbol to Hinduism; B – The Lotus Flower to Buddhism; C – The Cross to Christianity; D – The Star of David to Judaism; E – The Crescent Moon and Star to Islam.

Code MC ✓ x 5 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow reference to letter and/or name of religious symbol given in the question.



### Question 8 (b)

10 marks

Explain the reason why one religious symbol is associated with the religion to which you have matched it in part (a) above.

Marking criteria and points of reference:

An excellent answer will show an understanding of religious symbols by giving an accurate reason that accounts for why one religious symbol listed in the question is associated with the religion identified in part (a) of the question e.g.

- Christianity - Cross signifies how Christ died for his people; represents Jesus and the sacrifice that he made for the sins of everyone when he was crucified, etc.
- Hinduism - Um symbol represents the sacred sound that began creation, etc.
- Islam - The five-pointed star represent the Five Pillars of Islam; the crescent moon represents the guidance of Allah on the believer's path through life and his greatness as creator; the new moon also represents the Islamic lunar calendar, etc.
- Buddhism - The lotus flower blooms in muddy water and represents how believers are encouraged to detach themselves from the world in which they live, etc.
- Judaism - Star of David six-pointed star which represent God as the protector of King David, etc.

Code MC ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Avoid consequential penalty.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence why symbol is religious	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) - account of reason	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2 - 0

## Question 6

### Question 2 (a)

10 marks

**Describe a story about the beginning/creation of the natural world that is associated with one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking criteria and points of reference:

An excellent answer will show an understanding of a religious view of creation/the natural world by giving an accurate account of the beginning/creation of the natural world that is most associated with one religion listed in the question e.g.

- Buddhism - a tale told by the Buddha about how an old world was destroyed and its inhabitants are reborn anew; a belief that creation occurs repeatedly throughout time; there is no creator god; everything depends on everything else; present events are caused by past events and become the cause of future events, etc.
- Christianity - the Genesis accounts e.g. the stories of Adam and Eve and the creation of the world in seven days, etc.
- Hinduism - story about the universe as a vast ocean with a serpent floating on the surface, when the god Vishnu telling the god Brahma to create the world, etc.
- Islam - the Qur'an refers to Allah commanding all things to come into being i.e. all living creatures, the planets; people are understood as Allah's Caliphs (vice-regent or guardians) and have a responsibility to care for the earth, etc.

2

- Judaism - The texts in the Book of Genesis suggest that creation came from Yahweh/YHWH; that everything was created out of love; that creation is good, etc.

Code MC ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of religious account of creation/natural world	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	Some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 – 9	8 - 7	6 - 5	4	3	2 - 0

### Question 2 (b)

5 marks x 2

**State two points about the understanding of the beginning/creation of the natural world that is being expressed in the story that you have described in part (a) above.**

Marking criteria and points of reference:

An excellent answer will show knowledge of a religious understanding of creation/the natural world by accurately identifying in two concise statements the religious understanding of the beginning/creation of the natural world expressed in the story described in part (a) of the question e.g.

- Buddhism - belief in the inter-connectedness of everything; the health of the whole is dependent on the health of each part; nature is a teacher, a spiritual force and a way of life; Five Precepts of the Buddha – first calls for abstaining from killing living beings; the second 'not to take what is not given' could encourage care for the natural world, etc.
- Christianity - God created the world and how humans are stewards of God's gift of creation; God is seen as the origin, ground and goal of the universe, etc.
- Hinduism - belief that time is cyclical and that therefore the world is created repeatedly

and not just once and for all; belief that everything is created in balance and people should live in such a way so as not to destroy that balance, etc.

- Islam - Allah created the world out of nothing; everything in creation is obedient to the will of Allah and he controls the universe through his eternal commands; Allah requires his followers to act as his vice regents of the earth, etc.
- Judaism - the stories in the Book of Genesis suggest that Yahweh/YHWH is all-powerful, Creator; Yahweh/YHWH gave people responsibility for creation and people have a responsibility to care for creation in the way that Yahweh/YHWH would like, etc.

Code MC ✓x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Avoid consequential penalties.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of the understanding of the beginning/creation of the natural world found in the story described in part (a)	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identifying in a concise statement	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

## Question 7

### Question 15 (a)

12 marks

3Mx4

Read the account below about a group of neighbours and complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

Backgrounds	Everyone	Litter	Pride	Spaces
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I.	We gather together each month to take care of the open ... spaces.
II.	We're trying to make our area a better place for ... everyone.
III.	We gather-up any ... litter.
IV.	People of all ages and ... backgrounds.
V.	Gathering together in this way gives us all a sense of belonging and ... pride.

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by accurately finishing the sentences from the account using the words given in the question –

- We're trying to make our area a better place for ... everyone.
- We gather-up any ... litter.
- People of all ages and ... backgrounds.
- Gathering together in this way gives us all a sense of belonging and ... pride.

Code **MC✓ x4** in left margin where the Marking Criteria is first evident in the candidate's answer.

### Question 15 (b)

5 marks

Name a group/organisation that is promoting care for the earth today.

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by accurately naming one group/organisation that is promoting care for the earth today e.g.

- St. Vincent de Paul etc.
- A Rocha International etc.
- Green Peace etc.
- Friends of the Earth etc.
- Etc.

Code **MC✓** in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of naming a group/organisation that promotes care for the earth	Excellent	Very Good	Good	Fair	Weak	-	Very
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) – naming/ Identifying	excellent naming / identifying	very good naming / identifying	good naming / identifying	some naming / identifying	little naming / identifying	very little naming / identifying	very little/no naming / identifying
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 15 (c)**

**18 marks  
9Mx2**

**Explain two ways that care for the earth is encouraged by the teaching of one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by giving two accurate reasons how care for the earth is encouraged by the teaching of one of the religions listed in the question e.g.

- Buddhism – the Five Precepts teach that it is good to avoid doing harm to any living being etc.
- Christianity – Stewardship of Creation, co-creators with God, responsibility to leave it in good condition for future generations, Pope Francis encyclical “Laudato Si” calls for humanity to care for our common home etc.
- Hinduism – The Law of Karma teaches that it is good to avoid wrongdoing in life; Ahimsa – Not causing harm to living things etc.
- Islam – Viceregents of the earth – everything has been created with the purpose of serving and obeying God etc.
- Judaism – Tikkun Olam, aspiration to behave and act constructively and beneficially etc.

Note: Allow for implicit reference to the teachings of a major world religion where one is not present in the answer

Code **MC✓ x2** in left margin where the Marking Criteria is first evident in the candidate’s answer.

Evidence of two ways care for the earth is encouraged in the teaching of one religion listed	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) – accurate account of reasons	excellent account of reasons	very good account of reasons	good account of reasons	some account of reasons	little account of reasons	very little account of reasons	very little/no account of reasons

Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
9 marks x 2	9 - 8	7 - 6	5	4	3	2	1 - 0

## Question 8

### Question 3 (a)

5 marks x 2

**A – The Decalogue**  
**D – The Five Pillars**

**B – The Dharma Sutras**  
**E – The Law of Love**

**C – The Eightfold Path**

**Match two of the above moral codes to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking criteria and points of reference:

An excellent answer will show knowledge of religious moral codes by accurately linking two moral codes to the religions named in the question with which they are most associated i.e. A – The Decalogue to Judaism; B – The Dharma Sutras to Hinduism; C – The Eightfold Path to Buddhism; D – The Five Pillars to Islam; E – The Law of Love to Christianity.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow reference to letter and/or name of moral code given in the question.

If a candidate chooses two of the religions listed in the question and names the same moral code/set of rules for each - Consult your Advising Examiner.

Evidence of moral codes of two religions	Excellent	Very Good	Good	Fair	Weak	
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – identifying	Excellent	very good	good	some	Little	very little / no skill
Factual accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

### Question 3 (b)

10 marks

**'Remember the Sabbath day and keep it holy' is an example of a moral code that could influence religious practice.**

**Describe another example of how a religious moral code could influence the religious practice of the members of a major world religion.**

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Marking criteria and points of reference:

An excellent answer will show an understanding of a religious moral code by giving an accurate account of a way that a religious moral code could influence the religious practice of members in a major world religion, other than the example given in the question e.g.

- Buddhism - 'Right mindfulness' could influence believers to meditate, etc.
- Christianity - 'Love of neighbour' could influence believers to promote peace, etc.
- Hinduism - 'The Five Daily Duties' could influence believers to respect parents and elders, etc.
- Islam - 'The Hajj' could influence believers to participate in a pilgrimage, etc.
- Judaism - 'The Decalogue' could influence believers to observe dietary food law, etc.

Code MC ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of influence of religious moral code on religious practice	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 – 9	8 - 7	6 - 5	4	3	2 - 0

**Question 3 (c)**

**15 marks**

**Describe one example of how the teaching of one of the following religions encourages its members to care for the earth: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking criteria and points of reference:

An excellent answer will show an understanding of a religious teaching on care for the earth by giving an accurate account of how the teaching of one religion, listed in the question, encourages believers to care for the earth e.g.

- Buddhism – 'The Five Precepts' teach that believers are to refrain from killing any living being, etc.
- Christianity – Jesus' Parable of the Growing Seed teaches about the Kingdom of God using the image of a person caring for the earth as a steward of God's creation; the insight of St Francis of Assisi reminds believers of their closeness to the natural world, etc.
- Hinduism - 'The Five Daily Duties' teach believers to feed and care for animals, etc.
- Islam – The teaching on vice-regents of the earth sets out how Allah has made it every person's duty to care for all of his creation which could influence believers to care for the environment by recycling and reducing carbon emissions, etc.
- Judaism - The Hebrew Scriptures teach that every 50th year is declared a Jubilee during which there is to be no agricultural work, etc.

Code MC ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow implicit reference to the teaching of one religion listed in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - how teaching of a religion encourages care for the earth	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – Give an account	excellent	very good	good	some	Little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 3	2 - 0

## Question 9

### Question 9 (a)

5 marks

**Apostles' Creed    Gayatri Mantra    Om Mani Padme Hum    Prayer of Light    Shema**

**Match one of the above examples of prayer to the religion with which it is most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show knowledge of prayer by accurately linking one of the examples of prayer listed in the question to the major world religion with which it is most associated –

- Buddhism – Om Mani Padme Hum
- Christianity – Apostles' Creed
- Hinduism – Gayatri Mantra
- Islam – Prayer of Light
- Judaism – Shema

Code **MC✓** in left margin where the Marking Criteria is first evident in the candidate's answer.

### Question 9 (b)

7 marks

**The photograph opposite shows people performing religious rituals.**

...

**Suggest one reason why the people pictured opposite appear to be performing religious rituals.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious rituals by putting forward one accurate reason why the people appear to be performing religious rituals e.g.

- The people are sitting upright with their hands together as if in deep prayer/meditation/concentration etc.
- The people are sitting upright facing the puja altar/shrine and have lit the arti lamp etc.
- The people are giving fruit as an offering to the god they are worshiping etc.
- Etc.

Code **MC✓** in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why the people in the picture appear to be performing a religious ritual	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) – Put forward one accurate reason	excellent Putting forward one accurate reason	very good Putting forward one accurate reason	good Putting forward one accurate reason	some Putting forward one accurate reason	little Putting forward one accurate reason	very little Putting forward one accurate reason	very little/no Putting forward one accurate reason

Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
7 marks	7-6	5	4	3	-	2	1 - 0

**Question 9 (c)**

**9 marks**

**State one reason why religious rituals are used in prayer by believers in one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious rituals used in prayer by identifying in a concise statement why religious rituals are used in prayer from one of the religions listed in the question e.g.

- Religious rituals are used to symbolically express what is difficult to put into words etc.
- Religious rituals recall an action of the founder/early followers e.g. Eucharist is recreating the actions of Jesus from The Last Supper etc.
- Etc.

Code **MC** ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why religious rituals are used in prayer by believers	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) – Accurate providing in a concise statement	excellent providing in a concise statement	very good providing in a concise statement	good providing in a concise statement	some providing in a concise statement	little providing in a concise statement	very little providing in a concise statement	very little/no providing in a concise statement
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
9 marks	9-8	7-6	5	4	3	2	1 - 0

**Question 9 (d)**

**14 marks**

**Describe what is involved in another ritual that is used in prayer by believers in one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious ritual by giving an accurate account of what is involved in a ritual when praying in one of the religions listed in the question e.g.

- Buddhism – Samatha meditation focuses on the lighting of a candle to focus the mind on one's breath etc.
- Christianity – Making the sign of the cross is made by touching the forehead, lower

chest, and both shoulders to express the belief of the Trinity etc.

- Hinduism – During Puja, Hindus may leave offerings before the murti for the gods such as money and flowers etc.
- Islam – Facing Mecca on a prayer mat during 5 daily prayers to unite all Muslims during prayer etc.
- Judaism – wearing of the tefillin during the prayer etc.

Note: Allow for implicit reference to ritual as a form of prayer

Code **MC**✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of what is involved in another ritual that is used in prayer by believers	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	not relevant
Use of skill(s) – Accurate account	excellent account of	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
14 marks	14-13	12-11	10-8	7	6-4	3	2-0

## Question 10

### Question 4

**15 marks**

**Describe an example of how a person's beliefs can change at different stages in the development of religious faith.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by giving an accurate account of one example of how a person's religious beliefs can change at different stages in their development e.g.

- Childhood - religious faith influenced by imitating parents/family; concrete image of God – old man in the sky etc.
- Adolescence - the person starts to gain their own understanding of what their faith means to them personally; the person questions the stories/beliefs they were told etc.
- Maturity – the person is able to live with ambiguity in life; with not having answers to life questions etc.
- Etc.

Note: Allow descriptive answers.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of how religious beliefs can change in development	Excellent	Very Good	Good	Fair	Weak	- Very Weak	
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account	Excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

## Question 11

### Question 5

**20 marks (10 marks x2)**

● **Family**

● **Friends**

**Examine how each of the above can influence a person's religious faith.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by looking closely at the influence of family and friends on religious faith e.g.

- Family – share/introduce religious faith to a child; a child may imitate or hold similar beliefs to older family members etc.
- Friends – introduce a person to different viewpoints, questions, religious traditions; peer pressure may influence a person to imitate or hold similar beliefs to their friends etc.

Code MC✓x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of how family and friends influence religious faith	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little looking closely	very little/no looking closely
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

## Question 12

### Question 15

10 marks x 2

**The men and women associated with the growth of Christianity in Ireland during past centuries include - Saint Brigid, Saint Colmcille, Saint Patrick**

**Describe two examples of the part one such person played in spreading Christian beliefs among the Irish people centuries ago.**

Marking criteria and points of reference

An excellent answer will show an understanding of how Christianity has contributed to Irish culture and heritage by giving an accurate account of two examples of how a person, from centuries ago, contributed to spreading Christian beliefs among the Irish people e.g.

- Saint Brigid-she founded a monastery and spread the word of God, etc.
- Saint Patrick-helped spread the word of God, converted pagan people to Christianity, he baptised people, he also taught people about God as three persons by using the shamrock, etc.
- Saint Colmcille - he set up monasteries, inspired many people with his personal holiness, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow reference to two different examples of such a person as given in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how a person contributed to spreading Christian beliefs among the Irish people	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/ no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - give two accounts	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks x 2	10 – 9	8 - 7	6 - 5	4	3	2 - 0

## Question 13

### Question 6 (a)

**7 marks**

**Read the notice below and answer the questions that follow.**

...

**From your reading of the above notice, state one reason why people join this choir.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities of faith by identifying in a concise statement one accurate reason why people join the choir described in the notice given in the question e.g.

- Make new friends etc.
- Meet people of all ages and walks of life etc.
- To help clear/focus a person's mind etc.
- etc.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why people join the choir	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – identifying one reason	Excellent identifying reason	very good identifying reason	Good identifying reason	some identifying reason	little identifying reason	very little identifying reason	very little/no identifying reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
7 marks	7 – 6	5	4	3	–	2	1 – 0

### Question 6 (b)

**8 marks**

**Give one reason why this choir can be described as a community.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities by presenting one accurate reason why the choir, described in the notice, can be described as a community e.g.

- The choir is inviting people with similar interests to come together to share their interest in music etc.
- The choir share their talents to benefit other groups within a community etc.
- Etc.

Code MC✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why the choir can be described as a community	Excellent	Very Good	Good	Fair	Weak	-	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) - presenting one accurate reason	Excellent presenting reason	very good presenting reason	Good presenting reason	some presenting reason	little presenting reason	very little presenting reason	very little/ no presenting reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
8 marks	8 - 7	6	5	4	3	2	1 - 0

## Question 14

**Question 15 (a)**

**10 marks (2 marks x5)**

Read the account below and answer the question that follows.

...

From your reading of the above account complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

<b>Allah</b>	<b>Covid</b>	<b>Croke Park</b>	<b>Experiences</b>	<b>Id al-Adha</b>	<b>July 2020</b>
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<b>I will always remember that Friday in ... July 2020.</b>
<b>Because of the need for social distancing during ...</b>
<b>The Islamic community gathered in Dublin's ...</b>
<b>As we gathered on the sports field for ...</b>
<b>I thought about all the good ...</b>
<b>Gave thanks to ...</b>

An excellent answer will show an understanding of the expression to religious belief in religious rituals by accurately finishing the sentences from the account using the words given in the question –

- Because of the need for social distancing during ... Covid.
- The Islamic community gathered in Dublin's ... Croke Park.
- As we gathered on the sports field for ... Id al-Adha.
- I thought about all the good ... experiences.
- Gave thanks to ... Allah.

Code MC✓ x5 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of sentences from story about religious rituals	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately finishing the sentences	Excellent finishing sentences	very good finishing sentences	Good finishing sentences	some finishing sentences	little finishing sentences	very little finishing sentences	very little/no finishing sentences
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
2 marks x 5	2	-	-	1	-	-	0

## Question 15

### Question 11

**10 marks**

**Read the story below and answer the question that follows.**

...

**From your reading of the above story, suggest one reason why the gardener planted the fruit tree.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by putting forward one accurate reason why the fruit tree was planted by the gardener in the story given in the question e.g.

- To keep the garden as he received etc.
- To benefit the next generation etc.
- Etc.

Code MC ✓ in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why the fruit tree was planted	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – put forward one accurate reason	Excellent putting forward a reason	very good putting forward a reason	Good putting forward a reason	some putting forward a reason	little putting forward a reason	very little putting forward a reason	very little/no putting forward a reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

## Question 16

### Question 11 (a)

**5 marks x 2**

**Read the account of a ceremony given below and answer the questions that follow. ... From your reading of this account, give two reasons why people were invited to the ceremony described above.**

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by giving two accurate reasons why people were invited to the ceremony described in the question e.g.

- To give the local community an opportunity to support the family and the baby, etc.
- To give the parents an opportunity to declare publicly their love for their child, etc.
- Etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of understanding of rituals	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – presenting two reasons	excellent	very good	good	Some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x2	5	4	3	2	1	0

### Question 11 (b)

**5 marks x 2**

**State two effects that participating in the ceremony described above had on the people involved.**

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by accurately identifying in a concise statement two effects that participating in the ceremony described in the question had on the people involved e.g.

- Feel part of the community, etc.
- Bring family together to celebrate an important event, etc.
- Etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of two effects of participating in the ceremony	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identifying two effects	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0