



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

**Leaving Certificate 2021**

**Marking Scheme**

**Religious Education**

**Ordinary 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 Leaving Certificate Ordinary Level is based on the aims, objectives and outcomes of each section of the Leaving Certificate Religious Education syllabus published by the Department of Education in 2003.

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. Where a mark is graded in the examination marking scheme, the mark for the candidate's answer is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The descriptions, definitions and points 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. 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.

## UNIT ONE

Candidates must answer parts *a) and b)* from **one** of the following three questions.

### SECTION A THE SEARCH FOR MEANING AND VALUES

#### QUESTION 1. The Quest for Meaning

Answer a) and b).

A 1 a)

● The goal and purpose of life ● The meaning of good and evil

Describe two examples of how people asking questions about *either* of the above issues can be seen today in art, literature, music or youth culture.

20Mx2

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

An excellent answer will show knowledge of the search for meaning and values in contemporary contexts by giving an accurate account of two examples of how people asking about an issue listed in the question can be seen today in art, literature, music or youth culture e.g.

- Art e.g. Picasso's Guernica – portrays the horror and suffering of war etc.
- Literature e.g. Cormac Mc Carthy's novel 'The Road' describes a struggle against evil; the poetry of Patrick Kavanagh's 'The Great Hunger ...O God if I had been wiser' reflects on the goal and purpose of life, etc.
- Music e.g. Black Eyed Peas — 'Where Is The love...what's wrong with the world mama?'; the music of the Estonian composer Arvo Part and the Irish composer Gerard Victory ask questions about good and evil etc.
- Youth culture e.g. the film In pursuit of happiness asks questions about the goal and the purpose of life etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

A 1 b)

***People of all times have used art and artefacts to express ideas about the meaning of life.***

Outline how the human search for the meaning of life can be seen in two works of art or artefacts from an ancient culture that you have studied.

20Mx2

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

An excellent answer will show knowledge of symbolic thinking in ancient societies by setting out accurate information on the way the human search for the meaning of life can be seen in two works of art *or* artefacts associated with a culture from the very distant past e.g.

- Newgrange – the triple patterns on the stones may suggest a belief in the cycle of life, death and rebirth; alignment of the mound to the sun may express the hope that the sun, and the natural rhythm of life which depended on it, would not be defeated by darkness and death, etc.
- The Venus statuettes, found in burial sites across Europe, may represent hope in rebirth and an afterlife at the time of a person's death; the mystery of life and death etc.
- Etc.

Note: If a candidate sets out accurate information on a work of art/artefact that is not associated with ancient times but does meet some criteria relevant to the question – Consult your Advising Examiner.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**Question 2. The Tradition of Search**

**Answer a) and b).**

**A 2 a)**

**Explain two reasons why a person could become indifferent to the search for the meaning of life in society today.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the search for meaning by giving an account of two accurate reasons why a person could become indifferent to the search for the meaning of life in society today e.g.

- Materialistic attitude – caught up in a cycle of accumulating wealth etc.
- Busy-ness can make it difficult to find time for deep thought or an opportunity to gain insight into the goal and purpose of life etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**A 2 b)**

**◆ CHRISTIANITY ◆ ISLAM ◆ JUDAISM**

**Examine how the religious practice of members, in two of the above religions, is influenced by their particular understanding of God.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of an understanding of God by looking closely at how the understanding of God in two of the religions listed in the question influences the religious practice of its members. e.g.

- Christianity – the understanding of a personal God, who is loving, forgiving and became flesh in the person of Jesus of Nazareth influences Christians to celebrate the Eucharist etc.
- Islam – the understanding of Allah as merciful influences followers of Islam to give alms as instructed in the Quran etc.
- Judaism – the understanding of God as all-powerful, compassionate and as having a particular relationship with the people of Israel influences Jewish people to live by the laws of the Covenant etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**Question 3.      Philosophy**

**Answer a) and b).**

**A 3 a)**

**● The Duality of Human Nature   ● The Importance of Ideas   ● The Nature of Reality**

**Outline the thinking of Plato on two of the ideas listed above.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the philosophical thought of ancient Greece by setting out accurate information on the thinking of Plato on two of the ideas listed in the question. e.g.

- The duality of human nature – the body and soul are understood as separate entities and as the soul exists after death, a person's chief concern should be the good of the soul etc.
- The importance of ideas – Plato's Theory of Ideas holds that the universal, the form /idea is what really exists; beauty, truth etc. are universals that are objective not subjective, eternal rather than finite etc.
- The nature of reality – Plato's Allegory of the Cave illustrated the distinction between reality and appearance where people focus on the visible world of the senses rather than a world of knowledge beyond the senses etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**A 3 b)**

**Describe an example of how Aristotle further developed any one of Plato's ideas.**

**40M**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the philosophical thought of Ancient Greece by giving an accurate account of the way in which Aristotle further developed one of Plato's ideas e.g.

- Aristotle disagreed with Plato's claim that it is the universals, the forms/ideas that really exist; for Aristotle form cannot exist without matter, it is the individual substance that really exists; he recognised that knowledge begins with the senses, but to find what is real and of value a person must look beyond the immediate and see the purpose and potential of all things etc.
- Etc.

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

## UNIT TWO

Candidates must answer any *two* of parts: *a), b), c)* from **one** of the following three sections.

### SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer any two of the following: a), b), c).

#### B a)

**Describe two examples of how Jesus taught his followers about the characteristics of the 'Kingdom of God' through his words or actions.**

**20Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Jesus' teaching on the kingdom of God by giving an accurate account of two examples of what Jesus taught about the kingdom of God through his words or actions e.g.

- Action e.g. Jesus' action of sharing a meal with sinners and outcasts shows the inclusive nature of the kingdom of God – present to all, forgiving, loving, just etc.
- Word e.g. sharing as opposed to the amassing of wealth is emphasised by Jesus in his parable about the Prodigal Son etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

#### B b)

**Explain two ways that Jesus' preaching about the Kingdom of God was different to how it was understood by the Jewish people of his time.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Jesus' teaching on the Kingdom of God by giving an accurate account of two ways that Jesus' preaching about the Kingdom of God was different to how it was understood by the Jewish people of his time e.g.

- Jesus taught that the Kingdom of God begins at the level of the relationships between people, whereas the Jewish people expected it to be a political kingdom etc.
- Jesus taught that the kingdom of God had begun with his actions e.g. eating with the poorest of the poor, whereas the Jewish people were awaiting the coming of the Messiah etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

#### B c)

**Examine how one Christian denomination today tries to carry on the mission of Jesus through its work.**

**40M**

*Marking Criteria and points of reference*

An excellent answer will show awareness of the significance of Jesus for Christians today by looking closely at one or more ways a Christian denomination today tries to carry on the mission of Jesus through its work e.g.

- The 'city missions' of the Methodist Church in Ireland carry on the mission of Jesus promoting inclusion as an alternative to the emergence of elites etc.
- Denominations work through Trócaire and Christian Aid in developing countries to carry on Jesus' mission of sharing goods as the alternative to the amassing of wealth etc.
- Etc.

Note: Where a candidate looks closely at the work done by a group not associated with a Christian denomination – Consult your Advising Examiner.

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

**SECTION C WORLD RELIGIONS**

**Answer any two of the following: a), b), c).**

**C a)**

**Describe what is involved in each of the following features of primal religion:**

● Mana      ● Shaman      ● Tabu      ● Totem **10Mx4**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of primal religion by giving an accurate account of what is involved in each of the concepts associated with primal religion listed in the question e.g.

- Mana – power that is embedded in a person; comes from kinship with the gods and ancestors; an impersonal force that is the manifestation of the spirit world etc.
- Shaman – usually a tribal elder or holy person who mediates between the human world and the spirit world, having inherited this ability from his or her ancestors etc.
- Tabu – refers to any person, object or place that is set apart; removed from everyday use and consecrated for use in ritual and worship etc.
- Totem – refers to something natural that symbolises the spiritual essence of an individual or group and connects them with their spiritual ancestry etc.

Code MCx4 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**C b)**

**Examine the general world-wide distribution of members today in each of the following religions: ♦ Buddhism ♦ Christianity ♦ Hinduism ♦ Islam ♦ Judaism**

**8Mx5**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the distribution of major world religions by looking closely at the global distribution of members of the religions listed in the question. e.g.



- Buddhism – religion of the majority of the population in South East Asia, Cambodia, Laos, Thailand and Vietnam; spread into Western Europe and North America in recent years etc.
- Christianity – largest world religion with over two billion followers spread over every continent; Eastern and Western Europe, North and South America are predominantly Christian etc.
- Hinduism – the third largest religion in the world, with followers spread throughout the world and associated with the majority of the population in India, Nepal etc.
- Islam – nearly two billion adherents; countries in the Middle East and Africa have the largest number of followers of Islam etc.
- Judaism – approximately 14 million members worldwide, with almost 6 million in the USA and 4.7 million in Israel etc.

Code MCx5 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**C c)**

**Choose one religion from List A and one religion from List B below:**

**List A: ♦ Christianity ♦ Judaism    List B: ♦ Buddhism ♦ Hinduism ♦ Islam**

**Compare the understanding of salvation/liberation found in the teaching of the two religions chosen above.**

**40M**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of major world religions by giving an accurate account of a similarity and/or difference in the understanding of salvation/liberation found in the teaching of two religions as listed in the question. e.g.

List A: Christianity – Jesus' life, death and resurrection offer all who believe a chance to enter into a special relationship with God; Christians believe that God will judge all people at the end of time etc.

Judaism – belief that God guides history and gives a promise of future redemption; the Exodus from Egypt is seen as the great event of salvation/liberation; belief in an afterlife; God's judgement of a person will be based on how they have lived their life etc.

List B: Buddhism – salvation/liberation is seen in achieving Nirvana i.e. a state of perfect happiness and peace; adherence to the Four Noble Truths and following the Eight-Fold Path is understood as shaping the nature of future life on the cycle of rebirth; Mahayana Buddhists also believe in a celestial paradise where one lives in the light of the Buddha etc.

Hinduism – the goal of life is seen as salvation/liberation from the temporal and the temporary in order to achieve Moksha i.e. union of the soul with Brahman, where the liberated soul can come to peaceful rest; Hindus try to live so that each time they are reborn they are closer to Moksha etc.

Islam - Salvation/liberation is seen as involving obedience, submission to the will of Allah; belief in a Day of Resurrection when people will be judged by their deeds and Allah will punish the wicked and reward the good etc.

Note: Allow implicit reference to a similarity and/or difference in the understanding of salvation/liberation found in two religions as listed in the question.

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

## **SECTION D MORAL DECISION - MAKING**

**Answer any two of the following: a), b), c).**

**D a)**

**Describe a moral issue that was a major concern for people living in each of the following ancient civilisations: ● The Hebrews ● The Romans**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of morality by giving an accurate account of a moral issue which people were concerned about in the Hebrew and Roman civilizations of the very distant past e.g.

- The Romans were concerned about the morality of war; Cicero presented moral justifications for war in certain circumstances i.e. that we might live unharmed in a time of peace etc.
- The Hebrews were concerned about the right to freedom from slavery, as seen in the experience of the Exodus etc.
- Etc.

Note: Allow for the same issue to be used for each of the ancient civilisations.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**D b)**

**Discuss the role that moral freedom can play in helping a person's growth towards moral maturity.**

**40M**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of personal moral development by examining and drawing accurate conclusions about the role that being free to choose between right and wrong behaviour can play in a person's growth towards moral maturity e.g.

- Moral freedom allows an individual to come to their own personal understanding of what is right and wrong by being free to act in a way they personally believe is right etc.
- Moral freedom gives a person the right and duty to use their conscience and develop a personal moral code, moving away from motivations of self-interest toward making decisions based on values and principles (altruism) etc.
- Etc.

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

D c)

**Explain how there has been a change in thinking, since the Enlightenment, about the morality of one of the following issues:**

- Capital Punishment    ● Child Labour    ● Slavery

**40M**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of morality as a human phenomenon by accurately outlining what accounts for the change in the understanding of right and wrong, on one of the issues listed in the question, since the time of the Enlightenment e.g.

- Capital Punishment – ideas about using evidence, scientific method etc.; social science research showed that capital punishment does not always have a deterrent effect; changed people's thinking about capital punishment and promoted the greater benefits of rehabilitation and reform etc.
- Child Labour – Enlightenment ideas about human rights led to a new understanding of the rights of children and the rights of workers; limits were placed on the types of work children could do; today children are protected under the UN legislation etc.
- Slavery – Ideas about equality led to a new understanding that every person's freedom has to be respected; slavery came to be understood as morally wrong; people today are protected against slavery by the UN Charter of Human Rights etc.

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

### UNIT THREE

Candidates must answer *either* part a) *or* part b) from **one** of the following four sections.

#### SECTION E Religion and Gender

Answer *either* a) *or* b) i. and ii.

E a)

***World religions regard men and women as equal.***

Examine the evidence for this statement in the sacred texts associated with two of the following religions: ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM  
40Mx2

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

An excellent answer will show knowledge of the roles of men and women in religious traditions by looking closely at the extent to which men and women are regarded as equal in sacred texts associated with two of the religions listed in the question e.g.

- Buddhism — Sacred texts refer to the need to prevent difference or division; women became Buddhas e.g. Queen Srimaladevi and Siddhas e.g. Yeshe Tsogyal, as such their writings were followed by both men and women etc.
- Christianity — Gospels refer to the inclusiveness of Jesus' teaching in relation to the place of men and women in Christianity e.g. Mary Magdalene was a disciple of Jesus and a witness to the resurrection etc.
- Hinduism — In the Rig Veda both men and women are expected to participate in rituals in order to make those rituals effective; in the Laws of Manu the obedience of females to males is emphasised etc.
- Islam — The Qur'an requires the same duties of men and women, both are required to follow the Five Pillars; the work of women is regarded as of equal value to that of men etc.
- Judaism — In the Hebrew Scriptures women are praised for their role in salvation history e.g. Ruth for her peaceful and loyal devotion, Esther known for her great courage that saved her people from extermination, Hannah known for her great faith in God etc.

Note: A candidate looks closely at the extent to which the equal treatment of men and women is evident in a world religion listed in the question without making explicit reference to a sacred text - Consult your Advising Examiner.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

or

E b) i.

***The contribution of women to religious traditions can be seen in the life stories of —***

- Founders & Reformers of Religious Orders
- Religious Writers
- Social Reformers
- Spiritual Thinkers

Choose one woman from any of the above categories and describe her life story using each of the following headings: i. Her faith/commitment.

40M

### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the contribution of a woman to the development of a religious tradition by giving an accurate account of how faith/commitment can be seen in the life of a woman from any of the categories listed in the question e.g.

- Founders & Reformers of Religious Orders e.g. St. Teresa of Avila (1515-1582) founded an alternative Carmelite order; established fourteen houses and two Carmelite houses for men; she is responsible for three collections of books regarded as among the greatest spiritual reflections of the Church; canonised in 1622 etc.
- Religious Writers e.g. Joyce Rupp has led retreats throughout North America, Australia, Europe and New Zealand; she has written many books on areas of spirituality e.g. 'May I Have This Dance' teaching how God is a generous presence beckoning people towards moments of illumination etc.
- Social Reformers e.g. Dorothy Day was involved in the founding of the Catholic Worker Movement; writing in the Catholic Worker newspaper on unemployment and exploitation issues, she promoted radical social action based on Christian principles etc.
- Spiritual Thinkers e.g. Hildegard of Bingen in breaking with the custom of male authority over a women's monastery, Hildegard established an independent convent; she also wrote several books and her most famous work, The Book of Divine Works etc.

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

### **E b) ii.**

***The contribution of women to religious traditions can be seen in the life stories of —***

- Founders & Reformers of Religious Orders
- Religious Writers
- Social Reformers
- Spiritual Thinkers

**Choose one woman from any of the above categories and describe her life story using each of the following headings: ii. Questions raised by her life and work.**

**40M**

### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the particular contribution of a woman to the development of a religious tradition by giving an accurate account of one or more questions raised by the life and work of a woman from any of the categories listed in the question e.g.

- Founders & Reformers of Religious Orders e.g. Nano Nagle's life and work have inspired many to reach out to the poor; questioning how to show commitment to religious belief etc.
- Religious Writers e.g. Joyce Rupp's writings question how a person can be open to God and develop a deep spirituality in a busy world etc.
- Social Reformers e.g. Dorothy Day lived her life in solidarity with the poor and God was always at the centre of her life and work; her beliefs pose a challenge for society today on how to live a deeply committed religious life amid the complexities of our world etc.
- Spiritual Thinkers e.g. Hildegard of Bingen saw the interconnectedness of all things; she questions if we have lost touch with the mystical experiences of the Christian tradition in a rational, scientific age? She did not confine her images of God to male images which is relevant for theologians today attempting to speak of God in inclusive language etc.

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

## **SECTION H THE BIBLE: LITERATURE AND SACRED TEXT**

Answer *either a) or b) i. and ii.*

**H a)**

**Describe two examples of how oral traditions have been preserved in the Hebrew Scriptures.**

**40Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of how the Bible came to be written by giving an accurate account of two examples of how the spoken/non-written history of the Hebrew people has been preserved in the Hebrew Scriptures e.g.

- Deuteronomy 4:9 – talks of how the stories of God and his chosen people are to be recounted, so as to not be forgotten by being told to children etc.
- Exodus 13:14 – says in the future when your child asks 'you shall answer', explaining how Moses through the strength of the Lord brought the Jewish people out of slavery in Egypt etc.
- Oral traditions were preserved in the form of songs in the Song of Deborah and the Song of Moses etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**or**

**H b) i.**

◆ **The Prologue (John 1:1-18)**     ◆ **The Sermon on the Plain (Luke 6:20-49)**

◆ **The Transfiguration (Mark 9:2-13)**

**Examine one of the above New Testament texts using each of the following questions:**

**i. What was the original background/context of the text?**

**40M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a biblical text by looking closely at the original background/context of one New Testament texts listed in the question e.g.

- The Prologue has one basic theme i.e. the person of Jesus Christ, the incarnate word; it is a profound theological reflection on Jesus which highlights his mission etc.
- The Sermon on the Plain is placed at the beginning of Jesus' ministry; it is delivered on the plain below the mountain where Jesus had spent the night in prayer before choosing the twelve apostles etc.
- The Transfiguration story is preceded by Peter's confession of Jesus as Messiah; it provides a heavenly confirmation of Jesus' identity and his teaching about his suffering and resurrection; it also calls on the disciples (and readers) to heed his words etc.

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

H b) ii.

◆ The Prologue (John 1:1-18)    ◆ The Sermon on the Plain (Luke 6:20-49)

◆ The Transfiguration (Mark 9:2-13)

Examine one of the above New Testament texts using each of the following questions:

ii.     What does the text say about the relationship between God and people?     40M

*Marking Criteria and points of reference*

An excellent answer will show knowledge of a biblical text by looking closely at the relationship between God and people displayed in one of the New Testament texts listed in the question e.g.

- The Prologue — reveals the true nature of Jesus as God's agent in creation; the source of light and life for humanity; Jesus, the only begotten Son, reveals the mysteries of divine life because he lives in continual relationship with the father etc.
- The Sermon on the Plain — addressed directly to the disciples, delivered in the hearing of the crowds who had brought their sick to Jesus to be healed, it shows how Christ is on the side of the poor, sick, and those who are oppressed in any way; Jesus assures the people of their future consolation; the sermon closes with a call to put the word of God into action etc.
- The Transfiguration — confirms Jesus as the true messiah when Moses and Elijah appear with him; shows the heavenly identity of Jesus as the true Christ; calls on the disciples (and readers) to be mindful of Jesus' teaching about his suffering, death and resurrection etc.

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

## **SECTION I            RELIGION: THE IRISH EXPERIENCE**

Answer *either* a) *or* b) i. and ii.

I a)

**Describe two examples of the way that Saint Patrick adapted Pre-Christian practices during his mission in Ireland**

**40Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of in-culturation in Christianity in Ireland by giving an accurate account of two examples of how the Christian message was in-cultured by Saint Patrick during his mission e.g.

- Celtic places of worship – Pre-Christian holy places such as springs, wells and rivers etc. became associated with the waters of Christian baptism etc.
- Celtic festivals – adapted to suit the Christian calendar e.g. The Croagh Patrick pilgrimage on 'Reek Sunday' replaced the Celtic festival Lughnasa etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**or**

**I b) i.**

**Describe two features of the Christian Church that had been developed in Europe at the time of Saint Patrick.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the features associated with religion in Europe at the time of Patrick by giving an accurate account of two ways that Christianity was organised in Europe at the time of Saint Patrick e.g.

- Emperor Constantine in 311 AD gave Christians the right to build churches and worship; Christians modelled their churches on basilicas which were civic buildings used as law courts for public meetings etc.
- The Christian church began to structure itself by holding councils throughout Europe e.g. Aries in 314AD and 353AD, disputes concerning matters of doctrine and belief were discussed at such council meetings etc.
- By the end of the 4<sup>th</sup> Century the Church in Britain was led by bishops, priests and deacons etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

**I b) ii.**

**Profile two ways that the Christian Church in Ireland contributed to the development of Christianity in Europe in the centuries immediately after the time of Saint Patrick.**

**20Mx2**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the characteristics of Irish religion by accurately tracing two ways in which the Christian Church in Ireland influenced the development of Christianity in Europe after the time of Saint Patrick e.g.

- The Irish Christian Church incorporated the Celtic festival (Samhain) into the feast of 'All Saints' and the practice became part of the Christian liturgical calendar in the rest of Europe etc.
- Irish monks were prepared to engage in evangelisation and became founders of monasteries in Europe etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

## **SECTION J RELIGION AND SCIENCE**

**Answer either a) i. and ii. or b) i. and ii.**

**J a) i.**

**Describe the understanding of creation/the natural world that is found in one of the following religions: ♦ BUDDHISM ♦ CHRISTIANITY ♦ HINDUISM ♦ ISLAM ♦ JUDAISM**

**30M**



*Marking Criteria and points of reference*

An excellent answer will show an understanding of creation/the natural world in a religion by giving an accurate account of the understanding of creation/the natural world in one religion listed in the question e.g.

- Buddhism – 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 – God created the world and humans are stewards of God’s gift of creation etc.
- Hinduism – time is cyclical and therefore the world is created repeatedly etc.
- Islam – God created the world out of nothing; everything in creation is obedient to the will of God and he controls the universe through his eternal commands etc.
- Judaism – God is seen as having made the world and everything in it, giving human beings a special responsibility to lead creation and look after it etc.

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

**J a) ii.**

**Discuss the reasons why Darwin’s theory of evolution was seen as being in conflict with a religious understanding of creation/the natural world.**

**50M**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of a key moment in the relationship between science and theology by examining Darwin’s theory of evolution and drawing accurate conclusions about one or more reasons why it was seen as being in conflict with a religious understanding of creation/the natural world e.g.

- Darwin theory posed the question: Does evolution rule out the idea of God the creator? This challenged the Christian doctrine of creation, that God is the author of all life etc.
- Darwin’s theory challenged the unique status of the human species as made in the image of God; this meant that human beings could no longer be seen as set apart, the masterpieces of God’s creation, but the product of chance and accidental forces etc.
- Etc.

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

**or**

**J b) i.**

**Outline the way in which *either* the origins of the universe *or* death and dying are approached from a scientific point of view.**

**40M**

*Marking Criteria and points of reference*

An excellent answer will show an appreciation of the insights of science in a current debate by setting out accurate information on the way in which either the origins of the universe or death and dying are approached from a scientific point of view e.g.

- The origin of the universe — Science is concerned with how the universe came to be and what may happen to it in the future e.g. the Big Bang Theory etc.

- Death and dying — Science views death as the break-up of the unity of the self, the disintegration of the different elements and the dissolution of the human being etc.
- Etc.

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

**J b) ii.**

**Compare the approach taken to *either* the origins of the universe *or* death and dying in the teaching of a major world religion with that found in a scientific point of view. 40M**

*Marking Criteria and points of reference*

An excellent answer will show an appreciation of the insights of science and religion in a current debate by accurately examining a similarity and/or difference in how either the origins of the universe or death and dying are approached from the scientific and religious points of view e.g.

- The origins of the universe — Similarity e.g. theologians and scientists shared interest in origins is driven by the need to understand who we are etc. Difference e.g. the insights of religion address concerns about the place of people within creation e.g. creationism; ecology of Teilhard de Chardin; the insights of science address concerns about how the universe came to be and what may happen to the universe in the future e.g. Big Bang Theory etc.
- Death and Dying — Similarity e.g. both share ethical concerns in relation to respecting the dignity of the person; prolonging human life etc. the general moral principle is that medical treatment should prolong life, not the process of dying etc. Difference e.g. Science focuses on brain death clinically tested etc. whereas there is a focus on the spiritual life of the person after death in the teaching of religious traditions etc.

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

<b>EXCELLENT</b>	<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 factual errors(s)</li> <li>● excellent use of skill(s)</li> </ul>	7 - 8	9 - 10	17 - 20	26 - 30	34 - 40	43 - 50
<b>VERY GOOD</b>	<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 factual errors(s)</li> <li>● very good use of skill(s)</li> </ul>	6	7 - 8	14 - 16	21 - 25	28 - 33	35 - 42
<b>GOOD</b>	<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 factual errors(s)</li> <li>● good use of skill(s)</li> </ul>	5	6	11 - 13	17 - 20	22 - 27	28 - 34
<b>FAIR</b>	<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 factual errors(s)</li> <li>● some use of skill(s)</li> </ul>	4	4 - 5	8 - 10	12 - 16	16 - 21	20 - 27
<b>WEAK</b>	<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 factual errors(s)</li> <li>● little use of skill(s)</li> </ul>	3	3	5 - 7	8 - 11	10 - 15	13 - 19
<b>VERY WEAK</b>	<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>● very many major factual errors(s)</li> <li>● very little use of skill(s)</li> </ul>	2	2	2 - 4	3 - 7	4 - 9	5 - 12
<b>NO GRADE</b>	<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>● substantial factual errors(s)</li> <li>● no use of skill(s)</li> </ul>	0 - 1	0 - 1	0 - 1	0 - 2	0 - 3	0 - 4

## *Marcanna Breise as ucht freagairt trí Ghaeilge*

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

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

### *Tábla 240 @ 10%*

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 240 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 180 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
181 - 183	17
184 - 186	16
187 - 190	15
191 - 193	14
194 - 196	13
197 - 200	12
201 - 203	11
204 - 206	10
207 - 210	9

Bunmharc	Marc Bónais
211 - 213	8
214 - 216	7
217 - 220	6
221 - 223	5
224 - 226	4
227 - 230	3
231 - 233	2
234 - 236	1
237 - 240	0

**Prescribed Titles for Religious Education Coursework  
for Leaving Certificate 2021 — S99/19**

A choice of **two** titles is given in each of Sections F and G below. Candidates should base their coursework on **one** title only, taken from *either* Section F *or* Section G.

**SECTION F ISSUES OF JUSTICE AND PEACE**

**F. 1 An analysis of the causes and effects structural violence has in a situation, as well as the approach that is taken to this form of violence in the teaching of one of the following world religions:**

◆ **BUDDHISM** ◆ **CHRISTIANITY** ◆ **HINDUISM**  
◆ **ISLAM** ◆ **JUDAISM**

An excellent coursework will show knowledge of a religious perspective on violence by accurately breaking down the causes and effects that unfair political, legal or social procedures/systems have in a situation and how such procedures are viewed in the teaching of one of the world religions listed in the title.

**F. 2 A case study on how an environmental issue has been highlighted through the life and work of one commentator on religion and the environment.**

An excellent coursework will show an understanding of religion and the environment by examining and drawing accurate conclusions about how a particular commentator on religion and the environment has promoted care for the environment through their life and work.

**SECTION G WORSHIP, PRAYER AND RITUAL**

**G. 1 ● HERMITAGE ● PILGRIMAGE**  
● **POUSTINIA** ● **RETREAT**

**An investigation into how the contemplative tradition is expressed in two of the above practices and the reasons why both of these practices are popular among the members of a major world religion today.**

An excellent coursework will show an understanding of a contemplative tradition by looking closely at what is involved in two of the contemplative practices listed in the title and drawing accurate conclusions about why such practices are popular among the members of a major world religion today. Note: Allow implicit reference to two contemplative practices.

**G. 2 An exploration of the role that reflection plays in the way believers worship within two of the following world religions:◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**

An excellent coursework will show knowledge of the nature of religious experience by looking closely at the role thinking deeply can play in the way believers worship within two of the religions listed in the title.

**Religious Education Coursework  
Ordinary Level**

Aims of coursework for Leaving Certificate Religious Education are:

- To allow students an opportunity for personal engagement on an issue of interest or concern.
- To develop students' knowledge, understanding, skills and attitudes as outlined in the objectives of the section designated for coursework.
- To provide an opportunity for students to engage in extended research, analysis and reflection on a chosen topic.
- To develop skills of research, analysis, evaluation, critical thinking, communication and reflection.

The inclusion of coursework as an element of the assessment procedure for Religious Education in the Leaving Certificate examination arises from the nature of the subject. The development of skills of research, critical thinking, analysis and reflection are key objectives in the teaching of Religious Education at senior level. Coursework is designed to allow students opportunities to develop these skills further through detailed investigation of a chosen topic. (Religious Education Leaving Certificate Guidelines for Teachers - NCCA page 142)

Candidates are required to submit coursework on one title only. Titles for coursework are common to Ordinary Level and Higher Level. A candidate's Coursework Booklet should be marked at the level at which he/she took the examination. All graphics or images used by the candidate must be drawn or scanned directly onto the booklet. They should not, however, attach or affix material to the Coursework Booklet.

**In relation to what is being assessed in Ordinary Level Coursework**  
**Part A – A Summary of the Investigation on a 2021 Prescribed Title**

Part A Descriptor:		EXCELLENT	GOOD	FAIR	WEAK
Evidence of 2021 title marking criteria (syllabus' knowledge; understanding, skills; attitudes)	Code MC	SUBSTANTIAL ACCURATE EVIDENCE	GOOD ACCURATE EVIDENCE	SOME EVIDENCE	POOR/ NO EVIDENCE
		40 > 33	32 > 25	24 > 17	16 > 0
Sources of information on 2021 title. 2 <sup>nd</sup> source Code SI		SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/ NO INFORMATION
Information on steps taken and the skills used on 2021 Title (research, analysis; evaluation, critical thinking; communication; reflection) 2 <sup>nd</sup> step (skill) Code SS		DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/ NO INFORMATION
Summary of findings on 2021 title (ability to – select, analyse and evaluate information; sort and edit information; present ideas concisely and cogently) Code SF		<ul style="list-style-type: none"><li>• VERY WORTHWHILE PIECE OF WORK. FULL AND RELEVANT SUMMARY</li><li>• SUBSTANTIAL SUPPORTING EVIDENCE FOR CONCLUSIONS</li><li>• SUBSTANTIAL PERSONAL ENGAGEMENT WITH 2021 TITLE</li></ul>	<ul style="list-style-type: none"><li>• WORTHWHILE PIECE OF WORK. GENERAL SUMMARY</li><li>• GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS</li><li>• CLEAR PERSONAL ENGAGEMENT WITH 2021 TITLE</li></ul>	<ul style="list-style-type: none"><li>• ADEQUATE PIECE OF WORK LIMITED SUMMARY</li><li>• SOME SUPPORTING EVIDENCE FOR CONCLUSIONS</li><li>• SOME PERSONAL ENGAGEMENT WITH 2021 TITLE</li></ul>	<ul style="list-style-type: none"><li>• TRIVIAL/ IRRELEVANT PIECE OF WORK. POOR/NO SUMMARY</li><li>• LITTLE/ NO SUPPORTING EVIDENCE FOR CONCLUSIONS</li><li>• INADEQUATE/ NO PERSONAL ENGAGEMENT WITH 2021 TITLE</li></ul>
Supporting evidence for conclusions drawn					
Personal engagement with 2021 Title					

**Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on a 2021 Prescribed Title**

<b>Part B Descriptor:</b>		<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR/WEAK</b>
<b>Evidence of 2021 title marking criteria (syllabus' knowledge; understanding; skills; attitudes)</b>	<b>Code MC</b>	<b>SUBSTANTIAL ACCURATE EVIDENCE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/ NO EVIDENCE</b>
		<b>40 &gt; 33</b>	<b>32 &gt; 25</b>	<b>24 &gt; 17</b>	<b>16 &gt; 0</b>
<b>Use of skills on 2021 title</b> (research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation). <b>2<sup>nd</sup> skill Code S</b>		SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
<b>Why was the 2021 title of interest?</b> ( <i>enthusiasm/concern</i> ) <b>Code I</b>		VERY WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	FINE PIECE OF WORK RELEVANT INSUFFICIENT PERSONAL INTEREST	TRIVIAL/VERY TRIVIAL PIECE OF WORK LITTLE/NO RELEVANCE PERSONAL INTEREST
<b>What different perspectives were encountered in doing coursework on the chosen 2021 title?</b> <b>2<sup>nd</sup> perspective Code P</b>		SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
<b>What questions arose through doing coursework on the 2021 title?</b> <b>2<sup>nd</sup> question Code Q</b>		SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
<b>What personal insights were gained through doing coursework on the 2021 title?</b> <b>2<sup>nd</sup> personal insight Code PI</b>		DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION WITH INADEQUATE/NO PERSONAL ENGAGEMENT
<b>What has been the most valuable part of doing course - work on the title?</b> <b>Code V</b>		SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/ NO ASSESSMENT OF VALUE

