



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

Marking Scheme

Religious Education

Higher Level

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

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

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

Future Marking Schemes

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

General Introduction



The assessment of Religious Education at Leaving Certificate Higher 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 and Skills in 2003.

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. 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.

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.

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.

Leaving Certificate Religious Education Online Marking Final Examination Annotations

Annotation	Description	Denoting
MC ✓	Code MC ✓ in left margin of the candidate's answerbook.	First evidence of question's Marking Criteria in the candidate's answerbook.
MC^x	Code MC^x in left margin of the candidate's answerbook.	No evidence of question's Marking Criteria in the candidate's answerbook.
[Code [in left margin of the candidate's answerbook.	Beginning of duplicate answer to a question for which marks are already awarded.
]	Code] in left margin of the candidate's answerbook.	End of duplicate answer to a question for which marks are already awarded.
	Code  vertical wavy line in left margin of the candidate's answerbook.	Blank page seen by examiner/ No evidence of candidate's answer to a question seen on this page by examiner.
✓ 1	Code ✓ 1 in left margin of the candidate's answerbook.	Evidence of Marking Criteria for question G (a) (ii) referring to one mystic from a religion listed.
✓ 2	Code ✓ 2 in left margin of the candidate's answerbook.	Evidence of Marking Criteria for question G (a) (ii) referring to a second mystic from the same religion listed.

UNIT ONE

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

Section A Question 1 (a)

Outline how two myths, from ancient cultures, attempted to answer key questions about the meaning of life. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of how symbolic language has been used in the human search for meaning by setting out accurate information on how two myths, associated with the lives of people long past, attempted to answer one or more questions about the meaning of life e.g.

- The Babylonian 'Epic of Gilgamesh' — questions about the mystery of death, what humankind has done to deserve death etc.
- The Genesis creation accounts — questions about the origin of life, reflecting a Jewish world view i.e. the way in which one God is responsible for all of creation etc.
- Etc.

Note: Allow implicit reference to key questions about the meaning of life.

A 1 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how two ancient myths attempted to answer one or more questions about the meaning of life	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) setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ no setting out information
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)
20 Marksx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 1 (b)

Compare how a key question about life is treated in an ancient myth with the way it is answered from a scientific point of view today. 40M/20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the human search for meaning by accurately identifying one or more similarities/differences in the way a question about life is answered in a myth, associated with people long past, and in modern science e.g.

- The Genesis creation myth outlines how God creates the world in six days. This contrasts the scientific studies on the 'Big Bang theory' which stated that the universe expanded from a very small beginning, a nucleus, which had exploded and expanded rapidly etc.

- The Epic of Gilgamesh questions if humans can live forever. The myth ends by showing that death is inevitable for all human beings which is similar to the theories of modern science who also believe that death is the end and cannot be avoided etc.
- Etc.

Note: Allow implicit reference to one or more similarities and/or differences

A 1 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> - the way a question about life is answered in an ancient myth and modern science	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> - accurately identifying one or more similarity and/or difference	Excellent identifying similarity difference	very good identifying similarity difference	good identifying similarity difference	some identifying similarity difference	little identifying similarity difference	very little/no identifying similarity difference
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0
20 Marksx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 2 (a)

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Explain how the understanding of God/ gods /the transcendent in two of the above religions influences the way sacred texts are interpreted by their members today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of divine revelation/the transcendent by giving one or more accurate ways that the understanding of God/gods /the transcendent influences how sacred texts are interpreted today by members of two religions listed in the question e.g.

- Buddhism – Buddhists believe that the teaching of Dharma, ‘the eternal truth’ is transcendent; Buddhas/Bodhisattvas are revered as the embodiment of eternal spiritual qualities and could influence the understanding of the Tripitaka and the teachings of Buddha for some Buddhists etc.
- Christianity - Belief that God is within human life (e.g. incarnation etc.) and yet immeasurably transcends its boundaries (e.g. three persons in one God etc.) could influence the way the New Testament Gospels are interpreted as the word of God etc.
- Islam - Belief that Allah is within human life and yet immeasurably transcends its boundaries; the words of the Qur’an are believed to be the direct and literal words of Allah which could influence believers to feel connected to Allah through recitation and prayer using the Qur’an etc.
- Etc.

A 2 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how the understanding of God/gods /transcendent influences the way sacred texts are interpreted	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 accurate reason (s) for the influence	Excellent account of influence	very good account of influence	Good account of influence	Some account of influence	little account of influence	very little/ no account of influence
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 2 (b)

Imagine you had a chance to talk with Anselm and Aquinas about their understanding of God.

Outline what you think each would say about how belief in the existence of God could help a person searching for the meaning of life today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the concept of God by setting out accurate information on how one or more views of Anselm and Aquinas about the existence of God could help a person searching for the meaning of life today e.g.

- Anselm's ideas that since God exists in the mind then God must also exist in reality could help a person find meaning in life by giving them a sense of purpose etc.
- Aquinas focused on how the world does not possess, within itself, an explanation for either its existence, intelligibility or beauty. Aquinas argued that this paradox points towards the acceptance of God as the origin and goal of the world which may give a person a sense of understanding of the world and its existence etc.

A 2 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – how Anselm and Aquinas' views about the existence of God, could help a person searching for the meaning of life today.	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) - setting accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ no setting out information
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

UNIT TWO

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

Section B (a)

Outline how each of the following were affected by Roman rule in Palestine, during Jesus of Nazareth's lifetime. ● Political System ● Religious System. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of Palestine at the time of Jesus by setting out accurate information on the impact of Roman rule on the political and religious systems in Palestine at the time of Jesus e.g.

- Political System - Rome controlled the political order in Palestine at the time of Jesus e.g. Caesar - the Roman Emperor, Pontius Pilate - the Roman Governor; It was a foreign power and most people felt helpless in the face of power etc.
- Religious System - Roman polytheism and Jewish monotheism caused cultural differences; the Sanhedrin was the religious governing body with the high priest as the leader; Sadducees controlled the Sanhedrin and co-operated with the Romans etc.

B (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - the impact of Roman rule on political and religious systems in Palestine at the time of Jesus	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) - setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/no setting out information
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section B (b)

Describe how Jesus of Nazareth's words and actions showed an awareness of what was involved in two of the following Jewish expectations of the Messiah:

● Davidic ● Priestly ● Prophetic 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of messianic expectations at the time of Jesus by giving an accurate account of how the words/actions of Jesus of Nazareth show awareness of two Jewish expectations of the Messiah listed in the question e.g.

- Davidic – expectation that the Messiah would be a descendent of king David, a military leader who would overthrow the Romans; seen in the genealogies in Matthew and Luke who trace the descent of Jesus back through David; people wanted to crown Jesus king at the miracle of the loaves and fish, but Jesus goes away etc.
- Priestly – expectation that the Messiah would be associated with Aaron and the tribe of Levi as priests ministering in the Temple; when Jesus cleared the traders from the Temple, he placed himself within the Priestly tradition of ministering in the Temple; Jesus never spoke of himself in terms of this priesthood. He was critical of some priests' attitudes e.g. parable of the Good Samaritan etc.
- Prophetic – Some expected the Messiah to be powerful like Moses who led the people out of slavery and into freedom; in the Sermon on the Mount Jesus can be seen as the new Moses emphasising an inner conversion and commitment based on love; the baptism of Jesus and his going forth with a mission is characteristic of a prophetic call; the crowds refer to Jesus as a prophet and claim: 'God has visited his people' (Luke 7:16) etc.

B (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - Jesus' awareness of two Jewish expectations of the Messiah	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) - giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section B (c) (i)

Describe two examples of what has been achieved in the search for unity between Christian Churches today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the ecumenical movement by giving an accurate account of two achievements in the search for unity between Christian Churches today e.g.

- The Irish Council of Churches – responding to violence, intolerance or sectarianism can be traced to the mission of Jesus promoting peace as an alternative to violence etc.
- Christian Churches participating in joint prayer services during Christian Unity Week can be traced back to developments such as the Second Vatican Council's decree on ecumenism etc.
- Etc.

B (c) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - two achievements in the search for Christian unity today.	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) - giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Section B (c) (ii)

Profile how Jesus of Nazareth's words and actions are remembered in two ceremonies that are part of Christian worship today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the significance of Jesus' life, death and resurrection for Christians by accurately tracing how Jesus of Nazareth is remembered in two ceremonies that are part of Christian worship today e.g.

- Jesus' baptism in the river Jordan is remembered in the Roman Catholic Church through the rite of baptism (being blessed with oil and water symbolic of new life in Christ) etc.
- The Last Supper is remembered through the liturgy of the Eucharist — listening to Christian Scripture recalls the words, actions and sacrifice of Jesus etc.
- Etc.

B (c) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how Jesus of Nazareth is remembered in two Christian ceremonies today	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) - accurately tracing	Excellent tracing	very good tracing	good tracing	some tracing	little tracing	very little/no tracing
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C (a)

Examine how the relationship between the 'sacred' and 'profane' aspects of life can be communicated through the role individual people play within a religion. 40M/20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the sense of sacred in the ordinary aspects of life by looking closely at how the relationship between the sacred and profane can be seen in the role individual people perform within a religion e.g.

- Shaman – a man or woman who inherits gifts from his/her ancestors for the purpose of being a living mediator between the profane and the sacred; between humanity and the spirits inhabiting the cosmos etc.
- Christianity – Can be seen through roles Christians take on within their church e.g. Minister of the Eucharist, Minister of the Word etc.
- Islam – Men trained in Islamic law (Ulama) interpret the Sharia and guide the community on how to live in obedience to the will of Allah etc.
- Etc.

Note: Allow descriptive answers and implicit reference to individual people, the 'sacred' and 'profane'.

C (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how the relationship between the sacred and profane can be seen in the role individual people perform within a religion	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) – looking closely	Excellent looking closely	very good	good looking closely	some looking closely	little looking closely	very little/no looking closely

		looking closely				
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C (b)

Compare the way that the community of believers is structured and organised in one religion from LIST A and one religion from LIST B below:

LIST A: ● Christianity (any denomination) ● Judaism

LIST B: ● Buddhism ● Hinduism ● Islam 40M/20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of major world religions by accurately identifying one or more similarities/differences in the structure/organisation of two religions as listed in the question e.g.

- Christianity and Buddhism – no central governing body; Christianity is different to Buddhism in that there is a parish structure in Christian Churches and believers gather together for weekly communal worship whereas in Buddhism the local community do not regularly gather for worship etc.
- Judaism and Islam – the local community centres around a place of worship where members gather for communal worship on a set day; there are communal celebrations of key life events etc.
- Etc.

Note: Allow implicit reference to one or more similarities/differences.

C (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – identifying similarities/ differences in the structure/organisation of two religions as listed in the question	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) - accurately identifying one or more similarities and/or differences	Excellent similarities and/or differences	very good similarities and/or differences	good similarities and/or differences	some similarities and/or differences	little similarities and/or differences	very little/ no similarities and/or differences
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0
20 Marksx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C (c)

Outline the origins of the relationship between Christianity and Judaism using each of the following headings: ● Vision of salvation ● A Celebrating Tradition 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the relationship between Christianity and Judaism by setting out accurate information on the basis of the relationship between Christianity and Judaism in relation to their vision of salvation and as celebrating traditions e.g.

- Celebrating tradition – The Christian celebration of Eucharist has roots in the Jewish festival of Passover as Jesus and his disciples were Jewish etc.
- Vision of Salvation – The understanding of Jesus as the Messiah is part of the Christian understanding of salvation, which originates from the Old Testament belief in an 'Anointed One', in Hebrew translating as 'Christ' or 'Messiah' etc.
- Etc.

C (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - the basis of the relationship between Christianity and Judaism in their vision of salvation and as celebrating traditions	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) - setting out an accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ no setting out information
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section D (a)

'Morality is so deeply rooted in our everyday lives that it seems hard to imagine a society without any moral rules'.

Investigate the evidence for this statement making reference to two examples of how morality can be seen as a natural human feature in the lives of people today. 20MX2

Marking Criteria and points of reference

An excellent answer will show knowledge of morality by examining two examples of how doing good and avoiding wrong-doing can be seen as a natural human feature in the lives of people today and providing supporting evidence for conclusions drawn e.g.

- Respect for the Dead e.g. Humans go to great lengths to ensure that death is ritualised and dignified e.g. graves, shrines, memorials etc.
- Etc.

Note: Allow conclusions drawn about how doing what is regarded as good and avoiding wrong-doing cannot be seen as a natural human feature etc.

D (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - examples & conclusions regarding how doing good and avoiding wrong-doing are a natural human feature in the lives of people today	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) – examining and providing supporting evidence for conclusions	Excellent examining and providing supporting evidence for conclusions	very good examining and providing supporting evidence for conclusions	good examining and providing supporting evidence for conclusions	some examining and providing supporting evidence for conclusions	little examining and providing supporting evidence for conclusions	very little/ no examining and providing supporting evidence for conclusions
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section D (b)

Outline what is involved in two stages of personal moral development put forward by a moral theorist that you have studied 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of moral development by setting out accurate information on what is involved in two stages of moral development put forward by a moral theorist e.g.

- Piaget – Children understand morality through rules set out by authority figures and breaking these rules will lead to punishment; around the age of 10 children start to consider other people's point of view etc.
- Kohlberg – Pre-conventional stage: fear of punishment and seeking reward; Conventional stage: seeking to avoid disapproval and criticism from authority; Post-Conventional stage: Judgements are made based on moral values etc.
- Etc.

D (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - two stages of a moral development theory	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) – setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ no setting out information
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section D (c)

Trace how the influence of the Covenant and the Decalogue can be seen in two examples of Jesus of Nazareth's preaching. 20MX2

Marking Criteria and points of reference

An excellent answer will show knowledge of morality and the Christian tradition by setting out two accurate examples of how the influence of the Covenant and the Decalogue can be seen in Jesus's teaching. e.g.

- Jesus used the Covenant to integrate his preaching of the command to love which can be seen when Jesus washes the feet of the disciples showing his unconditional love etc.
- The Sermon on the Mount and Jesus' preaching on how to live teaches Christians not to show hatred towards another, which has its roots in the Decalogue e.g. you shall not covet your neighbour's goods etc.
- Etc.

D (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – influence of Covenant and Decalogue on Jesus's teaching.	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) - setting out the influence	Excellent setting out the influence	very good setting out the influence	good setting out the influence	some setting out the influence	little setting out the influence	very little/no setting out the influence
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

UNIT THREE

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

Section F (a) (i)

During his life Mahatma Gandhi promoted a non-violent lifestyle and used non-violence as a form of protest in conflict situations.

Describe what was involved in another example of how peace was brought about in a conflict situation that you have studied.40M

Marking Criteria and points of reference

An excellent answer will show knowledge of perspectives on justice and peace by giving an accurate account of an example of how peace was brought about in a conflict situation, other than that given in the question e.g.

- Northern Ireland – talks among political parties in ROI, NI and the UK which were designed to address the issues which caused conflict; resulted in the establishment of a devolved government for NI involving representatives of the different communities within Northern Ireland etc.
- The violence that follows a ‘Just War’ situation could bring an end to conflict e.g. World War II etc.
- Etc.

F (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - example of how peace was brought about in a conflict situation	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) – giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/ no giving an accurate account
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section F (a) (ii)

- The Eightfold Path of Buddhism ● The Judaeo-Christian Vision of Justice
 ● The Four Varnas of Hinduism ● The Zakat of Islam

Explain how two of the above religious teachings could influence believers to work for justice and peace in the world today. 20x2M

Marking Criteria and points of reference

An excellent answer will show an understanding of religious perspectives on justice and peace by giving an accurate account of one or more reasons why two of the religious perspectives listed in the question could influence believers to work for justice and peace in the world today e.g.

- Eightfold Path of Buddhism e.g. Right action – encourages people to treat others with kindness, respect etc which help to address the causes of injustice in the world etc.
- Judeo-Christian Vision e.g. Hebrew & Christian scriptures show God relating to humanity with compassion, love and kindness etc. which could influence believers to live to treat others equally etc.
- Four Varnas of Hinduism e.g. divided people according to their role in life/position (or class) in society i.e. the Brahmins, the Nobles or Warriors, the Commoners and the Serfs; obliges following ethical principles which encourage working for social justice etc.
- Zakat of Islam e.g. Fourth pillar of Islam, almsgiving demanded by Allah for the sake of equality and justice; encourages an awareness for those less well-off etc.

F (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how two listed religious perspectives could influence believers to work for justice and peace	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) – giving 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/no account of reasons
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Section F (b) (i)

Outline the key principles of the 'Just War' theory and explain how they could apply to one conflict situation that you have studied 40M

Marking Criteria and points of reference

An excellent answer will show knowledge of different forms of violence by setting out accurate information on how two or more principles of the 'Just War' theory could apply to a conflict situation e.g.

- Key principles of the Just war theory set out by Augustine – all wars are evil and tries to balance this with the principle of self-defence; war can be justified as the lesser of two evils, though only under certain strict conditions e.g. just cause, competent authority, right intention, last resort, probability of success, and proportionality; the conduct of war must have proportionality (the good intended proportionate to the evil done) and discrimination (prohibit direct attacks on non-combatants and non-military targets) etc.
- Conflict situations – e.g. Afghanistan war – in retaliation following the 9/11 Taliban terrorist attack that claimed many innocent lives etc.
- Etc.

F (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - how two or more principles of the 'Just War' theory could apply to a conflict situation	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) – setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/ no setting out information
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section F (b) (ii)

Name one commentator on religion and the environment and outline how an environmental issue has been highlighted through their life and ideas. 40M

Marking Criteria and points of reference

An excellent answer will show an understanding of religious perspectives on the environmental issues by accurately identifying and setting out information on how an environmental issue has been highlighted through the life and ideas of one commentator on religion and the environment e.g.

- Berry used his writings and lectures to talk about his great love of nature and taught that all people should take care of the earth; everything people do should have a good effect on the earth etc.
- Pope John Paul II – Dialogue with the United Nations; the environment is our common home with whom we share our life etc.
- Etc.

F (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – how environmental issue highlighted through the life and ideas of one commentator	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 and setting out accurate information	Excellent identifying and setting out accurate information	very good identifying and setting out accurate information	good identifying and setting out accurate information	some identifying and setting out accurate information	little identifying and setting out accurate information	very little/ no identifying and setting out accurate information
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section G (a) (i)**● Religious ● Secular**

Examine the importance of each of the above types of ritual for those who participate in them, using examples from society today. 20Mx2/40M

Marking Criteria and points of reference

An excellent answer will show knowledge of the significance of ritual in secular and religious life by looking closely at the importance of both religious and secular ritual in one or more examples from the lives of people today e.g.

- Religious rituals associated with the sacrament of the Eucharist in the Catholic Church; during Communion, bread and wine commemorate Jesus' last meal with his disciples before he was crucified; Communion brings believers closer to God and provides spiritual nourishment etc.
- Secular rituals associated with a wedding in a registry office where a couple gather with their family and friends to celebrate a new identity; symbolising two becoming one, the giving of one person to another etc.
- On St. Patrick's Day many Irish Christians wear green shamrock to remember how St. Patrick taught the people about the Trinity using a green shamrock etc.
- Etc.

Note: Allow implicit reference to the religious and secular.

G (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – the importance of religious and secular ritual in the lives of people today	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) – looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/no looking closely
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section G (a) (ii)

Describe examples of mystical experiences that featured in the lives of two mystics associated with any of the following religions:

● **Buddhism** ● **Christianity** ● **Hinduism** ● **Islam** ● **Judaism** 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the characteristics of mystical traditions by giving an accurate account of distinctive qualities that featured in the lives of two mystics associated with one or more of the religions listed in the question e.g.

- Practical and active – Jewish mystic, Israel ben Eliezer taught that mysticism was open to everyone; the heart should also be involved in prayer not just the head; the divine presence was to be found everywhere and in everything etc.
- An inner Journey, ineffable i.e. it is an experiential inner journey undertaken by mystics such as St. Theresa of Avila which can involve prayer, contemplation, fasting as the person strive for an immediate, personal encounter with the Absolute etc.
- Etc.

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

G (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - qualities that featured in the lives of two mystics	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) – giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/no giving an accurate account
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Section G (b)**● Mantra ● Sacred Text**

Examine how each of the above first became associated with meditation as a form of prayer and describe examples of how they are used in meditative prayer today. 40Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of meditation in religious traditions by looking closely at the origins and giving an accurate account of how mantra and sacred text are used today in meditation as a form of prayer e.g.

- In Buddhism meditation is understood as a process of self-emptying which can be achieved through the repetition of a mantra; dates back to the founding story of Buddhism and the life of Siddhartha Gautama; a mantra is a sacred utterance with a numinous sound; mantra recitation helps to keep the mind focused and receptive to the blessing of the present moment etc.
- Meditation with sacred text e.g. Lectio Divina associated with the early monastic period (5th-12th century); a form of meditation based on an older Jewish practice of reading scripture aloud and memorising the text while integrating body and mind in prayer. Christians today using Lectio Divina find a quiet place to read scriptures slowly and attentively, thinking about the meaning of the text and its implications for life etc.
- Etc.

G (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - origins and how mantra and sacred text are used today in meditation as a form of prayer	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) – looking closely at the origins and giving an account of their use today	Excellent looking closely at the origins and giving an account of their use today	very good looking closely at the origins and giving an account of their use today	good looking closely at the origins and giving an account of their use today	some looking closely at the origins and giving an account of their use today	little looking closely at the origins and giving an account of their use today	very little/no looking closely at the origins and giving an account of their use today
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)
40 Marks x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section I (a) (i)

Explain how Pre-Christian religious belief or practice can be associated with an archaeological site in Ireland. 40M

Marking Criteria and points of reference

An excellent answer will show knowledge of the ancient origins of religions in Ireland by giving one or more accurate reasons that account for why Pre-Christian religious belief/practice is associated with a local/national archaeological site in Ireland e.g.

- Belief in an afterlife and honouring of the dead e.g. Pre-Christian burial mounds, etc.
- Worship of the sun e.g. Celtic festival of Lughnasa/Lughnasadh, etc.
- Springs, wells and rivers associated with the worship of local deities, water viewed as life giving, these sites were probably local places of worship etc.
- Newgrange – winter solstice associated with burial tomb suggests belief in an afterlife etc.
- Etc.

I (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – why Pre-Christian religious beliefs and/or practices are associated with archaeological site in Ireland	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 account of accurate reason/s	Excellent account of reason/s	very good account of reason/s	good account of reason/s	some account of reason/s	little account of reason/s	very little/no account of reason/s
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section I (a) (ii)

Describe two examples of how religious practices found in Ireland today can be traced back to Pre-Christian times. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the inculcation of Christianity in Ireland by giving an accurate account of two examples of how religious practices in Ireland today can be traced back to Pre-Christian times e.g.

- Saint Patrick adapted many pre-existing religious practices to make the transition from Pre-Christian to Christian beliefs easier for the Irish e.g. the climbing of Croagh Patrick etc.
- The Christian celebration of the life of St. Brigid of Kildare on February 1st has been linked with the Pre-Christian goddess of fertility and the feast of Imbolc which celebrates fertility, planting crops and lambing etc.
- Etc.

I (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC – two examples of religious practices in Ireland today that can be traced back to Pre-Christian times	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) – giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/ no giving an accurate account
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)
20 Marksx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Section I (b) (i)

Name a religious movement new to Ireland and describe its main characteristics making reference to two of the following: ● Central Beliefs ● Forms of Worship ● Moral Codes
20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of new forms of religion in Ireland by accurately identifying a religious movement new to Ireland and giving an account of two of its characteristics as listed in the question e.g. New or emerging religious movements -

- are 'new' in that they present themselves as alternatives to official institutional religion etc.
- are 'religious' in that they claim to offer a religious vision of the world, and to respond to the fundamental questions of life etc.
- have distinct central beliefs; forms of worship; moral codes etc.
e.g. Hare Krishnas – mystical sect of Hinduism; central beliefs - a devotion to Krishna; forms of worship - chanting and dancing, Hare Krishna mantra etc. moral code - the Bhagavad Gita etc.
- Etc.

Note: If a candidate's answer refers to a group of people that are not identifiable as a religious movement new to Ireland – Consult your Advising Examiner.

I (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC – two characteristics of movement new to Ireland — central beliefs/ forms of worship/moral codes</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - identifying new movement & giving an accurate account of two characteristics</i>	Excellent identifying new movement & account of two characteristics	very good identifying new movement & account of two characteristics	good identifying new movement & account of two characteristics	some identifying new movement & account of two characteristics	little identifying new movement & account of two characteristics	very little/ no identifying new movement & account of two characteristics
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section I (b) (ii)

Outline two trends that can be seen in the pattern of religious belief and practice in Ireland in recent years. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of patterns of religious belief in Ireland by setting out accurate information of two changes that can be seen in the pattern of religious belief and practice in Ireland in recent years e.g.

- An increased interest in theology, Celtic spirituality etc.
- Recent Irish Census results show that the number of religions to which people are affiliated has increased etc.
- Surveys show that in many parts of Europe religion is seen as a private matter e.g. EVS, Red C poll, Y2K etc. show the number of active committed Christians has declined, with rural attendances at religious service higher than those in urban areas; however rates of religious belief and practice are still higher in Ireland than in other parts of Europe etc.
- Etc.

I (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - two changes that can be seen in the pattern of religious belief and practice in Ireland in recent years	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) – setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/no setting out information
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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section J (a) (i)

Compare the understanding of creation/the natural world that is found in the teaching of two of the following religions. ● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism 40M/20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the teaching of two major world religions by looking closely at the similarities and/or differences in the understanding of creation/the natural world found in the teaching of two religions listed in the question e.g.

- Christianity & Judaism – Story of Genesis; God created the world in six days – similar to Islam etc.
- Etc.

Note: Allow implicit reference to one or more similarities and/or differences

J (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - similarities and/or differences in the understanding of creation/the natural world found in the teachings two religions listed	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) - looking closely at the similarities and/or differences	Excellent looking closely at the similarities and/or differences	very good looking closely at the similarities and/or differences	good looking closely at the similarities and/or differences	some setting looking closely at the similarities and/or differences	little looking closely at the similarities and/or differences	very little/no looking closely at the similarities and/or differences
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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15- 10	9 - 0
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section J (a) (ii)

Outline how one of the following religions reacted to the ideas Charles Darwin put forward about evolution.

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism 40M

Marking Criteria and points of reference

An excellent answer will show an understanding of religion and science by setting out accurate information on the reaction of one religion listed in the question to Charles Darwin's theory about evolution e.g.

- Darwin's Theory of Evolution contradicted the Christian thought that humans were created in the image and likeness of God, the creation story in Genesis etc.
- St George Mivart – argued that nothing in the Christian tradition contradicts an evolution process etc.
- Etc.

J (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> - the reaction of one religion listed in the question to the theory put forward by Charles Darwin about evolution	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ no setting out information
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Or Section J (b)

Discuss the implications of two different images of God for the relationship between religion and science. 40Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the scientific and theological enterprises by examining two different images of God and drawing accurate conclusions about the implications of each for the relationship between religion and science e.g.

- God of the Gaps – suggests that religion is used to explain things when there is a gap in scientific knowledge e.g. Newton's ideas about the universe depended on the idea of 'the divine arm'; as the gaps of scientific knowledge get smaller, the part played by this image of God diminishes etc.
- God as Creator – image portrayed in the Genesis creation account; can have positive influence on the relationship between religion and science as through it, people are committed to the stewardship of creation etc.
- Etc.

J (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> – Two images of God and their implications for relationship between religion and science	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – examining two images of God and drawing conclusions about their implications	Excellent examining two images of God and drawing conclusions about their implications	very good examining two images of God and drawing conclusions about their implication	Good examining two images of God and drawing conclusions about their implication	Some examining two images of God and drawing conclusions about their implication	little examining two images of God and drawing conclusions about their implication	very little/ no examining two images of God and drawing conclusions about their implication
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
40 Marksx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla I Bain úsáid as an tábla seo i gcás na hábhair a leanas:

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% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata 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 2022 — S59/20

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

E.1 Research the influence that the humanity of Mary, the mother of Jesus as portrayed in the Gospels, has on two religious practices which are popular within a Christian denomination today.

Marking Criteria

Excellent coursework will show an understanding of Mary, the mother of Jesus, in one Christian tradition by analysing accurate information on the humanity of Mary as portrayed in the Gospels and drawing accurate conclusions about its influence on two religious practices associated with one Christian denomination today.

E.2 • BIOLOGY • PHILOSOPHY • PSYCHOLOGY • SOCIOLOGY **Profile how insights from two of the above, on the understanding of gender, influence the changing roles of men and women in society.**

Marking Criteria

Excellent coursework will show an understanding of gender and society by accurately tracing how insights from two of the disciplines listed in the title have influenced the changing roles of men and women in society.

H.1 An examination of the Bible's influence on two of the types of literature listed below.

- **A constitution** ● **A declaration of independence**
- **A famous speech**

Marking Criteria

Excellent coursework will show an understanding of the influence of the Bible by looking closely at the impact of Biblical literature on two of the types of literature listed in the title.

H.2 List A

- **Hannah's Song of Thanks**
(1 Sam 2:1-10)
- **Israel Restored**
(Is 52:13-53:12)
- **The Ten Commandments**
(Ex 20:1-21)

List B

- **The Prologue**
(Jn 1:1-18)
- **The Sermon on the Plain**
(Lk 6:20-49)
- **The Transfiguration**
(Mk 9:2-13)

An exploration and analysis of one text from List A and one text from List B above in relation to each of the following points:

- **The text's original background/context.**
- **What the text says about the relationship between God and God's people.**

Marking Criteria

Excellent coursework will show knowledge of particular biblical texts by looking closely at one text from List A and one text from List B listed in the title to discover detailed information about the texts' original backgrounds/contexts and what the texts say about the relationship between God and God's people.

Religious Education Coursework - Higher 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. Candidates wishing to illustrate their coursework, may do so in the space provided on each page. They should not, however, attach or affix material to the Coursework Booklet. All graphics or images used by the candidate must be drawn or scanned directly onto the Coursework Booklet.

Leaving Certificate Religious Education Online Marking Annotations Coursework

Annotation	Description	Denoting
MC ✓	Code MC ✓ in left margin of Part A and Part B of Booklet.	First evidence of 2022 title Marking Criteria in the candidate's Coursework Booklet.
MC^x	Code MC^x in left margin at the end of Part A and B of the candidate's Coursework Booklet.	No evidence of 2022 title Marking Criteria in the candidate's Coursework Booklet.
S I	Code S I in left margin of Part A by 2 nd source given in the Booklet.	Information on 2 nd source used in relation to doing coursework on 2022 Title.
SS	Code SS in left margin of Part A by information on 2 nd step and skill used in relation to doing coursework on 2022 Title.	Information on step and skill used 2022 Title (Research; analysis, evaluation critical thinking; communication; reflection)
S F	Code S F in left margin of Part A by 2 nd finding in relation to doing coursework on 2022 Title.	Summary of findings on 2022 title (Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently)
S	Code S in left margin of Part B by 2 nd skill used in relation to doing coursework on 2022 Title.	Use of skills on 2022 title – Research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation.
I	Code I in left margin of Part B by 2 nd interest in relation to doing coursework on 2022 Title.	Why was the 2022 title of interest? (enthusiasm / concern)
P	Code P in left margin of Part B by 2 nd perspective in relation to doing coursework on 2022 Title.	What different perspectives were encountered in doing coursework on the chosen 2022 title? (Ability to interpret, contrast and evaluate different opinions/approaches to a topic; the ability to develop counter-arguments)
Q	Code Q in left margin of Part B by 2 nd question in relation to doing coursework on 2022 Title.	What questions arose through doing coursework on the 2022 title? (<i>Ability to question the authority of different sources of information & distinguish between fact and opinion</i>)
PI	Code PI in left margin of Part B by 2 nd personal insight in relation to doing coursework on 2022 Title.	What personal insights were gained through doing coursework on the 2022 title? (<i>Ability to reflect on one's own learning and the effect of that learning on ones ideas, attitudes and experience</i>)
V	Code V in left margin of Part B by what is identified as most valuable in relation to doing coursework on 2022 title.	What has been the most valuable part of doing coursework on the 2022 title?
	Code  vertical wavy line in left margin of the candidate's Coursework Booklet.	Blank page seen by examiner.
[Code [in left margin of the candidate's Booklet.	Beginning of duplicate answer to coursework on a 2022 title for which marks are already awarded.
]	Code] in left margin of the candidate's Booklet.	End of duplicate answer to coursework on a 2022 title for which marks are already awarded.

In relation to what is being assessed in Higher Level Coursework
Part A – A Summary of the Investigation on the 2022 Prescribed Titles

Descriptor:

Set Points Part A	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2022 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> Code MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
Marks	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Sources of information on 2022 title 2 nd source Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Information on steps taken and the skills used on 2022 Title (Research; analysis, evaluation critical thinking; communication; reflection) 2 nd step/skill Code SS	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2022 title (Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently) 2 nd finding Code SF	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK DETAILED SUMMARY	FINE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK ADEQUATE LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK POOR/NO SUMMARY
- Supporting evidence for conclusions drawn.	SUBSTANTIAL SUPPORTING EVIDENCE	VERY GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME GENERAL SUPPORTING EVIDENCE FOR CONCLUSIONS	ADEQUATE LIMITED SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
- Personal engagement with 2022 title.	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME GENERAL PERSONAL ENGAGEMENT	ADEQUATE LIMITED PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

In relation to what is being assessed in Higher Level Coursework

Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on the 2022 Prescribed Titles

Descriptor:

Set Questions in Part B	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2022 title <i>Marking Criteria</i> (syllabus knowledge; understanding; skills; attitudes) Code MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
Marks	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Use of skills on 2022 title (<i>Research; analysis; evaluation, critical thinking; communication; reflection judgement</i>) 2 nd skill Code S	SUBSTANTIAL USE OF SKILLS	VERY CLEAR USE OF SKILLS	CLEAR USE OF SKILLS	LITTLE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2022 title of interest? (<i>enthusiasm / concern</i>) 2 nd interest Code I	VERY WORTHWHILE PIECE OF WORK SUBSTANTIAL EXPLANATION VERY CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	FINE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	ADEQUATE PIECE OF WORK ADEQUATE EXPLANATION SUFFICIENT PERSONAL INTEREST	TRIVIAL/IRRELEVANT PIECE OF WORK LITTLE/ NO RELEVANCE LITTLE/ NO PERSONAL INTEREST
What different perspectives were encountered in doing coursework on the chosen 2022 title? (<i>Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments</i>) 2 nd perspective Code P	SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME GENERAL IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	ADEQUATE IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
What questions arose through doing coursework on the 2022 title? (<i>Ability to question the authority of different sources of information & distinguish between fact and opinion</i>) 2 nd question Code Q	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME GENERAL IDENTIFICATION OF QUESTIONS	ADEQUATE IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2022 title? (<i>ability to reflect on learning and its effect on ideas, attitudes and experience</i>) 2 nd personal insight Code PI	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH SOME PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 2022 title? Code V	SUBSTANTIAL ASSESSMENT OF VALUE	VERY GOOD ASSESSMENT OF VALUE	SOME GENERAL ASSESSMENT OF VALUE	ADEQUATE ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE

