



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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 and Skills 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.

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.

UNIT ONE

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

Section A Question 1 (a)

Outline how a similar understanding of God can be found in the following religions:

● Christianity ● Islam ● Judaism 40M

Marking Criteria and points of reference

An excellent answer will show an understanding of the concept of God/the divine by setting out accurate information on a similarity in the understanding of God found in the religions listed in the question e.g.

- All three monotheistic religions show a belief in the one God. This God is seen as the creator of all things and is caring and merciful etc.
- Etc.

Note: Allow implicit reference to the religions listed in the question.

A 1 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — similarity in understanding of God found in the religions listed	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

Section A Question 1 (b)

Describe examples of how polytheism played a role in the stories of two of the religions listed in part (a) above. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the concepts of monotheism and polytheism by giving an accurate account of how belief in many gods played a role in the stories of two religions listed in part (a) of the question e.g.

- Christianity – established at a time when Palestine was under Roman rule who held polytheistic beliefs; some of the first Christian communities were established in places associated with polytheistic practices e.g. Thessalonica etc.

- Islam - At the time of Muhammad people in Mecca were worshipping many gods; Muhammad preached a message that there is only one God etc.
- Judaism – Abraham’s Covenant with Yahweh (YHWH) was established at a time when belief in many gods was common in Canaan etc.

A 1 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how belief in many gods played a role in the stories of two religions listed	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> - giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 A Question 2 (a)

Symbols play an important role in human communication

Discuss the evidence for the above statement, making reference to two examples of how symbols are used by people today to express their search for the meaning of life. 20M x2

Marking Criteria and points of reference

An excellent answer will show an understanding of symbolic language by examining and drawing accurate conclusions about two examples of how symbols are used by people today to express their search for the meaning of life e.g.

- Symbols make abstract concepts easier to explain and express e.g. making the sign of the cross expresses the Christian belief that God exists simultaneously in three forms etc.
- Symbols express deep meaning and emotion that is often too difficult to express in words e.g. a wedding ring worn to express the never-ending commitment of love between a married couple that can be difficult to communicate using words alone etc.

Note: Allow descriptive answers and implicit reference to the search for the meaning of life.

A 2 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> two examples of how symbols are used to express the search for the meaning of life	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 and drawing conclusions	Excellent examining and drawing conclusions	very good examining and drawing conclusions	good examining and drawing conclusions	some examining and drawing conclusions	little examining and drawing conclusions	very little/ no examining and drawing conclusions
<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 A Question 2 (b) (i)

Imagine Socrates was being interviewed today about his ideas on — the goal and purpose of life...

From your knowledge of Socrates' ideas about the goal and purpose of life, outline what you think he would say in answer to the following questions:

Why did you highlight your ideas about the goal and purpose of life for the people of your time in Ancient Greece? 20M

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 why Socrates' ideas about the goal and purpose of life were relevant for the people of his time in Ancient Greece e.g.

- Socrates was in opposition to the Sophists who argued that there was no such thing as absolute good; Socrates argued for the objectivity of values such as justice, goodness, and truth, which can be attained through moral living etc.
- Socrates challenged the people of Ancient Greece through a series of dialogues to discover the truth about how a person should live a good and moral life etc.
- Etc.

A 2 b (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — the relevance of Socrates' ideas about the goal and purpose of life for the people of his time in Ancient Greece	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 of 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)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 2 (b) (ii)

Imagine Socrates was being interviewed today about his ideas on — the goal and purpose of life...

From your knowledge of Socrates' ideas about the goal and purpose of life, outline what you think he would say in answer to the following questions:

How would your ideas about the goal and purpose of life help people today in their search for the meaning of life? 20M

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 how Socrates' ideas about the purpose of life would help people today in their search for the meaning of life e.g.

- Socrates taught that there is a purpose and aim to life, i.e. virtuous living, which could help people today find purpose in life etc.
- Socrates also encourages people to question the perceived values and wisdoms which could help people today by encouraging them to critique of the mores of our times etc.
- Etc.

A 2 (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how Socrates' ideas about the purpose of life would help people today in their search for the meaning of life	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 of 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)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 3 (a)

People sometimes refer to a sense of the 'sacred' as helping their search for the meaning of life today.

Describe two examples of how a sense of the 'sacred' could help a person in their search for the meaning of life. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of spirituality in contemporary culture by giving an accurate account of two examples of how a sense of the 'sacred' could help a person in their search for the meaning of life e.g.

- People today could turn to the sacred, to find meaning in life in a deeper and less superficial way than through the materialistic aspects of life etc.
- The experience of prayer, meditation, pilgrimage etc. can allow people time to engage in the search for meaning etc.
- Etc.

Note: Allow implicit reference to the search for the meaning of life.

A 3 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC — two example how a sense of the 'sacred' could help a person in their search for 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) 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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section A Question 3 (b)

Outline how a question about the meaning of life would be approached from each of the following points of view: ● Atheism ● Agnosticism 20Mx2

Marking Criteria and points of reference

An excellent answer will show an appreciation of non-religious world views by setting out accurate information on how atheism and agnosticism would answer a question about the meaning of life e.g.

- Atheism – the view that death is the end of life and that neither the body nor consciousness could possibly live on as it is not possible according to the laws of physics etc.

- Agnosticism – the view that it is not possible to know what happens after death as it cannot be explained by science or reason etc.

Note: Allow implicit reference to a question about the meaning of life.

A 3 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC — how atheism and agnosticism would answer a question 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 of 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 two ways that the Roman political authorities in Palestine were challenged by Jesus of Nazareth's teaching, during his lifetime. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the political context in Palestine at the time of Jesus by setting out accurate information on two ways that the Roman political authorities in Palestine were threatened by the teaching of Jesus of Nazareth during his lifetime e.g.

- Jesus' teaching that all were equal would challenge the strict hierarchical social structure of the Romans etc.
- The word of Jesus about the Kingdom of God were seen as a direct challenge to the power and authority of Caesar, whom the Romans regarded as the only King etc.
- Etc.

B (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — two ways that Jesus' teaching posed a threat for the Roman political authorities in Palestine	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 of 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section B (b)

Examine the effect that Jesus' death and resurrection had on the first disciples in relation to two of the following: ● Awareness of Community ● Sense of Mission ● Understanding of Jesus as the Mediator of Salvation. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of Jesus of Nazareth by looking closely at the impact of his death and resurrection on the first disciples in two of the ways listed in the question e.g.

- Awareness of community - the importance of sharing what they had with each other and ensuring that nobody in the community was in need etc.
- Sense of mission – Jesus’ command to make disciples of all people gave the disciples an impetus to preach about Jesus as the risen Lord etc.
- Mediator of salvation - after Jesus’ death and resurrection the disciples’ faith in him was reaffirmed, they believed in him as the Saviour and started to use new titles (Lord, Mediator, Son of God) etc.

Note: Allow implicit reference to two ways listed in the question.

B (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — impact of Jesus’ death and resurrection on his first disciples in two ways listed</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) looking closely</i>	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/no looking closely
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section B (c)

Describe two effects that returning to Jesus of Nazareth’s original message has had in Christian communities today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of Christianity by giving an accurate account of two effects that returning to Jesus of Nazareth’s original message has had in Christian communities today e.g.

- Through Trócaire and Christian Aid Christian denominations work in developing countries because of Jesus’ mission to share goods as the alternative to the amassing of wealth etc.
- Bible Study groups – Christians gather together to learn and listen to the stories and teaching of Jesus which challenge Christians to live as Jesus did in the world today etc.
- Etc.

B (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — two effects returning to Jesus of Nazareth’s original message has had in Christian communities</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)</i> giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C (a)

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

List A: ● Christianity ● Judaism List B: ● Buddhism ● Hinduism ● Islam

Describe one rite from each of the religions that you have chosen in List A and List B above that marks the entry of a new member into their community. 20M x2

Marking Criteria and points of reference

An excellent answer will show an understanding of religious traditions by giving an accurate account of rites that mark the entry of new members into two religions listed in the question e.g.

List A

- Christianity – Baptism; the child is usually anointed with oils and cleansed with holy water, wrapped in white cloak to symbolise purity etc.
- Judaism – Brit Milah, circumcision ceremony for an eight days old Jewish boy performed by a Mohel which involves special prayers and blessings as the child is named etc.

List B

- Buddhism - naming ceremony in the local Temple where members of the sangha will recite special chants; molten wax is dropped into a bowl of water; offering of flowers etc.
- Hinduism - the naming ceremony performed 12 days after birth. The father writes the name of the family deity, the child's name and date of birth on a special plate. He then whispers the child's name into the child's right ear etc.
- Islam – Aqiqah ceremony when the baby is seven days old; the child's head is shaven and the weight of the hair is given in silver to the poor; parents give a name to their baby; boys must be circumcised etc.

Note: Allow implicit reference to the entry of new members into two religions listed in the question.

C (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> - rites that marks entry of new members into two religions as listed	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> - giving an	Excellent account	very good account	good account	some account	little account	very little/no account

accurate account						
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C (b)

Outline the origins and the main religious beliefs of one of the following:

- An African Traditional Religion ● A Chinese Religion ● A New Religious Movement
- Baha'i Faith ● Sikh Religion 40M

Marking Criteria and points of reference

An excellent answer will show knowledge of a new religious movement or other living tradition by setting out accurate information on the foundation and religious belief of one religion/movement listed in the question e.g.

- An African traditional religion – origins can be traced back to its oral traditions, mainly polytheistic religious beliefs, use of masks, stones, drums etc. can be sacred as they represent the presence of a spirit and may offer protection against evil etc.
- A Chinese Religion – can be traced back to the writings of Confucius; based on belief in a divine will which followers must respect etc.
- A New Religious Movement - 'new' in that they present themselves as alternatives to official institutional religion; 'religious' in that they claim to offer a religious vision of the world, and to respond to the fundamental questions of life; e.g. Jehovah's Witness founder Charles Taze Russell in the late 1800's believe that the Bible should be interpreted literally and that the only way to gain salvation is to live a strict moral lifestyle based on the teaching of Jesus etc.
- Baha'i faith – the origins of the Baha'i faith can be traced back to Ali Muhammad and Mirza-Hoseyn'Ali Nuri (Baha'u'llah); they believe that the Baha'u'llah is the chosen one of God; members must study all religious texts to see how Baha'u'llah fulfils earlier prophecies etc.
- Sikh religion – can be traced back to the ten gurus, starting with Guru Nanak; the main belief is the three duties which are to bring God to mind, to work honestly and to practice charity etc.

Note: Allow descriptive answers.

C (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC information on the foundation and two or more religious beliefs of one religion/movement as listed</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) - setting out of information</i>	Excellent information	very good information	good information	some information	little information)	very little/ no 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

Section C (c)

Examine the role inter-faith dialogue plays in the relationship between one religion from List A and one religion from List B below:

List A: ● Christianity ● Judaism List B: ● Buddhism ● Hinduism ● Islam 40M

Marking Criteria and points of reference

An excellent answer will show an appreciation of the significance of inter-faith dialogue by looking closely at the role inter-faith dialogue plays in the relationship between the two religions chosen in the question e.g.

- Christianity & Islam e.g. Pope John Paul II made in 1985 referred to Catholics and followers of Islam as 'brothers and sisters in the faith of Abraham' etc.
- Judaism & Islam e.g. Interfaith Encounter Association – followers of Islam and Judaism gather to celebrate religious festivals together such as breaking the fast (Iftar) during Ramadan etc.
- Etc.

C (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — role inter-faith dialogue plays in the relationship between the two listed religions	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) - looking closely</i>	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/ no looking closely
<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

Section D (a)

● Family ● Peers ● Religion

Describe the role two of the above can play in shaping a person's moral development. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of moral development by giving an accurate account of how two sources listed in the question (family, peers, religion) can play a part in a person's moral development e.g.

- Family – shape the person from an early age to act for the good of others and to be aware of the consequences of their actions etc.
- Peers – social norms and the approval of others can influence a person's awareness of what is right and moral in life etc.
- Religion – looking to the guidance of a moral code or teaching from a sacred text could provide a person with an example of how to act morally in different situations etc.

Note: Allow descriptive answers and implicit reference to shaping a person's moral development.

D (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how two sources listed (family, peers, religion) can play a part in moral development	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> giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 D (b)

Outline how making a decision on what is right and wrong on an issue would be approached using two of the following moral theories/philosophies:

- Deontological Ethics ● Hedonism ● Natural Law ● Teleological Ethics
- Utilitarianism ● Virtue Ethics 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of moral theories in action by setting out accurate information on how deciding what is right and wrong on an issue would be influenced by two of the moral theories listed in the question e.g.

- Deontological Ethics – the view that people have a duty to abide by all laws/codes etc.
- Hedonism – the view that whatever action results in the most pleasurable outcome is the right action to take etc.
- Natural Law – the view that a person can distinguish between right and wrong by using reason to reflect on nature etc.

- Teleological Ethics – the view that an action is considered right or wrong in relation to its consequences; if it helps a person move towards their ultimate goal or end etc.
- Utilitarianism – the view that what is right in a situation is the action that will result in the greatest good for the greatest number etc.
- Virtue Ethics – the view that what is right in a situation is whatever helps a person to live virtuously etc.

D (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how two moral theories approach making a decision on what is right and wrong on an issue	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 of 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section D (c)

Examine how a morally mature person would approach making a decision about what is the right and wrong in relation to one of the following issues:

- **Crime and Punishment** ● **Medical Ethics** ● **Politics and Economics** ● **Relationships and Sexuality** ● **Violence and War** 40M

Marking Criteria and points of reference

An excellent answer will show awareness of moral issues by looking closely at how a morally mature person would approach decision-making about what is right and wrong in relation to one of the issues listed in the question e.g.

- Crime and Punishment – an altruistic person could oppose an unjust law as they would see it as their duty to promote the good of all etc.
- Medical Ethics – a morally mature person could consult moral codes, the teaching of moral authorities etc. in deciding whether or not to allow the termination of a person's life so as to prevent further suffering etc.
- Politics and Economics – an altruistic person could work towards balancing individual rights with the common good etc.
- Relationships and sexuality – a morally mature person could work towards promoting respect for the equality of all people etc.
- Violence and War – a morally mature person would consider the consequences involved in deciding whether or not war/violence can ever be justified etc.

Note: Allow descriptive answers; the STAR/ LISTEN method; implicit reference to the approach taken to decision-making etc.

D (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how an altruistic person would approach making a moral decision on an issue listed	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> - looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/ no looking closely
<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

UNIT THREE

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

Section F (a) (i)

Using examples, explain the difference between non-violence as lifestyle and non-violence as protest. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of perspectives on justice and peace by giving an accurate reason that accounts for the difference between non-violence as lifestyle and non-violence as protest, using examples e.g.

- Non-violence as lifestyle is a way of life that implies a deep integration of non-violence into one's philosophy of life e.g. pacifism etc.
- Non-violence as protest means protesting against an unjust situation in a peaceful manner e.g. a rally peacefully protesting against debt in a developing country etc.

Note: Allow implicit reference to examples.

F (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — reasons for the difference between non-violence as lifestyle and non-violence as protest using examples</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) setting out accurate reasons</i>	Excellent reasons	very good reasons	good reasons	some reasons	little reasons	very little/no reasons
<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 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section F (a) (ii)

- **Non-violence as Lifestyle** ● **Non-violence as Protest**

Describe an example of how one of the above forms of non-violence has been used in bringing peace to a situation where there was conflict. 40M

Marking Criteria and points of reference

An excellent answer will show knowledge of religious perspectives on justice and peace by giving an accurate account of how either non – violence as lifestyle or non- violence as protest has been used to bring peace to a situation of conflict e.g.

- Non-violence as lifestyle — the Dalai Lama's address to the world in the aftermath of the events of 9/11 2001 in New York etc.

- Non-violence as protest — Doctor Martin Luther King fought against racial discrimination by holding peaceful protests etc.

F (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC — how non – violence as lifestyle or non-violence as protest has been used to bring peace to a situation of conflict	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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section F (b) (i)

● Justice as the Promotion of Equality ● Justice as Right Relationship

Outline the particular strength and WEAK - VERY WEAK ness that each of the above understandings of justice have in promoting good relationships between people. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of perspectives on justice by setting out accurate information on a main strength and a WEAK - VERY WEAK ness in promoting good relationships between people in each of the understandings of justice listed in the question e.g.

- Justice as the promotion of equality – people having equal rights and regardless of gender, race etc. Strength: promotes social harmony etc.; WEAK - VERY WEAK ness: sometimes positive discrimination is necessary etc.
- Justice as Right Relationship – a rightly ordered set of relationships; Strength: promotes equality and respect for all people in a society; WEAK - VERY WEAK ness: injustice hinders good & right relationship etc.

F (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of MC - the strength and WEAK - VERY WEAK ness in promoting good relationships between people of the understandings of justice 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) - setting out accurate information	Excellent information	very good information	good information	some information	little information	very little/no 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 F (b) (ii)

- Sabbath, Schmittah and Jubilee in Judaism
- The Five Precepts of the Buddha
- Viceregents of the Earth in Islam

Using examples, examine how the influence of two of the above religious teachings can be seen in the behaviour of believers today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the teaching of major religious traditions by looking closely at how the influence of two religious teachings listed in the question can be seen in examples of believers' behaviour today e.g.

- Sabbath, Schmittah and Jubilee in Judaism – the idea that the earth is understood as belonging to God could influence believers to eat sustainably and care for the earth etc.
- The Five Precepts of the Buddha – the idea that it is wrong to harm any living thing could influence Buddhists to be pacifists and refrain from harming any person or animal e.g. vegetarianism etc.
- Viceregents of the earth in Islam – the idea that Allah has made it every person's shared duty to care for all of his creation could influence believers to care for the environment by recycling and reducing carbon emissions etc.

F (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> – influence of two religious teachings listed seen in examples of believers' behaviour today	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> looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/no looking closely
<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 G (a) (i)

Compare the function that symbols have within the sacrament/sacramental celebrations of two Christian denominations today. 20MX2/40M

Marking Criteria and points of reference

An excellent answer will show an understanding of sacrament by giving an accurate account of the similarities and/or differences in how symbols function within the sacrament/sacramental celebrations of two Christian denominations today e.g.

- Similarities – sacraments are prominent in both the Roman Catholic and Anglican Churches as a means by which believers encounter the grace of God; outward and visible signs of an inward and spiritual grace etc.
- Differences – The Roman Catholic tradition – seven sacraments understood as an encounter with Christ etc. The Anglican Communion – two sacraments and five sacramental ministries etc.

Note: Allow implicit reference to Christian denominations

G (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> – similarities and/or differences in how symbols function within the sacrament/sacramental celebrations of two Christian denominations	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> giving an accurate account of similarities and/or differences	Excellent account of similarities and/or differences	very good account of similarities and/or differences	good account of similarities and/or differences	some account of similarities and/or differences	little account of similarities and/or differences	very little/no account of similarities and/or differences
<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 G (a) (ii)

Describe two qualities that feature in what is referred to as ‘religious experience’ and the role reflection plays in this type of experience. 20Mx2

Marking Criteria and points of reference

An excellent answer will show an understanding of the nature of religious experience by giving an accurate account of two characteristics of ‘religious experience’ and the part deep thought plays in this type of experience e.g.

- An experience in which a person seems to transcend reality, go beyond what is material, can reveal the relationship between the self and God/gods/the divine; opening individuals to a new realm of meaning by causing them to reflect on their place in the world and the meaning of life etc.
- Religious experiences can be life-changing; allowing individuals to reflect on the wisdom, stories and symbols of a religious community in order to interpret their own experiences etc.
- Etc.

Note: Allow descriptive answers.

G (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — two characteristics of 'religious experience' and the part played by deep thought	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> - giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Section G (b) (i)

●Hermitage ●Pilgrimage ●Poustinia ●Retreat

Describe what is involved in two of the above contemplative forms of worship. 20Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the contemplative traditions by giving an accurate account of what is involved in two of the contemplative traditions listed in the question e.g.

- Hermitage – to retreat to quiet places away from all distractions and everyday activities in order to contemplate and pray etc.
- Pilgrimage – journey to a sacred place associated with a person or event of religious significance; belief that God is present in a special way at the site and responds to prayers of petition there etc.
- Poustinia – Russian word for desert; moving to the desert to live a contemplative life, living alone separated from all distractions etc.
- Retreat – spending a period of time alone or with others separated from normal routine and activity so as to focus on spirituality, prayer and meditation etc.

G (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — what is involved in two contemplative traditions listed	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> giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section G (b) (ii)

Discuss the reasons why two of the contemplative forms of worship listed in b (i) above, are popular among people of faith today. 20Mx2

Marking Criteria and points of reference

An excellent answer will show a knowledge of prayer traditions by examining and drawing accurate conclusions about why two of the contemplative forms of worship in b (i) are popular among people of faith today e.g.

- Hermitage –could allow people of faith to escape the busyness of life today and contemplate their faith in a deeper way etc.
- Pilgrimage –a sacred site could have relevance for religious people today by facilitating religious and spiritual development at a place deeply connected to their religion etc.
- Poustinia – could be relevant for religious people today by allowing them a place to seek God and open one’s heart to God free from all distractions etc.
- Retreat – a period of separation from normal routine and activity could allow people today time for prayer etc.

G (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — why two contemplative forms of worship in b (i) are popular among people of faith today	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 and	Excellent examining and drawing	very good examining and	good examining and	some examining and	little examining and drawing	very little/no examining

drawing accurate conclusions	accurate conclusions	drawing accurate conclusions	drawing accurate conclusions	drawing accurate conclusions	accurate conclusions	and drawing accurate conclusions
<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 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section I (a) (i)

Outline one trend that can be seen in the pattern of religious belief and practice within Europe in recent years. 40M

Marking Criteria and points of reference

An excellent answer will show knowledge of patterns of change in religious belief by setting out accurate information on one trend that can be seen in the pattern of religious belief and practice in Europe in recent years e.g.

- Surveys show a difference between the number of Europeans who have religious beliefs and the number who participate in religious practices etc.
- Surveys such as the EVS show that in many parts of Europe religion is seen as a private matter etc.
- Etc.

I (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — one trend in the pattern of religious belief and practice in Europe in recent years	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 information	very good information	good information	some information	little information	very little/no 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

Section I (a) (ii)

Describe one example of the way that Saint Patrick adapted Pre-Christian practices during his mission in Ireland. 40M

Marking Criteria and points of reference

An excellent answer will show an understanding of enculturation and its relevance for the Irish experience of religion by giving an account of one example of how the Christian message was enculturated by Saint Patrick during his mission e.g.

- Celtic places of worship – springs, wells and rivers etc. became associated with the waters of baptism and were imbued with Christian associations and symbolic meanings etc.
- Celtic festivals – developed to suit the Christian calendar e.g. The Croagh Patrick pilgrimage on the last Sunday of July ‘Reek Sunday’ replaced the Celtic festival Lughnasa etc.
- Etc.

Note: Allow descriptive answers.

I (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC one example of how the Christian message was in- cultured by Saint Patrick during his mission</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) giving an accurate account</i>	Excellent account	very good account	good account	some account	Little account	very little/ no account
<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 I (b) (i)

Explain how the sacredness of the land in ancient Ireland was expressed in the cultic marriage between the Rí and the land. 80M

Marking Criteria and points of reference

An excellent answer will show a knowledge of religious belief in ancient Ireland by setting out one or more accurate reasons that account for how the sacredness of the land was expressed in the cultic marriage between the Rí and the land in ancient Ireland e.g.

- 'Rí' refers to the 'King' in ancient Ireland and the phrase 'bainis Rí' refers to the symbolic marriage between the king and the goddess of the land; The king needed the right qualities in order to be acceptable to the goddess of fertility otherwise it was believed there would be famine and drought etc.
- Etc.

I (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — how the sacredness of the land was expressed in the cultic marriage between the Rí and the land in ancient Ireland</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) setting out accurate reason(s)</i>	Excellent setting out reason(s)	very good setting out reason(s)	good setting out reason(s)	some setting out reason(s)	little setting out reason(s)	very little/ no setting out 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)
80 Marks	80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 0

Or Section I (b) (ii)

Profile the role one Irish founder of a monastery played in the in the development of Christianity in Europe. 80M

Marking Criteria and points of reference

An excellent answer will show awareness of the development of Christianity in Europe by accurately tracing how one Irish founder of a monastery played a role in the development of Christianity in Europe e.g.

- Colum Cille (Columba 521-597) — associated with founding a monastery at Iona and missionary work in Scotland etc.
- Columbanus (Columban) — established five monasteries in mainland Europe, going as far as Bobbio in Italy etc.
- Aidan (d.651) — left Iona in Scotland to establish monasteries elsewhere; as bishop trained others who went on to found new monasteries etc.
- Etc.

I (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — how one Irish founder of a monastery played a role in the development of Christianity in Europe	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> tracing	Excellent tracing	very good tracing	good tracing	some tracing	little tracing	very little/no tracing
<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)
80 Marks	80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 0

Or Section I (b) (iii)

Describe examples, from past centuries, of how 'internal' and 'external' reforms played a part in the development of Christianity in Ireland. 40Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the development of religion in Ireland by giving an accurate account of how one or more 'internal' and how one or more 'external' reforms played a part in the development of Christianity in Ireland e.g.

- 'external' –

- In the twelfth century, Pope Gregory VII instigated the so-called 'Gregorian Reform', which in Ireland resulted in the organisation of dioceses etc.
- The twelfth-century reforms also saw the establishment of various religious orders e.g. St Malachy, who experienced reformed monasticism in France, brought Cistercian monks to Ireland and founded a monastery at Mellifont in 1142 etc.
- Etc.
- 'internal' –
 - In the 8th century the Céili Dé sought a renewal of an ascetic tradition based on the Word of God, devotion to the saints and basing life on the centrality and supremacy of God etc.
 - Synod of Ráth Breasail in 1111 set up twenty-six dioceses in Ireland, along with parochial structures etc.
 - Etc.

I (b) (iii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — how 'internal' and 'external' reforms played a part in the development of Christianity in Ireland</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) giving an account of examples</i>	Excellent giving an account of examples	very good giving an account of examples	good giving an account of examples	some giving an account of examples	little giving an account of examples	very little/no giving an account of examples
<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 x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Or Section I (b) (iv)

Profile how the ideas of the Enlightenment can be seen in the way Cardinal Cullen contributed to the development of Christianity in Ireland. 80M

Marking Criteria and points of reference

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by accurately tracing how one or more ideas from the Enlightenment had an impact on the way Cardinal Cullen contributed to the development of Christianity in Ireland e.g.

- Cardinal Cullen – return to Ireland in 1849 to become Archbishop of Armagh and introduced official liturgical and devotional practices that brought the Irish Roman Catholic Church more in line with Rome etc.
- The value placed on freedom as part of the Enlightenment enabled Cardinal Cullen to develop Roman Catholicism within i.e. the establishment of Roman Catholic schools, hospitals and orphanages etc.

I (b) (iv)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — ideas from the enlightenment impacted the way Cardinal Cullen contributed to development of Christianity in Ireland	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> tracing	Excellent tracing	very good tracing	good tracing	some tracing	little tracing	very little/no tracing
<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)
80 Marks	80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 0

Or Section I (b) (v)

Examine two ways that religion has been given a place in the Irish Constitution. 40Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the development of religion in Ireland by looking closely at two ways that religion has been given a place in the Irish constitution e.g.

- The preamble is explicit in recognising God, in the form of the Trinity e.g. '... acknowledging all our obligations to our Divine Lord, Jesus Christ ...'
- Article 44 upholds the free practice of religion. Provisions honouring the position of the Roman Catholic Church and recognising the other major religions of the time in Irish society were removed by a referendum of the people in 1972 etc.
- Etc.

I (b) (v)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — two ways that religion has been given a place in the Irish constitution	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> looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little/no looking closely
<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 x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section J (a)

Describe two examples of how the work of Galileo influenced the religious and scientific thinking of his time. 40Mx2

Marking Criteria and points of reference

An excellent answer will show knowledge of the relationship between science and religion by giving an accurate account of two examples of how Galileo influenced the religious and scientific thinking of his time e.g.

- Galileo's work brought together observation and experimentation with mathematical theory giving rise to what is called 'thought experiments'; this led to conflict between new theories based on observation and the old theories based on appeals to authority and tradition etc.
- Galileo discovered imperfections on the surface of the moon and sun which led him to conclude that the things of the heavens were imperfect like earth and the same laws of physics apply as the earth; Galileo's work encouraged scientists to use reason and raised questions about the authority of the Bible; the authority of the Church etc.
- Etc.

J (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> - two examples of how Galileo influenced the religious and scientific thinking of his time	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> giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/no account
<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 x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Or Section J (b) (i)

Explain the merits of 'objective' and 'subjective' investigation in the approach science and religion take to addressing questions about life and living today. 20Mx2/40M

Marking Criteria and points of reference

An excellent answer will show knowledge of the theological and scientific enterprises by setting out one or more reasons why objective and subjective investigation are of benefit to science and religion in addressing questions about life and living today e.g.

- Subjective investigation – relying on a particular point of view; can have value in that an emotional response can provoke a personal motivation to make a scientific breakthrough e.g. finding a cure for a particular illness that has affected someone's family; religion can

give a focus to why something happened (e.g. why did a family member get sick? What is the meaning behind this?) can give someone an insight into the meaning of life etc.

- Objective investigation – impartial investigation that is neutral, detached and value-free has value in that it is more reliable due to the elimination of the personal and the particular with the focus on measurable fact; Science can give a focus on the how something happens (e.g. What were their symptoms, causes?) etc.

Note: Allow descriptive answers with implicit reference to objective and subjective investigation.

J (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC</i> — why objective and subjective investigation are of benefit to science and religion in addressing questions about life and living	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 reason(s)	Excellent setting out reason(s)	very good setting out reason(s)	good setting out reason(s)	some setting out reason(s)	little setting out reason(s)	very little/no setting out reason(s)
<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 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section J (b) (ii)

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Trace how the understanding of creation/the natural world in one of the above religions could influence its members' attitude to an ecological issue today. 40M

Marking Criteria and points of reference

An excellent answer will show an understanding of the relationship between religion and science by accurately setting out a way that the understanding of creation/the natural world in one of the religions listed in the question could influence its members' attitude to an ecological issue today e.g.

- Buddhism – Buddhists are compelled to do what they can to ease suffering and protect the environment etc.
- Christianity - Genesis suggests humans are stewards of God's creation and are entrusted with responsibility for the environment etc.

- Hinduism - The function of Brahma is to create therefore Hindus have a respect for the environment; as Hindus believe Moksha can be achieved by performing good works, this can give them a moral imperative to care for the environment etc.
- Islam - Islamic texts instruct followers of Islam to protect the resources of nature when they are under threat; people are seen as being Allah's Caliphs (vice-regent or steward) and have a responsibility to care for the earth etc.
- Judaism – The creation stories in the Hebrew Bible show how people have a responsibility to care for God's creation in the way that he would like e.g. Deuteronomy states that fruit trees must be protected in times of war etc.

J (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of MC — how understanding of creation/ the natural world in one religion listed could influence attitude to an ecological issue</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) linking</i>	Excellent linking	very good linking	good linking	some linking	little linking	very little/ no linking
<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

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla 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% 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 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.

Note: Allow implicit reference to changing roles.

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 says about the relationship between God and God's people.

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. 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 SF in left margin of Part A by 2 nd Summary of 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 Ordinary Level Coursework
 Part A – A Summary of the Investigation on the 2022 Prescribed Titles

Descriptor:

Set Points Part A	EXCELLENT	GOOD	FAIR	WEAK - VERY WEAK
Evidence of 2022 title <i>Marking Criteria</i> (syllabus' knowledge; understanding; skills; attitudes) Code MC ✓ or MC^x	SUBSTANTIAL ACCURATE EVIDENCE	GOOD ACCURATE EVIDENCE	SOME EVIDENCE	POOR/NO EVIDENCE
Marks	40 - 33	32 - 25	24 — 17	16 — 0
Sources of information on 2022 title <i>2nd source Code SI</i>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/NO INFORMATION
Information on <i>steps taken and the skills used</i> on 2022 Title <i>2nd step/skill Code SS</i>	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2022 title <i>2nd finding Code SF</i> - Supporting evidence for conclusions drawn. - Personal engagement with 2022 title.	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK POOR/NO SUMMARY
	SUBSTANTIAL SUPPORTING EVIDENCE	GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

In relation to what is being assessed in Ordinary 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/ VERY WEAK
Evidence of 2022 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> Code MC ✓ or MC^x	SUBSTANTIAL ACCURATE	GOOD ACCURATE EVIDENCE	SOME EVIDENCE	POOR/NO EVIDENCE
Marks	40 - 33	32 - 25	24 - 17	16 - 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	CLEAR USE OF SKILLS	ADEQUATE 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 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
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 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 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 ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE /NO PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 2022 title? Code V	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE

