



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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  horizontal wavy line in left margin of the candidate's answerbook.	Answer page seen by examiner to a question for which annotation/marks are entered elsewhere.
	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 **ONE** OF THE FOLLOWING TWO QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES

Question 1 Answer a) and b).

Question 1 (a) (i)

20M

Imagine Plato was giving a talk about the nature of reality for people today. From your knowledge of Plato's ideas about the nature of reality outline one point that you think he would emphasise for people today.

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 one or more of Plato's ideas about the nature of reality e.g.

- True reality and meaning is found through intellectual ideas etc.
- True happiness is found through gaining wisdom and virtuous living etc.
- Etc.

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

A 1 (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – Plato's idea on the nature of reality</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 information</i>	Excellent ... setting out information	very good setting out information	Good setting out information	Some setting out information	Little setting out information	very little/ 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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 1 (a) (ii)**20M**

Explain why you think Plato would emphasise for people today the point about the nature of reality outlined in part (b), (i) above.

Marking Criteria and points of reference

An excellent answer will show knowledge of the philosophical thought of Ancient Greece by giving an accurate account of one or more reasons why Plato would highlight the idea put forward in part (a), (i) above for people today e.g.

- Plato viewed the physical world of appearance and material objects as being in a constant state of change, only superficial and not real; true knowledge comes through the intellect therefore people should be less superficial etc.
- Plato held the view that true happiness is found in gaining wisdom; virtuous living is at variance with seeking short term happiness and the pursuit of physical pleasure without thought etc.
- Etc.

Note: Allow descriptive answers and implicit reference to people today.

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

A 1 (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> why Plato idea about the nature of reality emphasized 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> account of reason	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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 1 (b) (i)**20M**

Outline a key idea that was taught by one person associated with the development of the humanist tradition.

Marking Criteria and points of reference

An excellent answer will show an understanding of humanism by setting out accurate information on an idea put forward by a person associated with the development of the humanist tradition e.g.

- Erasmus – respecting the dignity of the human person; all humans being able to improve and excel could help a person to have confidence and believe in their own ability to find meaning in life etc.
- Karl Marx – through using reason humans could be free to find meaning; help people to strive to achieve happiness through sharing the resources equally amongst all the members of society etc.
- Jean Paul Sartre – people must create their own meaning in a world that can challenge; taking responsibility for a particular course of action could help a person find meaning in life etc.
- Etc.

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

A 1 (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – A humanist idea</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 information</i>	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ 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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 1 (b) (ii)**20M**

Profile how a humanist idea could help people searching for the meaning of life in the world today.

Marking Criteria and points of reference

An excellent answer will show an understanding of humanism by accurately tracing how an idea associated with the humanist tradition could help a person searching for meaning in life today e.g.

- Erasmus – respecting the dignity of the human person; allowing all humans to improve and excel could help a person to have confidence and belief in their own ability to find meaning in life etc.
- Karl Marx – through using reason humans could be free to find meaning; could help people to strive to achieve happiness through sharing resources of society equally amongst all the members etc.
- Jean Paul Sartre – people must create their own meaning in a world that can challenge; taking responsibility for a particular course of action could help a person find meaning in life etc.
- Etc.

Note: Allow descriptive answers and implicit reference to the world today.

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

A 1 (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – how humanist idea helps search for meaning of life today</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) tracing</i>	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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 2 Answer (a) and (b).

Question 2 (a)

40M (20Mx2)

Using examples, trace how the religious practice of believers is influenced by the understanding of divine revelation in two major world religions that you have studied.

Marking Criteria and points of reference

An excellent answer will show an understanding of divine revelation by accurately laying out how divine revelation influences religious practice in two major world religions e.g.

- Christianity – the celebration of the Eucharist where members remember the words and actions of Jesus' is influenced by their belief that Jesus is the fullest revelation of God etc.
- Hinduism – Hindu's to perform puja in front of a shrine to a particular deity which Hindu's believe are revelations of Brahman etc.
- Islam – believers perform Salat five times per day as The Qur'an reveals the word of Allah in Islam and believers must submit to his will etc.
- Etc.

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

A 2 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - influence of divine revelation on the religious practice</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) laying out of information</i>	Excellent laying out	very good laying out	good laying out	some laying out	little laying out	very little/ no laying out
<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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 2 (b)**40M (20Mx2)**

Explain two reasons why people could become indifferent to the search for the meaning of life in the world today.

Marking Criteria and points of reference

An excellent answer will show an understanding of the search for meaning by setting out accurate information on two reasons why people today could become indifferent to the search for the meaning of life e.g.

- Consumerism – the consumerist and materialistic nature of life today could make people become uninterested in finding deeper meaning and value in life etc.
- Pessimism – recent events such as the Covid 19 Pandemic, Ukraine/Russia conflict and the economic crisis could cause people to become indifferent to all values and beliefs and leave a person with a sense of emptiness that life has no meaning etc.
- Etc.

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

A 2 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - two reasons for indifference to the search for meaning</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 information</i>	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little/ 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)
20M x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

UNIT TWO

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE SECTIONS

SECTION B: CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer any two of parts: (a), (b), (c).

Question B (a) (i)

20M

Outline the understanding of Jesus of Nazareth presented today in an example from one of the following: ● Art ● Film ● Music

Marking Criteria and points of reference

An excellent answer will show an ability to recognise an image of Jesus in contemporary culture by setting out accurate information on the understanding of Jesus portrayed in one example taken from *either art or film or music* today e.g.

- Art: Georges Rouault – image of Jesus in today’s world; depicted Jesus among the poor, the destitute and the proletariat life in Paris. His imagery of Jesus was an attempt to recover his message for our today.
- Film: Mel Gibson’s “The Passion of the Christ” presents Jesus as a suffering Saviour who underwent great pain and torture to redeem others etc.
- Music: Van Morrison’s song “No Religion” quotes Jesus teaching of ‘love your neighbour’. It calls on people to follow this way of life and suggests that people are not doing this etc.

Note: Allow for descriptive answers.

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

B (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> -the way Jesus is portrayed in art or film or music 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> Setting out 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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (a) (ii)**20M**

Explain why the understanding of Jesus that you have outlined in part (a), (i) above is relevant for Christians today.

Marking Criteria and points of reference

An excellent answer will show an ability to recognise an image of Jesus in contemporary culture by giving an accurate account of one or more reasons why the understanding of Jesus that was outlined in part (a), (i) above is relevant for Christians today e.g.

- Art: Georges Rouault image of Jesus amongst the poor is relevant as a reminder that to be Christian is to be on the side of the poor and to work to help people to overcome the burden of poverty in the world today etc.
- Film: Mel Gibson's 'The Passion of the Christ' which presents Jesus as a suffering Saviour is relevant for Christians today as it emphasises how Jesus overcame suffering which can inspire people today who have suffered during recent events such as the Covid pandemic etc.
- Music: Van Morrison's song 'No Religion' quotes Jesus teaching of 'love your neighbour' which is relevant for Christians today as it calls on people to follow this way of life and suggests that people are not doing this etc.

Note: Allow for descriptive answers.

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

B (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – relevance of understanding of Jesus for Christians today.</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</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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (b)**40M (20Mx2)**

Describe two examples of the different ways that Jesus of Nazareth taught his followers about the Kingdom of God through his words and actions.

Marking Criteria and points of reference

An excellent answer will show knowledge of the teaching of Jesus by giving an accurate account of two examples of the way Jesus taught people about the Kingdom of God in his preaching e.g.

- Jesus' Parables e.g. The Good Samaritan, Jesus calls his listeners to Metanoia and teaches that in the Kingdom of God everyone is valued equally regardless of where they are from etc.
- The Meals Jesus shared e.g. when he shared a meal with the tax collectors challenged his followers to be more inclusive etc.
- Miracles: At the time of Jesus, illness was seen as a sign of God's displeasure with the person. When we see Jesus curing the blind man, the ten lepers, and the crippled woman it is showing that God cares for and loves all those who suffer etc.
- Etc.

Note: Allow implicit reference to the Kingdom of God.

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

B (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – two ways Jesus taught about the Kingdom of God</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) give an 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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (c)**40M**

Profile how one Christian denomination is trying to carry on the mission of Jesus through their work in the world today.

Marking Criteria and points of reference

An excellent answer will show an awareness of how the Christian message is interpreted today by accurately tracing how the work of one Christian denomination tries to carry on the mission of Jesus today e.g.

- Catholic Church - The work of Christian Aid in Ireland to create a world without poverty reflects Jesus mission as he reached out to the poor etc.
- the work of the Corrymeela community in overcoming sectarianism in Northern Ireland is an example of carrying on the mission of Jesus as he taught peace, love of enemy and reached out to those were excluded etc.
- The work of Peter McVerry Trust/Focus Ireland in helping the homeless is carrying on the mission of Jesus as he taught his disciples to love one another, share with others etc.
- Etc.

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

B (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC A</i> Christian denomination carrying on the mission of Jesus	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) tracing</i>	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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

SECTION C WORLD RELIGIONS

Answer any two of parts: (a), (b), (c).

Question C (a) (i)

20M (10Mx2)

Trace how the influence of two ideas associated with primal religion can be seen in a major world religion that you have studied.

Marking Criteria and points of reference

An excellent answer will show knowledge of primal religion by accurately laying out information on how two ideas associated with primal religion have influenced a major world religion e.g.

- Concepts associated with primal religion e.g. certain objects and places were seen as Tabu i.e. set aside for religious use to preserve their sacredness, this can be seen in religions where particular places or object are regarded as sacred etc.
- In primal religions e.g. Ancient Greece certain gods controlled specific parts of nature - rain, crops, and thunder; in world religions e.g. Hinduism particular gods (as manifestations of Brahman) are associated with different aspects of life etc.
- Primal religions had a pre-technological worldview e.g. the Judaeo-Christian tradition values the Genesis creation story as a theological rather than scientific story etc.
- In Christianity in Ireland, the influence of primal religion can be seen in St. Patrick's adapting of pre-Christian practices into the celebration of the Christian faith e.g. Holy wells, Croagh Patrick pilgrimage etc.
- Etc.

Note: Allow descriptive answers.

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

C (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - influence of primal religion on a major world religion.</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) laying out information</i>	Excellent laying out	very good laying out	good laying out	some laying out	little laying out	very little/ no laying out
<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)
10Mx2	10 - 9	8 - 7	6 - 5	4	3	2 - 0

Question C (a) (ii)**20M****The number of different religions in Ireland has increased in recent years.****Describe another trend within religion in Ireland that has emerged in recent years.***Marking Criteria and points of reference*

An excellent answer will show knowledge of trends in religion by giving an accurate account of another recent development within religion in Ireland other than that given in the question e.g.

- Secularisation – the recent referendums on same sex marriage and Abortion have shown that people are less influenced by the teaching of religions on moral issues etc.
- Inter-faith dialogue – the increase of religious traditions in Ireland in recent years has increased the need for respect and tolerance between members of different faiths etc.
- Etc

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

C (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - A religious trend in Ireland in recent years</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) give an 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)
20M	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question C (b)**40M (20Mx2)**

Compare how the founding stories of one religion from LIST A and one religion from LIST B below are recalled today in religious festivals:

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

Marking Criteria and points of reference

An excellent answer will show a knowledge of world religions by giving an accurate account of a similarity and/or difference in the way a religious festival recalls an event from the founding story in one religion from List A and one religion from List B e.g.

- Similarity – during the celebration of Hanukkah in Judaism candles are lit on a menorah to recall the rededication of the Temple which is similar to the celebration of Diwali in Hinduism where candles and lamps are lit to celebrate the return of Ram and Sita and the victory of goodness etc.
- Difference – during Wesak in Buddhism the birth, life and enlightenment of the Buddha is recalled through bathing statues of the Buddha with water which is different to festival of Eid-ul-Adha in Islam where the sacrifice of Abraham is recalled with a festive meal where the eating of lamb recalls Abraham's willingness to sacrifice etc.
- Etc.

Note: Allow descriptive answers and implicit reference to religious festivals.

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

C (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – how founding story of a religion is recalled in a religious festival</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) give an account of similarity and/ or difference</i>	Excellent account of similarity and/ or difference	very good account of similarity and/ or difference	good account of similarity and/ or difference	some account of similarity and/ or difference	little account of similarity and/ or difference	very little/ no account of similarity and/ or 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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question C (c)**40M**

Outline how inter-faith dialogue could play a role in helping to resolve a conflict situation that you have studied.

Marking Criteria and points of reference

An excellent answer will show an appreciation of the significance of inter-faith dialogue by setting out accurate information on how dialogue between different faiths could play a part in resolving a conflict situation e.g.

- Israeli/Palestinian conflict – The Covenant with Abraham has led Jewish people to believe that Israel is their God given land whereas in Islam it is also believed this land is sacred to them etc.
- Islamic/Hindu conflict in India: The conflict between Hindu and Islamic people in India has been caused by many factors and is not necessarily based on religion e.g. political, cultural differences etc.
- Inter-faith dialogue could help to resolve both conflict situations by creating mutual understanding and fostering tolerance and respect between members of the Jewish, Islamic and Hindu communities etc.
- Etc.

Note: Allow descriptive answers and implicit reference to a conflict situation.

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

C (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> – Part inter-faith dialogue could play in resolving a conflict situation	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 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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

SECTION D MORAL DECISION - MAKING

Answer any two of parts: (a), (b), (c).

Question D (a)

40M (20Mx2)

Describe an example of the moral issues that were a concern for people living in each of the following ancient civilisations: ● The Hebrews ● The Romans

Marking Criteria and points of reference

An excellent answer will show an understanding of morality as a human phenomenon since ancient times by giving an accurate account of one or more moral issues that caused concern for people in the ancient civilisations listed in the question e.g.

- The Hebrews - Being free and having the freedom to devote their lives to the service of God was an issue at times of occupation by foreign powers – Exodus etc.
- The Romans - Cicero stated that wars undertaken without cause are unjust etc.
- Etc.

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

D (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - moral issues of concern for Hebrews and Romans</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) give an 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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question D (b)**40M (20Mx2)**

● Buddhism ● Hinduism ● Islam ● Judaism

Choose two of the above religions and trace how a basic principle from their teaching could influence their members' understanding of what is right and wrong behaviour in a situation.

Marking Criteria and points of reference

An excellent answer will show a knowledge of a non-Christian approach to ethics by accurately tracing how, in two world religions listed in the question, a basic ethical principle could affect their members understanding of what is right and wrong in a situation e.g.

- Buddhism -The Five Precepts of Buddhism teach you should do no harm to any living thing that could influence members to work to promote animal welfare in situation where they see animals being exploited or mistreated etc.
- Hinduism – The understanding of reincarnation being a motivation for right living could influence members to help those who are less fortunate and donate to charity as this could help them to achieve good karma etc.
- Islam – The Zakat of the Five Pillars of Islam put forward that it is right to give to charity which could influence believers to donate food/money to the homeless or less fortunate etc.
- Judaism - The 10 Commandments/Decalogue which put forward that killing is always wrong could influence members to work to oppose the death penalty etc.

Note: Allow implicit reference to a situation.

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

D (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - influence of ethical system on understanding of right and wrong in non-Christian religion</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) laying out how</i>	Excellent laying out how	very good laying out how	good laying out how	some laying out how	little laying out how	very little/ no laying out how
<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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question D (c)**40M**

Explain how having an informed conscience could guide a person to behave in a morally mature way in a decision-making situation.

Marking Criteria and points of reference

An excellent answer will show an understanding of moral maturity by giving an accurate account of how having an informed conscience could lead a person to act with altruism in a situation e.g.

- make a person aware of all consequences and act in a way that would help others etc.
- guide a person to take responsibility for their actions etc.
- Etc.

Note: Allow descriptive answers and implicit reference to a decision-making situation.

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

D (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC influence of an informed conscience on moral decision-making</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) give an 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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

UNIT THREE

CANDIDATES MUST ANSWER **ONE** OF THE FOLLOWING FOUR SECTIONS.

SECTION E RELIGION AND GENDERSECTION

Answer any one of parts: (a), (b), (c), (d).

Question E (a)

80M (40Mx2)

Describe two examples of how an image of God is reflected in roles played by men and women within salvation history as outlined in the Hebrew Scriptures.

Marking Criteria and points of reference

An excellent answer will show an understanding of gender roles by giving an accurate account of two examples of how an image of God is reflected in the part men and women play in salvation history as described in the Hebrew Scriptures e.g.

- The Image of God as A Mother is reflected in the story of Deborah who led the people of Israel to enjoy 40 years of peace, Deborah guided and nurtured to the people of Israel in the way a mother would guide and protect her children e.g. How God protects his people etc.
- Image of God as A Father - who created and protects his people is reflected in the story of Job who protects his family but who struggles and is often tested but overcomes challenges etc.
- Image of God as a King – who rules over all the nations and over the entire earth is reflected in the story of Joseph as he triumphs over evil and is steadfast to those who have faith etc.
- Etc.

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

E (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – how image of God is reflected in part men and women play in salvation history</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) give an 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)
40M x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Describe what happened during an encounter between Jesus and a woman that is outlined in one of the following Gospels:

- The Gospel of John
- The Gospel of Luke
- The Gospel of Mark
- The Gospel of Matthew.

Marking Criteria and points of reference

An excellent answer will show knowledge of encounters between Jesus and women in Christian Scripture by giving an accurate account of what happened in one encounter between Jesus and a woman in one of the Gospels listed in the question e.g.

- The Gospel of Matthew etc. - Jesus appears to Mary Magdalene by the tomb after she notices his body is missing; she then returns to tell the disciples who do not believe her etc.
- The Gospel of John etc. – Jesus asks a Samaritan woman at a well to give him a drink and begins a conversation where he invites her to proclaim his message to the Samaritans etc.
- Etc.

Note: Allow implicit reference to one Gospel listed in the question.

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

E (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> account of one encounter between Jesus and a woman in a Gospel	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 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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Question E (b) (ii)**40M**

Explain the implications that the encounter described in part (b), (i) above has for Christians today.

Marking Criteria and points of reference

An excellent answer will show knowledge of encounters between Jesus and women in Christian Scriptures by giving an accurate account of the encounter described in part (b), (i) above has implications for Christians today e.g.

- The Gospel of John etc.- Jesus and the Samaritan woman shows the value of inclusion even if it means going against the social structures of the day; Samaritans were despised by Jews at this time; Jesus does not see her as a Samaritan, a woman or divorced he sees her a person showing that in Christ all are equal and welcome etc.
- The Gospel of Matthew etc. –Jesus’ interaction with Mary Magdalene is an example of discipleship and may help Christians today to consider the roles of women in Christianity; Mary Magdalene was a leader in the early Church bringing the news of the Resurrection etc.
- Etc.

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

E (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - the implication of the interaction between Jesus a women for Christians today</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</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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Or Question E (c)**80M (40Mx2)**

Examine the difference in the way Mary, the mother of Jesus, is portrayed in two of the following Gospels:

● Gospel of John ● Gospel of Luke ● Gospel of Mark ● Gospel of Matthew

Marking Criteria and points of reference

An excellent answer will show an understanding of the role of Mary in the Gospels by looking closely at the difference in the way Mary, mother of Jesus, is portrayed in two of the Gospels listed in the question e.g.

- In the Gospel of John, Mary is associated with the public ministry of Jesus. John presents Mary as an active follower of Jesus placing her at the foot of the cross which is different to the Gospel of Luke where Mary is portrayed as his grieving mother who is distraught as she loses her child etc.
- The Gospel of Matthew refers to Mary as a virgin and mother which is different to the way she is presented in the Gospel of Mark which refers to Mary as a woman of great faith who was a disciple of Jesus etc.
- Etc.

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

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

E (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – different in portrayal of Mary in two Gospels</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)
40Mx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Or Question E (d)**80M (40Mx2)**

Describe examples from a Christian tradition of how a person's gender could affect their experience of the following: ● Empowerment or Freedom ● Exclusion or Oppression

Marking Criteria and points of reference

An excellent answer will show an understanding of gender and religion by giving an accurate account of how gender could affect a person's experience of empowerment or freedom and exclusion or oppression e.g.

- In the Christian tradition the development of an all-male priesthood empowered men and excluded women; some Protestant Churches such as the Anglican faith allow for the ordination of women etc.
- Etc.

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

E (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – Effect of gender on experience of Empowerment /Freedom and exclusion/ Oppression</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</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)
40Mx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

SECTION F ISSUES OF JUSTICE AND PEACE

Answer either (a) or (b).

Question F (a)

80M (40Mx2)

Justice can be understood as – ● Fair Play ● The Promotion of Equality
Explain the main strengths and weaknesses that each of the above understandings of justice have in promoting good relationships between people.

Marking Criteria and points of reference

An excellent answer will show an awareness of the variety of perspectives on justice by giving an accurate account of the strengths and weakness of both of the understandings of justice that are listed above and how they promote good relationships between people e.g.

- Justice as Fair Play: Strengths - helps in the easy running of any group in society and will benefit when basic equality of all is respected. Fair Play is necessary if we are to interact and live in a healthy and fulfilling way; Weakness – a lack of fairness causes harm by denying others their rights etc.
- Justice as the Promotion of equality: Strengths - fundamental to social harmony as it ensures the basic equality of all human beings; Weakness – in some cases equal treatment may not produce equality; positive discrimination may be needed; differences need to be acknowledged in a way that does not suggest some inherit inequality between the parties etc.

Note: Allow implicit reference to strengths and weaknesses.

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

F (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – strengths and weakness of understandings of justice 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) giving an 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)
40Mx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Or Question F (b)

80M (40Mx2)

- Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Using examples, describe how the teaching of two of the above religions could influence their members to work for peace in the world today.

Marking Criteria and points of reference

An excellent answer will show an understanding of justice and peace by giving an accurate account of how the teaching of two religions listed in the question could influence their members to strive for peace in the world today e.g.

- Buddhism – The five precepts of Buddhism state that you should do no harm which would influence Buddhism to work to stop all instances of violence in the world today etc.
- Christianity – the teaching of Jesus to ‘love your neighbour’ and to ‘turn the other cheek’ would influence Christians to work to make sure there is peace between all people in the world today etc.
- Hinduism – the law of karma would influence Hindu’s to work for peace as it would give them good karma etc.
- Islam – the teaching of Islam would influence followers of Islam to work for peace as they believe that it is the will of Allah for all people to live in peace etc.
- Judaism – the Decalogue states that thou shalt not kill which would influence followers of Judaism to work to stop all forms of violence and killing in the world today etc.

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

F (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - influence of teachings on members working for peace in two religions 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) giving an 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)
40Mx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

SECTION G WORSHIP, PRAYER AND RITUAL

Answer either (a) or (b).

Question G (a) (i)

40M (20Mx2)

‘Symbols are powerful because they are the visible signs of invisible realities.’

Discuss the evidence for this statement, referring to the way symbols are used within the sacrament/sacramental celebrations of two Christian denominations today.

Marking Criteria and points of reference

An excellent answer will display a familiarity with the process of symbol making by examining different perspectives and drawing accurate conclusions about the accuracy of the above statement referring to the way symbols are used in the sacramental celebrations of two Christian denominations today e.g.

- Anglican Communion – in the Eucharist the symbol of the bread and wine are used to recall the words and actions of Jesus at the last supper and call on members to respond to his call today ‘Do this in remembrance of me’ etc.
- Catholic Church – initiation into the Christian faith is symbolised in the use of symbolic objects and actions e.g. blessing with water, anointing with oil, use of a white garment, lighting a candle etc.
- Etc.

Note: Allow descriptive answers and implicit reference to two Christian denominations.

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

G (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> - power of symbols in sacramental celebrations of two Christian denominations 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> examine different perspectives & draw conclusions	Excellent examine different perspectives & drawing conclusions	very good examine different perspectives & drawing conclusions	good examine different perspectives & drawing conclusions	some examine different perspectives & drawing conclusions	little examine different perspectives & drawing conclusions	very little/no examine different perspectives & 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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question G (a) (ii)**40M (20Mx2)****● Reflection ● Religious Experience**

Using examples, describe the role that each of the above can play in the prayer life of people of faith today.

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 the role that deep thought and religious experience can play in the prayer life of people today e.g.

- Reflection refers to a person thinking deeply and as a result heightening their awareness of the realities of life. Reflection has importance in a person's prayer life as it can lead to deep thought about a person's relationship with the divine etc.
- Religious experience: is a deep personal experience with God/gods/the divine; religious experience has importance in a person's prayer life as it can help a person to encounter the transcendent etc.

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

G (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - role of reflection and religious experience in the prayer life of a person</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</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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or Question G (b)

80M (40Mx2)

Examine how religious belief is reflected in the features that mark a space as sacred for members of two of the following religions:

- Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Marking Criteria and points of reference

An excellent answer will show an awareness of the context of prayer in two religious traditions by looking closely at how religious belief is expressed through the features that identify a space as being sacred in two of the religions listed in the question e.g.

- Buddhism: Vihara – The statue of the Buddha reflects the belief that the Buddha attained enlightenment and that by following his teaching believers can also strive to attain enlightenment etc.
- Christianity: The Church –the tabernacle contains the Eucharist which reflects the belief that the Holy Communion represents the body of Christ; stained glass windows can depict key religious figures or biblical stories and contribute to an atmosphere of sacredness etc.
- Hinduism: The Temple – The garbhagriha is where the statue of the gods or goddesses are kept which reflects the belief that various deities are all representations of the supreme god Brahman etc.
- Islam: The Mosque: The Quiblah Wall or Mihrab points in the direction of Mecca which reflects the belief that Muslims must face the holy city of Mecca when they pray etc.
- Judaism: Synagogue- The Ner Tamid is a perpetual light that reflects the unending Covenant with God; Bimah - elevated platform in front of the ark from which the scrolls of the Torah are ritually elevated to emphasise their sacredness etc.

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

G (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> -expression of religious belief in features of a sacred space in two 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)</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)
40Mx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

SECTION H THE BIBLE: LITERATURE AND SACRED TEXT

Answer either (a) or (b).

Question H (a) (i)

40M (20Mx2)

Explain two reasons why the Psalms can be described as poetry, referring to an acrostic or parallelistic Psalm that you have studied.

Marking Criteria and points of reference

An excellent answer will show an awareness of the many genres of literature in the Bible by giving an accurate account of two reasons why the Psalms are an example of poetry referring to one acrostic or one parallelistic Psalm e.g.

- Acrostic Psalm – An example of a Psalm that has an acrostic pattern is. Ps 9; This means that each line begins with the next letter in the Hebrew alphabet; This Psalm attempts to express human thought and emotions and it speaks level of suffering of the people like poetry etc.
- Parallelistic Psalm - means one line is paired with another and there is a balance of sentences. It highlights a theme and introduces reflective pause. An example of parallelism is Ps 2.4 “O come let us sing to the Lord/let us make a joyful noise to the rock of our salvation”. Synonymous parallelism is evident in the first verse of Ps 2 which like poetry shows the use of rhythm and logic etc.

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

H (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - Two examples of Psalms as poetry</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</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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question H (a) (ii)**40M**

Discuss the importance of storytelling in the Bible, referring to the story of Job and its relevance for people of faith today.

Marking Criteria and points of reference

An excellent answer will show an appreciation of the Bible as a living, classic and sacred text by drawing accurate conclusions about the importance of storytelling in the bible referring to the story of Job and its relevance for people of faith today e.g.

- Storytelling allows people to draw out the religious implication of a simple story for believers today e.g. The story of Job tells the story of Job as a man tested and vindicated by Yahweh; the narrative of the story of Job shows the reality of human suffering and how a man is able to live with unanswered questions because of his love of God etc.
- Etc.

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

H (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> – the importance of storytelling in the Bible; the story of Job and its relevance for 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 different perspectives and drawing conclusions	Excellent examining different perspectives and drawing conclusions	very good examining different perspectives and drawing conclusions	good examining different perspectives and drawing conclusions	some examining different perspectives and drawing conclusions	little examining different perspectives and drawing conclusions	very little/no examining different perspectives 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)
40M	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 – 0

Or Question H (b) (i)

40M (20Mx2)

Describe two examples of how oral traditions are preserved in any of the following Gospels:

● Gospel of John ● Gospel of Luke ● Gospel of Mark ● Gospel of Matthew

Marking Criteria and points of reference

An excellent answer will show a knowledge of how the Bible came to be written by giving an accurate account of two examples of how oral traditions have been preserved in the Gospels e.g.

- Oral traditions formed the first stage in the formation of each of the gospels; these included different types of stories about Jesus; eye witnesses told stories about Jesus healing the sick and debating opponents which were recorded by the evangelists; the oral traditions also recalled sayings attributed the Jesus, his parables and teachings on various subjects etc.
- The Gospel of Mark – in the composition of his Gospel Mark did not use extensive written sources but rather relied on the testimony and oral account of eye witnesses such as testimony about Jesus death and resurrection etc.
- The Gospel of Matthew – Matthew is said to have used the Q document; a collection of the sayings of Jesus in the composition of his Gospel the rest of his Gospels is said to be made up of other oral material including the story of the Sermon on the Mount etc.
- The Gospel of Luke – Luke is also said to have used the Q source which is an account of the sayings of Jesus in his Gospel; Luke has also recalled the oral stories of Jesus healing the sick etc.
- The Gospel of John – relied on eye witness testimony for his Gospel Jn19:35 “He who has seen has testified and his testimony is true, and he knows he is telling the truth so that you also may believe’ etc.

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

H (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - preservation of oral tradition in the Gospels</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) give an 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)
20Mx2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question H (b) (ii)**40M**

Using examples, explain how the ‘Q’ document is believed to have played a role in the formation of the synoptic Gospels.

Marking Criteria and points of reference

An excellent answer will show an awareness of the variety of genres in the Bible by giving an accurate account of the reasons why the ‘Q’ document was an important source in the formation of the Gospels e.g.

- ‘Q’ from the German word Quelle, meaning ‘source’ or ‘spring’. It is often described as the Q document; Q is a collection of Jesus of Jesus’ sayings which circulated initially in Aramaic and later in Greek etc.
- The fact that Mark’s gospel was the first to be written does not explain the close parallels between Matthew and Luke in material that is not found in Mark; the solution to this discrepancy is due to the source known as ‘Q’ ; linguistic evidence supports the view that Q was a written document etc.
- Etc.

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

H (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC - Use of the Q document in the formation of the Gospels</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) give an 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)
40M	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 bónaís sin a shlánú síos.

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

Tábla 320 @ 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
241 - 243	23
244 - 246	22
247 - 250	21
251 - 253	20
254 - 256	19
257 - 260	18
261 - 263	17
264 - 266	16
267 - 270	15
271 - 273	14
274 - 276	13
277 - 280	12

Bunmharc	Marc Bónais
281 - 283	11
284 - 286	10
287 - 290	9
291 - 293	8
294 - 296	7
297 - 300	6
301 - 303	5
304 - 306	4
307 - 310	3
311 - 313	2
314 - 316	1
317 - 320	0

Prescribed Titles for Religious Education Coursework for Leaving Certificate 2023 — S78/21

A choice of **two** titles is given in each of Sections I and J below.

Candidates should base their coursework on **one** title only, taken from *either* Section I *or* Section J.

- I.1** An examination of the reasons why Ireland has been described as an ‘Island of Saints and Scholars’ and the relevance of this title for Irish people today.

Marking Criteria

An excellent coursework will show understanding of the development of religion in Ireland today by looking closely at two or more reasons why Ireland has been described as an ‘Island of Saints and Scholars’ and the extent to which this title is relevant for people today.

- I.2** A case study about how the connection between religion and land has influenced the development of Christianity in Ireland.

Marking Criteria

An excellent coursework will show knowledge of religion Spirituality and land by looking closely at a particular example of how the relationship between religion and land has influenced the development of Christianity in Ireland.

- J.1** An investigation into the role that being part of a community plays in the way science and a religion approach the question of how the universe began.

Marking Criteria

An excellent coursework will show an understanding of the importance of community in religion and science by examining and providing accurate evidence about how being part of a community plays a role in the way science and a religion approach the question of how the universe began.

- J.2** A profile of the impact that Darwin’s theory of evolution has had on the relationship between religion and science.

Marking Criteria

An excellent answer will show an understanding of Darwin’s theory of evolution by accurately tracing the effect that Darwin’s theory of evolution had on the relationship between science and religion.





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 2023 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 2023 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 2023 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 2023 Title.	Information on step and skill used 2023 Title (Research; analysis, evaluation critical thinking; communication; reflection)
S F	Code SF in left margin of Part A by 2 nd finding in relation to doing coursework on 2023 Title .	Summary of findings on 2023 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 2023 Title.	Use of skills on 2023 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 2023 Title .	Why was the 2023 title of interest? (enthusiasm / concern)
P	Code P in left margin of Part B by 2 nd perspective in relation to doing coursework on 2023 Title.	What different perspectives were encountered in doing coursework on the chosen 2023 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 2023 Title.	What questions arose through doing coursework on the 2023 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 2023 Title.	What personal insights were gained through doing coursework on the 2023 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 2023 title.	What has been the most valuable part of doing coursework on the 2023 title?
	Code  horizontal wavy line in left margin of the candidate's answerbook.	Answer page seen by examiner to coursework page for which annotation/marks are entered elsewhere.
	Code  vertical wavy line in left margin of the candidate's Coursework Booklet.	Blank page seen by examiner. No evidence of candidate's answer to coursework seen on this page by examiner.
[Code [in left margin of the candidate's Booklet.	Beginning of duplicate answer to coursework on a 2023 title for which marks are already awarded.
]	Code] in left margin of the candidate's Booklet.	End of duplicate answer to coursework on a 2023 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 2023 Prescribed Titles

Descriptor:

Set Points Part A	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2023 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> <i>Code MC</i>	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 2023 title <i>2nd source Code SI</i>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Information on steps taken and the skills used on 2023 Title <i>(Research; analysis, evaluation critical thinking; communication; reflection)</i> <i>2nd step/skill Code SS</i>	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2023 title <i>(Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently)</i> <i>2nd finding Code SF</i>	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 2023 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 2023 Prescribed Titles

Descriptor:

Set Questions in Part B	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2023 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 2023 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 2023 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 2023 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 2023 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 2023 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 2023 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

