



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

**Leaving Certificate 2023**

**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.

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
<b>MC ✓</b>	Code <b>MC ✓</b> in left margin of the candidate's answerbook.	First evidence of question's Marking Criteria in the candidate's answerbook.
<b>MC<sup>x</sup></b>	Code <b>MC<sup>x</sup></b> in left margin of the candidate's answerbook.	No evidence of question's Marking Criteria in the candidate's answerbook.
<b>[</b>	Code <b>[</b> in left margin of the candidate's answerbook.	Beginning of duplicate answer to a question for which marks are already awarded.
<b>]</b>	Code <b>]</b> 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 parts (a) and (b) from one of the following three questions.

### SECTION A THE SEARCH FOR MEANING AND VALUES

#### Question A 1 (a)

40M (20M x2)

**Describe two examples of how Socrates' ideas played a part in the development of philosophical thinking in Ancient Greece.**

#### *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 how two of Socrates' ideas played a part in the development of philosophy in Ancient Greece e.g.

- Socrates idea of the moral good, raised questions about the Sophists approach to moral relativity and influenced others, for example Plato and Aristotle to do the same etc.
- Socrates idea of living a virtuous life inspired Plato to become a teacher and influenced the work of Aristotle etc.
- Etc.

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

A 1 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – Socrates ideas helped develop philosophy.</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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question A 1 (b)****40M (20M x2)**

Using examples, outline how questions about the meaning of life are expressed today in two of the following: ● Art ● Literature ● Music ● Youth Culture

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the search for meaning and values in contemporary contexts by setting out accurate information on examples of how questions about the meaning of life are expressed in two of - art, music, literature or youth culture today e.g.

- *Art* - e.g. The Pieta Sculpture by Michael Angelo gives expression to questions such as - Why did Jesus suffer? etc.
- *Literature* – e.g. Victor Frankl in “Man’s Search for Meaning” asks questions such as - why do some people survive when others die? etc.
- *Music* - e.g. The song “What If God Were One of Us”- questions the relationship between God and human beings etc.
- *Youth Culture* – e.g. Greta Thunberg’s climate protests and the global Fridays for Future movement ask questions such as: How can people help the environment save the planet? Etc.

Note: Allow descriptive answers and implicit reference to examples e.g. Art – Street art - graffiti etc.

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

A 1 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC</i> – questions about the meaning of life in art, literature, music, youth culture.	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> set out accurate information	Excellent setting out information	very good setting out information	good setting out information	some 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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question A 2 (a)****40M (20M x2)**

**Describe two examples of how the understanding of the relationship between the divine and the human person influences the behaviour of members in a major world religion.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the relationship between God and human beings by giving an accurate account of two examples of how the behaviour of believers, in one major world religion, is influenced by their understanding of the relationship between the divine and the human person e.g.

- Buddhism – The reverence shown to the bodhisattvas representing qualities such as compassion, wisdom etc shows these qualities transcend time and space-etc.
- Christianity –The death and resurrection of Jesus revealed God’s unconditional love for humanity. The life of Jesus shows followers how to live – mercy, peace, include, share etc.
- Hinduism – the ethical implications of teachings in relation to Karma and reincarnation e.g. the way a person lives their life shapes how they will be born into the next life etc.
- Islam – The understanding of the eternal presence of Allah influences followers of Islam to pray five times a day etc.
- Judaism –The Covenant influences Jewish people to observe the Ten Commandments 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	VERY WEAK
<i>Evidence of MC – how the behaviour of believers is influenced by the understanding of the relationship between the divine and the human 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) give 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question A 2 (b)****40M (20M x2)**

**Using an image can communicate certain qualities about someone's character.**

**Profile the understanding of God that is being expressed in one long-established image of God and one modern image of God.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of symbolic language and concepts of God by accurately tracing the understanding of God that is expressed in one long-established and one modern image of God e.g.

- Long established image e.g. image of God as Creator in Judaism; God created the world in 6 days – Genesis account etc.
- Modern image e.g. Janet McKenzie's 'Jesus of the people' portrays Jesus as a young African American woman to show that God does not belong solely to any ethnic group or gender but is a God to all 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	VERY WEAK
<i>Evidence of MC – understanding of God expressed in long-established and modern images 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) accurate 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0



**Question A 3 (a)****40M (20Mx2)**

● **Rite of Burial**      ● **Rite of Sacrifice**

**Describe an example of the actions people performed in each of the above rites in ancient times.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of religious behaviour in ancient societies by giving an accurate account of the rituals, words, actions etc. involved in a rite of burial and a rite of sacrifice that people carried out in ancient times e.g.

- Rite of burial – Catalhoyuk in Turkey, human remains were placed underneath the floors of houses, indicating how the dead were seen as being close to the living etc.
- Rite of sacrifice e.g. offering something valuable to God/gods by an individual or a collective group i.e. food/animal/ human sacrifice etc. the Tolland Man etc.

Note: Allow descriptive answers.

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

A 3 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – what is involved in rite of burial and rite of sacrifice.</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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question A 3 (b)****40M**

**Since ancient times people have used rites to express ideas about the meaning of life. Explain how evidence of religious belief can be seen in either a rite of burial or a rite of sacrifice that was performed by people who lived in ancient times.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of religious behaviour in ancient societies by giving an accurate account of one or more ways that religious belief is evident in a rite of burial or sacrifice performed by people who lived in ancient times e.g.

- Rite of burial e.g. ancient Egyptian burial customs were believed to be necessary to ensure immortality – mummification, burial with specific grave goods thought to be needed in the afterlife etc.
- Rite of sacrifice – Archaeologist Leonard Woolley uncovered tombs of Sumerian kings and queens in modern day Iraq, containing the remains of sixty-eight female and six male richly adorned attendants, who may have been sacrificed to serve their king or queen in the afterlife etc.

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

A 3 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – evidence of religious belief in a rite of burial or sacrifice</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 account of accurate reason(s)</i>	Excellent account of reason(s)	very good account of reason(s)	good account of reason(s)	some account of reason(s)	little account of reason(s)	very little/no account of reason(s)
<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 TWO

**Candidates must answer two of the following three sections.**

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

**Question B (a)**

**40M**

**Describe examples of the tensions experienced by Christians when first establishing a community in one of the following places: ● Corinth    ● Philippi    ● Thessalonica**

### *Marking Criteria and points of reference*

An excellent answer will show an understanding of the first Christian communities by giving an accurate account of two or more tensions Christians experienced in one of the following places: Corinth or Philippi or Thessalonica. e.g.

- Corinth – Some members did not believe in the resurrection of the dead and Paul maintained that belief in the resurrection of Jesus was a requirement of a believer etc.
- Philippi – Some Jewish Christian missionaries were urging members to continue to adhere to some of the Jewish laws e.g. male circumcision etc., whereas Paul maintained that compliance with Jewish laws was not a requirement etc.
- Thessalonica – The expectation of the imminent return of Jesus caused tension as some members began to ignore the commandments in the belief that the end of the world was so near and that they should enjoy what time they had left etc.

Note: Allow descriptive answers and implicit reference to tensions etc.

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

B (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – tension among Christians in Corinth or Philippi or Thessalonica</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

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

**Outline the key points about Jesus of Nazareth and the meaning of his life that were put forward by two of the following: ● An Evangelist – Matthew or Mark or Luke or John  
● Josephus ● Saint Paul**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of religious sources of evidence for Jesus by setting out accurate information on key points about the meaning of Jesus of Nazareth's life put forward by two people listed in the question e.g.

- Evangelists – The Gospels of Matthew, Mark, Luke or John refer to Jesus as the Son of God, who came on earth to spread God's message etc.
- Josephus – described Jesus as a 'doer of wonderful works' whose followers were Jews and Gentiles etc.
- Saint Paul – taught his followers about how Jesus suffered during the crucifixion and how he rose from the dead so that they might have life etc.

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

B (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – the meaning of Jesus of Nazareth's life put forward by two people 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 accurate 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question B (c)****40M (20M x2)**

**Outline the implications of Jesus of Nazareth's teaching on two of the following characteristics of the Kingdom of God for the Jewish people of his time:**

● Equality ● Inclusion ● Sharing

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Jesus' teaching on the Kingdom of God by setting out accurate information on the implications of Jesus' teaching, on two characteristics of the Kingdom of God listed in the question, for the Jewish people of his time e.g.

- Equality for all, God is the God of the powerless and this is reflected in the Sermon on the Mount e.g. Blessed are the meek, for they shall inherit the earth (Matthew 5-7) Implications – everyone should be treated as equals, even sinners etc.
- Inclusion as the alternative to the emergence of elites – Jesus' parable of the pharisee and the tax collector; Implication – everyone is included in the Kingdom of God (Luke 18:9-14) etc.
- Sharing of goods as the alternative to amassing of wealth – Jesus spoke with Zacchaeus the tax collector and convinced him to reform (Luke 19:1-10) Implication – no one should be cheated and everyone should share with the poor etc.

Note: Allow descriptive answers and reference to Jesus' teaching on the Kingdom of God through miracles etc.

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

B (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – implications of two of the characteristics of 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) setting out accurate 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

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

**Question C (a)**

**40M (20Mx2)**

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

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

**Examine how believers in the religions chosen above are organised around the world as a community.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of world religions by looking closely at how believers in two religions, listed in the question, are organised around the world as a community e.g.

- Christianity – Roman Catholic church – Pope, Cardinal, Archbishop etc. Many Christian denominations/ branches/ churches in the world for example Roman Catholic Church, Anglican Communion. Pentecostal churches etc.
- Buddhism – Many branches of Buddhism are all around the world for example Tibetan Buddhism, Theravada Buddhism, Mahayana Buddhism etc.
- Hinduism – different branches in Hinduism for example Vaishnavism and Shaivism etc.
- Islam – Two of the main branches of Islam are Sunni and Shia Muslims etc.
- Judaism – Many branches of Judaism for example Hasidic Jews, Orthodox Jews, Reform Jews etc.

Note: Allow descriptive answers e.g. how believers are organised as a community through communal worship etc.

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

C (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – how believers in two religions, are organised around the world</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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question C (b)****40M (20M x2)**

**Particular times in the history of a religion are recalled by members each year in ceremonies and festivals.**

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

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

**Examine how a particular time in the story of each religion chosen above is marked today by their members in a ceremony or festival.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of world religions by looking closely at how a particular time in the story of the two religions chosen in the question are marked today by their members in a religious ceremony or religious festival e.g.

- Christianity – Christmas: the reading of the story of the birth of Jesus from the Bible; the lighting of the white candle on the Advent wreath etc.
- Judaism – Rosh Hashanah: the blowing of the ram's horn to show that Jewish people are repenting of their sins; they visit to the synagogue to attend services and pray etc.
- Islam – Eid ul Fitr: the welcoming of the new moon in the sky which shows that the month of Ramadan is over; going to the mosque to pray to Allah etc.
- Buddhism – Wesak: festival celebrates the birth of the Buddha. Paper lanterns are released which symbolise the light to the path of enlightenment; Buddhist temples are decorated with flowers and other decorations etc.
- Hinduism – Diwali – the festival of lights. The festival is celebrated by cleaning the home; getting the accounts ready for the next financial year; diva lamps are lit etc.

Note: Allow descriptive answers and implicit reference to a period of time associated with a religious festival/the story of the religions chosen in the question.

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	VERY WEAK
<i>Evidence of MC – how a times in the story of religions are marked</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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

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

**Using examples, describe two differences between religious movements that have been described as ‘cults’ and traditional religions.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of religious movements by giving an accurate account of two differences between ‘cults’ and traditional religions e.g.

- Exclusionist approach by some cults -members of the Branch Davidians lived in a compound in Waco etc; members of the Roman Catholic Church/Church of Ireland do not have to live in a compound etc.
- Courses offered by some cults are not encouraged in traditional religions - members of Scientology are encouraged to enrol on a Scientology Online Course such as ‘The Dynamics of Existence’ or ‘the Components of Understanding’ etc.
- Etc.

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

C (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – differences between ‘cults’ and traditional religions</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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0



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

**Question D (a)**

**40M**

**Imagine that you have been asked to write a note for a teenage magazine about Jesus of Nazareth's teaching on living a moral life.**

**Outline the points you would make referring to how Jesus' teaching on 'right relationship' and the law of love could influence the lives of Christians today.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Jesus' teaching on living a moral life by setting out accurate information on how the lives of Christians today are influenced by Jesus' teaching on 'right relationship' and the law of love e.g.

- 'Right relationship' – Jesus' teaching 'Do onto others as you would have them do onto you' influences Christians today to treat everyone equally etc.
- Commandment of love – Jesus' message of 'Love one another as I have loved you' influences Christians today to show care/compassion to those in need by donating to charities etc.

Note: Allow descriptive answers with implicit reference to the influence of Jesus' teaching on Christians today.

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

D (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – influence on Christians today of Jesus' teaching on 'right relationship' and the law of love</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 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

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

**Explain how there has been a change in thinking, since the Enlightenment, about the understanding of right and wrong in relation to two of the following issues:**

- Capital Punishment      ● Child Labour      ● Slavery      ● War

*Marking Criteria and points of reference*

An excellent answer will show an understanding of morality by giving an account of one accurate way that there has been a change since the Enlightenment in the understanding of right and wrong in relation to two of the issues listed in the question e.g.

- Capital Punishment – emphasis on scientific method since the Enlightenment e.g. research showing that capital punishment did not act as a deterrent changed people's views about its use etc.
- Child labour – emphasis on human rights that emerged since the Enlightenment e.g. child labour can lead to children being cut off from school and health care etc.
- Slavery - the ideas about equality and respecting a person's freedom that emerged since the Enlightenment, led to slavery being understood as morally wrong etc.
- War – since the Enlightenment the question has been asked can war ever be justified etc.

Note: Allow descriptive answers and implicit reference to an idea associated with the Enlightenment.

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	VERY WEAK
<i>Evidence of MC – change in understanding of right and wrong about two issues listed since the Enlightenment</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) account of reason for change</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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

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

**Name a moral theorist and outline two of their key ideas about the moral development of a person.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of moral development by setting out accurate information on two ideas about moral development put forward by moral theorist e.g.

- Piaget: Children 4 to 8 years - understand morality as rules imposed by others; by the age of 10, moral judgements include an awareness of the intentions of others etc.
- Kohlberg: Pre-Conventional stage - morality is at first determined by avoiding punishment; motivated by rewards; Conventional stage - morality is determined by wanting to avoid disapproval; wishing to avoid criticism from authority etc.
- Etc.

Note: Allow descriptive answers.

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

D (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC –two ideas of moral theorist about moral development</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) set out accurate 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

### UNIT THREE

Candidates must answer one of the following four sections.

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

**Question E (a)**

**40M**

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

**Describe an example of how the work of one woman, associated with any of the above categories, continues to have an impact on members of a religious tradition today.**

*Marking Criteria and points of reference*

An excellent answer will show a knowledge of women's contribution to religious traditions by giving an accurate account of how the ideas or actions of one woman, from one of the categories listed in the question, continues to have an effect on the members of a religious tradition today e.g.

- Founders & Reformers of religious orders e.g. Nano Nagle established the Presentation Order providing Catholic education to the poor; members of her order continue to provide education to children in Ireland and abroad etc.
- Religious Writers e.g. Elizabeth Johnson's theological writing e.g. book 'She Who Is', used Hebrew Scriptures and Christian teaching on the Holy Spirit to argue for feminine images of the Divine etc.
- Social Reformers e.g. Edwina Gately's determination and compassion for others. e.g. she founded Genesis house, a haven for women caught in chaos etc.
- Spiritual Thinkers e.g. Catherine of Siena intimate relationship with God prompted her to promote the reform of her tradition and Roman Catholics today are inspired by her dedication to helping the poor and the vulnerable etc.

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

E (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – effect of one woman ideas or actions on members of a religious tradition 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 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

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

**Outline a similarity and a difference in the roles women play within two of the following religions: ● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the roles of women in religions by setting out accurate information on a similarity and difference in one or more roles women play/have played in two of the religions listed in the question e.g.

- Buddhism - Siddhartha Gautama held that women had an equal capacity for enlightenment to men and created a female monastic order equivalent to the male one. Over time the full monastic ordination for women died out in India and Sri Lanka but survived in China and Mahayana Buddhism etc.
- Christianity - Women played key roles in the Gospels; in the early Christian communities due to socio- cultural factors gradually leadership roles became a male domain; the role of women as 'Ministers of the Word' and 'Ministers of the Eucharist' in the Roman Catholic Church today; in some Protestant denominations women have been ordained as priests etc.
- Hinduism - Women have a leadership role in many religious rituals e.g. they arrange the food for religious festivals; the Samskaras (life-cycle rituals) are performed for boys and girls but can be more elaborate for boys etc.
- Islam - In the Qur'an the same qualities of virtue and self-surrender are required of women and men; Women are equally required to follow the Five Pillars of Islam; the role of women and men over time came to be influenced by the surrounding culture etc.
- Judaism - Women are responsible for religious life within the home; more recently in less orthodox communities women have begun to share roles that were traditionally assigned to men becoming rabbis and interpreters of Jewish laws etc.

Note: Allow descriptive answers with implicit reference to similarity and difference.

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

E (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – a similarity and difference in the role women play in two religions</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) set out accurate 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

# Question E (c)

40M

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

**Examine the evidence for this statement in a sacred text associated with one of the following religions: ● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism**

## *Marking Criteria and points of reference*

An excellent answer will show knowledge of the roles of women and men in a religious tradition by looking closely at the extent to which the equal treatment of men and women is evident in a sacred text associated with one of the world religions listed in the question e.g.

- Buddhism – Sacred texts value the prevention of that which creates difference or division; some women became Buddhas (e.g. Queen Srimaladevi) and Siddhas (e.g. Yeshe Tsogyal) as such their writings were followed by both men and women etc.
- Christian Scriptures – the inclusiveness of Jesus’ teaching is evident in the Gospels e.g. Mary Magdalene was one of the first to witness the Resurrection etc.
- Hinduism – according to the Rig Veda both men and women are expected to participate in rituals in order to make those rituals effective etc.
- Islam – the Qur’an requires the same duties of men and women; both men and women are required to follow the Five Pillars etc.
- Hebrew Scriptures – Ruth is known for her peaceful and loyal devotion etc. Esther is known for the way her great courage saved her people from extermination etc. Hannah is known for her great faith in Yahweh/YHWH, became the mother of Samuel who was the father of King David etc.

Note: Allow descriptive answers with implicit reference to a sacred text.

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

E (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – equal treatment of men and women is evident in a sacred text</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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

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

**Question F (a)**

**40M (20Mx2)**

**Outline two ways that the members of a major world religion could be inspired by its teaching to address the causes of one of the following issues:**

- **Discrimination in Ireland**      ● **Poverty in Ireland**      ● **World Hunger**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of social analysis by setting out accurate information on how members of a major world religion could be inspired by its teachings to address the causes of one of the issues listed in the question e.g.

- Discrimination in Ireland e.g. The Eightfold Path encourages Buddhists to work for social justice as it encourages people to think and act in ways that are fair and compassionate etc.
- Poverty in Ireland e.g. Zakat can be seen as involving the redistributing of wealth and encourages followers of Islam to tackle the causes of poverty etc.
- World Hunger e.g. Jesus' teaching on the Kingdom of God encourages Christians to tackle the causes of hunger etc.

Note: Allow descriptive answers with implicit reference to the teaching of a major world religion.

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	VERY WEAK
<i>Evidence of MC</i> – how teaching of religion inspire members to address causes of one 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> set 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question F (b)****40M**

**Describe an example of how one commentator on religion and the environment has highlighted an environmental issue through their work.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of religion and the environment by giving an accurate account of how an environmental issue has been highlighted by the work of one commentator e.g.

- Thomas Berry – belief that people are becoming alienated from nature and need to re-learn the language of nature as if one part of God’s creation is destroyed, the rest suffer also etc.
- Fr. Séan McDonagh – outlines the causes and consequences of human activity in polluting rivers, lakes, seas etc. and calls on Christians to see water as living for example in Baptism etc.
- Etc.

Note: Allow descriptive answers.

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

F (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – how environmental issue highlighted by one commentator</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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0



**Question F (c)****40M**

**Trace how the ‘greening’ of religion has influenced the lifestyle of members in a religious group/organisation that you have studied.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of religion and the environment by accurately tracing one or more ways that the ‘greening’ of religion has influenced the lifestyle of members in a religious group/organisation e.g.

- In 1975, in Nairobi, the WCC became committed to care for the earth and it has continued to be part of the agenda of the WCC, for the past decades etc.
- Interconnectedness of all creation e.g. 1990’s Dominican sisters established an ecological project in Wicklow which evolved into ‘An Tairseach’ Organic Farm and Ecology Centre which offer sabbaticals, retreats, courses and events etc.
- Etc.

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

F (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – influence of ‘greening’ of religion on lifestyle</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 tracking	very good tracking	good tracking	some tracking	little tracking	very little/ no tracking
<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 G Answer any two of parts: (a), (b), (c).**

**Question G (a)**

**40M (20Mx2)**

**Describe how mantra and sacred text are used in meditation today as a form of prayer by the members of a major world religion that you have studied.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of meditation in religious traditions by giving an accurate account of how mantra (the simple and continuous repetition of a phrase) and sacred text are used today in meditation as a form of prayer. e.g.

- Buddhism meditation is understood as a process of self-emptying which can be achieved through the repetition of a mantra; mantra recitation helps to keep the mind focused and receptive to the blessing of the present moment etc.
- Christians today use meditation with sacred text e.g. Lectio Divina reading scriptures slowly and attentively, thinking about the meaning of the text and its implications for life etc.
- Etc.

Note: Allow descriptive answers.

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

G (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – use of mantra and sacred text in meditation</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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question G (b)****40M (20M x2)**

**Examine how two particular features mark a space as sacred for the members of one of the following religions:**

● **Buddhism**    ● **Christianity**    ● **Hinduism**    ● **Islam**    ● **Judaism**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of contexts for prayer by looking closely at how two particular features mark a space as sacred for members of one of the religions listed in the question e.g.

- Buddhism – Vihara – statues of different Buddhas; candles lit to represent enlightenment etc.
- Christianity - Church – the altar where the Eucharist is celebrated; the lectern from where the Bible is read etc.
- Hinduism – Mandir – statues can help focus the believers on their prayers to the gods or goddesses; bell is rung at a shrine to awaken the deity and focus the worshipper's mind etc.
- Islam – the Minbar from which the Imam reads the Qur'an; the Mihrab, faces in the direction of the Ka'ba in Mecca, which the Islamic community face towards when praying etc.
- Judaism – Eternal light – light that is always burning inside a Jewish synagogue near the Ark of the Covenant representing God's eternal presence; scrolls containing the Hebrew Scriptures are placed on a raised platform, the Bimah, from where services are lead 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	VERY WEAK
<i>Evidence of MC – two features that mark a space as sacred</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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

**Question G (c)****40M**

**Contemplative communities include the Carmelites, Cistercians, Taizé etc.  
Outline the origins of one contemplative community that you have studied and trace how it has developed into its present form.**

An excellent answer will show knowledge of contemplative traditions by setting out accurate information on the origins and development of a contemplative community e.g.

- Benedict of Nursia (480-550) founded the Benedictine order and wrote a guide about how people should live together in communal life; Pope Leo xiii in the 19th century, brought all Benedictine monasteries under the rule of the office of the Abbot Primate etc.
- The Taizé Community, founded by Brother Roger in 1940, is an ecumenical Christian monastic fraternity in France, which is rooted in the monastic traditions of chant and contemplation etc.
- Etc.

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

G (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – origins &amp; development of one contemplative community</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) set out accurate 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 H Answer any two of parts: (a), (b), (c).**

**Question H (a)**

**40M (20Mx2)**

**Using examples, describe how the influence of the Bible can be seen today in two of the following:**

● **Art**

● **Literature**

● **Music**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the Bible by giving an accurate account of the way that the Bible has influenced any two of art or literature or music e.g.

- Art - Church mosaics; Irish High Crosses; biblical themes are common in art in Europe e.g. Leonardo Da Vinci' Last Supper etc.
- Literature - Paradise Lost by John Milton is based on the story of the temptation of Adam and Eve in the Garden of Eden and their expulsion from the garden etc.
- Music - composers have written works inspired by the Bible; the Bible inspired popular musicals e.g. Joseph and the Amazing Technicolor Dream Coat etc.

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

H (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – the Bible's influence on two of art/ literature /music</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 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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

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

**Explain two reasons why the Book of Job can be described as an example of storytelling from the Hebrew Bible.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the story of Job by giving an accurate account of two reasons why the Book of Job can be described as an example of storytelling e.g.

- The book of Job was written as a dialogue between Job and three of his friends. It covers issues such as evil, human behaviour and the justice of God. These issues are still being discussed by Christians today etc.
- The story telling starts by explaining about Job's life and how Job has been tested by God. Christians can still relate to this story today because they face many challenges and tests in their own lives etc.
- Etc.

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

H (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC –</i> Two reasons why the Book of Job is an example of storytelling	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> give account of reason	Excellent account of reason	very good account of reason	good account of reason	some account of reason	little account of reason	very little/ no account of reason
<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

Question H (c)

40M (20Mx2)

- Luke 16:1-13 The Unjust steward
- Matthew 20:1-16 The Labourers in the Vineyard
- Matthew 13:1-9 The Sower
- Matthew 25:1-13 The Ten Wedding Attendants

Examine the impact that two of the above parables had when Jesus of Nazareth first told them to his followers.

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Bible texts by looking closely at the effect that two of the parables listed in the question had on the first followers of Jesus of Nazareth e.g.

- The Labourers in the Vineyard - tells of a householder who hires workers for different amounts of time but pays them all the same; a story of generous giving that was originally told to Jesus' disciples etc.
- The Sower –parable Jesus taught his disciples who were discouraged by the lack of success of their preaching; describes how just as a planted seed starts to grow, the word of God starts to deepen and grow within a person etc.
- The Ten Wedding Attendants - Jesus is urging his disciples to prepare for the appearance of God in their lives; generated alertness to the coming of God etc.
- The Unjust steward - parable first told to the disciples in the hearing of the Pharisees, encouraging them to be responsible and faithful etc.

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

H (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK
<i>Evidence of MC – effect of two parables on followers of Jesus</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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 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.

<b>Bunmharc</b>	<b>Marc Bónais</b>
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

<b>Bunmharc</b>	<b>Marc Bónais</b>
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  
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
<b>MC ✓</b>	Code <b>MC ✓</b> in left margin of <b>Part A and Part B</b> of Booklet.	First evidence of 2023 title Marking Criteria in the candidate's Coursework Booklet.
<b>MC<sup>x</sup></b>	Code <b>MC<sup>x</sup></b> 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.
<b>S I</b>	Code <b>S I</b> in left margin of <b>Part A</b> by 2 <sup>nd</sup> source given in the Booklet.	Information on 2 <sup>nd</sup> source used in relation to doing coursework on 2023 Title.
<b>SS</b>	Code <b>SS</b> in left margin of Part A by information on 2 <sup>nd</sup> 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)
<b>S F</b>	Code <b>SF</b> in left margin of Part A by 2 <sup>nd</sup> Summary of 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)
<b>S</b>	Code <b>S</b> in left margin of <b>Part B</b> by 2 <sup>nd</sup> 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.
<b>I</b>	Code <b>I</b> in left margin of Part B by 2 <sup>nd</sup> interest in relation to doing coursework on 2023 Title.	Why was the 2023 title of interest? (enthusiasm / concern)
<b>P</b>	Code <b>P</b> in left margin of Part B by 2 <sup>nd</sup> 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)
<b>Q</b>	Code <b>Q</b> in left margin of Part B by 2 <sup>nd</sup> 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 &amp; distinguish between fact and opinion</i> )
<b>PI</b>	Code <b>PI</b> in left margin of Part B by 2 <sup>nd</sup> 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> )
<b>V</b>	Code <b>V</b> 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 a question 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.
<b>[</b>	Code <b>[</b> in left margin of the candidate's Booklet.	Beginning of duplicate answer to coursework on a 2023 title for which marks are already awarded.
<b>]</b>	Code <b>]</b> 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 Ordinary Level Coursework  
Part A – A Summary of the Investigation on the 2023 Prescribed Titles

**Descriptor:**

<b>Set Points Part A</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK - VERY WEAK</b>
Evidence of 2023 title <i>Marking Criteria</i> (syllabus' knowledge; understanding; skills; attitudes) <b>Code MC ✓ or MC<sup>x</sup></b>	<b>SUBSTANTIAL ACCURATE EVIDENCE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/NO EVIDENCE</b>
<b>Marks</b>	<b>40 - 33</b>	<b>32 - 25</b>	<b>24 — 17</b>	<b>16 — 0</b>
Sources of information on 2023 title <i>2<sup>nd</sup> source Code SI</i>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/NO INFORMATION
Information on <i>steps</i> <i>taken and the skills used</i> on 2023 Title <i>2<sup>nd</sup> step/skill Code SS</i>	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2023 title <i>2<sup>nd</sup> finding Code SF</i>	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
- Supporting evidence for conclusions drawn.	SUBSTANTIAL SUPPORTING EVIDENCE	GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
- Personal engagement with 2023 title.	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 2023 Prescribed Titles*

**Descriptor:**

<b>Set Questions in Part B.</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>Good</b>	<b>FAIR /WEAK/ VERY WEAK</b>
Evidence of 2023 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> <b>Code MC ✓ or MC<sup>x</sup></b>	<b>SUBSTANTIAL ACCURATE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/NO EVIDENCE</b>
<b>Marks</b>	<b>40 - 33</b>	<b>32 - 25</b>	<b>24 - 17</b>	<b>16 - 0</b>
Use of skills on 2023 title ( <i>Research; analysis; evaluation, critical thinking; communication; reflection judgement</i> ) <b>2<sup>nd</sup> skill Code S</b>	SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2023 title of interest? ( <i>enthusiasm / concern</i> ) <b>2<sup>nd</sup> interest Code I</b>	VERY WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	FINE PIECE OF WORK RELEVANT INSUFFICIENT PERSONAL INTEREST	TRIVIAL/VERY TRIVIAL PIECE OF WORK LITTLE/ NO RELEVANCE / PERSONAL INTEREST
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> ) <b>2<sup>nd</sup> perspective Code P</b>	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 2023 title? ( <i>Ability to question the authority of different sources of information &amp; distinguish between fact and opinion</i> ) <b>2<sup>nd</sup> question Code Q</b>	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
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> ) <b>2<sup>nd</sup> personal insight Code PI</b>	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE /NO PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 2023 title? <b>Code V</b>	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE







