

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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.

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

Section A The Search for Meaning and Values

(80 Marks)

Answer (a) and (b).

Question 1 (a) (i)

(20M)

Imagine you are working in a group choosing a person who could be honoured for the part their ideas played in the development of philosophy.

Explain a reason why Socrates could be selected for the part any one of his ideas played in the development of philosophy.

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 one of Socrates' ideas played a part in the development of philosophy. e.g.

- Socrates emphasized questioning assumptions with 'Socratic ignorance,' inspiring later philosophers like Descartes and his 'method of doubt', etc.
- He transitioned from Sophist relativism, aiming for universal definitions of justice, and promoting the common good, etc.
- Etc.

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC – part one of Socrates' ideas played in the development of 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 account</i>	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks	20 - 17	16 - 14	13 - 11	10-8	7-5	4 - 0

Question 1 (a) (ii)

(20M)

From your knowledge of Socrates' thinking outline the points he might emphasise for people today on one of the following ideas: ● The moral good ● The importance of essence

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 points that Socrates might emphasise for people today on either the moral good or the importance of essence e.g.

- Socrates' concept of the moral good could inspire people to act for the common good, addressing issues today like housing or the cost-of-living crisis, etc.
- Socrates believed in caring for the soul's true essence; he might urge people today to live virtuous lives, etc.

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

Note: Allow implicit reference to the relevance for people today of one of Socrates' idea given in the question.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - How the moral good/ the importance of essence is relevant for people 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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 1 (b)

(20M x 2)

Describe two examples of how an interest in the spiritual can be seen in the lives of people who lived in an ancient society.

Marking Criteria and points of reference

An excellent answer will show an understanding of spirituality by giving an account of two ways that an interest in the spiritual (self – transcendence through knowledge, love, religious experience) can be seen in the lives of people in a society from the very distant past e.g.

- Ancient ritual of burying the dead reflects an interest in the cycle of life, death, and rebirth — the triple spiral carvings on the large kerbstones in Newgrange Co. Meath, etc.
- The myth of Prometheus and the myth of Gilgamesh are some of the earliest examples of how people communicated their interest in the spiritual, etc.
- Times of transition or change were marked by special rituals in ancient societies - rites of passage expressing the human need to be in harmony with the cosmos, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - Two ways spirituality is seen in ancient society	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 an account	Excellent	Very good	Good	Some	Little	Very little/ no

<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 2 (a)

(20M x 2)

‘There is an unprecedented spiritual hunger in our times.’

Assess the evidence for this statement, referring to two different ways that an interest in spirituality could help a person in their search for the meaning of life.

Marking Criteria and points of reference

An excellent answer will show an understanding of spirituality by examining two different ways that an interest in spirituality could help a person in their search for the meaning of life e.g.

- Meditation serves to calm the mind, enabling reflection on one's inner being or connecting with a higher power or religious faith, etc.
- Pilgrimages like the Camino de Santiago offer a break from busy lives, allowing individuals to reflect on life decisions, reconnect with religion, or commemorate a loved one, etc.
- Visiting natural beauty evokes wonder and awe, representing a spiritual connection to the natural world, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC – Two examples of how spirituality can help people find meaning in their lives 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) - Looking closely</i>	Excellent	Very good	Good	Some	Little	Very little/no evidence
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question 2 (b)

(20M x 2)

The development of a secular value system can be traced back to particular points in time, such as how a focus on human rights followed the French Revolution etc.

Describe two other examples, from different points in time, of how a secular value system developed.

Marking Criteria and points of reference

An excellent answer will show an understanding of non-religious world views by giving an accurate account of two key moments in the development of a non-religious system of communal values e.g.

- Scientific reasoning emphasised during the Renaissance influenced the rise of secular value systems, etc.

- The focus on the meaning of human existence in 20th century Existentialism led to a value system centred on human freedom, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> – two examples of times that led to a secular value system.	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 an accurate account	Excellent	Very good	Good	Some	Little	Very little/no
<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 Two

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

Section B Christianity: Origins and Contemporary Expressions

(80 Marks)

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

Question B (a)

(20M x 2)

- (a) ● Essenes ● Pharisees ● Sadducees

Outline a similarity and a difference in the reaction of two Jewish groups listed above to Roman rule in Palestine at the time of Jesus of Nazareth.

Marking Criteria and points of reference

An excellent answer will show knowledge of Palestine at the time of Jesus by setting out a similarity and a difference in the way two of the religious groups listed in the question reacted to Roman rule in Palestine at the time of Jesus of Nazareth e.g.

- Both the Essenes and Pharisees opposed Roman rule, viewing it as a foreign occupation that infringed their religious practices; the Essenes in contrast to the Pharisees, chose a more separatist and ascetic lifestyle, physically withdrawing from mainstream society, etc.
- Both the Pharisees and the Sadducees shared a discontentment with Roman rule due to its impact on their religious practice; they differed in their approaches to dealing with Roman rule i.e. the Sadducees adopted a pragmatic approach whereas the Pharisees focused on Mosaic Law and resisted Roman influence, etc.
- Both the Sadducees and the Essenes opposed Roman rule, viewing it as infringing their religious practices and traditions; to maintain their position and influence the Sadducees collaborated with Roman authorities, whereas the Essenes withdrew from mainstream society, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC - a similarity and a difference in the reaction of two groups to Roman rule.</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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (b)

(20M x 2)

Describe two examples of how the teaching of Jesus of Nazareth is remembered by Christians today in one of the following ways: ● The search for Christian unity ● Rites of Christian worship

Marking Criteria and points of reference

An excellent answer will show an understanding of Christianity by giving an accurate account of two examples of how the teaching of Jesus of Nazareth is remembered by Christians today in one of the ways listed in the question e.g.

- Christian Unity Week promotes unity among Christian denominations and traditions by focusing on embodying the love and reconciliation taught by Jesus; through joint prayer and fellowship; participants seek to overcome divisions and build stronger bonds, etc.
- Christian Worship – Rite of Baptism in the Roman Catholic Church — blessed with oil and with water; symbolic of new life in Christ; reminds believers of Jesus' baptism in the river Jordan etc. Liturgy of the Word — listening to Christian scriptures recalls the words and actions of Jesus, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC - two examples of how Jesus' teaching is remembered in search for Christian unity / Rites of Christian worship</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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (c)

(20M x 2)

Examine the effect that returning to the original teaching of Jesus of Nazareth had on members of two of the following Christian movements: ● Céli Dé ● Early 19th Century Protestantism ● Liberation Theology ● Luther's Reforms ● Mendicant Orders ● The Second Vatican Council

Marking Criteria and points of reference

An excellent answer will show an ability to recognise moments of adaption and reform in the Christian tradition by looking closely at the effect that returning to the original teachings of Jesus of Nazareth had on members of two Christian movements listed in the question e.g.

- Céli Dé - the teaching of Jesus reinforced their commitment to spiritual discipline and communal living, with an emphasis on prayer and contemplation, etc.
- Early 19th Century Protestantism - motivated believers to actively engage in social reforms, outreach, and missionary work, reflecting Jesus' emphasis on love, compassion, and spreading the Gospel, etc.
- Liberation Theology - emphasised Jesus' concern for the marginalized and fuelled its commitment to human rights and the pursuit of justice, etc.
- Luther's Reforms - focused on the simplicity of Jesus' teachings and shifted the focus from institutionalised practices to a direct, personal relationship with God. This influenced the structure of the Church, the role of clergy, etc.

- Mendicant Orders - the teachings of Jesus reinforced their commitment to a life of voluntary poverty, preaching and emphasis on humility and selfless service, etc.
- Second Vatican Council - the inclusive nature of Jesus' teaching had an impact on its reforms, etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - effect of returning to the original teachings of Jesus had on two movements.	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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section C World Religions

(80 Marks)

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

Question C (a) (i)

(20M)

Describe a religious ceremony that marks the entry/initiation of a new member into one of the following religions: ●Buddhism ●Hinduism ●Islam

Marking Criteria and points of reference

An excellent answer will show knowledge of the main features of a major religious tradition by giving an accurate account of the actions/rituals that mark the entry/initiation of a new member into one religion listed in the question e.g.

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

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - actions/ rituals that mark entry/ initiation	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	Excellent	very good	good	some	little	very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question C (a) (ii)

(20M)

Outline a similarity in how the entry of a new member is marked in the religion described in part C (a), (i) above and the way this is celebrated in either Christianity or Judaism.

Marking Criteria and points of reference

An excellent answer will show knowledge of the main features of two major religious traditions by setting out accurate information on a similarity between how the entry/ initiation of a new member is celebrated in Buddhism or Hinduism or Islam and how this is marked in either Christianity or Judaism e.g.

- Both Buddhism and Christianity share a commonality in initiation rituals involving water – Buddhism – in the taking refuge ceremony the vow to follow the Buddha, the Dharma, and the Sangha is symbolized by pouring water over the hands; Christianity - Baptism employs water to symbolize the cleansing of sin, etc.
- Both Christianity and Islam have vows and commitment in their entry/initiation ceremony; the Shahada itself is a commitment to Islamic monotheism and the prophethood of Muhammad; during Baptism, individuals or their guardians make vows, expressing faith and commitment to Christian teachings, etc.
- Both Upanayanam (Hinduism) and Bar/Bat Mitzvah (Judaism) ceremonies involve symbolic elements - the sacred thread in Hinduism symbolizing spiritual growth, and the Torah and religious responsibilities in Judaism symbolizing the entry into religious adulthood, etc.
- Both Islam and Judaism involve a significant commitment to a covenant. In Islam, the Shahada represents a commitment to the principles of Islam, while in Judaism, Brit Milah symbolizes the covenant between God and the Jewish people, etc.
- Etc.

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - similarity in ceremony that marks entry/ initiation between any religion named in (a)(i) and Christianity or Judaism.	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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Suggest a similarity and a difference between the religious practice of members in a major world religion and the lifestyle of believers in one of the following:

● An African Traditional Religion

● A New Religious Movement

● Baha'i Faith

● Chinese Religion

● Sikh Religion

Marking Criteria and points of reference

An excellent answer will show knowledge of religious practice by accurately proposing how religious practice within a major world religion is similar and different to the lifestyle of believers in a living religion/movement listed in the question e.g.

- In Buddhism and Chinese religion religious practice involves rituals, ceremonies, and symbolic acts. Buddhism does not emphasize personal deities but centres on enlightenment and the Four Noble Truths whereas Chinese religions involves worship of various deities, spirits, and ancestors, etc.
- Christians inspired by Jesus' teachings prioritize service and compassion; similarly, Sikhism is, guided by 'seva' or selfless service and actively engage in acts of kindness; Christianity has no universal religious attire for lay people while Sikhs use traditional attire like turbans and beards, to reflect identity and commitment to Sikh principles, etc.
- Hindu religious practice involves rituals like Puja (worship) and yajna (sacrifice) similar to African traditional religions which place importance on rituals and ceremonies; Hinduism has different deities each representing aspects of the divine whereas African traditional religions often involves the worship of ancestors, spirits, and natural forces, etc.
- Both Baha'i Faith and Islam share a belief in monotheism, emphasizing the oneness of God; dietary practices differ; Baha'i Faith lacks specific restrictions, encouraging a healthy and moderate lifestyle, while Islam follows dietary laws, with pork and alcohol considered haram, etc.
- Judaism values community identity and shared history similar to how many New Religious Movement (NRM) foster a sense of community and identity among their followers and both engage with communal rituals; Judaism is rooted in a long historical tradition whereas some NRM have emerged in response to contemporary societal concerns, and their teachings may not have the same historical perspective, etc.

Code **MC ✓ x 2** in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - similarity and difference between members' religious practice in world religion and/lifestyle in living religion/movement 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> – Proposing	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question C (c)**(20M x2)**

Describe two examples of how the sense of awe and mystery associated with the 'sacred' can be communicated through individual people within a religion.

Marking Criteria and points of reference

An excellent answer will show an understanding of the sacred by giving an account of how a sense of awe and mystery associated with the sacred/holy can be communicated through individual people within a religion e.g.

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

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow descriptive answers.

If a candidate gives an accurate account of how an experience within a religion can elicit a sense of the sacred/holy (an attitudes of reverence for God/gods/ the Divine) with only implicit reference to how this is communicated through individual people, mark on its merits - Max 10 marks x 2.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - two examples of how a sense of awe and mystery can be communicated through individuals in a religion.	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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section D Moral Decision-Making**(80 marks)**

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

Question D (a)**(20M x 2)**

Imagine you are taking part in a discussion group with young Christians in your area. From your knowledge of Jesus' teaching on 'right relationship' and the law of love, outline two points that Jesus might emphasise for Christians living in the world today.

Marking Criteria and points of reference

An excellent answer will show an understanding of Jesus of Nazareth's teachings by setting out accurate information on two points from Jesus' teaching on 'right relationship' and the law of love that could be emphasised for Christians today e.g.

- Jesus might emphasize practicing love without judgment, fostering empathy and kindness for all, irrespective of differences to create an inclusive society, etc.
- Jesus might emphasize the role of Christians as agents of peace and reconciliation; Jesus' preaching is summarised in 'do to others as you would have them do to you', which is seen in Jesus' forgiveness of those who persecuted him; actively working towards resolving conflicts, promoting understanding between different communities, and advocating for justice, etc.
- Etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - 2 examples of how right relationship and law of love could be emphasised for Christians 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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question D (b)

(20Mx2)

Examine how a balance between 'the common good' and 'individual rights' is encouraged in two examples of Irish civil law.

Marking Criteria and points of reference

An excellent answer will show knowledge of communal values by looking closely at how a balance between individual rights with what is regarded as best for society is encouraged in two examples of Irish civil law e.g.

- Civil law — the law laid down by a state regarding the rights of the inhabitants e.g. speed limits, limits on drinking and driving etc. balance the rights of the individual to drive and own a car with protecting the 'common good' of all people by preventing dangerous driving, etc.
- A State's duty to protect the health of the nation has to be held in balance with the right of people to choose how they live their lives e.g. Covid 19 restrictions limiting the distance people can travel; requiring the wearing of face coverings etc. limit individual freedom to ensure that the 'common good' of all people in society is protected, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - Irish Civil laws e.g. balancing 'the common good' and individual rights	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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question D (c)

(20M x 2)

Name a moral theorist and describe what is involved in two stages of moral development they suggest a person might go through before reaching moral maturity.

Marking Criteria and points of reference

An excellent answer will show knowledge of moral development by giving an accurate account of two stages of development towards moral maturity that were put forward by a 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.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - two stages of development towards moral maturity put forward by a moral theorist.	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/ no evidence
<i>Relevance</i>	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
<i>Use of skill(s)</i> – Giving an accurate account.	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Unit Three

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

Section E Religion and Gender

(80 Marks)

Answer (a) or (b).

Question E (a)

(40M x 2)

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Explain how roles men and women play within two of the above religions are connected to their image of God/gods/the transcendent.

Marking Criteria and points of reference

An excellent answer will show knowledge of gender roles in religious traditions by giving accurate reasons that account for how the religious practice of men and women, in two religions listed in the question, is connected to their understanding of God/gods/the transcendent e.g.

- Buddhism — belief in the Buddha as the ‘Enlightened One’ is expressed in the way men and women worship - stand barefoot facing his statue or chanting, making offerings, etc.
- Christianity — The understanding of Jesus as God Incarnate is reflected in the way men and women see themselves called to be ‘the body of Christ’ through love of neighbour, etc.
- The polytheistic understanding of Brahman in Hinduism is reflected in way women and men make offerings to gods and goddesses at shrines in their homes, etc.
- Islam – the understanding of Allah as all-powerful and the need to submit to the will of Allah is reflected in the way Islamic men and women perform the Five Pillars of Islam, etc.
- Judaism – The understanding of God as all-powerful is reflected in the way men and women observe the Sabbath as outlined in the Torah and dietary laws, etc.

Note: Allow descriptive answers.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate’s answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - connection of men/women's religious practice to their understanding of God/ gods/ the transcendent.	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 an account of reason	Excellent	Very good	Good	Some	Little	Very little/ no
<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 x 2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Or

Question E (b)

(40M x 2)

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

Outline a similarity and a difference in the way two women, from different categories listed above, contributed to the development of their religious traditions.

Marking Criteria and points of reference

An excellent answer will show an understanding of the contribution of women to religious traditions by setting out accurate information on a similarity and a difference in how the work of two women, from different categories listed in the question, promoted the advancement of their religious traditions e.g.

- Nano Nagle (founder of the Presentation Order) provided Catholic education to the poor etc. Similarly, Edwina Gately (social reformer) responded to her compassion for others and developed her religious tradition by living according to the characteristics of the Kingdom of God. Differently Nano Nagle focused on providing Catholic education to the poor through the establishment of the Presentation Order, whereas Edwina Gately engaged in broader social and humanitarian service by sending lay Christian volunteers to assist people in need globally, extending beyond formal education, etc.
- Etc

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - similarity and difference in two women's contribution to religious traditions	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	Very good	Good	Some	Little	Very little/ no
<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 x 2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Section H The Bible: Literature and Sacred Text

(80 Marks)

Answer (a) or (b)

Question H (a) (i)

(20M x 2)

- The Sower (Matthew 13:1-9)
- Unjust Steward (Lk 16:1-13)

Describe the context in which each of the above parables was first told by Jesus of Nazareth, as outlined in a Gospel.

Marking Criteria and points of reference

An excellent answer will show knowledge of particular Bible texts by giving an accurate account of the context in which the parables listed in the question were told by Jesus of Nazareth e.g.

- The Sower was told by Jesus while sitting in a boat on the lake teaching about the Kingdom of God; original context is probably early in Jesus' ministry; parable told by Jesus to encourage hearers who may have been discouraged by the lack of success of his preaching; it contrasts the present lack of success with the abundant harvest in the future, etc.
- The Unjust Steward is one of Luke's parables on poverty and riches told to the disciples in the hearing of the Pharisees but was probably originally addressed to a general audience; demanding a cash interest on money lent was against Jewish law at the time; some got around this by seeking interest in kind – oil, corn or other goods; the steward would be lauded by the original audience for his talent and generosity in forgoing his share of the profits and the way he has at one stroke benefited his employer, his clients and himself; the original disciples were urged to make prudent use of material possessions and would have seen the parable as encouraging them to be responsible and faithful, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - context of each parable first told by Jesus as outlined 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> – Give an accurate account.	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question H (a) (ii)

(20M x 2)

● The Labourers in the Vineyard (Matthew 20:1-16)

● The Ten Wedding Attendants (Matthew 25:1-13)

Explain the impact that each of the above parables had on listeners when they were first told by Jesus of Nazareth, according to Matthew's Gospel.

Marking Criteria and points of reference

An excellent answer will show knowledge of particular Bible texts by giving an accurate account of the impact on their original audiences of the parables listed in the question e.g.

- The Labourers in the Vineyard - The way each labourer receives only the minimum wage may have made its original audience think about compassion and sympathy for the poor; it teaches that there are no degrees of reward in heaven but that all is based on generosity; the original parable was not about limitless generosity since all receive only one denarius, a bare subsistence wage; for the early Christian communities, the parable may have been seen to defend God's freedom to extend God's salvation to whomsoever he chooses – God loves and rewards all equally – the parable challenges discrimination between people, etc.

- The Ten Wedding Attendants - the story exhorts the hearers to be prepared for the bridegroom whenever he comes; the message for Matthew's community is that, it too must be prepared for the Lord's return; urging the disciples to prepare for the appearance of God in their lives, etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC – Impact of parable on listeners when first told by 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) – Give an accurate account</i>	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Or

Question H (b) (i)

(20M x 2)

Outline two ways that there are similarities in how the life-story of Jesus of Nazareth is presented in all of the synoptic Gospels.

Marking Criteria and points of reference

An excellent answer will show knowledge of particular Bible texts by setting out two similarities between the Gospels of Matthew and Mark and Luke e.g.

- The sayings and teachings of Jesus, as well as certain events in his life; the accounts of Jesus' baptism, the feeding of the 5,000, and the Last Supper are found in all three Gospels, etc.
- All three Gospels follow a similar chronological sequence in narrating the life, teachings, death, and resurrection of Jesus. This shared narrative structure has led to the 'Synoptic Problem', etc.
- Etc.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC - Two similarities of the synoptic 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) – Setting out.</i>	Excellent	Very good	Good	Some	Little	Very little/ no
<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) (ii)**(20M x 2)****Examine two differences that exist between any of the synoptic Gospels.***Marking Criteria and points of reference*

An excellent answer will show knowledge of particular Bible texts by looking closely at two differences that exist between any of the synoptic Gospels e.g.

- Differences in audience and emphasis - Matthew is often considered to have been written for a Jewish audience, emphasizing Jesus as the fulfilment of Old Testament prophecies; Mark is seen as more concise and action-oriented, focusing on the deeds of Jesus; Luke was written for a broader Gentile audience, with an emphasis on Jesus' compassion and his ministry to all people, etc.
- Differences in inclusion of unique material - The Gospel of Matthew includes the Sermon on the Mount, the genealogy of Jesus, and the account of the Wise Men; the Gospel of Mark includes the healing of the deaf-mute and the story of the young man who flees naked from the Garden of Gethsemane; Luke includes the parables of the Good Samaritan and the Prodigal Son, as well as the story of Zacchaeus, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - Two differences in any two of the synoptic Gospels.	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	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section I Religion: The Irish Experience**(80 Marks)****Answer any two of parts (a), (b), (c).****Question I (a)****(40M)**

Describe the pattern of Christian belief and practice found in another part of Europe at the time that Saint Patrick came to Ireland.

Marking Criteria and points of reference

An excellent answer will show knowledge of the changing pattern of religious belief at the time that Saint Patrick came to Ireland by giving an accurate account of Christian belief in another part of Europe at the time that Saint Patrick came to Ireland e.g.

- Europe — when Christianity became the religion of the Roman Emperor, the trade routes of the Roman Empire facilitated Christian missionaries; the first churches were modelled on the

architecture of basilicas (Roman public buildings); the cult of the martyrs and saints grew and pilgrimages to their shrines became popular, etc.

- In Britain by 400 CE there was evidence of a clerical structure as Christians were ministered to by bishops; in Gaul by 400 CE bishops ministered in towns and rural parishes; monasteries were being founded e.g. Martin of Tours 360 CE, etc.
- Etc.

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - Christian belief in Europe when Saint Patrick came to Ireland	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
<i>Use of skill(s)</i> – give an account	Excellent	Very good	Good	Some	Little	Very little/ no
<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 I (b)

(20M x 2)

Using examples, explain the difference between secularism and secularisation and how each can be seen in Ireland today.

Marking Criteria and points of reference

An excellent answer will show knowledge of the pattern of religious belief in Ireland by giving an accurate account of the difference between secularism and secularisation and two or more examples how each can be seen in Ireland today e.g.

- Secularism – the view that society's values and standards should not be influenced or controlled by religion or a church; the world and life should be understood without the necessity of presupposing God, etc.
- Secularisation – the decline in religious practice and general interest in religion within society because of processes like rationalization, pluralism, and individualism, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - examples of secularisation / secularisation in Ireland.	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
<i>Use of skill(s)</i> – reason that account for difference	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question I (c)

(20M x 2)

- Contemporary Ireland ● Monasticism ● Spirituality and Land
- Spirituality and Reform ● The Enlightenment

Discuss the reasons why two of the above have been described as key moments in the development of Christianity in Ireland.

Marking Criteria and points of reference

An excellent answer will show knowledge of Christianity in Ireland by examining and drawing accurate conclusions on the reasons why two of the moments listed in the question can be described as key in the development of Christianity in Ireland e.g.

- Contemporary Ireland - religious pluralism and diversity challenges Christians to engage in meaningful dialogue with other faiths and contribute to a more inclusive understanding of spirituality; the decline in religious adherence and increase in secularism, agnosticism, and diverse spiritual beliefs has forced the Christian traditions to adapt, etc.
- Monasticism - when European monks first came to Ireland they replaced the diocesan system in place from the first wave of Christian missionaries; monasteries were centres of learning; monks were the artists responsible for the illuminated manuscripts such as the Book of Kells; in developing the 'Penitentials' monasticism influenced Christianity on a wide scale, etc.
- Spirituality and Land - In ancient Ireland strong social and political groupings were formed through a shared connection to an area of land; this was reinforced by religious beliefs and practices concerning the land e.g. the fertility of the land was directly linked to the righteousness of the king; land ownership and landlessness became intimately linked with religious identity during the Penal Laws in Ireland, etc.
- Spirituality and Reform - The monasteries underwent a period of reform in the 8th century CE - Ceilí Dé worked to ensure priests were better educated; Mael Ruán of Tallaght stressed the importance of an Anam Chara and in turn influenced the development of private confession, etc.
- The Enlightenment - ideals such as liberty, equality and fraternity made people critical of the position of the Anglican Church and underpinned the move towards Catholic emancipation; the value placed on freedom of religion enabled Cardinal Cullen to establish Roman Catholic schools, hospitals and orphanages and introduced standardised forms of religious practice that brought the Irish Roman Catholic Church more in line with Rome, etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - influence two moments listed had on the development of Christianity.	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 reasons and drawing conclusions	Excellent	Very good	Good	Some	Little	Very little/ no
<i>Factual accuracy</i>	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	8 - 10	5 - 7	4 - 0

Answer (a) or (b).

Question J (a) (i)

(20M x 2)

Explain two reasons why the work of Descartes could be seen as supporting the view that religion and science exist in harmony with each other.

Marking Criteria and points of reference

An excellent answer will show familiarity with a key moment in the relationship between science and religion by giving an account of two reasons why the work of Descartes supported the view that religion and science could exist in harmony e.g.

- Descartes believed in God as the guarantor of human faculties like reason, providing a metaphysical foundation that aligns scientific inquiry with a belief in an orderly universe created by God, etc.
- Descartes' mechanistic worldview, emphasizing natural causes and laws, allows for a compatibility between science and religion by acknowledging a divine order that governs the natural world, etc.
- Etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
Evidence of MC - Two reasons why the work of Descartes can be seen as supporting the view religion and science can exist in harmony.	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/no evidence
Relevance	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
Use of skill(s) - an account of reasons	Excellent account	Very good	Good	Some account	Little account	Very little/no account
Factual accuracy	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question J (a) (ii)

(40M)

Science is 'an activity of a community of motivated believers ...'

Discuss the evidence for this statement, referring to the role being part of a community plays in both religion and science.

Marking Criteria and points of reference

An excellent answer will show an understanding of religion and science by examining different perspectives and drawing accurate conclusions about the importance of community in both religion and science e.g.

- Both science and religion are communal in nature as they are governed by the accumulated wisdom of the past in the present (tradition) which is always in the process of refinement and development; both depend on teamwork as they build on the work of those that have gone before them, etc.
- Both seek out the support and advice of their communities for confirmation, affirmation, and acceptance of their discoveries, etc.
- Etc.

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

	Excellent	Very Good	Good	Fair	Weak	
Evidence of MC - role of being part of community plays in both religion science.	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/ no evidence
Relevance	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
Use of skill(s) Examining different perspectives	Excellent	Very good	Good	Some	Little	Very little/ no
Factual accuracy	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

or

Question J (b)

(40M x 2)

Outline a similarity and a difference in the concerns that religion and science each bring to current debates on an issue to do with one of the following:

- **The origins of the universe/natural world**
- **Genetics**

Marking Criteria and points of reference

An excellent answer will show an understanding of the insights of science and religion in current debates by setting out information on a similarity and a difference in the approaches taken by religion and science to one of the issues listed in the question e.g.

- The Debate about the Origins of the Universe/natural world. - Both religion and science seek answers to questions about human life. However, the questions they ask are different e.g. religion seeks to answer why humans exist and their purpose in creation. Science seeks to understand how the universe came about (Big Bang), etc.
- The Genetics Debate – Both religion and science share ethical concerns about medical ethics such as cloning etc. However, religion focuses on the sacredness of life and humans being created in the image of God while science focuses on the facts associated with embryonic stages of foetal development, etc.

Code *MC* ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

	Excellent	Very Good	Good	Fair	Weak	
Evidence of MC - One similarity and one difference in the approach taken by religion and science to either debate listed.	Substantial evidence	Very good evidence	Good evidence	Adequate evidence	Inadequate evidence	Very little/no evidence
Relevance	Completely & clearly relevant	Clearly relevant	Generally relevant	Limited relevance	Little relevance	Not relevant
Use of skill(s) setting out information	Excellent	Very good	Good	Some	Little	Very little/no
Factual accuracy	No major errors(s)	Very little errors(s)	Little major errors(s)	Some major errors(s)	Many major errors(s)	Substantial errors(s)
40 Marks x 2	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 2024 — S66/22

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

SECTION F TITLE 1.

Injustices must first be removed before true peace can occur. An investigation into the evidence for the above statement found in the way peace has been brought about within a conflict situation.

Marking Criteria and points of reference

An excellent coursework will show an understanding of the relationship between justice and peace by examining and providing accurate evidence about how the removal of injustices played a part in the way peace was brought about within a conflict situation.

SECTION F TITLE 2.

A case study on how one of the following teachings influences members of a major world religion to care for the environment: ● The Creation Texts in Genesis ● Viceregent of the earth in Islam

Marking Criteria and points of reference

An excellent answer will show understanding of the relationship between religious belief and care for the environment by examining how one of the religious teachings listed in the title compels believers to act or campaign on an environmental issue.

Note: Allow implicit reference to a teaching listed in the title.

SECTION G Title 1.

An analysis of the meaning of two different types of ritual and the role that each play in the lives of people today.

Marking Criteria and points of reference

An excellent answer will show knowledge of the meaning of ritual in life today by closely examining and drawing accurate conclusions about the meaning of two different forms of symbolic actions and the role that they play in the lives of people today.

SECTION G TITLE 2.

● Reflection ● Sacrament

An exploration of the part played by each of the above in the life of people of faith today.

Marking Criteria and points of reference

An excellent answer will show an understanding of reflection and sacrament by looking closely at the part played by reflection and sacrament in the life of people of faith today.

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 2024 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 2024 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 2024 Title	Information on step and skill used 2024 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 2024 Title.	Summary of findings on 2024 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 2024 Title.	Use of skills on 2024 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 2024 Title.	Why was the 2024 title of interest? (enthusiasm / concern)
P	Code P in left margin of Part B by 2 nd perspective in relation to doing coursework on 2024 Title.	What different perspectives were encountered in doing coursework on the chosen 2024 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 2024 Title.	What questions arose through doing coursework on the 2024 title? (<i>Ability to question the authority of different sources of information & distinguish between fact and opinion</i>)
P I	Code PI in left margin of Part B by 2 nd personal insight in relation to doing coursework on 2024 Title.	What personal insights were gained through doing coursework on the 2024 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 2024 title	What has been the most valuable part of doing coursework on the 2024 title?
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 2024 title Marking Criteria in the candidate's Coursework Booklet.
N R	Code NR in left margin at the end of the candidate's Coursework Booklet.	No Response. Not completed by the candidate.
	Code  vertical wavy line in left margin of the candidate's Coursework Booklet.	Blank page seen by examiner.

In relation to what is being assessed in Higher Level Coursework

Part A – A Summary of the Investigation on the 2024 Prescribed Titles

Descriptor:

Set Points Part A	Excellent	Very Good	Good	Fair	Weak/ No Grade
Evidence of 2024 title <i>Marking Criteria</i> (syllabus knowledge; understanding; skills; attitudes) <i>Code MC</i>	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	WEAK/NO EVIDENCE
Marks	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
<i>Sources of information on 2024 title</i> <i>2nd source Code SI</i>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
<i>Information on steps taken and the skills used on 2024 Title (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
<i>Summary of findings on 2024 title</i> (Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently) <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 2024 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 2024 Prescribed Titles

Descriptor:

Set Questions in Part B.	Excellent	Very Good	Good	Fair	Weak/ No Grade
Evidence of 2024 title <i>Marking Criteria</i> (syllabus knowledge; understanding; skills; attitudes) Code MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	WEAK/ NO EVIDENCE
Marks	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Use of skills on 2024 title (<i>Research; analysis; evaluation, critical thinking; communication; reflection judgement</i>) 2nd 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 2024 title of interest? (<i>enthusiasm / concern</i>) 2nd 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 2024 title? (<i>Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments</i>) 2nd 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 2024 title? (<i>Ability to question the authority of different sources of information & distinguish between fact and opinion</i>) 2nd 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 2024 title? (<i>ability to reflect on learning and its effect on ideas, attitudes and experience</i>) 2nd 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 2024 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

