



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

**Leaving Certificate 2024**

**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.

## 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 1 The Tradition of the Search (80 Marks)

Answer (a) and (b).

#### Question 1 (a) (20M x 2)

Imagine you have the chance to talk with Aristotle about how his ideas could help people today in their search to find the true meaning of life. From your knowledge of Aristotle's ideas, suggest two points that he might talk about to help people searching for the meaning of life today.

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of philosophical thought in ancient Greece by setting out accurate information on how two ideas put forward by Aristotle could help people find meaning in life today e.g.

- Aristotle's idea that knowledge begins with the senses but then moves to a broader understanding of its purpose could help people today to seek meaning beyond the physical, materialistic world, etc.
- Aristotle's idea about the nature of causation, where experiences are analysed based on the cause(s) of these experiences, could help young people today to reflect on the events of their lives, etc.
- Etc.

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

Note: Allow implicit reference to how ideas could help people find the meaning of life.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> two ideas of Aristotle relating to finding meaning in life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</i> Setting out information	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 1 (b)****(20M x 2)**

**Explain two reasons why a person could lose interest in searching for the meaning of life today.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the search for meaning by giving an accurate account of two reasons why a person could lose interest in the search for the meaning of life today e.g.

- Consumerism – the consumerist and materialistic nature of life today could make people become uninterested in finding deeper meaning and value in life, etc.
- The experience of illness, loneliness, unemployment or the experience of rejection in a relationship could cause indifference to finding meaning in life, etc.
- Pessimism – recent events such as the Covid-19 Pandemic, conflicts and economic crisis could leave a person with a sense that life has no meaning, etc.
- Etc.

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

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> two reasons for loss of interest in search for the meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – account of two reasons	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 The Tradition of the Response****(80 Marks)**

**Answer (a) and (b).**

**Question 2 (a)****(40M)**

**Profile how an idea put forward by a person associated with the humanist tradition could influence an answer to a question about the meaning of life today.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the development of humanism by accurately tracing how an answer to a question about the meaning of life today could be influenced by an idea put forward by a person associated with the humanist tradition e.g.

- Erasmus – idea that by respecting the dignity of the human person allows all humans to improve and excel could help a person to have confidence in their own ability to find meaning, etc.
- Karl Marx – emphasised human agency, subjectivity and freedom for society and individuals to reach their full potential which could influence people to reject religious beliefs about life, etc.
- Albert Camus – put forward the idea that people can live a meaningful life when the dignity of each individual is recognised and there is respect for human intelligence which could influence people today to believe that it is morally correct to live in a way where everyone is given equal opportunity in life, etc.
- Etc.

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

Note: If a candidate traces how an answer to a question about the meaning of life today could be influenced by an idea associated with humanism without reference to the person who put forward the idea within the humanist tradition mark on its merits to a max of 33 marks.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> how humanist idea could influence an answer to a question about the meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) – tracing</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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

## Question 2 (b)

(20M x 2)

Using examples, examine how polytheism played a role in the founding story of two of the following religions: Christianity, Judaism, Islam.

### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the concepts of monotheism and polytheism by looking closely at how belief in many gods played a part in the formation of two monotheistic religions listed in the question e.g.

- Christianity – established at a time when Palestine was ruled by the Romans who held polytheistic beliefs; some first Christian communities were established in places associated with polytheistic practices i.e. Thessalonica, etc.
- Islam – Muhammad established belief in one God Allah at a time when people in Mecca were worshipping many gods i.e. false idols at the Kaaba, etc.

- Judaism – Abraham established a Covenant with Yahweh/YHWH committing the Jewish people to belief in only one God at a time when belief in many gods was evident i.e. Baal worship, etc.
- Etc.

Code MC ✓ x 2 in the 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> how belief in many gods played part in two monotheistic religions	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) – looking closely</i>	Excellent	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 3 Communal Values

(80 Marks)

Answer (a) and (b).

#### Question 3 (a)

(20M x 2)

**Explore how two questions about human suffering are expressed in today's art, literature, music or youth culture.**

#### *Marking Criteria and points of reference*

An excellent answer will show an understanding of the search for the meaning of life by looking closely at two examples of how people asking questions about suffering in life are conveyed in today's art, literature, music or youth culture e.g.

- Why do humans have to suffer? - addressed in 'At eternity's gate' by Vincent Van Gogh, shows how suffering is an unavoidable part of the human condition, etc.
- Why is there so much suffering in the world today? - addressed in the song 'Where is the love' by the Black Eyed Peas calls on people to treat each other in a more compassionate way, etc.
- How can people overcome suffering? - explored in the 'Harry Potter' series of books by JK Rowling states that people can respond to suffering by acting for the good of others, etc.
- Etc.

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

Note: If a candidate makes implicit rather than explicit reference to questions about suffering in life, mark on its merits to a max of 16 marks.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> questions about suffering in life are conveyed in today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – looking closely	Excellent	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 3 (b) (i)

(20M)

**Describe one example of how symbols are used by either individuals or groups to express what is of meaning in their lives.**

#### *Marking Criteria and points of reference*

An excellent answer will show an understanding of symbolic language by giving an accurate account of one example of the way either individuals or groups use a specific symbol to express what is of meaning in their lives e.g.

- A Wedding Ring - used by individuals as a symbol that expresses never-ending love and commitment for each other, etc.
- A Cross – has been used by Christians as a symbol of their belief in the death and resurrection of Jesus, etc.
- Etc.

Code MC ✓ in the 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> how individuals/ groups use symbol to express meaning in life.	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – 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	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0



**Question 3 (b) (ii)****(20M)**

**Explain why symbols are used in response to questions about the meaning of life by either individuals or groups today.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of symbolic language by giving an accurate account of one or more reasons why symbols are used in answer to questions about the meaning of life by either individuals or groups today e.g.

- Symbols are used by individuals and groups as they can express deep meaning and emotion that is often too difficult to put into words; a hug can express sympathy for a grieving person in a deeper way than words could, etc.
- Symbols are used by individuals and groups as they can make abstract concepts easier to understand and express; making the sign of the cross to express belief in God in three forms, etc.
- Etc.

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

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> reasons symbols are used to answer questions about meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	Not relevant
<i>Use of skill(s) –</i> giving 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)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

## Unit Two

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

**Section B      Christianity: Origins and Contemporary Expressions      (80 Marks)**

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

**Question B (a)      (20M x 2)**

**Outline a way that returning to the original teaching of Jesus of Nazareth helped two of the following movements to rediscover the message of Jesus for themselves:**

- Céli Dé                      ● Early 19th century Protestantism                      ● Liberation Theology
- Luther                      ● The Mendicant Orders                      ● The Second Vatican Council

*Marking Criteria and points of reference*

An excellent answer will show an understanding of adaptation and reform in the Christian tradition by setting out accurate information on a way that returning to the original teaching of Jesus helped two of the movements listed in the question to reignite their enthusiasm for the message of Jesus e.g.

- Céli Dé – focused on returning to the teaching of Jesus by re-emphasising the importance of prayer, labour, study and commitment to a distinctly Christian way of life so that they could try to act as Jesus did in any situation, etc.
- Liberation Theology – set out to carry on the mission of Jesus by working to transform society so that all people could live in dignity and freedom, etc.
- Luther's Reforms – emphasised that true faith must be rooted in living in a way that allowed them to follow in the footsteps of Jesus and to live out his teaching in their actions, etc.
- Evangelical Movement in early 19<sup>th</sup> Century Protestantism – emphasised the saving death of Jesus Christ on the cross and personal conversion leading to a change in the way believers live focusing on forgiving others and seeking repentance for any wrongdoing, etc.
- The Mendicant Orders – developed an urban form of monastic life which was close to the lifestyle of Jesus as revealed in the Gospels i.e. members held no possessions but were allowed the right to beg which allowed them to follow the message of Jesus by being less materialistic, etc.
- The Second Vatican Council – sought to re-discover the founding vision of Christianity while expressing its relevance in the modern world, etc.

Code MC ✓ x 2 in the 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> returning to teaching of Jesus helped two movements listed to reignite their enthusiasm for the message of Jesus	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence

<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – setting out accurate 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 B (b) (i)

(20M)

**Analyse what inspired the image of Jesus of Nazareth presented in an example from one of the following: art, film, literature or music.**

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of images of Jesus of Nazareth in contemporary culture by breaking down what motivated the image of Jesus that is presented in one example taken from either art or film or literature or music e.g.

- Art: Janet Mackenzie's 'Jesus of the people' which presents an image of Jesus as an African American, a female, a peasant was inspired by the belief that Jesus is a saviour to all people including those often marginalised and discriminated against, etc.
- Film: Mel Gibson's 'The Passion of the Christ' presents an image of Jesus as a suffering Saviour who underwent great pain and torture to redeem others was inspired by Gibson's faith that Jesus had saved him personally, etc.
- Music: Van Morrison's song 'No Religion' inspired by Jesus teaching of 'love your neighbour' presents an image of Jesus as a kind preacher, etc.
- Etc.

Code MC ✓ in the 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> what motivated an image of Jesus	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – breaking down	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 B (b) (ii)

(20M)

**Examine the relevance for Christians today of the understanding of Jesus of Nazareth referred to in part (b), (i) above.**

### Marking Criteria and points of reference

An excellent answer will show knowledge of images of Jesus in contemporary culture by looking closely at how the understanding of Jesus referred to in part (b), (i) of the question could be relevant to people today e.g.

- Art: Janet Mackenzie's 'Jesus of the people' which depicts Jesus as an African American, female, peasant could be relevant for Christians today to remind them all people should be included and valued in society today, etc.
- Film: Mel Gibson's 'The Passion of the Christ' presents Jesus as a suffering Saviour who underwent great pain and torture to redeem others; could be relevant for Christians today as it emphasises how Jesus overcame suffering which can inspire people today who have suffered during recent events such as the Covid-19 pandemic, etc.
- Music: Van Morrison's song 'No Religion' - calls on people to follow Jesus teaching on 'love of neighbour' in their way of life and suggests that people are not doing this, etc.
- Etc.

Code MC ✓ in the 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> the relevance for Christians today of an understanding of Jesus	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</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	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

### Question B (c)

(40M)

**Describe an example of how members of a Christian denomination today try to live out the teaching of Jesus in one of the following ways:**

- **Creating a just and inclusive society**
- **Responding to violence, intolerance, sectarianism**
- **Sharing the earth's resources**
- **Responding to those who are dying**
- **Supporting Christian community life**

### Marking Criteria and points of reference

An excellent answer will show an awareness of how the Christian message is interpreted today by giving an accurate account of how the work of one Christian denomination today tries to carry on the mission of Jesus on one of the issues listed in the question e.g.

- Creating a just and inclusive society - Catholic Church; the work of Christian Aid in Ireland to create a world without poverty reflects Jesus mission as he reached out to the poor, etc.

- Responding to those who are dying – the Anglican Church; the work of the hospice movement to allow those are dying to be treated with dignity carries on the mission of Jesus to be saviour to people, etc.
- Responding to violence, intolerance, sectarianism - the work of the Corrymeela community in overcoming sectarianism in Northern Ireland carries on the mission of Jesus who taught peace, love of enemy and reaching out to the excluded, etc.
- Sharing the earth's resource – Catholic Church; the work of Trocaire in the world today providing aid and financial support to people in need around the world carries on the mission of Jesus today to ensure that all people are treated equally, etc.
- Supporting Christian community life– Church of Ireland; the work of the Church of Ireland today in ordaining men and women to the priesthood shows the inclusive nature of Jesus teaching and how all were welcome and valued in his community, etc.

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

Note: Allow implicit reference to the teaching of Jesus.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC</i> - how one denomination today is trying to live out the message of Jesus	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

## Section C World Religions

(80 Marks)

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

### Question C (a)

(20M x 2)

Using an example, explain how inter-faith dialogue has helped to promote a good relationship between two of the following religions:

- Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of inter-faith dialogue by giving an accurate example of how dialogue has created a respectful relationship between two of the religions listed in the question e.g.

- Christianity and Judaism – The Council of Christians and Jews works in areas of education, dialogue and social action which helps Christians and Jews to work side by side to build tolerance and respect between members of their faiths, etc.

- The Assisi Day for Peace – Religious leaders from each of the five major world religions gather for a day of prayer etc. which encourages believers to respect others, co-operate and live peacefully in society, etc.
- Etc.

Code MC ✓ x 2 in the 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> how inter-faith dialogue helped promote a good relationship between two religions listed	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</i> giving an accurate account	Excellent	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 (b)

(20M x 2)

**Describe two examples of how the influence of religious belief can be seen in the lifestyle of believers today from one of the following:** ● An African Traditional Religion  
● A Chinese Religion ● A New Religious Movement ● Baha'i Faith ● Sikh Religion

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of a new religious movement or other living tradition by giving an accurate account of two examples of how the way members live today reflects the religious beliefs of one of the groups listed in the question e.g.

- An African traditional religion – use masks, stones, drums as they represent the presence of different spirits and may offer protection against evil, etc.
- A Chinese Religion – members to try live their lives in a virtuous way today as they believe in a divine will which influences all things, etc.
- A New Religious Movement - Jehovah's Witnesses' belief that God communicated his will through the Bible influences believer's literal interpretation of the Bible and rejection of any practice not found in it, etc.
- Baha'i faith – members today study all religious texts as they believe that the Baha'u'llah fulfils earlier prophecies, etc.
- Sikh religion – members today perform three duties which are to bring God to mind, to work honestly and to practice charity as they believe this will show respect to God, etc.

Code MC ✓ x 2 in the 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 influence of religious belief in the lifestyle of believers	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 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

### Question C (c)

(20M x 2)

**Outline how the influence of primal religion can be seen in the religious practice of members today from two of the following religions:**

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of primal religion by setting out accurate information on how primal religion has influenced the religious practice of members in two religions listed in the question e.g.

- Buddhism – primal religions believed that religion encompassed every aspect of life which can be seen in 'right action' where Buddhists try to act in a moral way, etc.
- Christianity – in primal religion the sacredness of certain objects and places was preserved by rules known as Tabu; in Christianity certain objects and places associated with worship are considered sacred - Tabernacle, etc.
- Hinduism – primal religion's belief that certain objects or places could connect people with the gods; similar to Hinduism where believers worship in front of shrines associated with different deities, etc.
- Islam – in primal religion the importance of mana or the power of the divine is stressed; similarly, in Islam belief in the authority of the Quran and submission to the will of Allah is emphasised, etc.
- Judaism – in primal religion the Shaman has central importance in leading worship; similarly, in Judaism the Rabbi leads the communal worship in the synagogue, etc.

Code MC ✓ x 2 in the 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> - primal religion effect on religious practice in two religions listed	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> –setting out accurate 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 x2	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)****● Media ● Peers****Using examples, explain how each of the above could influence a person's decision about what is right and wrong in a situation.***Marking Criteria and points of reference*

An excellent answer will show an understanding of moral development by giving an accurate account of how each of the sources listed in the question can play a part in moral decision making e.g.

- Media – TV programs can express values and convey particular understandings of right and wrong; display characters facing moral dilemmas and making moral decisions etc.
- Peers – A person's decision can be based on pleasing others e.g. Kohlberg's Conventional Stage; friends could encourage a person to act with altruism in judging between right and wrong etc.

Code MC ✓ x 2 in the 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> - part media and peers play in decision about right and wrong in a situation	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – 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 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

**Question D (b)****(20M x 2)****Virtues such as courage, patience, truthfulness etc. have been described as qualities of character that prompt a person to do the right thing.****Describe two examples of how 'virtue' can play a part in a person's growth towards moral maturity.***Marking Criteria and points of reference*

An excellent answer will show an understanding of personal moral development by giving an accurate account of two examples of how virtue can play a role in a person's growth towards moral maturity e.g.

- The virtue of honesty could play a role in a person's growth toward moral maturity through building a habit of acting in a morally correct way and always telling the truth in any situation regardless of the consequences for themselves, etc.



- The virtue of compassion could play a role in a person's growth toward moral maturity by being altruistic and influencing a person to act for the benefit of others, etc.
- Etc.

Code MC ✓x 2 in the 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 how virtue can play a role in a person's growth towards moral maturity	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

#### Question D (c)

(20M x 2)

**Using examples, describe how a decision about what is right and wrong on an issue could be influenced by each of the following points of view: ● Fundamentalism ● Relativism**

#### *Marking Criteria and points of reference*

An excellent answer will show an understanding of moral decision-making by giving an accurate account of how fundamentalism and relativism could influence a decision about what is right and wrong on a moral issue e.g.

- Fundamentalism – reference to all life being created by God in a sacred text could influence a person to care for the earth, etc.
- Relativism – could influence a person to believe that abortion is morally acceptable if the life of the mother is at risk, etc.

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC – how</i> fundamentalism and relativism could influence decision on right and wrong about an issue.	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</i> 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 one of the following four sections.**

#### **Section E Religion and Gender**

**(80 marks)**

**Answer parts: (a) or (b).**

#### **Question E (a) (i)**

**(40M)**

● **Founders & Reformers of Religious Orders**

● **Religious Writers**

● **Social Reformers**

● **Spiritual Thinkers**

**Choose one woman in any of the above categories and outline her life story using each of the following headings: (i) Her key insights/actions.**

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the contribution of women to the development of religious traditions by setting out accurate information on the key insights/actions of one woman from a category listed in the question e.g.

- Founders & Reformers of Religious Orders e.g. Nano Nagle was outraged by the treatment of the poor in Ireland and her life was dedicated to helping the poor of her time through education and founding a religious order, etc.
- Religious Writers e.g. Teresa of Avila's insight into the benefits of silent prayer helped her to develop contemplation as a form of prayer which she outlined in her religious writings - The Book of Life, The Interior Castle and The Way of Perfection, etc.
- Social Reformers e.g. Dorothy Day devoted her life to the poor, the oppressed and to women in need by setting up homes where she lived in solidarity with them, etc.
- Spiritual Thinkers e.g. Hildegard of Bingen corresponded with bishops, popes and kings and spoke openly against corruption, etc.

Code MC ✓ in the 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> insights/actions of one woman from category listed	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</i> Setting out accurate information	Excellent	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 E (a) (ii)**

**(20M x 2)**

● **Founders & Reformers of Religious Orders**

● **Religious Writers**

● **Social Reformers**

● **Spiritual Thinkers**

**Choose one woman in any of the above categories and outline her life story using each of the following headings: (ii) Two questions raised by her life and work for people today.**

### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the contribution of women to the development of religious traditions by setting out accurate information on two questions raised by the work of one woman from a category listed in the question e.g.

- Founders & Reformers of Religious Orders e.g. Nano Nagle, founder of the Presentation Order, could raise questions about how to help the poor in society today, etc.
- Religious Writers e.g. Teresa of Avila's insight into the benefits of silent prayer helped her to develop contemplation as a form of prayer, could raise questions about the need for the busyness of life today and the need to take time to be silent, etc.
- Social Reformers e.g. Dorothy Day could make people ask questions about how to live in solidarity with the poor and marginalised in society today, etc.
- Spiritual Thinkers e.g. Hildegard of Bingen could make people today ask questions about corruption, etc.

Code MC ✓ x 2 in the 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 questions raised by the work of one woman from a category listed in the question	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) –</i> Setting out accurate information	Excellent	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

Or

### **Question E (b)**

**(40M x 2)**

**Describe two examples of how one woman dealt with the challenges she faced in the part she played in the story of salvation, outlined in either the Hebrew or Christian scriptures.**

### *Marking Criteria and points of reference*

An excellent answer will show an understanding of the role of women that is presented in the Hebrew or Christian scriptures by giving an accurate account of two examples of the way one woman responded to the challenges she faced in the story of salvation, outlined in either the Hebrew or Christian scriptures e.g.

- Hebrew Scriptures – Deborah guided the Jewish people at a time some were worshipping false idols; Deborah also dealt with the challenge of women not been viewed as equal to men by exercising authority and commanding the respect of the Jewish people etc.

- Christian Scriptures – Mary Magdalene dealt with the challenge of being treated as inferior by showing commitment to her faith in Jesus; she was also chosen by Jesus to be the first witness to the resurrection and she spread this message to the disciples who initially failed to believe her etc.

Code MC ✓ x 2 in the 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 the way one woman responded to the challenges she faced in either the Christian or Hebrew scriptures	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)
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 parts: (a) or (b).

Question H (a) (i)

(20M x 2)

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

Using examples, outline how oral traditions have been preserved in two of the above Gospels.

### *Marking Criteria and points of reference*

An excellent answer will show familiarity with the Gospels by setting out accurate information, using examples, of how oral traditions have been maintained in two of the Gospels listed in the question e.g.

- Originally the word Gospel referred to an oral tradition of the 'Good News' of salvation preached by Jesus; the Gospel writers were afraid that the oral traditions would be lost unless they were preserved in written form, etc.
- Gospel of Mark – In the writing of his Gospel, Mark preserved the oral testimony of Peter to ensure that it was not lost as a source of information on the teaching of Jesus, etc.
- Etc.

Code MC ✓ x 2 in the 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> how oral traditions have been maintained in two of the Gospels listed	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – Setting out accurate information	Excellent	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 Gospel of John      ● The Gospel of Luke      ● The Gospel of Mark  
 ● The Gospel of Matthew

**Explain two reasons why oral traditions played a role in the development of the above Gospels.**

*Marking Criteria and points of reference*

An excellent answer will show familiarity with the Gospels by giving an accurate account of two reasons why oral traditions played a part in the development of the Gospels listed in the question e.g.

- Gospel of Mark – did not use extensive written sources, instead relied on the oral accounts of eye witnesses, etc.
- Gospel of Matthew – Matthew is said to have relied heavily on a collection of the oral testimony of Jesus, the Q document, as a key source, etc.
- Gospel of Luke – Luke also used the 'Q' document, a collection of the oral testimony of Jesus as a source etc.
- Gospels of John – John relied on eye witness testimony in his Gospel's development, etc.

Code MC ✓ x 2 in the 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 reasons why oral traditions played a part in the development of the 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> – 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

**Or**

**Question H (b) (i)****(20M x 2)**

**Describe two examples of what can be referred to as ‘storytelling’ that are found in the Bible.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of storytelling in the Bible by giving an accurate account of two examples of how storytelling can be seen in the Bible e.g.

- The book of Job is an example of storytelling as it 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, etc.
- The Parables of Jesus are examples of storytelling; told in a way that is easy to relate to and understand as they are based on everyday human experiences designed to highlight Gospel values, etc.
- Etc.

Code MC ✓ x 2 in the 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 storytelling in the Bible	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

**Question H (b) (ii)****(20M x 2)**

**Explain the reasons why two examples of storytelling, found in the Bible, are relevant for people today.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of storytelling in the Bible by giving an accurate account of the reasons why two examples of storytelling in the bible could be relevant for people today e.g.

- The book of Job could be relevant for Christians today as they may face challenges and tests in their own lives and could be inspired by how Job overcame his challenges, etc.
- The Parables of Jesus could be relevant for Christians today in helping them to remember to act as Jesus did when they face similar situations in their own lives, etc.
- Etc.

Code MC ✓ x2 in the 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> why two examples of storytelling in the Bible could be 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> – 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

## Section I Religion and the Irish Experience

(80 Marks)

Answer parts: (a) or (b).

### Question I (a)

(40M x 2)

Using examples, explain two reasons why Pre-Christian practices were adapted during Saint Patrick's mission in Ireland.

#### Marking Criteria and points of reference

An excellent answer will show knowledge of Christianity in Ireland by giving an accurate account of two reasons why St Patrick adjusted Pre-Christian practices during his mission, using examples e.g.

- Patrick adopted many pre-existing religious practices - the climbing of Croagh Patrick, etc.
- Patrick adopted Pre-Christian practices into Christianity as he felt this would be a more successful way to spread Christianity in Ireland - Celtic festivals were adapted to suit the Christian calendar, etc.
- Etc.

Code MC ✓ x2 in the 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 reasons why St Patrick adapted Pre-Christian practices	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)
40 Marksx2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Or

**Question I (b) (i)****(40M)**

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

**Explain why one of the above can be described as a time of change in religion within Ireland.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the development of Christianity in Ireland by giving an accurate account of why one point in time, listed in the question, can be described as a time of change in religion within Ireland e.g.

- Contemporary Ireland – positive relationships between different Christian denominations, etc.
- Monasticism – British and European monks arrived in Ireland and replaced the diocesan system with the first wave of Christian monasteries, etc.
- Spirituality and Land – the connection between religious beliefs and the land in Pre-Christian Ireland - the Tuatha, etc.
- Spirituality and Reform – the 8<sup>th</sup> century Céili Dé worked to ensure that priests were better educated, etc.
- The Enlightenment – the Penal Laws stopped Catholics being educated and so many travelled abroad and brought back Enlightenment ideas, etc.

Code MC ✓ in the 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> why one of the above times was a time of change in religion within 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> – 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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

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

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

**Examine how what happened during one of the above moments influenced the development of Christianity in Ireland.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of key moments in the development of Christianity in Ireland by looking closely at the effect that one key point in time had on the development of Christianity in Ireland e.g.



- Contemporary Ireland – ecumenical communities like Corrymeela have been influential in creating tolerance and respect between Christians, etc
- Monasticism – monasteries became centres of study and learning; monks were responsible for creating great works of art – The Book of Kells; developed a form of Irish Christianity, etc.
- Spirituality and Land – the penal laws linked land ownership and landlessness to religious identity, etc.
- Spirituality and Reform – 8<sup>th</sup> century monasteries like Céili Dé stressed the importance of Anam Chara which led to the development of private confession, etc.
- The Enlightenment – ideas such as liberty, equality and fraternity made people critical of the position of the Anglican Church; Belfast reading societies were set up and Catholics were free to join, etc.

Code MC ✓ in the 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> -how one of the above moments influenced the development of Christianity in Ireland	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/ no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – 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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

## Section J Religion and Science

(80 Marks)

Answer parts: (a) or (b).

### Question J (a) (i)

(20M x 2)

**Outline two ideas that were put forward by Galileo through his experiments and discoveries about the universe.**

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the relationship between science and religion by setting out accurate information on two ideas put forward by Galileo in his work about the universe e.g.

- Galileo's observations and study of the surface of the moon led him to put forward the idea that the 'things of the heavens' were imperfect like earth and may be subject to the same laws of physics etc.
- Galileo put forward the idea that the planets orbited the sun and not the earth etc.
- Etc.

Code MC ✓ x 2 in the 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 ideas about universe put forward by Galileo	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – setting out accurate information	Excellent	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 J (a) (ii)

(20M x 2)

**Trace two ways in which an idea put forward by Galileo influenced the relationship between science and religion.**

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the relationship between religion and science by accurately tracing two ways that an idea put forward by Galileo had an impact on the relationship between science and religion e.g.

- Galileo's idea that the planets orbited the sun and not the earth caused tension between science and religion in that he went against the church teaching that the earth was at the centre of creation, etc.
- Galileo's idea that the heavens may be imperfect and subject to the laws of physics led to questions about the role and purpose of both science and religion and led scientists to the question the authority of the Bible, etc.
- Etc.

Code MC ✓ x 2 in the 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 relationship between science and religion was influenced by an idea of Galileo	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	Very little/no evidence
<i>Relevance</i>	Completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> – tracing	Excellent	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 J (b) (i)**

**(40M)**

**Explain why being part of a community is important for both science and religion, referring to the advantages of objective and subjective investigation.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the theological and scientific enterprises by giving an accurate account of the reasons why being a part of a community is important for both science and religion referring to the merits of objective and subjective investigation e.g.

- Both science and religion are communal in nature as they both rely on the information that has been passed on through previous generations, etc.
- Objective investigation is impartial and has value in relation to discovering the origins of the universe by focusing on what is factually measurable and discounting anything that cannot be objectively proven, etc.
- Subjective investigation has value in answering questions as it could provide a personal motivation to discover new information, etc.
- Etc.

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

Note: Allow implicit reference to objective and subjective investigation.

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC - why community is important for science and religion &amp; advantages of objective and subjective investigation</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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

**Question J (b) (ii)**

**(20M x 2)**

**Religion and science share questions in common.**

**Discuss the extent to which religion and science share an interest in two particular questions about life and living today.**

### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the theological and scientific enterprises by examining different perspectives and drawing accurate conclusions about the way science and religion share a common interest in two specific questions about life and living today e.g.

- What happens when we die? – science seeks to understand the physical process of death; religion seeks to understand what happens to the soul after death, etc.
- Why should we protect the environment? Science seeks to understand the objective need to protect the environment to ensure the wellbeing of the planet and its people; religion addresses the responsibility of believers to protect the creation of God/gods/the divine, etc.
- Etc.

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

	Excellent	Very Good	Good	Fair	Weak	
<i>Evidence of MC - way science and religion share a common interest in two specific questions about life</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) – Examining perspectives and drawing conclusions</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

## Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Bain úsáid as an ngnáthráta i gcás 180 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
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 injustice 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 an 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 - 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 2024 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 2024 Title.
<b>S S</b>	Code <b>SS</b> in left margin of Part A beside information on 2 <sup>nd</sup> 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)
<b>S F</b>	Code <b>SF</b> in left margin of Part A by 2 <sup>nd</sup> 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)
<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 2024 Title .	Use of skills on 2024 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 2024 Title .	Why was the 2024 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 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)
<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 2024 Title.	What questions arose through doing coursework on the 2024 title? (Ability to question the authority of different sources of information & distinguish between fact and opinion)
<b>P I</b>	Code <b>PI</b> in left margin of Part B by 2 <sup>nd</sup> personal insight in relation to doing coursework on 2024 Title.	What personal insights were gained through doing coursework on the 2024 title? (Ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience)
<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 2024 title	What has been the most valuable part of doing coursework on the 2024 title?
<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 2024 title Marking Criteria in the candidate's Coursework Booklet.
<b>N R</b>	Code <b>NR</b> 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 Ordinary Level Coursework  
Part A – A Summary of the Investigation on the 2024 Prescribed Titles

**Descriptor:**

<b>Set Points Part A</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Weak / No GRADE</b>
Evidence of 2024 title <i>Marking Criteria</i> (syllabus' knowledge; understanding; skills; attitudes) <b>Code</b> <b>MC ✓ or MC x</b>	<b>SUBSTANTIAL ACCURATE EVIDENCE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>WEAK/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 2024 title <i>2<sup>nd</sup> source</i> <b>Code SI</b>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/NO INFORMATION
Information on <i>steps taken and the</i> <i>skills used on 2024</i> Title <i>2<sup>nd</sup> step/skill</i> <b>Code SS</b>	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/NO INFORMATION
Summary of <i>findings on 2024</i> <i>title 2<sup>nd</sup> finding</i> <b>Code SF</b>	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK WEAK /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 2024 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 2024 Prescribed Titles**

**Descriptor:**

<b>Set Questions in Part B.</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Weak / No Grade</b>
Evidence of 2024 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> <b>Code MC ✓ or MC x</b>	<b>SUBSTANTIAL ACCURATE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>WEAK/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 2024 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 2024 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 2024 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 2024 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 2024 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 2024 title? <b>Code V</b>	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE





