



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

Religious Education

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

General Introduction

The assessment of Religious Education at Leaving Certificate Ordinary Level is based on the aims, objectives and outcomes of each section of the Leaving Certificate Religious Education syllabus published by the Department of Education and Skills in 2003.

In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. Where a mark is graded in the examination marking scheme, the mark for the candidate's answer is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The 'Possible Points' presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your advising examiner. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded.

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUE

QUESTION 1. PHILOSOPHY AND RELIGIOUS BELIEF

Answer a) and b).

- 1 1 a) *Imagine Aristotle is being put forward for an award honouring people who have played a part in the development of philosophy.* **20M**
Explain one reason why Aristotle could be honoured as a person who played a part in the development of philosophy.

Marking Criteria

An excellent answer will show knowledge of the philosophical thought of ancient Greece by giving an accurate account of one reason why Aristotle could be revered for the contribution he made to the development of philosophy.

Possible Points

- Aristotle moved beyond Plato in his recognition that we know the world through the senses; Aristotle argued that forms are intrinsic to the objects and cannot exist apart from them and must be studied in relation to them etc.
- Aristotle was the first to classify areas of human knowledge into distinct disciplines such as the science, mathematics, biology and ethics etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

- 1 1 b) **Outline an example of how people who lived in an ancient society expressed religious belief through *either* a work of art *or* an artefact.** **20M**

Marking Criteria

An excellent answer will show an understanding of traces of religion in earliest societies by setting out accurate information on how religious belief in an ancient society was expressed in *either* one work of art *or* artefact.

Possible Points

- Belief in fertility and rebirth may be represented in small female figurines (Venus statuettes) found at ancient sites across Europe etc.
- Celtic artefacts decorated with birds may be associated with the belief that birds were spiritual messengers who brought communication from the spirit world etc.
- Jupiter columns found in France and Germany dating back to Gallo-Roman times are often decorated with figures of Roman gods and of local Celtic gods etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

QUESTION 2. CONCEPTS OF GOD

Answer a) and b).

- 1 2 a) *In ancient times some people believed that God created the universe.* 20M
Describe two other beliefs about God/gods/the divine that people held in ancient times.

Marking Criteria

An excellent answer will show an understanding of a concept of God by giving an accurate account of two beliefs about God/gods/the divine held by people in ancient times other than that of creator.

Possible Points

- People believed in many different types of Gods e.g. a destroyer God; a helper God; a family of gods e. g. Zeus (the leader), Ares (the God of war), Apollo (the God of Music) etc.
- Gods were powerful and feared — sacrifices were made to please and appease the gods etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	> 3	> 2	1 > 0	10Mx2

- 1 2 b) *Examine the understanding of God that can be seen in a moral code associated with one of the following major world religions: Christianity, Islam, Judaism.* 20M

Marking Criteria

An excellent answer will show an understanding of the relationship between a religious faith and an ethical code by looking closely at the understanding of God found in a moral code associated with one of the world religions listed in the question.

Possible Points

- Christianity e.g. Golden Rule taught by Jesus presents God as loving, forgiving and involved in the world etc.
- Islam e.g. Qur'an — Allah's care for the poor and weak etc.
- Judaism e.g. Covenant — the image of God as lawgiver, powerful, compassionate and just; a faithful God who fulfilled promises and expected the same in return etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

QUESTION 3. THE MEANING OF LIFE

Answer a) and b).

1 3 a) Describe one example of how people asking questions in their search for the meaning of life can be seen today in *either* literature, music *or* youth culture. 20M

Marking Criteria

An excellent answer will show an understanding of how the search for the meaning of life finds expression by giving an accurate account of one example of how questions about the meaning of life can be seen today in *either* literature *or* music *or* youth culture.

Possible Points

- Music/Youth Culture e.g. 'There's gotta be more to life' (Stacie Orico) suggests people are often searching for the meaning of life or searching for some point to their existence etc.
- Literature / Youth Culture e.g. poem 'The road not taken' (Robert Frost) shows people asking questions in their search for the meaning of life etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

1 3 b) Explain two reasons why people today can find it difficult to search for the meaning of life. 20M

Marking Criteria

An excellent answer will show an understanding of the search for the meaning of life today by giving an accurate account of two difficulties people today can have in searching for the meaning of life.

Possible Points.

- Consumerist reasoning e.g. where success is measured in material or monetary terms leaves little room for the relational, spiritual or ethical dimensions to human happiness etc.
- Fast pace of life may not allow time for critical reflection etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	> 2	> 1	10 Mx2

UNIT TWO

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE SECTIONS.

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer a), b) and c).

- 2 B a) *The Gospels describe how Jesus was put on trial before the Sanhedrin.* 20M**
Explain why Jesus was put on trial before the Sanhedrin, making reference to incidents from the life of Jesus described in the Gospels.

Marking Criteria

An excellent answer will show an understanding of the circumstances of the death of Jesus by giving an accurate account from Gospels incidents of one or more reasons why Jesus was put on trial before the Sanhedrin.

Possible Points

- Jesus cured the hand of a man on the Sabbath, thereby violating the Sabbath law etc.
- Jesus was accused of blasphemy as he had claimed the authority to forgive sins etc.
- Jesus clearing the traders from the Temple may have been seen as a challenge to the authority of the Sadducees etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

- 2 B b) *Explain two reasons why Pontius Pilate may have felt threatened by the teaching of Jesus.* 20M**

Marking Criteria

An excellent answer will show knowledge of how Jesus challenged Roman imperial values by giving an accurate account of two reasons why Jesus' words or actions may have been perceived as a threat by Pontius Pilate.

Possible Points

- Pilate's position may have been threatened if he had failed to execute someone whom the Jewish authorities claimed was a threat to Roman rule in Palestine; Jesus being described as a saviour/messiah/political liberator attempting to set up a new kingdom etc.
- Jesus' teaching about the Kingdom of God — Jesus' teaching about detachment from wealth, possessions and that power lay in the service of others, as wealth, power and glory were the measure of the Roman individual etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>		<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	> 2 > 1	10 Mx2

Evaluate the evidence for the existence of Jesus of Nazareth that can be found in one of the above using the following headings:

i. AUTHORITATIVE SOURCE

ii. PRIMARY OR SECONDARY SOURCE

Marking Criteria

An excellent answer will show an understanding of the evidence for the existence of Jesus of Nazareth by considering the evidence for the existence of Jesus in one of the sources listed in the question and drawing accurate conclusions about it as *either* an authoritative *or* primary/secondary source.

Possible Points

- An Evangelist — important/authoritative source of evidence for the existence of Jesus of Nazareth because Gospel writings contain eyewitness accounts which were faithfully preserved etc.
- Josephus — Jewish historian accepted the historical reality of Jesus; a secondary source of evidence for the existence of Jesus of Nazareth describing him as ‘a wise man, a doer of wonderful works, a teacher of men.’ etc.
- Saint Paul — began to write about Jesus before the gospels were written, drawing on the oral tradition that emerged from those who had personally known Jesus etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

SECTION C WORLD RELIGIONS

Answer a), b) and c).

- 2 C a) **◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism** **20M**
Describe a religious ceremony that marks a key moment in the life of a member of one of the above major world religions.

Marking Criteria

An excellent answer will show knowledge of a major world religion by giving an accurate account of how the symbolic words or actions in a religious ceremony mark a key moment in the life of a member in one of the world religions listed in the question.

Possible Points

- Buddhism e.g. a baby is brought to the local temple for the naming ceremony; the ritual action involves dropping molten wax into a bowl of water etc.
- Christianity e.g. symbolic actions involving water, white cloth and anointing with holy oils (chrism) form part of the baptismal rite; a lighted candle is given to the newly baptized etc.
- Hinduism e.g. after the birth of a child the family gather to celebrate; ‘Aum’ is written in honey on the baby’s tongue etc.
- Islam e.g. when a baby is seven days old the Aqiqah Ceremony takes place; the baby’s hair is shaved off and weighted; traditionally a goat or sheep would be sacrificed to give thanks to Allah for the baby etc.
- Judaism e.g. when a child is eight days old he/she is named and prayers of blessings are recited; for boys the ceremony also involves circumcision (Brit Milah) carried out by a trained and registered mohel etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

- 2 C b) **Explain how the religious ceremony that you have described above expresses the religious beliefs of the members of the world religion with which it is associated.** **30M**

Marking Criteria

An excellent answer will show knowledge of a major world religion by giving an accurate account of how religious belief is expressed in the symbolic words or actions of the religious ceremony described in part Ca) of the question.

Possible Points

- Buddhism e.g. Naming Ceremony — the union of fire, air and water symbolise the hope of similar harmony in the child’s life etc.
- Christianity e.g. Baptism — water is used as a symbol of the person having died to evil and risen with Jesus to be anointed with his spirit; the lighted candle and anointing with holy oils (chrism) symbolise that the newly baptised person is called on to be another Christ; a white cloth is used to remind participants of the transformation in Christ etc.
- Hinduism e.g. the sacred syllable “Aum” reflects the family’s hope is that this child will grow to speak the truth, ‘which is sweet like honey’ etc.
- Islam e.g. Aqiqah Ceremony — the weight of the baby’s hair is given to the poor in silver/gold/money as a symbol of thanks to Allah etc.
- Judaism e.g. Brit Milah — symbolises belief in the Covenant between Abraham and God etc.

Note: Avoid consequential penalties

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
30 > 26	25 > 21	20 > 17	16 > 12	11 > 8	7 > 3	2 > 0	30M

2 C c) Choose one world religion from List A and one world religion from List B below: 30M

List A: ♦ Christianity ♦ Judaism

List B: ♦ Buddhism ♦ Hinduism ♦ Islam

Compare the way in which the community of believers in Ireland today is structured in each of the world religions that you have chosen above.

Marking Criteria

An excellent answer will show knowledge of two major world religions by looking closely at the similarities and/or differences in the way believers are organised/structured in Ireland today in two of the world religions listed in the question.

Possible Points

- No central authority/governing body e.g. Buddhism and Judaism etc.
- Organisation/structures vary from the hierarchical to the democratic e.g. Christianity and Hinduism;
- Local community is geographically organised e.g. Islam and Christianity etc.
- Etc.

Note: Allow descriptive answers

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
30 > 26	25 > 21	20 > 17	16 > 12	11 > 8	7 > 3	2 > 0	30M

SECTION D MORAL DECISION – MAKING**Answer a), b) and c).****2 D a) Profile how religion could be involved in the development of a person’s conscience. 20M***Marking Criteria*

An excellent answer will show an awareness of a religious perspective on morality by accurately tracing how religion could be involved in the development of a person’s understanding of right and wrong.

Possible Points

- Religious teaching can help a person to reflect when making moral decisions etc.
- Reading a sacred text can give guidance on what is right and wrong etc.
- Religious moral code can inform a person’s conscience e.g. the Buddhist precept against making false speech etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

2 D b) Explain why it is necessary for a person to have an informed conscience before making a moral decision. 20M*Marking Criteria*

An excellent answer will show an understanding of conscience by giving an accurate account of one or more reasons why an informed conscience is necessary before deciding what is right and wrong.

Possible Points

- Provides the person with choices before making a moral decision etc.
- Makes the person aware of all possible consequences to a moral dilemma and helps the person in making the final moral decision etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

2 D c) “Actors should not have a moral responsibility to be role models.” – (Star of Love/Hate TV programme) Discuss this statement making reference to the factors that can influence a person’s moral decision-making. 40M*Marking Criteria*

An excellent answer will show understanding of the sources of moral principles by examining and drawing accurate conclusions about the influence of the media and another factor on a person’s moral decision-making.

Possible Points

- A person's decision can be based on pleasing others e.g. Kohlberg's Conventional Stage etc.
- Family/Friends could encourage a person to act with altruism in judging between right and wrong etc.
- Media e, g. TV programs can carry moral messages, where the characters face moral dilemmas and make moral decisions etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

Possible Points

- e.g. Nano Nagle's work ethic and commitment to key beliefs inspired others; developed her religious tradition by establishing the Presentation Order providing Catholic education to the poor etc.
- e.g. Elizabeth Johnson's ability to listen and discern helped her to develop her religious tradition through theological writings etc.
- e.g. Edwina Gately's determination and compassion for others developed her religious tradition by living according the characteristics of the Kingdom of God etc.
- e.g. Catherine of Siena, a champion of the poor and Doctor of the Roman Catholic Church whose intimacy with God prompted her to promote the reform of her tradition etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

SECTION F ISSUES OF JUSTICE AND PEACE**Answer a) and b).****3 F a) Explain how the ‘Just War’ theory can give guidance in deciding if violence is justified. 40M***Marking Criteria*

An excellent answer will show an understanding of a religious perspective on violence by giving an accurate account of the way in which the ‘Just War’ theory can give guidance in deciding if violence is justified.

Possible Points

- The Just War Theory tries to balance the principle of self-defense with the presupposition that war is evil etc.
- Just war theory claims war can be justified as the lesser of two evils, though only under strict conditions i.e. just cause, competent authority, right intention, last resort, probability of success, and proportionality etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

3 F b) Examine the effectiveness of using non-violence as a way of bringing about justice in a situation. 40M*Marking Criteria*

An excellent answer will show an understanding of the links between justice and peace by looking closely at the effectiveness of using non-violence to bring about justice/fair play in a situation.

Possible Points:

- Non-violence as protest means protesting peacefully against an unjust situation to reflect the justness of a cause e.g. a rally peacefully protesting or organising a petition against a war etc.
- Non-violence as lifestyle is a way of life that implies a deep integration of ‘non-violence’ into one’s philosophy of life e.g. The Dalai Lama’s non-violent lifestyle can help to bring peace because people respect his integrity; Oscar Romero’s peaceful lifestyle became a protest against the violence and injustice he witnessed in El Salvador etc.
- Etc.

Note: Allow descriptive answers

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

SECTION G WORSHIP, PRAYER AND RITUAL

Answer a) and b).

- 3 G a) Describe an example of how *either* a mantra *or* a sacred text is used in meditation as a form of prayer by the members of a major world religion that you have studied. 40M**

Marking Criteria

An excellent answer will show knowledge of a prayer tradition by giving an accurate account of how *either* a mantra *or* a sacred text is used in meditation as a form of prayer by the members of one major world religion.

Possible Points

- Both Buddhists and Christians use mindfulness techniques e.g. Buddhism — the ‘Om’ mantra; Christianity — Bible quotations etc.
- In Hinduism the Shanti mantra is used at the start of prayer as it expresses the desire to be granted clear thinking etc.
- Etc.

Note: Allow descriptive answers

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

- 3 G b) Outline the origins of a meditation technique that is used as a form of prayer in one major world religion. 40M**

Marking Criteria

An excellent answer will show knowledge of a prayer tradition by setting out accurate information on the origins of one meditation technique used as a form of prayer in a major world religion.

Possible Points:

- In the Christian tradition during the fifth to twelfth century *Lectio Divina* or divine reading was a form of meditation based on an older Jewish practice of reading scripture aloud and memorising the text while integrating mind and body in prayer. This type of meditation on sacred texts played an important role in monastic life up to the Middle Ages. In the Rule of Saint Benedict (480 – 550) *Lectio Divina* was a daily activity lasting for up to two or three hours. The monks meditated on the writings of the Fathers of the Church, along with the scriptures and texts concerning the spiritual life. It wasn’t until the fourteenth century that this type of meditation became structured into methods and stages etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

SECTION H THE BIBLE: LITERATURE AND SACRED TEXT**Answer a) and b).****3 H a) Outline the way in which an archaeological discovery has contributed to the current understanding of how the Bible came to be written. 40M***Marking Criteria*

An excellent answer will show knowledge of how the Bible came to be written by setting out accurate information on how one archaeological discovery played a part in the current understanding of how the bible came to be written.

Possible Points

- Archaeological discoveries from the ancient Near East have thrown light on the creation stories of Genesis, the law codes of Ex 21 — 23 and the psalms; many of the books in the Hebrew Scriptures are represented in the document fragments found in Qumran which give information on the state of the texts in ancient times etc.
- The archaeological investigation of an inscribed slab found at Delphi, helps to date the letters of St. Paul etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

3 H b) Profile one way in which people today could be inspired by the story of Job in the Bible. 40M*Marking Criteria*

An excellent answer will show knowledge of a literary genre found in the Bible by accurately tracing one way the story of Job in the Bible could inspire people today.

Possible Points

- The biblical story of Job addresses issues that affect people today e.g. the problem of evil; why people suffer etc.
- Job's experience of doubt and despair could inspire people today who are struggling with such experiences etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla I Bain úsáid as an tábla seo i gcás na hábhair a leanas: Religious Education – Higher & Ordinary Level Iomlán: 320 Gnathráta: 10%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 240. Thar an marc 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

In relation to what is being assessed in the Ordinary Level MARKING CRITERIA for each question —

QUESTION DESCRIPTOR	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	VERY WEAK	NO GRADE
EVIDENCE IN ANSWER OF SYLLABUS AIMS/ OBJECTIVES/ OUTCOMES	SUBSTANTIAL EVIDENCE	VERY GOOD EVIDENCE	GOOD EVIDENCE	ADEQUATE EVIDENCE	INADEQUATE EVIDENCE	LITTLE EVIDENCE	VERY LITTLE /NO EVIDENCE
RELEVANCE OF ANSWER TO QUESTION	COMPLETELY & CLEARLY RELEVANT	CLEARLY RELEVANT	GENERALLY RELEVANT	LIMITED RELEVANCE	LITTLE RELEVANCE	VERY LITTLE RELEVANCE	NO RELEVANCE
ACCURACY	NO MAJOR ERROR(S)	VERY LITTLE EVIDENCE OF MAJOR ERROR(S)	LITTLE EVIDENCE OF MAJOR ERROR(S)	SOME MAJOR ERROR(S)	MANY MAJOR ERROR(S)	VERY MANY MAJOR ERROR(S)	SUBSTANTIAL MAJOR ERROR(S)
EVIDENCE OF ENGAGEMENT WITH THE SKILL(S)	EXCELLENT USE OF SKILL(S)	VERY GOOD USE OF SKILL(S)	GOOD USE OF SKILL(S)	SOME USE OF SKILL(S)	LITTLE USE OF SKILL(S)	VERY LITTLE USE OF SKILL(S)	NO USE OF SKILL(S)

SECTION I: RELIGION: THE IRISH EXPERIENCE

I.1 A case study comparing the current pattern of religious practice among members of a community of faith in Ireland, with that found among its members in one other European country.

Marking Criteria

An excellent coursework will show knowledge of European patterns of religious practice by giving an accurate account of the similarities and/or differences in the pattern of religious practice evident in a community of faith in Ireland and that found among its members in one other European country.

I 2. Profile two examples of how ecumenism is promoted by the members of Christian churches in Ireland today.

Marking Criteria

An excellent coursework will show knowledge of Christianity in contemporary Ireland by tracing two examples of the way in which the search for unity between the Christian Churches is encouraged by their members in Ireland today.

SECTION J: RELIGION AND SCIENCE

J. 1 An investigation into the influence one of Descartes' theories had on the relationship between science and religion.

Marking Criteria

An excellent coursework will show knowledge of a key moment in the relationship between science and theology by looking closely at the impact of one of Descartes' theories on the relationship between religion and science.

J 2 From ancient to modern times ideas about how the universe began have differed.

An enquiry into the evidence for this statement making reference to a modern scientific theory and an ancient account of how the universe began.

Marking Criteria

An excellent coursework will show understanding of the dialogue between religion and science by looking closely at and drawing accurate conclusions about the difference between one current scientific theory and one ancient account of how the universe began.

**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 blank spaces provided at the foot of each page. All graphics or images used by the candidate must be drawn or scanned directly onto the booklet. They should not, however, attach or affix material to the Coursework Booklet.

*In relation to what is being assessed in Ordinary Level Coursework Part A –
A Summary of the Investigation on 2014 Prescribed Title*

<i>Part A Descriptor:</i>	EXCELLENT	GOOD	FAIR	WEAK
<i>Evidence of 2014 title marking criteria</i> (syllabus' knowledge; understanding; skills; attitudes) Code MC	SUBSTANTIAL ACCURATE EVIDENCE	GOOD ACCURATE EVIDENCE	SOME EVIDENCE	POOR/ NO EVIDENCE
	40 > 33	32 > 25	24 > 17	16 > 0
<i>Sources of information on 2014 title.</i> Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/ NO INFORMATION
<i>Information on steps taken and the skills used on 2014 Title</i> (research; analysis; evaluation, critical thinking; communication; reflection) Code SS	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/ NO INFORMATION
<i>Summary of findings on 2014 title</i> (ability to – select, analyse and evaluate information; sort and edit information; present ideas concisely and cogently)	<ul style="list-style-type: none"> • <i>VERY WORTHWHILE</i> piece of work. • <i>Fall and relevant</i> summary 	<ul style="list-style-type: none"> • <i>WORTHWHILE</i> piece of work. • <i>General</i> summary 	<ul style="list-style-type: none"> • <i>ADEQUATE</i> piece of work • <i>Limited</i> summary 	<ul style="list-style-type: none"> • <i>TRIVIAL/ IRRELEVANT</i> piece of work. • <i>Poor/No</i> summary
<i>Supporting evidence for conclusions drawn.</i>	<ul style="list-style-type: none"> • <i>SUBSTANTIAL</i> supporting evidence for conclusions 	<ul style="list-style-type: none"> • <i>GOOD</i> supporting evidence for conclusions 	<ul style="list-style-type: none"> • <i>SOME</i> supporting evidence for conclusions 	<ul style="list-style-type: none"> • <i>LITTLE/ NO</i> supporting evidence for conclusions
<i>Personal engagement with 2014 Title.</i> Code SF	<ul style="list-style-type: none"> • <i>SUBSTANTIAL</i> personal engagement with 2014 title 	<ul style="list-style-type: none"> • <i>CLEAR</i> personal engagement with 2014 title 	<ul style="list-style-type: none"> • <i>SOME</i> personal engagement with 2014 title 	<ul style="list-style-type: none"> • <i>INADEQUATE/ NO</i> personal engagement with 2014 title

Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on 2014 Prescribed Title

Part B Descriptor:		EXCELLENT	VERY GOOD	GOOD	FAIR/WEAK
Evidence of 2014 title marking criteria (syllabus' knowledge; understanding; skills; attitudes) <i>Code MC</i>		SUBSTANTIAL ACCURATE EVIDENCE	GOOD ACCURATE EVIDENCE	SOME EVIDENCE	POOR/ NO EVIDENCE
		40 > 33	32 > 25	24 > 17	16 > 0
USE OF SKILLS on 2014 Title (research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation). <i>Code S</i>		SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2014 title of INTEREST? (enthusiasm / concern) <i>Code I</i>		VERY WORTHWHILE piece of work DETAILED EXPLANATION CLEAR PERSONAL INTEREST	WORTHWHILE piece of work GENERAL EXPLANATION SOME PERSONAL INTEREST	FINE piece of work RELEVANT INSUFFICIENT PERSONAL INTEREST	TRIVIAL/VERY TRIVIAL piece of work LITTLE/NO RELEVANCE PERSONAL INTEREST
What DIFFERENT PERSPECTIVES were encountered in doing coursework on the chosen 2014 title? <i>Code P</i>		SUBSTANTIAL identification and balancing different perspectives	CLEAR identification and balancing different perspectives	SOME identifying and balancing different perspectives	LITTLE/NO identifying and balancing different perspectives
What QUESTIONS arose through doing coursework on the 2014 title? <i>Code Q</i>		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 2014 title? <i>Code PI</i>		DETAILED description with SUBSTANTIAL personal engagement	GENERAL description with CLEAR personal engagement	GENERAL description with ADEQUATE personal engagement	LITTLE/NO description with INADEQUATE/NO personal engagement
What has been the MOST VALUABLE part of doing coursework on the title? <i>Code V</i>		SUBSTANTIAL assessment of value	GOOD assessment of value	SOME assessment of value	LITTLE/NO assessment of value
The treatment of set questions in Part B					

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