



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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 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. 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.

UNIT ONE

CANDIDATES MUST ANSWER **TWO** OF THE FOLLOWING THREE QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES

QUESTION 1. THE CONCEPT OF GOD

Answer a) and b).

A 1 a)

People in ancient times used myths to express their religious beliefs.

Outline the story presented in one such myth associated with people who lived in ancient times. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of mythical thinking and identify traces of religion in earliest societies by setting out accurate information on the story presented in one myth about religious belief from ancient times.

Note: If a candidate sets out accurate information on the story presented in one myth about religious belief not associated with an ancient culture, or the distant past — Consult your Advising Examiner.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

A 1 b)

Examine the understanding of God/gods/the divine that can be seen in one myth from ancient times. 20M

Marking Criteria and points of reference:

An excellent answer will show an ability to identify traces of religion in earliest societies by looking closely at the understanding of God/gods/the divine that can be seen in a myth from ancient times.

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

<ul style="list-style-type: none">• substantial evidence of MC• completely & clearly relevant	<ul style="list-style-type: none">• no major error(s)• excellent use of skill(s)	EXCELLENT	17 - 20
<ul style="list-style-type: none">• very good evidence of MC• clearly relevant	<ul style="list-style-type: none">• very little evidence of major error(s)• very good use of skill(s)	VERY GOOD	14 - 16
<ul style="list-style-type: none">• good evidence of MC• generally relevant	<ul style="list-style-type: none">• little evidence of major error(s)• good use of skill(s)	GOOD	11 - 13
<ul style="list-style-type: none">• adequate evidence of MC• limited relevance	<ul style="list-style-type: none">• some major error(s)• some use of skill(s)	FAIR	8 - 10
<ul style="list-style-type: none">• inadequate evidence of MC• little relevance	<ul style="list-style-type: none">• many major error(s)• little use of skill(s)	WEAK	5 - 7
<ul style="list-style-type: none">• little evidence of MC• very little relevance	<ul style="list-style-type: none">• very many major error(s)• very little use of skill(s)	VERY WEAK	2 - 4
<ul style="list-style-type: none">• very little/no evidence of MC• no relevance	<ul style="list-style-type: none">• substantial error(s)• no use of skill(s)	NO GRADE	0 - 1

Question 2. THE QUEST FOR MEANING

Answer a) and b).

A 2 a)

Imagine Aristotle is alive today and making a video to present his ideas.

Based on your knowledge of Aristotle's thinking, outline one idea that he could present for people today. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the philosophical thought of ancient Greece by setting out accurate information on what was involved in one of Aristotle's ideas that could be put forward today.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

A 2 b)

Explain how any one of Aristotle's ideas could be relevant for the lives of people today.

20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the philosophical thought of ancient Greece by giving an accurate account of how one of Aristotle's ideas could be relevant to the lives of people today.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

Question 3. THE RESPONSE TO THE QUEST FOR MEANING

Answer a) and b).

A 3 a)

Describe one example of how an interest in spirituality can be seen in the lives of people today. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of spirituality in contemporary society by giving an accurate account of one example of how people today can find meaning beyond the 'self' and engage with the non-material aspects of life.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

A 3 b)

Explain one reason why the way some people live in society today can make it difficult for them to search for the meaning of life. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the search for meaning in contemporary contexts by giving an accurate account of a reason why the way some people live in society today can make it difficult for them to search for the meaning of life.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

UNIT TWO

CANDIDATES MUST ANSWER **TWO** OF THE FOLLOWING THREE SECTIONS.

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer a), b) and c).

B a)

Outline the understanding of Jesus that is expressed today in an example of one of the following: • ART • FILM • LITERATURE • MUSIC 20M

Marking Criteria and points of reference:

An excellent answer will show an understanding of images of Jesus by setting out accurate information on the understanding of Jesus that is presented in one example from art *or* film *or* literature *or* music.

Note: Allow descriptive answers.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

B b)

Explain why the understanding of Jesus that you have outlined in *part a)* above is relevant for Christians today. 30M

Marking Criteria and points of reference:

An excellent answer will show an understanding of Jesus' message by giving an accurate account of one or more reasons why the understanding of Jesus presented in part a) of the question is relevant for Christians today.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

B c)

Examine how *either* religious or secular evidence about Jesus of Nazareth is provided in the writings of two of the following: ● AN EVANGELIST - MATTHEW OR MARK OR LUKE OR JOHN
● JOSEPHUS ● PLINY THE YOUNGER ● SAINT PAUL ● TACITUS **15Mx2**

Marking Criteria and points of reference:

An excellent answer will show knowledge of evidence about Jesus of Nazareth by looking closely at how two of the sources listed in the question provide *either* religious or secular evidence for the existence of Jesus.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	13 - 15
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	11 - 12
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	8 - 10
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	6 - 7
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	4 - 5
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 3
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

SECTION C WORLD RELIGIONS

Answer a), b) and c).

C a)

Describe the way that a religious festival is celebrated by members of one of the following world religions: ◆ BUDDHISM ◆ HINDUISM ◆ ISLAM 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a major world religion by giving an accurate account of the way a time of religious importance is marked by members of one of the religions listed in the question.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

C b)

Compare the celebration of the religious festival described in part a) above with the way a religious festival is celebrated in *either* Christianity *or* Judaism. 30M

Marking Criteria and points of reference:

An excellent answer will show knowledge of major world religions by accurately identifying a similarity/difference between the celebration of a time of religious importance described in part a) of the question and the way a time of religious importance is marked in *either* Christianity *or* Judaism.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

C c)

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

List A: ♦ CHRISTIANITY ♦ JUDAISM *List B:* ♦ BUDDHISM ♦ HINDUISM ♦ ISLAM

Compare the way believers are organised in Ireland today within the world religions that you have chosen above. 30M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the main features of two major world religions by accurately identifying a similarity/difference in the way members of one religion from *List A* and one religion from *List B* are organised at a local or national level.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

SECTION D MORAL DECISION - MAKING

Answer a), b) and c).

D a)

Outline two qualities that a person needs to have so that they can make morally mature decisions. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of moral growth and development by setting out accurate information on two characteristics associated with making morally mature decisions such as thinking of others; ethical principles etc.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	9 - 10
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	7 - 8
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	6
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	4 - 5
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	3
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1

D b)

Describe one example of how a person could inform their conscience on a moral issue by taking into account the teaching of a major world religion. 30M

Marking Criteria and points of reference:

An excellent answer will show an understanding of conscience by giving an accurate account of one example of how the teaching of a major world religion could inform a person’s judgement of right and wrong on a moral issue.

Note: Allow descriptive answers.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

D c)

Profile what is involved in one of the stages of moral development that a person goes through from childhood to adulthood, which is put forward in a theory you studied. 30M

Marking Criteria and points of reference:

An excellent answer will show knowledge of moral development by accurately tracing one aspect of what is involved in a stage of moral development from childhood to adulthood.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

UNIT THREE

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

SECTION E RELIGION AND GENDER

Answer a) and b) i. or ii. or iii. or iv.

E a)

Trace the connection between the understanding of God/gods/the transcendent and the role men and women have in one of the following world religions:

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of gender in religious traditions today by accurately tracing the connection between gender roles and the understanding of God/gods/the transcendent in a major world religion listed in the question.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	34 - 40
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	28 - 33
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	22 - 27
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	16 - 21
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	10 - 15
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	4 - 9
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 3

E b) i.

Outline how *either* one man or woman, whose story is told in the Hebrew Scriptures, played a part in the salvation history of the Hebrew people. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of Hebrew salvation history by setting out accurate information on the part played by one Hebrew man or woman in Hebrew salvation history.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	34 - 40
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	28 - 33
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	22 - 27
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	16 - 21
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	10 - 15
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	4 - 9
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 3

Or E b) ii.

Describe the roles men and women played in one Early Christian community portrayed in *either* the Acts of Apostles *or* the Letters of Saint Paul. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of an Early Christian community by giving an accurate account of the roles men and women had in one Early Christian community that is described in *either* the Acts of Apostles *or* the Letters of Saint Paul.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	34 - 40
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	28 - 33
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	22 - 27
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	16 - 21
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	10 - 15
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	4 - 9
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 3

Or E b) iii.

Examine the influence of how the Gospels portray Mary, the mother of Jesus, on the roles men and women play in one Christian denomination today. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of the portrayal of Mary in the Gospels by looking closely at the influence of the Gospel portrayal of Mary, the mother of Jesus, on the roles men and women play in one Christian denomination today.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	34 - 40
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	28 - 33
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	22 - 27
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	16 - 21
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	10 - 15
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	4 - 9
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 3

Or E b) iv.

Describe how *either* empowerment *or* freedom for men and women has been promoted by one Christian denomination today. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of a religious perspective of empowerment *or* freedom by giving an accurate account of the way in which a Christian denomination either enables or promotes independence for men and women.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	34 - 40
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	28 - 33
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	22 - 27
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	16 - 21
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	10 - 15
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	4 - 9
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 3

SECTION H THE BIBLE: LITERATURE AND SACRED TEXT

Answer a) and b).

- H a) ● THE GOSPEL OF MATTHEW ● THE GOSPEL OF MARK
 ● THE GOSPEL OF LUKE ● THE GOSPEL OF JOHN

Outline what was involved in the oral and written stages in the development of one of the above Gospels. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show familiarity with the Gospels by setting out accurate information on the oral and written stages in the development of a Gospel listed in the question.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

H b)

Explain how one archaeological discovery has influenced the understanding of the Bible today. 40M

Marking Criteria and points of reference:

An excellent answer will show knowledge of how the Bible came to be written by giving one or more reasons that accurately account for how one archaeological discovery has influenced the understanding of the Bible today.

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

<ul style="list-style-type: none">• substantial evidence of MC• completely & clearly relevant	<ul style="list-style-type: none">• no major error(s)• excellent use of skill(s)	EXCELLENT	34 - 40
<ul style="list-style-type: none">• very good evidence of MC• clearly relevant	<ul style="list-style-type: none">• very little evidence of major error(s)• very good use of skill(s)	VERY GOOD	28 - 33
<ul style="list-style-type: none">• good evidence of MC• generally relevant	<ul style="list-style-type: none">• little evidence of major error(s)• good use of skill(s)	GOOD	22 - 27
<ul style="list-style-type: none">• adequate evidence of MC• limited relevance	<ul style="list-style-type: none">• some major error(s)• some use of skill(s)	FAIR	16 - 21
<ul style="list-style-type: none">• inadequate evidence of MC• little relevance	<ul style="list-style-type: none">• many major error(s)• little use of skill(s)	WEAK	10 - 15
<ul style="list-style-type: none">• little evidence of MC• very little relevance	<ul style="list-style-type: none">• very many major error(s)• very little use of skill(s)	VERY WEAK	4 - 9
<ul style="list-style-type: none">• very little/no evidence of MC• no relevance	<ul style="list-style-type: none">• substantial error(s)• no use of skill(s)	NO GRADE	0 - 3

SECTION I RELIGION: THE IRISH EXPERIENCE

Answer a) and b).

I a)

Describe two trends that can be seen in the pattern of religious belief and practice among people in Ireland today. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the changing patterns of religious belief in Ireland by giving an accurate account of two trends found in the pattern of religious belief and practice among people in Ireland today.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

I b)

Outline two ways that inculturation played a part in the development of Christianity in Ireland at the time of Saint Patrick. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Christianity in Ireland by setting out accurate information on two ways that adapting pre-existing religious practices contributed to the development of Christianity in Ireland at the time of Saint Patrick.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

SECTION J RELIGION AND SCIENCE

Answer a) and b).

J a)

Profile the understanding of creation/the natural world that is found in one major world religion which you have studied. 30M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a major world religion’s understanding of creation by accurately tracing the understanding of creation/the natural world found in one of the major world religions studied.

Note: Allow descriptive answers.

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

<ul style="list-style-type: none"> • substantial evidence of MC • completely & clearly relevant 	<ul style="list-style-type: none"> • no major error(s) • excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 2

J b) i.

Outline one of the main ideas about evolution put forward by Charles Darwin. 20M

Marking Criteria and points of reference:

An excellent answer will show familiarity with key moments in the relationship between science and theology by setting out accurate information on one of the main ideas about evolution presented by Charles Darwin.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	17 - 20
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	14 - 16
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	11 - 13
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	8 - 10
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	5 - 7
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	2 - 4
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 1

J b) ii.

Describe how the members of one major world religion reacted at the time, to the ideas Darwin put forward about evolution. 30M

Marking Criteria and points of reference:

An excellent answer will show familiarity with key moments in the relationship between science and theology by giving an accurate account of the reaction at the time, of members of one major world religion to one or more ideas Darwin put forward about evolution.

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

<ul style="list-style-type: none"> substantial evidence of MC completely & clearly relevant 	<ul style="list-style-type: none"> no major error(s) excellent use of skill(s) 	EXCELLENT	26 - 30
<ul style="list-style-type: none"> very good evidence of MC clearly relevant 	<ul style="list-style-type: none"> very little evidence of major error(s) very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> good evidence of MC generally relevant 	<ul style="list-style-type: none"> little evidence of major error(s) good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> adequate evidence of MC limited relevance 	<ul style="list-style-type: none"> some major error(s) some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> inadequate evidence of MC little relevance 	<ul style="list-style-type: none"> many major error(s) little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> little evidence of MC very little relevance 	<ul style="list-style-type: none"> very many major error(s) very little use of skill(s) 	VERY WEAK	3 - 7
<ul style="list-style-type: none"> very little/no evidence of MC no relevance 	<ul style="list-style-type: none"> substantial error(s) no use of skill(s) 	NO GRADE	0 - 2

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 1

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.

<i>Bunmharc</i>	<i>Marc Bónais</i>
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

<i>Bunmharc</i>	<i>Marc Bónais</i>
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 2018 — S 90/16*

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: ISSUES OF JUSTICE AND PEACE

F. 1 A case study on the connection between the religious beliefs of a major world religion and its members' commitment to non-violent means of resolving conflict.

Marking Criteria and points of reference:

Excellent coursework will show knowledge of a religious perspective on non-violence and peace by looking closely at a particular example of the connection between the religious beliefs of a major world religion listed in the syllabus and its members' commitment to non-violent means of resolving conflict.

**F. 2 ● DISCRIMINATION IN IRELAND ● POVERTY IN IRELAND
● WORLD HUNGER**

An analysis of how the understanding of justice and peace in a major world religion encourages its members to address the structural causes of one of the issues listed above.

Marking Criteria and points of reference:

Excellent coursework will show an understanding of justice and peace in a world religion by breaking down how the teaching of a major world religion inspires its members to address two or more structural factors (cultural, economic, political or social) that cause one of the issues listed in the title.

SECTION G: WORSHIP, PRAYER AND RITUAL

G.1 A profile of the origins of using mantra and sacred text in meditation techniques and the significance of these forms of prayer for members of one major world religion today.

Marking Criteria and points of reference:

An excellent coursework will show knowledge of meditation in a world religion by accurately tracing the origins of repeating a sound/word/sentence and sacred text in meditation, and the importance of these meditation techniques in one major world religion today.

G.2 Sacraments are central to worship in some Christian traditions.

An evaluation of the evidence for this statement making reference to the role sacraments play in worship for the members of two Christian denominations.

Marking Criteria and points of reference:

Excellent coursework will show an understanding of sacrament in Christian worship by accurately judging the part sacraments play in worship for the members of two Christian denominations.

**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 2018 Prescribed Title

Part A Descriptor:		EXCELLENT	GOOD	FAIR	WEAK
Evidence of 2018 title marking criteria (syllabus' knowledge; understanding; skills; attitudes) Code MC	SUBSTANTIAL ACCURATE EVIDENCE	40 > 33	32 > 25	24 > 17	16 > 0
	SOURCES OF INFORMATION ON 2018 TITLE. Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/ NO INFORMATION
Information on steps taken and the skills used on 2018 Title (research; analysis; evaluation, critical thinking; communication; reflection) Code SS	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/ NO INFORMATION	
	Summary of findings on 2018 title (ability to – select, analyse and evaluate information; sort and edit information; present ideas concisely and cogently) Code SF	<ul style="list-style-type: none"> • VERY WORTHWHILE PIECE OF WORK. FULL AND RELEVANT SUMMARY • SUBSTANTIAL SUPPORTING EVIDENCE FOR CONCLUSIONS • SUBSTANTIAL PERSONAL ENGAGEMENT WITH 2018 TITLE 	<ul style="list-style-type: none"> • WORTHWHILE PIECE OF WORK. GENERAL SUMMARY • GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS • CLEAR PERSONAL ENGAGEMENT WITH 2018 TITLE 	<ul style="list-style-type: none"> • ADEQUATE PIECE OF WORK LIMITED SUMMARY • SOME SUPPORTING EVIDENCE FOR CONCLUSIONS • SOME PERSONAL ENGAGEMENT WITH 2018 TITLE 	<ul style="list-style-type: none"> • TRIVIAL/ IRRELEVANT PIECE OF WORK. POOR/NO SUMMARY • LITTLE/ NO SUPPORTING EVIDENCE FOR CONCLUSIONS • INADEQUATE/ NO PERSONAL ENGAGEMENT WITH 2018 TITLE
Set points in Part A.					
<ul style="list-style-type: none"> Supporting evidence for conclusions drawn. Personal engagement with 2018 Title. 					

Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on 2018 Prescribed Title

Part B Descriptor:		EXCELLENT	VERY GOOD	GOOD	FAIR/WEAK
Evidence of 2018 title marking criteria (syllabus' knowledge; understanding; skills; attitudes) Code MC	SUBSTANTIAL ACCURATE	40 > 33	32 > 25	24 > 17	16 > 0
	Use of skills on 2018 title (research; analysis; evaluation, critical thinking; communication; reflection judgement. evaluation). Code S	SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2018 title of interest? (<i>enthusiasm/concern</i>) Code 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 2018 title? Code P	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 2018 title? Code Q	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 2018 title? Code PI	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 course -work on the title? Code V	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/ NO ASSESSMENT OF VALUE	

Set questions in Part B

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