



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

**Leaving Certificate 2019**

**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 SEARCH FOR MEANING TODAY

**Answer a) and b).**

**A 1 a) Describe one example of how people asking questions about the experience of suffering in life can be seen in today's art, music, literature or youth culture.**

**20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the search for meaning in a contemporary context by giving an accurate account of how one or more questions about the experience of suffering in life can be seen in a piece of art, or music, or literature, or youth culture 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"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• very many major error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**A 1 b) Explain two reasons why people use symbolic actions to express what is of meaning in their lives. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of symbolic language by giving an accurate account of two reasons why people use symbolic actions to express the meaning of life.

Note: Allow descriptive answers.

If a candidate gives an accurate account of a reason why people use symbolic actions but makes no reference to the use of symbolic actions in expressing the meaning of life —

Consult your Advising Examiner and mark on its merits.

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

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	4 - 5	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

## Question 2. THE SEARCH FOR MEANING IN ANCIENT TIMES

Answer a) and b).

**A 2 a) *Imagine that Plato was giving advice to young people today about the meaning of life.***

**From your knowledge of Plato's ideas outline one way that he would encourage young people to find the true meaning of life in the world today. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of philosophical thought in ancient Greece by setting out accurate information on how one of Plato's ideas would encourage young people to find the true meaning of life in the world today.

Note: Allow descriptive answers e.g. Plato's Allegory of the Cave etc.

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

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

**A 2 b) Examine how a question about the meaning of life is addressed in one myth associated with people who lived in an ancient society. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the search for meaning in ancient societies by looking closely at how a question about the meaning of life was dealt with in an account or story associated with people who lived in an ancient culture, or the very distant past.

Note: If a candidate looks closely at how a question about the meaning of life was dealt with in an account or story not associated with people who lived in an ancient culture or the very distant past – Consult your Advising Examiner and mark on its merits.

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

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

**Question 3. REVELATION**

**Answer a) and b).**

**A 3 a) Describe how God/gods/the divine became known through revelation in two of the following world religions:  
 ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of divine revelation by giving an accurate account of the way that God/gods/the divine became known in two of the world religions listed in the question.

Note: Allow descriptive answers.

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

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	4 - 5	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**A 3 b) Explain how the understanding of 'divine revelation' in one major world religion can be seen in the way a sacred text is treated by its members. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of divine revelation by giving an accurate account of how the understanding of divine revelation in one major world religion is reflected in the way a sacred text is treated by its members.

Note: If a candidate gives an account of how a sacred text is treated by members of one religion listed in the question but makes no reference to how it reflects their understanding of divine revelation – Consult your Advising Examiner and mark on its merits.

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

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	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)      Examine the effect that Roman Rule had on the political and religious lives of Jewish people in Palestine at the time of Jesus of Nazareth. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the socio-political context in Palestine at the time of Jesus of Nazareth by looking closely at how the political and religious lives of Jewish people were affected by Roman rule in Palestine at the time of Jesus.

Note: Allow descriptive answers.

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

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5	
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• very many major error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**B b)      Describe what Jewish people expected the 'Kingdom of God' to be like at the time of Jesus of Nazareth. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish religious context in Palestine at the time of Jesus of Nazareth by giving an accurate account of what was expected of the 'Kingdom of God' by Jewish people at the time of Jesus.

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



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

**B c) Outline one similarity and one difference between what Jesus of Nazareth taught about the 'Kingdom of God' and how it was understood by the Jewish people of his time. 20Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the teaching of Jesus on the Kingdom of God by setting out accurate information on a similarity and a difference between Jesus' teaching and the Jewish understanding of the 'Kingdom of God'.

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

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20	x2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	11 - 13	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	8 - 10	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	5 - 7	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

## SECTION C WORLD RELIGIONS

Answer a), b) and c).

**C a) *The idea of something being 'Tabu' is associated with primal religion.***  
Describe what is involved in two other ideas that are characteristic of primal religion. 10Mx2

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of how religious belief is ancient, diverse and dynamic by giving an accurate account of two concepts associated with primal religion other than the idea that a certain person/object/place is set apart to channel the power of the spirit world.

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

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 - 10	x2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6	
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5	
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3	
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• very many major error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**C b) Profile how the influence of primal religion can be seen in a major world religion that you have studied. 30M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of religious belief by accurately tracing how one or more characteristics of primal religion influenced a major world religion studied as part of the Leaving Certificate Religious Education course.

Note: Allow breath of reference or depth of treatment.

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

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



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

**D b) Describe one example of how a Christian denomination today tries to put into action Jesus of Nazareth’s teaching on the ‘law of love’. 30M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of a Christian tradition and the moral teaching of Jesus by giving an accurate account of one example of how Jesus’ teaching on the ‘law of love’ is put into practice by a Christian denomination today.

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

**D c) ● CRIME AND PUNISHMENT ● MEDICAL ETHICS ● POLITICS AND ECONOMICS  
● RELATIONSHIPS AND SEXUALITY ● VIOLENCE**

**Examine how Jesus’ teaching on ‘right relationship’ would influence Christians in deciding what is right or wrong about one of the issues listed above. 30M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the ethical teaching of Jesus and an awareness of the moral dimension of an issue by looking closely at how Jesus' teaching on 'right relationship' influences Christians in deciding what is right or wrong about one of the issues listed in the question.

Note: Allow descriptive answers.

If a candidate looks closely at what is involved in deciding right or wrong about one of the issues listed in the question but makes no reference to Jesus' teaching on 'right relationship' – Consult your Advising Examiner and mark on its merits.

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

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

## UNIT THREE

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

### SECTION F ISSUES OF JUSTICE AND PEACE

Answer a) and b).

- F a)      ● THE CREATION TEXTS IN GENESIS      ● THE FIVE PRECEPTS OF THE BUDDHA  
                 ● VICEREGENTS OF THE EARTH**

**Profile how the need to care for the environment can be seen in two of the teachings of world religions listed above. 20Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of religious belief and environment issues by accurately tracing how the need to care for the environment can be seen in two of the teachings of major religious traditions 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"> <li>● substantial evidence of MC</li> <li>● completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● no major error(s)</li> <li>● excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20	x2
<ul style="list-style-type: none"> <li>● very good evidence of MC</li> <li>● clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● very little evidence of major error(s)</li> <li>● very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16	
<ul style="list-style-type: none"> <li>● good evidence of MC</li> <li>● generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>● little evidence of major error(s)</li> <li>● good use of skill(s)</li> </ul>	GOOD	11 - 13	
<ul style="list-style-type: none"> <li>● adequate evidence of MC</li> <li>● limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>● some major error(s)</li> <li>● some use of skill(s)</li> </ul>	FAIR	8 - 10	
<ul style="list-style-type: none"> <li>● inadequate evidence of MC</li> <li>● little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● many major error(s)</li> <li>● little use of skill(s)</li> </ul>	WEAK	5 - 7	
<ul style="list-style-type: none"> <li>● little evidence of MC</li> <li>● very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● very many major error(s)</li> <li>● very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4	
<ul style="list-style-type: none"> <li>● very little/no evidence of MC</li> <li>● no relevance</li> </ul>	<ul style="list-style-type: none"> <li>● substantial error(s)</li> <li>● no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

- F b)      *A religious understanding of justice requires a believer to address the causes of injustice.***

**Discuss the evidence for this statement making reference to the relationship between justice and peace in the teaching of one of the following world religions: ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**  
**40M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a religious perspective on justice and peace by examining the relationship between justice and peace in the teaching of one religion listed in the question and drawing accurate conclusions about how it influences its members to address the causes of injustice.

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

**SECTION G WORSHIP, PRAYER AND RITUAL**

Answer a) and b).

**G a) Describe two examples of how the features of a place of worship mark it as sacred for the members of one of the following world religions:**

◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 20Mx2

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the context for prayer by giving an accurate account of how the sacredness of a place of worship is reflected in two of its distinctive items/elements for members of one of the religions 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"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20	X2
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16	
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	11 - 13	
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	8 - 10	
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	5 - 7	
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4	
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1	

**G b) Compare the role reflection plays in the way believers worship within two 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 the nature of religious experience by setting out accurate information on a similarity and/or difference in the role deep thought on a spiritual idea plays in worship for members of two 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"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	34 - 40
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	28 - 33
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	22 - 27
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	16 - 21
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	10 - 15
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>very many major error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	4 - 9
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 3

**SECTION I RELIGION: THE IRISH EXPERIENCE**

**Answer a) and b).**

**I a) Examine the evidence of Pre-Christian religious practice found in one archaeological site in Ireland. 40M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the ancient origins of religion in Ireland by looking closely at one or more ways that there is evidence of Pre-Christian religious practice in one archaeological site in Ireland.

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

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



**I b) Profile how a religious practice found in Ireland today can be traced back to Pre-Christian times.**

**40M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of religion in Ireland by accurately tracing how one religious practice in Ireland today can be traced back to Pre-Christian 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"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	34 - 40
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	28 - 33
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	22 - 27
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	16 - 21
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	10 - 15
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• very many major error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	4 - 9
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 3

**SECTION J RELIGION AND SCIENCE**

**Answer a) and b).**

**J a) ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM ◆ ISLAM ◆ JUDAISM**

**Explain how the understanding of creation/the natural world in one of the above world religions, could influence its members' attitude to the ecological crisis today. 40M**

*Marking Criteria and points of reference:*

An excellent answer will show awareness of the insights of science and religion by giving an accurate account of how the understanding of creation/the natural world in one religion listed in the question, could influence its members' attitude to the forces that threaten the conditions needed for the survival of life on earth today.

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

**J b) *Scientists can be motivated by their religious beliefs to discover the wonder of God's creation.***

**Discuss the evidence for this statement making reference to the work of *either Galileo or Descartes.***

**40M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the relationship between religion and science by examining and drawing accurate conclusions about the extent to which religious beliefs inspired one or more aspects of the scientific work of either Galileo or Descartes.

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

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

### **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.

<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 2019 — S93/17*

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

**SECTION E: RELIGION AND GENDER**

**E. 1** ◆ BUDDHISM ◆ CHRISTIANITY ◆ HINDUISM  
◆ ISLAM ◆ JUDAISM

**Research the connection between the understanding of God/gods/the transcendent and the roles men and women perform in one of the above world religions today.**

*Marking Criteria and points of reference:*

Excellent coursework will show an understanding of gender and religion by analysing and drawing accurate conclusions about the connection between the understanding of God/gods/the transcendent and the part played by men and women today within one religion listed in the title.

**E. 2 A profile of the role played in salvation history by either one man or woman whose life story and faith is described in the Hebrew Scriptures.**

*Marking Criteria and points of reference:*

An excellent coursework will show an understanding of Hebrew salvation history by accurately tracing how the life and faith of one man or woman, from the Hebrew Scriptures, played a part in salvation history.

**SECTION H: THE BIBLE: LITERATURE AND SACRED TEXT**

**H.1 A case study on how one archaeological discovery has contributed to the current understanding of how the Bible came to be written.**

*Marking Criteria and points of reference:*

An excellent coursework will show knowledge of the Bible by examining a particular archaeological discovery and drawing accurate conclusions about its influence on the understanding of how the Bible came to be written.

**H.2 *Storytelling is an important feature of Bible literature.***

**An investigation into the evidence for this statement making reference to the Book of Job in the Hebrew Scriptures and one of Jesus' parables in the Gospels.**

*Marking Criteria and points of reference:*

Excellent coursework will show an understanding of the literature of the Bible by examining and drawing accurate conclusions about how storytelling is an important feature of the Book of Job and one of Jesus' parables.

**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 2019 Prescribed Title**

<b>Part A Descriptor:</b>		<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>
<b>Evidence of 2019 title marking criteria</b> ( <i>syllabus' knowledge; understanding; skills; attitudes</i> ) <b>Code MC</b>	<b>SUBSTANTIAL ACCURATE EVIDENCE</b>	<b>40 &gt; 33</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/ NO EVIDENCE</b>
	<b>SOURCES OF INFORMATION ON 2019 2<sup>nd</sup> SOURCE CODE SI</b>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/ NO INFORMATION
<b>Information on steps taken and the skills used on 2019 Title</b> ( <i>research; analysis; evaluation; critical thinking; communication; reflection</i> ) <b>2<sup>nd</sup> step(skill) Code SS</b>	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/ NO INFORMATION	
<b>Summary of findings on 2019 title</b> ( <i>ability to – select, analyse and evaluate information; sort and edit information; present ideas concisely and cogently</i> ) <b>Code SF</b>	VERY WORTHWHILE PIECE OF WORK. FULL AND RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK. GENERAL SUMMARY	ADEQUATE PIECE OF WORK LIMITED SUMMARY	TRIVIAL/ IRRELEVANT PIECE OF WORK. POOR/NO SUMMARY	
	Supporting evidence for conclusions drawn.	GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/ NO SUPPORTING EVIDENCE FOR CONCLUSIONS	
Personal engagement with 2019 Title.	SUBSTANTIAL SUPPORTING EVIDENCE FOR CONCLUSIONS	CLEAR PERSONAL ENGAGEMENT WITH 2019 TITLE	SOME PERSONAL ENGAGEMENT WITH 2019 TITLE	INADEQUATE/ NO PERSONAL ENGAGEMENT WITH 2019 TITLE	

**Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on 2019 Prescribed Title**

<b>Part B Descriptor:</b>		<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR/WEAK</b>
<b>Evidence of 2019 title marking criteria</b> ( <i>syllabus' knowledge; understanding; skills; attitudes</i> )	<b>Code MC</b>	<b>SUBSTANTIAL ACCURATE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/ NO EVIDENCE</b>
	<b>40 &gt; 33</b>	<b>32 &gt; 25</b>	<b>24 &gt; 17</b>	<b>16 &gt; 0</b>	
<b>Use of skills on 2019 title</b> (research; analysis; evaluation, critical thinking; communication; reflection judgement). <b>2<sup>nd</sup> Skill Code S</b>	SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS	
<b>Why was the 2019 title of interest?</b> ( <i>enthusiasm/concern</i> ) <b>Code I</b>	VERY WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL	FINE PIECE OF WORK RELEVANT INSUFFICIENT PERSONAL INTEREST	TRIVIAL/VERY TRIVIAL PIECE OF WORK LITTLE/NO RELEVANCE PERSONAL INTEREST	
<b>What different perspectives were encountered in doing coursework on the chosen 2019 title?</b> <b>2<sup>nd</sup> perspective Code P</b>	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	
<b>What questions arose through doing coursework on the 2019 title?</b> <b>2<sup>nd</sup> question Code Q</b>	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS	
<b>What personal insights were gained through doing coursework on the 2019 title?</b> ( <i>ability to reflect on learning and its effect on ideas, attitudes and experience</i> ) <b>2<sup>nd</sup> personal insight Code PI</b>	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION WITH INADEQUATE/ NO PERSONAL ENGAGEMENT	
<b>What has been the most valuable part of doing course - work on the title?</b> <b>Code V</b>	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/ NO ASSESSMENT OF VALUE	

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