



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

Marking Scheme

Religious Education

Higher Level

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

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

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

Future Marking Schemes

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

General Introduction

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

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

Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded.

The descriptions, definitions and points in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

UNIT ONE

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

SECTION A THE SEARCH FOR MEANING AND VALUES

Question 1. Answer a) and b).

**A 1 a) *‘The unexamined life is not worth living.’
Imagine Socrates was alive today and giving a talk on this topic.***

Based on your knowledge of Socrates’ thinking, outline two points that he would make about the purpose of life for people today. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the quest for meaning by setting out accurate information on the relevance for people today of two of Socrates’ ideas about the purpose of life.

Code MCx2 in 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)

Explain how two aspects of living in society today could block people from searching for the meaning of life. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the quest for meaning by giving an accurate account of two reasons why life in society today could prevent people from searching for the meaning of life.

Code MCx2 in 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. Answer a) and b)

A 2 a)

Describe one example of how the philosophical thinking in Ancient Greece can be seen as a key moment in the development of philosophy. 40M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the quest for meaning by giving an accurate account of one example of how philosophical thinking in Ancient Greece played a part in the development of philosophy.

Code MC in 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

A 2 b)

Imagine that Anselm and Aquinas are taking part in a discussion about the existence of God with people today.

Outline the ideas that each could put forward to prove the existence of God for people today. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of traditional proofs for the existence of God by setting out accurate information on how the ideas of Anselm and Aquinas could be put forward to prove the existence of God for people today.

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

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	17 - 20
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• very many major error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• 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) and b).

B a) i.

Outline four key points about the Kingdom of God that were emphasised by Jesus of Nazareth in his preaching. 5Mx4

Marking Criteria and points of reference:

An excellent answer will show knowledge of the teachings of Jesus by setting out accurate information on four key features of the Kingdom of God that Jesus highlighted in his words or actions.

Code MCx4 in 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	5
<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	4
<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	3
<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	2
<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	1
<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	↑
<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

B a) ii.

● ESSENES ● SADDUCEES ● ZEALOTS

Compare the reaction of two religious groups listed above to Roman rule in Palestine at the time of Jesus of Nazareth. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge and appreciation of the socio-political and religious context in Palestine at the time of Jesus by giving an accurate account of a similarity and/or difference in the way two of the religious groups listed in the question reacted to Roman rule in Palestine at the time of Jesus of Nazareth.

Code MC in 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 how returning to the original teaching of Jesus was central to the establishment of two of the following movements:

- CÉLI DÉ
- EVANGELICAL MOVEMENT OF EARLY 19TH CENTURY PROTESTANTISM
- LIBERATION THEOLOGY
- MENDICANT ORDERS
- LUTHER'S REFORMS
- SECOND VATICAN COUNCIL

20Mx2

Marking Criteria and points of reference:

An excellent answer will show an ability to recognise moments of adaptation and reform in the Christian tradition by giving an accurate account of the reason why returning to the original teaching of Jesus was key to the foundation of two of the movements listed in the question.

Code MCx2 in 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 C WORLD RELIGIONS

Answer a) and b).

C a) i.

Outline the understanding of salvation/liberation found in the teaching of one of the following world religions: ♦ CHRISTIANITY (ANY DENOMINATION) ♦ JUDAISM 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a world religion by setting out accurate information on the understanding of salvation/liberation found in the teaching of Christianity or Judaism.

Code MC in 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 a) ii.

Compare the understanding of salvation/liberation found in *either* Christianity *or* Judaism with that found in one of the following world religions:

♦ BUDDHISM ♦ HINDUISM ♦ ISLAM 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a world religion by giving an accurate account of a similarity and/or difference between the understanding of salvation/liberation in Buddhism or Hinduism or Islam and that found in Christianity or Judaism.

Code MC in 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)

Outline how the relationship between the sacred and profane is expressed in the way two objects are used in worship by members of a major world religion. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of the relationship between the sacred and the profane in religion by setting out accurate information on how the relationship between the holy and ordinary aspects of life are expressed in the way two material items are used in worship by members of a major world religion.

Note: Allow descriptive answers and reference to two material items that are used in worship by members of different major world religions.

Code MCx2 in 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 D MORAL DECISION-MAKING

Answer a) and b).

D a)

Outline the approach to deciding what is right and wrong that is put forward in two of the following moral philosophies/theories:

- DEONTOLOGICAL ETHICS ● HEDONISM ● RIGHT RELATIONSHIP
- TELEOLOGICAL ETHICS ● UTILITARIANISM ● VIRTUE ETHICS 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of moral theories by setting out accurate information on the approach taken to deciding what is right and wrong in two of the moral philosophies/theories listed in the question.

Note: Allow descriptive answers.

Code MCx2 in 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

D b)

Explain how a moral philosophy/theory, listed in part D a) above, could influence a person’s decision about what is the right thing to do on an issue concerning one of the following:

- CRIME & PUNISHMENT ● POLITICS & ECONOMICS
- MEDICAL ETHICS ● RELATIONSHIPS & SEXUALITY 40M

Marking Criteria and points of reference:

An excellent answer will show knowledge of moral theories by giving an accurate account of how a moral philosophy/theory listed in part D a) could influence a person’s decision about what is the right thing to do on an issue concerning one of the topics listed in the question.

Note: Allow descriptive answers.

Code MC in 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

UNIT THREE

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

SECTION E RELIGION AND GENDER

Answer a) and *either* b) i. or b) ii.

E a)

Compare the role men and women play in 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 place of women and men in major world religions by accurately identifying a similarity and/or difference between the role played by men and women in two of the world religions listed in the question.

Note: Allow descriptive answers, general description of the roles of men and women, or description of two or more roles.

Code MC in 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.

Explain two reasons why feminist theology developed within the Christian tradition.

20Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of feminist theology by giving an accurate account of two reasons why feminist theology developed within the Christian tradition.

Code MCx2 in 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

Or E b) ii.

Outline two qualities that are associated with spiritualities that can be described as ‘feminist’ and explain why feminist spiritualities developed. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of feminist spiritualities by setting out accurate information on two characteristics of feminist spiritualities and giving one reason why feminist spiritualities developed.

Note: Allow descriptive answers.

Code MC in 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)

Outline how the influence of the Bible can be seen in two of the following:

- A CONSTITUTION
 - A DECLARATION OF INDEPENDENCE
 - THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
- 20Mx2**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the influence of the Bible by setting out accurate information on how the Bible can be seen to have influenced two of the pieces of literature listed in the question.

Code MCx2 in 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)

Describe two examples of the way symbolic language is used in apocalyptic writing from the Bible. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Bible by giving an accurate account of two examples of the way symbolic language is used in apocalyptic writing from the Bible.

Code MCx2 in 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 I RELIGION: THE IRISH EXPERIENCE

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

I a)

Profile how two features particularly associated with 'Irish Christianity' developed in the centuries immediately after the time of Saint Patrick. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Irish Christianity by accurately tracing the development of two characteristics of 'Irish Christianity' in the centuries immediately after the time of Saint Patrick.

Code MCx2 in 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) i.

Describe how two examples of Pre-Christian practices show evidence of religious belief in Ireland before the time of Saint Patrick. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Pre-Christian practices in Ireland by giving an accurate account of how two examples of Pre-Christian practices show evidence of religious belief in Ireland before the time of Saint Patrick.

Code MCx2 in 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

Or I b) ii.

Outline how two Irish myths/sagas show evidence of Pre-Christian religious belief. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Pre-Christian religious belief in Ireland by setting out accurate information on how Pre-Christian religious belief can be seen in two ancient Irish stories about God/gods or heroic events.

Note: Allow descriptive answers.

Code MCx2 in 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) i.

Contrast the understanding of creation/the natural world that is found in two major world religions which you have studied. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the teaching of world religions by looking closely at the difference in the understanding of creation/the natural world found in two of the major world religions studied in the Leaving Certificate course.

Code MC in 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 a) ii.

Explain how the understanding of creation/the natural world that is found in one major world religion could influence its members to address the ecological crisis today. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the teaching of world religions by giving one or more accurate reasons why the understanding of creation/the natural world in a major world religion studied in the Leaving Certificate course could influence its members to address the ecological crisis today.

Code MC in 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)

Religion and Science can exist in harmony with each other.

Discuss the evidence for this statement making reference to the work of *either Galileo or Newton*. 40M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the relationship between religion and science by examining the work of either Galileo or Newton and drawing accurate conclusions from it about the statement that 'Religion and Science can exist in harmony with each other.'

Code MC in 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

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 ghnáthráta 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 — 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 -
Higher Level**

Aims of coursework for Leaving Certificate Religious Education are:

- To allow students an opportunity for personal engagement on an issue of interest or concern.
- To develop students' knowledge, understanding, skills and attitudes as outlined in the objectives of the section designated for coursework.
- To provide an opportunity for students to engage in extended research, analysis and reflection on a chosen topic.
- To develop skills of research, analysis, evaluation, critical thinking, communication and reflection.

The inclusion of coursework as an element of the assessment procedure for Religious Education in the Leaving Certificate examination arises from the nature of the subject. The development of skills of research, critical thinking, analysis and reflection are key objectives in the teaching of Religious Education at senior level. Coursework is designed to allow students opportunities to develop these skills further through detailed investigation of a chosen topic. (Religious Education Leaving Certificate Guidelines for Teachers - NCCA page 142)

Candidates are required to submit coursework on one title only. Titles for coursework are common to Ordinary Level and Higher Level. A candidate's Coursework Booklet should be marked at the level at which he/she took the examination. Candidates wishing to illustrate their coursework, may do so in the 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 Higher Level Coursework Part A –
A Summary of the Investigation on Prescribed Title**

Part A Descriptor:	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2018 title marking criteria (syllabus knowledge; understanding; skills; attitudes) Code MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Sources of information on 2018 title. Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED 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 SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
SUMMARY OF FINDINGS ON 2018 TITLE (Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently) Code SF	VERY WORTHWHILE PIECE OF WORK.	WORTHWHILE PIECE OF WORK	FINE PIECE OF WORK	ADEQUATE PIECE OF WORK	TRIVIAL/IRRELEVANT PIECE OF WORK.
	FULL & RELEVANT SUMMARY	DETAILED SUMMARY	GENERAL SUMMARY	ADEQUATE LIMITED SUMMARY	POOR/NO SUMMARY
	SUBSTANTIAL SUPPORTING EVIDENCE FOR CONCLUSIONS	VERY GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME GENERAL SUPPORTING EVIDENCE FOR CONCLUSIONS	ADEQUATE LIMITED SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
	Supporting evidence for conclusions drawn				
Personal engagement with 2018 title	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME GENERAL PERSONAL ENGAGEMENT	ADEQUATE LIMITED PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

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	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
		40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Use of skills on 2018 title (Research; analysis; evaluation, critical thinking; communication; reflection/judgement, evaluation)	Code S	SUBSTANTIAL USE OF SKILLS	VERY CLEAR USE OF SKILLS	CLEAR USE OF SKILLS	LITTLE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2018 title of interest? (enthusiasm / concern)	Code I	VERY WORTHWHILE PIECE OF WORK SUBSTANTIAL EXPLANATION VERY CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	FINE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	ADEQUATE PIECE OF WORK ADEQUATE EXPLANATION SUFFICIENT PERSONAL INTEREST	TRIVIAL/IRRELEVANT PIECE OF WORK LITTLE /NO RELEVANCE LITTLE/ NO PERSONAL INTEREST
What different perspectives were encountered in doing coursework on the chosen 2018 title? (Ability to interpret, contrast and evaluate different opinions/approaches to a topic; the ability to develop counter-arguments)	Code P	SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME GENERAL IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	ADEQUATE IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
What questions arose through doing coursework on the 2018 title? (Ability to question the authority of different sources of information & distinguish between fact and opinion)	Code Q	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME GENERAL IDENTIFICATION OF QUESTIONS	ADEQUATE IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2018 title? (ability to reflect on One's own learning and the effect of that learning on one's ideas, attitudes and experience)	Code PI	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH SOME PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the title?	Code V	SUBSTANTIAL ASSESSMENT OF VALUE	VERY GOOD ASSESSMENT OF VALUE	SOME GENERAL ASSESSMENT OF VALUE	ADEQUATE ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE

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