



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

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) *Imagine the Sophists of Ancient Greece were advertising courses in philosophy. Based on your knowledge of the Sophists outline what you think they would say about philosophy and the purpose it serves in the lives of people. 40M*

Marking Criteria and points of reference:

An excellent answer will show knowledge of the philosophical thought of ancient Greece by setting out accurate information on the Sophists' understanding of philosophy and its purpose i.e. concerned with the individual view of morality; the art of rhetoric, persuasion etc.

Note: Allow descriptive answers e.g. reference to a particular Sophist etc.

Allow implicit reference to the Sophists' understanding of the nature and purpose 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 1 b) *Since ancient times people have used rites to mark key moments in life –*
• Rite of burial • Rite of initiation & passage
Explain how evidence of religious belief can be seen in each of the above rites associated with people who lived in ancient times. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious belief in earliest societies by giving an accurate account of how religious belief can be seen in the symbolic words or actions used to mark a burial and a time of introduction/change in the lives of people long past.

Note: Allow implicit reference to religious belief.

If a candidate makes no reference to ancient times — Consult your Advising Examiner and mark on its merits.

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	X2
<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) *Experiences in life can be understood in different ways –*

● THE AESTHETIC ● THE PROPHETIC

Using examples, explain how a relationship with God/gods/the divine can be Expressed in each of the above ways of interpreting human experience. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show an appreciation of the religious response to life by giving accurate examples of how a relationship with God/gods/the divine can be expressed through an encounter with something of beauty/splendour in life (the aesthetic) and being inspired to speak out on behalf of God/gods/the divine (the prophetic).

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	X2
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	14 - 16	
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	11 - 13	
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	8 - 10	
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	5 - 7	
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2 - 4	
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1	

A 2 b) ● ATHEISM ● REDUCTIONISM

Compare the approach that would be taken by each of the above points of view to answering a question about the meaning of life. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of the quest for the meaning of life by giving an accurate account of one or more similarities and/or differences in the way a question about the meaning of life would be approached from the point of view that there is no God and the view that things should be broken down to their smallest constituent parts in order to find what is true etc.

Note: Allow implicit reference to similarities and/or differences in the approach that would be taken by atheism and reductionism.

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 TWO

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

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer a) and b).

B a) i. Explain two reasons why the teaching of Jesus of Nazareth would have posed a threat for the Roman rulers in Palestine. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of the political context in Palestine at the time of Jesus by giving an accurate account of two reasons why Jesus' teaching posed a threat for the Roman political authorities in Palestine.

Note: Allow descriptive answers where there is implicit reference to reasons why Jesus' teaching posed a threat for the Roman political authorities in Palestine.

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	9 - 10	X2
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	6	
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	4 - 5	
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	3	
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2	
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1	

B a) ii. Examine why the Jewish authorities in Palestine were challenged by the actions of Jesus of Nazareth. 20M

Marking Criteria and points of reference:

An excellent answer will show an understanding of the religious context in Palestine at the time of Jesus of Nazareth by looking closely at one or more accurate reasons why the Jewish authorities were challenged by the words or deeds 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) Compare the understanding of Jesus that is emphasised by a writer of books about Christology with the way Jesus is portrayed in the Gospels. 40M

Marking Criteria and points of reference:

An excellent answer will show knowledge of trends in Christianity by giving an accurate account of a similarity and/or difference between the understanding of Jesus presented in the Gospels and that emphasised by a writer of books about the nature and person of Christ.

Note: Allow implicit reference to a writer of books about Christology.

If a candidate gives an accurate account of the understanding of the nature and person of Jesus that is highlighted by a writer without making reference to a writer of books about Christology – Consult your Advising Examiner and mark on its merits.

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 C WORLD RELIGIONS

Answer a) and b).

C a) i. Describe two ideas that are particularly associated with primal religion. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of primal religion by giving an accurate account of two concepts that are particularly associated with traditions that emerged from tribal people whose lives were dependent on the forces of nature.

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	9 - 10	X2
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	6	
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	4 - 5	
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	3	
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2	
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1	

C a) ii. Explain how the influence of two ideas associated with primal religion can be seen in a major world religion that you have studied. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of primal religion by giving an accurate account of how the influence of two concepts particularly associated with primal religion can be seen in a major world religion studied as part of the Leaving Certificate Religious Education course.

Note: If a candidate gives an accurate account of how primal religion features in a religion other than a major world religion studied as part of the Leaving Certificate Religious Education course – Consult your Advising Examiner and mark on its merits.

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	9 - 10	X2
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	7 - 8	
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	6	
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	4 - 5	
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	3	
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	2	
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 1	

**C b) Choose one world religion from List A and one world religion from List B below:
List A: ♦ CHRISTIANITY ♦ JUDAISM List B: ♦ BUDDHISM ♦ HINDUISM ♦ ISLAM
Compare the role being part of a community plays in the lives of believers
within the world religions that you have chosen above. 40M**

Marking Criteria and points of reference:

An excellent answer will show knowledge of major world religions by setting out accurate information on how being part of a community affects the lives of believers in a similar and/or different way within two of the world religions listed in the question.

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 D MORAL DECISION-MAKING

Answer a) and b).

**D a) ● 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 two of the issues listed above. 20Mx2**

Marking Criteria and points of reference:

An excellent answer will show knowledge of the ethical teaching of Jesus and moral issues by looking closely at how Jesus' teaching about 'right relationship' would influence Christian moral decision-making in relation to two of the issues 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	X2
<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) *Individual rights need to be balanced with the common good.*
Assess the evidence for this statement making reference to one example from either Irish civil law or an international charter. 40M

Marking Criteria and points of reference:

An excellent answer will show an understanding of personal and communal values by accurately judging the extent to which either one Irish civil law or an international charter shows evidence that an individual's rights need to be balanced with what is regarded as best for society as a whole.

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
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<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 F ISSUES OF JUSTICE AND PEACE

Answer a) and b).

F a) i. Outline what is meant by the ‘greening’ of religion and the factors that have played a part in this process. 20M

Marking Criteria and points of reference:

An excellent answer will show an understanding of religion and the environment by setting out accurate information on two or more factors that have influenced the emphasis given by a major religious tradition to protecting the natural environment and preserving it for future generations.

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	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

F a) ii. Profile how care for the environment is being promoted by one religious group/organisation today. 20M

Marking Criteria and points of reference:

An excellent answer will show an understanding of religion and the environment by accurately tracing the way a religious group/organisation is promoting care for the environment today.

Note: Allow implicit reference to one group/organisation associated with a major religious tradition 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

F b) Justice can be understood as — ● FAIR PLAY ● RETRIBUTION

Explain the particular strengths and weaknesses that each of the above understandings of justice have in promoting good relationships between people. 20Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of a variety of perspectives on justice by giving an accurate account of a strength and a weakness in the understanding of justice as fair play (all are equal etc.) and the understanding of justice as retribution (keep the balance of society right by imposing just punishment etc.) in promoting positive relationships between people.

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	X2
<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 G WORSHIP, PRAYER AND RITUAL

Answer a) and b).

G a) i. Describe the origins of one traditional Christian prayer and the way it is used in Christian worship today. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a praying tradition by giving an accurate account of the origins of one formal Christian prayer and the way it is used in Christian worship 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

G a) ii. Compare how Christians worship using the prayer described in part a i) above with the way believers pray in one of the following world religions:

◆ BUDDHISM ◆ HINDUISM ◆ ISLAM ◆ JUDAISM 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of praying traditions by giving an accurate account of a similarity and/or difference between how a Christian formal prayer is used in worship and the way believers pray in Buddhism or Hinduism or Islam or Judaism.

Note: Allow implicit reference to the prayer described in part a i) of the question and implicit reference to similarity and/difference between two world religions.

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

G b) Profile how the spiritual dimension of life was emphasised in the life and work of a mystic associated with 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 the mystic tradition by accurately tracing how an inner journey that led to a direct, intuitive and immediate experience of God/god/the divine played a central part in the life and work of a mystic associated with one of the world religions listed in the question.

Note: Allow implicit reference to a mystic associated with one of the world religions listed in the question.

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 I RELIGION: THE IRISH EXPERIENCE

Answer a) and b).

I a) i. Describe one example of how adapting Pre-Christian religious practices influenced the growth of Christianity in Ireland at the time of Saint Patrick.

20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the development of Christianity in Ireland by giving an accurate account of one example of how adapting pre-existing religious practices contributed to the development of Christianity in Ireland at the time of Saint Patrick.

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

I a) ii. Outline one distinctive way in which 'Irish Christianity' developed in the centuries immediately after the time of Saint Patrick. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Christianity in Ireland by setting out accurate information on one particular way 'Irish Christianity' developed between 500 and 900 CE.

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

I b) i. Explain the difference between secularism and secularisation. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of secular movements in Ireland today by giving an accurate account of the difference between the philosophical position that society should not be influenced by religion and the decline of religiosity.

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

I b) ii. Discuss the impact of secularism and secularisation on the pattern of religious practice in Ireland today. 30M

Marking Criteria and points of reference

An excellent answer will show knowledge of the pattern of religious practice in Ireland by examining different perspectives and drawing accurate conclusions about the effect that secularism and secularisation have on the pattern of religious practice in Ireland 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	26 - 30
<ul style="list-style-type: none"> • very good evidence of MC • clearly relevant 	<ul style="list-style-type: none"> • very little evidence of major error(s) • very good use of skill(s) 	VERY GOOD	21 - 25
<ul style="list-style-type: none"> • good evidence of MC • generally relevant 	<ul style="list-style-type: none"> • little evidence of major error(s) • good use of skill(s) 	GOOD	17 - 20
<ul style="list-style-type: none"> • adequate evidence of MC • limited relevance 	<ul style="list-style-type: none"> • some major error(s) • some use of skill(s) 	FAIR	12 - 16
<ul style="list-style-type: none"> • inadequate evidence of MC • little relevance 	<ul style="list-style-type: none"> • many major error(s) • little use of skill(s) 	WEAK	8 - 11
<ul style="list-style-type: none"> • little evidence of MC • very little relevance 	<ul style="list-style-type: none"> • very many major error(s) • very little use of skill(s) 	VERY WEAK	3-7
<ul style="list-style-type: none"> • very little/no evidence of MC • no relevance 	<ul style="list-style-type: none"> • substantial error(s) • no use of skill(s) 	NO GRADE	0 - 2

SECTION J RELIGION AND SCIENCE

Answer a) and b).

**J a) i. Compare how the ecological crisis is viewed from the perspectives of a theologian and a scientist, making reference to what each see as —
i. The origins of the crisis. 20M**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the connections between scientific and theological enterprises by accurately identifying a similarity and/or difference in the way the origins of the ecological crisis are viewed from the perspective of a theologian and a scientist.

Note: Allow implicit reference to similarity and/difference and implicit reference to a theologian and a scientist.

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. Compare how the ecological crisis is viewed from the perspectives of a theologian and a scientist, making reference to what each see as —
ii. The main features of the crisis. 20M**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the connections between scientific and theological enterprises by accurately identifying a similarity and/or difference in what are seen as the main features of the ecological crisis from the perspective of a theologian and a scientist.

Note: Allow implicit reference to similarity and/difference and implicit reference to a theologian and a scientist.

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) Discuss the extent to which religion and science share an interest in particular questions and certain methods of interpretation. 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 religion and science share an interest in particular questions and certain methods of interpretation.

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 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 -
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 2019 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 2019 title. 2nd source Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION	
Information on steps taken and the skills used on 2019 Title <i>(Research; analysis; evaluation; critical thinking; communication; reflection)</i> 2nd step(skill) Code SS	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION	
SUMMARY OF FINDINGS ON 2019 TITLE <i>(Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently)</i> 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	
Supporting evidence for conclusions drawn	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	
	Personal engagement with 2019 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 2019 Prescribed Title

Part B Descriptor:		EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
Evidence of 2019 title marking criteria (syllabus knowledge; understanding; skills; attitudes) Code MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
	Use of skills on 2019 title (research; analysis; evaluation, critical thinking; communication; reflection/judgement); 2nd Skill 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 2019 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 2019 title? (Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments) 2nd perspective 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 2019 title? (Ability to question the authority of different sources of information & distinguish between fact and opinion) 2nd question 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 2019 title? (ability to reflect on learning and its effect on ideas, attitudes and experience) 2nd personal insight 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 2019 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	

Set Questions in Part B.

