



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2023

Marking Scheme

Religious Education

Common 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

In any year, the learning outcomes to be assessed in Religious Education at Junior Cycle Common Level will constitute a sample of the relevant outcomes from the three tables of learning outcomes outlined in the Junior Cycle Religious Education specification published by the Department of Education and Skills in 2018. While students may draw on their own experience in an examination, their personal faith commitment and/or affiliation to a particular religious grouping will not be subject to assessment.

Junior Cycle Religious Education

Online Marking

Final Examination Annotations

Annotation	Description	Denoting
MC ✓	Code MC ✓ in left margin of the candidate's answerbook.	First evidence of question's Marking Criteria in the candidate's answerbook.
MC^x	Code MC^x in left margin of the candidate's answerbook.	No evidence of question's Marking Criteria in the candidate's answerbook.
[Code [in left margin of the candidate's answerbook.	Beginning of duplicate answer to a question for which marks are already awarded.
]	Code] in left margin of the candidate's answerbook.	End of duplicate answer to a question for which marks are already awarded.
	Code  horizontal wavy line in left margin of the candidate's answerbook.	Answer page seen by examiner to a question for which annotation/marks are entered elsewhere.
	Code  vertical wavy line in left margin of the candidate's answerbook.	Blank page seen by examiner/ No evidence of candidate's answer to a question seen on this page by examiner.

Section A**Total: 120 marks****Candidates must answer all questions.****There is space for extra work at the end of Section A in the booklet.****Question 1****18 marks (9 marks x2)****Read the reports below and answer the question that follows.****A football manager told guests at an award ceremony –**

The fact you have voted this team member 'player of the season' shows that you have seen his quality as a footballer. However, it is his qualities as a person that should also be highlighted. Before a match the team have only an hour to prepare from the time we arrive at a stadium. Yet this player has made time for his religious rituals and prayers part of our match-day plans ...

Olympic boxing champion Katie Taylor told a reporter that –

There are times in competitions when I have doubted myself or had a few fearful thoughts and that's when I have to cling onto God and cling to the scriptures and to focus on what God is saying ...

Explain how the importance of religious belief in the lives of people can be seen in each of the above reports.

Marking criteria and points of reference:

An excellent answer will show an understanding of religious belief by giving an accurate account of one or more ways that the importance of religious belief in the lives of people can be seen in each of the sports reports given in the question e.g.

- Footballer made time for his religious rituals and prayers part of our match-day plans etc.
- Katie Taylor talks about clinging onto God when she is fearful etc.
- Etc.

Code MC ✓ x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of way respect for religious belief can be seen in each report	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurate account of way	Excellent account of way	very good account of way	Good account of way	Some account of way	little account of way	very little account of way	very little/no account of way
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
9 marks x2	9 - 8	7 - 6	5	4	3	2	1 - 0

Question 2 (a)**10 marks**

A The Koran/Qur'an B The New Testament C The Tanakh/Tenakh
D The Tripitaka E The Vedas

Match one of the above sacred texts to the religion with which it is most associated from the following list:

Buddhism	Christianity	Hinduism	Islam	Judaism
Sacred Text				Religion
(Write the letter below for one sacred text given above)				

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred text by accurately linking one sacred text to the religion named in the question with which it is most associated –

- The Tipitaka/Tripitaka & Buddhism.
- The New Testament & Christianity.
- The Vedas & Hinduism.
- The Koran/Qur'an & Islam.
- The Tanakh/Tenakh & Judaism.

Note: Allow candidate's reference to letter and /or name given in the question.

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

Evidence of linking a sacred text to a religion	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately linking	Excellent linking	very good linking	Good linking	Some linking	little linking	very little linking	very little/no linking
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 2 (b)**15 marks**

Explain a reason why a text is sacred for members of one of the following religions: Buddhism, Christianity, Hinduism Islam or Judaism.

Marking Criteria and points of reference:

An excellent answer will show an understanding of a sacred text by giving an account of one accurate reason why a text is considered holy or divinely inspired by members of one religion listed in the question e.g.

- The text contains the words of God/gods/the divine etc.
- The text gives guidance about living in relationship with God/gods/the divine etc.
- The text recalls events that revealed the teaching of God/gods/the divine in the founding story of the religion etc.
- Etc.

Note: Allow descriptive answers.

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

Evidence of why a text is considered holy or divinely inspired	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account of reason	Excellent account of reason	very good account of reason	good account of reason	some account of reason	little account of reason	very little account of reason	very little/no account of reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2- 0

Question 2 (c)**15 marks**

Describe an example of the way a sacred text plays a part in the lives of believers in one of the following religions:

● **Buddhism** ● **Christianity** ● **Hinduism** ● **Islam** ● **Judaism**

Marking Criteria and points of reference:

An excellent answer will show an understanding of a sacred text by giving an accurate account of the part a sacred text plays in the lives of believers in one religion listed in the question e.g.

- Buddhism – The Tripitaka - Gives the believer guidance about aspects of life etc.
- Christianity – The New Testament parables, teaching of Jesus give guidance to Christians on values and lifestyle etc.
- Hinduism – The Vedas – Contains stories and poems from the founding story of Hinduism etc.
- Islam – The Koran/Qur'an may be read daily during prayers etc.
- Judaism – The Tanakh/Tenakh outlines key events from founding story of Judaism and guidance on the lifestyle of a Jewish person etc.

Note: Allow descriptive answers but if no reference is made to the part a text plays in the lives of believers as the question requires – 7 marks max.

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

Evidence of the part a sacred text plays in the lives of believers	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account	Excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 3 (a)**12 marks****The child pictured opposite appears to trust the adult in the photograph.**

...

Suggest one reason why the child appears to trust the adult in the photograph opposite.

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by putting forward one accurate reason why the child appears to trust the adult in the photograph given in the question e.g.

- The child jumps with their hands in the air confident that the adult will catch them etc.
- The child relies on the strength of the adult to catch them and is not worried about getting hurt in jumping off the wall etc.
- Etc.

Note: No implicit reference to the photograph as the question requires - 5 marks max.

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

Evidence of why the child trusts the adult	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) put forward one reason	Excellent putting forward reason	very good putting forward reason	good putting forward reason	some putting forward reason	little putting forward reason	very little putting forward reason	very little/no putting forward reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
12 marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2	1 - 0

Question 3 (b)**15 marks**

Explain one reason why trust is associated with the development of a person's religious faith.

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by giving an account of one accurate reason why trust is associated with the development of religious belief and/or practice e.g.

- Trust allows a person to feel comfortable with having unanswered questions etc.
- Trust allows a person to build a relationship with God, gods, the divine etc.
- Etc.

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

Evidence of why trust is associated with religious belief and/or practice	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurate account of reason	Excellent account of reason	very good account of reason	good account of reason	some account of reason	little account of reason	very little account of reason	very little/no account of reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 4**15 marks**

Describe an example of how a person's beliefs can change at different stages in the development of religious faith.

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by giving an accurate account of one example of how a person's religious beliefs can change at different stages in their development e.g.

- Childhood - religious faith influenced by imitating parents/family; concrete image of God – old man in the sky etc.
- Adolescence - the person starts to gain their own understanding of what their faith means to them personally; the person questions the stories/beliefs they were told etc.
- Maturity – the person is able to live with ambiguity in life; with not having answers to life questions etc.
- Etc.

Note: Allow descriptive answers.

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

Evidence of how religious beliefs can change in development	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) accurate account	Excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 5**20 marks (10 marks x2)****● Family****● Friends****Examine how each of the above can influence a person's religious faith.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by looking closely at the influence of family and friends on religious faith e.g.

- Family – share/introduce religious faith to a child; a child may imitate or hold similar beliefs to older family members etc.
- Friends – introduce a person to different viewpoints, questions, religious traditions; peer pressure may influence a person to imitate or hold similar beliefs to their friends etc.

Code MC✓x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of how family and friends influence religious faith	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – looking closely	Excellent looking closely	very good looking closely	good looking closely	some looking closely	little looking closely	very little looking closely	very little/no looking closely
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Section B**Total: 120 marks****Candidates must answer all questions.****There is space for extra work at the end of Section B in the booklet.****Question 6 (a)****7 marks****Read the notice below and answer the questions that follow.**

...

From your reading of the above notice, state one reason why people join this choir.

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities of faith by identifying in a concise statement one accurate reason why people join the choir described in the notice given in the question e.g.

- Make new friends etc.
- Meet people of all ages and walks of life etc.
- To help clear/focus a person's mind etc.
- etc.

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

Evidence of why people join the choir	Excellent substantial evidence	Very Good very good evidence	Good good evidence	Fair adequate evidence	Weak inadequate evidence	– little evidence	Very Weak very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – identifying one reason	Excellent identifying reason	very good identifying reason	Good identifying reason	some identifying reason	little identifying reason	very little identifying reason	very little/no identifying reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
7 marks	7 – 6	5	4	3	–	2	1 – 0

Question 6 (b)**8 marks****Give one reason why this choir can be described as a community.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities by presenting one accurate reason why the choir, described in the notice, can be described as a community e.g.

- The choir is inviting people with similar interests to come together to share their interest in music etc.
- The choir share their talents to benefit other groups within a community etc.
- Etc.

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

Evidence of why the choir can be described as a community	Excellent substantial evidence	Very Good very good evidence	Good good evidence	Fair adequate evidence	Weak inadequate evidence	– little evidence	Very Weak very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) - presenting one accurate reason	Excellent presenting reason	very good presenting reason	Good presenting reason	some presenting reason	little presenting reason	very little presenting reason	very little/no presenting reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
8 marks	8 - 7	6	5	4	3	2	1 - 0

Question 7 (a)**10 marks****Buddhism Christianity Hinduism Islam Judaism****Name a community of faith associated with one of the above religions found in Ireland today.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities of faith by accurately naming one community of faith in Ireland that is associated with a religion listed in the question e.g.

- Buddhism – Dublin Buddhist Centre etc.
- Christianity – The Legion of Mary; Saint Vincent DePaul Society; Redemptorist Order etc.
- Hinduism – The Vedic Hindu Cultural Centre Ireland etc.
- Islam – Islamic Cultural Centre, Clonskeagh Dublin etc.
- Judaism – The Belfast Hebrew Congregation. etc.

Note: Allow descriptive answers.

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

Evidence of naming one community of faith in Ireland	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – naming/ identifying	Excellent	very good	Good	some	little	very little	very little/no
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 7 (b)**12 marks**

Ideas about what is important in life can inspire the actions of members within a community of faith.

...

Pictured opposite are women from a community of faith offering food to people in a park. Give another example of how a value could inspire the actions of members within a community of faith.

Marking Criteria and points of reference:

An excellent answer will show an understanding of values by presenting a concise example of how a value could inspire the actions of members within a community of faith, other than the example given in the question e.g.

- Valuing charity could inspire Zakat in Islam etc.
- Forgiveness could inspire Christians to take part in the sacrament of reconciliation etc.
- Right action could inspire Buddhists to care for the environment etc.
- Etc.

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

Evidence of a value that inspires community of faith	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately presenting	Excellent presenting	very good presenting	good presenting	some presenting	little presenting	very little presenting	very little/no presenting
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
12 marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2	1 - 0

Question 7 (c)**20 marks (10 marks x2)**

**Name the moral codes most associated with two religions from the following list:
Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show knowledge of moral codes by choosing two of the religions listed in the question and accurately naming their moral code/set of rules which orients moral behaviour e.g.

- Buddhism – The Eightfold Path etc.
- Christianity – Love of neighbour etc.
- Hinduism – The Law of Karma etc.
- Islam – The Five Pillars etc.
- Judaism – The Ten Commandments/Decalogue etc.

Note: If a candidate chooses two of the religions listed in the question and names the same moral code/set of rules for each - Consult your Advising Examiner.

Code MC ✓ x 2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of moral codes of two religions	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – naming/ identifying	Excellent	very good	good	some	Little	very little	very little /no
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks x2	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 7 (d)**15 marks**

Outline what value is being expressed in one moral code associated with a religion from the following list: ● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Marking Criteria and points of reference:

An excellent answer will show an understanding of moral codes by setting out accurate information on an ideal or standard of behaviour that is expressed in one moral code associated with a religion listed in the question e.g.

- Buddhism – The Five Precepts, abstain from wrong speech etc.
- Christianity – Parables and teachings of Jesus, love your neighbour etc.
- Hinduism – The Law of Karma, treat others the way you would like to be treated etc.
- Islam – The Five Pillars, Charity /Almsgiving / Zakat - Instruction from Allah to share with others in need etc.
- Judaism – The Ten Commandments, respect the property of others/do not steal etc.

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

Evidence of a value expressed in a moral code	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – setting out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little setting out information	very little/ no setting out information
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 8**15 marks**

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Describe an example of how believers in one of the above religions have tried to overcome a difficulty or challenge they experienced in living according to the values of their religion.

Marking Criteria and points of reference:

An excellent answer will show knowledge of times of challenge in a major world religion by giving an accurate account of one example of how believers have tried to overcome a challenge they experienced in witnessing to the values of a religion listed in the question e.g.

- Buddhism – the value of religious freedom led the Dalai Lama, Tibetan monks etc. to move and settle in India, following the religious intolerance resulting from the Chinese invasion of Tibet etc.
- Christianity – the value of gathering for the Eucharist led Roman Catholics during Penal Times to worship in secret, engage in interfaith dialogue etc.
- Hinduism - the value of respecting different religious belief led Hindus to take part in peaceful protests calling for an end to religious violence in Bangladesh etc.
- Islam – the value of praying daily, led believer to overcome difficulties posed by work, lifestyle etc. to use prayer mats facing Mecca to pray in whatever circumstances they find themselves etc.
- Judaism – the value of the food laws outlined in the Hebrew Bible has led Jewish People to overcome the difficulties of sourcing such food by making local arrangements for Kosher food preparation etc.

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

Evidence of overcoming a challenge experienced in living by the values of a religion	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) - accurate account	Excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 9 (a)**7 marks**

Read the story below about a student's experience and answer the questions that follow.

...

State one difficulty that Sam faced in the situation described in the above story.

Marking Criteria and points of reference:

An excellent answer will show an understanding of the moral decision-making process by accurately identifying in a concise statement one difficulty that Sam faced in the situation described in the story given in the question e.g.

- the fear of being bullied if she confronted the bullies etc.
- not knowing how the bullies would react to her standing by the young student etc.
- Etc.

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

Evidence of difficulty Sam faced in the situation	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – identifying in a concise statement	Excellent identifying in a concise statement	very good identifying in a concise statement	good identifying in a concise statement	some identifying in a concise statement	little identifying in a concise statement	very little identifying in a concise statement	very little/no identifying in a concise statement
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
7 marks	7 – 6	5	4	3	–	2	1 – 0

Question 9 (b)**12 marks**

From your reading of the above story, explain one reason why Sam decided to speak up for the young student in this situation.

Marking Criteria and points of reference:

An excellent answer will show an understanding of the moral decision-making process by giving an account of an accurate reason why Sam decided to speak up in the situation given in the question e.g.

- To show respect for the rights of the young student etc.
- A person would not want to be treated by others in the way described in the story etc.
- etc.

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

Evidence of reason why Sam decided to speak up	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurate account of reason	Excellent account of reason	very good account of reason	good account of reason	some account of reason	little account of reason	very little account of reason	very little/no account of reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
12 marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2	1 - 0

Question 10**14 marks**

Thinking about the consequences of different actions is one stage in the process a person goes through when deciding what is right and wrong in a situation.

Outline what is involved in another stage of the process a person goes through in deciding what is right and wrong in a situation.

Marking Criteria and points of reference:

An excellent answer will show an understanding of the moral decision-making process by setting out accurate information on a stage involved in deciding what is right and wrong in a situation other than thinking about the consequences e.g.

- Conduct research to inform decision-making etc.
- Consider alternative etc.
- Seek advice, guidance from others to support decision-making etc.
- Etc.

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

Evidence of a stage in deciding what is right and wrong	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – set out accurate information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information	very little setting out information	very little/no setting out information
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
14 marks	14 - 13	12 - 11	10 - 8	7	6 - 4	3	2 - 0

Section C**Total: 120 marks****Candidates must answer all questions.****There is space for extra work at the end of Section C in the booklet.****Question 11****10 marks****Read the story below and answer the question that follows.**

...

From your reading of the above story, suggest one reason why the gardener planted the fruit tree.

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by putting forward one accurate reason why the fruit tree was planted by the gardener in the story given in the question e.g.

- To keep the garden as he received etc.
- To benefit the next generation etc.
- Etc.

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

Evidence of why the fruit tree was planted	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – put forward one accurate reason	Excellent putting forward a reason	very good putting forward a reason	Good putting forward a reason	some putting forward a reason	little putting forward a reason	very little putting forward a reason	very little/no putting forward a reason
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 12 (a)**10 marks**

Care for the earth is encourage in different religious teachings –

- A Ahimsa B Right Action C Stewardship of creation
D Tikkun Olam E Viceregents of the earth

Match one of the above religious teachings to the religion with which it is most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Religious Teaching (Write the letter below for one religious teaching given above)	Religion
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Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by accurately linking a religious teaching to the religion with which it is most associated listed in the question e.g.

- A – Ahimsa & Hinduism.
- B – Right Action & Buddhism.
- C – Stewardship of Creation & Christianity.
- D – Tikkun Olam & Judaism.
- E – Viceregents of the earth & Islam.

Note: Allow candidate's reference to letter and /or name given in the question.

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

Evidence of linking religious teaching to a religion	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – linking	Excellent linking	very good linking	good linking	some linking	little linking	very little linking	very little/no linking
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 12 (b)**15 marks**

Describe an example of how care for the earth is promoted in the teaching of one religion from the following list:

● **Buddhism** ● **Christianity** ● **Hinduism** ● **Islam** ● **Judaism**

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by giving an accurate account of one example of how care for the earth is promoted in the teaching of one religion listed in the question e.g.

- Buddhism – the Five Precepts teach that it is good to avoid doing harm to any living being etc.
- Christianity – Stewardship of Creation, co-creators with God, responsibility to leave it in good condition for future generations Jesus taught his followers to treat all people with compassion and kindness etc.
- Hinduism – The Law of Karma teaches that it is good to avoid wrongdoing in life; Ahimsa – Not causing harm to living things etc.
- Islam – Vicereagents of the earth – everything has been created with the purpose of serving and obeying God etc.
- Judaism – Tikkun Olam, aspiration to behave and act constructively and beneficially etc.

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

Evidence of care for the earth in the teaching of a religion	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – giving an accurate account	Excellent giving an account	very good giving an account	Good giving an account	some giving an account	little giving an account	very little giving an account	very little/no giving an account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 13 (a)

8 marks (2Mx4)

Read the report below and answer the question that follows.

...

From your reading of the above report, complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

April 2022	Croagh Patrick	disease	funds	2.75 million euro
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Charlie Bird wanted to raise awareness of motor neurone ... disease
He decided to raise ...
Charlie Bird climbed ...
'Climb with Charlie' took place in ...
Within a month the campaign raised close to ...

Marking Criteria and points of reference:

An excellent answer will show an understanding of promoting the wellbeing of all people by accurately finishing the sentences from the report using the words given in the question –

- He decided to raise ... funds.
- Charlie Bird climbed ... Croagh Patrick.
- 'Climb with Charlie' took place in ... April 2022.
- Within a month the campaign raised close to ... 2.75 million euro.

Code MC✓x4 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of Sentences from story about promoting wellbeing of people	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately finishing sentences	Excellent finishing sentences	very good finishing sentences	Good finishing sentences	some finishing sentences	little finishing sentences	very little finishing sentences	very little/no finishing sentences
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
2 marks x 4	2	-	-	1	-	-	0

Question 13 (b)**15 marks**

Describe another example of how a non-religious organisation works to promote the wellbeing of all people in the world today.

Marking Criteria and points of reference:

An excellent answer will show an understanding of promoting the wellbeing of all people by giving an accurate account of an example of how a non-religious organisation works to promote the wellbeing of all people in the world today e.g.

- Doctors Without Borders – work to promote peace by delivering medical assistance to anyone in need regardless of country borders etc.
- ‘Third Age’ organisation – promotes wellbeing and fulfilment for older people within society etc.
- Etc.

Note: Allow descriptive answers but if no reference is made to a non-religious organisation as the question requires – 6 marks max.

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

Evidence of how a non-religious organisation promotes the wellbeing of all	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – giving an accurate account	Excellent account	very good account	Good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
15 marks	15 -14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 14 (a)**10 marks**

Croagh Patrick is a place of religious importance for a community of faith in Ireland.

Name another particular place in Ireland that has religious importance for a community of faith associated with one of the following religions:

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Marking Criteria and points of reference:

An excellent answer will show knowledge of sacred spaces by accurately naming a particular place or building in Ireland, other than Croagh Patrick, that is of religious importance for a community of faith associated with a religion listed in the question e.g.

- Buddhism – Dublin Buddhist Centre etc.
- Christianity – Knock, Co. Mayo etc.
- Hinduism – Vedic Cultural Centre etc.
- Islam – Clonskeagh Mosque etc.
- Judaism – South Circular Road Synagogue etc.

Note: In keeping with the spirit of the question, if reference is made to a general place or building, rather than a particular place or building of religious importance in Ireland, as the question requires – 5 marks max.

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

Evidence of naming a place of religious importance in Ireland	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – naming/ identifying	Excellent	very good	good	some	little	very little	very little/no
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 14 (b)**14 marks**

Explain why a particular place in Ireland has religious importance for a community of faith.

Marking Criteria and points of reference:

An excellent answer will show knowledge of sacred spaces by giving an accurate account of one or more reasons why a particular place or building in Ireland has religious importance for a community of faith e.g.

- A place in Ireland associated with a person of importance for a community of faith – St. Brigid's well, Liscannor, County Clare etc.
- A building associated with significant events in the story for a community of faith – Christ Church Dublin etc.
- Etc.

Note: Avoid consequential penalties.

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

Evidence of why place or building has religious importance	Excellent	Very Good	Good	Fair	Weak – Very Weak		
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurate account of reason(s)	Excellent account of reason(s)	very good account of reason(s)	Good account of reason(s)	some account of reason(s)	little account of reason(s)	very little account of reason(s)	very little/no account of reason(s)
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
14 marks	14 - 13	12 - 11	10 - 8	7	6 - 4	3	2 - 0

Question 15 (a)**10 marks (2 marks x5)**

Read the account below and answer the question that follows.

...

From your reading of the above account complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

Allah	Covid	Croke Park	Experiences	Id al-Adha	July 2020
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I will always remember that Friday in ... July 2020.
Because of the need for social distancing during ...
The Islamic community gathered in Dublin's ...
As we gathered on the sports field for ...
I thought about all the good ...
Gave thanks to ...

An excellent answer will show an understanding of the expression to religious belief in religious rituals by accurately finishing the sentences from the account using the words given in the question –

- Because of the need for social distancing during ... Covid.
- The Islamic community gathered in Dublin's ... Croke Park.
- As we gathered on the sports field for ... Id al-Adha.
- I thought about all the good ... experiences.
- Gave thanks to ... Allah.

Code MC✓ x5 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of sentences from story about religious rituals	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately finishing the sentences	Excellent finishing sentences	very good finishing sentences	Good finishing sentences	some finishing sentences	little finishing sentences	very little finishing sentences	very little/no finishing sentences
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
2 marks x 5	2	-	-	1	-	-	0

Question 15 (b)**10 marks**

The festival of Id al-Adha is marked each year by members of the Islamic community. Name another religious festival, that is marked at a particular time each year by members of one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking Criteria and points of reference:

An excellent answer will show an understanding of the expression to religious belief in rituals by accurately naming a religious festival, other than Id al-Adha, that is marked each year by members of a religion listed in the question e.g.

- Buddhism – Vesak etc.
- Christianity – Easter etc.
- Hinduism – Diwali etc.
- Islam – Eid al-Fitr etc.
- Judaism – Yom Kipper etc.

Note: Allow reference to a time of religious significance associated with a religious festival e.g. Ramadan, Lent etc.

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

Evidence of naming religious festival	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – accurately naming /identifying	Excellent	very good	Good	some	little	very little	very little/ no
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
10 marks	10 - 9	8 - 7	6	5 - 4	3	2	1 - 0

Question 15 (c)**18 marks (9 marks x2)**

Explain two reasons why the religious festival that you named in part (b) above is marked each year by members of a religion.

Marking criteria and points of reference:

An excellent answer will show an understanding of the expression to religious belief in religious rituals by giving an account of two accurate reasons why the religious festival named in part (b) of the question is marked each year by members of a religion.

Possible Points:

- Buddhism – Vesak is sacred as Buddhists celebrate the day the Buddha was born and remember his enlightenment and death etc.
- Christianity – Easter is marked by Christians each year to mark the death and resurrection of Jesus Christ etc.
- Hinduism – Diwali – festival of lights celebrates the triumph of light over darkness, good over evil and the human ability to overcome adversity etc.
- Islam – Ramadan marks the believers' submission to the will of Allah etc.
- Judaism – Yom Kippur is a day of atonement when believers ask for forgiveness from God etc.

Note: Allow descriptive answers and avoid consequential penalties.

Code MC✓x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

Evidence of why religious festival is marked each year	Excellent	Very Good	Good	Fair	Weak	–	Very Weak
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	little evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	very little relevance	Not relevant
Use of skill(s) – account of accurate reasons	Excellent account of reasons	very good account of reasons	Good account of reasons	some account of reasons	little account of reasons	very little account of reasons	very little/no account of reasons
Factual Accuracy	no major errors(s)	very little evidence of errors(s)	little evidence of major errors(s)	some evidence of major errors(s)	many major errors(s)	substantial error(s)	Many substantial errors(s)
9 marks x 2	9 - 8	7 - 6	5	4	3	2	1 - 0



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

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

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 360 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 360 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 270 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
271 - 273	26
274 - 276	25
277 - 280	24
281 - 283	23
284 - 286	22
287 - 290	21
291 - 293	20
294 - 296	19
297 - 300	18
301 - 303	17
304 - 306	16
307 - 310	15
311 - 313	14
314 - 316	13

Bunmharc	Marc Bónais
317 - 320	12
321 - 323	11
324 - 326	10
327 - 330	9
331 - 333	8
334 - 336	7
337 - 340	6
341 - 343	5
344 - 346	4
347 - 350	3
351 - 353	2
354 - 356	1
357 - 360	0