



Coimisiún na Scrúduithe Stáit **State Examinations Commission**

Junior Cycle 2024

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.

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****2 marks x 4****For centuries, people have been asking questions about how the natural world began.****...****From your reading of the above non-religious view of how the world began, complete the following sentences using the words from the box below. One sentence has been completed as an example for you.**

Big Bang	Bubble	Growing	Second	Years Ago
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Marking criteria and points of reference:

An excellent answer will show an understanding of the non-religious view of creation/the natural world by accurately finishing the sentences from the above account using the words given in the question i.e.

- At that time, the entire universe was inside a – Bubble.
- The universe suddenly exploded with a – Big Bang.
- The universe grew from being something very small, in a fraction of a – Second.
- The universe has kept on – Growing.

Code MC ✓ x 4 in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 2 (a)**10 marks****Describe a story about the beginning/creation of the natural world that is associated with 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 religious view of creation/the natural world by giving an accurate account of the beginning/creation of the natural world that is most associated with one religion listed in the question e.g.

- Buddhism - a tale told by the Buddha about how an old world was destroyed and its inhabitants are reborn anew; a belief that creation occurs repeatedly throughout time; there is no creator god; everything depends on everything else; present events are caused by past events and become the cause of future events, etc.
- Christianity - the Genesis accounts e.g. the stories of Adam and Eve and the creation of the world in seven days, etc.
- Hinduism - story about the universe as a vast ocean with a serpent floating on the surface, when the god Vishnu telling the god Brahma to create the world, etc.
- Islam - the Qur'an refers to Allah commanding all things to come into being i.e. all living creatures, the planets; people are understood as Allah's Caliphs (vice-regent or guardians) and have a responsibility to care for the earth, etc.

- Judaism - The texts in the Book of Genesis suggest that creation came from Yahweh/YHWH; that everything was created out of love; that creation is good, etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of religious account of creation/natural world	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	Some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 – 9	8 - 7	6 - 5	4	3	2 - 0

Question 2 (b)

5 marks x 2

State two points about the understanding of the beginning/creation of the natural world that is being expressed in the story that you have described in part (a) above.

Marking criteria and points of reference:

An excellent answer will show knowledge of a religious understanding of creation/the natural world by accurately identifying in two concise statements the religious understanding of the beginning/creation of the natural world expressed in the story described in part (a) of the question e.g.

- Buddhism - belief in the inter-connectedness of everything; the health of the whole is dependent on the health of each part; nature is a teacher, a spiritual force and a way of life; Five Precepts of the Buddha – first calls for abstaining from killing living beings; the second 'not to take what is not given' could encourage care for the natural world, etc.
- Christianity - God created the world and how humans are stewards of God's gift of creation; God is seen as the origin, ground and goal of the universe, etc.
- Hinduism - belief that time is cyclical and that therefore the world is created repeatedly and not just once and for all; belief that everything is created in balance and people should live in such a way so as not to destroy that balance, etc.
- Islam - Allah created the world out of nothing; everything in creation is obedient to the will of Allah and he controls the universe through his eternal commands; Allah requires his followers to act as his vice regents of the earth, etc.
- Judaism - the stories in the Book of Genesis suggest that Yahweh/YHWH is all-powerful, Creator; Yahweh/YHWH gave people responsibility for creation and people have a responsibility to care for creation in the way that Yahweh/YHWH would like, etc.

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

Note: Avoid consequential penalties.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of the understanding of the beginning/creation of the natural world found in the story described in part (a)	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identifying in a concise statement	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

Question 3 (a)

5 marks x 2

A – The Decalogue

B – The Dharma Sutras

C – The Eightfold Path

D – The Five Pillars

E – The Law of Love

Match two of the above moral codes to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show knowledge of religious moral codes by accurately linking two moral codes to the religions named in the question with which they are most associated i.e.

A – The Decalogue to Judaism; B – The Dharma Sutras to Hinduism; C – The Eightfold Path to Buddhism; D – The Five Pillars to Islam; E – The Law of Love to Christianity.

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

Note: Allow reference to letter and/or name of moral code given in the question.

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.

Evidence of moral codes of two religions	Excellent	Very Good	Good	Fair	Weak	
	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – identifying	Excellent	very good	good	some	Little	very little / no skill
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 errors(s)
5 marks x 2	5	4	3	2	1	0

Question 3 (b)

10 marks

'Remember the Sabbath day and keep it holy' is an example of a moral code that could influence religious practice.

Describe another example of how a religious moral code could influence the religious practice of the members of a major world religion.

Marking criteria and points of reference:

An excellent answer will show an understanding of a religious moral code by giving an accurate account of a way that a religious moral code could influence the religious practice of members in a major world religion, other than the example given in the question e.g.

- Buddhism - 'Right mindfulness' could influence believers to meditate, etc.
- Christianity - 'Love of neighbour' could influence believers to promote peace, etc.
- Hinduism - 'The Five Daily Duties' could influence believers to respect parents and elders, etc.
- Islam - 'The Hajj' could influence believers to participate in a pilgrimage, etc.
- Judaism - 'The Decalogue' could influence believers to observe dietary food law, etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of influence of religious moral code on religious practice	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 – 9	8 – 7	6 – 5	4	3	2 – 0

Question 3 (c)

15 marks

Describe one example of how the teaching of one of the following religions encourages its members to care for the earth: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show an understanding of a religious teaching on care for the earth by giving an accurate account of how the teaching of one religion, listed in the question, encourages believers to care for the earth e.g.

- Buddhism – 'The Five Precepts' teach that believers are to refrain from killing any living being, etc.
- Christianity – Jesus' Parable of the Growing Seed teaches about the Kingdom of God using the image of a person caring for the earth as a steward of God's creation; the insight of St Francis of Assisi reminds believers of their closeness to the natural world, etc.
- Hinduism - 'The Five Daily Duties' teach believers to feed and care for animals, etc.
- Islam – The teaching on vice-regents of the earth sets out how Allah has made it every person's duty to care for all of his creation which could influence believers to care for the environment by recycling and reducing carbon emissions, etc.
- Judaism - The Hebrew Scriptures teach that every 50th year is declared a Jubilee during which there is to be no agricultural work, etc.

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

Note: Allow implicit reference to the teaching of one religion listed in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - how teaching of a religion encourages care for the earth	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – Give an account	excellent	very good	good	some	Little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 3	2 - 0

Question 4 (a)

2 marks x 3

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.

Change	Earth Day	'For People, For Planet'	Stamps
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Marking criteria and points of reference:

An excellent answer will show an understanding of how care for the earth is relevant today by accurately finishing the sentences using the words given in the question i.e.

- In 2021 An Post issued two special - Stamps
- An Post issued these to mark the 2021 - Earth Day
- These were designed to encourage people to act on climate - Change
- An Post issued these as part of a campaign called - 'For People, For Planet'

Code MC✓ x 3 in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 4 (b)

10 marks

Describe another example of the work being done by a group/organisation to promote care for the earth today.

Marking criteria and points of reference:

An excellent answer will show an understanding of how care for the earth is relevant today by giving an accurate account of the work being done by one religious or non-religious group/organisation that promotes care for the earth today e.g.

- Christianity - Religious orders realise that their duty towards nature and the creator are an essential part of their faith and have begun to rethink their role and impact on the earth – Presentation and Dominican Sisters, etc.
- Friends of the Earth - a movement campaigning for zero pollution where people and the natural world can thrive, etc.

- Etc.

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

Note: Allow reference to how individuals/bodies are working to promote people to care for the earth today.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - the work done by group/organisation to promote care for the earth today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3 -	2 - 0

Question 5 (a)

4 marks x 3

A – Nirvana

B – The Four Noble Truths

C – The Shahada/Shahadah

D – The Shema

E – The Trinity

Match three of the religious beliefs listed above to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show knowledge of the beliefs of major world religions by accurately linking three of the religious beliefs listed in the question to the religions with which they are most associated i.e.

A – Nirvana to Hinduism; B – The Four Noble Truths to Buddhism; C – The Shahada to Islam; D – The Shema to Judaism; E – The Trinity to Christianity.

Code MC✓ x 3 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow reference to letter and/or belief given in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - linking religious beliefs to the religions	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – linking	excellent	very good	good	some	Little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
4 marks x 3	4	3	–	2	1	0

Question 5 (b)**8 marks**

State how one thing from the photograph opposite suggests that this is an inter-faith gathering.

Marking criteria and points of reference:

An excellent answer will show an understanding of interfaith dialogue by accurately identifying one thing from the photograph given in the question that suggests this is an inter-faith gathering e.g.

- People are wearing distinctive clothing for a leader in major world religions, etc.
- People are wearing religious symbols or head dress associated with a major world religion, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - inter-faith dialogue	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) – identify	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks	8 - 7	6	5	4	3 - 2	1 - 0

Question 5 (c)**9 marks**

Describe another example of how dialogue between different faiths is encouraged 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 dialogue between different faiths by giving an account of how dialogue is encouraged within or between the different religious faiths listed, other than that given in part (b) of the question e.g.

- Meeting between different individual world religions i.e. Islamic and Christian leaders meeting to discuss issues of mutual interest, etc.
- World day of peace e.g. where leaders of different world religions gather together in Assisi to pray, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of dialogue between the different religions listed	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
9 marks	9 - 8	7 - 6	5	4	3 - 2	1 - 0

Question 5 (d)

6 marks x 2

Imagine that you have been asked to give a talk to a 1st year class about the importance of respecting the beliefs of others. Explain two reasons for respecting the beliefs of others that you would emphasise in your talk.

Marking criteria and points of reference:

An excellent answer will show an understanding of the importance of dialogue between different faiths in promoting peace and reconciliation by giving an accurate account of two reasons for respecting the beliefs of others e.g.

- To develop good relationships between different traditions, etc.
- To promote an understanding of different religious beliefs and interpretations of life, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of two reasons for respecting the beliefs of others	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - account of two reasons	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 marks x 2	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)****8 marks****Read the words of the song below and answer the question that follows.**

...

In your own words, state how a person questioning the meaning of life can be seen in the song above.

Marking criteria and points of reference

An excellent answer will show an understanding of the human search for the meaning of life by accurately identifying in a concise statement how questioning the meaning of life can be seen in the words of the song given in the question e.g.

- Wonders how to make a difference in the world, etc.
- Questioning why is there suffering in the world, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of - human search for the meaning of life in song	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identifying in a concise statement	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks	8 - 7	6	5	4	3 - 2	1 - 0

Question 6 (b)**8 marks x 2****Describe how a person questioning the meaning of life can be seen in examples of one of the following: ● Art ● Film ● Literature**

Marking criteria and points of reference:

An excellent answer will show an understanding of the human search for the meaning of life by giving an accurate account of how questioning the meaning of life can be seen in two examples from any one of the following: ● Art ● Film ● Literature e.g.

- Art - Picasso's Guernica painting about the horror and suffering of war, etc.
- Film - The Life of Pi - a boy searching through different experiences for the meaning of life, etc.

- Literature - Sophie's World - The story of a young girl studying a philosophy course which leads her to ask questions about the meaning of her life, etc.

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

Note: If candidate does not refer to examples from Art and/or Film and/or Literature as the question requires, but makes implicit reference to these in Art/Film/Literature, mark on its merits to a max of 5 marks.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of questioning the meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	Some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks x 2	8 - 7	6	5	4	3 - 2	1 - 0

Question 7 (a)

5 marks x 2

A – Gospels B – Qur'an C – Torah Scrolls D – Tripitaka E – Vedas

Match two of the above sacred texts to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show knowledge of the sacred texts of major world religions by accurately linking two of the sacred texts listed in the question to the religion with which they are most associated i.e.

A - Gospels to Christianity; B - Qur'an to Islam; C - Torah Scrolls to Judaism; D - Tripitaka to Buddhism; E - Vedas to Hinduism.

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

Note: Allow reference to letter and/or sacred text given in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of sacred texts	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – linking	excellent	very good	good	Some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

Question 7 (b)**6 marks x 2****Explain two reasons why a text is sacred for the members of a world religion.**

Marking criteria and points of reference:

An excellent answer will show an understanding of sacred texts by giving an accurate account of the two reasons why a text is regarded as sacred within a major world religion e.g.

- Contains the word of God/gods/ the divine e.g. – Followers of Islam believe the Qur'an is the direct word of Allah, etc.
- Contains stories of the revelation of God/gods/the divine, etc.
- Offers guidance on how to live good moral lives e.g. the Ten Commandments in Judaism, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of why a text is regarded as sacred	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – account of reasons	excellent	very good	good	Some	Little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 marks x 2	6 - 5	4	3	2	1 -	0

Question 7 (c)**10 marks**

Describe an example of the understanding of God/gods/the divine that is expressed in a sacred text associated with one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show knowledge of a sacred text by giving an accurate account of the understanding of God/gods/the divine that is expressed in a sacred text associated with one religion listed in the question e.g.

- Buddhism – the teaching of Dharma 'the eternal truth' is believed to be transcendent. Some traditions revere Buddhas/Bodhisattvas as the embodiment of eternal spiritual qualities taught by the Buddha such as compassion, wisdom, etc.
- Christianity - Belief that God is within human life and transcends its boundaries i.e. Trinity, three persons in one God (the Father, the Son and the Holy Spirit); God revealed himself in the deepest and most intimate way through the person and preaching of Jesus; New Testament Gospels are interpreted as the word of God, etc.
- Hinduism- Belief in many gods e.g. Brahma, Shiva and Vishnu whose stories are outlined in the Hindu scriptures, etc.

- Islam - Belief in one God, Allah who is understood as all powerful, merciful and compassionate but he is beyond human understanding; believers must fully submit to his will which is outlined in the Qur'an; Allah is within human life and yet immeasurably transcends its boundaries; the words of the Qur'an are believed to be directly from Allah as he revealed himself through messages to Muhammad through the Angel Gabriel; believers feel connected to Allah through recitation and prayer using the Qur'an, etc.
- Judaism- belief in one God Yahweh/YHWH who made a covenant with his people; Yahweh/YHWH is understood as the source and creator of all things; he has a special bond with his people and he has directly intervened to save them e.g. the Exodus he demands loyalty, etc.

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

Note: Allow implicit reference to a sacred text associated with one religion listed in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of the understanding of God/gods/ the divine expressed in a sacred text	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	Some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3 -	2 - 0

Question 8 (a)

2 marks x 5

Match each of the religious symbols given below to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

A – Um Symbol B – Lotus Flower C – Cross D – Star of David
E – Crescent Moon and Star

Marking criteria and points of reference:

An excellent answer will show knowledge of religious symbols by accurately linking each symbol given in the question to the religion which it is most associated i.e.

A – The Um symbol to Hinduism; B – The Lotus Flower to Buddhism; C – The Cross to Christianity; D – The Star of David to Judaism; E – The Crescent Moon and Star to Islam.

Code MC ✓x 5 in left margin where the Marking Criteria is first evident in the candidate's answer.

Note: Allow reference to letter and/or name of religious symbol given in the question.

Question 8 (b)**10 marks**

Explain the reason why one religious symbol is associated with the religion to which you have matched it in part (a) above.

Marking criteria and points of reference:

An excellent answer will show an understanding of religious symbols by giving an accurate reason that accounts for why one religious symbol listed in the question is associated with the religion identified in part (a) of the question e.g.

- Christianity - Cross signifies how Christ died for his people; represents Jesus and the sacrifice that he made for the sins of everyone when he was crucified, etc.
- Hinduism - Om symbol represents the sacred sound that began creation, etc.
- Islam - The five-pointed star represent the Five Pillars of Islam; the crescent moon represents the guidance of Allah on the believer's path through life and his greatness as creator; the new moon also represents the Islamic lunar calendar, etc.
- Buddhism - The lotus flower blooms in muddy water and represents how believers are encouraged to detach themselves from the world in which they live, etc.
- Judaism - Star of David six-pointed star which represent God as the protector of King David, etc.

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

Note: Avoid consequential penalty.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence why symbol is religious	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	Little relevance	not relevant
Use of skill(s) - account of reason	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2 - 0

Question 9**8 marks****A - Our Father/ Lord's Prayer****B - The Gayatri mantra****C - The Takbir****D - The Kaddish****E - The Refuge Prayer**

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

Marking criteria and points of reference:

An excellent answer will show knowledge of prayer by accurately linking one of the prayers given in the question to the religion which it is most associated i.e.

A – Our Father/Lord's Prayer to Christianity; B – The Gayatri Mantra to Hinduism;

C – The Takbir to Islam; D – The Kaddish to Judaism; E – The Refuge Prayer to Buddhism.

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

Note: Allow reference to letter and /or name of prayer.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of matching religion and prayer	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - linking	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks	8 - 7	6	5	4	3 - 2	1 - 0

Question 10 (a)

15 marks

Describe an example of the way that prayer can play a role in the everyday lives of believers in 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 prayer by giving an accurate account of how prayer affects the daily lives of members in one of the religions listed in the question e.g.

- Buddhism – daily practice of meditation and chanting sutras, etc.
- Christianity – believers communication with God in prayer to give thanks, look for guidance and strengthen their faith; weekly gathering to celebrate the Eucharist, etc.
- Hinduism – praying daily and making offerings to deities, etc.
- Islam – Submitting to the will of Allah influences believers to pray five times a day etc.
- Judaism – The Covenant influences believers to observe dietary food laws in eating Kosher food, etc.

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

Note : Allow reference to a particular prayer or way(s) that prayer can play a part in the everyday lives of believers in one of the religions listed in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how prayer affects daily lives	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 3	2 - 0

Question 10 (b)**6 marks**

A – Making a Sign of the Cross B – Performing Puja C – Performing Wudu/Wudhu
D – Wearing a Tallit E – Wearing a Sacred Thread

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

Marking criteria and points of reference:

An excellent answer will show knowledge of how religious belief is expressed in worship by accurately linking one ritual/action to the religion with which it is most associated i.e.

A – Making the sign of the cross to Christianity; B – Performing Puja to Buddhism;

C – Performing Wudu/Wudhu to Islam; D – Wearing a Tallit to Judaism; E – Wearing a Sacred Thread to Hinduism.

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

Note: Allow reference to letter and/or religious ritual/action.

If a candidate links a ritual/action to a different religion to those listed above consult your Advising Examiner and mark on its merits - max 3 marks.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how religious belief is expressed in worship	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - linking	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 marks	6 - 5	4	3	2	1 -	- 0

Question 10 (c)**15 marks**

Outline what believers are saying about the meaning of life by the way they pray within 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 worship by setting out accurate information on how the way believers pray, within one religion listed in the question, reflects their understanding of the meaning of life e.g.

- Buddhism - meditation to rid the minds of unnecessary distractions and help empty the mind in order to achieve enlightenment, etc.
- Christianity - celebrate the sacraments and the community gathering together to celebrate the Eucharist, reflects how a relationship with God gives meaning in the lives of believers; the image of God as a father in the Lords' Prayer/Our Father, shows how relating with God as caring, protector, guide had meaning for believers, etc.
- Hinduism - daily worship at a shrine in a Hindu home reflects the importance of particular gods in the life of individual Hindus, etc.

- Islam - praying five times a day shows how following the will of Allah as stated in the Five Pillars of Islam gives meaning in life, etc.
- Judaism - praying on the Sabbath in the Jewish home and synagogue services reflects how the Covenant commitment to keep holy the Sabbath gives meaning in life, etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of what prayer expresses about the meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – setting out information	Excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 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 (a)****5 marks x 2**

**Read the account of a ceremony given below and answer the questions that follow. ...
From your reading of this account, give two reasons why people were invited to the ceremony described above.**

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by giving two accurate reasons why people were invited to the ceremony described in the question e.g.

- To give the local community an opportunity to support the family and the baby, etc.
- To give the parents an opportunity to declare publicly their love for their child, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of understanding of rituals	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – presenting two reasons	excellent	very good	good	Some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x2	5	4	3	2	1	0

Question 11 (b)**5 marks x 2**

State two effects that participating in the ceremony described above had on the people involved.

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by accurately identifying in a concise statement two effects that participating in the ceremony described in the question had on the people involved e.g.

- Feel part of the community, etc.
- Bring family together to celebrate an important event, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of two effects of participating in the ceremony	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identifying two effects	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

Question 12 (a)

15 marks

Describe another example of how people use rituals to mark an occasion in life.

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by giving an accurate account of how people use rituals to mark an occasion in life e.g.

- Birthday party to celebrate the birth/growth of a person, etc.
- Wedding ceremony to mark the love/commitment of a couple to each other, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how rituals mark occasions in life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – give an account	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 3	2 - 0

Question 12 (b)

8 marks

State one reason why people use rituals to mark occasions in life.

Marking criteria and points of reference:

An excellent answer will show an understanding of rituals by accurately identifying in a concise statement one reason why people use rituals to mark occasions in life e.g.

- To communicate the meaning of events in life in a deeper way than words allow, etc.
- To celebrate and share with others the significance of events in a person's life, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of why people use rituals to mark occasions	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - identify one reason	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks	8 - 7	6	5	4	3 - 2	1 - 0

Question 13 (a)

8 marks x 2

Read the diary entry below and answer the question that follow. ...

From your reading of the above diary entry explain two reasons why this building can be described as a place of worship.

Marking criteria and points of reference:

An excellent answer will show an understanding of how religious belief is expressed in a place of worship by giving an account of two reasons why the building referred to in the question can be described as a place of worship e.g.

- Courtyard with a fountain where believers perform ritual washing before entering the building, etc.
- Walls decorated with sentences from a sacred text, etc.
- Etc.

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

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of a place of worship	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - give two reasons	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 marks x 2	8 - 7	6	5 - 4	3	2 -	1 - 0

Question 13 (b)

5 marks x 2

A – Church B – Mosque C – Mandir D – Synagogue E – Vihara

Match two of the places of worship pictured above to the religions with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.

Marking criteria and points of reference:

An excellent answer will show knowledge of a place of worship by accurately linking two places of worship given in the question to the religions with which they are most associated

i.e. A – Church to Christianity; B – Mosque to Islam; C – Mandir to Hinduism; D – Synagogue to Judaism; E – Vihara to Buddhism.

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

Note: Allow reference to letter and/or name of building given in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of places of worship	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - linking	excellent	very good	good	some	little	very little/no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
5 marks x 2	5	4	3	2	1	0

Question 13 (c)

15 marks

Outline how religious belief is expressed in a ritual associated with a place of worship for members of one of the following religions: Buddhism, Christianity, Hinduism, Islam or Judaism. Religion:

Marking criteria and points of reference

An excellent answer will show an understanding of places of worship by setting out accurate information on how religious belief is expressed in symbolic words or actions associated with a place of worship for members of one religion listed in the question e.g.

- Buddhism - meditating and placing offerings in front of a statue of the Buddha, etc.
- Christianity – making the sign of the cross; reading the sacred scriptures aloud, etc.
- Hinduism - burning incense in front of a shrine, placing flowers or lighting candles beside an image of a god or goddess, etc.
- Islam - the ra'ka-ritual prayer movements that are performed when praying facing Mecca, etc.
- Judaism - Teenage boy or girl reading the Torah-aloud in front of their family and the congregation in a synagogue during their Bar Mitzvah/Bat Mitzvah, etc.

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

Note: If candidate does not set out information on how religious belief is expressed in symbolic words or actions, as the question requires, but makes implicit reference to the religious belief of the chosen religion, mark on its merits - max 12 marks.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how religious belief is expressed in a place of worship	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - setting out information	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
15 marks	15 - 13	12 - 11	10 - 8	7 - 6	5 - 3	2 - 0

Question 14

16 marks

The Book of Kells and the Ardagh Chalice are examples of religious objects, made in Ireland centuries ago that are highly valued by Irish people today.

Explain how one religious object, that is highly valued by Irish people today, was connected to the religious practice of people in Ireland centuries ago.

Marking criteria and points of reference

An excellent answer will show an understanding of how Christianity has contributed to Irish culture and heritage by giving one or more accurate reasons why a religious object, that is valued by Irish people today, was connected to the religious practice of people in Ireland centuries ago e.g.

- The 8th century Ardagh Chalice held the consecrated wine during the celebration of the Eucharist, etc.
- The Book of Kells manuscript contains the Christian Gospels of Mark, Matthew, Luke and John, etc.
- The 12th century Cross of Cong was designed for use in processions but it was also used as an altar cross, etc.
- Etc.

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

Note: Allow implicit reference to the religious practice of people in Ireland centuries ago.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how a religious object, connected to the religious practice in Ireland	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) – account of reasons	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
16 marks	16 - 14	13 - 12	11 - 9	8 - 7	6 - 4	3 - 0

Question 15**10 marks x 2**

The men and women associated with the growth of Christianity in Ireland during past centuries include - Saint Brigid, Saint Colmcille, Saint Patrick

Describe two examples of the part one such person played in spreading Christian beliefs among the Irish people centuries ago.

Marking criteria and points of reference

An excellent answer will show an understanding of how Christianity has contributed to Irish culture and heritage by giving an accurate account of two examples of how a person, from centuries ago, contributed to spreading Christian beliefs among the Irish people e.g.

- Saint Brigid-she founded a monastery and spread the word of God, etc.
- Saint Patrick-helped spread the word of God, converted pagan people to Christianity, he baptised people, he also taught people about God as three persons by using the shamrock, etc.
- Saint Colmcille - he set up monasteries, inspired many people with his personal holiness, etc.

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

Note: Allow reference to two different examples of such a person as given in the question.

Q	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of how a person contributed to spreading Christian beliefs among the Irish people	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/ no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	not relevant
Use of skill(s) - give two accounts	excellent	very good	good	some	little	very little/ no skill
Factual accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 marks x 2	10 – 9	8 - 7	6 - 5	4	3	2 - 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 ghnáthráta 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% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta 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

