



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

**Junior Cycle 2025**

**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
<b>MC✓</b>	Code <b>MC✓</b> in left margin of the candidate's answer book.	First evidence of question's Marking Criteria in the candidate's answer book.
<b>MC<sup>x</sup></b>	Code <b>MC<sup>x</sup></b> in left margin of the candidate's answer book.	No evidence of question's Marking Criteria in the candidate's answer book.
<b>[</b>	Code <b>[</b> in left margin of the candidate's answer book.	Beginning of duplicate answer to a question for which marks are already awarded.
<b>]</b>	Code <b>]</b> in left margin of the candidate's answer book.	End of duplicate answer to a question for which marks are already awarded.
	Code  horizontal wavy line in left margin of the candidate's answer book.	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 answer book.	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 (a)****10 marks****Explain how a person searching for the meaning of life can be seen in the words of the above song.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the meaning of life by giving one accurate reason how the search for meaning in life is explored in the words of the song e.g.

- When you feel lost in life, you should keep trying and never give up etc.
- When faced with uphill battle/experience of loss, be strong and keep moving etc.
- Keep striving to reach your goals no matter how difficult life gets etc
- Etc.

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

Evidence of the search for meaning in the song	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 – 9	8 - 7	6 – 5	4	3	2	1 - 0

**Question 1 (b)****12 marks****Art****Books****Film****Music**

**Describe another example of how a question about the meaning of life is expressed today in one of the ways listed above.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the meaning of life by giving an accurate account of how Art, Books, Film, or Music, express a question about the meaning of life today e.g.

- Art – *The Creation of Adam* painting by Michelangelo depicts God giving life to the first man, Adam etc.
- Music – *Where Is the Love* by the Black Eyed Peas question why bad things happen to good people etc.
- Books – *The Outsiders* by S. E. Hinton is a coming-of-age novel about the conflict between two rival gangs and how the main characters cope with life's difficulties etc.
- Film – The Pixar movie *Soul* reminds people to live in the moment, appreciate the simple things in life, and not be worried about what the future etc.

Note: Allow general answers that do not specifically state an example.

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

Evidence of a different example of how the meaning of life is explored in art, books, film, or music	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 of	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
12 marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2	1 - 0

**Question 2 (a)****10 marks**  
**5Mx2**

Match the statements below to the stage of faith that each is most associated with from the following list. One statement has been matched as an example for you.

**A – Adolescent Faith****B – Childhood Faith****C – Mature Faith**

Statements (Write the letter below for <b>each</b> stage of faith given above)	Stages of Faith
I think of God as an old wise man, that Grandad told me about, who cares for us all and lives in the sky.	
I value my relationship with God/gods/the Divine that I have in my life.	
Like my friends, I have a lot of unanswered questions about God/gods/the Divine.	<b>A</b>

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by accurately linking two stages of faith to the statements named in the question with which they are most associated –

- B – Childhood Faith & I think of God as an old wise man, that grandad told me about, who cares for us all and lives in the sky.
- C – Mature Faith & I value my relationship with God/gods/the Divine that I have in my life.

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

Evidence of elements within the stages 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) – Accurate account	excellent account	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks x 2	5	4	3	2	1	-	0

**Question 2 (b)****7 marks**

**State why one statement is most associated with the stage of faith that you have matched it with in part (a) above.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by accurately providing in a concise statement why one statement is most associated with the stage of faith listed in the question e.g.

- Childhood faith – Family introduces religious faith to a child; a child may imitate or hold similar beliefs to older family members; caregivers might bring the child to religious rituals etc.
- Adolescent faith – 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.
- Mature faith – A person will question their own assumptions based on their family and friends' influence of religious faith; putting their belief into action through expressions; develop a relationship with God/gods/Divine etc.

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

Evidence of why one stage of faith is most associated with each statement in 2 (a)	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) – providing in a concise statement	excellent providing in a concise statement	very good providing in a concise statement	good providing in a concise statement	some providing in a concise statement	little providing in a concise statement	very little providing in a concise statement	very little/no providing in a concise statement
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
7 marks	7 - 6	5	4	3	2	1	0

**Question 2 (c)****10 marks****Art****Music****Film****Suggest how one of the above could influence the development of religious faith.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious faith by putting forward one accurate reason why art, film, or music could influence the development of a person's religious faith e.g.

- Art – Helps people gain a deeper understanding of their religious beliefs through visual representations e.g. The Last Supper/Stations of the Cross etc.
- Music – The heart hears music deeper than words can; brings people together in communal worship/prayer e.g. hymns etc.
- Film – Recalls stories from their sacred text to gain a deeper understanding e.g. The Prince of Egypt etc.

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

Evidence of how art, music, or film could influence faith 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) – Put forward one accurate reason	excellent Putting forward one accurate reason	very good Putting forward one accurate reason	good Putting forward one accurate reason	some Putting forward one accurate reason	little Putting forward one accurate reason	very little Putting forward one accurate reason	very little/no Putting forward one accurate reason
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2	1 - 0



**Question 3 (a)****14 marks**  
**7Mx2****Read the account below and answer the questions that follow.**

...

**State two ways Clare's faith changed according to the above account.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of faith development by accurately identifying in a concise statement two ways Clare's faith changed in the story according to the above account e.g.

- Clare attended Church as a child but no longer attended in her teenage years etc.
- Clare lived a non-religious life during her teenage years and later decided to devote her life to Jesus and become a nun etc.
- Etc.

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

Evidence of how Clare's faith according to the account above	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
7 marks x 2	7 - 6	5	4	3	2	1	0

**Question 3 (b)****10 marks**

**From your reading of the above account, explain how religion gave meaning to life for Clare.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of the search for meaning in life by giving an account of one accurate reason how religion gave meaning in Clare's life based on the above account e.g.

- Sister Clare acted as a missionary and used her love of acting and singing to spread the word of Jesus etc.
- Sister Clare showed compassion by helping children who came from difficult backgrounds by giving them an education etc.
- Sister Clare did acts of charity by supporting families in need with food and medicine etc.
- Etc.

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

Evidence of how religion gave meaning to life for Clare	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2	1 - 0

**Question 4 (a)**

**10 marks 5M x 2**

**The Bhagavad Gita    The Gospels    The Koran/ Qur'an    The Torah    The Tripitaka**

**Match two of the sacred texts 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 sacred texts by accurately linking two sacred texts to the religions that they are most associated with –

- The Bhagavad Gita & Hinduism
- The Gospels & Christianity
- The Koran/Qur'an & Islam
- The Torah & Judaism
- The Tripitaka & Buddhism

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

**Question 4 (b)****14 marks**

**Examine how a sacred text can play a part in the 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 a sacred text by looking closely at how the sacred text can play a part in the lives of its members in one religion listed in the question e.g.

- Buddhism – The Tripitaka – Follow the teachings of the Buddha such as the Eightfold Path etc.
- Christianity – The Gospels – Guides Christians to live out the values in the Gospel through parables and miracles such as forgiveness, etc.
- Hinduism – The Bhagavad Gita – Guides Hindus on ethical conduct etc.
- Islam – The Koran/Qur'an – Members recite prayers and phrases during Salat daily prayer etc.
- Judaism – The Torah – Contains the founding stories of Abraham & Moses and influences members to fulfil the Covenant etc.

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

Evidence of how a sacred text plays a part 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) – 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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
14 marks	14 - 13	12 - 11	10 - 8	7	6 - 4	3	2 - 0

**Question 5 (a)****5 marks**

**Abraham      Jesus Christ      Muhammad      Siddhartha Guatama      The Seven Rishis**  
**Match the name of one of the religious founders or early followers listed above to the religion that they were most associated with from the following list: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of a founder or early followers by accurately linking one person or group of people that is most associated with the founding story of one religion listed in the question –

- Buddhism – Siddhartha Guatama
- Christianity – Jesus Christ
- Hinduism – The Seven Rishis
- Islam – Muhammad
- Judaism – Abraham/Moses

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

Evidence of linking religious founder or early followers to the religion most associated	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 5 (b)****18 Marks 9M x2**

**Outline two ways that commitment to their religious beliefs can be seen in the life story of the founder or early followers 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 founder or early followers by setting out accurate information on two ways in which the founder or early followers showed a commitment to living out their religious beliefs in their life story e.g.

- Buddhism – Siddhartha Guatama – Rejected a life of riches and sin to end his suffering and replaced it with compassion towards others and meditation etc.
- Christianity – Jesus Christ – Crucified on the cross to free people from sin and reunite the relationship between God and humankind etc.
- Hinduism – The Seven Rishis – Created by Brahma to guide the human race to stay on the right path with their wisdom etc.
- Islam – Muhammad – Continued preaching about Allah after he fled persecution in Mecca and travelled to Medina (Hijra) to spread the word of Allah etc.
- Judaism – Abraham – Willing to sacrifice his son Isaac to show his commitment to God etc.

Note: Allow answers that refer to both founders and early followers of one of the religions listed.

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

Evidence of how the founder or early followers showed a commitment to living out their beliefs	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 setting out information	excellent account of setting out information	very good account of setting out information	good account of setting out information	some account of setting out information	little account of setting out information	very little account of setting out information	very little/no account of setting out information
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
9 marks x 2	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)****5 marks****Name one person who played a part in the development of Christianity in Ireland.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of Irish culture and heritage by accurately naming one person who contributed to Christianity in Ireland e.g.

- Saint Patrick etc.
- Saint Brigid/Brigid of Kildare etc.
- Saint Colmcille/Columba etc.
- Etc.

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

Evidence of naming one person who played a part in the development of Christianity 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 naming / identifying	very good naming / identifying	good naming / identifying	some naming / identifying	little naming / identifying	very little naming / identifying	very little/no naming / identifying
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 6 (b)****10 marks**

**Describe one example of the way the person named in part (a) above played a role in the development of Christianity in Ireland.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of Irish culture and heritage by giving an accurate account of how the person named in part a) contributed to the development of Christianity in Ireland e.g.

- Saint Patrick came to Ireland and spread the word of Christianity; he converted pagans to Christianity; he baptised thousands of people; sacred spaces such as Croagh Patrick, Co. Mayo and Lough Derg, Co. Donegal; he is believed to have died on the 17<sup>th</sup> of March and is celebrated each year on this date, etc.
- Saint Brigid/Brigid of Kildare spread the word of Christianity in Ireland; she encouraged other young girls to join the convent; she founded two monasteries in Co. Kildare; her feast day is the 1<sup>st</sup> of February and is celebrated each year on this date etc.
- Etc.

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

Evidence of the way the person named in part (a) played a part in the development of Christianity 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) – Accurate account	excellent account of	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2	1 - 0



**Question 7 (a)**

**15 marks**

**3Mx5**

**Match each of the religious beliefs listed below to the religion with which they are most associated from the following list: Buddhism, Christianity, Hinduism, Islam and Judaism. Reincarnation, The Covenant, The Four Noble Truths, The Six Articles of Faith, The Trinity**

Marking Criteria and points of reference:

An excellent answer will show knowledge of the key beliefs of the major world religions by accurately linking each of the religious beliefs listed in the question to the religion with which they are most associated –

- Buddhism – The Four Noble Truths
- Christianity – The Trinity
- Hinduism – Reincarnation
- Islam – The Six Articles of Faith
- Judaism – The Covenant

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

**Question 7 (b)****10 marks**

Read the interview below with a person talking about how their religious beliefs influence the way they live in Ireland today.

...

Explain how religious belief is being expressed in the actions of the people described in the above interview.

Marking Criteria and points of reference:

An excellent answer will show an understanding of communities of faith by giving one accurate reason how religious belief is expressed in the behaviour of members in the above interview e.g.

- Voluntary offerings and acts of charity such as money, time, food (Sadaqah) etc.
- Sharing with others in need (Zakat – instructions from Allah) etc.
- Etc.

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

Evidence of how religious belief is expressed in the actions of the people in the interview	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 – 9	8 - 7	6 - 5	4	3	2	1 - 0

**Question 8 (a)**

**9 marks**  
**3Mx3**

Read the account below about a person's visit to a local graveyard 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.

Memories	Reeds	<del>Stones</del>	Tree
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I.	A lot of graves had large granite ... stones.
II.	A coffin woven with ...
III.	The lady called on different people in the group to share ...
IV.	People stepped forward carrying a small ...

Marking Criteria and points of reference:

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

- A coffin woven with ... reeds.
- The lady called on different people in the group to share ... memories.
- People stepped forward carrying a small ... tree.

Code **MC✓ x3** in left margin where the Marking Criteria is first evident in the candidate's answer.

**Question 8 (b)****10 marks**

**Outline what is involved in another example of a non-religious ceremony that marks an important event in a person's life.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of a non-religious ritual by giving an accurate account of what is involved in a non-religious ceremony that marks an important event in a person's life e.g.

- Birthday – singing “Happy Birthday”, blowing out candles on a birthday cake, giving a card to wish someone a happy birthday etc.
- Marriage – exchanging of rings to symbolise how the object has no ends and therefore represents the couple's never-ending love for one another etc.
- Etc.

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

Evidence what is involved in a non-religious ceremony other than a burial	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
10 marks	10 - 9	8 - 7	6 - 5	4	3	2	1 - 0

**Question 9 (a)**

**5 marks**

**Apostles' Creed    Gayatri Mantra    Om Mani Padme Hum    Prayer of Light    Shema**

**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 examples of prayer listed in the question to the major world religion with which it is most associated –

- Buddhism – Om Mani Padme Hum
- Christianity – Apostles' Creed
- Hinduism – Gayatri Mantra
- Islam – Prayer of Light
- Judaism – Shema

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

**Question 9 (b)****7 marks**

The photograph opposite shows people performing religious rituals.

...

**Suggest one reason why the people pictured opposite appear to be performing religious rituals.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious rituals by putting forward one accurate reason why the people appear to be performing religious rituals e.g.

- The people are sitting upright with their hands together as if in deep prayer/meditation/concentration etc.
- The people are sitting upright facing the puja altar/shrine and have lit the arti lamp etc.
- The people are giving fruit as an offering to the god they are worshiping etc.
- Etc.

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

Evidence of why the people in the picture appear to be performing a religious ritual	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 one accurate reason	very good Putting forward one accurate reason	good Putting forward one accurate reason	some Putting forward one accurate reason	little Putting forward one accurate reason	very little Putting forward one accurate reason	very little/no Putting forward one accurate reason
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
7 marks	7-6	5	4	3	-	2	1 - 0

**Question 9 (c)****9 marks**

**State one reason why religious rituals are used in prayer by 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 religious rituals used in prayer by identifying in a concise statement why religious rituals are used in prayer from one of the religions listed in the question e.g.

- Religious rituals are used to symbolically express what is difficult to put into words etc.
- Religious rituals recall an action of the founder/early followers e.g. Eucharist is recreating the actions of Jesus from The Last Supper etc.
- Etc.

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

Evidence of why religious rituals are used in prayer by 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 providing in a concise statement	excellent providing in a concise statement	very good providing in a concise statement	good providing in a concise statement	some providing in a concise statement	little providing in a concise statement	very little providing in a concise statement	very little/no providing in a concise statement
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
9 marks	9-8	7-6	5	4	3	2	1 - 0

**Question 9 (d)****14 marks**

**Describe what is involved in another ritual that is used in prayer by 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 religious ritual by giving an accurate account of what is involved in a ritual when praying in one of the religions listed in the question e.g.

- Buddhism – Samatha meditation focuses on the lighting of a candle to focus the mind on one's breath etc.
- Christianity – Making the sign of the cross is made by touching the forehead, lower chest, and both shoulders to express the belief of the Trinity etc.
- Hinduism – During Puja, Hindus may leave offerings before the murti for the gods such as money and flowers etc.
- Islam – Facing Mecca on a prayer mat during 5 daily prayers to unite all Muslims during prayer etc.
- Judaism – wearing of the tefillin during the prayer etc.

Note: Allow for implicit reference to ritual as a form of prayer

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

Evidence of what is involved in another ritual that is used in prayer by 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 of	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
14 marks	14-13	12-11	10-8	7	6-4	3	2-0



**Question 10 (a)****9 marks****3Mx3**

Read the reports below from people describing their reasons for visiting Lough Derg in County Donegal and answer the question that follows.

...

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

Church	Life	Pilgrimage	Pray
--------	------	------------	------

I.	Spending time on the island made me realise and appreciate what really matters in ... life.
II.	The island is a place of ... pilgrimage.
III.	Visit the Penitential Beds and ... pray.
IV.	In the evening people gathered together in the ... Church.

Marking Criteria and points of reference:

An excellent answer will show an understanding of sacred spaces by accurately finishing the sentences from the report using the words given in the question –

- The island is a place of ... pilgrimage.
- Visit the Penitential Beds and ... pray.
- In the evening people gathered together in the ... Church.

Code **MC✓x3** in left margin where the Marking Criteria is first evident in the candidate's answer.

**Question 10 (b)****5 marks**

**Name a place in Ireland, other than Lough Derg, County Donegal, that has importance for a community of faith since times long past.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of sacred spaces by accurately naming one place in Ireland of importance for members of a community of faith other than Lough Derg, Co. Donegal, e.g.

- Croagh Patrick
- Glendalough
- Clonmacnoise
- Skellig Michael
- Etc.

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

Evidence of naming a place of importance in Ireland for a 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) – naming/ Identifying	excellent naming / identifying	very good naming / identifying	good naming / identifying	some naming / identifying	little naming / identifying	very little naming / identifying	very little/no naming / identifying
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 10 (c)****12 marks**  
**6Mx2****State two reasons why the place named in part (b) above has importance for a community of faith in Ireland today.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of sacred spaces by providing two concise statements why the place in Ireland, named in part (a), has importance for members in a community of faith e.g.

- Croagh Patrick – Saint Patrick is thought to have spent forty days fasting on the summit & is climbed by pilgrims each year on Reek Sunday to honour Saint Patrick etc.
- Glendalough – An early Christian monastic settlement founded by St. Kevin in the 6<sup>th</sup> century, monks have written and created sacred documents here etc.
- Etc.

Note: Avoid consequential penalties

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

Evidence of why the place named in 10 b) holds importance for a community of faith in Ireland today	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 providing in a concise statement	excellent providing in a concise statement	very good providing in a concise statement	good providing in a concise statement	some providing in a concise statement	little providing in a concise statement	very little providing in a concise statement	very little/no providing in a concise statement
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
6 marks x 2	6	5	4	3	2	1	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)****10 marks****5Mx2**

**The Decalogue   The Dharma Sutras   The Eightfold Path   The Five Pillars   The Law of Love**

**Match two of the above examples of moral codes to the religions with which they are most associated 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 accurately linking two moral codes to the religions with which they are most associated –

- Buddhism – The Eightfold Path
- Christianity – The Law of Love
- Hinduism – The Dharma Sutras
- Islam – The Five Pillars
- Judaism – The Decalogue

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

**Question 11 (b)****12 marks**

**Explain how a moral code, of one religion from the following list, can help believers in making moral decisions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of religious moral codes by giving an account of one accurate reason of how a moral code can help a believer make a moral decision in one religion listed in the question e.g.

- Buddhism – Eightfold Path teaches believers Right Speech and to say nothing that hurts others etc.
- Christianity – The Beatitudes teaches believers if they are merciful to others, mercy will be shown upon them etc.
- Hinduism – Karma teaches believers that it is good to avoid wrongdoing in life etc.
- Islam – Zakat teaches believers that it is good to donate to charity etc.
- Judaism – The Ten Commandments teaches believers they should not steal from others etc.

Note: Avoid consequential penalties. Moral code listed in part B does not have to be linked to part A.

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

Evidence of how a moral code can help believers when making a moral decision	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
12 marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2	1 - 0

**Question 12****15 marks**

**Describe one similarity between the understanding of living a morally good life presented in a religious moral code and how this is understood from a non-religious point of view.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of living a morally good life by giving an accurate account of how a religious and non-religious point of view can share similarities e.g.

- In Judaism and Christianity, the 10 Commandments teaches believers that it is wrong to murder someone; and the Law of a country will also teach that it is wrong to kill etc.
- In Islam, the 5 pillars teach believers that it is important to give to charity; and Humanism encourages people to treat each other with empathy and compassion to others in need etc.
- Etc.

Note: Allow for implicit reference to a moral code where one is not present in the answer

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

Evidence of how a moral code can be seen from a religious and non-religious perspective	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 of	very good account	good account	some account	little account	very little account	very little/no account
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
15 marks	15 - 14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

**Question 13****15 marks**

**Considering the teaching of a moral code is one step that a person might take when deciding right from wrong.**

**Outline another step that a person might take to help them decide what is the moral way to behave in a situation.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of moral decision making by giving an accurate account of another step a person may take when making a moral decision other than considering the teaching of a moral code e.g.

- Consider the consequences of the decision etc.
- Seek advice from friends, family, those of religious authority etc.
- Conduct research to inform decision making etc.
- Etc.

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

Evidence of a step a person may take when making a moral decision other than considering the teaching	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
15 marks	15 - 14	13 - 11	10 - 8	7	6 - 4	3	2 - 0

**Question 14 (a)****14 marks**  
**7Mx2**

Read the account below about the life and work of Leonard Cheshire and answer the question that follows.

...

From your reading of the above account, describe two ways that compassion can be seen in the actions of Leonard Cheshire.

Marking Criteria and points of reference:

An excellent answer will show an understanding of compassion by giving an accurate account of two ways that compassion can be seen in the actions of the man in the story e.g.

- Leonard took into his home a soldier who had nowhere else to go etc.
- Leonard learning nursing skills to care for a soldier dying of cancer etc.
- Leonard dedicated his life to helping those with illnesses/disabilities etc.
- Etc.

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

Evidence of how compassion is seen by the man in the story	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
7 marks x 2	7 - 6	5	4	3	-	2	1 - 0



**Question 14 (b)****5 marks**

**Name a religious or non-religious group/organisation that is promoting peace and reconciliation in the world today.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of peace and reconciliation by accurately naming one group/organisation that is working to promote peace and reconciliation in the world today e.g.

- Taizé etc.
- Corrymeela Community etc.
- Glencree Centre for Peace and Reconciliation etc.
- The United Nations etc.
- Amnesty International etc.
- Etc.

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

Evidence of naming a group/organisation that is promoting peace and reconciliation in the world today	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 naming / identifying	very good naming / identifying	good naming / identifying	some naming / identifying	little naming / identifying	very little naming / identifying	very little/no naming / identifying
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 14 (c)****14 marks**

**Using examples, explain how the work being done by the group/organisation that you named in part (b) above is promoting peace and reconciliation today.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of peace and reconciliation by giving an account of the work being done by the group/organisation to promote peace and reconciliation e.g.

- Taizé works to promote peace and reconciliation between different Christian denominations through daily communal prayer; communal meditative chants; group discussions on the meaning of Bible stories; prepare and eat food together (table fellowship) etc.
- Amnesty International works to promote peace and reconciliation through promoting human rights for everyone; combatting racism; lobbying of governments; campaigns such as petitions and peaceful protests to enact positive change 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 how the group/organisation is working to promote peace and reconciliation	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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
14 marks	14-13	12-11	10-8	7	6-4	3	2-0

**Question 15 (a)****12 marks**  
**3Mx4**

Read the account below about a group of neighbours and complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

Backgrounds	Everyone	Litter	Pride	<del>Spaces</del>
-------------	----------	--------	-------	-------------------

I.	We gather together each month to take care of the open ... spaces.
II.	We're trying to make our area a better place for ... everyone.
III.	We gather-up any ... litter.
IV.	People of all ages and ... backgrounds.
V.	Gathering together in this way gives us all a sense of belonging and ... pride.

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by accurately finishing the sentences from the account using the words given in the question –

- We're trying to make our area a better place for ... everyone.
- We gather-up any ... litter.
- People of all ages and ... backgrounds.
- Gathering together in this way gives us all a sense of belonging and ... pride.

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

**Question 15 (b)****5 marks****Name a group/organisation that is promoting care for the earth today.**

Marking Criteria and points of reference:

An excellent answer will show an understanding of care for the earth by accurately naming one group/organisation that is promoting care for the earth today e.g.

- St. Vincent de Paul etc.
- A Rocha International etc.
- Green Peace etc.
- Friends of the Earth etc.
- Etc.

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

Evidence of naming a group/organisation that promotes care for the earth	Excellent	Very Good	Good	Fair	Weak - Very		
	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 naming / identifying	very good naming / identifying	good naming / identifying	some naming / identifying	little naming / identifying	very little naming / identifying	very little/no naming / identifying
Factual Accuracy	no major error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(s)
5 marks	5	4	3	2	1	-	0

**Question 15 (c)****18 marks**  
**9Mx2****Explain two ways that care for the earth is encouraged by the teaching 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 care for the earth by giving two accurate reasons how care for the earth is encouraged by the teaching of one of the religions 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, Pope Francis encyclical “Laudato Si” calls for humanity to care for our common home 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.

Note: Allow for implicit reference to the teachings of a major world religion where one is not present in the answer

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

Evidence of two ways care for the earth is encouraged in the teaching of one religion listed	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 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 error(s)	very little evidence of error(s)	little evidence of major error(s)	some evidence of major error(s)	many major error(s)	substantial error(s)	many substantial error(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 ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónaís 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