Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

Marking Scheme

Religious Education

Higher Level

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

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

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

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

General Introduction
The assessment of Religious Education at Leaving Certificate Higher Level is based on the aims, objectives and outcomes of each section of the Leaving Certificate Religious Education syllabus published by the Department of Education and Skills in 2003. Where a mark is graded in the examination marking scheme, the mark for the candidate's answer is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. The descriptions, definitions and points in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

Leaving Certificate Religious Education

Online Marking

Final Examination Annotations

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

CANDIDATES MUST ANSWER ONE OF THE FOLLOWING TWO QUESTIONS.

SECTION A   THE SEARCH FOR MEANING AND VALUES

Question 1 (a) (i)   (20M)

Outline one philosophical idea put forward by the Sophists in ancient Greece.

Marking Criteria and points of reference
An excellent answer will show knowledge of the philosophical thought of Ancient Greece by setting out accurate information on one philosophical idea put forward by the Sophists at the time they lived.
e.g.
- Moral relativism –there are no universal standards of what is morally good etc.
- Protagoras, argued that 'Man is the measure of all things' as he believed what is morally good depends on individual or cultural perspectives etc.
- Rhetoric and persuasion – Sophists like Gorgias argued that the ability to convince others of what is 'right' or 'good' is more critical than searching for any objective standard of morality, etc.
- Etc.

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

	EXCELLENT	**VERY GOOD**	**GOOD**	**FAIR**	**WEAK**	**POOR**
Evidence of MC – one philosophical idea associated with the Sophists	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
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)
20 Marks	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question 1 (a) (ii)   **(20M)**

Assess the impact of one idea put forward by the Sophists in ancient Greece on the development of philosophy.

Marking Criteria and points of reference
An excellent answer will show knowledge of the philosophical thought of Ancient Greece by balancing different perspectives in order to judge the degree to which one idea from the sophists had an influence on the development of philosophy. e.g.

- Moral relativism – The Sophist, Protagoras, argued that moral values are relative, 'Man is the measure of all things'; which may have influenced philosophers to look to human beings rather than the divine when seeking answers to questions of meaning, a view that influenced humanism, etc.
- Rhetoric and persuasion – Sophists argued that the ability to convince others of what is 'right' or 'good' is more important than discovering moral truths; which influenced Socrates who rejected this view emphasising critical questioning over rhetoric as the way to genuine knowledge etc.
- Etc.

Note: Allow descriptive answers.
If a candidate gives an accurate account of an idea put forward by the Sophists with only implicit reference to how it had an influence on the development of philosophy, mark on its merits - Max 10 marks.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – part played by one philosophical idea associated with the Sophists on the development of philosophy.	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) making an informed judgment	Excellent	very good	good	some	little	very little/ no
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)
20 Marks	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question 1 (b)   **(40M)**

● **Christianity**   ● **Islam**   ● **Judaism**

Examine how the understanding of God in one of the above religions could influence a person's belief about their purpose in life in the world today.

Marking Criteria and points of reference
An excellent answer will show knowledge of concepts of God by looking closely at the way in which the understanding of God in a monotheistic religion listed in the question could influence a person's view of their goal and purpose in life. e.g.

- Christianity - God is seen as loving and personal revealed through the incarnation, life, death and resurrection of Jesus, which offers salvation; this could influence Christians to see their purpose as spreading Jesus' message and living according to his example etc.
- Islam – Allah is all-powerful, all-knowing, and beyond human knowledge; this could influence Muslims to view their purpose in life as submitting fully to his will as outlined in the Qur'an etc.
- Judaism – God (YHWH) is one, the creator, the sustainer and giver of the law; Jewish people may understand their purpose as living in obedience to God's commandments etc.
- Etc.

Note: Allow descriptive answers.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – influence of a concept of God on a sense of purpose 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) - looking closely	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

Question 2 (a)   **(20M x 2)**

● **Agnosticism**   ● **Atheism**   ● **Reductionism**

Choose two of the above viewpoints and explain how a person's religious faith could be challenged by each of the points of view you have chosen.

Marking Criteria and points of reference

An excellent answer will show knowledge of non-religious points of view by giving an accurate account of a reason why two of the non-religious points of view listed in the question could challenge a person's religious faith.

- Agnosticism takes the view that the existence of God or the divine is unknowable. This could challenge a person's religious faith by highlighting uncertainty and the lack of proof for or against God's existence etc.
- Atheism asserts that God does not exist. The problem of evil and how a loving, all powerful God could allow suffering could undermine belief in such a God etc.
- Reductionism takes the view that to truly know something you must reduce it to its simplest components which could challenge a person's religious faith by questioning the existence of God who cannot be explained through reductionist methods etc.
- Etc.

Note: Allow descriptive answers.

If a candidate gives an accurate account of two non-religious points of view listed in the question with only implicit reference to how it could challenge a person's religious faith, mark on its merits - Max 10 marks x2

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – knowledge of 2 of agnosticism, atheism, reductionism & how they could challenge religious faith	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) gives an account of a reason	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question 2 (b) (i) (10M x 2)

Outline two images of God that you have studied.

Marking Criteria and points of reference
An excellent answer will show an understanding of God and of God's relationship with human beings by setting out accurate information on two images of God. e.g.
- God as Shepherd – God is seen as a protector and guide for people etc.
- Michelangelo's The Creation of Adam shows an image of God as a bearded man surrounded by angels etc.
- Any of Allah's 99 names etc.
- Any poetic image from the Hebrew Scriptures e.g. Shepherd, Rock, Liberator etc.
- Any of the statues of gods in Hinduism e.g. Vishnu, Shiva, Brahma etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – image of God	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) sets out information	Excellent	very good	good	some	little	very little/ no
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 x2	**10-8**	**7**	**6-5**	**4**	**3-2**	**1-0**

Question 2 (b) (ii)   **(20M)**

Compare the ideas about God that can be seen in the two images described in part 2 (b) (i)

above.

Marking Criteria and points of reference
An excellent answer will show an understanding of God and of God's relationship with human beings by giving an accurate account of a similarity and/or a difference between the ideas presented in two different images of God.

- God as shepherd is similar to the image of God as king as both images may suggest that God cares for and protects God's people; the image of the shepherd is humbler than God as King, etc.
- Michelangelo's The Creation of Adam shows God in human form, this is more concrete than the image of God as Light; God touching Adam's hand shows connection whereas God as light is more abstract and transcendent etc.
- Etc.

Note: Allow descriptive answers.
If a candidate gives an accurate account of ideas presented in two different images of God with only implicit reference to a similarity and/or a difference between the ideas presented mark on its merits - Max 10 marks.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – idea(s) about God conveyed in two images of God	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) identifies a similarity and/or difference	Excellent	very good	good	some	little	very little/ no
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)
20 Marks	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Candidates must answer any two parts: (a), (b), (c) from **two** of the following three sections.

SECTION B   CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS   (80 MARKS)

Answer any two parts: (a), (b), (c).

Question B (a)   **(20M x 2)**

Explain the new understanding of Jesus that developed among his disciples because of each of the following:

● **The death of Jesus**   ● **The Resurrection of Jesus**

Marking Criteria and points of reference

An excellent answer will show an understanding of the death and resurrection of Jesus by giving an accurate account of the reasons why the death and resurrection of Jesus transformed the disciples' understanding of who Jesus was e.g.

- The Death of Jesus – The disciples initially were shocked and in despair after the crucifixion of Jesus however they came to understand Jesus' death as a fulfilment of messianic prophecies (e.g. Isaiah's suffering servant) and as an act of atonement for humanity's sins etc.
- The Resurrection of Jesus – transformed the disciples understanding of Jesus confirming him as the Son of God and the Messiah. It validated his teachings and revealed the Kingdom of God as spiritual and eternal; they saw their purpose as continuing his mission and titles such as 'Son of God' and 'Saviour' emerged etc.

● Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – how the experience of Jesus' death and the resurrection impacted the understanding the disciples had of Jesus.	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) gives an account of a reason	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question B (b)   **(20M x 2)**

Discuss the reliability of the key points of evidence for Jesus of Nazareth put forward by any two of the following sources:

●**Josephus**   ●**Pliny the Younger**   ●**St Paul**   ●**Tacitus**

Marking Criteria and points of reference
An excellent answer will show knowledge of the evidence for Jesus by examining the evidence and drawing accurate conclusions about the degree to which two sources of evidence for Jesus of Nazareth can be depended on as trustworthy.

- Josephus – a Jewish historian working for the Romans refers to Jesus as a wise man, a doer of wonderful works who was crucified under Pilate and that his followers continued to exist after his death; Josephus is considered reliable since he was not a follower of Jesus.
- Pliny the Younger – In his letter to Emperor Trajan, Pliny writes about early Christians worshipping Jesus as a God. Though he didn't detail Jesus' life he highlights Jesus' importance, considered reliable as a historical non-Christian source etc.
- St. Paul – emphasized Jesus' death and resurrection as central to Christian faith and claimed to have encountered the risen Jesus; Paul did not know the historical Jesus and he is writing from a faith based perspective etc.
- Tacitus – a Roman historian who mentioned 'Christus' being executed under Tiberius and blames Christians for the great fire of Rome; his negative view of Christians adds reliability to his writings confirming Jesus' historical existence and death etc.

Note: Allow descriptive answers.
If a candidate gives an accurate account of the evidence for Jesus presented in two sources listed with only implicit reference to an assessment of their reliability, mark on its merits - Max 10 marks x 2.
Code *MC✓ x 2* in the left margin where the Marking Criteria is first evident in the candidate's answer.

	EXCELLENT	**VERY GOOD**	**GOOD**	**FAIR**	**WEAK**	**POOR**
Evidence of MC – Key points of evidence from two sources for Jesus of Nazareth	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) looking closely at and drawing accurate conclusions	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

QUESTION   B (c)   **(40M)**

Describe how the way of life of members of one of the early Christian communities listed below was influenced by the teaching of Jesus that all people are equal and welcome in the Kingdom of God:

●**Corinth**   ●**Philippi**   ●**Thessalonica**

Marking Criteria and points of reference

An excellent answer will show an understanding of the early Christian communities by giving an accurate account of how the teaching of Jesus on the kingdom of God that all are equal and welcome had an effect on the way of life of one of the early Christian communities listed in the question.

*   Corinth – the community was influenced by the teaching of Jesus, which was emphasised by Paul, to work to be more united and respectful of all members as there was division within the community on the grounds of wealth and status etc.
*   Philippi – this community was influenced by the teaching of Jesus', that all are equal and welcome, by including people like Lydia, a wealthy jailer, reflecting Jesus' inclusivity etc.
*   Thessalonica – Jesus' teaching of equality and unity encouraged them to work for the good of the whole community in the face of persecution etc.

Note: Allow descriptive answers.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC - how the teaching that all are welcome and equal influenced the Christian community of either Corinth, or Philippi or Thessalonica	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) Gives an accurate account	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

SECTION C   WORLD RELIGIONS

Answer any two parts of: (a), (b), (c).

Question C (a) (40M)

Trace an example of how inter-faith dialogue developed between members of two of the following world religions:
● **Buddhism**   ● **Christianity**   ● **Hinduism**   ●**Islam**   ●**Judaism**

Marking Criteria and points of reference
An excellent answer will show an appreciation for the significance of inter-faith dialogue by accurately tracing the development of one example of inter-faith dialogue between members in two of the religions listed in the question. e.g.

- Buddhism and Christianity – dialogue developed as Christian missionaries encountered Buddhist teachings in Asia; 20th century events such as the parliament of world religions fostered mutual understanding etc.
- Hinduism and Islam – developed in India during the Mughal period, figures like Akbar promoted dialogue and mutual respect creating forums for Hindu-Muslim dialogue etc.
- Christianity and Judaism – Vatican II's document Nostra Aetate recognised Jews as 'brothers', affirming the ongoing Covenant with God etc.
- Etc.

Note: Allow descriptive answers.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – development of interfaith dialogue between two of the religions listed in the question.	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) Tracing the development	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

Question C (b) (20M x 2)

Describe the religious ceremonies used by two of the following world religions to mark an important moment in their founding stories:

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

Marking Criteria and points of reference

An excellent answer will show knowledge of religious festivals by giving an accurate account of the way members of two world religions listed in the question recall and honour an event from their founding story.

e.g.

- Buddhism – Wesak, the birth and enlightenment of the Buddha is marked through bathing a statue or figure of the Buddha etc.
- Christianity - Christians mark the birth of Jesus at Christmas by attending a religious service where the nativity story is recited and a figure of the baby Jesus is placed in a crib etc.
- Hinduism - Holi is associated Krishna where coloured water is thrown at people, visits to the temple where the statue of Krishna is decorated, and trays of lit candles, coins and offerings of food etc.
- Islam – Eid-al-Adha marks Ibrahim's faith when he was willing to sacrifice Ishmael. It takes place at the end of Hajj and involves special prayers, food and donations to charity etc.
- Judaism – Passover is marked by retelling the story of the Exodus during a significant meal where symbolic foods recall key aspects of the story of the Exodus etc.

Note: Allow descriptive answers.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – Religious ceremonies from two world religions marking a key moment from their founding stories	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) Gives an accurate account	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x 2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question C (c)   **(20mx2)**

Compare how the community of believers is structured in two of the following world religions:
      ● **Buddhism**   ● **Christianity**   ● **Hinduism** ●**Islam** ●**Judaism**

Marking Criteria and points of reference
An excellent answer will show knowledge of world religions by giving an accurate account of similarities and/or differences that exist in the way the community of members in two world religions listed in the question are arranged and organised. e.g.

- Buddhism and Islam – both lack a central authority; Buddhism includes monastic communities and diverse branches (e.g. Theravada, Mahayana) in Islam, despite divisions such as Sunni, Shia, Sufi, the Umma, which is the global community of believers, is a unifying concept etc.
- Christianity and Judaism – Christianity, especially Catholicism, has a hierarchical leadership structure whereas Judaism relies on rabbis to interpret law but has no central governing figure like the pope etc.
- Hinduism and Christianity – Hinduism's caste system shapes individual duties (Dharma) and devotional practices whereas Christianity generally emphasises the same spiritual duties for all though roles like the priesthood exist in some denominations etc.
- Etc.

Note: Allow descriptive answers.
If a candidate gives an accurate account of the way the community of members in two world religions listed in the question are arranged and organised with only implicit reference to similarities and/or differences that exist between them, mark on its merits - Max 10 marks x 2.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – the structures and organisation of two world 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) Identifies similarities and/or differences	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Section D   Moral Decision-Making   (80 marks)

Answer any two of parts (a), (b), (c).
Question D (a)   (40M)

Explain how a balance between personal and communal values can be seen in one example of a secular moral code you have studied.

Marking Criteria and points of reference

An excellent answer will show an understanding of the importance of personal and communal values by giving reasons as to how personal values are weighed against values that promote the good of all in the community in an example of a secular moral code.

- Universal Declaration of Human Rights: Balances personal rights e.g. freedom of speech, freedom of religion with communal values such as duties to community for the general welfare of all etc.
- United States Constitution: protects personal freedoms e.g. freedom of religion while also ensuring communal governance such as the equality under law of people of all religions etc.
- Etc.

Note: Allow descriptive answers.

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

	EXCELLENT	**VERY GOOD**	**GOOD**	**FAIR**	**WEAK**	**POOR**
Evidence of MC – the balance between personal and communal values in one secular moral code	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) - Gives accurate reason that account for	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

Question D (b)   **(20M x 2)**

● Deontological Ethics   ● Hedonism   ● Modern Perspectives on Natural Law
       ● Right relationship   ● Teleological Ethics ● Utilitarianism   ● Virtue Ethics

Outline the approach to deciding what is right and wrong put forward in two of the above moral theories.

Marking Criteria and points of reference

An excellent answer will show an understanding of moral theories by setting out accurate information on how two of the moral theories listed in the question determine what is right and wrong.

- Deontological ethics approaches the making of a decision about what is right and wrong in a situation by focusing on the moral duties of the individuals involved etc.
- The approach of hedonism to moral decision-making is one that prioritises pleasure and the avoidance of pain etc.
- Modern perspectives on Natural Law suggest that, in deciding what is right and wrong, a person can find objective moral standards from the nature of human beings and the nature of the world etc.
- The Right Relationship moral theory holds that in deciding what is right and wrong a person should seek to do that which maintains the right relationship between people etc.
- Teleological ethics emphasises the outcomes as the important factor in deciding the right and wrong action in a situation etc.
- Utilitarianism focuses on deciding what will bring the greatest happiness to the greatest number of people etc.
- Virtue ethics encourage the person making a moral decision to consider what action will help the person develop a particular virtue etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – The approach to deciding what is right or wrong taken in two moral theories	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) – Sets out accurate information	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question D (c) (40M)
Compare the understanding of moral failure found in one Christian denomination with how it is understood in one of the following world religions:
● **Buddhism** ● **Hinduism** ●**Islam** ●**Judaism**

Marking Criteria and points of reference

An excellent answer will show an understanding of moral failure by giving an accurate account of a similarity and/or a difference in the understanding of moral failure in one of the religions listed and how it is understood in one Christian denomination.

- Judaism the Catholic Church both see moral failure as sin, a deviation from God's will requiring repentance; However, the Catholic Church emphasises confession and penance, while Judaism focuses on restitution and prayer.
- Buddhism and Protestantism both view moral failure as a barrier to spiritual growth. Buddhism sees it as unskilful karma rooted in ignorance and attachment, affecting rebirth. Protestantism emphasises repentance and faith in Jesus for forgiveness.
- Hinduism and the Orthodox Church view moral failure as a block to salvation etc.
- Etc.

Note: Allow descriptive answers.
If a candidate gives an accurate account of an understanding of moral failure in one Christian denomination and one of the religions listed in the question with only implicit reference to a similarity and/or a difference between them, mark on its merits - Max 21 marks .

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – how moral failure is understood in one world religion listed and in one Christian denomination	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) Identifies similarities and/or differences	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

Candidates must answer any two parts: (a), (b), (c) from **one** of the following four sections.

Section F   Issues of Justice and Peace   **(80 Marks)**

Answer any two parts of a), b) or c)

Question F (a)   **(40M)**
Describe how the understanding of stewardship in the Genesis creation texts could influence the response of a person of faith to an environmental crisis in the world today.

Marking Criteria and points of reference
An excellent answer will show an understanding of the Genesis creation texts by giving an accurate account of how the understanding of humans as care takers of creation in the Genesis texts could influence a response to an environmental crisis in the world today, e.g.
- The Genesis creation texts emphasize stewardship by portraying humans as caretakers of God's creation (Genesis1:26-28, 2:15) which could influence individuals today to take actions like reducing carbon emissions etc.
- Genesis could influence people today to fight to reduce pollution in the world as Genesis 1:31 describes creation as 'very good' which could lead people to view pollution as a desecration of God's work etc.
- The Genesis text sets out stewardship as being called to live in harmony with the earth which could influence a person's to act to protect to earth to ensure that it is safe for future generations etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – the understanding of stewardship influencing a response to the environmental crisis	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) - Gives an accurate account	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33-28**	**27-22**	**21-16**	**15-10**	**9-0**

Question F (b) (i) (20M)

Outline one of the following approaches to justice:
•**Justice as fair play**   •**Justice as the upholding of human rights**

Marking Criteria and points of reference

An excellent answer will show an understanding of justice by setting out accurate information on either the understanding of justice as fair play or the understanding of justice as the upholding of human rights, e.g.

- Justice as fair play involves treating people fairly. It is based on the understanding that everybody has needs and feelings etc.
- Justice as the upholding of human rights involves giving people basic rights because of being human rather than being based on any other criterion. The UN Declaration of Human Rights sets out the rights that all people have etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – The understanding of justice as fair play or as the upholding of human rights	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) – Sets out accurate information	Excellent	very good	good	some	little	very little/ no
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)
20 Marks	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question F (b) (ii) (20M)

Choose *either* justice as fair play *or* justice as the upholding human rights and explain a strength and a weakness that approach might have in responding to one of the following:

       • Discrimination in Ireland   • Poverty in Ireland   • World hunger

Marking Criteria and points of reference

An excellent answer will show an understanding of justice and social analysis by giving an accurate account of a reason why one understanding of justice has a strength and a weakness when used to respond to one of the following issues: discrimination in Ireland, poverty in Ireland, world hunger, e.g.

*   Discrimination in Ireland – systemic bias continues through limited job opportunities and ongoing social prejudice; a strength of the fair play understanding of justice would be that people might see a lack of impartiality; a weakness might be that people might emphasise the individual at the expense of the community/society etc.
*   Poverty in Ireland –high living costs and the housing crisis have deepened poverty; a strength of justice as human rights would be that people might see that poverty prevents people from receiving their entitlements; a weakness might be that rights are emphasised and responsibilities are ignored etc.
*   World Hunger –Unequal resource distribution and global trade imbalances limit food access in the world today; a strength of the fair play understanding is that people might expect everyone to get the same opportunity; a weakness of the fair play approach is that it may mean that the response may not be based on the individual needs people have, etc.

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

F	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC A strength and a weakness in approaching justice as fair play or as the upholding of human rights when addressing one of the following issues: Discrimination in Ireland, Poverty in Ireland, World Hunger.	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) Gives accurate reason why	Excellent	very good	good	some	little	very little/ no
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 x2	**10-8**	**7**	**6-5**	**4**	**3-2**	**1-0**

Question F (c)   **(40M)**

Examine how one of the following understandings of justice could influence people of faith to address an issue of injustice in the world today.
   •**The Eightfold Path of Buddhism** •**The Four Varnas of Hinduism** •**The Zakat of Islam**

Marking Criteria and points of reference

An excellent answer will show knowledge of visions of justice and peace in major world religions by looking closely at the way that one of the visions of justice listed in the question could have the effect that its members would work to address an issue of injustice in the lives of people today, e.g.

- The Eightfold Path of Buddhism – encourages ethical living, compassion and mindfulness which could influence members to address the suffering of people etc.
- The Four Varnas of Hinduism – emphasises duty (Dharma) within society which could influence members to work to address the issue of the inequality of people etc.
- The Zakat of Islam – requires wealth-sharing with the poor which could influence members to address the issue of poverty through charity and solidarity etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC a religious understanding of justice listed in the question influencing a response to injustice	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) looks closely at	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33- 28**	**27-22**	**21-16**	**15-10**	**9-0**

SECTION G   WORSHIP, PRAYER AND RITUAL

Answer any two parts of a) ,b) or c)

Question G (a)   **(40 M)**

Compare the meaning of 'sacrament' in two different Christian denominations you have studied.

Marking Criteria and points of reference

An excellent answer will show an understanding of sacrament by setting out accurate information on a similarity and/or a difference in how sacrament is understood in two different Christian denominations. e.g.

- Similarity – Catholicism and some Protestant traditions view sacraments as important practices instituted by Christ, using symbols to represent spiritual truths and strengthen faith etc.
- Difference – In Catholicism sacraments are seen as visible signs of God's grace and essential for salvation, e.g. Eucharist and Baptism, which is different to some Protestant traditions who understand sacrament as symbolic acts of faith focusing on remembrance rather than conferring grace etc.
- Similarity and Difference – Anglicans maintain two sacraments (Baptism and Eucharist), but have five 'sacramental' celebrations etc. whereas the Orthodox Church has seven sacraments, etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC How sacrament is understood in two Christian denominations	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 skills accurately outlining information on similarities and/or differences	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33- 28**	**27-22**	**21-16**	**15-10**	**9-0**

Question G (b)   **(40M)**

Describe two ways in which an experience of awe could influence the way people participate in worship.

Marking Criteria and points of reference
An excellent answer will show an understanding of worship and the experience of awe by giving an accurate account and drawing accurate conclusions about two ways that experiencing a sense wonder, amazement or a connection to something beyond our understanding could affect how people participate in an act of worship, e.g.
- Buddhist meditation could lead a person to experience to a sense of awe from the experience of deep inner peace and mindfulness, this experience of awe could prompt a deeper spiritual reverence etc.
- A sense of awe can lead to and/or emerge from the devotion of participants e.g. the Christian Eucharist's focus on Christ's sacrifice and presence, etc.
- In the Orthodox liturgy the use of incense, chanting and iconography can evoke awe drawing participants into worship etc.
- Etc.

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

G (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC how the experience of awe can influence participation 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) accurately setting out accurate information	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x 2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question G (c)   **(40M)**

Outline the main characteristics of a mystical tradition found in one of the following world religions:

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

Marking Criteria and points of reference

An excellent answer will show knowledge of the mystical traditions by setting out accurate information on two or more features of a tradition of direct spiritual experience and union with the divine, in a major world religion.

- William James identified the following characteristics of mysticism as: ineffable, noetic, passive, rhythmic, etc.
- One tradition of Christian mysticism is that the experience of union with God is not private but must be expressed in a life of poverty and service to others etc.
- Rumi (Islam) – contributed to the mystic tradition in Islam; his poetry and philosophy emphasised inner transformation, the importance of direct experience with the divine and the concept of love as the path to spiritual enlightenment etc.
- Kabbalah is a form of mysticism found in Judaism. Traditionally rooted in the Torah, it involves spiritual exercises and readings etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC 2 features of one mystical tradition	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 accurate information	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33- 28**	**27-22**	**21-16**	**15-10**	**9-0**

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SECTION I   **RELIGION: THE IRISH EXPERIENCE**

Answer any two parts of (a), (b), (c)

Question I (a)   **(40M)**

        ●**Irish Archaeological Evidence**   ●**Irish Myths and Sagas**

Using an example from one of the above, trace how it shows evidence of pre-Christian religious belief in ancient Ireland.

Marking Criteria and points of reference

An excellent answer will show knowledge of pre-Christian Ireland by accurately tracking how an example from either Irish archaeological evidence or Irish myths and sagas shows the religious belief of the people of pre-Christian Ireland, e.g.

- Irish archaeological evidence – Newgrange, the burial chambers are illuminated on the winter solstice which shows worship of the sun and a belief in a form of afterlife etc.
- Irish myths and sagas - the Battle of Moytura tell us that the Celts had a belief in both male and female deities and were polytheistic, in the story we are introduced to Mor-Rioghan the Goddess of War, Daghada the God of fertility etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – evidence of religious belief in Ireland before the arrival of Christianity	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) accurately tracks evidence	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33- 28**	**27-22**	**21-16**	**15-10**	**9-0**

Question I (b) **(40M)**

Outline two distinctive features that were part of 'Irish Christianity' in the time immediately after St Patrick.

Marking Criteria and points of reference

An excellent answer will show an understanding of Christianity in Ireland by setting out accurate information on two characteristics that were unique to 'Irish Christianity' in the time directly after St Patrick, e.g.

Possible points:
- Celtic Spirituality – emphasised nature, poetry and a unique liturgical calendar, blending Christian practices with pre-Christian traditions etc.
- Monasticism – Irish Christianity was heavily centred on monasteries, which became spiritual, educational and cultural hubs. Unlike the Roman diocesan model elsewhere in Europe etc.
- Etc.

Note: Allow descriptive answers.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC two features of Irish Christianity after St Patrick	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) - sets out accurate information	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

Question I (C) (20M x2)

Compare two features of religious practice in Ireland today with the features of religious practice found in another European country.

Marking Criteria and points of reference

An excellent answer will show an understanding of religion in Ireland by giving an accurate account of a similarity and/or difference between two characteristics of religious practice in Ireland and how people practice religion in Europe today, e.g.

- Similarities – Decline in mass attendance can be seen in Ireland with fewer people regularly attending religious services similar to much of Europe where secularisation is rising etc; Ireland has become more religiously diverse which is similar to the UK where multi-cultural and multi-faith trends are prevalent etc.
- Differences – Ireland remains more influenced by Catholic traditions while many European countries are predominantly secular etc; Ireland still integrates religion, especially Christianity, into many schools whereas some other European countries such as France separate religion from education etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC – two features of religious practice in Ireland today and features of religious practice elsewhere in Europe	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) accurately identifies similarities and/or differences	Excellent	very good	good	some	little	very little/ no
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)
20 Marks x2	**20-17**	**16-14**	**13-11**	**10-8**	**7-5**	**4-0**

SECTION J   RELIGION AND SCIENCE
Answer any two parts of (a), (b), (c)

Question J (a)   **(40M)**

Explain why one of Newton's discoveries in mathematics was seen by some people to be a moment of conflict in the relationship between science and religion.

Marking Criteria and points of reference

An excellent answer will show an understanding of the relationship between religion and science by giving an accurate account of a reason as to how one of Newton's discoveries in mathematics could be seen as causing a moment of tension in the relationship between science and religion, e.g.

- Newton's development of calculus was seen by some as a conflict between science and religion because it provided a mathematical framework for understanding the universe without direct divine intervention etc.
- Newton's idea of universal gravitation, which suggested that the universe operated through natural laws rather than constant divine intervention, was seen by some as conflicting with religious views of God's active role in creation etc.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC - how one of Newton's discoveries in mathematics impacted on the relationship between Religion and Science	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) gives an accurate account of a reason	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	**40-34**	**33- 28**	**27-22**	**21-16**	**15-10**	**9-0**

Question J (b)   **(40M)**

Describe the response of one major world religion when Charles Darwin first put forward his theory of evolution.

Marking Criteria and points of reference

An excellent answer will show an understanding of the relationship between Religion and Science by giving an accurate account of the response of one major world religion to Darwin's theory of evolution, e.g.

- Darwin' theory of evolution caused conflict between science and religion as it suggested that life developed through natural processes, contradicting the religious belief at the time that God created each species in a fixed form from the beginning without any evolving of a species; Bishop Wilberforce of the Church of England rejected the view of human beings that theory suggested because it seemed to cut the link between people and God whereas Frederick Temple – a future Archbishop of Canterbury saw evolution as part of God's design etc.
- The theory of evolution put forward by Darwin was accepted by many Jews. However, the idea of complete random selection was problematic since it removed God from creation.
- Etc.

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

	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of MC the response of a major world religion to Darwin's theory of evolution	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) gives an accurate account	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	40-34	33- 28	27-22	21-16	15-10	9-0

Question J (c)   **(40M)**

Compare the understanding of creation found in a scientific theory about how the universe began with the understanding of creation found in one of the following world religions:

        •Buddhism   **•Christianity** **•Hinduism**   **•Islam**   **•Judaism**

Marking Criteria and points of reference

An excellent answer will show knowledge of religious understandings of creation by giving an accurate account of a similarity and/or a difference in the understanding of creation found in one of the religions listed and the understanding of creation in a scientific theory of how the universe began.

- Similarity – Both the Christian story of Creation outlined in the book of Genesis and the Big Bang theory share in common the idea that there was a definitive starting point for the universe etc.
- Difference – Judaism's understanding of creation differs to the Big Bang theory, put forward by science, in that Judaism attributes creation to a purposeful action of God whereas the Big Bang theory explains creation as a natural observable phenomenon without reference to a divine cause etc.
- Etc.

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

	EXCELLENT	**VERY GOOD**	**GOOD**	**FAIR**	**WEAK**	**POOR**
Evidence of MC a religious creation story and a modern cosmology	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 identifies a similarity and/or difference	Excellent	very good	good	some	little	very little/ no
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)
40 Marks	40-34	33- 28	27-22	21-16	15-10	9-0

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 320 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 320 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 240 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais	Bunmharc	Marc Bónais
241 - 243	23	281 - 283	11
244 - 246	22	284 - 286	10
247 - 250	21	287 - 290	9
251 - 253	20	291 - 293	8
254 - 256	19	294 - 296	7
257 - 260	18	297 - 300	6
261 - 263	17	301 - 303	5
264 - 266	16	304 - 306	4
267 - 270	15	307 - 310	3
271 - 273	14	311 - 313	2
274 - 276	13	314 - 316	1
277 - 280	12	317 - 320	0

Prescribed Titles for Religious Education Coursework for
Leaving Certificate 2025 — S73/23

A choice of **two** titles is given in each of Sections E and H below. Candidates should base their coursework on **one** title only, taken from *either* Section E *or* Section H.

SECTION E   TITLE 1.
For centuries past, women have contributed to the development of religious traditions as spiritual thinkers and writers. A profile of the relationship that **one** such woman had with the culture of her day and the questions raised by her insights/actions for people today.
Note: Allow implicit reference to questions raised by her insights/actions for people today.

Marking Criteria
An excellent answer will show an understanding of the contribution of women to the development of religious traditions by accurately tracing the relationship one female spiritual thinker or religious writer had with the culture of her day and the questioned raised by her insights/actions for people today.

SECTION E   TITLE 2.
A study of the role that a person's gender played in how **each** of the following have been experienced in religion:
● Empowerment/Freedom   ● Exclusion/Oppression
Note: Allow implicit reference to Exclusion/Oppression.

Marking Criteria
An excellent answer will show an understanding of gender perspectives on empowerment and exclusion by examining the part played by the gender of one or more persons in their experience of exclusion/oppression and empowerment /freedom in religion.

SECTION H   Title 1.
Oral traditions have been preserved within the Gospels in the form of prayers, stories, preaching etc.
An examination of the evidence for this statement, referring to **two** examples of how oral traditions have been preserved in the Gospels and the relevance of each example for Christians today.

Marking Criteria:
An excellent answer will show an understanding of Oral Traditions within the Gospels by looking closely at two examples of how oral traditions have been preserved in the Gospels and their relevance for Christians today.

SECTION H   TITLE 2.
An investigation into how a canon of scripture emerged within *either* the Hebrew *or* Christian traditions and the reason why a particular piece of literature was excluded from this canon.
Marking Criteria:
An excellent answer will show an understanding of *either* the Hebrew *or* Christian canon of scripture by examining how a canon of scripture emerged within *either* the Hebrew *or* Christian traditions and provide supporting evidence for why a particular piece of literature was omitted from this canon.

Religious Education Coursework - Higher Level

Aims of coursework for Leaving Certificate Religious Education are:

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

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

Candidates are required to submit coursework on one title only. Titles for coursework are common to Ordinary Level and Higher Level. A candidate's Coursework Booklet should be marked at the level at which he/she took the examination.

Leaving Certificate Religious Education
Online Marking Annotations Coursework

Annotation	Description	Denoting
MC ✔	Code **MC ✔** in left margin of **Part A and Part B** of Booklet.	First evidence of 2025 title Marking Criteria in the candidate's Coursework Booklet.
S I	Code **S I** in left margin of **Part A** by 2nd source given in the Booklet.	Information on 2nd source used in relation to doing coursework on 2025 Title.
SS	Code **SS** in left margin of Part A by 2nd step and skill used in relation to doing coursework on 2025 Title	Information on step and skill used 2025 Title (Research; analysis, evaluation critical thinking; communication; reflection)
S F	Code **SF** in left margin of Part A by 2nd finding in relation to doing coursework on 2025 Title .	Summary of findings on 2025 title (Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently)
S	Code S in left margin of **Part B** by 2nd skill used in relation to doing coursework on 2025 Title .	Use of skills on 2025 title – Research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation)
I	Code I in left margin of Part B by 2nd interest in relation to doing coursework on 2025 Title .	Why was the 2025 title of interest? (enthusiasm / concern)
P	Code P in left margin of Part B by 2nd perspective in relation to doing coursework on 2025 Title.	What different perspectives were encountered in doing coursework on the chosen 2025 title? (Ability to interpret, contrast and evaluate different opinions/approaches to a topic; the ability to develop counter-arguments)
Q	Code Q in left margin of Part B by 2nd question in relation to doing coursework on 2025 Title.	What questions arose through doing coursework on the 2025 title? *(Ability to question the authority of different sources of information & distinguish between fact and opinion)*
PI	Code PI in left margin of Part B by 2nd personal insight in relation to doing coursework on 2025 Title.	What **personal insights** were gained through doing coursework on the 2025 title? *(Ability to reflect on one's own learning and the effect of that learning on ones ideas, attitudes and experience)*
V	Code V in left margin of Part B by what is identified as most valuable in relation to doing coursework on 2025 title	What has been the **most valuable** part of doing coursework on the 2025 title?
MC ˣ	Code **MC ˣ** in left margin at the end of Part A and B of the candidate's Coursework Booklet.	No evidence of 2025 title Marking Criteria in the candidate's Coursework Booklet.
NR	Code **NR** in left margin at the end of the candidate's Coursework Booklet.	No Response. Not completed by the candidate.
⌇	Code ⌇ vertical wavy line in left margin of the candidate's Coursework Booklet.	Blank page seen by examiner.

In relation to what is being assessed in Higher Level Coursework
Part A – *A Summary of the Investigation on the 2025 Prescribed Titles*
Descriptor:

Set Points Part A	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK/ POOR
Evidence of 2025 title *Marking Criteria (syllabus knowledge; understanding; skills; attitudes)* Code MC	**FULL, SUBSTANTIAL ACCURATE EVIDENCE**	**SUBSTANTIAL ACCURATE EVIDENCE**	**ACCURATE EVIDENCE**	**ADEQUATE LIMITED EVIDENCE**	**POOR/NO EVIDENCE**
Marks	**40 > 34**	**33 > 28**	**27 > 22**	**21 > 16**	**15 > 0**
Sources of information on 2025 title *2nd source* **Code SI**	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Information on *steps taken and the skills* used on 2025 Title (*Research; analysis, evaluation critical thinking; communication; reflection*) 2nd step/skill **Code SS**	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Summary of *findings* on *2025 title* (*Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently*) 2nd finding **Code SF**	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK DETAILED SUMMARY	FINE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK ADEQUATE LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK POOR/NO SUMMARY
- Supporting evidence for conclusions drawn.	SUBSTANTIAL SUPPORTING EVIDENCE	VERY GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME GENERAL SUPPORTING EVIDENCE FOR CONCLUSIONS	ADEQUATE LIMITED SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
- Personal engagement with 2025 title.	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME GENERAL PERSONAL ENGAGEMENT	ADEQUATE LIMITED PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

In relation to what is being assessed in Higher Level Coursework
Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on the 2025 Prescribed Titles
Descriptor:

Set Questions in Part B.	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK/ POOR
Evidence of 2025 title *Marking Criteria* (*syllabus knowledge; understanding; skills; attitudes*) **Code MC**	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
Marks	**40 > 34**	**33 > 28**	**27 > 22**	**21 > 16**	**15 > 0**
Use of skills on 2025 title (*Research; analysis; evaluation, critical thinking; communication; reflection judgement*) 2nd skill **Code S**	SUBSTANTIAL USE OF SKILLS	VERY CLEAR USE OF SKILLS	CLEAR USE OF SKILLS	LITTLE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2025 title of interest? (*enthusiasm / concern*) **Code I**	VERY WORTHWHILE PIECE OF WORK SUBSTANTIAL EXPLANATION VERY CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	FINE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	ADEQUATE PIECE OF WORK ADEQUATE EXPLANATION SUFFICIENT PERSONAL INTEREST	TRIVIAL/IRRELEVANT PIECE OF WORK LITTLE/ NO RELEVANCE LITTLE/ NO PERSONAL INTEREST
What different perspectives were encountered in doing coursework on the chosen 2025 title? (*Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments*) 2nd perspective **Code P**	SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME GENERAL IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	ADEQUATE IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
What questions arose through doing coursework on the 2025 title? (*Ability to question the authority of different sources of information & distinguish between fact and opinion*) 2nd question **Code Q**	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME GENERAL IDENTIFICATION OF QUESTIONS	ADEQUATE IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2025 title? (*ability to reflect on learning and its effect on ideas, attitudes and experience*) 2nd personal insight **Code PI**	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH SOME PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 2025 title? **Code V**	SUBSTANTIAL ASSESSMENT OF VALUE	VERY GOOD ASSESSMENT OF VALUE	SOME GENERAL ASSESSMENT OF VALUE	ADEQUATE ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE