



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2025**

**Marking Scheme**

**Religious Education**

**Ordinary 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 Ordinary 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
<b>MC ✓</b>	Code <b>MC ✓</b> in left margin of the candidate's answerbook.	First evidence of question's Marking Criteria in the candidate's answerbook.
<b>MC<sup>x</sup></b>	Code <b>MC<sup>x</sup></b> in left margin of the candidate's answerbook.	No evidence of question's Marking Criteria in the candidate's answerbook.
<b>[</b>	Code <b>[</b> in left margin of the candidate's answerbook.	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 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.

## UNIT ONE

Candidates must answer parts (a) and (b) from **one** of the following three questions.

### SECTION A THE SEARCH FOR MEANING AND VALUES

(80 Marks)

#### Question 1. The Tradition of the Search

Answer (a) and (b).

#### Question 1 (a)

(40M)

Imagine Socrates was alive and accepted an invitation to talk to your class about finding the true meaning of life.

Outline one idea from his philosophical thinking that Socrates might talk about to help people searching for the meaning of life.

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of philosophical thought in ancient Greece by setting out accurate information on how one idea put forward by Socrates could help people searching for the meaning of life e.g.

- Socrates 'ignorant questioner' idea would help people to have clarity in their search through questioning what others may tell them until they arrive at the truth etc.
- Socrates' concept of moral good could inspire people to find meaning in seeking to live virtuous lives etc.
- Etc.

Note: Allow implicit reference to the search for meaning.

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

A 1 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC – one of Socrates' philosophical ideas</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) setting out accurate information</i>	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 1 (b)****(40M)**

**Explain how one myth from ancient times that you have studied attempts to answer a question about the meaning of life.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the search for meaning in ancient times by giving an accurate account of the way in which one ancient myth, associated with the lives of people long past, attempted to answer a question about the meaning of life e.g.

- The Babylonian 'Epic of Gilgamesh' – questions the mystery of death, what humankind has done to deserve death etc.
- The myth of Pandora - questions how evil came into the world i.e. human weakness etc.
- Etc.

Note: Allow implicit reference to a question about the meaning of life.

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

<b>A 1 (b)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> how an ancient myth answers a question about the meaning of life	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> sets out an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>40 Marks</b>	<b>40 - 34</b>	<b>33 - 28</b>	<b>27 - 22</b>	<b>21 - 16</b>	<b>15 - 10</b>	<b>9 - 0</b>

## Question 2. The Search for Meaning Today

Answer (a) and (b).

Question 2 (a)

(20M x 2)

Describe two examples which show that people today have an interest in spirituality.

### *Marking Criteria and points of reference*

An excellent answer will show an understanding of spirituality in contemporary society by giving an accurate account of two examples that show people today have an interest in the spiritual/transcendent e.g.

- Attendance at formal worship, prayer, religious ceremonies e.g. participation in a sacrament etc.
- Large numbers undertake a spiritual journey/pilgrimage e.g. Camino; Croagh Patrick on Reek Sunday etc.
- Etc.

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

A 2 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> two examples which show people today have an interest in spirituality	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> giving an accurate account	Excellent	very good	good	some	little	very little/ no
<i>Factual Accuracy</i>	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 2 (b) (i)****(20M)**

**Outline one difference between the response of agnosticism and the response of atheism to a question about the existence of God.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the characteristics of non-religious world views by setting out accurate information on one difference between the response of agnosticism and the response of atheism to a question about the existence of God e.g.

- Difference - what people view as truth/fact: Atheism - the belief that God does not exist; agnosticism – the belief that the existence or nature of God is unknown and probably unknowable etc.
- Difference in philosophical method: Atheism – philosophical approach based on disbelief; agnosticism – philosophical approach leaning towards scepticism etc.
- Etc.

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

<b>A 2 (b) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC one difference between the response of atheism and agnosticism to a question about the existence of God</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) setting out accurate information</i>	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>20 Marks</b>	<b>20 - 17</b>	<b>16 - 14</b>	<b>13 - 11</b>	<b>10 - 8</b>	<b>7 - 5</b>	<b>4 - 0</b>



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

**In the case of either atheism or agnosticism, describe how this view might influence a person's search for the meaning of life today.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the characteristics of non-religious world views by giving an accurate account of how either agnosticism or atheism could have an impact on a person's search for the meaning of life today e.g.

- Atheism – the argument from evil; the existence of evil seems inconsistent with the existence of a benevolent God, might influence a person to think for themselves and apply what they learn from science to their search for meaning etc.
- Agnosticism – disregard non-rational approaches to the search for meaning; use reason and science when engaging in the search for the meaning of life today etc.

Note: Allow implicit reference to the search for the meaning of life today.

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

<b>A 2 (b) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> how the view of agnosticism or the view of atheism may influence a person's search for meaning of life today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 3. Concepts of God

Answer (a) and (b).

#### Question 3 (a)

(40M)

Outline the understanding of God/gods that can be seen in one ancient myth that you have studied.

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of concepts of God by setting out accurate information on the understanding of God/gods that can be found in one ancient myth e.g.

- The myth of Prometheus – polytheism: there are different gods who have dominion over different aspects of life; the gods have human-like characteristics etc.
- The myth of Thor – the Gods have powers beyond human ability e.g. superior strength etc.
- Etc.

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

A 3 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> the understanding of God/gods in one ancient myth	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> setting out accurate information	Excellent	very good	good	some	little	very little/ no
<i>Factual Accuracy</i>	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 3 (b)****(20M x 2)**

**Explain a similarity and a difference in the understanding of divine revelation that is found in the teaching of two of the following religions:**

- Christianity      • Islam      • Judaism

*Marking Criteria and points of reference*

An excellent answer will show knowledge of divine revelation in monotheistic religions by giving an accurate account of a similarity and a difference in the understanding of how God communicates with people presented in the teaching of two of the religions listed in the question e.g.

- Christianity and Judaism; Similarity – God spoke through prophets and followers respond through prayer, worship, obedience, etc. Difference - Christianity holds that Jesus Christ is the highpoint of divine revelation while in Judaism the Torah is believed to have been given to Moses directly by God at Mount Sinai etc.
- Christianity and Islam; Similarity – Both religions believe that God’s revelations are recorded in sacred texts i.e. the Bible for Christians and the Quran for Muslims, Difference – In Christianity the Bible is considered divinely inspired and a primary source of revelation, though not the sole one, Islam holds that the revelation given to Muhammad, the Quran, was the ultimate revelation and literal word of God etc.
- Etc.

Note: Allow implicit reference to a similarity and difference in the understanding of divine revelation.

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

<b>A 3 (b)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> a similarity and a difference in the understanding of divine revelation in two of the religions listed.	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> An accurate account of a similarity and a difference	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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

## UNIT TWO

Candidates must answer two of the following three sections

### Section B Christianity: Origins and Contemporary Expressions

(80 Marks)

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

#### Question B (a)

(40M)

Examine the main features of Christian living that were emphasised by Saint Paul in his writings to one of the following first Christian communities:

- Corinth    ● Philippi    ● Thessalonica

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of the first Christian communities by looking closely at how the main characteristics of Christian living were emphasised by Saint Paul in his writings to one of the first Christian communities listed in the question e.g.

- Corinth – Paul reminds them of the need to include all and avoid divisions between rich and poor within the community; the need to be generous and share food; the importance of belief in the resurrection etc.
- Philippi – Paul emphasised, to the Gentile (non-Jewish) community, that adherence to Jewish traditions was not essential for Christian living; he urged them to unite as members of one Church and avoid internal division etc.
- Thessalonica – Paul reminded Christians experiencing persecution and death about Jesus' triumph over death and future coming as Lord etc.

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

B (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> Main features of Christian living that St Paul wrote about in his letter(s) to the Christians in either Corinth / Philippi or Thessalonica	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> looking closely at	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 B (b)****(20M x 2)**

**Outline the evidence for the existence of Jesus of Nazareth presented in the writings of two of the following:**

- **Josephus**    ● **Pliny the Younger**    ● **Saint Paul**    ● **Tacitus**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Jesus as a historical figure by setting out accurate information on how two sources listed in the question provide evidence for the existence of Jesus of Nazareth e.g.

- Josephus – Jewish historian refers to Jesus as ‘... a wise man, a doer of wonderful works, a teacher...’ etc.
- Pliny the Younger – Roman governor who wrote a letter to Emperor Trajan in 112 CE where he describes Christian practices and beliefs, e.g. worshipped Christ as a god, sang hymns to him and adhered to a moral code etc.
- Saint Paul – In his letters to the first Christian communities he outlines the meaning of Jesus’ life, death and resurrection and the way of life that Christians should follow etc.
- Tacitus – mentions Emperor Nero blaming Christians for Great Fire of Rome in 64 CE. He refers to Jesus as ‘Christus’ and refers to his execution by Pontius Pilate during reign of Tiberius etc.

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

<b>B (b)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> information about the existence of Jesus of Nazareth that can be found in the writings of two of: Josephus, Pliny the Younger, St Paul, Tacitus	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 B (c) (i)****(20M)**

**Describe one example of Jesus' teaching about the Kingdom of God that upset some of the Jewish religious leaders of his time.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the religious context in Palestine at the time of Jesus by giving an accurate account of one example of Jesus' teaching about the Kingdom of God that upset the Jewish religious leaders of his time e.g.

- In Matthew 6:1-18, Jesus' spoke of the three pillars of Jewish morality – giving alms, praying, and fasting. He said these things should be done in secret, not so that they may be seen and praised by others, as is the case with the hypocrites etc.
- In the parable of the Good Samaritan, Jesus told his audience that a priest and a Levite ignored a stricken traveller etc.
- Etc.

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

<b>B (c) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> one example of Jesus' teaching about the Kingdom of God that may have upset some Jewish religious leaders	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>20 Marks</b>	<b>20 - 17</b>	<b>16 - 14</b>	<b>13 - 11</b>	<b>10 - 8</b>	<b>7- 5</b>	<b>4 - 0</b>

**Question B (c) (ii)****(20M)****Explain why the Jewish religious leaders were upset by Jesus' teaching on the Kingdom of God.***Marking Criteria and points of reference*

An excellent answer will show knowledge of the religious context in Palestine at the time of Jesus by giving an accurate account of reasons why Jesus' teaching about the Kingdom of God upset the Jewish religious leaders e.g.

- Jesus' teaching in Matthew 6:1-18, the pillars of morality should be done in secret and not to gain attention, could have made the Jewish religious leaders believe this was an insult directed at them etc.
- Jesus' teaching in the parable of the Good Samaritan could be perceived as an attack on the character of the Jewish religious leaders etc.
- Etc.

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

<b>B (c) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC a reason why Jesus' teaching about the Kingdom of God threatened the Jewish religious establishment</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) an accurate reason</i>	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>20 Marks</b>	<b>20 - 17</b>	<b>16 - 14</b>	<b>13 - 11</b>	<b>10 - 8</b>	<b>7 - 5</b>	<b>4 - 0</b>

## Question C (a)

(20M x 2)

Examine the role played in primal religion by any two of the following:

- Mana                      • Shaman                      • Tabu                      • Totem

*Marking Criteria and points of reference*

An excellent answer will show an understanding of primal religion by looking closely at the role played by two ideas associated with primal religion e.g.

- Mana – the action of the spirit world in the human world i.e. certain people, places or things are embedded with the power of Mana that comes from kinship with gods, etc.
- Shaman – a spiritual leader/healer with ability to communicate with spirit world; roles include healing the sick, predicting the future and guidance of community etc.
- Tabu – certain objects and places were seen as Tabu i.e. set aside for religious use to preserve their sacredness etc.
- Totem – something in nature that symbolises the spiritual essence of an individual or group, connecting them with their spiritual ancestors etc.

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

C (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of MC</i> role of two of the following features of primal religion: Mana, Shaman, Tabu, Totem in primal religion	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> looking closely at	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 (b)****(40M)**

**Outline the way in which a key moment in life is marked in a religious rite by members of one the following religions:**

●Buddhism ●Christianity ●Hinduism ●Islam ●Judaism

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the main features of major world religions by setting out accurate information on how a key moment in life is marked in a religious rite by members of one religion listed in the question e.g.

- Hinduism – birth ceremony, chanting the sacred ‘AUM’ sound etc.
- The moment of birth is marked by the Aqiqah ceremony in Islam, whispering the Shahadah into the child’s ear etc.
- Baptism in Christianity, pouring water over the child’s head to cleanse them of sin; lighting a candle to signify their new life as a Christian etc.
- Etc.

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

<b>C (b)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> the way in which a religious rite marks a key moment in life in one of Buddhism/ Christianity/ Hinduism/ Islam / Judaism	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/ no
<i>Factual Accuracy</i>	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 (c)****(40M)**

**Describe a difference in the understanding of salvation/liberation found in a religion from List A and a religion from List B below:**

**List A: ●Christianity ●Judaism**

**List B: ●Buddhism ●Hinduism ●Islam**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the main features of two world religions by giving an accurate account of one contrast in the understanding of salvation/liberation in one religion from List A and one religion from List B. e.g.

- In Christianity the human person is “fallen” but Jesus’ sacrifice offers salvation and eternal life to those who follow his teachings. This is different to the Hindu belief that a person can achieve Moksha by their own efforts if they live a morally good life etc.
- Judaism and Islam differ on the understanding of the role of the person in salvation. In Judaism humans are made in God’s image, giving them sanctity/responsibility; whereas Islam emphasises the need to submit to Allah and follow the teachings of Islam to be saved etc.
- Etc.

Note: If salvation/liberation is explained without reference to a difference in understanding consult your advising examiner.

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

<b>C (c)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> A difference between the vision of salvation/liberation in a religion from List A and a religion from List B	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) giving an accurate account</i>	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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
20 M x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

**Section D Moral Decision-Making****(80 Marks)****Question D (a)****(40M)**

**Explain how one of the religious moral codes listed below could guide someone in deciding what is right and wrong:**

**•The Decalogue****•Jesus – ‘Law of Love’***Marking Criteria and points of reference*

An excellent answer will show knowledge of a religious perspective on morality by giving an accurate account of how either the Decalogue or Jesus’ law of love could help a person make an ethical decision regarding a moral problem e.g.

- The Decalogue e.g. you shall not covet your neighbour’s goods, could guide a person not to show envy or hatred towards another etc.
- In Jesus ‘Law of Love’ he emphasised practicing love without judgement, fostering empathy and kindness for all which could guide someone to create an inclusive society irrespective of differences etc.

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

<b>D (a)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> How the religious moral code of either The Decalogue or Jesus’ law of love’ guides ethical decision-making	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) giving an accurate account</i>	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>40 Marks</b>	<b>40 - 34</b>	<b>33 - 28</b>	<b>27 - 22</b>	<b>21 - 16</b>	<b>15 - 10</b>	<b>9 - 0</b>

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

**Describe two stages of moral development a person might go through on their way to becoming morally mature.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of moral development by giving an accurate account of two phases a person may go through in their progress towards acting with altruism when it comes to behaving morally, e.g.

- In early stages of moral development people's moral behaviour may be influenced by seeking rewards and avoiding punishments etc.
- As people mature morally, their ethical decision making may be influenced by associating good with what promotes good interpersonal relationships etc.
- Etc.

Note: Allow descriptive answers and implicit reference to stages of moral development.

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

<b>D (b)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> two stages of moral development	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 D (c)****(40M)**

**Outline the understanding of sin and reconciliation found in one Christian denomination you have studied.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the ethical system of one religious tradition by setting out accurate information on how sin and reconciliation are understood in one Christian denomination e.g.

- In Roman Catholicism sin is understood as an action, word or desire against God's law, separating humans from God and others. Reconciliation is a sacrament where Catholics seek forgiveness for their sins and restoration of their relationship with God and the Church etc.
- In the Anglican community sin occurs when people fail to live according to God's wishes; reconciliation requires not only repentance but a change of heart etc.
- Etc.

Note: Allow implicit reference to a Christian denomination.

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

<b>D (c)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> understanding of sin and reconciliation in one Christian denomination	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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

## UNIT THREE

**Candidates must answer one of the following four sections.**

### **Section F Issues of Justice and Peace**

**(80 Marks)**

**Answer part (a) or (b).**

#### **Question F (a) (i)**

**(40M)**

- **Justice as fair play**                      ● **Justice as the upholding of human rights**
- **Justice as retribution**                ● **Justice as right relationship**

**Describe what is involved in one of the above approaches to justice.**

#### *Marking Criteria and points of reference*

An excellent answer will show knowledge of perspectives on justice by giving an accurate account of one of the approaches to justice listed in the question e.g.

- Justice as fair play is an approach based on equality of opportunity for all etc.
- Justice as retribution is an approach which holds that justice can only be restored if punishment of wrongdoing takes account of the wrong that is done, people who commit injustices should be punished etc.
- Justice as right relationship is an approach to justice which holds that actions should be motivated by developing and strengthening good relationships etc.
- Justice as the upholding of human rights is an approach based on the idea that every person has certain rights that must be respected and upheld etc.

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

<b>F (a) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC one approach to justice listed in the question</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>40 Marks</b>	<b>40 - 34</b>	<b>33 - 28</b>	<b>27 - 22</b>	<b>21 - 16</b>	<b>15 - 10</b>	<b>9 - 0</b>

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

**Explain the main strength and weakness of the approach to justice that you described in part F (a), (i) above.**

*Marking Criteria and points of reference*

An excellent answer will show an awareness of perspectives on justice by giving an accurate account of the main strength and weakness of the understanding of justice that was described in part F (a), (i) above e.g.

- Justice as Fair Play: Strength - everyone has a sense of fair play where their needs and feelings matter and that this is the same for everyone else; Weakness - a sense of what is fair play can be subjective; it can be more difficult to take account of circumstances etc.
- Justice as Retribution: Strength - the experience of injustice is acknowledged and understood, punishment can also have a deterrent effect; Weakness - this approach may not give as much importance to mercy and compassion, nor to rehabilitation etc.
- Justice as Right Relationship: Strength - recognises the responsibilities people have towards each other; Weakness - people may differ on what constitutes a 'right' relationship, leading to disputes regarding rights and responsibilities etc.
- Justice as the Upholding Human Rights: Strength - based on equality, the idea that everyone has the same rights, regardless of differences; Weakness - can emphasise entitlements whilst individual responsibilities can be overlooked etc.

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

<b>F (a) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> a strength and a weakness of one of the approaches to justice listed in F (a) (i)	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 F (b) (i)****(40M)**

**“Structural violence happens when the laws and/or systems of a society are unfair and do harm to people.”**

**Outline one example of structural violence that you have studied.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of different forms of violence by setting out accurate information on one instance where the laws and/or systems of a society cause harm to people e.g.

- World Hunger: Political structures can shape the decision-making process of a nation or group; government policy determines the way in which resources are distributed etc.
- Poverty: Social structures can limit the contact people have with those whose circumstances are different to their own. People may not be aware of the need for action on poverty etc.
- Etc.

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

<b>F (b) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> An example of structural violence	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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) (ii)****(40M)**● **Non-violence as protest**● **Non-violence as lifestyle**

**Outline how one of the above types of non-violence could be an effective response to an example of structural violence.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of justice and peace by setting out accurate information on the way either non-violence as protest or non-violence as lifestyle could be an effective response to an example of structural violence e.g.

- Non-violence as protest - peaceful and symbolic actions against structural violence etc.
- Non-violence as lifestyle – a way of life that implies a deep integration of non-violence into one's philosophy of life e.g. The Dalai Lama's non-violent lifestyle can help to bring peace because people respect his integrity etc.

Note: Allow implicit reference to how one type of non-violence could be an effective response to an example of structural violence.

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

<b>F (b) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> the way in which either non-violence as protest or non-violence as lifestyle can respond to a situation of structural violence	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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****(80 Marks)****Answer parts (a) or (b).****Question G (a) (i)****(40M)****Outline how one of the following contemplative traditions has changed over time:**

•Hermitage   •Pilgrimage   •Poustinia   •Retreat

*Marking Criteria and points of reference*

An excellent answer will show a knowledge of contemplative traditions by setting out accurate information on the way in which one contemplative tradition listed in the question has changed over time e.g.

- Hermitage – was a permanent way of living out faith often associated with members of religious communities; now, lay people often choose solitude and quiet away from modern life for short periods of time etc.
- Pilgrimage – has developed from being a long and arduous journey that was often penitential in origin, to a popular activity to facilitate personal and spiritual development e.g. the Camino etc
- Poustinia – the practice arose of moving to the desert to lead a contemplative life, living alone and separated from all distractions; a place to seek God and to open one's heart to God; Catherine de Hueck Doherty developed the tradition in a modern setting by providing simple accommodation for people etc.
- Retreat – in the past retreat was linked to repentance and renewal; now it can be seen as providing time for reflection and rest to help people recharge, develop their faith etc.

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

<b>G (a) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> how one of the listed contemplative traditions changed over time	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 (a) (ii)****(20M x 2)**

**Explain why any two of the contemplative traditions in part G (a), (i) above have appeal for people today.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of contemplative traditions by giving accurate reasons that account for why people today are drawn to any two of the contemplative traditions listed in the question e.g.

- Hermitage – could allow people of faith to escape the busyness of life today and contemplate their faith in a deeper way etc.
- Pilgrimage – a sacred site could have relevance for people today by facilitating religious and spiritual development at a place deeply connected to their religion etc.
- Poustinia – could be relevant for religious people today by allowing them a place to see God and open one's heart to God free from all distractions etc.
- Retreat – a period of separation from normal routine and activity could allow people today time for prayer etc.

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

<b>G (a)(ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> the appeal of two contemplative traditions for people today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving accurate reasons	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 (b) (i)****(40M)**

**Describe a ritual used in worship that shows how a day or season is sacred in one of the following religions:**

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

*Marking Criteria and points of reference*

An excellent answer will show an understanding of sacredness by giving an accurate account of the way ritual is used to mark a day or season as sacred in one of the religions listed in the question e.g.

- **Buddhism** – On Wesak day people gather in the temple to raise the Buddhist flag and to sing hymns; the pouring of water over the shoulders of the statue of Buddha show the importance of freeing yourself from negative and destructive thoughts, etc.
- **Christianity** – in the Easter Vigil the lighting of the paschal candle shows the importance of the resurrection and the belief that Christ is the source of new life, etc.
- **Hinduism** – the act of lighting lamps symbolises the victory of enlightenment over spiritual darkness; people pray to Lakshmi and gifts are often exchanged, etc.
- **Islam** – Eid-al-Fitr celebrates the end of Ramadan, special prayers are said in the morning, sweet foods are eaten and people pray together, etc.
- **Judaism** – during the Passover meal special foods recall the experience of the slaves in Egypt, the story of the Exodus is retold and special prayers are said, etc.

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

<b>G (b) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> the way(s) in which ritual used in an act of worship marks a time or season as holy	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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) (ii)****(40M)**

**Explain why the act of worship, marking a day or season as sacred that you have described in part G (b), (i) above, is important for people who are living by their faith today.**

*Marking Criteria and points of reference*

An excellent answer will show an understanding of sacredness by giving an accurate account of the reason(s) why the act of worship described in part G (b), (i) is important for people of faith today e.g.

- Buddhism – festivals such as Vesak, celebrating the birth, enlightenment and death of Buddha, helps to refocus attention on the centrality of seeking enlightenment etc.
- Christianity –Easter celebrates the belief that Jesus rose from the dead and is the path to salvation for Christians, it reminds followers of the key beliefs of Christianity etc.
- Hinduism – festivals such as Diwali celebrates the spiritual victory of light over darkness or Holi, the Festival of Colours, celebrating the victory of good over evil etc.
- Islam – festivals such as Eid al-Fitr mark the end of Ramadan and emphasises the goodness of Allah, and the unity of Islam etc.
- Judaism – festivals such as Passover commemorates the Israelites' escape from Egypt and the importance of the Law of the Covenant; it is important because it marks the relationship between God and his people etc.

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

<b>G (b) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> Why the act of worship described in part G (b) (i) is important for people today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account of the reason(s)	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 I Religion and the Irish Experience****(80 Marks)****Answer parts (a) or (b).****Question I (a) (i)****(40M)**

**Describe one way in which an archaeological discovery found in Ireland shows evidence of Pre-Christian religious belief.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the ancient origins of religions in Ireland by giving an accurate account of how one archaeological discovery in Ireland shows evidence of Pre-Christian religious belief e.g.

- Pre-Christian burial mounds – belief in an afterlife and honouring the dead etc.
- Celtic festival of Lughnasa/Lughnasadh – worship of the sun etc.
- Etc.

Note: Allow implicit reference to the evidence of Pre-Christian religious belief.

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

<b>I (a) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> evidence of pre-Christian religious belief seen in an archaeological discovery in Ireland	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 (a) (ii)****(40M)**

**Outline one example of a Pre-Christian practice that was adapted by Christians in Ireland around the time of Saint Patrick.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of Christianity in Ireland by setting out accurate information on one Pre-Christian practice that was adapted by Christians in Ireland around the time of Saint Patrick e.g.

- The Celtic belief that rivers and springs possess supernatural properties was adapted into the Christian symbolism of water – places of pagan ritual became holy wells etc.
- Festivals – pre-Christian festivals such as Samhain repurposed as All Saints' Day and All Souls' Day etc.
- Etc.

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

<b>I (a) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> an example of pre-Christian practice in Ireland that was adapted by Christians around the time of Saint Patrick.	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>40 Marks</b>	<b>40 - 34</b>	<b>33 - 28</b>	<b>27 - 22</b>	<b>21 - 16</b>	<b>15 - 10</b>	<b>9 - 0</b>

**Question I (b) (i)****(40M)****Outline one key feature of the pattern of religious practice found in Ireland today.***Marking Criteria and points of reference*

An excellent answer will show knowledge of patterns of change in religious belief today by setting out accurate information on one key feature of the pattern of religious practice found in Ireland today. e.g.

- Decreasing attendance of young people at religious services etc.
- The percentage rates of practice are higher in more rural areas than in urban areas etc.
- Etc.

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

<b>I (b) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> one key feature of the pattern of religious practice found in Ireland today	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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) (ii)****(20M x 2)**

**Identify a similarity and a difference between the pattern of religious practice in Ireland today with the pattern of religious practice found elsewhere in Europe today.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of patterns of change in religious belief by accurately identifying a similarity and a difference between the pattern of religious practice in Ireland today with the pattern of religious practice found elsewhere in Europe today e.g.

- Surveys show that in many parts of Europe religion is seen as a private matter e.g. EVS Red C poll, Y2K etc, show the number of active committed Christians has declined, with rural attendances at religious services higher than those in urban areas; however, rates of religious practice are still higher in Ireland than in other parts of Europe etc.
- People throughout Europe mark key moments in life with religious rituals; e.g. 60% of initiation rites; 70% of first marriages and 80% of funerals are celebrated in Church; the pattern of religious practice in Ireland is similar to other European countries that have been traditionally Roman Catholic e.g. Poland and Malta etc.
- Etc.

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

<b>I (b) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC a similarity and a difference in the pattern of Irish religious practice in Ireland today with the pattern of religious practice in another part of Europe today.</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Accurately identifying	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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

**Section J Religion and Science**  
**Answer parts (a) or (b).**

**(80 Marks)**

**Question J (a) (i)**

**(40M)**

**Outline a story about the creation of the universe/natural world that is associated with one of the following religions:**

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

*Marking Criteria and points of reference*

An excellent answer will show knowledge of the teaching of major world religions by setting out accurate information on the understanding of creation in one of the religions listed in the question e.g.

- **Buddhism** – no single creation story for the universe or humanity as the universe is undergoing infinite cycles of birth, existence, and destruction etc.
- **Christianity** – God created the universe in six days as set out in the book of Genesis etc.
- **Hinduism** – the universe is created many times, through endless cycles of creation, preservation, and destruction, with various gods such as Brahma, Vishnu and Shiva playing a role in this process etc.
- **Islam** – Allah created the universe and everything contained within it as laid out in the Qur'an, humanity began with Allah creating Adam from clay followed by Eve who became the ancestors of all humanity etc.
- **Judaism** – similar creation story to Christianity, God created the universe in six days as set out in the book of Genesis etc.

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

<b>J (a) (i)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> understanding of creation in one world religion	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i>  Setting out accurate information	Excellent	very good	good	some	little	very little/ no
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
<b>40 Marks</b>	<b>40 - 34</b>	<b>33 - 28</b>	<b>27 - 22</b>	<b>21 - 16</b>	<b>15 - 10</b>	<b>9 - 0</b>

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

**Explain two ways in which Descartes' ideas had an impact on the relationship between religion and science.**

*Marking Criteria and points of reference*

An excellent answer will show familiarity with a key moment in the relationship between science and religion by giving an accurate account of two ways that Descartes' philosophical thinking influenced the relationship between religion and science e.g.

- Descartes' Cogito argument strengthened doubt and scepticism as a way of establishing what is true. This impacted the relationship between religion and science in that people questioned the existence of God and looked for proof etc.
- Descartes believed in God as the guarantor of human faculties like reason, providing a metaphysical foundation that aligns scientific inquiry with a belief in an orderly universe created by God etc.
- Etc.

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

<b>J (a) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> The impact of two of Descartes' ideas on the relationship between religion and science	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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 J (b) (i)****(40M)**

**Outline how the message in a story about the creation of the universe/natural world from one religion listed below could influence the members of that religion to care for the environment.**

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

*Marking Criteria and points of reference*

An excellent answer will show an understanding of the relationship between religion and science by setting out accurate information on a way that the message in a story about creation in one of the religions listed in the question could influence members to care for the environment e.g.

- **Buddhism** – Buddhists are compelled to do what they can to ease suffering and protect the environment etc.
- **Christianity** – Genesis suggests humans are stewards of God’s creation and are entrusted with responsibility for the environment etc.
- **Hinduism** – actions that harm the environment disrupt the balance of the universe and affect karma, looking after the universe is seen as maintaining cosmic order and harmony etc.
- **Islam** – Muslims called to be khalifahs, stewards of the earth. Harming the environment is seen as violating the will of Allah etc.
- **Judaism** – The creation stories in the Hebrew Bible shows how people have a responsibility to care for God’s creation in the way that he would like e.g. Deuteronomy states that fruit trees must be protected in times of war etc.
- Etc.

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

<b>J (a) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> how an understanding of creation in one of the major world religions could influence its followers’ to care for the earth	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> Setting out accurate information	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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) (ii)****(20M x 2)**

**Explain two reasons why Darwin's theory of evolution caused conflict between religion and science.**

*Marking Criteria and points of reference*

An excellent answer will show knowledge of a key moment in the relationship between science and theology by giving an accurate account of two ways in which Darwin's theory of evolution caused conflict between religion and science e.g.

- Darwin's theory posed the question: Does evolution rule out the idea of God the creator? This challenged the Christian doctrine of creation, that God is the author of all life etc.
- Darwin's Theory of Evolution contradicted the Christian thought that humans were created in the image and likeness of God, this meant that human beings could no longer be seen as set apart, the masterpieces of God's creation, but the product of chance and accidental forces etc.
- Etc.

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

<b>J (b) (ii)</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>POOR</b>
<i>Evidence of MC</i> the impact of two of Darwin's ideas on the relationship between science and religion	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s)</i> giving an accurate account	Excellent	very good	good	some	little	very little/no
<i>Factual Accuracy</i>	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



## Coimisiún na Scrúduithe Stáit

### *Marcanna Breise as ucht freagairt trí Ghaeilge*

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

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónaís 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% gnáthrata an bhónais.

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

Bunmharc	Marc Bónais
241 - 243	23
244 - 246	22
247 - 250	21
251 - 253	20
254 - 256	19
257 - 260	18
261 - 263	17
264 - 266	16
267 - 270	15
271 - 273	14
274 - 276	13
277 - 280	12

Bunmharc	Marc Bónais
281 - 283	11
284 - 286	10
287 - 290	9
291 - 293	8
294 - 296	7
297 - 300	6
301 - 303	5
304 - 306	4
307 - 310	3
311 - 313	2
314 - 316	1
317 - 320	0

### ***Prescribed Titles for Religious Education Coursework for Leaving Certificate 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.

##### ***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 questions raised by her insights/actions for people today.

Note: Allow implicit reference to questions raised.

#### **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

##### ***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 - Ordinary Level**



Aims of coursework for Leaving Certificate Religious Education are:

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

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

A candidate's Coursework Booklet should be marked at the level at which he/she took the examination. Candidates wishing to illustrate their coursework, may do so in the space provided on each page. They should not, however, attach or affix material to the Coursework Booklet. All graphics or images used by the candidate must be drawn or scanned directly onto the Coursework Booklet.

**Leaving Certificate Religious Education  
Online Marking Annotations Coursework**

Annotation	Description	Denoting
<b>MC ✓</b>	Code <b>MC ✓</b> in left margin of <b>Part A and Part B</b> of Booklet.	First evidence of 2025 title Marking Criteria in the candidate's Coursework Booklet.
<b>S I</b>	Code <b>S I</b> in left margin of <b>Part A</b> by 2 <sup>nd</sup> source given in the Booklet.	Information on 2 <sup>nd</sup> source used in relation to doing coursework on 2025 Title.
<b>SS</b>	Code <b>SS</b> in left margin of Part A beside information on 2 <sup>nd</sup> 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)
<b>S F</b>	Code <b>SF</b> in left margin of Part A by 2 <sup>nd</sup> 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)
<b>S</b>	Code <b>S</b> in left margin of <b>Part B</b> by 2 <sup>nd</sup> 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 )
<b>I</b>	Code <b>I</b> in left margin of Part B by 2 <sup>nd</sup> interest in relation to doing coursework on 2025 Title .	Why was the 2025 title of interest? (enthusiasm / concern)
<b>P</b>	Code <b>P</b> in left margin of Part B by 2 <sup>nd</sup> 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)
<b>Q</b>	Code <b>Q</b> in left margin of Part B by 2 <sup>nd</sup> question in relation to doing coursework on 2025 Title.	What questions arose through doing coursework on the 2025 title? ( <i>Ability to question the authority of different sources of information &amp; distinguish between fact and opinion</i> )
<b>PI</b>	Code <b>PI</b> in left margin of Part B by 2 <sup>nd</sup> personal insight in relation to doing coursework on 2025 Title.	What <b>personal insights</b> were gained through doing coursework on the 2025 title? ( <i>Ability to reflect on one's own learning and the effect of that learning on ones ideas, attitudes and experience</i> )
<b>V</b>	Code <b>V</b> 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 <b>most valuable</b> part of doing coursework on the 2025 title?
<b>MC<sup>x</sup></b>	Code <b>MC<sup>x</sup></b> 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.
<b>NR</b>	Code <b>NR</b> 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 Ordinary Level Coursework

**Part A – A Summary of the Investigation on the 2025 Prescribed Titles**

**Descriptor:**

<b>Set Points Part A</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK - VERY WEAK</b>
Evidence of 2025 title <i>Marking Criteria (syllabus' knowledge; understanding; skills; attitudes)</i> <b>Code MC ✓ or MC<sup>x</sup></b>	<b>SUBSTANTIAL ACCURATE EVIDENCE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/NO EVIDENCE</b>
<b>Marks</b>	<b>40 - 33</b>	<b>32 - 25</b>	<b>24 — 17</b>	<b>16 — 0</b>
Sources of information on 2025 title <i>2<sup>nd</sup> source</i> <b>Code SI</b>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME INFORMATION	LITTLE/NO INFORMATION
Information on <i>steps</i> <i>taken and the skills used</i> on 2025 Title <i>2<sup>nd</sup> step/skill</i> <b>Code SS</b>	DETAILED INFORMATION	GENERAL INFORMATION	VERY GENERAL INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2025 title <i>2<sup>nd</sup> finding</i> <b>Code SF</b>	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK POOR/NO SUMMARY
- Supporting evidence for conclusions drawn.	SUBSTANTIAL SUPPORTING EVIDENCE	GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
- Personal engagement with 2025 title.	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

*In relation to what is being assessed in Ordinary Level Coursework*

**Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on the 2025 Prescribed Titles**

**Descriptor:**

<b>Set Questions in Part B.</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>Good</b>	<b>FAIR /WEAK/ VERY WEAK</b>
Evidence of 2025 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> <b>Code MC ✓ or MC<sup>x</sup></b>	<b>SUBSTANTIAL ACCURATE</b>	<b>GOOD ACCURATE EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>POOR/NO EVIDENCE</b>
<b>Marks</b>	<b>40 - 33</b>	<b>32 - 25</b>	<b>24 - 17</b>	<b>16 - 0</b>
Use of skills on 2025 title ( <i>Research; analysis; evaluation, critical thinking; communication; reflection judgement</i> ) <b>2<sup>nd</sup> skill Code S</b>	SUBSTANTIAL USE OF SKILLS	CLEAR USE OF SKILLS	ADEQUATE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 2025 title of interest? ( <i>enthusiasm / concern</i> ) <b>2<sup>nd</sup> interest Code I</b>	VERY WORTHWHILE PIECE OF WORK DETAILED EXPLANATION CLEAR PERSONAL INTEREST	WORTHWHILE PIECE OF WORK GENERAL EXPLANATION SOME PERSONAL INTEREST	FINE PIECE OF WORK RELEVANT INSUFFICIENT PERSONAL INTEREST	TRIVIAL/VERY TRIVIAL PIECE OF WORK LITTLE/ NO RELEVANCE / PERSONAL INTEREST
What different perspectives were encountered in doing coursework on the chosen 2025 title? ( <i>Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments</i> ) <b>2<sup>nd</sup> perspective Code P</b>	SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
What questions arose through doing coursework on the 2025 title? ( <i>Ability to question the authority of different sources of information &amp; distinguish between fact and opinion</i> ) <b>2<sup>nd</sup> question Code Q</b>	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2025 title? ( <i>ability to reflect on learning and its effect on ideas, attitudes and experience</i> ) <b>2<sup>nd</sup> personal insight Code PI</b>	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE /NO PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 2025 title? <b>Code V</b>	SUBSTANTIAL ASSESSMENT OF VALUE	GOOD ASSESSMENT OF VALUE	SOME ASSESSMENT OF VALUE	LITTLE/NO ASSESSMENT OF VALUE



