



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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.

UNIT ONE

CANDIDATES MUST ANSWER **ONE** OF THE FOLLOWING TWO QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES

Question 1 (a)

(40m)

Profile how one idea taught by Aristotle in Ancient Greece contributed to the development of philosophy.

Marking Criteria and points of reference

An excellent answer will show knowledge of the philosophical thought of ancient Greece by accurately tracing how one philosophical idea put forward by Aristotle had an influence on the development of philosophy e.g.

- Aristotle's idea of form and matter moved philosophy away from Plato's idea that reality exists mainly in the perfect world of 'forms' encouraging later philosophers to study the physical world around them etc.
- Aristotle's teachings on virtue ethics influenced the development of philosophy by focusing on character rather than actions influencing the development of modern moral philosophy etc.
- Etc.

Code MC ✓ in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers

If a candidate gives an accurate account of an idea put forward by the Aristotle with only implicit reference to how it contributed to the development of philosophy, mark on its merits.

A 1 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of how one philosophical idea put forward by Aristotle had an influence on the development of philosophy</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) accurately tracing</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 why an idea put forward by Aristotle could help a person today in their search for the meaning of life.

Marking Criteria and points of reference

An excellent answer will show knowledge of the philosophical thought of ancient Greece by giving an accurate account of the reasons why one of Aristotle's philosophical ideas could be relevant to people today who are searching for meaning in life e.g.

- Aristotle's idea that the form is the essence of something could encourage people today to seek the fundamental nature of something etc.
- Aristotle's idea that people come to know the truth through the senses and through the intellect could influence people to reflect on human experience etc.
- Etc

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

A 1 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of why one of Aristotle's philosophical ideas could help people today who are searching for meaning in life</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) giving an accurate account of the reasons..</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 2 (a)**(20M x 2)**

Describe the understandings of God/gods that can be seen in two myths associated with people who lived in ancient times.

Marking Criteria and points of reference

An excellent answer will show knowledge of concepts of God by giving an accurate account of one or more understandings of God/gods that can be seen in two myths associated with people who lived in ancient times e.g.

- In the Greek myth of Prometheus, Zeus is understood as an all-powerful ruler as he has authority over both gods and humans; he is also understood as a punisher when he condemns Prometheus to eternal suffering for giving fire to humanity etc.
- In the Epic of Gilgamesh, the gods are understood as controllers of human life and death as they limit Gilgamesh's power and prevent him from attaining immortality etc.
- Etc.

Code MC✓ x 2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

A 2(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of one or more understandings of God/gods that can be seen in two myths	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)
Marks 20 x 2	20 - 17	16 – 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Evaluate the main arguments for the existence of God put forward by each of the following: • Anselm • Aquinas

Marking Criteria and points of reference

An excellent answer will show an understanding of traditional proofs for the existence of God by looking closely at and drawing conclusions about the reliability of proof for the existence of God presented in the arguments of both Anselm and Aquinas e.g.

- Anselm's Ontological Argument claims that the very fact we can conceive of a perfect being proves God's existence, as existence is a necessary quality of a perfect being etc.
- Aquinas's Five Proofs are based on observing the world around us, he argued that motion, cause, necessity, degrees of perfection, and the complexity of the universe all point to the existence of God in a rational way etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers with only implicit reference to an evaluation of the main arguments for the existence of God put forward by each of the people listed in the question.

A 2(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of conclusions about the reliability of proof for the existence of God presented in the arguments of both Anselm and Aquinas	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 and drawing conclusions	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)
Marks 20x 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

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

(80 MARKS)

Question B (a) (i)

Explain two reasons why the teaching of Jesus challenged the Jewish religious authorities of his time in Palestine. **(10M x 2)**

Marking Criteria and points of reference

An excellent answer will show knowledge of the religious context in Palestine at the time of Jesus of Nazareth by giving an accurate account of two reasons why the Jewish authorities were challenged by the words or deeds of Jesus of Nazareth e.g.

- Authority over the Law - Jesus claimed divine authority to interpret the Law, challenging the Pharisees' role as religious leaders etc.
- Cleansing of the Temple - Jesus condemned corruption in the Temple, directly threatening the power and wealth of the Sadducees who controlled it etc.
- Etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

B(a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of two reasons why the Jewish authorities were challenged by the words or deeds of Jesus of Nazareth	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 two 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)
Marks 10 x 2	10 - 9	8	7 - 6	5 - 4	3 - 2	1 - 0

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

Assess how the message of Jesus posed a threat to the Roman rulers in Palestine at the time he lived.

Marking Criteria and points of reference

An excellent answer will show knowledge of the political context in Palestine at the time of Jesus by accurately examining and drawing conclusions about how Jesus' teaching posed a threat for the Roman political authorities in Palestine at the time he lived e.g.

- Threat to Roman Authority: Jesus teaching that God was the highest authority challenged Caesar's power and suggested a rival kingdom etc.
- Fear of Rebellion: Jesus' growing crowds and teachings about a new kingdom raised fears of unrest, and Rome was determined to prevent any uprising etc.
- Etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

B(a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how Jesus' teaching posed a threat for the Roman political authorities in Palestine at the time he lived	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> examining and drawing accurate conclusions	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)
Marks 20	20 - 17	16 – 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (b)**(40M)**

Compare the understanding of Jesus put forward by two writers of books about Christology that you have studied.

Marking Criteria and points of reference

An excellent answer will show knowledge of trends in Christianity by giving an accurate account of a similarity and/or difference in the understanding of Jesus that is highlighted for Christians today by two writers of books about the nature and person of Christ e.g.

- Similarity – Both Dermot Lane and Elizabeth Johnson affirm that Jesus is the decisive self-revelation of God, insisting that the life, ministry and relational presence of Jesus disclose the nature of the divine in a way that is both transformative and normative for Christian faith etc.
- Difference – Lane interprets Jesus primarily through a classical systematic Christology centred on incarnation, salvific mission and resurrection, whereas Johnson adopts a feminist hermeneutical approach that critiques patriarchal interpretations and re-constructs the understanding of Jesus in a way that is more inclusive of women's experiences and voices etc.
- Etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow implicit reference to a similarity and/or a difference.

B (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the understanding of Jesus that is highlighted for Christians today by two writers of books about the nature and person of Christ	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 a similarity and/or 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)
40 Marks	40- 34	33 – 28	27 - 22	21 - 16	15 - 10	9 - 0

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

Examine the tensions experienced within one of the following early Christian communities in living out the teaching of Jesus at the time it was first established:

Corinth, Philippi, Thessalonica.

Marking Criteria and points of reference

An excellent answer will show knowledge of the first Christian communities by looking closely at two or more tensions experienced by Christians, in living out the teaching of Jesus, in one of the places listed in the question when it was first established e.g.

- Corinth – Some members did not believe in the resurrection of the dead and Paul maintained that belief in the resurrection of Jesus was a requirement of a believer etc; divisions developed within the community with members claiming loyalty to different leaders such as Paul, Apollos and Peter rather than remaining united in Christ etc.
- Philippi – Some Jewish Christian missionaries were urging members to continue to adhere to some of the Jewish laws e.g. male circumcision etc., whereas Paul maintained that compliance with Jewish laws was not a requirement etc; tensions arose from persecution by Roman authorities and opponents, challenging Christians to remain faithful despite suffering etc.
- Thessalonica – The expectation of the imminent return of Jesus caused tension as some members began to ignore the commandments in the belief that the end of the world was so near and that they should enjoy what time they had left etc; concerns arose about members of the community who had passed away before Christ's return with members worrying whether the dead would share in salvation when Jesus returned etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

B (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of two or more tensions experienced in one of the following places: Corinth or Philippi or Thessalonica.</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) looking closely at</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)
Marks 20x 2	20 - 17	16 – 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Question C (a)

(40m)

Profile the origins and main beliefs of one of the following:

- An African Traditional Religion
- A New Religious Movement
- Baha'i Faith
- Chinese Religion
- Sikh Religion

Marking Criteria and points of reference

An excellent answer will show knowledge of other living traditions by accurately tracing the foundations and religious beliefs of one of the traditions listed in the question e.g.

- An African Traditional Religion – Originates in ancient tribal cultures across Africa; key beliefs include ancestral spirits, a supreme creator, community rituals, and harmony between the living and the spiritual world etc.
- A New Religious Movement (Scientology) – Founded in the 1950s by L. Ron Hubbard; teaches that humans are immortal spiritual beings called 'thetans' who must free themselves from past trauma through practices like auditing to achieve spiritual clarity and freedom etc.
- Baha'i Faith – Founded in 19th-century Persia by Baha'u'llahs; teaches the unity of God, the unity of humanity, and the unity of all religions, emphasising peace, equality, and global harmony etc.
- Chinese Religion – Rooted in ancient Chinese culture; main beliefs include harmony between heaven, earth, and humanity, ancestor veneration, balance through yin and yang, and ethical living based on Confucian and Daoist principles etc.
- Sikh Religion – Founded in 15th-century Punjab by Guru Nanak; teaches belief in one God, equality of all people, honest living, service to others, and the guidance of the ten Gurus and the Guru Granth Sahib etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

C (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the foundations and religious beliefs of one of the traditions 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> Accurately tracing	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

C (b)**(40)**

Compare the understanding of salvation/liberation found in the teaching of two of the following religions: • Buddhism • Christianity • Hinduism • Islam • Judaism

Marking Criteria and points of reference

An excellent answer will show knowledge of major world religions by giving an accurate account of a similarity and/or difference in the understanding of salvation/liberation found in the teaching of two of the religions listed in the question e.g.

- Buddhism and Christianity – Similarly, Buddhism and Christianity both understand salvation requires living in accordance with a moral path through following the teaching of Jesus or living according to the Eightfold path of Buddhism etc; Difference, Buddhism understands liberation (nirvana) as freedom from suffering and rebirth through the Eightfold Path, while Christianity sees salvation as forgiveness of sin and eternal life through faith in Jesus Christ etc.
- Hinduism and Islam – Similarly, Hinduism and Islam both teach that salvation requires moral living and commitment to divine law etc; Difference, Hinduism sees liberation (moksha) as release from rebirth through devotion, knowledge, or karma, while Islam teaches salvation through faith in Allah and the Five Pillars etc.
- Judaism and Christianity – Similarly, Judaism and Christianity both believe salvation involves living according to God's will and practising justice and compassion etc; Difference, Judaism focuses on salvation through keeping the covenant and following the Torah, while Christianity teaches salvation through the life, death, and resurrection of Jesus etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer.

Note: Allow implicit reference to a similarity and/or difference in the understanding of salvation/liberation found in the teaching of two of the religions listed in the question.

C (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the understanding of salvation/liberation found in the teaching of two of the religions listed in the question	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 a similarity and/or 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)
40 Marks	40 - 34	33 – 28	27 - 22	21 - 16	15 - 10	9 - 0

Question C (c)**(20M x 2)**

Describe two examples of how ordinary objects are used, in a way that expresses a sense of the 'sacred', by members in a major world religion.

Marking Criteria and points of reference

An excellent answer will show an understanding religious belief by giving an accurate account of two examples, from a major world religion, of how ordinary objects can be experienced in a way that communicates a sense of awe/mystery associated with the 'sacred' e.g.

- Buddhism – Incense express a sense of the sacred when offered as an act of devotion and mindfulness etc; prayer beads express as sense of the sacred when used in meditation and the recitation of prayers etc.
- Christianity – Bread and wine are ordinary foods, but in the Eucharist, they become sacred symbols of Christ's body and blood, expressing God's presence among believers etc; water in baptism becomes a sacred sign of cleansing from sin and entry into the Christian community etc.
- Hinduism - flowers express a sense of the sacred when offered during puja etc; food expresses a sense of the sacred when offered to a deity then shared among worshippers etc.
- Islam – The Qur'an (book) is treated with respect as it is considered sacred as it contains the word of Allah etc; mosques are ordinary buildings that become sacred when dedicated to Allah etc.
- Judaism – Candles express a sense of the sacred when lit to mark the beginning of Sabbath etc; wine, an ordinary object, becomes sacred when used in the Kiddush blessing to sanctify the Sabbath and festivals etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

C(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how ordinary objects are used in a way that communicates a sense of awe/mystery associated with the 'sacred'	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 two examples	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)
Marks 20x 2	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)****(20M x 2)****Outline the understanding of right and wrong put forward in the teachings of two of the following religions: Buddhism, Hinduism, Islam, Judaism.***Marking Criteria and points of reference*

An excellent answer will show knowledge of non-Christian perspectives on morality by setting out accurate information on the understanding of right and wrong that is put forward in the teaching of two of the religions listed in the question e.g.

- Buddhism - right and wrong are guided by the Noble Eightfold Path, especially Right Action and Right Livelihood etc.
- Hinduism - right and wrong are determined by dharma (duty based on age, stage, and role) etc.
- Islam - right and wrong come from the Qur'an and the Sunnah of the Prophet Muhammad etc.
- Judaism- right and wrong are based on the Mitzvot (commandments) in the Torah etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers with only implicit reference to the teachings of two of the religions listed in the question.

D(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the understanding of right and wrong that is put forward in the teaching of two of the religions listed in the question	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)
Marks 20x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Describe how each of the following could inform a person's conscience in a moral situation: Civil Authority, Religious Authority.

Marking Criteria and points of reference

An excellent answer will show an understanding of the relationship between conscience and authority by giving an accurate account of how civil and religious authority could inform a person's conscience in a moral situation e.g.

- Civil authority - (e.g. laws, human rights, or civic duties) can inform conscience by promoting the common good and helping individuals understand the social consequences of their actions e.g. a person may decide to return a lost wallet because stealing is against the law and harms others etc.
- Religious authority – can inform a person's conscience through scripture and Church teachings e.g. a person may choose to forgive someone in a moral situation because their faith teaches compassion and mercy etc.

Code MC✓x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

If a candidate gives an accurate account of civil and religious authority with only implicit reference to how each could inform a person's conscience, mark on its merits.

D (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of how civil and religious authority could inform a person's conscience in a moral situation</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) 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)
Marks 20x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Discuss the role that each of the following play in a person's growth towards moral maturity: Moral Freedom, Virtue.

Marking Criteria and points of reference

An excellent answer will show an understanding of moral maturity by examining different perspectives and drawing conclusions about how moral freedom and virtue shape a person's growth towards moral maturity e.g.

- Moral Freedom – using freedom to make responsible choices oriented toward good rather than impulse or self-interest helps a person grow toward moral maturity etc.
- Virtue – moral maturity grows as repeated good actions form lasting habits that shape character and make doing what is right easier and more natural over time etc.

Code MC✓ x 2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

D(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how moral freedom and virtue shape a person's growth towards moral maturity	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> examining different perspectives and drawing conclusions	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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

UNIT THREE

CANDIDATES MUST ANSWER **ONE** OF THE FOLLOWING FOUR SECTIONS.

SECTION E RELIGION AND GENDER

(80 MARKS)

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

Question E (a) (i)

(40M)

Discuss how feminist theology has re-examined the role women play in a Christian denomination you have studied.

Marking Criteria and points of reference

An excellent answer will show an understanding of feminist theologies by examining different perspectives and drawing accurate conclusions about the way in which feminist theology has challenged the traditional views of the role played by women in one Christian denomination e.g.

- In the Anglican Church, feminist theology contributed to re-examining traditional views of Church leadership, supporting the ordination of women as priests and bishops etc.
- In the Catholic Church, feminist theologians have contributed to re-examining women's roles by challenging male-dominated structures and advocating greater participation in leadership and decision-making etc.
- Etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

E(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
<i>Evidence of the way in which feminist theology has challenged the traditional views of the role played by women in one Christian denomination</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) examining different perspectives and drawing accurate conclusions</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 E (a) (ii)**(20M x 2)****Explain two reasons why feminist spiritualities developed within religious traditions.***Marking Criteria and points of reference*

An excellent answer will show an understanding of feminist spiritualities by giving an accurate account of two reasons why feminist spirituality developed within religious traditions e.g.

- Feminist spiritualities developed to challenge male dominance and inequality within traditional religious structures etc.
- Feminists spiritualities developed to promote greater participation and leadership opportunities for women in religious life etc.
- Feminist spiritualities also grew to connect spirituality with social justice, equality and community reform etc.
- Etc.

Code MC✓ x 2 in left margin where the marking Criteria is first evident in the candidates answer

E(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of why feminist spirituality developed within religious traditions	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 two 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 E (b)**(40M)**

**Compare the role played by women in two of the following religions:
Buddhism, Christianity, Hinduism, Islam, Judaism.**

Marking Criteria and points of reference

An excellent answer will show an understanding of the place of men and women in major world religions by giving an accurate account of the similarities and/or differences in the part played by women in two of the world religions listed in the question e.g.

- Buddhism and Hinduism involve women in ritual life, festivals, and religious duties in the home etc; whereas Buddhism originally offered women full monastic ordination equal to men, while Hinduism does not have an equivalent monastic structure for women etc.
- Judaism and Christianity give women strong roles in family religious life and modern communities have expanded women's leadership etc; whereas Orthodox Judaism restricts women from leading synagogue worship, while many Christian denominations ordain women etc;
- Islam and Judaism expect women to follow the same core beliefs as men and both value women's roles in teaching and family religious practice etc; whereas Islam allows women to lead prayer for women's groups, while Orthodox Judaism separates men and women in synagogue and reserves public leadership for men etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow implicit reference to a similarity and/or difference.

E(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the part played by women in two of the world religions listed in the question	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 of the similarities and/or differences</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 E (c)**(20M x 2)**

Assess how two of the following have influenced a change in the understanding of the roles of men and women in society today: Biology, Philosophy, Psychology, Sociology

Marking Criteria and points of reference

An excellent answer will show an understanding of gender in contemporary society by examining different perspectives and drawing accurate conclusions about how two of the branches of learning listed in the question have helped to define a change in the understanding of gender roles in society today e.g.

- Biology - has influenced a change in that society once understood that biological differences meant men and women should have fixed roles whereas modern biology has shown that while men and women may have physical differences, these do not limit their abilities or social roles, supporting greater gender equality etc.
- Philosophy – has influenced a change in gender roles by promoting the idea that men and women are equal in value and should have the same rights, opportunities, and freedoms in society etc.
- Psychology – has influenced a change in the understanding of the roles of men and women in that modern psychological research has shown individuality matters more than gender stereotypes etc.
- Sociology - has influenced a change in the understanding of the roles of men and women in that society once saw gender roles as natural and permanent but sociology has shown that gender roles are socially constructed and can change over time etc.

Code MC✓x2 in left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

If a candidate gives an accurate account of the insights gained on the understanding of gender from two of the disciplines listed in the questions with only implicit reference to an assessment of how they have influenced a change in the roles of men and women in society today, mark on its merits.

E(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how two of the branches of learning listed in the question have helped to define a change in the understanding of gender roles in society 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) examining different perspectives and drawing accurate conclusions</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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Section F Issues of Justice And Peace**(80 Marks)****Answer any two of parts: (a) (b), (c)****Question F a)****(20M x 2)**

Describe the understanding of justice and peace that is expressed in two of the following religious teachings:

- The Eightfold Path of Buddhism
- The Four Varnas of Hinduism
- The Judaeo-Christian vision of justice
- 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 giving an accurate account of the understanding of justice and peace that is given in two of the religious teachings listed in the question e.g.

- Eightfold Path of Buddhism - Right action – encourages people to treat others with kindness, respect, etc; which help to address the causes of injustice in the world etc.
- Judeo-Christian Vision - Hebrew & Christian scriptures show God relating to humanity with compassion, love and kindness etc; which could influence believers to live to treat others equally etc.
- Four Varnas of Hinduism - divided people according to their role in life or class in society i.e. the Brahmins, the Nobles or Warriors, the Commoners and the Serfs; obliges following ethical principles which encourage working for social justice etc.
- Zakat of Islam - Fourth pillar of Islam, almsgiving demanded by Allah for the sake of equality and justice; encourages an awareness for those less well-off etc.

Code MC✓x2 in left margin where the marking Criteria is first evident in the candidates answer

F(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the understanding of justice and peace that is expressed in two of the religious teachings listed in the question	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 and 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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question F (b)**(40M)**

Analyse how an individual you have studied has contributed to the ‘greening’ of religion by promoting environmental awareness.

Marking Criteria and points of reference

An excellent answer will show an understanding of religion and the environment by examining different perspectives and drawing accurate conclusions on how an individual has contributed to developing an environmental ethic in religious traditions through promoting environmental awareness e.g.

- Professor Odeh Al-Jayyousi (Islam) - Promotes an Islamic environmental ethic, reminding Muslims of their duty as khalifahs (stewards) to care for creation. Cites Qur'an 30:41 to show that harming the earth goes against God's will etc.
- Thomas Berry (Christianity) - Encouraged Christians to see the earth as sacred, not as something to dominate. Taught that believers must protect creation and live in harmony with nature for future generations etc.
- Thich Nhat Hanh (Buddhism) - Taught that mindfulness and compassion extend to all living beings. Encouraged people to live simply and recognise the interconnection between humans and nature etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

F(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how an individual has contributed to developing an environmental ethic in religious traditions through promoting environmental awareness	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> examining different perspectives and drawing accurate conclusions	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)
Marks 40	40- 34	33 - 28	27 - 22	21 - 16	15 - 10	9- 0

Question F (c)**(20M x 2)****Profile how care for the environment is promoted in two of the following teachings:**

- Sabbath, Schmittah and Jubilee in Judaism
- The Creation Texts in Genesis
- The Five Precepts of the Buddha
- Viceregents of the Earth in Islam

Marking Criteria and points of reference

An excellent answer will show knowledge of the teaching of a religious tradition by accurately tracing how care for the environment is encouraged in two of the religious teachings listed in the question e.g.

- Sabbath, Schmittah & Jubilee (Judaism) - Cycles of rest for people and the land mandate ecological renewal and social justice, promoting sustainable interaction with the environment etc.
- The Creation Texts in Genesis - promotes care for the earth when God gives Adam and Eve the role of stewards of his creation etc.
- The Five Precepts of the Buddha -The principle of non-harm, coupled with disciplined simplicity, fosters an ethical responsibility to protect all living beings and minimise ecological impact etc.
- Viceregent of the Earth (Islam) -The belief that humans are divinely appointed stewards (Khalifah) frames environmental care as a sacred duty, requiring the preservation and just use of creation etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

F(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how care for the environment is encouraged in two of the religious teachings listed in the question	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) accurately tracing</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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

SECTION G Worship, Prayer and Ritual**(80 Marks)****Answer any two of parts: (a), (b), (c).****Question G (a)****(20M x 2)****Discuss how each of the following can help people to express their religious faith in the world today: Ritual, Symbol.***Marking Criteria* and points of reference

An excellent answer will show knowledge of religious life by examining different perspectives and drawing accurate conclusions on the role both ritual and symbol play in helping people to show their religious faith in the world today e.g.

- Ritual - provide repeated, meaningful actions, such as prayer, sacraments, festivals or meditation, through which believers embody their beliefs, reinforce commitment, and participate in a shared religious identity in everyday life etc.
- Symbol- communicate religious truths and identity, offering believers a visible, tangible way to express their faith, foster reflection, and connect with their tradition in contemporary society etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

G(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the role both ritual and symbol play in helping people to show their religious faith in the world 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> examining different perspectives and drawing accurate conclusions	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)
Marks 20 x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Describe the way an event from the story of a religion is marked during a time that is sacred in two of the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism.

Marking Criteria and points of reference

An excellent answer will show an understanding of ritual and worship by giving an accurate account of the way a sacred time recalls an event from the story of two of the religions listed in the question e.g.

- Buddhism - the bathing of statues of the Buddha during the festival of Wesak recalls the life and enlightenment of the Buddha etc.
- Christianity – the birth of Jesus is recalled at Christmas through placing figures of the baby Jesus in a crib and retelling the nativity story etc.
- Hinduism - the lighting candles called *diyas* during Diwali recalls Lakshmi's triumph over evil etc.
- Islam – During Eid-ul Adha sheep or goat is eaten to recall the prophet Ibrahim's obedience to Allah etc.
- Judaism – the foods eaten as part of the *seder* meal at Passover represent the story of Exodus etc.

Code MC✓x2 in left margin where the marking Criteria is first evident in the candidates answer.

Note: Allow descriptive answers.

G(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the way a sacred time marks an event from the history of two of the religions listed in the question	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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question G (c) (i)**(20M)**

Describe how religious belief is expressed in an example of a formal prayer from a Christian denomination you have studied.

Marking Criteria and points of reference

An excellent answer will show knowledge of a praying tradition by giving an accurate account of how religious belief can be seen in an example from a traditional prayer in one Christian denomination e.g.

- Anglican Church – The Lord’s Prayer expresses the belief that God is kind and loving like a father etc
- Catholic Church – The Hail Mary’s expresses the belief that Jesus is truly God by calling Mary “the Mother of God” etc.
- Etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

G(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how religious belief can be seen in an example from a traditional prayer 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> 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)
Marks 20	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question G (c) (ii)**(20M)**

Outline how religious belief is expressed in an example from a traditional prayer associated with one of the following religions: Buddhism, Hinduism, Islam, Judaism.

Marking Criteria and points of reference

An excellent answer will show knowledge of praying traditions by setting out accurate information on how religious belief can be seen in an example from a prayer in one of the religions listed in the question e.g.

- Buddhism - the Metta Prayer expresses peace and goodwill to all beings focusing on developing inner compassion without appealing to a deity etc.
- Hinduism - the Gayatri Mantra expresses hope for enlightenment and wisdom from the divine light invoking the universal divine energy rather than a single personal deity etc.
- Islam – Salah taught by the Prophet Muhammad expresses praise for Allah etc.
- Judaism - the Shema is a declaration of faith expressing loyalty and obedience to Yahweh rather than requests etc.

Code MC✓ in left margin where the marking Criteria is first evident in the candidates answer

G(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how religious belief can be seen in an example from a prayer in one of the religions listed in the question	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)
Marks 20	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Question H (a)

(20M x 2)

Profile how two archaeological discoveries have contributed to the way in which the Bible is understood today.

Marking Criteria and points of reference

An excellent answer will show knowledge of how the Bible came to be written by accurately tracing how two archaeological discoveries have influenced how the Bible is understood today e.g.

- The excavation at Ugarit - revealed tablets describing Canaanite religion and literature, showing similarities with the Bible; this has deepened understanding of the Old Testament's religious, cultural and linguistic context etc.
- The discovery of the Dead Sea Scrolls - provided much earlier biblical manuscripts, showing how the Hebrew Scriptures developed and were transmitted; their analysis has broadened understanding of the Bible's textual history and formation etc.
- Etc.

Code MC✓ x2 in left margin where the marking Criteria is first evident in the candidates answer

H(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of how two archaeological discoveries have influenced how the Bible is understood 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> accurately tracing how	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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

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

Discuss the role that redaction or editorial tradition played in the development of two of the following texts: Chronicler's History, The Deuteronomistic History, The Torah.

Marking Criteria and points of reference

An excellent answer will show knowledge of how the bible came to be written by examining and drawing accurate conclusions about the role editorial tradition or redaction played in shaping the meaning and development of two of the texts listed in the question e.g.

- Redaction refers to the process of editing and shaping biblical materials before they became part of final biblical text etc; Editorial tradition refers to the influence of editors in emphasising particular religious beliefs etc.
- Chronicler's History – Redaction played a role by reworking Samuel and Kings to support the post-exilic Jewish community etc; Editorial tradition played a role by emphasising obedience to the Law and faithfulness to Yahweh etc.
- Deuteronomistic History – Redaction played a role by reshaping earlier traditions during the Babylonian exile to explain Israel's downfall as the result of breaking the Covenant and disobeying God's law etc; Editorial tradition played a role emphasising obedience to the Law and faithfulness to Yahweh etc.
- The Torah – redaction played a role by combining the J, E, D and P sources into one text etc; Editorial played a role by preserving teachings on the covenant, law, worship and Israel's identity etc.

Code MC✓ x2 left margin where the marking Criteria is first evident in the candidates answer

H(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the role editorial tradition or redaction played in shaping the meaning and development of two of the texts listed in the question.	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> examining and drawing accurate conclusions	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)
Marks 20 x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question H (c)**(20M x 2)**

Describe the role symbolic language plays in two of the following examples of Biblical literature: Apocalypse, Epic, Myth.

Marking Criteria and points of reference

An excellent answer will show knowledge of the Bible by giving an accurate account of the role symbolic language plays in two of the examples of Biblical literature listed in the question e.g.

- Apocalypse – symbolic language in the Apocalyptic texts plays a role by using vivid images and visions to reveal hidden spiritual truths about God’s power and the ultimate triumph of good over evil etc.
- Epic – symbolic language highlights heroic actions and events to represent deeper values like faith, courage and God’s guidance of a people etc.
- Myth – symbolic language plays a role by explaining fundamental truths about human nature, suffering, and the relationship between God and the world through story rather than literal history etc.

Code MC✓ x 2 left margin where the marking Criteria is first evident in the candidates answer

Note: Allow descriptive answers.

H(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	POOR
Evidence of the role symbolic language plays in two of the examples of Biblical literature listed in the question	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) by 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)
Marks 20x 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 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% 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 2026 — S79/24

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

SECTION I TITLE 1.

A case study on the origins of the hermit tradition in the Early Irish Christian Church and its influence on the development of Christianity in Ireland.

Marking Criteria

An excellent coursework will show knowledge of the development of Christianity in Ireland by accurately tracing the origins of the hermit tradition in Ireland and presenting a particular study of one or more ways that the hermit tradition has affected the development of Christianity in Ireland.

SECTION I TITLE 2.

An investigation into the ways that the Irish Constitution reflects the place of religion, in Irish culture and society.

Marking Criteria

An excellent coursework will show an understanding of the contribution of Christianity to Ireland by examining and providing accurate evidence of two or more ways that the Irish Constitution shows the place of religion in Irish culture and society.

SECTION J Title 1.

An analysis of the reasons for the reaction from the secular and religious worlds of Galileo's time, to his discoveries about the universe

Marking Criteria:

An excellent coursework will show an understanding of the relationship between religion and science by breaking down one or more accurate reasons why Galileo's discoveries about the universe lead to a particular reaction from the secular and religious worlds of his time.

SECTION J TITLE 2.

A profile of how the relationship between religion and science was influenced by a major development in each at the time of the Enlightenment.

Marking Criteria:

An excellent coursework will show an understanding of the relationship between religion and science by accurately tracing how the relationship between science and religion was affected by one development in science and one development in religion at the time of the Enlightenment.

**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
MC ✓	Code MC ✓ in left margin of Part A and Part B of Booklet.	First evidence of 2026 title Marking Criteria in the candidate's Coursework Booklet.
S I	Code S I in left margin of Part A by 2 nd source given in the Booklet.	Information on 2 nd source used in relation to doing coursework on 2026 Title.
SS	Code SS in left margin of Part A beside information on 2 nd step and skill used in relation to doing coursework on 2026 Title	Information on step and skill used 2026 Title (Research; analysis, evaluation critical thinking; communication; reflection)
S F	Code SF in left margin of Part A by 2 nd finding in relation to doing coursework on 2026 Title.	Summary of findings on 2026 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 2 nd skill used in relation to doing coursework on 2026 Title.	Use of skills on 2026 title – Research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation)
I	Code I in left margin of Part B by interest in relation to doing coursework on 2026 Title.	Why was the 2026 title of interest? (enthusiasm / concern)
P	Code P in left margin of Part B by 2 nd perspective in relation to doing coursework on 2026 Title.	What different perspectives were encountered in doing coursework on the chosen 2026 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 2 nd question in relation to doing coursework on 2026 Title.	What questions arose through doing coursework on the 2026 title? (<i>Ability to question the authority of different sources of information & distinguish between fact and opinion</i>)
PI	Code PI in left margin of Part B by 2 nd personal insight in relation to doing coursework on 2026 Title.	What personal insights were gained through doing coursework on the 2026 title? (<i>Ability to reflect on one's own learning and the effect of that learning on ones ideas, attitudes and experience</i>)
V	Code V in left margin of Part B by what is identified as most valuable in relation to doing coursework on 2026 title	What has been the most valuable part of doing coursework on the 2026 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 2026 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 2026 Prescribed Titles

In relation to what is being assessed in Higher Level Coursework

Descriptor:

Set Points Part A	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK/ POOR
Evidence of 2026 title <i>Marking Criteria (syllabus knowledge; understanding; skills; attitudes)</i> 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 2026 title <i>2nd source</i> Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Information on steps taken and the skills used on 2026 Title <i>(Research; analysis, evaluation critical thinking; communication; reflection)</i> <i>2nd step/skill</i> Code SS	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Summary of findings on 2026 title <i>(Ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently)</i> <i>2nd finding</i> 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 2026 title.	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME GENERAL PERSONAL ENGAGEMENT	ADEQUATE LIMITED PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT

Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on the 2026 Prescribed Titles

Descriptor:

Set Questions in Part B.	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK/ POOR
Evidence of 2026 title <i>Marking Criteria</i> (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 2026 title (Research; analysis; evaluation, critical thinking; communication; reflection judgement) 2 nd 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 2026 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 2026 title? (Ability to interpret, contrast/ evaluate different opinions/ approaches to a topic; the ability to develop counter-arguments) 2 nd 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 2026 title? (Ability to question the authority of different sources of information & distinguish between fact and opinion) 2 nd 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 2026 title? (ability to reflect on learning and its effect on ideas, attitudes and experience) 2 nd 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 2026 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

