



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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

SECTION A THE SEARCH FOR MEANING AND VALUES

Question 1 Answer (a) and (b).

Question 1 (a) (i)

(20M)

Outline one philosophical idea put forward by Plato in ancient Greece.

Marking Criteria and points of reference

An excellent answer will show knowledge of philosophical thought in ancient Greece by setting out accurate information on one idea put forward by Plato in ancient Greece e.g.

- Plato believed humans were exposed to two worlds at once i.e. the world of the senses and the world of unchanging ideas. For Plato reality is in the realm of ideas as he believed the physical world and everything perceived through the senses is ever changing and unreliable etc.
- Plato believed that the human body is subject to change and therefore not 'real'. The soul remains constant and unchanging and therefore 'real' – a dualist understanding of the person etc.
- Etc.

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

A1(a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of one idea put forward by Plato in ancient Greece	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 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)
20 Marks	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question 1 (a) (ii)**(20M)****Describe how an idea put forward by Plato played a role in the development of philosophy.***Marking Criteria and points of reference*

An excellent answer will show knowledge of philosophical thought in ancient Greece by giving an accurate account of how one of Plato's philosophical ideas had an influence on the development of philosophy e.g.

- Plato's philosophical idea about the nature of reality inspired his student Aristotle to develop his idea on the Theory of Forms, etc.
- Plato's philosophical understanding of dualism influenced philosophers such as Descartes who developed the view that the mind/soul and matter are distinct realities etc.
- Etc.

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

Note: Allow descriptive answers with only implicit reference to how an idea put forward by Plato played a role in the development of philosophy.

A 1 (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how one of Plato's philosophical ideas played a role in the development of philosophy	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 account	very good account	good account	some	little account	very little/no account
<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 1 (b)**(20M x2)*****Finding the goal and purpose of life can be challenging for people today.*****Explain two ways that living in the world today can make it difficult for people to find the goal and purpose of life.*****Marking Criteria and points of reference***

An excellent answer will show an understanding of the search for meaning by giving an accurate account of two reasons why living in the world today could make it difficult to find the goal and purpose of life e.g.

- Life today can make it difficult to find the goal and purpose of life because consumerism encourages people to focus on wealth and possessions rather than finding deeper meaning etc.
- Social Media today can create pressure to compare ourselves with others, making it harder to develop a clear sense of identity and purpose etc.
- Etc

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

Note: Allow implicit reference to finding the goal and purpose of life.

A 1(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of reasons why living in the world today could make it difficult to find the goal and purpose 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question 2 The Tradition of the Response**Answer (a) and (b).****Question 2 (a)****(20M x2)**

Profile how the religious beliefs of people who lived in an ancient society can be seen in an example from each of the following: • Rites of Initiation • Sacred Art/Artefacts

Marking Criteria and points of reference

An excellent answer will show knowledge of the search for meaning in ancient societies by accurately tracing how the religious beliefs of people who lived in an ancient society can be seen in an example from each of the religious behaviours listed in the question e.g.

- Rites of Initiation – The initiation ceremonies of Ancient Egypt, such as the training of priests in temple rituals, show the religious belief that special knowledge and purification were needed to communicate with the gods etc.
- Sacred Art/Artefact – The Venus of Willendorf statuette shows the religious belief of Palaeolithic people that fertility and successful reproduction were sacred and essential for survival etc.

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

Note: Allow implicit reference to an example from Rites of Initiation and Sacred Art/Artefacts.

A 2(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how the religious beliefs of people who lived in an ancient society can be seen in an example from each of the religious behaviours 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question 2 The Tradition of the Response**Answer (a) and (b).****Question 2 (b)****(20M x2)**

Describe two examples of how a sense of the sacred can be seen as important in the lives of people today.

Marking Criteria and points of reference

An excellent answer will show an understanding of spirituality in contemporary culture by giving an accurate account of two examples of how a sense of the 'sacred', a connection to what is holy, spiritual or beyond ordinary human experience, could be seen as important in the lives of people today e.g.

- A sense of the sacred can be seen as important to people today because it could help people find a deeper purpose in life beyond material possessions and everyday concerns etc.
- A sense of the sacred can be seen as important to people today as practices such as prayer, meditation, or pilgrimage can provide time for reflection, and help people to understand themselves and their place in the world etc.
- Etc.

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

Note: Allow descriptive answers.

A 2 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how a sense of the 'sacred' could be seen as important in the lives of 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question 3 Philosophy

Answer (a) and (b).

Question 3 (a)

(20Mx2)

Outline a similarity and a difference in the understanding of God found in two of the following religions: Christianity, Islam, Judaism.

Marking Criteria and points of reference

An excellent answer will show an understanding of the concept of God/the divine by setting out accurate information on a similarity and a difference in the understanding of God found in two of the religions listed in the question e.g.

- Christianity, Islam and Judaism show belief in one God who is seen as all powerful, the creator of all things and merciful etc.
- Central to the Christian understanding of God is the holy trinity, that God is three beings in one, the Father, Son and Holy Spirit which is different to Judaism where Yahweh is understood as a single entity etc.
- Etc.

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

Note: Allow descriptive answers with implicit reference to a similarity and a difference.

A 3 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of understanding of God found in 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 on 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

Question 3 (b)**(40M)**

Examine how the understanding of God/gods/ the transcendent found in the teaching of one of the following religions influences its members to act in a moral way:

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

Marking Criteria and points of reference

An excellent answer will show an understanding of the relationship between religious faith and ethical behaviour by looking closely at how the understanding of God/gods/the transcendent, found in one religion listed in the question, influences its members to behave in an ethical manner e.g.

- Buddhism – the understanding of the Buddha as the ‘Enlightened One’ influences how Buddhists practice the Eightfold Path e.g. practice right action, intention, etc.
- Christianity – the understanding of God as loving and forgiving influences members to ‘love your neighbour as yourself’ etc.
- Hinduism – the belief in various gods as manifestations of Brahman influences Hindus to observe the Law of Karma etc.
- Islam – the belief in Allah as compassionate and merciful influences believers to also be compassionate especially to the poor and needy, e.g. practice Zakat etc.
- Judaism – the belief in one all-powerful God influences Jews to uphold the first three commandments of the Decalogue etc.

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

Note: Allow descriptive answers with implicit reference to the understanding of God/gods/ the transcendent found in the teaching of one religion listed in the question.

A 3 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how the understanding of God/gods/the transcendent, found in one religion listed in the question, influences its members to behave in an ethical manner	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

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)

(20Mx2)

Explain the reason why returning to the original teaching of Jesus was important for two of the following

- movements: • Céili Dé • Early 19th century Protestantism • Liberation Theology • Luther
• The Mendicant Orders • The Second Vatican Council

Marking Criteria and points of reference

An excellent answer will show an ability to recognise moments of adaption and reform in the Christian tradition by giving an accurate account of the reason(s) why returning to the original message of Jesus was important in the development of two of the movements listed in the question e.g.

- Céili Dé - Sought to return to Jesus' message to show devotion to God and to ensure prayer was prioritised over material goods and other worldly distractions; they believed it was important to emphasise ascetism and strict adherence to early Christian practices etc.
- The Mendicant orders - sought to return to Jesus original vision because they believed it was important to devote their lives to care for the poor by taking a vow of poverty and rejecting material goods, etc.
- Luther's reforms - Luther rejected the emergence of elites and prioritised deep devotion to God as they believed it was the only path to salvation etc.
- The evangelical movement in early 19th century Protestantism - sought to revive the original teachings of Jesus as they believed in the importance of forgiveness and atoning for one's own sins through personal conversion, biblical authority, and social reform, etc.
- The Second Vatican Council - called for 'aggiornamento' to modernise the church and bring it into the 20th century. They believed it was important there was involvement from the laity and greater interaction with other faiths to make the church more inclusive and closer to Jesus original teachings etc.
- Liberation Theology - echoed Jesus's calls for justice and equal treatment of the poor in modern society.

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 account of two of the movements listed in the question with only implicit reference to why returning to the original teaching of Jesus was important to them, mark on its merits.

B (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of why returning to the original message of Jesus was important in the development of two of the movements 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 the reasons why	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 (b)**(20Mx2)****Evaluate the evidence for the existence of Jesus of Nazareth found in two of the sources listed below:**

- An Evangelist – Matthew, Mark, Luke or John
- Josephus
- Saint Paul.

Marking Criteria and points of reference

An excellent answer will show knowledge of the sources of evidence for Jesus of Nazareth by examining different perspectives and accurately judging the reliability of the evidence for the existence of Jesus found in two of the sources listed in the question e.g.

- Mark – his Gospel is considered the earliest Gospel and provides detailed accounts of Jesus' life, however as it was written by a believer rather than an eyewitness it is not considered to be a fully reliable historical source etc.
- John – his Gospel presents strong evidence for Jesus' existence through detailed teachings and events, but its highly theological focus may reduce its historical reliability etc.
- Josephus – Josephus provides important non-Christian evidence for Jesus' existence as a historian; his evidence for the existence of Jesus is considered to be more reliable etc.
- St. Paul – Paul's letters are early evidence for Jesus existence, but because he wrote from faith rather than as a historian, his evidence is valuable yet not considered fully historically reliable etc.
- 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 evidence for Jesus presented in two sources listed with only implicit reference to an evaluation of its reliability, mark on its merits.

B(b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of judging the reliability of the evidence for the existence of Jesus found in two of the sources 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) – examining different perspectives and accurately judging</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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question B (c)**(20M x2)**

Discuss the impact of the resurrection of Jesus on the first disciples in relation to two of the following:

- **A new understanding of Jesus** ● **Awareness of Community** ● **Sense of Mission**

Marking Criteria and points of reference

An excellent answer will show an understanding of Jesus of Nazareth by examining and drawing accurate conclusions about the impact of Jesus' resurrection on the first disciples in relation to two of the aspects listed in the question e.g.

- A new understanding of Jesus - After the resurrection the disciples' understanding of Jesus was starting to change; they used new titles for Jesus to express their belief in him as Lord; Mediator; Son of God etc.
- Awareness of Community - The resurrection transformed the disciples into a united community who realised that faith in the risen Jesus was strengthened when shared, etc.
- Sense of Mission - Jesus' risen presence gave his disciples strength to go forth to all people spreading the 'Good News' of Jesus as mediator between God and humanity etc.

Note: Allow descriptive answers.

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

B(c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of the impact of Jesus' resurrection on the first disciples in relation to two of the aspects 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Section C World Religions**(80 marks)****Answer any two of parts: (a), (b), (c).****Question C (a)*****The most recent 2022 Census shows an increase in the number of religions found in Ireland today.*****Describe two other trends found in religion in Ireland today.****(20M x2)*****Marking Criteria and points of reference***

An excellent answer will show knowledge of trends in religion by giving an accurate account of two recent developments within religion in Ireland other than that given in the question e.g.

- Secularisation – the referendum on same sex marriage and abortion have shown that people are less influenced by religious teachings on moral issues etc.
- Inter-faith dialogue – the growth of religious traditions in Ireland in recent years has increased the need for respect and tolerance between members of different faiths etc.
- Etc

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

C(a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of two recent developments within religion in Ireland other than that given 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</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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question C (b)**(20Mx2)**

Choose one religion from List A and one religion from list B below:

List A: • Christianity • Judaism

List B: • Buddhism • Hinduism • Islam

Compare the way the founding story is recalled in a ceremony or festival by members today in each of the religions you have chosen.

Marking Criteria and points of reference

An excellent answer will show knowledge of world religions by giving an accurate account of a similarity and/or difference in the way a religious festival recalls an event from the founding story in one religion from List A and one religion from List B e.g.

- Similarity – during the celebration of Hanukkah in Judaism candles are lit on a menorah to recall the rededication of the Temple which is similar to the celebration of Diwali in Hinduism where candles and lamps are lit to celebrate the return of Ram and Sita and the victory of goodness etc.
- Difference – during Wesak in Buddhism the birth, life and enlightenment of the Buddha is recalled through bathing statues of the Buddha with water which is different to the festival of Eid-ul-Adha in Islam where the sacrifice of Abraham is recalled through the eating of a lamb etc.

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

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

C (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of the way a religious festival recalls an event from the founding story in one religion from List A and one 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)</i> – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question C (c)**(20M x2)**

Examine how community can play an important role for members today in 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 looking closely at how being part of a community can play an important role important for members within two of the religions listed in the question e.g.

- Buddhism - The Sangha, community of monks, nuns and lay followers support each person's path to enlightenment etc.
- Christianity - Christians believe they form one spiritual body through faith in Christ; community expresses love and service etc.
- Hinduism - community helps Hindus live out dharma through shared worship, festivals, etc.
- Islam - Muslims see themselves as part of a global Ummah united in submission to Allah etc.
- Judaism - Jews see themselves as part of a covenant with God as a people not just as individuals 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 - VERY WEAK - NO GRADE	
Evidence of how being part of a community can play an important role important for members within 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> – 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

Section D Moral Decision-Making**(80 marks)****Answer any two of parts: (a), (b), (c).****Question D (a)****(20M x2)**

Outline the understanding of what is right and wrong that is put forward in two of the following theories: Deontological Ethics, Hedonism, Natural Law, Teleological Ethics, Utilitarianism, Virtue Ethics.

Marking Criteria and points of reference

An excellent answer will show knowledge of moral theories by setting out accurate information on the understanding of what is right and wrong that is expressed in two of the moral philosophies/theories listed in the question e.g.

- Deontological ethics –what is right is fulfilling one’s moral duty and obeying objective moral laws; what is wrong is acting against those duties or laws etc.
- Hedonism – what is right is whatever brings the greatest pleasure or happiness; what is wrong is whatever causes pain or reduces pleasure etc.
- Natural law –what is right is acting in accordance with human nature and the moral law discoverable through reason; what is wrong is acting against human nature or the natural moral law etc.
- Teleological ethics –what is right is whatever helps a person achieve their ultimate purpose or end (*telos*); what is wrong is whatever prevents or frustrates that purpose etc.
- Utilitarianism – what is right is whatever produces the greatest happiness for the greatest number; what is wrong is whatever results in less overall happiness or greater suffering etc.
- Virtue ethics – what is right is acting in ways that reflect good moral virtues such as courage, honesty and justice; what is wrong is acting in ways that display vices or poor moral character etc.

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

Note: Allow descriptive answers.

D (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of the understanding of what is right and wrong that is expressed in two of the moral philosophies/theories 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question D (b)**(40M)**

Examine how a morally mature person would approach deciding what is right and wrong on one of the following issues: Crime & Punishment, Medical Ethics, Politics & Economics, Relationships and Sexuality, Violence & War.

Marking Criteria and points of reference

An excellent answer will show an understanding of moral maturity by looking closely at how a morally mature person would approach decision making about what is right and wrong in relation to one of the issues listed in the question e.g.

- Crime and Punishment – a morally mature person would consider whether a law promotes justice and serves the common good before deciding if it is right or wrong to obey it etc.
- Medical ethics – a morally mature person would consult moral codes, the teaching of moral authorities etc. in deciding whether or not to allow the termination of a person's life so as to prevent further suffering etc.
- Politics and Economics – an altruistic person would work towards balancing individual rights with the common good etc.
- Relationships and Sexuality – a morally mature person would work towards promoting respect for the equality of all people etc.
- Violence and War – a morally mature person would consider the consequences involved in deciding whether or not war/violence can ever be justified etc.

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

D (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how a morally mature person would approach decision making about what is right and wrong in relation to one of the issues 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) – 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)
40 Marks	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Question D (c)**(20M x2)**

Describe an example of how people who lived in each of the following ancient civilisations were concerned about moral issues: • The Hebrews • The Romans

Marking Criteria and points of reference

An excellent answer will show an understanding of morality as a human phenomenon by giving an accurate account of an example of how people in each of the ancient civilisations listed in the question were concerned with questions of what is right and wrong e.g.

- The Hebrews – were concerned about the moral issue of remaining faithful to God despite foreign occupation, believing obedience to God's covenant was more important than loyalty to earthly rulers etc.
- The Romans – were concerned about the morality of war, with Cicero arguing that only wars fought for a just cause were morally justified, while wars motivated by conquest or glory were considered unjust etc.

Code MC ✓ x2 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 - VERY WEAK - NO GRADE	
Evidence of how people in each of the ancient civilisations were concerned with questions of what is right and wrong	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

UNIT THREE

Candidates must answer one of the following four sections.

Section E Religion and Gender

(80 marks)

Answer parts: (a) or (b).

Question E a

(40Mx2)

Describe the impact on the changing roles of men and women in society today gained from two of following: • Biology • Philosophy • Psychology • Sociology

Marking Criteria and points of reference

An excellent answer will show knowledge of gender in society by giving an accurate account of the influence that two of the branches of learning listed in the question have had on changes in the position of men and women in society today. e.g.

- Biology – purposes differentials in establishing the differences between men and women i.e. genes and chromosomes, brain function, sex organs, etc. Biology continues to impact the roles of men and women in society as women still carry the physical demands pregnancy and childbirth affecting career timing, wage gaps, etc.
- Philosophy – considers what it means to be a human being; be that a man or woman. Recent philosophy has considered the role of equality in the relationship between the sexes and encouraged men and women to take on equal roles in the workplace and home etc.
- Psychology – testing found at least four differences between the sexes i.e. verbal; mathematical; visual-spatial abilities; aggression and the variations within each gender are greater than the differences between genders; this has highlighted that abilities are based on individuality rather than gender etc.
- Sociology – research has found that gender roles are influenced by social contexts, thus traditional view of gender roles are being challenged e.g. stay at home dad etc.

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

Note: Allow descriptive answers with implicit reference to the impact on the changing roles of men and women gained from two of the branches of learning listed in the question.

E (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK	
Evidence of the influence that two of the branches of learning listed in the question have on changes in the position of men and women 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)</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 x2	40 - 34	33 - 28	27 - 22	21 - 16	15 - 10	9 - 0

Question E b (i)**(20M X2)****Examine the role played by men and women today in two of the following religions:**

- Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Marking Criteria and points of reference

An excellent answer will show knowledge of the roles of women and men in major world religions by looking closely at the role played by women and men in two of the world religions listed in the question e.g.

- Buddhism - traditionally men were seen as spiritual leaders but in many modern traditions women serve as teachers and leaders in the Buddhist faith etc.
- Christianity - Christian denominations such as Anglicans and Methodists allow females to lead faith services while in Roman Catholicism men hold the main leadership roles, etc.
- Hinduism - women hold an increasingly prominent role within the Hindu faith. Traditionally seen as homemakers, many women now hold roles as significant gurus and prayer leaders alongside men, etc
- Islam – the Quran states that men and women can become Imams, however cultural practice has seen men primarily take the role of Imam etc.
- Judaism - primary roles within the faith are given to male leaders in orthodox synagogues. In conservative and reform synagogues the role of women has been elevated with the recognition of women as prayer leaders and rabbis, etc.

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

E (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK	
Evidence of the role played by men and 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Choose one woman from any of the categories below and profile how she contributed to the development of her religious tradition:

- **Founders & Reformers of Religious Orders** ● **Religious Writers**
- **Social Reformers** ● **Spiritual Thinkers**

Marking Criteria and points of reference

An excellent answer will show knowledge of the contribution of women to the development of religious traditions by accurately tracing how the work of one woman from a category listed in the question played a role in the development of her religious tradition e.g.

- Founder/Reformer of Religious Orders - Nano Nagel provided Catholic education to the poor and founded the Presentation Order, etc.
- Religious Writers – Dorothy Day lived her life in solidarity with the poor; Dorothy helped to set up the ‘The Catholic Worker’ newspaper which continues to be published and influenced the liberation theology movement within Christianity etc.
- Social Reformer - Edwina Gately responded to her compassion for others and developed her religious tradition by living according to the characteristics of the Kingdom of God. Edwina engaged in humanitarian service sending lay Christian volunteers to assist people in need globally, etc.
- Spiritual Thinkers – Teresa of Avila developed contemplation as a form of prayer in her religious tradition etc.

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

E (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK	
Evidence of how the work of one woman from a category listed in the question played a role in the development of her religious tradition	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

Section F Issues of Justice and Peace**(80 Marks)****Answer parts: (a) or (b).****Question F (a) (i)****(20M x2)**

Outline two ideas put forward by a commentator on religion and the environment about the need to care for the earth.

Marking Criteria and points of reference

An excellent answer will show an understanding of religion and the environment by setting out accurate information on two ideas put forward by a commentator on religion and the environment about the need to care for the earth e.g.

- Thomas Berry – put forward the idea that people are becoming alienated from nature and need to re-learn that if one part of God's creation is destroyed, the rest also suffers etc; he also said that humanity's 'Great Work' in our era is to move from a destructive, industrial society to one that lives in harmony with Earth's systems etc.
- Fr. Séan McDonagh – outlines the causes and consequences of human activity in polluting rivers, lakes, seas and calls on Christians to see water as living for example in Baptism etc; he emphasised that ecological issues and social justice are inseparable, etc.
- Etc

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

F (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of two ideas put forward by a commentator on religion and the environment about the need 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question F (a) (ii)

(20M x2)

Cultural, Economic, Political, Social

Profile how two of the above structural causes have contributed to one of the following issues in society:

- **Discrimination in Ireland** ● **Poverty in Ireland** ● **World Hunger**

Marking Criteria and points of reference

An excellent answer will show an understanding of social analysis by accurately tracing evidence of how two of the structures listed in the question could contribute to *either* discrimination in Ireland *or* poverty in Ireland *or* world hunger e.g.

- Cultural structures could influence who and what is valued by people and so, for example, the media could contribute to discrimination in Ireland if stereotypes are not challenged etc.
- Economic structures may determine who has access to and control of resources, wealth and work and so could contribute to world hunger as poor countries in the developing world do not have equal access to resources etc.
- Political structures can shape the decision-making processes of a nation or a group and so may contribute to world hunger as government policy determines the ways in which resources are distributed etc.
- Social structures can limit the contact people have with those whose circumstances are different to their own; This could contribute to poverty in Ireland as people may not be aware of the need for action on poverty etc.

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

Note: Allow descriptive answers.

F (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how two of the structures listed in the question could contribute to either discrimination in Ireland or poverty in Ireland or world hunger	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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question F(b)**(40M x2)**

Describe how the teaching of a major world religion can be seen in two key principles of the 'Just War' theory.

Marking Criteria and points of reference

An excellent answer will show an understanding of religious perspectives on violence by giving an accurate account of how two key principles of the 'Just War' theory are reflected in the teaching of a major world religion e.g.

- Just cause – the principle that war must only be entered into if there is a just cause (the protection of innocent people etc.) is seen in the religious teaching of Islam where a Jihad (holy war) is allowed to defend the name of Islam etc.
- Right intention – Jesus teaching on helping those who are oppressed or suffering is seen in the principle of the 'Just War' theory that promoting justice for the innocent and oppressed is the 'right intention' for going to war etc.
- Etc.

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

F (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how two key principles of the 'Just War' theory are reflected in the teaching of a major 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) – 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 x2	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)****Explain the importance of the role reflection plays in the religious experience of young people today***Marking Criteria and points of reference*

An excellent answer will show an understanding of the nature of religious experience by giving an accurate account of the reasons why deep thought on a spiritual idea is significant for young people today. e.g.

- Reflection has importance in a young person's life as it can lead to deep thought about a person's relationship with the divine etc.
- Reflection provides an opportunity for young people to identify virtues they wish to cultivate such as patience, kindness, etc which may help them align with their religious/spiritual values etc.
- Etc.

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

Note: Allow descriptive answers

G (a) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of why deep thought on a spiritual idea is significance for young people 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) – giving 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	16 - 21	10 - 15	9 - 0

Question G (a) (ii)**(20M X2)**

Examine the role that symbol plays in the way ‘sacrament’ is celebrated within two Christian denominations.

Marking Criteria and points of reference

An excellent answer will show an understanding of sacrament in two Christian traditions by looking closely at the role that symbolic objects/ or actions play in the way ‘sacrament’ is celebrated within two Christian denominations e.g.

- Roman Catholicism: The Sacrament of Baptism – initiation into the Christian faith is symbolised by the blessing with water, anointing with oil, use of white garment, lighting a candle, etc.
- Anglicanism: Anglican Communion – bread represents the body of Christ broken for humanity, wine represents the blood of Christ shed for the forgiveness of sins, etc.
- Etc.

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

Note: Allow descriptive answers with implicit reference symbol.

G (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of the role that symbolic objects/ or actions play in the way ‘sacrament’ is celebrated within two Christian denominations</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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question G (b)**(20MX2)**

Describe how religious belief is expressed through the features that mark a space as sacred in two of the following religions:

- Buddhism ● Christianity ● Hinduism ● Islam ● Judaism

Marking Criteria and points of reference

An excellent answer will show an awareness of contexts for prayer by giving an accurate account of how religious belief is expressed through the features that identify a space as being sacred in two of the religions listed in the question e.g.

- Buddhism: Vihara – The statue of the Buddha reflects the belief that the Buddha attained enlightenment and that by following his teachings believers can also strive to attain enlightenment etc.
- Christianity: The Church – the tabernacle contains the Eucharist which reflects the belief that the Holy Communion represents the body of Christ etc.
- Hinduism: The Temple – The garbhagriha is where the statue of the gods or goddesses are kept which reflects the belief that various deities are all representations of the supreme god Brahman etc.
- Islam: - The Mosque: The Mihrab points in the direction of Mecca which reflects the belief that Muslims must face the holy city of Mecca when they pray etc.
- Judaism: - Synagogue – The Ner Tamid is perpetual light that reflects the unending Covenant with God etc

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

Note: Allow descriptive answers with implicit reference to how religious belief is expressed through the features of a sacred space.

G (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how religious belief is expressed through the features that identify a space as being sacred in 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) – 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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Section H The Bible, Literature and Sacred Text**(80 Marks)****Answer parts: (a) or (b).****Question H (a) (i)****(20MX2)****Describe two examples of how the Bible has had an influence on one of the following:**

- Famous Speeches
- The Universal Declaration of Human Rights

Marking Criteria and points of reference

An excellent answer will show an understanding of the Bible as a classical text by giving an accurate account of how the influence of the Bible can be seen in one example from a famous speech or the Universal Declaration of Human Rights e.g.

- The first article from the Universal Declaration of Human Rights recognises the ‘inherent dignity’ and the ‘equal and inalienable rights’ of every human being which echoes the book of Genesis where it states that humanity is made ‘in the image and likeness of God’ etc.
- Martin Luther King’s famous speech ‘I have a dream’ was spoken by him in prophetic tones and influenced by Isaiah’s dream of a new Exodus etc.
- Etc.

Note: Allow descriptive answers

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

H a (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how the influence of the Bible can be seen in one example from a famous speech or the Universal Declaration of Human Rights	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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question H (a) (ii)**(20Mx2)**

Profile how the evangelist and his community influenced how two of the following Gospels came to be written:

- The Gospel of John • The Gospel of Luke
- The Gospel of Mark • The Gospel of Matthew

Marking Criteria and points of reference

An excellent answer will show knowledge of how the Bible came to be written by accurately tracing how the evangelists and their communities affected the way two of the Gospels listed in the question came to be written e.g.

- The Gospel of Matthew was written for Jewish Christians communities focusing on the relationship between Jesus and Jewish traditions etc.
- The Gospel of Mark was written for Christians suffering persecution in Rome, focusing on Jesus as an active healer and miracle worker who cared for all etc.
- The Gospel of Luke was written for non-Jewish converts to Christianity focusing on how Jesus welcomed gentiles and Jews, emphasising the need for mercy and compassion etc.
- The Gospel of John was written for both Jewish and Gentile Christians focusing on the divinity of Jesus highlighting his nature as God in human form etc.

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

H (a) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how the evangelists and their communities affected the way two of the Gospels listed in the question came to be written	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)
20 Marks x2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 – 0

Question H (b) (i)**(20M x2)**

Profile the impact that two of the following parables had on the followers of Jesus at the time when he first told them:

- **The Labourers in the Vineyard. Matthew 20:1-16**
- **The Sower. Matthew 13:1-9**
- **The Ten Wedding Attendants. Matthew 25:1-13**
- **The Unjust steward. Luke 16:1-13**

Marking Criteria and points of reference

An excellent answer will show a knowledge of parable as a literary genre found in the Bible by accurately tracing how two of the parables listed in the question influenced the followers of Jesus at the time when he first told them e.g.

- The Labourers in the Vineyard- for the Early Christian communities the parable may have been seen to defend God's freedom to extend salvation to whomever he chooses; God loves all and rewards all equally; the parable challenges discrimination between people etc.
- The Sower- this parable influenced the Early Christian communities by encouraging them to withstand the trials and tribulations that may affect them etc.
- The Ten Wedding Attendants- the message for the Early Christian communities in this parable is that they must be prepared for the Lord's return etc.
- The Unjust Steward- the Early Christian communities were urged to make prudent use of material possessions; the importance of faithfulness and responsibility were emphasised to the Early Christians etc.

Note: Allow descriptive answers

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

H (b) (i)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
Evidence of how two of the parables listed in the question influenced the followers of Jesus at the time when he first told them	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)
20 Marks x 2	20 - 17	16 - 14	13 - 11	10 - 8	7 - 5	4 - 0

Question H (b) (ii)**(20M x2)****Discuss the implications that two of the above parables may have on Christians today.***Marking Criteria and points of reference*

An excellent answer will show knowledge of parable as a literary genre found in the Bible by examining different perspectives and drawing accurate conclusions on the relevance of two of the parables listed in the question for Christians today e.g.

- The Labourers in the Vineyard-The parable reminds modern readers that God's grace does not comply with contemporary societal norms; Instead of comparison with others Christians are called to appreciate what they have etc.
- The Sower-In an era of information overload this parable may urge modern readers to prioritise spiritual growth over modern distractions etc.
- The Ten Wedding Attendants-This parable emphasises the importance of being prepared. In a busy world filled with distractions Christians today may be reminded to prioritise preparing their hearts for the coming of Christ etc.
- The Unjust Steward- In this parable Jesus reminds Christians that they cannot serve both God and money. Christians today may be encouraged to invest in one another as opposed to financial gain etc.

Note: Allow descriptive answers

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

H (b) (ii)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK - VERY WEAK - NO GRADE	
<i>Evidence of the implications of two of the parables listed in the question on Christians 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) – 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)
20 Marks x2	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 ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin **a shlánú síos**.

Tábla 320 @ 10%

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

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

Bunmharc	Marc Bónais
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.

Note: Allow implicit reference to a major development in religion and science

**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 Ordinary Level Coursework

Part A – A Summary of the Investigation on the 2026 Prescribed Titles

In relation to what is being assessed in Ordinary 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 2 nd source Code SI	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION
Information on steps taken and the skills used on 2026 Title <i>(Research; analysis, evaluation critical thinking; communication; reflection)</i> 2 nd step/skill 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> 2 nd finding Code SF	VERY WORTHWHILE WORK FULL RELEVANT SUMMARY	WORTHWHILE PIECE OF WORK DETAILED SUMMARY	FINE PIECE OF WORK GENERAL SUMMARY	ADEQUATE PIECE OF WORK ADEQUATE LIMITED SUMMARY	TRIVIAL/IRRELEVANT PIECE OF WORK POOR/NO SUMMARY
- Supporting evidence for conclusions drawn.	SUBSTANTIAL SUPPORTING EVIDENCE	VERY GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME GENERAL SUPPORTING EVIDENCE FOR CONCLUSIONS	ADEQUATE LIMITED SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS
- Personal engagement with 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) 2nd skill Code S	SUBSTANTIAL USE OF SKILLS	VERY CLEAR USE OF SKILLS	CLEAR USE OF SKILLS	LITTLE USE OF SKILLS	INADEQUATE/NO USE OF SKILLS
Why was the 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) 2nd perspective Code P	SUBSTANTIAL IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	CLEAR IDENTIFICATION AND BALANCING DIFFERENT PERSPECTIVES	SOME GENERAL IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	ADEQUATE IDENTIFICATION & BALANCING DIFFERENT PERSPECTIVES	LITTLE/NO IDENTIFYING AND BALANCING DIFFERENT PERSPECTIVES
What questions arose through doing coursework on the 2026 title? (Ability to question the authority of different sources of information & distinguish between fact and opinion) 2nd question Code Q	SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME GENERAL IDENTIFICATION OF QUESTIONS	ADEQUATE IDENTIFICATION OF QUESTIONS	LITTLE/NO IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2026 title? (ability to reflect on learning and its effect on ideas, attitudes and experience) 2nd personal insight Code PI	DETAILED DESCRIPTION WITH SUBSTANTIAL PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH CLEAR PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH SOME PERSONAL ENGAGEMENT	GENERAL DESCRIPTION WITH ADEQUATE PERSONAL ENGAGEMENT	LITTLE/NO DESCRIPTION INADEQUATE PERSONAL ENGAGEMENT
What has been the most valuable part of doing coursework on the 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

