



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**  
**Leaving Certificate 2014**

**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.

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. 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.

The 'Possible Points' presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. The descriptions and definitions 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. 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.

## UNIT ONE

CANDIDATES MUST ANSWER ONE OF THE FOLLOWING TWO QUESTIONS.

### SECTION A THE SEARCH FOR MEANING AND VALUE

#### QUESTION 1.

Answer a) and b).

**1 A 1 a) Profile how the human search for the meaning of life can be seen today in two of the following ways: •Art •Literature •Music •Youth Culture 40M**

#### *Marking Criteria*

An excellent answer will show an understanding of how the search for meaning continues to find expression by accurately tracing evidence of the search for the meaning of life today in two of the following — art, literature, music, or youth culture.

#### *Possible Points*

- Music e.g. the lyrics, melody and video of songs; *Where is the love* by the Black-eyed Peas — questions about good and evil etc.
- Art e.g. the subjects, media and symbolism artists choose; *Guernica* by Pablo Picasso — questions about suffering and about good and evil etc.
- Literature e.g. Cormac McCarthy's novel *The Road* — questions about the goal and purpose of life etc.
- Youth Culture e.g. film shows evidence of questioning; *The Truman Show* — the purpose of life and what brings true happiness etc.
- Etc.

Code *MCx2* in left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

**1 A 1 b) From your knowledge of Aristotle's philosophical ideas outline two points he would make to people today who are searching for the meaning of life. 40M**

#### *Marking Criteria*

An excellent answer will show knowledge of the philosophical thought of ancient Greece by setting out accurate information on how two of Aristotle's philosophical ideas could influence people today who are searching for the meaning of life.

#### *Possible Points*

- Aristotle's idea that the form is the essence of something could encourage people today to seek the essence of things 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 experiences etc.
- Etc.

Code *MCx2* in left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

## QUESTION 2.

Answer a) and b).

- 1 A 2 a) ● Ancient Rites of Burial ● Ancient Rites of Sacrifice 40M  
Examine the way that each of the above types of rite expressed the religious beliefs of people in ancient times.

### Marking Criteria

An excellent answer will show an understanding of religious belief in earliest societies by looking closely at how the symbolic words/actions in one or more rites of burial and one or more rites of sacrifice expressed the religious beliefs of people in ancient times.

### Possible Points

- Rites of burial — ‘Newgrange’ archaeological evidence suggests belief in life after death, worship of the source of light and the separation of the holy from the mundane (Tabu) etc.
- Rites of sacrifice — belief in a greater power or deity e.g. the use of fire symbolising unity between those offering sacrifice and their god(s) etc.

Code *MCx2* in left margin where the Marking Criteria is first evident in the candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

- 1 A 2 b) ● The Aesthetic ● The Holy ● The Mystical ● The Poetic ● The Prophetic 40M  
Outline how religious belief is expressed by people today in two of the religious ways of looking at life that are listed above.

### Marking Criteria

An excellent answer will show an appreciation of religious responses to life by setting out accurate information on how two of the ways of looking at life that are listed in the question reflect the religious belief of people today.

### Possible Points

- Aesthetic – the beauty/power of nature may suggest the presence of God; religious belief can be expressed in the arts e.g. Book of Kells etc.
- Holy – presence of God in the key moments of life; Ritual and prayer give expression to religious belief e.g. Salat focuses the mind on Allah etc.
- Mystical – the person seeks God by making an inner journey e.g. the practice of contemplative meditation etc.
- Poetic – poetry can express religious belief e.g. the Psalms etc.
- Prophetic – witnessing to religious belief in society e.g. Oscar Romero etc.

Code *MCx2* in left margin where the Marking Criteria is first evident in the candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE SECTIONS.

**SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS**

Answer a) and b).

- 2 B a) *Jewish people at the time of Jesus had different expectations of the Messiah* — 40M  
 •Davidic •Priestly •Prophetic  
**Describe how any one of the above expectations of the Messiah is evident in a Gospel account of an incident from the life of Jesus.**

*Marking Criteria*

An excellent answer will show knowledge of Messianic expectations at the time of Jesus by giving an accurate account of the way in which an incident from Jesus’ life, recorded in a Gospel, shows evidence of one of the Messianic expectations listed in the question.

*Possible Points*

- Davidic – Jesus’ answer to the question of paying Roman taxes did not meet the Davidic expectation that the Messiah would be a great military leader who would overthrow the Romans. Mark’s account of Jesus’ entry into Jerusalem draws on elements of the Davidic expectation etc.
- Priestly – In the parable of the Good Samaritan Jesus does not meet priestly expectations when he disregards ritual purity. When he cleared the traders from the temple, he placed himself within the Priestly tradition of ministering in the Temple etc.
- Prophetic - Some expected the Messiah to be powerful like Moses who led the people out of slavery and into freedom. In the Sermon on the Mount Jesus can be seen as the new Moses emphasising an inner conversion and commitment based on love etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

- 2 B b) **Assess the extent to which re-discovering the message of Jesus is central to the mission of one of the following:** 40M
- CÉLI • THE EVANGELICAL • LIBERATION • LUTHER’S • THE MENDICANT • THE SECOND VATICAN COUNCIL  
 DÉ MOVEMENT OF EARLY THEOLOGY REFORMS ORDERS  
 19TH CENTURY  
 PROTESTANTISM

*Marking Criteria*

An excellent answer will show an understanding of adaptation and reform in the Christian tradition by accurately evaluating the centrality of re-discovering Jesus’ message to the mission of one of the reform movements listed in the question.

*Possible Points*

- The Céli Dé (Culdees) — a big part of its mission was to educate priests in the message of Jesus in order to move away from the abuse of position and authority etc.
- The Evangelical Movement in Early 19th Century Protestantism — emphasised personal conversion, leading to a change in the way one lives, e.g. the Methodist Church, founded by John Wesley, places a strong emphasis on the need to integrate personal faith with social action etc.

- Liberation Theology — the message of the Gospel is seen as one of liberation and Jesus is seen as the great liberator etc.
- Luther's Reforms — emphasised faith in God through Jesus Christ etc.
- The Mendicant Orders – embraced poverty and sought to educate the laity, developing an urban monasticism based on the life of Jesus etc.
- Second Vatican Council — wanted to rediscover the founding vision of Christianity while expressing its relevance to a modern world. Vatican II called for more active involvement of the laity and for Christians to be active in the area of social justice etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION C WORLD RELIGIONS**

Answer a) and b).

- 2 C a) **◆Buddhism ◆Hinduism ◆Islam** **40M**  
**Examine the support that is provided for members of one of the above world religions by the way in which it is organised in Ireland today.**

*Marking Criteria*

An excellent answer will show knowledge of the organisational features of a world religion by looking closely at how the members of a world religion listed in the question are supported by the way in which it is organised in Ireland today.

*Possible Points*

- Buddhism –The absence of a central authority and the absence of hierarchical roles supports the idea of individual responsibility in Buddhism. Buddhist centres in Ireland offer retreats, meditation and talks etc.
- Hinduism – The importance of Dharma supports Hindus in Ireland as it offers encouragement to people to fulfil their duties. The biggest purpose-built temple is in Belfast offering the community an opportunity to gather together, this supports the religious identity of Hindus as well as offering social support etc.
- Islam – the Qur’an support followers of Islam by giving structure to daily life. Mosques provide religious, educational and social supports to the community. The ICCI website supports the community by providing information on the times of prayer, new courses etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

- 2 C b) **Outline the nature of the relationship between Christianity and Judaism** **40M**  
**using one of the following headings: ●A celebrating tradition ●A vision of salvation**

*Marking Criteria*

An excellent answer will show knowledge of Christianity and Judaism by setting out accurate information on the relationship between Christianity and Judaism in terms of *either* their celebrating tradition *or* their vision of salvation.

*Possible Points*

- The roots of Christianity lie in Judaism. The celebrating tradition of Christianity and Judaism share some similar meanings, symbols and rituals e.g. both the Christian Eucharist and the Jewish Passover are memorial celebrations etc.
- The salvation history Christians and Jews have in common e.g. the prophets and kings of Judaism are key people in the salvation story of Christianity etc.
- Christianity and Judaism differ on the understanding of the role of Jesus in salvation history. For Christians Jesus Christ is the highpoint of salvation. For Jews Jesus is not divine etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION D MORAL DECISION-MAKING**

Answer a) and b).

**2 D a) •Civil Authority •Religious Authority****40M****Examine the way that each of the above could inform a person's conscience on a moral issue that you have studied.***Marking Criteria*

An excellent answer will show an understanding of the relationship between conscience and authority by looking closely at how civil and religious authority could inform a person's conscience on a moral issue.

*Possible Points*

- Civil Authority — civil law exists for the common good of the whole community which may encourage a person to consider the common good when s/he has to make a moral decision. A person's conscience may reject what the civil authority says e.g. refuse to co-operate with an unjust law — apartheid etc.
- Religious Authority — a person could look to the different sources of religious authority (leaders, sacred text, tradition etc.) to inform his/her conscience on a moral issue etc.
- Etc.

Code MCx2 in left margin where the Marking Criteria is first evident in the candidate's answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

**2 D b) Outline how an idea associated with the Enlightenment has influenced****40M****people's understanding of what is right and wrong about one of the issues below:****•Capital Punishment • Child Labour •Slavery •War***Marking Criteria*An excellent answer will show an understanding of morality by setting out accurate information on the way in which an Enlightenment idea influenced the understanding of Capital Punishment *or* Child Labour *or* Slavery *or* War.*Possible Points*

- Ideas about the Scientific Method emphasise using evidence e.g. research in the social sciences which showed that capital punishment does not have a deterrent effect changed people's understanding of what was right and wrong about capital punishment etc.
- Enlightenment ideas about human rights led to a new understanding of the rights of children and a new understanding of the rights of workers. Limits were placed on the kind of work children should do etc.
- Ideas about equality developed people's understanding that every person's freedom has to be respected so that slavery came to be understood as being morally wrong etc.
- Ideas about human rights and democracy strengthened the principles of the 'Just War' theory. This gave weight to ideas about who the 'rightful ruler' is and how to consider the proportionality argument etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M



CANDIDATES MUST ANSWER ONE OF THE FOLLOWING FOUR SECTIONS.

**SECTION E RELIGION AND GENDER**

Answer a) and b).

**3 E a) ◆Buddhism ◆Christianity ◆Hinduism ◆Islam ◆Judaism 40M**  
**Examine the similarities and differences in the role women play in two of the above world religions.**

*Marking Criteria*

An excellent answer will show awareness of the role of women in different world religions by looking closely at two similarities and two differences in the role women play in two of the major world religions listed in the question.

*Possible Points*

- Similarities e.g. In Buddhism women have roles as spiritual teachers; in Islam, Sura 2:124 suggests that women may be imams; in Hinduism and Judaism there are specific ritual duties that are given to women etc.
- Differences e.g. In Christianity some denominations have specific gender-based roles; in Buddhism the idea of anatta (non-self) means that gender is not significant; the Christian and Buddhist traditions developed monastic/convent communities for women etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**3 E b) Analyse the factors that helped one woman from any of the categories below, 40M**  
**to contribute to the development of her religious tradition.**  
**● FOUNDERS & REFORMERS ● RELIGIOUS ● SOCIAL ● SPIRITUAL**  
**OF RELIGIOUS ORDERS WRITERS REFORMERS THINKERS**

*Marking Criteria*

An excellent answer will show knowledge of a woman’s contribution to a religious tradition by breaking down how two or more factors helped a woman, from one of the categories listed in the question, to develop her religious tradition.

*Possible Points*

- e.g. Nano Nagle’s work ethic and commitment to key beliefs inspired others; developed her religious tradition by establishing the Presentation Order providing Catholic education to the poor etc.
- e.g. Elizabeth Johnson’s ability to listen and discern helped her to develop her religious tradition through theological writings etc.
- e.g. Edwina Gately’s determination and compassion for others developed her religious tradition by living according the characteristics of the Kingdom of God etc.
- e.g. Teresa of Avila’s courage and insight helped her to develop 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 candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION F ISSUES OF JUSTICE AND PEACE**

Answer a) and b).

**3 F a) Explain how *either* world hunger *or* poverty in Ireland *or* discrimination in Ireland could be linked to two of the structures in society listed below: 40M**

- Cultural ● Economic ● Political ● Social

*Marking Criteria*

An excellent answer will show an understanding of social analysis by giving an accurate account of how two of the structures listed in the question could contribute to *either* world hunger *or* poverty in Ireland *or* discrimination in Ireland.

*Possible Points*

- 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 first world markets 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 MCx2 in left margin where the Marking Criteria is first evident in the candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

**3 F b) ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism 40M**  
**Outline how the understanding of justice in one of the above world religions encourages its members to address a structural cause of *either* world hunger *or* poverty in Ireland *or* discrimination in Ireland.**

*Marking Criteria*

An excellent answer will show knowledge of a religious perspective on justice by setting out accurate information on the way that a world religion encourages its members to address a structural cause of *either* world hunger *or* poverty in Ireland *or* discrimination in Ireland.

*Possible Points*

- The eightfold path encourages Buddhists to work for social justice because it encourages people to think and act in ways that are fair and compassionate etc.
- Jesus’ teaching on the Kingdom of God encourages Christians to tackle the structural causes of world hunger e.g. the Church of Ireland World Aid and Development Programme etc.
- The four Varnas being part of dharma encourage Hindus to address the structural causes of world hunger/poverty/discrimination in Ireland in order to promote harmony and peace etc.
- Zakat can be seen as involving the redistributing wealth and encourages followers of Islam to tackle the causes of world hunger/ poverty/discrimination in Ireland etc.
- The Covenant in Judaism encourages living in right relationship with God and others. This encourages people to tackle the structural causes of world hunger/poverty /discrimination in Ireland etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION G WORSHIP, PRAYER AND RITUAL****Answer a) and b).****3 G a) Examine the role ritual plays in the lives of people today using the following headings: 20M  
i. The use of symbolic words and actions.***Marking Criteria*

An excellent answer will show an understanding of the significance of ritual in life today by looking closely at the way in which symbolic words and actions play a part in the lives of people today.

*Possible Points*

- Mark important moments e.g. in civil and religious marriage rites the symbolic words and actions of exchanging vows and rings signifies never-ending love etc.
- Give expression to a person's beliefs e.g. in Islam the symbolic action of laying the deceased person on her/his right side facing Mecca etc.
- Give people a way to share their beliefs and/or values with one another e.g. the symbolic words and actions used at Christmas etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

**ii. The positive and negative aspects of ritualism.****20M***Marking Criteria*

An excellent answer will show an understanding of the significance of ritual in life today by looking closely at the positive and negative aspects of the repeated use of symbolic words and actions in the lives of people today.

*Possible Points*

- Ritual can unite people. In repeating symbolic words and actions people become familiar with these words and actions, making participation easier etc.
- Ritual can create a shared experience. In repeating symbolic words and actions people may participate without thinking about the meaning of these words and actions etc.
- Ritual can express the search for the meaning of life. In repeating symbolic words and actions people may not understand the significance of these words and actions etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

**3 G b) Outline the similarities and the differences in the meaning of ‘sacrament’ for the members of two Christian denominations today.**

**40M**

*Marking Criteria*

An excellent answer will show an understanding of sacrament in two Christian traditions by setting out accurate information on the similarities and differences in the meaning of ‘sacrament’ within two Christian denominations today.

*Possible Points*

- Similarities between Roman Catholicism and Anglicanism e.g. each understand sacraments as a means of Christ’s grace; sacramental symbols function to reveal, signify and enable participation in this grace etc.
- Differences between the Anglican understanding and the Roman Catholic understanding of sacrament e.g. the number of sacraments instituted by Jesus; the denominations differ in their understanding of when sacraments are to be celebrated e.g. the Eucharist may be celebrated less frequently in the Presbyterian Church than in the Roman Catholic Church etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION H THE BIBLE: LITERATURE AND SACRED TEXT**

Answer a) and b).

- 3 H a) *The Bible has been described as a ‘living classic’* 40M  
**Discuss the evidence for this statement referring to two of the following:**  
 ● The Bible’s influence on art ● The Bible’s influence on literature  
 ● The Bible’s influence on music.

*Marking Criteria*

An excellent answer will show an understanding of the Bible by examining and drawing accurate conclusions about the influence of the Bible on two of following: art, literature, music.

*Possible Points*

- Influence of the Bible on art can be seen in Church mosaics and on the Irish High Crosses; biblical themes are common in art in Europe e.g. Leonardo Da Vinci’s Last Supper etc.
- Poets such as Chaucer, Milton and Eliot have all drawn inspiration from the Bible; writers such as Colm Tóibín, John Steinbeck and Toni Morrison have all used Biblical themes, images or characters etc.
- Composers such as Bach, Mozart, and Mendelssohn have written works inspired by the Bible; the Bible inspired popular musicals e.g. *Joseph and the Amazing Technicolor Dream Coat* etc.

Code MCx2 in left margin where the Marking Criteria is first evident in the candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20Mx2

- 3 H b) ● The Gospel of Luke ● The Gospel of Mark ● The Gospel of Matthew 40M  
**Examine two similarities and two differences in the material presented in any of the Gospels listed above.**

*Marking Criteria*

An excellent answer will show an understanding of the place of the Bible in the Judaeo-Christian tradition by looking closely at two similarities and two differences in the material presented in the Synoptic Gospels.

*Possible Points*

- A similarity between these Gospels is the sources they use e.g. the Gospel of Luke and the Gospel of Matthew probably used the Gospel of Mark and the hypothetical source referred to as the ‘Q’ source; the Gospel of Luke and the Gospel of Matthew display agreement on key facts e.g. Jesus’ Baptism; episodes involved in Jesus’ life, death and resurrection; similar literary form e.g. similar wording in parables etc.
- The synoptic Gospels differ in their accounts of the words used by Jesus e.g. The Lord’s Prayer; sometimes different accounts were given of the events involved in Jesus’ life, death and resurrection e.g. the birth and infancy of Jesus etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

## Marcanna Breise as ucht freagairt trí Ghaeilge

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

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú síos.

Tábla I Bain úsáid as an tábla seo i gcás na hábhair a leanas: Religious Education – Higher & Ordinary  
Level Iomlán: 320 Gnathráta: 10%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 240. Thar an marc sin, féach an tábla thíos.

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

**In relation to what is being assessed in the Higher Level Marking Criteria for each question —**

<b>QUESTION DESCRIPTOR</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	<b>VERY WEAK</b>	<b>NO GRADE</b>
<b>EVIDENCE IN ANSWER OF SYLLABUS AIMS/ OBJECTIVES/ OUTCOMES</b>	SUBSTANTIAL EVIDENCE	VERY GOOD EVIDENCE	GOOD EVIDENCE	ADEQUATE EVIDENCE	INADEQUATE EVIDENCE	LITTLE EVIDENCE	VERY LITTLE /NO EVIDENCE
<b>RELEVANCE OF ANSWER TO QUESTION</b>	COMPLETELY & CLEARLY RELEVANT	CLEARLY RELEVANT	GENERALLY RELEVANT	LIMITED RELEVANCE	LITTLE RELEVANCE	VERY LITTLE RELEVANCE	NO RELEVANCE
<b>ACCURACY</b>	NO MAJOR ERROR(S)	VERY LITTLE EVIDENCE OF MAJOR ERROR(S)	LITTLE EVIDENCE OF MAJOR ERROR(S)	SOME MAJOR ERROR(S)	MANY MAJOR ERROR(S)	VERY MANY MAJOR ERROR(S)	SUBSTANTIAL MAJOR ERROR(S)
<b>EVIDENCE OF ENGAGEMENT WITH THE SKILL(S)</b>	EXCELLENT USE OF SKILL(S)	VERY GOOD USE OF SKILL(S)	GOOD USE OF SKILL(S)	SOME USE OF SKILL(S)	LITTLE USE OF SKILL(S)	VERY LITTLE USE OF SKILL(S)	NO USE OF SKILL(S)

## SECTION I: RELIGION: THE IRISH EXPERIENCE

- I.1 *A case study comparing the current pattern of religious practice among members of a community of faith in Ireland with that found among its members in one other European country.*

### Marking Criteria

An excellent coursework will show knowledge of European patterns of religious practice by giving an accurate account of the similarities and/or differences in the pattern of religious practice evident in a community of faith in Ireland and that found among its members in one other European country.

- I. 2. *Profile two examples of how ecumenism is promoted by the members of Christian Churches in Ireland today.*

### Marking Criteria

An excellent coursework will show knowledge of Christianity in contemporary Ireland by tracing two examples of the way in which the search for unity between the Christian Churches is encouraged by their members in Ireland today.

## SECTION J: RELIGION AND SCIENCE

- J. 1 *An investigation into the influence one of Descartes' theories had on the relationship between science and religion.*

### Marking Criteria

An excellent coursework will show knowledge of a key moment in the relationship between science and theology by looking closely at the impact of one of Descartes' theories on the relationship between religion and science.

- J. 2 *From ancient to modern times ideas about how the universe began have differed. An enquiry into the evidence for this statement making reference to a modern scientific theory and an ancient account of how the universe began.*

### Marking Criteria

An excellent coursework will show understanding of the dialogue between religion and science by looking closely at and drawing accurate conclusions about the difference between one current scientific theory and one ancient account of how the universe began.

## Religious Education Coursework - Higher Level

Aims of coursework for Leaving Certificate Religious Education are:

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

The inclusion of coursework as an element of the assessment procedure for Religious Education in the Leaving Certificate examination arises from the nature of the subject. The development of skills of research, critical thinking, analysis and reflection are key objectives in the teaching of Religious Education at senior level.

Coursework is designed to allow students opportunities to develop these skills further through detailed investigation of a chosen topic.

(Religious Education Leaving Certificate Guidelines for Teachers - NCCA page 142) Candidates are required to submit coursework on one title only. Titles for coursework are common to Ordinary Level and Higher Level. A candidate's Coursework Booklet should be marked at the level at which he/she took the examination. Candidates wishing to illustrate their coursework, may do so in the blank spaces provided at the foot of each page. All graphics or images used by the candidate must be drawn or scanned directly onto the booklet. They should not, however, attach or affix material to the Coursework Booklet.



*In relation to what is being assessed in Higher Level Coursework Part A –  
A Summary of the Investigation on 2014 Prescribed Title*

<i>Treatment of Set Points Part A</i>						
<b>PART A DESCRIPTOR:</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>WEAK</b>	
<b>EVIDENCE OF 2014 TITLE MARKING CRITERIA</b> (syllabus' knowledge; understanding; skills; attitudes) CODE <b>MC</b>	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE	
	<b>40 &gt; 34</b>	<b>33 &gt; 28</b>	<b>27 &gt; 22</b>	<b>21 &gt; 16</b>	<b>15 &gt; 0</b>	
<b>SOURCES OF INFORMATION ON 2014 TITLE.</b> CODE <b>SI</b>	SUBSTANTIAL INFORMATION	GOOD INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION	
<b>INFORMATION ON STEPS TAKEN AND THE SKILLS USED ON 2014 TITLE</b> (research; analysis; evaluation, critical thinking; communication; reflection) CODE <b>SS</b>	DETAILED SUBSTANTIAL INFORMATION	CLEAR GENERAL INFORMATION	SOME GENERAL INFORMATION	ADEQUATE LIMITED INFORMATION	LITTLE/NO INFORMATION	
<b>SUMMARY OF FINDINGS ON 2014 TITLE</b> (ability to – select, analyse and evaluate information or sort and edit information or present ideas concisely and cogently.)	VERY WORTHWHILE PIECE OF 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	
<b>SUPPORTING EVIDENCE FOR CONCLUSIONS DRAWN.</b>	SUBSTANTIAL SUPPORTING EVIDENCE FOR CONCLUSIONS	VERY GOOD SUPPORTING EVIDENCE FOR CONCLUSIONS	SOME GENERAL SUPPORTING EVIDENCE FOR CONCLUSIONS	ADEQUATE LIMITED SUPPORTING EVIDENCE FOR CONCLUSIONS	LITTLE/NO SUPPORTING EVIDENCE FOR CONCLUSIONS	
<b>PERSONAL ENGAGEMENT WITH 2014 TITLE.</b> CODE <b>SF</b>	SUBSTANTIAL PERSONAL ENGAGEMENT	CLEAR PERSONAL ENGAGEMENT	SOME GENERAL PERSONAL ENGAGEMENT	ADEQUATE LIMITED PERSONAL ENGAGEMENT	INADEQUATE/NO PERSONAL ENGAGEMENT	

In relation to what is being assessed in Higher Level Coursework Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework on 2014 Prescribed Title

PART B DESCRIPTOR:		EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK
EVIDENCE OF 2014 TITLE MARKING CRITERIA (syllabus' knowledge; understanding; skills; attitudes)	CODE MC	FULL, SUBSTANTIAL ACCURATE EVIDENCE	SUBSTANTIAL ACCURATE EVIDENCE	ACCURATE EVIDENCE	ADEQUATE LIMITED EVIDENCE	POOR/NO EVIDENCE
		40 > 34	33 > 28	27 > 22	21 > 16	15 > 0
Use of skills on 2014 Title (research; analysis; evaluation, critical thinking; communication; reflection judgement, evaluation) 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 2014 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 2014 title? (the ability to interpret, contrast and evaluate different opinions / approaches to a topic; the ability to develop counter-arguments) 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 2014 title? (ability to question the authority of different sources of information & distinguish between fact and opinion). Code Q		SUBSTANTIAL IDENTIFICATION OF QUESTIONS	CLEAR IDENTIFICATION OF QUESTIONS	SOME GENERAL IDENTIFICATION OF QUESTIONS	ADEQUATE IDENTIFICATION OF QUESTIONS
What personal insights were gained through doing coursework on the 2014 title? (ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience) Code P1		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 title? Code V		SUBSTANTIAL ASSESSMENT OF VALUE	VERY GOOD ASSESSMENT OF VALUE	SOME GENERAL ASSESSMENT OF VALUE	ADEQUATE ASSESSMENT OF VALUE

The Treatment of Set Questions in Part B.

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