



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Religious Education Coursework

X: @Oide_RE

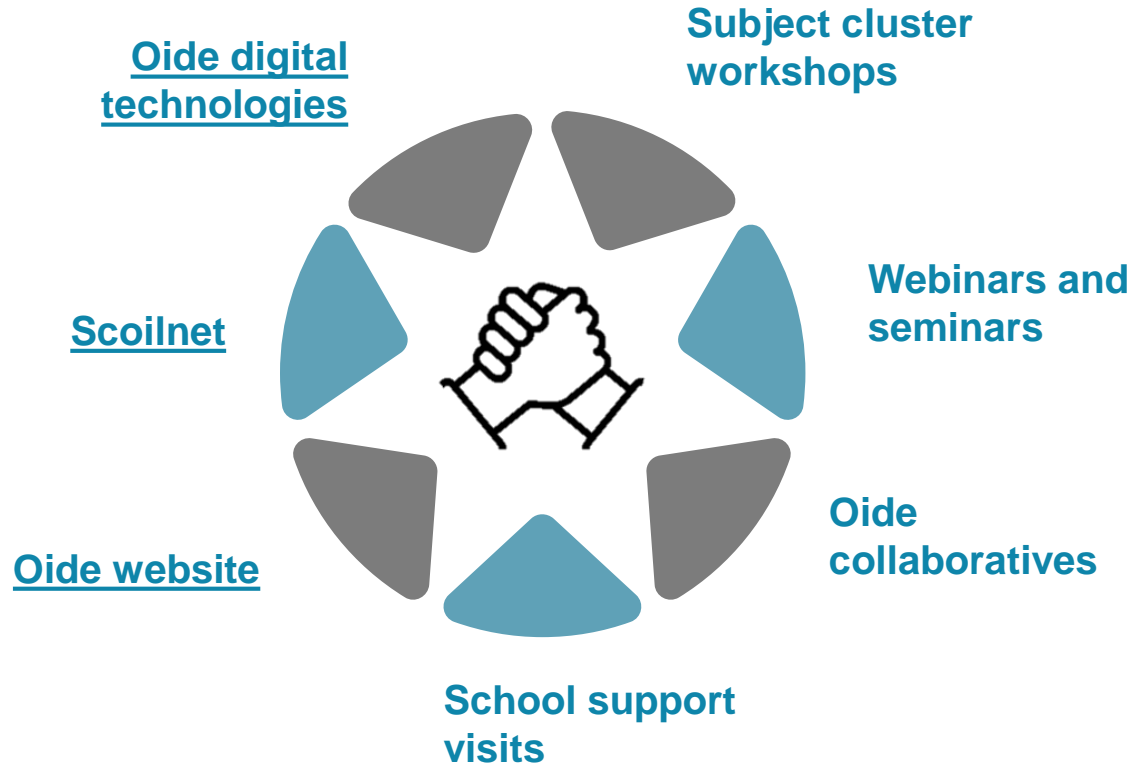
Website: www.oide.ie



Oide Supports



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Learning Intentions



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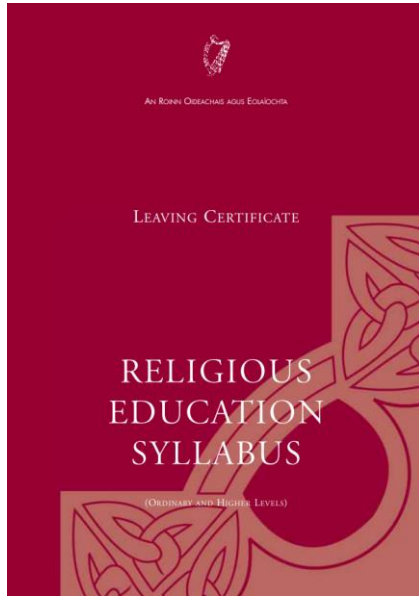
We will ...

develop a deeper understanding of the Religious Education Leaving Certificate Coursework and its links to the syllabus objectives

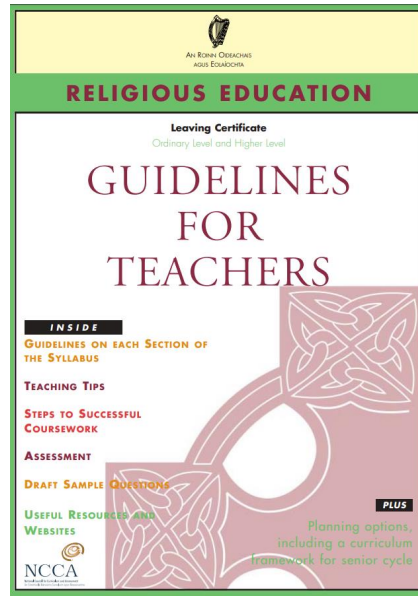
explore strategies to allow their students to develop the necessary skills, knowledge, understanding and attitudes for the completion of the Leaving Certificate Religious Education Coursework

consider the value of students using a learning log to support engagement with the coursework project

collaborate to share experiences, resources and effective practice for the purposes of teaching the Leaving Certificate Religious Education Coursework



LC RE syllabus



LC RE guidelines

[LC RE padlet 2025](#)

“In completing the Coursework Booklet, students should follow the guidelines specified in the document entitled ‘General Guidelines for Completion of the Coursework Booklet’ issued annually by the State Examination Commission...”
(Chief Examiners Report, 2013)



Key Learning



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The coursework titles are closely aligned with objectives of the relevant sections of the syllabus and learning outcomes. These link directly with the overall aims of the syllabus and are assessed through the coursework.

The LC RE coursework provides an opportunity to allow students an opportunity for personal engagement on an issue of interest or concern. This develops a student's knowledge, understanding, attitudes and skills - such as critical thinking, communication and the ability to interpret, contrast and evaluate different opinions/approaches to a topic.



Key Learning

The LC RE coursework provides an opportunity to allow students to personally engage in **extended research, analysis, evaluation and reflection** on their chosen topic.

Different approaches can be taken in the completion of LC RE coursework, which can include for example; a profile, a case study, a survey, interviews.

Check-in on Learning



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Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I understand where coursework fits into the LCRE syllabus.					
I know where to access the titles and I am aware of the requirements as part of the coursework.					
I have an awareness of the skills that are to be developed during the LCRE coursework.					
I am familiar with the process of facilitating and supporting students with their chosen coursework.					
I am aware of the key documents and resources that support students undertaking the coursework.					

Overview of the Coursework

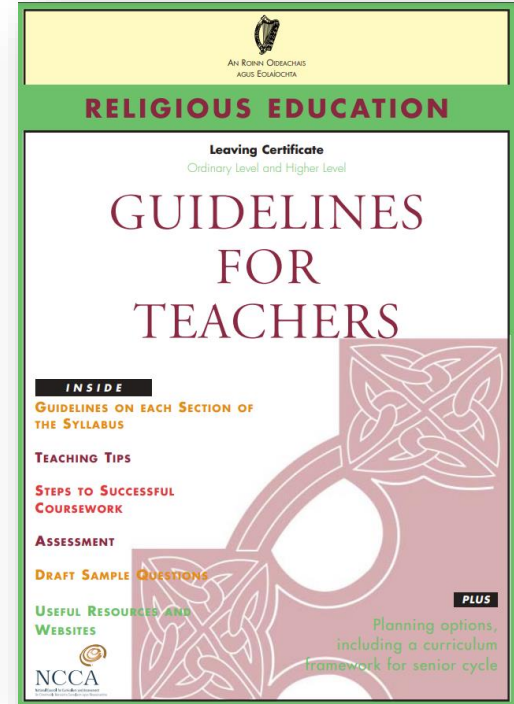


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Leaving Certificate Religious Education as a subject allows for the development of skills of **research, critical thinking, analysis and reflection.**

Coursework gives students the opportunity to develop these skills further through a **detailed investigation** of a chosen topic that is of **personal interest.**

(LC RE Guidelines for Teachers, p. 142)



Overview of the Coursework



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Two sections of the syllabus are designated for coursework each year.

These are prescribed by the SEC.

The coursework titles are from the two sections of the course that will not appear in written examination.

Section E: Religion and gender

Section F: Issues of justice and peace

Section G: Worship, prayer and ritual

Section H: The Bible: literature and sacred text

Section I: Religion: the Irish experience

Section J: Religion and science



What are the similarities and differences between Ordinary Level and Higher Level?



Assessment



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The coursework is **assessed externally** (SEC)

The titles prescribed are **common** for both Higher Level and Ordinary Level

Candidates select **one** title and submit the coursework on **one title only**




Format of Coursework



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Changes to the format of the coursework booklet:



 **Coimisiún na Scrúduithe Stáit**
State Examinations Commission

SCRÚDÚ NA hARDTEISTIMÉIREACHTA
LEAVING CERTIFICATE EXAMINATION

Oideachas Reiligiúnach / Religious Education

Leabhrán Obair Chúrsa / Coursework Booklet

Treoracha d'iarthóirí / Instructions to candidates

(a) Ní gá léiriúidí mar chuid den leabhrán. (a) Illustrations are not required as part of the booklet.
(b) Más mian le hiarthóirí an obair chúrsa a léiriú, is féidir é sin a áireamh sa spás bán ag bun gach leathnag. (b) Candidates wishing to illustrate their coursework, may do so in the blank spaces provided at the foot of each page.
(c) Ní mór don iarthóir na graficí nó na híomhánna ar fad a tharraingt nó a scanadh díreach ar an leabhrán. (c) All graphics or images used by the candidate must be drawn or scanned directly onto the booklet.
(d) Níl cead ag iarthóirí ábhar a bhéal nó a fheistiú den leabhrán seo. (d) Candidates must not attach or affix material to this booklet.

Scrúduitínhir / Examination Number:

Bliain an Tarraite / Year of Submission:

Don scrúdaitheoir amháin / For Examiner's use only		
Marc / Mark	Scr. Comh. Ex./Adv	Scr. Adh. App. Ex.
Cuid / Part A		
Cuid / Part B		
Iomlán / Total		



“As part of the continued rollout of the digital completion and submission of coursework, the current paper-based reporting booklets for Leaving Certificate Religious Education will be replaced by digital booklets for the 2025 Leaving Certificate examinations and candidates will be required to complete and submit their coursework digitally.

(Circular S71/23)



The HL student will be expected to:

- use a **varied range of sources** of information in their research component (Part A)
- show a greater depth of **understanding** of the title and approach it from a variety of perspectives
- show a capacity to **reflect personally** and **critically** on the learnings gained through coursework.

Criteria for assessment of Ordinary level and Higher level coursework is outlined in the Leaving Certificate Religious Education Guidelines for Teachers (page 143)





Senior Cycle Key Skills



How do the LC Religious Education Coursework skills link to senior cycle key skills?

Building on Key Skills from Junior Cycle



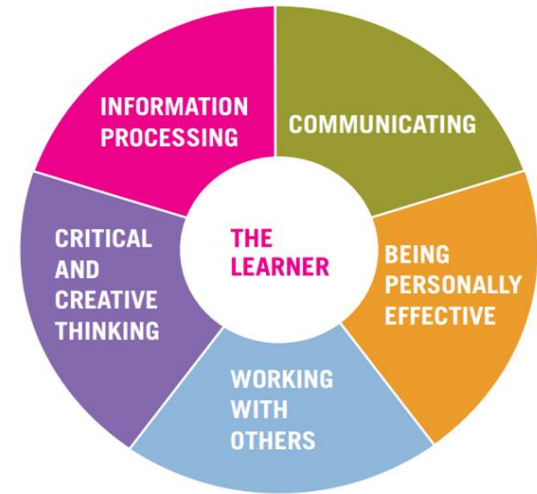
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Junior cycle key skills

The key skills are **transferable** across all subject areas. There are strong links between the aims of the LC RE syllabus and those set out in JC RE specification.

‘Significantly, there is a strong emphasis on students assuming the role of ‘critical questioner and reflective searcher’ in LC RE, building on the approach taken with students participating in JC RE’.
(JC RE Specification, p.11)



Senior cycle key skills

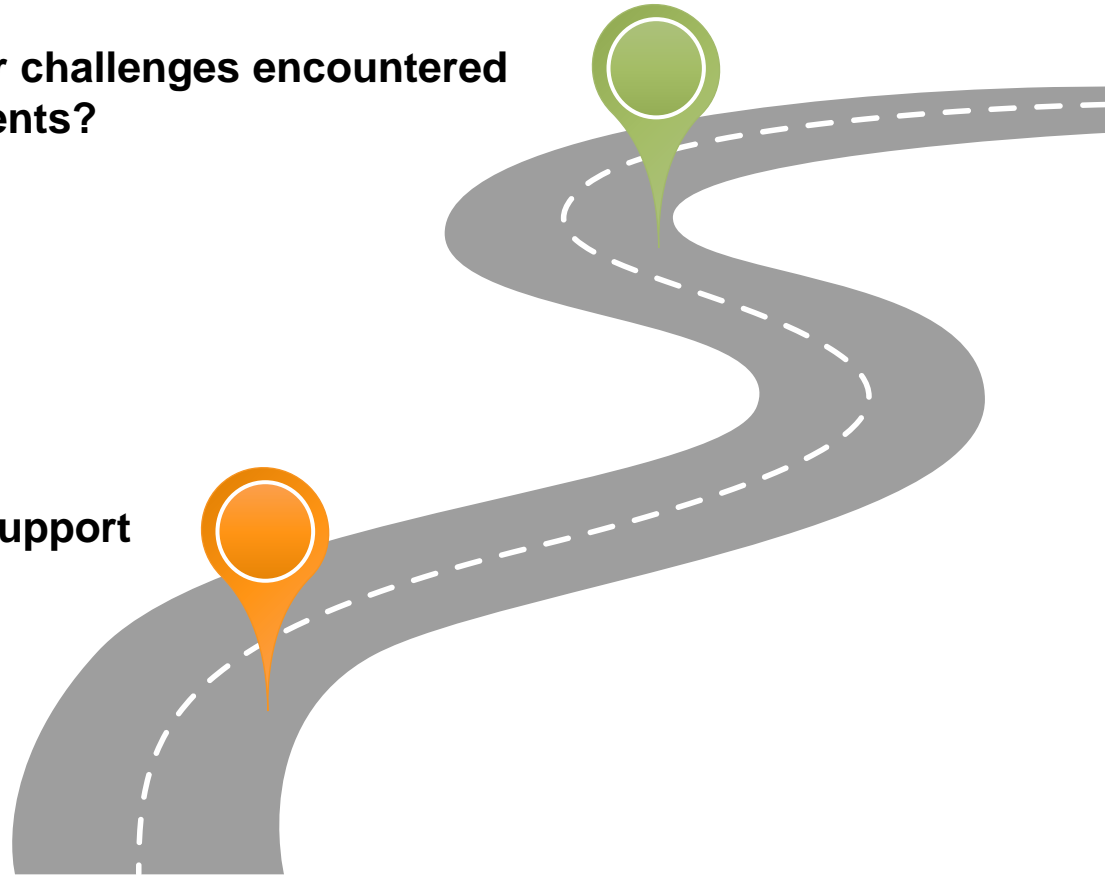
Teacher Reflections:



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**Opportunities and/or challenges encountered
by you or your students?**

**Advice or suggestions to support
student learning?**





**Sharing of knowledge
and experiences**

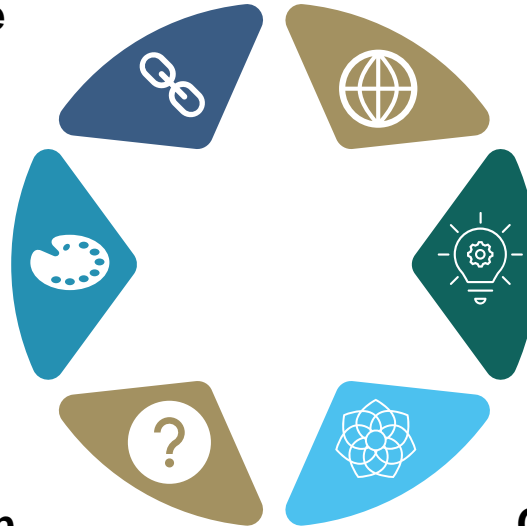
**Rich tasks
promoting inquiry**

Reflection

Key skills

Research

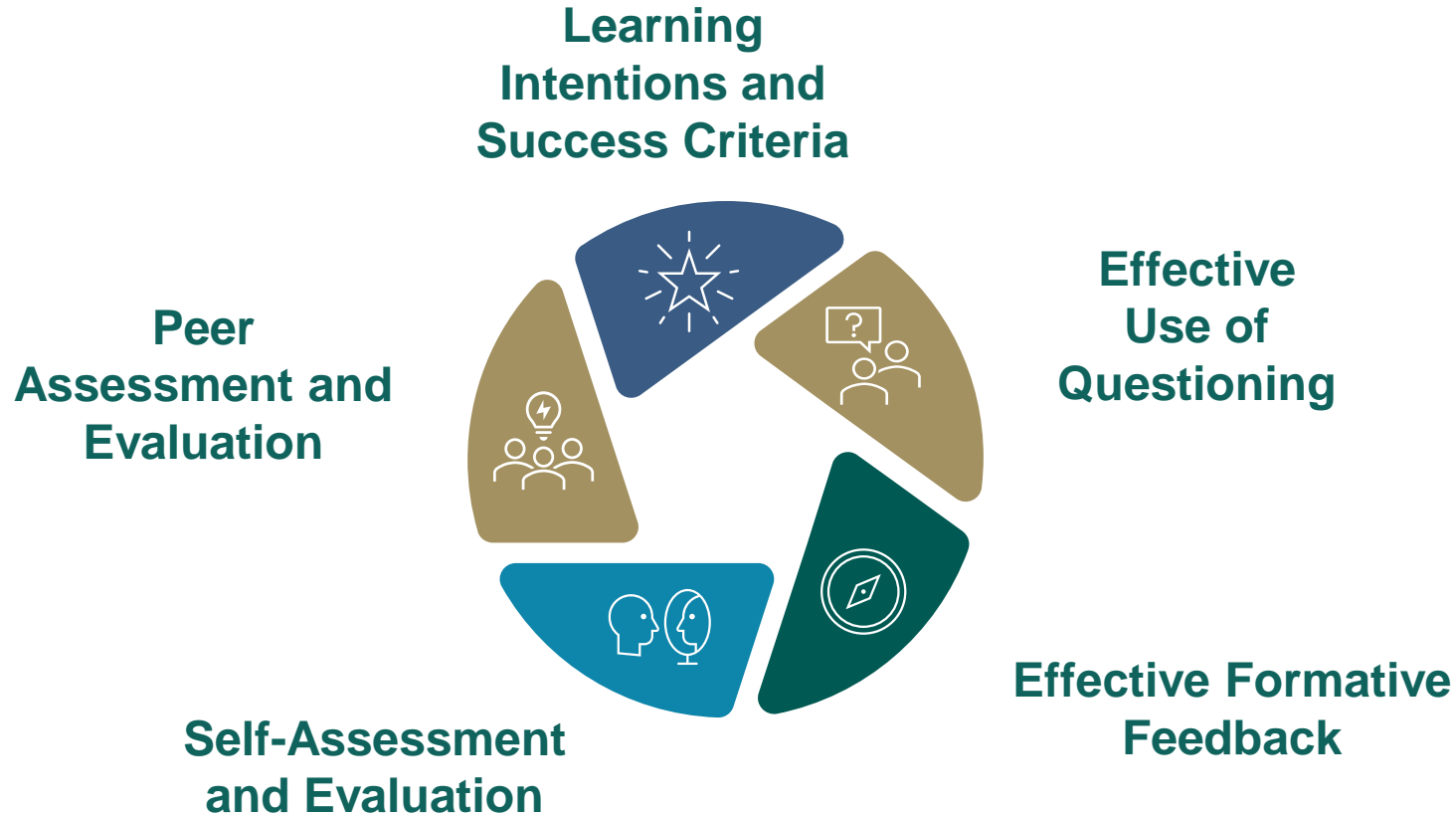
Collaborative learning



Formative Assessment Strategies



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LC RE Coursework and AI



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Student Learning Log



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Working document

Used throughout the process with extendable section.

Coursework booklet

Learning log aligned with SEC booklet requirements.

Template

Could be copied and shared as a digital document.

Student reflection

Student reflection supported right throughout and not just at the end.

Teacher and peer feedback

Key features of effective classroom practice.

Record personal response

Students respond to feedback and record next steps.

Steps for learning

Space for teachers to progress learning.



Coursework Titles 2025



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Candidates should base their coursework on **one** title only, taken from either Section E **or** Section H

Section E Religion and Gender

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

E.2 A study of the role that a person's gender played in how each of the following have been experienced in religion:

- Empowerment/Freedom
- Exclusion/Oppression

Section H The Bible: Literature and Sacred Text

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

H. 2 An investigation into how a canon of scripture emerged within either the Hebrew or Christian traditions and the reason why a particular piece of literature was excluded from this canon.

Titles Activity



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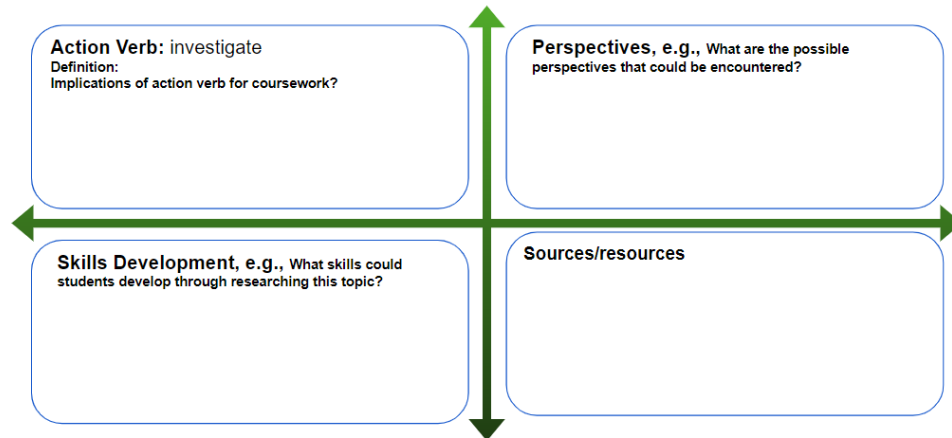
Each of the quadrants on the Google slides contains a scaffold of four key areas to discuss in relation to the coursework titles:

- the **action verbs** within the titles
- **skills** that students will develop whilst researching the titles
- **perspectives**
- **sources/resources.**

H. 2 An investigation into how a canon of scripture emerged within either the Hebrew or Christian traditions and the reason why a particular piece of literature was excluded from this canon.



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Next Steps Continued



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Oversee, guide and support the students in the inquiry process of Part A and Part B



Provide formative feedback to the student



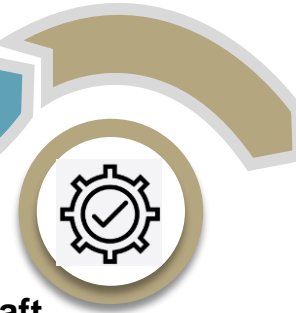
Official SEC digital booklet will be completed and submitted



Students may begin recording their coursework research in their student learning log



Students will redraft their work in a process writing fashion in light of feedback



Check-in on Learning



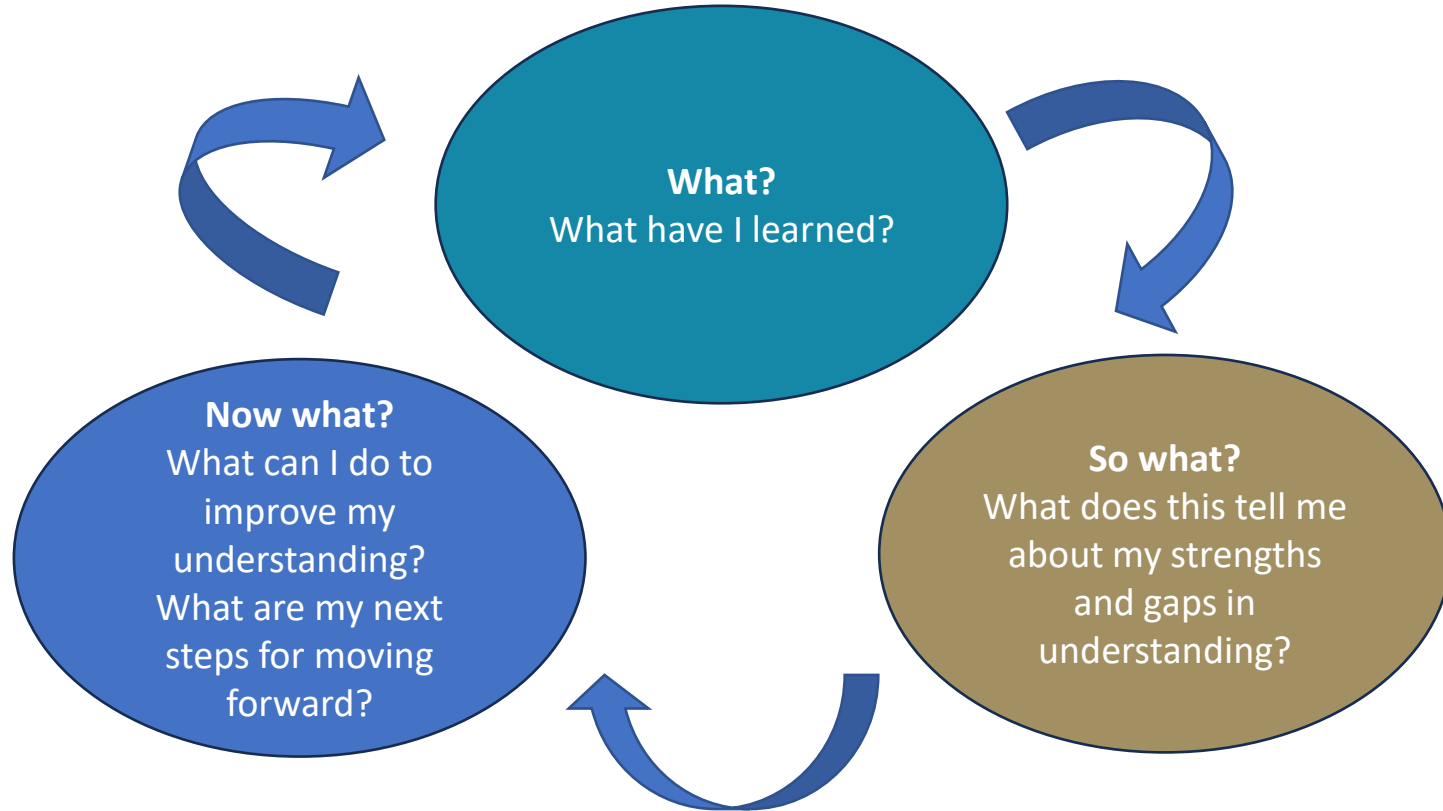
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Your Next Steps



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Useful Links and Resources



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[Religious Education Leaving Certificate Guideline for Teachers](#)

[Senior Cycle Religious Education Syllabus](#)

[Coursework titles 2025](#)

[Senior Cycle Religious Education website](#)

[Marking Scheme 2023](#)



Return to Learning Intentions



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collaborate to share experiences, resources and effective practice for the purposes of teaching the Leaving Certificate Religious Education Coursework