



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2008

MARKING SCHEME

RELIGIOUS EDUCATION

HIGHER LEVEL



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2008

MARKING SCHEME

RELIGIOUS EDUCATION

HIGHER LEVEL

UNIT ONE

SECTION A THE SEARCH FOR MEANING AND VALUES

Mark

QUESTION 1.

- 1 a) **From ancient times people have asked questions about the goal and purpose of life. Outline two points from Socrates' thinking on the goal and purpose of life.** 40
(20 x 2)

Marking Criteria -

An excellent answer will show an ability to articulate, recognise and engage with the great questions of life and show familiarity with evidence of the search for meaning in the philosophical thought of ancient Greece by setting out accurate information on two points from Socrates' thinking regarding the goal and purpose of life.

Possible Points:

- The goal and purpose of Socrates' life was to lead others to the truth e.g. the Socratic Method encourages people to think for themselves etc. The purpose of life is to lead a morally good life and the key to living a good life is to find truth and wisdom etc.
- Happiness can be found in those things that promote humanity's lasting happiness e.g. Socrates distinguished between pleasure and happiness using alcohol as an example etc.
- Etc.

Excellent	Very Good	Good	Fair	Weak			Marks
34 +	33-28	27-22	21-16	15-10	9-4	3-0	40

- 1 b) **Describe how questions about the goal and purpose of life would be answered from each of the following points of view: ● Agnosticism ● Reductionism** 40
(20 x 2)

Marking Criteria -

An excellent answer will show an understanding of the characteristics of a non-religious world view by giving an accurate account of the approach taken by agnosticism and reductionism to questions about the goal and purpose of life.

Possible Points:

- Agnosticism – The view that a person only knows what can be seen and understood using reason and science and therefore cannot know that God exists. It looks to reason or science to answer questions about the goal and purpose of life etc.
- Reductionism - The view that a person should break things down to their smallest constituent parts in order to find what is true etc. It looks to methodical, scientific knowledge to answer questions about the goal and purpose of life etc.

Excellent	Very Good	Good	Fair	Weak			Marks
34 +	33-28	27-22	21-16	15-10	9-4	3-0	40

Question 2.

- 2 a) **Describe the understanding of divine revelation found in two major world religions you have studied.** 40
(20 x 2)

Marking Criteria –

An excellent answer will show an understanding of the concept of divine revelation by giving an accurate account of the way in which two major world religions refer to the will of God/gods/the divine being made known to members of their world religions.

Possible Points:

- For members of a world religion divine revelation can be understood as what is revealed about –
 - The nature of God/gods/the divine etc.
 - God's/gods'/the divine's relationship with people/creation etc.
 - The way in which the will of God/gods/the divine is made known e.g. through universal and historical revelation etc.
 - Etc.
- *Buddhism* –
 - Some traditions revere Buddhas and Bodhisattvas as the embodiment of eternal spiritual qualities which transcend time and space etc. Others believe that since there is no god there cannot be divine revelation only self realization or enlightenment etc.
 - Etc.
- *Christianity* –
 - Holds that the divine is revealed in a variety of ways – by looking to scripture, to the community, to authority etc.
 - The life, death and resurrection of Jesus are understood as the high point of God's revelation etc.
 - Etc.
- *Hinduism* –
 - The gods of Hinduism are understood as different incarnations of Brahman etc.
 - The divine is understood as present in all of creation etc.
 - Brahman is revealed through the Vedas etc.
 - Etc.
- *Islam* –
 - The Koran/Qur'an is understood as the final particular revelation of Allah to Mohammad through the angel Gabriel etc.
 - Followers of Islam believe that the Koran/Qur'an contains the actual words of Allah etc.
 - Etc.
- *Judaism* –
 - Yahweh/YHWH is understood as revealed through creation and human experience throughout history etc.
 - Prophets play a crucial role in interpreting salvation history and in communicating the will of Yahweh/YHWH etc.
 - Etc.

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

- 2 b) **Outline how two religious practices are influenced by the understanding of divine revelation found in one major world religion you have studied.** 40
(20 x 2)

Marking Criteria –

An excellent answer will show an understanding of divine revelation within a religious tradition by setting out accurate information on how two religious practices are influenced by the understanding of divine revelation in a major world religion.

Possible Points:

- *Christianity e.g. -*
 - The religious practices of reading the Bible and kissing the Gospel are an expression of reverence for what is revealed in and through the sacred scriptures etc.
 - The celebration of the Eucharist is central to the Christian belief that the life, death and resurrection of Jesus are the climax of divine revelation etc.
 - Etc.

- *Hinduism e.g. -*
 - Adherence to the teachings of the Vedas is influenced by an understanding that the Vedas is the actual word of Brahman etc.
 - The worship of the Hindu gods is influenced by the belief that each of the gods is a manifestation of Brahman etc.
 - Etc.

- *Islam e.g. -*
 - Adherence to the teachings of the Koran/Qur'an is influenced by the understanding that it reveals the will of Allah etc.
 - Observance of Ramadan reflects reverence for the will of Allah and an understanding that Allah revealed his will to Muhammad etc.
 - Etc.

- *e.g. Judaism -*
 - The religious practice of using a pointing stick so as not to touch the Hebrew Scriptures reflects an understanding that Yahweh/YHWH is revealed in the Hebrew Scriptures etc.
 - The celebration of Passover reflects the belief that Yahweh/YHWH became and remains actively involved in the lives of the Jewish people
 - Etc.

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

UNIT TWO

SECTION B CHRISTIANITY-ORIGINS AND CONTEMPORARY EXPRESSIONS

B a) Assess the evidence for the existence of Jesus of Nazareth presented in the writings of two of the following:

- **JOSEPHUS** ● **PLINY THE YOUNGER** ● **SAINT PAUL** ● **TACITUS**

Marking Criteria -

An excellent answer will show knowledge of the sources of evidence for Jesus of Nazareth by evaluating the evidence for Jesus of Nazareth in two of the above sources.

40
(20 x2)

Possible Points:

- *Josephus* –
 - It is clear from the writings of this Jewish historian that he accepted both the historical reality of Jesus and that Jesus had a profound and lasting impact on the people he met. Josephus considered Jesus central to disturbances during the reign of Pontius Pilate.
 - Etc.
- *Pliny the Younger* –
 - As an imperial legate of the Roman province of Bithynia he would have been concerned about any group that might cause a disturbance - Jesus is mentioned in this context but Pliny provides no additional information about him
 - Etc.
- *St. Paul* - It is clear from the writings of St. Paul, that he had a life-changing religious experience which led him to believe that Jesus was the Messiah e.g.
 - St. Paul wrote letters to newly founded Christian communities in which he gave guidance on living as a follower of Jesus etc.
 - St. Paul began to write about the life, death and resurrection of Jesus before the gospels were written etc.
 - Etc.
- *Tacitus* – Evidence for the existence of Jesus can be seen in the writings of the Roman historian Tacitus e.g.
 - He was hostile in his reports of Jesus and the movement he founded
 - Tacitus said Christians got their name from Christ who was executed by the procurator Pontius Pilate in the reign of Tiberius
 - Etc.

Excellent	Very Good	Good	Fair	Weak			Marks
34 +	33 - 28	27 - 22	21 - 16	15 - 10	9 - 4	3 - 0	40

B b) Outline one way in which work done by a Christian denomination today carries on the mission of Jesus.

40

Marking Criteria -

An excellent answer will show an appreciation of the significance of the teaching of Jesus for Christians today by setting out accurate information on one way in which the work of a Christian denomination is carrying on the mission of Jesus today.

Possible Points:

- The mission of Jesus to promote peace as an alternative to violence is carried on by the

work of Christian denominations e.g. Christian denominations work with the Irish Council of Churches in responding to violence or intolerance or sectarianism etc.

- The mission of Jesus to share goods as the alternative to the amassing of wealth is carried on by the work of groups within Christian denominations etc.
- Etc.

Note:

- Allow descriptive answers where a candidate sets out accurate information on the way in which the work done by one particular group within a Christian denomination is carrying on the mission of Jesus today.
- Where a candidate sets out information on the way in which the work done by a group not associated with a Christian denomination is carrying on the mission of Jesus today – Consult your Advising Examiner.

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

SECTION C WORLD RELIGIONS

- C a) **Compare the way in which the community of believers is structured in two of the following major world religions: ♦Buddhism ♦ Christianity ♦ Hinduism ♦ Islam ♦Judaism** 40

Marking Criteria -

An excellent answer will show knowledge of the main features of two major world religions by presenting the similarities and /or differences in the way in which the community of believers is structured at a global or local level in two of the above world religions.

Possible Points:

- Similarities and/or differences in the way people are organised -
 - No central governing body e.g. Buddhism & Judaism etc.
 - Organisation structures vary from the hierarchical to the democratic e.g. Christianity & Hinduism etc.
 - Local community is geographically organised e.g. Islam & Christianity etc.
 - Etc.
- Similarities and/or differences in the sources of authority e.g.
 - Hinduism – No recognised central religious authority; Authority resides in the Vedas and the body of interpretative material that was added by subsequent generations etc.
 - Islam – Authority is based on the Prophet Muhammad and his teachings etc.
 - Etc.
- Etc.

Note:

Allow a comparison where the candidate presents the similarities and/or differences in the way in which a particular community of believers within a world religion is structured.

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

- C b) **Outline the origins and main religious practices of one of the following:**
 • African Traditional Religion • A New Religious Movement • Baha’i Faith • Chinese Religion • Sikh Religion

Marking Criteria -

An excellent answer will show a detailed knowledge of religious traditions and religious movements by setting out accurate information on the origins and practices of a religion / movement listed above.

Possible Points:

The Bahá’í Faith: *Origins* –

- In Iran in 1844 Ali Muhammad, a Shi’ite was its first religious leader; Mizra-Husayn–Ali took the title Baha’u’llah and announced in 1863 that he was the Chosen One of God Etc.
- Etc.

Religious Practices –

- Members study all religious texts to see how Baha’u’llah fulfils earlier prophecies; Work undertaken in the spirit of service to God and humanity is considered an act of worship etc.
- The Bahá’ís often meet in private homes for the nineteen-day feast and for other times of prayer and teaching; There are no set rituals. Daily prayer is an obligation etc.
- Etc.

Sikh Religion: *Origins* –

- India in the 16th century CE
- Influenced by both Hinduism and Islam
- Guru Nanek was the first guru whose teaching shaped the Sikh religion
- Etc.

Religious Practices –

- The three duties are to bring God to mind, to work honestly, to practice charity
- Each morning Sikhs bathe and meditate and pray again before evening
- Sikhs believe that Adi Granth (the sacred scriptures) guides them through life
- Any suitably educated Sikh may lead the community worship in the temple
- Etc.

African Traditional Religion: *Origins* –

- Beliefs and practices are usually handed down through an oral tradition
- Many beliefs and practices have their origins in ancient myths, epics and in living closely to nature
- Etc.

Religious Practices –

- People make offerings to God and speak to God personally or communally through prayer, invocation, ritual, dance or singing etc.
- Masks, stones, fires and drums are deemed sacred as they represent the presence of a spirit and they also use magic for protection against evil spirits etc.
- Individuals such as diviners, traditional doctors and witches are seen as knowing how to contact the spirits etc.
- Etc.

Note:

Allow one particular belief system if it is a particular example of African Traditional Religion.

Chinese religion e.g. Confucianism and Taoism: *Origins* –

- Confucius (551-479BCE) emphasized the importance of right conduct and harmony in human relationships etc.
- Taoism emphasizes the importance of balance between opposites (yin and yang) as such a balance leads to unity with creation and the divine; The writings of Lao Tse (6th century BCE) and Zhuang Tse (4th century BCE) are important in Chinese religion etc.
- Etc.

Religious Practices –

- Confucianism - The heart of its teaching lies in a life of virtue; Confucianism emphasises loyalty to the family and to the state. It has no creed and no hierarchical organisation; There is a great emphasis on being mindful of the divine will and honouring ancestral rites etc.
- Taoism - The family shrine and community temple are focal points for offerings and rituals; Meditation on sacred texts is important etc.
- Etc.

Note: Allow one particular belief system if it is a particular example of Chinese Religion.

A New Religious Movement i.e.

- ‘New’ in that it presents itself as an alternative to official institutional religion
- ‘Religious’ in that it offers a religious vision of the world and responds to fundamental questions of life
- Etc.

e.g. International Society for Krishna Consciousness (ISKCON): *Origins* –

- In 1944 Bhaktivedanta Swami Prabhupada began publishing his religious ideas in a magazine called Back to the Godhead; left his wife and family to become a Hindu monk etc.
- In 1965 he went to the USA and in 1968 founded ISKCON; His teachings are based on Hindu philosophy and the Hindu sacred text Bhagavad Gita etc.
- Etc.

Religious Practices –

- Members become part of a new family and may live in an ISCKON temple or house in monastic conditions; ISCKON members are vegetarians and follow strict dietary laws etc.
- Recitation of the names of Krishna, i.e., the Krishna chant or mantra, creates a connection with God; a key belief of ISCKON is that Krishna is the supreme Lord of the universe; Members’ lives are dedicated to Krishna and attracting others to his service etc.
- Full members of ISCKON dress in a certain way etc.
- Etc.

Note:

Allow one particular belief system if it is a particular example of a New Religious Movement.

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

SECTION D MORAL DECISION-MAKING

D a) Describe the stages of moral development outlined by one moral theorist you have studied. 40

Marking Criteria -

An excellent answer will show an understanding that personal moral development is an integral part of growth towards adulthood by giving an accurate account of the stages of moral development proposed by one moral theorist.

Possible Points:

- *Jean Piaget* –
 - In childhood (5-8yrs) morality is seen as a set of rules imposed by others
 - From the age of 10 approx a child will consider the intentions of others
 - As thought processes develop a person will establish his/her own value system
 - Etc.
- *Lawrence Kohlberg* –
 - Pre-conventional stage - a person’s moral values are based on his/her needs/wants etc.
 - Conventional stage - a person’s values are based on wanting to please others and maintaining the status quo etc.
 - Post- conventional stage - a person’s values are based on personal moral principles etc.
 - Etc.

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

D b) Examine the approach taken to making moral decisions in two of the following moral philosophies/theories: • Deontological Ethics • Hedonism • Natural Law • Right Relationship • Teleological Ethics • Utilitarianism • Virtue Ethics 40 (20 x2)

Marking Criteria –

An excellent answer will show knowledge of moral theories and the implication of their application by looking closely at the approach taken to making moral decisions in two of the moral philosophies/theories listed above.

Possible Points:

Deontological Ethics –

- Views the law or moral code as paramount. In making moral decisions the approach taken is that the law or code of behaviour states what is good and true in all circumstances etc.
- Etc.

Hedonism –

- Views the pursuit of one’s own pleasure as the proper aim of all action etc. In making moral decisions whichever action results in the most pleasurable outcome, is the right or good decision to take etc.
- Etc.

Natural Law –

- Maintains that what is right can be found by using reason to reflect on nature (including human nature); In making moral decisions a person can use reason in reflecting on nature to distinguish between right and wrong etc.
- Etc.

Right Relationship –

- Maintains that the most important thing is to live in right relationship with the world around us, with ourselves and with God; In making moral decisions the approach taken is that something is good if one is enabled by it to live in right relationship with others, creation, God etc.
- Etc.

Teleological Ethics –

- Maintains that something is good if it helps a person move towards his/her ultimate goal or end; In making moral decisions an action is considered right or wrong in relation to its consequences etc.
- Etc.

Utilitarianism –

- Maintains that what is good is that which brings the greatest happiness to the greatest number of people; In making moral decisions what is right in a situation is the course of action that will result in the greatest good for the greatest number etc.
- Etc.

Virtue Ethics –

- Maintains that a person lives a good life in so far as he/she tries to live in a virtuous way; In making moral decisions what is right in a situation helps a person to live virtuously etc.
- Etc.

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

SECTION E RELIGION AND GENDER

E a) Profile the development of feminist spiritualities.

80

Marking Criteria -

An excellent answer will show an understanding of the particular perspectives of feminist spiritualities by tracing the development of these forms of spirituality.

Possible Points:

- Spirituality refers to how people experience and relate to the divine
- Feminist spiritualities developed as an attempt to explore -
 - characteristics of the divine that are considered feminine
 - rituals that are connected with the female experience of life etc.
- Feminist spiritualities developed a number of characteristics which include -
 - *Goddess* – Emphasizing the feminine nature of the divine as well as the masculine etc.
 - *Language* - inclusive language for prayer, worship and in religious writing etc.
 - *Ritual* - Participative, aesthetic, and relates to the experiences of women etc.
 - *Eco-spirituality* - Nurturing and interconnectedness etc.
 - *Justice* - Links personal spiritual growth and social/ecclesial justice etc.
- Etc.

Note:

Allow descriptive answers where the candidate traces the development of a particular feminist spirituality which shows an understanding of the perspectives of feminist spiritualities.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 8	7 - 0	80

or

E b) i Outline three characteristics that feminist theologies have in common.

30

Marking Criteria -

An excellent answer will show an understanding and appreciation of the perspectives of feminist theologies by setting out accurate information on three main characteristics of feminist theologies.

Possible Points:

- Feminist theologies explore the way in which feminine experience can add to how and what we think about the divine etc.
- Three common characteristics of feminist theologies are -
 1. Recognition of a male bias in theology etc.
 2. Challenging biases by including the contribution of women to the history of religious traditions etc.
 3. Feminist theologies engage in theology, shaping it with a new anthropology, which emerges from male and female experience etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
26 +	25 - 21	20 - 17	16 - 12	11 - 8	7 - 3	2 - 0	30

E b) ii Examine the relationship between feminist theologies and one Christian denomination you have studied. 50

Marking Criteria -

An excellent answer will show an understanding and appreciation of the perspectives of feminist theologies by looking closely at the relationship between feminist theologies and one Christian denomination.

Possible Points:

- Christian denominations have welcomed the rediscovery of the stories of key women in Christian history etc.
- Some women have left their Christian denomination because they feel their faith communities have not listened to them and they have to find new approaches to theology and spirituality etc.
- The Roman Catholic tradition has been influenced by the work of feminist theologians etc.
- In the Anglican Communion feminist theologies have led to a re-examination of the link between leadership and gender. Churches in the Anglican Communion have ordained women priests etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
43+	42 - 35	34 - 28	27 - 20	19 -13	12 - 5	4 - 0	50

SECTION F ISSUES OF JUSTICE AND PEACE

F Discuss the role of dialogue in resolving one conflict situation you have studied. 80

Marking Criteria -

An excellent answer will show knowledge of the processes of conflict resolution and an appreciation of potential questions of justice and peace in a given situation by examining and drawing conclusions on the role of dialogue in the process of resolving a conflict situation.

Possible Points:

- The role of dialogue is to get both conflicting parties to engage in really listening to each other, in a secure context, sometimes with a third party to mediate between them etc.
- Conflict situations - local or global e.g. Northern Ireland, The Middle East, etc.
 - E.g. method of conflict resolution that involves dialogue - respecting the people involved; articulating the problem; focusing on the problem not the person; listening to develop empathy; considering all possibilities; searching for common ground; agreeing to talk again etc.
 - E.g. method that uses dialogue to resolve conflict - establishing the truth and the different truths; establishing equality between all involved; creating respect for the human rights of all; communicating in ways that have meaning for those involved; working for justice and creating ownership of peace etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 8	7 - 0	80

SECTION H THE BIBLE AND SACRED TEXT

H a) Assess the evidence for describing the Bible as both a classic text and a sacred text.

80

Marking Criteria -

An excellent answer will show an understanding that the Bible is a classic text and the respected Word of God in Judaeo-Christian traditions by evaluating the evidence for the Bible as both a classic text and a sacred text.

Possible Points:

- A classic text is one that has been recognized over time to be of high quality and of established value to a wide audience; The Bible is one of the great classics of literature -
 - It has had a profound influence on western religious thought, art, music and literature
 - It has been read for its wisdom and inspiration
 - It was the first book to be printed (1455) and remains the most printed book in the world - translated into all the major languages of the world
 - Etc.
- A sacred text is a book of sacred writing that has importance for a community of faith because it deals with the central religious beliefs of that community; It may include the story of the founder or earliest followers etc.
 The evidence for describing the Bible as a sacred text includes -
 - Its use in religious services
 - It has been used for people to declare oaths
 - Many read it to gain a deeper insight into the mystery of God and to deepen their faith
 - It tells the story of the founder / earliest followers
 - It forms the basis of Judaeo-Christian teaching on key beliefs and principles
 - Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 8	7 - 0	80

or

H b) Analyse two issues that are central to the synoptic problem.

80
(40x2)

Marking Criteria -

An excellent answer will show a detailed knowledge of certain Biblical texts and knowledge of how the Bible came to be written by looking closely at two issues and identifying the elements within each that are central to explaining the relationship between the synoptic Gospels.

Possible Points:

- The similarities and differences between the synoptic gospels raises issues regarding who wrote the gospels, what sources were used, when they were written etc.
- Why the three synoptic gospels are so similar - the outline of Jesus' ministry is similar in Mark, Matthew and Luke etc.
- Why there are differences between the synoptic gospels - there are close parallels between Matthew and Luke in material that is not found in Mark etc.
- A collection of sayings that is known as Q (from the German Quelle or source) etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
80 - 68	67 - 56	55 - 44	43 - 32	31 - 20	19 - 8	7 - 0	80

- 1 a) **Outline the main trends in the pattern of religious belief and practice in Ireland today.** 40

Marking Criteria -

An excellent answer will show knowledge of the changing pattern of religious belief in Ireland today by setting out accurate information on the main trends in the pattern of religious belief and practice in Ireland today.

Possible Points:

- An increased interest in theology, Celtic spirituality etc.
- Surveys show an increase in the numbers of people who have no religious affiliation; lower rates of attendance at religious services among young people etc.
- Census shows an increase in membership of all religions other than Roman Catholicism etc.
- Etc.

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

- I b) **Discuss the influence of secularisation on the pattern of religious belief and practice in Ireland today.** 40

Marking Criteria -

An excellent answer will show knowledge of the changing pattern of religious belief in Ireland today and an understanding of secularisation by examining secularisation and drawing conclusions regarding its influence on the pattern of religious belief and practice in Ireland today.

Possible Points:

- When a decline in the significance of religion for individuals and society takes place religion can have less influence on culture etc.
- Evidence of the influence of secularisation on the pattern of religious belief and practice –
 - Surveys show a decline in attendance at communal worship; Religion being seen as a private matter etc.
 - Leading scientists have openly criticized belief in God etc.
 - Exposure to a wide variety of world views e.g. 2006 Census shows an increase in those who categorize themselves as atheist and agnostic etc.
- Etc.

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

	<i>Descriptor</i>
EXCELLENT	<ul style="list-style-type: none"> • Substantial evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer is completely relevant to what is being assessed in the question • No major errors in relation to what is being assessed in the question
VERY GOOD	<ul style="list-style-type: none"> • Very good evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer is relevant to what is being assessed in the question • No major errors in relation to what is being assessed in the question
GOOD	<ul style="list-style-type: none"> • Satisfactory evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer is relevant to what is being assessed in the question • Little or no major errors in relation to what is being assessed in the question
FAIR	<ul style="list-style-type: none"> • Adequate evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer has limited relevance to what is being assessed in the question • Some major errors in relation to what is being assessed in the question
WEAK	<ul style="list-style-type: none"> • Inadequate evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer has little relevance to what is being assessed in the question • Many major errors in relation to what is being assessed in the question
VERY WEAK	<ul style="list-style-type: none"> • Inadequate evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer has little or no relevance to what is being assessed in the question • Substantial major errors in relation to what is being assessed in the question
NO GRADE	<ul style="list-style-type: none"> • Little or no evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The answer is not relevant to what is being assessed in the question • Substantial major errors in relation to what is being assessed in the question

Marking Scheme

Leaving Certificate Examination 2008

Religious Education Coursework - Higher Level

RELIGIOUS EDUCATION COURSEWORK

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)

Prescribed Titles for Religious Education Coursework for Leaving Certificate 2008

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

SECTION G: WORSHIP, PRAYER AND RITUAL

- Human beings have been described as 'symbol makers'. Profile the importance of symbol making for people in secular and religious life today.

◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

- An exploration of the features which mark a particular place as sacred for **one** of the above major world religions.

SECTION J: RELIGION AND SCIENCE

- The 'God of the Gaps' arises when God is inserted into a situation which seems to have no reasonable explanation. Research **one** such case and explore the implications of this understanding of God for the relationship between religion and science.
- Science and religion need each other as guides in their search for truth. An investigation of the evidence for this statement in the approach taken by science and religion to *either* the debate about origins *or* questions about the beginning and ending of life.

(Circular 104/06)

- 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.

PART A – A SUMMARY OF THE INVESTIGATION ON THE CHOSEN TITLE

Marks Criteria

- 0 - 15 If the answer is weak in its treatment of the set points i.e.
- It is a trivial or irrelevant piece of work and provides little or no supporting evidence for the conclusions drawn in relation to the chosen 2008 prescribed title
 - It shows inadequate personal engagement with the chosen 2008 prescribed title
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It gives little or no information on the steps taken and the skills used in investigating the chosen 2008 prescribed title and shows poor use of research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows little or no evidence that a range of sources of information were used in completing coursework on the chosen 2008 prescribed title.
- 16 - 21 If the answer is fair in its treatment of the set points i.e.
- It is an adequate piece of work. A limited summary is given of the findings from the investigation of the chosen 2008 prescribed title, with some supporting evidence given for the conclusions drawn
 - It shows some personal engagement with the chosen 2008 prescribed title
 - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It gives general information on the steps taken and the skills used in investigating the chosen 2008 prescribed title with some evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows some evidence that a range of sources of information were used in completing coursework on the chosen 2008 prescribed title.
- 22 - 27 If the answer is good in its treatment of the set points i.e.
- It is a fine piece of work.
 - It shows adequate personal engagement with the chosen 2008 prescribed title
 - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows fair evidence that a range of sources of information were used in completing coursework on the chosen 2008 prescribed title
 - It gives general information on the steps taken and the skills used in investigating the chosen 2008 prescribed title
 - It gives a general summary of the findings from the investigation of the chosen 2008 prescribed title, with good supporting evidence for the conclusions drawn.
- 28 - 33 If the answer is very good in its treatment of the set points i.e.
- It is a worthwhile piece of work
 - It shows clear personal engagement with the chosen 2008 prescribed title
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows good evidence that a range of sources of information were used in completing

coursework on the chosen 2008 prescribed title

- It gives a detailed summary of the findings from the investigation of the chosen 2008 prescribed title, with good supporting evidence given for the conclusions drawn.

34 – 40 If the answer is excellent in its treatment of the set points i.e.

- It is a really worthwhile piece of work
- It shows substantial personal engagement with the chosen 2008 prescribed title
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
- It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It gives substantial evidence that a range of sources of information were used in completing coursework on the chosen 2008 prescribed title
- It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2008 prescribed title
- It gives a full and relevant summary of the findings from the investigation of the chosen 2008 prescribed title, with substantial supporting evidence given for the conclusions drawn. The summary reflects one or more of the following:
 - the ability to select, analyse and evaluate information
 - the ability to sort and edit information
 - the ability to present ideas concisely and cogently.

PART B – PERSONAL REFLECTION ON THE LEARNING, SKILLS AND EXPERIENCES GAINED THROUGH UNDERTAKING COURSEWORK

Marks Criteria

- 0 - 15 If the answer is weak in its treatment of the set questions i.e.
- It is a trivial or irrelevant piece of work.
 - It shows inadequate personal engagement with the chosen 2008 prescribed title. It gives no or little description of the personal insights gained through doing coursework on the chosen 2008 prescribed title.
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It shows inadequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows little or no identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2008 prescribed title
 - It gives no or little evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.
- 16 - 21 If the answer is fair in its treatment of the set questions i.e.
- It is an adequate piece of work
 - It shows some personal engagement with the chosen 2008 prescribed title
 - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It shows little evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows some evidence of the identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2008 prescribed title
 - It gives some evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.
- 22 - 27 If the answer is good in its treatment of the set questions i.e.
- It is a fine piece of work
 - It shows adequate personal engagement with the chosen 2008 prescribed title in that it gives an explanation for choosing the coursework title that is relevant but has insufficient evidence of personal interest / enthusiasm / concern about the chosen 2008 prescribed title; It gives a general description of the personal insights gained through doing coursework on the chosen 2008 prescribed title
 - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
 - It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows fair evidence of the identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2008 prescribed title
 - It shows fair evidence of –
 - Assessing what has been the most valuable part of doing coursework on the

- chosen 2008 prescribed title
- Balancing different perspectives
- Showing the skills of judgement and evaluation.

28 - 33 If the answer is very good in its treatment of the set questions i.e.

- It is a worthwhile piece of work
- It shows clear personal engagement with the chosen 2008 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2008 prescribed title; A general explanation is given with some evidence of personal interest / enthusiasm / concern about the chosen 2008 prescribed title
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
- It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows clear identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2008 prescribed title
- It gives good evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
- It shows the skills of judgement and evaluation.

34 – 40 If the answer is excellent in its treatment of the set questions i.e.

- It is a really worthwhile piece of work
- It shows substantial personal engagement with the chosen 2008 prescribed title; Detailed explanation is given with clear evidence of personal interest / enthusiasm / concern about the chosen 2008 prescribed title; It gives a detailed description of the personal insights gained through doing coursework on the chosen 2008 prescribed title with evidence of the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles
- It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows substantial evidence of a depth of understanding of the chosen 2008 prescribed title and approaching it from a variety of perspectives that reflect one or more of the following:
 - the ability to interpret, contrast and evaluate different opinions / approaches to a topic
 - the ability to develop counter-arguments
- It shows substantial evidence of identifying questions that arose through doing coursework on the chosen 2008 prescribed title, including ability to question the authority of different sources of information and ability to distinguish between fact and opinion
- It gives substantial evidence of -
 - Personal, critical reflection on the learning gained through coursework
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

