



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

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.

Blank Page

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 VALUES

Marks

1 A1 a) Examine the influence any two of Socrates' ideas had on the development of philosophy.

40
(20Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of the search for meaning in philosophical thought by looking closely at the impact two of Socrates' ideas had on the development of philosophy.

Possible Points

- Socrates 'ignorant questioner' approach to universal truths was a major development away from the relativist, subjective approach used by Sophists etc.
- The Socratic Method led to the development of scepticism as a philosophical method etc.
- The way Socrates sought universal principles that hold true for all peoples at all times and in all situations e.g. idea of the moral good had an impact on Plato's student Aristotle who developed a philosophy of ethics etc.
- Etc.

Note: A candidate looks closely at two of Socrates' ideas but does not make reference to the development of philosophy – Consult your Advising examiner.

Code MC x2 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 A1 b) *In society today an interest in spirituality can be seen in different ways.* Assess the evidence for this statement making reference to two ways that an interest in spirituality can be seen in the lives of people today.

40
(20Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of an interest in spirituality in contemporary society by looking closely at and drawing accurate conclusions about two ways an interest in the sacred/spiritual/transcendent can be seen in the lives of people today.

Possible Points

- Large numbers undertake a spiritual journey/pilgrimage e.g. Camino; Croagh Patrick on Reek Sunday etc.
- Interest in the spirituality of eastern religions e.g. Buddhism — the Dalai Lama in 2011 speaking at venues in Dublin, Kildare and Limerick etc.
- Interest in reading about spirituality e.g. popularity of Anam Cara etc.
- Etc.

Code MC x2 in left margin where the Marking Criteria is first evident in the candidate's answer.

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

1 A2 a) Name one philosopher associated with humanism and outline his/her contribution to the development of humanism.

40
Graded

Marking Criteria

An excellent answer will show knowledge of philosophical thought by naming a philosopher associated with humanism and setting out accurate information on the contribution s/he made to the development of humanism.

Possible Points

- Erasmus — advocated an attitude of scepticism i.e. question everything and then make a judgement; later adopted and developed by René Descartes etc.
- Karl Marx — proposed that collective ownership and shared responsibility were the way to create a world that would safeguard the dignity of every person etc.
- Albert Camus — emphasised that an essential part of being human is to strive against despair; all people would find meaning if the dignity of every person was respected 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	40

1 A 2b) • Agnosticism • Reductionism
Describe how each of the views listed above could influence a person's search for the meaning of life today.

40
(20Mx2)
Graded

Marking Criteria

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

Possible Points

- Agnosticism – one cannot know that God exists; use reason and science when engaging in the search for the meaning of life; disregard non-rational approaches to the search for meaning etc.
- Reductionism – break things down to their smallest constituent parts in order to find what is true; look to methodical, scientific knowledge to answer questions about the meaning of life; disregard religion as non-material and therefore non-reliable source of truth etc.

Note: A candidate gives an accurate account of the approach taken to contemporary questions about the meaning of life by one of the views listed in the question – Consult your Advising examiner.

Code MC x2 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

UNIT TWO

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE SECTIONS.

SECTION B	CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS	Marks
------------------	---	--------------

Answer a) and either b) or c).

2 B a) • Corinth • Philippi • Thessalonica

40

Trace how the writings of Saint Paul show the way that one of the early Christian communities listed above addressed a challenge it faced in putting the teaching of Jesus into practice.

Graded

Marking Criteria

An excellent answer will show knowledge of the characteristics of the first Christian communities by accurately tracing the way that the writings of St. Paul show how the Christian community in either Corinth or Philippi or Thessalonica, addressed a challenge it faced in putting the teaching of Jesus into practice.

Possible Points

- Corinth: challenge — divisions between rich and poor; St. Paul's writing — the poor are welcome in the Kingdom of God etc.
- Philippi: challenge — whether to follow Jewish teaching on such things as circumcision; St. Paul's writing — circumcision not necessary since the community was united by their belief in Jesus Christ etc.
- Thessalonica: challenge — how faith in the Resurrection affected daily Christian living; St. Paul's writings — those who had died were not excluded from resurrection; he encouraged everyone to contribute to the community in a positive way while also being prepared for the Second Coming 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	40

2 B b) Describe two rites of Christian worship and outline the way in which Jesus is remembered in each rite.

40

(20Mx2)

Graded

Marking Criteria

An excellent answer will show appreciation of the significance for Christians of Jesus' life, death and resurrection by giving an accurate account of two forms of symbolic words and/or actions that are established within the Christian tradition and setting out accurate information on the way in which Jesus is remembered in each rite.

Possible Points

- Rite of Baptism in the Roman Catholic Church — blessed with oil and with water; symbolic of new life in Christ; reminds believers of Jesus' baptism in the river Jordan etc.
- Liturgy of the Eucharist — listening to Christian Scripture recalls the words, actions and sacrifice of Jesus etc.
- Funeral rite & Requiem Mass — communal prayers and blessing of coffin remind believers of the promise of Jesus' resurrection etc.
- Etc.

Notes:

- A candidate gives an accurate account of a form of symbolic words and/or actions that are established within the Christian tradition but does not set out accurate information on the way in which Jesus is remembered in the rite – Consult your Advising Examiner.
- A candidate sets out accurate information on the way in which Jesus is remembered in a Christian rite but does not set out accurate information on the

form of symbolic words and/or actions in the rite — Consult your Advising Examiner.

Code MC x2 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

OR

2 B c) i Profile one example of the work that has been done by Christian Churches to promote unity between them.

20
Graded

Marking Criteria

An excellent answer will show knowledge of current developments in the ecumenical movement by tracing one example of the work for ecumenism that has been done by Christian Churches.

Possible Points

- The Irish Council of Churches — responding to violence or intolerance or sectarianism; traced to the mission of Jesus promoting peace as an alternative to violence etc.
- Christian Churches participating in joint prayer services during Christian Unity week; traced back to developments such as the Second Vatican Council's Decree on Ecumenism etc.
- Different Christian denominations were invited to be part of the work of Vatican II; the work of the Anglican – Roman Catholic International Commission (ARCIC) 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

2 B c) ii Describe one difficulty that still exists for Christian Churches in their search for unity today.

20
Graded

Marking Criteria

An excellent answer will show knowledge of current developments in the ecumenical movement by giving an accurate account of one difficulty that exists in the search for Christian unity today.

Possible Points

- The Roman Catholic Church is not a full member of the World Council of Churches etc.
- Certain Christian denominations may not receive communion together because of different beliefs regarding Eucharist; differences on issues such as divorce and women clergy present serious concerns in discussions between Christian leaders etc.
- Etc.

Note: A candidate gives an accurate account of one difficulty that exists for Christian Churches today but makes no reference to the search for Christian unity – Consult your Advising Examiner.

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

Answer a) and b).

2 C a) Choose one of the world religions from List A and one of the world religions from List B below:

40
Graded

List A

- ◆ Christianity (any denomination)
- ◆ Judaism

List B

- ◆ Buddhism
- ◆ Hinduism
- ◆ Islam

Examine the similarities and differences in the way in which the transcendent/God is understood in the world religions that you have chosen from List A and List B above.

Marking Criteria

An excellent answer will show knowledge of the main features of two major religious traditions by looking closely at the similarities and differences in the way that the transcendent/God is understood in one of the world religions from list A and one of the world religions from list B in the question.

Possible Points

- Christianity — the transcendent/God is understood as being within human life and yet immeasurably transcending its boundaries; Buddhists believe that the teaching of Dharma (the teaching of the Buddha) ‘the eternal truth’ is transcendent etc.
- Judaism — belief in one God; Hinduism understand that Brahman is the supreme God/force that is part of every aspect of life and the world; other gods of Hinduism reveal different aspects of Brahman e.g. Brahma (the creator god), Vishnu (the preserver god) and Shiva (the destroyer god) 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	40

2 C b) Explain how a connection between the sacred and the profane may be found in two of the following features of primal religion:

- Mana
- Shaman
- Tabu
- Totem

40
(20Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding that religious belief is ancient, diverse and dynamic by accurately accounting for the way in which a connection between the holy/divine and ordinary aspects of life may be found in two of the features of primal religion listed in the question.

Possible Points

- Mana — the action of the spirit world (the sacred) in the human world (the profane) i.e. certain people, places or things are embedded with the power of Mana that comes from kinship with gods etc.
- Shaman — a man or a woman who inherits gifts from his/her ancestors for the purpose of being a living mediator between the profane and the sacred; between humanity and the spirits inhabiting the cosmos etc.
- Tabu — preserves the power and holiness of Mana by setting aside certain things and activities as channels for the sacred etc.
- Totem — something in nature that symbolises the spiritual essence of an individual or a group, connecting them with their spiritual ancestors etc.

Code MC x2 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

Answer a) and b).

- 2 D a) Name one moral theorist that you have studied and outline what is involved in the stages of moral development that are put forward in his/her theory.**

40
Graded

Marking Criteria

An excellent answer will show knowledge of a moral theory and an understanding of moral development by accurately identifying a moral theorist and setting out accurate information on the stages of moral development in his/her work.

Possible Points

- Piaget: Children 4 to 8 years – morality tends to be understood as rules imposed by others; becoming more aware of others by the age of 10, moral judgements include an awareness of the intentions of others etc.
- Kohlberg: Pre-Conventional stage – morality is at first determined by avoiding punishment; motivated by rewards; Conventional stage – morality is determined by wanting to avoid disapproval; wishing to avoid criticism from authority; Post-Conventional stage – established moral codes are understood and respected; judgments are motivated by personal moral values etc.
- Etc.

Note: A candidate sets out information on stages of moral development but does not accurately identify the name of the moral theorist with whom this work is associated — Consult your Advising Examiner.

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	40

**2 D b) •Deontological Ethics •Hedonism •Natural Law •Teleological Ethics
•Utilitarianism**

40
Graded

Apply the approach suggested by one of the moral theories/philosophies listed above to deciding what is the right thing to do about a moral issue that you have studied.

Marking Criteria

An excellent answer will show knowledge of a moral theory and its applications by showing how one of the moral theories/philosophies listed in the question could guide a person in deciding right and wrong on a moral issue.

Possible Points

- Deontological Ethics – duty to follow an objective moral order; once the moral law is established, the law must be followed e.g. Quaker’s principle not to harm others, could guide decision making about military service etc.
- Hedonism – the good is what brings pleasure could guide moral decision-making e.g. would a divorce or remaining married bring greater happiness etc.
- Natural Law – Using reason the mind can discern a moral law that exists within nature; e.g. being guided by reflecting on human nature in deciding what is right about corporal punishment etc.
- Teleological Ethics – what is right is that which helps the person move towards his/her ultimate goal or end; e.g. could guide a person in deciding what is right in medical research etc.
- Utilitarianism – the moral good is that which brings the greatest happiness to the greatest number; this principle guided people in deciding what was right about the issue of child labour in the late 1800s etc.

Note: A candidate gives an account of what is involved in deciding right and wrong on a moral issue but fails to accurately identify how one of the moral theories/philosophies listed in the question could give guidance — Consult your Advising Examiner.

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	40

CANDIDATES MUST ANSWER one OF THE FOLLOWING FOUR SECTIONS.

SECTION F ISSUES OF JUSTICE AND PEACE

Marks

Answer a) and b).

3 F a) ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism 40
Examine how respect for the environment is encouraged in the teaching of one *Graded*
world religion listed above.

Marking Criteria

An excellent answer will show an understanding of why religious believers are compelled to act on environmental issues by looking closely at how respect for the environment is encouraged in the religious teaching of a world religion listed in the question.

Possible Points

- Buddhism e.g. the first precept of Buddhism – do no harm to any living creature etc.
- Christianity e.g. Genesis emphasises the concept of stewardship etc.
- Hinduism – The importance of right order; care of the environment as part of Dharma etc.
- Islam – the concept of Khalifah; humanity must act with care and love in managing the environment etc.
- Judaism — Sabbath and Schmittah; religious significance given to rest reflects a desire to balance human interests with other needs 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	40

3 F b) Describe how an environmental issue is being addressed by the work of one religious group/organisation today.

40
Graded

Marking Criteria

An excellent answer will show an understanding of how an environmental issue compels religious believers to action by giving an accurate account of how the work of a religious group/organisation is addressing an issue concerning the integrity of the natural surroundings and circumstances in which people live.

Possible Points

- e.g. The World Council of Churches through the documents it issues calls on Christians to care for the earth and promotes sustainable living etc.
- Religious communities living sustainably and organically e.g. religious orders etc.
- Religious group/organisation e.g. Trócaire etc. promote sustainable development in developing countries; the publication Eco Islam promotes the concept of Khalifah by fostering environmental action within Islam etc.
- Etc.

Note: A candidate gives an accurate account of how an issue concerning the integrity of the natural surroundings and circumstances in which people live is being addressed but fails to make reference to the work of a religious group/organisation — Consult your Advising Examiner.

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	40

Answer a) and b).

3 G a) ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

40

Examine how religious belief is reflected in the features of a place that is sacred to the members of one of the world religions listed above.

Graded

Marking Criteria

An excellent answer will show knowledge of a prayer tradition and context by looking closely at the way in which the distinctive characteristics of a place/space of religious importance reflects the religious belief of members in one of the world religions listed in the question.

Possible Points

- Buddhism e.g. belief in enlightenment — Buddhists go on pilgrimage to Bodh Gaya where a Bodhi tree stands on the spot associated with Siddhartha Gautama attaining enlightenment etc.
- Christianity e.g. belief in the Eucharist as the body and blood of Jesus Christ — the use of a tabernacle for holding consecrated hosts; believers genuflect in front of it to show reverence etc.
- Hinduism e.g. belief that performing Puja is an essential duty or dharma — the presence of a shrine in a home where offerings of fruit or flowers are placed etc.
- Islam e.g. belief in the transcendence of God — worshippers circle the Ka'ba in Mecca to duplicate the movements of the angels continuously circling the throne of God in heaven etc.
- Judaism e.g. belief in the importance of the word of God — the scrolls of the Torah are given a place of honour in a Synagogue etc.

<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	40

3 G b) ◆ Buddhism ◆ Christianity

40

Describe what is involved in a meditation technique that is practised in one of the above world religions and explain why this technique is used as a form of prayer.

Graded

Marking Criteria

An excellent answer will show an understanding of Buddhist or Christian meditation by giving an accurate account of what is involved in a meditation technique used in either Buddhism or Christianity and by accurately accounting for its use as a form of prayer.

Possible Points

- Buddhists/Christians use mantras e.g. Om (Buddhism); Biblical texts (Christianity) etc. to rid the mind of unnecessary distractions; develop mindfulness etc.
- Christianity e.g. Lectio Divina — reading of the Christian Scriptures based on prayer traditions of the early monastic period (5th to 12th Century) etc.
- Etc.

Notes: A candidate gives an accurate account of what is involved in a meditation technique used in either Buddhism or Christianity but does not give accurate reasons that account for it as a form of prayer — Consult your Advising Examiner.

A candidate gives accurate reasons that account for meditation as a form of prayer but does not give an accurate account of what is involved in a meditation technique used in either Buddhism or Christianity — Consult your Advising Examiner.

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	40

Answer a) and b) i or ii.

- 3 I a) Compare the pattern of religious practice among young people in Ireland today with the pattern of religious practice in the population as a whole.**

40
Graded

Marking Criteria

An excellent answer will show knowledge of the changing pattern of religious practice in Ireland by giving an accurate account of similarities and/or differences in the pattern of religious practice among young people in Ireland today with the pattern of religious practice in Ireland as a whole.

Possible Points

- The European Values Survey e.g. less people attending religious services on a weekly basis e.g. 18 - 26 age group: 71% in 1990 and 23% by 1999; 85% in 1990 & 65% in 1999 for population as a whole etc.
- Religious services to mark key moments in life e.g. 1999 over 90% of general population saw this as important, over 80% of the younger generation valued such services 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	40

- 3 I b) i. Outline two examples of how Pre-Christian religious beliefs can be seen in Irish myths/sagas.**

40
(20Mx2)
Graded

Marking Criteria

An excellent answer will identify evidence of religious belief in ancient Ireland by setting out accurate information on two examples of evidence of Pre-Christian religious beliefs found in *either* Irish myths *or* Irish sagas.

Possible Points

- Pre-Christian belief in polytheistic religion can be seen in the references to Celtic gods in the myths of Tuatha Dé Danaan etc.
- Pre-Christian belief in supernatural powers can be seen in the references to the magical powers described in the sagas associated with Cúchulainn etc.
- Etc.

Note:

A candidate sets out accurate information on two examples of *either* Irish myths *or* Irish sagas but makes no reference to Pre-Christian religious beliefs — Consult your Advising Examiner.

Code MC x2 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

or

3 I b) ii. Examine how two religious practices found in Ireland today can be traced back to Pre-Christian times.

40
(20Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding that religion in Ireland has developed over thousands of years by looking closely at the way in which two religious practices, evident in Ireland today, can be traced back to Pre-Christian times.

Possible Points

- Christian celebration on February 1st of St. Brigid of Kildare has been linked with the Pre-Christian feast of Imbolc in which Brigid the goddess of fertility was central etc.
- Christian celebration of Garland Sunday/Fraughnaun Sunday has been traced back to the Pre-Christian feast of Lughnasa — July/August, celebrating the first fruits or in-gathering etc.
- Christian pilgrimage to Croagh Patrick can be traced back to a Pre-Christian site of pilgrimage associated with Lughnasa etc.
- Etc.

Code MC x2 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 J a) Examine the influence that the work of Galileo had on the religious and scientific thinking of his time.**

40
Graded

Marking Criteria

An excellent answer will show familiarity with key moments in the relationship between science and theology by looking closely at the way in which the work of Galileo influenced the religious and scientific thinking of his time.

Possible Points

- Galileo's thought experiment encouraged scientists to imagine; Galileo's work encouraged scientists to use reason and raised questions about the authority of the Bible; the authority of the Church 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

- 3 J b) •The debate about origins • Questions about the beginning of life
Outline the insights that religion and science could bring to concerns that people may have about one of the topics listed above.**

40
Graded

Marking Criteria

An excellent answer will show an understanding of the connections between science and theology by setting out accurate information on the insights that may be gained from religion and science on one of the topics listed in the question.

Possible Points

The debate about origins —

- Insights of religion address concerns about the place of people within creation e.g. creationism; ecology of Teilhard de Chardin etc.
- Insights of science about how the universe came to be and what may happen to the universe in the future e.g. Big Bang etc.
- Etc.

Questions about the beginning of life —

- Insights of religion approach questions from the point of view that the person exists in relationship with the divine; address concerns about medical ethics etc.
- Insights of science give facts about the embryonic stages of foetal development; address concerns about the nature of life as life begins 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

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 ghnóthaíonn 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.

Bunmharc	Marc Bónais
241 - 243	23
244 - 246	22
247 - 250	21
251 - 253	20
254 - 256	19
257 - 260	18
261 - 263	17
264 - 266	16
267 - 270	15
271 - 273	14
274 - 276	13
277 - 280	12

Bunmharc	Marc Bónais
281 - 283	11
284 - 286	10
287 - 290	9
291 - 293	8
294 - 296	7
297 - 300	6
301 - 303	5
304 - 306	4
307 - 310	3
311 - 313	2
314 - 316	1
317 - 320	0

	Descriptor
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 content of the answer is complete and clearly relevant to what is being assessed in the question • No major errors in relation to what is being assessed in the question • Excellent evidence of engagement with the skill 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 content of the answer is clearly relevant to what is being assessed in the question • No major errors in relation to what is being assessed in the question • Very good evidence of engagement with the skill being assessed in the question.
Good	<ul style="list-style-type: none"> • Good evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The content of the answer is generally relevant to what is being assessed in the question • Little or no major errors in relation to what is being assessed in the question • Good evidence of engagement with the skill 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 content of 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 • Some evidence of engagement with the skill 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 content of 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 • Little evidence of engagement with the skill being assessed in the question.
Very Weak	<ul style="list-style-type: none"> • Little evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The content of the answer has very little relevance to what is being assessed in the question • Substantial major errors in relation to what is being assessed in the question • Very little evidence of engagement with the skill being assessed in the question.
No Grade	<ul style="list-style-type: none"> • Very little or no evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria • The content of 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 • No evidence of engagement with the skill being assessed in the question.

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

RECKONER: *Evidence in answer of syllabus aims/objectives/outcomes: Relevance of answer content to the question: Accuracy of answer content: Evidence of engagement with the skill(s):*

EXCELLENT	SUBSTANTIAL EVIDENCE	COMPLETELY & CLEARLY RELEVANT	NO MAJOR ERROR(S)	EXCELLENT USE OF SKILL(S)
VERY GOOD	VERY GOOD EVIDENCE	CLEARLY RELEVANT	NO MAJOR ERROR(S)	VERY GOOD USE OF SKILL(S)
GOOD	GOOD EVIDENCE	GENERALLY RELEVANT	LITTLE EVIDENCE OF MAJOR ERROR(S)	GOOD USE OF SKILL(S)
FAIR	ADEQUATE EVIDENCE	LIMITED RELEVANCE	SOME MAJOR ERROR(S)	SOME USE OF SKILL(S)
WEAK	INADEQUATE EVIDENCE	LITTLE RELEVANCE	MANY MAJOR ERROR(S)	LITTLE USE OF SKILL(S)
VERY WEAK	LITTLE EVIDENCE	VERY LITTLE RELEVANCE	SUBSTANTIAL MAJOR ERROR(S)	VERY LITTLE USE OF SKILL(S)
NO GRADE	VERY LITTLE/ NO EVIDENCE	NO RELEVANCE	SUBSTANTIAL MAJOR ERROR(S)	NO USE OF SKILL(S)

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.

Prescribed Titles for Religious Education Coursework
for Leaving Certificate 2013 — S93/11

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

Section E: RELIGION AND GENDER

E.1 A profile of the portrayal of Mary, the mother of Jesus, in two of the following Gospels:

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

Marking Criteria

An excellent coursework will show understanding of the place of Mary, the mother of Jesus, in the Christian Scriptures by accurately tracing the way in which Mary is portrayed in two of the Gospels listed in the title.

**E.2 *Throughout history religious women have played a leading role as social reformers.*
An investigation into the evidence for this statement with reference to the life story of one such woman and her influence on the society of her day.**

Marking Criteria

An excellent coursework will show an appreciation of the contribution of women to religious and spiritual traditions by looking closely at the life story of one religious woman and drawing accurate conclusions about her impact on the society of her day.

Section H: THE BIBLE: LITERATURE AND SACRED TEXT

H.1 An analysis of how poetry features in two Psalms from the Bible.

Marking Criteria

An excellent coursework will show knowledge of the Psalms as a literary genre and an understanding of the Bible as a living, classic text by looking closely at the language of reflection used in the poetry of the Psalms and providing accurate evidence for the conclusions drawn from two Psalms in the Bible.

H.2 An examination of how the material in two of the synoptic Gospels reflects the interests of the evangelist with whom each is associated.

Marking Criteria

An excellent coursework will show knowledge of how the Bible came to be written by looking closely at the way in which the interests of two of the evangelists Matthew, Mark or Luke, influenced the material in their Gospels.

Part A – A summary of the investigation on the chosen title

Marks Marking Criteria as evident in Part A

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 2013 prescribed title
- It shows inadequate personal engagement with the chosen 2013 prescribed title
- It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It gives little or no information on the steps taken and the skills used in investigating the chosen 2013 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 2013 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 2013 prescribed title, with some supporting evidence given for the conclusions drawn
- It shows some personal engagement with the chosen 2013 prescribed title
- It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It gives general information on the steps taken and the skills used in investigating the chosen 2013 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 2013 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 2013 prescribed title
- It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 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 2013 prescribed title
- It gives general information on the steps taken and the skills used in investigating the chosen 2013 prescribed title
- It gives a general summary of the findings from the investigation of the chosen 2013 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 2013 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 2013 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 2013 prescribed title
- It gives a detailed summary of the findings from the investigation of the chosen 2013 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 2013 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 2013 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 2013 prescribed title
 - It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2013 prescribed title
 - It gives a full and relevant summary of the findings from the investigation of the chosen 2013 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 Marking Criteria as evident in Part B

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 2013 prescribed title. It gives no or little description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
- It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 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 2013 prescribed title
- It gives little or no evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 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 2013 prescribed title
- It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 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 2013 prescribed title
- It gives some evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 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 2013 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 2013 prescribed title; It gives a general description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
 - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 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 2013 prescribed title
 - It shows fair evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 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 2013 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2013 prescribed title; A general explanation is given with some evidence of personal interest / enthusiasm / concern about the chosen 2013 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 2013 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 2013 prescribed title
 - It gives good evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 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 2013 prescribed title; Detailed explanation is given with clear evidence of personal interest/enthusiasm/concern about the chosen 2013 prescribed title; It gives a detailed description of the personal insights gained through doing coursework on the chosen 2013 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 2013 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 2013 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 2013 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 2013 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

Blank Page

