



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

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*Scrúduithe Ardteistiméireachta, 2005*

*Oideachas Reiligiúnach*

*Ardleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2005*

*Religious Education*

*Higher Level*

# State Examinations Commission

*Marking Scheme*

*Leaving Certificate Examinations 2005*

*Religious Education*

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## UNIT ONE

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING TWO QUESTIONS.

### SECTION A THE SEARCH FOR MEANING AND VALUES

#### Question 1.

Marks

**Imagine Socrates and the Sophists were alive today and taking part in a TV chat show. Based on your knowledge of the thinking of Socrates and the Sophists –**

**a. What questions about life do you think they would raise in today's world?**

An excellent answer will show an ability to identify two or more questions about life from the thinking of Socrates and / or the Sophists. The candidate's answer should show an ability to articulate and recognise the great questions of life such as – 40

- What is the goal and purpose of life?
- What is the meaning of good and evil?
- Why do people experience suffering?
- What is a good life?
- Is it better to suffer evil than inflict evil?
- What is truth?
- Etc.

**b. What views do you think they would hold on these questions?**

An excellent answer will demonstrate knowledge of the thinking of Socrates and / or the Sophists on the questions about life identified in question 1a above. The candidate's answer should show an ability to recognise and engage with the great questions of life evident in views such as – 40

- Socrates arguing for the objectivity of values such as justice, goodness, truth and that people are obliged to seek the truth and to adhere to it. Whereas the Sophists would argue that 'man is the measure of all things' and human beings are obliged simply to persuade others that our views are true.
- The Sophists arguing that the good life is identical with pleasure. Whereas Socrates would argue that the good life is not identical with pleasure and it is better to suffer evil than to inflict evil.
- Etc.

#### Question 2.

Marks

**a. Outline the evidence for the existence of God provided in the writings of either Anselm or Aquinas.**

An excellent answer will set out information on the evidence for the existence of God provided in the writings of either Anselm or Aquinas such as – 40

- Anselm argued from the idea of God, as 'something greater than which no greater can be thought'. to the conclusion that since God exists in the mind then God must also exist in reality etc.

- Aquinas focused on how people encounter the world as intelligible, ordered, purposeful and beautiful. Yet the world does not possess within itself an explanation either for its existence or for its intelligibility or beauty. This paradox Aquinas argued points towards the acceptance of God as the origin and goal of the world as it is experienced etc.

**b. Discuss the views of one other philosopher about the existence of God.**

An excellent answer will examine and draw conclusions on the views of one other philosopher about the existence of God such as –

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- Descartes belief in the existence of God came from his rational reflections on human existence etc.
- Newton saw God as controlling force acting through the laws of nature and the author of the scientific principles that govern the universe etc.
- Etc.

## UNIT TWO

CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE SECTIONS.

### SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

a. Compare Jesus' words and actions with – Marks

i. The Jewish understanding of the Kingdom of God in Jesus' time.

An excellent answer will outline and comment on the similarities and / or differences between Jesus' words, actions and the Jewish understanding of the Kingdom of God in that they expected a son of David would be raised up who would bring God's peace to the land etc. 40

Or

ii. The expectations of the Messiah at the time of Jesus.

An excellent answer will outline and comment on the similarities and / or differences between the words and actions of Jesus and the expectations of the Messiah at the time of Jesus such as davidic, priestly, prophetic etc. 40

b. Describe the characteristics of the Kingdom of God as preached by Jesus. Marks

An excellent answer will give an account of four or more of the characteristics of the Kingdom of God as preached by Jesus. Such characteristics may include peace, inclusion, the sharing of goods and a God of the powerless as alternatives to violence, the emergence of elitism, the amassing of wealth and a God who sanctions inequalities etc. 40

### SECTION C WORLD RELIGIONS

● Buddhism ● Christianity ● Hinduism ● Islam ● Judaism Marks

All religions mark key moments in the lives of believers.

Compare how one of the key moments in life, such as birth, death or entry into adulthood, is marked in two of the world religions named above.

An excellent answer will present the similarities and / or differences in how the chosen key moment in life is marked in two of the above world religions, such as how entry into adulthood is marked by the Shin Byu celebrations in Theravada Buddhism, the sacrament of Confirmation or other sacraments of initiation in Christian communities, the sacred thread ceremony in Hinduism and the Bar mitzvah or Bat mitzvah ceremonies in Judaism etc. 80

## SECTION D MORAL DECISION-MAKING

*Religion informs a person's conscience and shapes his / her understanding of moral failure.*

*Marks*

**Discuss this statement with reference to one world religion you have studied.**

An excellent answer will examine different perspectives and draw conclusions on the part which religious belief can play in shaping a person's understanding of moral failure and thus informing conscience. A candidate may discuss this statement in relation to a particular example of moral decision-making in action.

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The candidate's answer should show an appreciation of the insight that religious belief can give into an understanding of moral failure combined with an awareness of the religious perspective on morality that emerges from the traditions and beliefs of any one religion studied.

## UNIT THREE

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING FOUR SECTIONS.

### SECTION E RELIGION AND GENDER

*A study of world religions shows a connection between images of God / the transcendent and gender roles.* Marks

**Investigate the accuracy of this statement with reference to the role of men and women in one of the following world religions:**

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

An excellent answer will examine the connection between the images of God / the transcendent and the roles of men and women in one of the above world religions providing supporting evidence for conclusions drawn. The candidate may examine this connection in the context of the sacred texts and / or living traditions of a world religion. The candidate's answer should show an awareness of the roles of women and men from the perspective of any one religious tradition studied. The answer should show the connection between images of God and how the roles of women and men are understood within the religious tradition chosen above. 80

### SECTION F ISSUES OF JUSTICE AND PEACE

*Stewardship and care of the earth is part of the story of world religions.* Marks

**Discuss this statement with reference to one of the following world religions:**

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism

An excellent answer will examine different perspectives on the part played by stewardship and care of the earth in the story of the world religion chosen above. The candidate's answer should show an ability to identify the relationship between a religious tradition and the action necessary to bring about justice. 80

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

*A parable is a story drawn from everyday life which conveys religious or moral teaching and aims to evoke a response.* Marks

**Investigate the accuracy of the above statement in relation to one of the following parables:**

- The Labourers in the Vineyard (Matthew 20:1-16)
- The Sower (Matthew 13:1-9)
- The Ten Wedding Attendants (Matthew 25:1-13)
- The Unjust Steward (Luke 16:1-13)

An excellent answer will examine the chosen parable and draw conclusions in relation to how it is a story, drawn from everyday life, which conveys religious or moral teaching and aims to evoke a response. The candidate's answer should provide supporting evidence from the chosen parable for the conclusions drawn. 80

**SECTION J RELIGION AND SCIENCE**

***"Religion without science is blind; science without religion is lame"*** – Albert Einstein *Marks*

**Discuss this statement with reference to points of similarity and points of difference between religion and science.**

An excellent answer will examine different perspectives on the relationship between religion and science and draw conclusions in relation to the points of similarity and difference in these perspectives such as – 80

- Both ask questions - Science seeks to answer the ‘how’ question. Religion addresses ‘why’ questions.
- Both science and religion operate out of a community of enquiry that is committed to the pursuit of truth from their particular perspectives, methodologies and objectives. Each community of enquiry is governed by the accumulated wisdom of the past in the present (tradition), which is always in process of refinement and development.
- Both religion and science are informed by theories of interpretation that are shaped by their respective communities of enquiry, their social location and historical contexts.
- Etc.



# STATE EXAMINATIONS COMMISSION

*Marking Scheme*

*Leaving Certificate Examination 2005*

*Religious Education Coursework*

*Ordinary & Higher Levels*

## ***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 2005**

#### **SECTION G: WORSHIP, PRAYER AND RITUAL**

- The origins, the development and the influence of one contemplative tradition.
- The origin and function of private and communal prayer in one of the following world religions: Buddhism, Christianity, Hinduism, Islam, Judaism.

#### **SECTION I: RELIGION: THE IRISH EXPERIENCE**

- Ireland has many archaeological sites which contain evidence of religious belief. Research one of these sites and the religious beliefs and practices associated with it.
- Many monasteries in Europe were founded by Irish monks. Research one such case and its contribution to Christianity in Europe.
  
- 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. Material should not be attach or affix to the Coursework Booklet.

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

40 MARKS

Ordinary Level Assessment Criteria:

*In the treatment of the set points in Part A of the Coursework Booklet an excellent answer will -*

- Provide a summary of the findings from the investigation of the chosen title, with supporting evidence given for the conclusions drawn
- Provide information on the steps taken and the skills used in investigating the chosen title
- Show evidence of personal engagement with the chosen title
- Show evidence of the knowledge, understanding, skills and attitudes stated in the objectives of the section chosen for coursework
- Show evidence of research, analysis, evaluation, critical thinking, communication and reflection skills
- Show evidence that sources of information were used in completing coursework on the chosen title
- Etc.

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

40 MARKS

*In the treatment of the set questions in Part B of the Coursework Booklet an excellent answer will –*

- Give a detailed explanation as to why the chosen title was of interest showing clear evidence of personal enthusiasm / concern related to the chosen title
- Give a detailed description of the personal insights gained through doing coursework on the chosen title
- Identify different perspectives encountered and refer to questions that arose through doing coursework on the chosen title
- Explain what has been the most valuable part of doing coursework on the chosen title
- Show evidence of being able to balance different perspectives
- Show evidence of the skills of judgement and evaluation
- Etc.

Higher Level Assessment Criteria:

*In the treatment of the set points in Part A of the Coursework Booklet an excellent answer will -*

- Provide a summary of the findings from the investigation of the chosen title, with supporting evidence given for the conclusions drawn. The summary will reflect 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
- Set out in detail the main points of information on the steps taken and the skills used in investigating the chosen title
- Show evidence of personal engagement with the chosen title
- Show substantial evidence of the knowledge, understanding, skills and attitudes stated in the objectives of the section chosen for coursework
- Show evidence of extended research, analysis, evaluation, critical thinking, communication and reflection
- Show evidence that a range of sources of information were used in completing coursework on the chosen title
- Etc.

*In the treatment of the set questions in Part B of the Coursework Booklet an excellent answer will –*

- Give a detailed explanation as to why the chosen title was of interest showing clear evidence of personal enthusiasm / concern related to the chosen title
- Give a detailed description of the personal insights gained through doing coursework on the chosen title showing evidence of –
  - The ability to reflect on one's own learning
  - Understanding of the effect of that learning on one's ideas, attitudes and experience
- Approach the chosen title 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
- Identify questions that arose through doing coursework on the chosen title and show evidence of the ability to question the authority of different sources of information as well as the ability to distinguish between fact and opinion
- Explain what has been the most valuable part of doing coursework on the chosen title giving evidence of -
  - Personal, critical reflection on the learning gained through coursework
  - Balancing different perspectives
  - Showing the skills of judgement and evaluation
- Etc.

**Coursework Total: 80 marks**