



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2006

Oideachas Reiligiúnach

Ardleibhéal

Marking Scheme

Leaving Certificate Examinations, 2006

Religious Education

Higher Level

***Marking Scheme
Leaving Certificate Examinations 2006***

***Religious Education
Higher Level Examination Paper***

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING TWO QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES

Question 1. *From the beginning, wonder has made people philosophise.* *Marks*

Investigate the accuracy of this statement with reference to -

a) The beginnings of philosophy in ancient Greece.

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An excellent answer will examine the accuracy of the statement and draw conclusions with supporting evidence from the beginnings of philosophy in ancient Greece. The candidate's answer should show knowledge of the search for meaning and values in the development of philosophy in Ancient Greece by making reference to points such as -

- The Pre-Socratic philosophers wondered about the individuality or the diversity of experience, experiences of movement or change, etc.
- Socrates and Plato wondered about how life should be lived, etc.
- Etc.

b) The philosophical thinking of either Aristotle or Plato or Socrates.

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An excellent answer will examine the accuracy of the statement and draw conclusions with supporting evidence from the thinking of either Aristotle or Plato or Socrates. The candidate's answer should show familiarity with evidence of the search for meaning and values in philosophical thought such as –

- Aristotle wondered about - What is the purpose of life? Etc.
- Plato wondered about - Is there anything that is real, universal and eternal? Do truth and justice exist? Etc.
- Socrates wondered about - What is a good life? Is it better to suffer evil than inflict evil? What is truth? Etc.
- Etc.

Question 2. **People of all times have used rites to mark key moments in life such as –** *Marks*

- Rites of burial • Rites of passage • Rites of sacrifice

a) From an ancient society you have studied, describe one rite from those listed above which was used to mark a key moment in life.

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An excellent answer will give an accurate account of one of the above rites that took place in an ancient society. The candidate's answer should show an ability to recognise and identify evidence of the search for meaning and values in an ancient society.

b) Investigate how the rite you have described above, or another rite from an ancient society you have studied, illustrates the human search for meaning in life.

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An excellent answer will examine how a rite from an ancient society shows evidence of the human search for meaning in life. The candidate's answer should show an understanding that from earliest times, human beings expressed their response to the quest for meaning in a variety of spiritualities, symbolic languages, and meaning systems.

UNIT TWO

(160 marks)

CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE SECTIONS.

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

a) Outline how returning to the founding vision of Christianity was central to the purpose of one of the following: Marks

- Céili Dé
- The Evangelical Movement in early 19th Century Protestantism
- Liberation Theology
- Luther's Reforms
- The Mendicant Orders
- The Second Vatican Council

An excellent answer will set out information on how returning to the founding vision of Christianity is central to the purpose of the Christian movement chosen above. The candidate's answer should show an understanding of the importance of origins in understanding the purpose of the chosen Christian movement by giving information on how the movement was established to re-ignite the enthusiasm and freedom of expression of the founding experience at a time of over-reliance on established structures.

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b) i. How is the founding vision of Christianity seen in the ways Christians worship today?

An excellent answer will set out information showing how the founding vision of Christianity is central to the ways Christians worship today. The candidate's answer should show knowledge of Christian worship as remembering Jesus by making reference to points such as –

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- Rites conducted in the vernacular, as Jesus used the vernacular in prayer, etc.
- Participation of the whole community in Christian worship as Jesus was inclusive, etc.
- Etc.

or

c) ii. Discuss the relationship between the founding vision of Christianity and the search for Christian unity today.

An excellent answer will set out information on how the founding vision of Christianity is central to the search for Christian unity today. The candidate's answer should show knowledge of the search for Christian unity as remembering Jesus by making reference to points such as –

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- The founding vision of Christianity is the inspiration for ecumenism etc.
- Theological dialogue, etc.
- Etc.

SECTION C WORLD RELIGIONS

- Mana
- Shaman
- Tabu
- Totem

Marks

a) Choose two of the above and explain the part they play in primal religion.

An excellent answer will give reasons which show why two of the above play a part in primal religion. The candidate's answer should show knowledge of the concepts and phenomena of mana or tabu or totem or shaman and the nature of primal religion.

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b) i.



Buddhism



Christianity



Hinduism



Islam



Judaism

Discuss the influence of primal religion on one of the above world religions.

An excellent answer will show an understanding of primal religion and draw conclusions regarding the influence of primal religion on the world religion chosen above. The candidate's answer should show knowledge of different types of religion and the nature of primal religion as well as an understanding that religious belief is ancient, diverse and dynamic.

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or

b) ii.

Inter-faith dialogue is important for the relationship between world religions today.

Investigate this statement with reference to the relationship between two of the world religions named above.

An excellent answer will examine the relationship between the two world religions chosen above and draw conclusions regarding the importance of inter-faith dialogue to this relationship. The candidate's answer should show knowledge of the main features of two major religious traditions; the origins of inter-faith dialogue and the nature and purpose of this dialogue.

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SECTION D MORAL DECISION-MAKING

a) *A communal value is a characteristic considered to be good, important and worthwhile for a community.* Marks

Outline two communal values from a charter you have studied. Explain why each of the values you have outlined is good, important and worthwhile for a community.

An excellent answer will set out the main points of information on two communal values from a charter and give reasons why each of the values outlined is considered good, important and worthwhile by a community. The candidate's answer should show awareness of the importance of communal values expressed in a secular or religious code.

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or

◆ **Buddhism** ◆ **Hinduism** ◆ **Islam** ◆ **Judaism**

b) i. **Outline the basic principles of right and wrong proposed by two of the above world religions.**

An excellent answer will give the main points of information on the basic ethical principles of right and wrong proposed by two of the above world religions. The candidate's answer should show familiarity with the ethical systems of two religious traditions other than the Christian traditions.

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b) ii. **Explain how any two principles you have outlined can be applied to the process of moral decision-making.**

An excellent answer will show how any two of the principles outlined above can be used in the process of moral decision-making and show a clear understanding of that process. The candidate's answer should identify and evaluate the values proposed by religious traditions and show an appreciation of the seriousness of the task of moral decision-making.

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UNIT THREE

(80 marks)

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING FOUR SECTIONS.

SECTION E RELIGION AND GENDER

- | | | | | |
|---------------------------------|-----------------------|----------------------|------------------------|-------|
| ● FOUNDER OF
RELIGIOUS ORDER | ● RELIGIOUS
WRITER | ● SOCIAL
REFORMER | ● SPIRITUAL
THINKER | Marks |
|---------------------------------|-----------------------|----------------------|------------------------|-------|

Outline how the life and work of two women in any of the above categories contributed to their religious tradition.

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An excellent answer will present the main points of information on the life and work of two women from any of the above categories and identify how each contributed to their religious tradition. The candidate's answer should show knowledge and appreciation of the particular contributions to the development of religious and spiritual traditions made by women such as - Catherine McAuley, Dorothy Day, Margaret Aylward, Mary Aikenhead, Nano Nagle, Julian of Norwich, etc.

SECTION F ISSUES OF JUSTICE AND PEACE

- a) ***“Peace can't be kept by force. It can only be achieved by understanding.”*** Marks
- Albert Einstein

Assess this statement referring to conflict resolution in any one situation you have studied.

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An excellent answer will consider the perspective on peace in the statement and evaluate how it could apply to conflict resolution in a situation. The candidate's answer should show knowledge of the processes of conflict resolution and the ability to identify the links between justice and peace, and the absence of peace.

or

- b) ***“It is impossible to conceive of a just war in a nuclear age.”*** – Pope John XXIII

Discuss this statement referring to the key principles of the just war theory.

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An excellent answer will examine the statement's perspective on a just war and come to conclusions with reference to the key principles of the just war theory. The candidate's answer should show knowledge of the theory that war can be justified as the lesser of two evils, though only under certain strict conditions such as - just cause, right intention, proportionality, etc.

SECTION G WORSHIP, PRAYER AND RITUAL

- a) ***World religions have different types of formal prayer and ways of praying.*** Marks

Describe one example of either a formal prayer or a way of praying associated with one of the following world religions -

- ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

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An excellent answer will give an account of the important points of one formal prayer or one way of praying associated with one of the above world religions. The candidate's answer should show knowledge of a prayer tradition or the ability to identify a prayer technique used by a major religious tradition.

b) Explain the origin of the example you have given and describe how it is used in the religious tradition associated with it.

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An excellent answer will give reasons accounting for the origin of the formal prayer *or* way of praying described above and give an account of the important points regarding its use in the religious tradition associated with it. The candidate's answer should show knowledge of a formal prayer or way of praying that has been handed down by a religious tradition and an understanding of its context in the tradition.

c) Describe an example of *either* a formal prayer *or* a way of praying associated with one other world religion listed above and compare the way it is used with the example you have described in a) above.

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An excellent answer will give an accurate account of the important points on *either* a formal prayer *or* a way of praying associated with a world religion other than that referred to in part a). An excellent answer will also identify the similarities and / or differences between the way in which it is used with the example described in a). The candidate's answer should show an ability to identify some of the techniques of prayer used by the major religious traditions. The candidate's answer should also refer to similarities and/or differences between the formal prayers or ways of praying such as -

- Expressing beliefs, etc.
- Use of symbols and gestures, etc.
- Etc.

SECTION I RELIGION: THE IRISH EXPERIENCE

When St. Patrick and his fellow missionaries came to Ireland they found a people already rich in religious tradition. Marks

Discuss this statement with reference to –

a) The richness of religious tradition in pre-Christian Ireland.

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An excellent answer will examine the religious tradition in pre-Christian Ireland and draw conclusions in relation to the richness of the religious tradition St. Patrick and his fellow missionaries found when they came to Ireland. The candidate's answer should show an awareness of some of the features associated with religion in Ireland before the coming of Patrick such as -

- Belief in an afterlife and honouring of the dead e.g. pre-Christian burial mounds, etc.
- Worship of the sun e.g. Celtic festival of Lughnasa /Lughnasadh, etc.
- Springs, wells and rivers associated with the worship of local deities, etc.
- Etc.

b) How St. Patrick and his fellow missionaries drew on this richness in bringing Christianity to Ireland.

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An excellent answer will examine pre-Christian practices and provide evidence of how they were adapted by Patrick and his followers in the development of Christianity in Ireland. The candidate's answer should show an understanding of the meaning of inculturation and the ability to show how the Christian message was inculturated in the Irish context e.g.

- Pre-Christian holy wells became associated with the waters of baptism, etc.
- Celtic festivals such as Samhain were developed to suit the Christian calendar, etc.
- Etc.

***Marking Scheme
Leaving Certificate Examinations 2006***

***Religious Education
Higher Level Coursework***

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 2006

SECTION H: The Bible: Literature and Sacred Text

- The influence of the Bible on the life of **one** individual or group in the Christian tradition.
- The relevance of the parables in today's world.

SECTION J: Religion and Science

- A profile of the dialogue between religion and science on **one** of the following issues:-
 - ◆ The debate about origins
 - ◆ The beginning of life
 - ◆ The ending of life
- An investigation of common ground between a theologian's perspective and a scientist's perspective on **one** issue of ecological concern.

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.

Coursework Booklet –

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

In the treatment of the set points in Part A of the Coursework Booklet an excellent answer will – 40 marks

Higher Level Assessment Criteria:

- 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.

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

In the treatment of the set questions in Part B of the Coursework Booklet an excellent answer will – 40 marks

Higher Level Assessment Criteria:

- 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