



# Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála

**Oideachas Reiligiúin**

Scrúduithe Ardeistiméireachta, 2007

**Ardleibhéal**

Marking Scheme

**Religious Education**

Leaving Certificate Examination, 2007

**Higher Level**



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CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING TWO QUESTIONS

## SECTION A

## QUESTION 1.

Answer a) and b).

- a) i. **Imagine you are doing research for a project on the search for the meaning of life today.** Marks

**Briefly outline two examples of how the search for the meaning of life can be seen in art, literature, music or youth culture today.** 20

An excellent answer will show knowledge and understanding of the search for meaning and values in contemporary contexts by setting out accurate information on two examples of how the search for the meaning of life can be seen in contemporary or classical art, literature, music, or youth culture.

*Possible points:*

- *Art / Youth Culture* – Drama e.g. *Waiting for Godot* etc.; Picture/Painting – Picasso's *Guernica* etc.; Film - *Lord of the Flies*; *Dead Poets Society* etc.
- *Literature / Youth Culture* e.g. *Sophie's World* by J. Gaarder; Patrick Kavanagh's *The Great Hunger*; *Man's Search for Meaning* by Viktor E. Frankl; *An Evil Cradling* by Brian Keenan; *Audacity To Believe* by Sheila Cassidy etc.
- *Music / Youth Culture* e.g. U2: '*I still haven't found what I'm looking for*'; Black Eyed Peas: '*Where is the love?*'; Beatles: '*Let it be*'; John Tavener's choral works etc. Songs/pieces of music that show the artist searching for values and meaning in his/her particular context etc.

*Note:* Allow descriptive answers where the candidate sets out information on two examples which illustrate how the search for the meaning of life can be seen generally in contemporary or classical art, literature, music, or youth culture.

- a) ii. **Explain two reasons why a person could find it difficult to search for meaning in life today.** 20

An excellent answer will show knowledge and understanding of factors which block the search for meaning and values in contemporary contexts by giving two reasons that accurately account for why a person could find it difficult to search for meaning in life today.

*Possible points:*

- Consumerist reasoning e.g. where success is measured in material or monetary terms leaves little room for the relational, spiritual or ethical dimensions to human happiness etc.
- Hedonism e.g. too interested in enjoying oneself and too interested in chasing today's fashion to think about the search for meaning and values etc.
- Etc.

- b) ***From ancient times philosophy has developed over a series of key moments. Identify one key moment in the development of philosophy and outline how philosophical thought developed at this moment.*** Marks

An excellent answer will show knowledge of one key moment in the development of philosophy by accurately identifying a key moment and setting out accurate information on how philosophical thought developed at this moment.

*Possible points:*

- The Ancient Greeks - sought the truth about the world as they experienced it. The idea that the universe is open to rational rather than mythological explanation marks

this as a key moment in the development of philosophy etc.

- The Enlightenment/Age of Reason emphasised that human beings can find meaning and purpose without reference to a sacred world-view etc.
- Etc.

*Note:* If the candidate identifies a moment that is not associated with the development of philosophical thought but does meet some criteria relevant to the question – consult your Advising Examiner.

## Question 2.

Answer a) and b).

- a) *There is an unprecedented spiritual hunger in our times* Marks  
- John O'Donoghue *Anam Chara*

**Outline how a search for the spiritual is evident in society today.** 40

An excellent answer will show an understanding of the renewed interest in spirituality in contemporary society by setting out accurate information on how a search for things of the spirit (i.e. self-transcendence through knowledge, love, religious experience etc.) can be seen in society today.

*Possible points:*

- Growing popularity of religious practice e.g. prayer and pilgrimages to sacred shrines/sacred places (Knock, Lourdes, Mecca, Lumbini Grove, and Jerusalem etc.) are expressions of spirituality in society today etc.
- Recent statistics shows evidence of a marked reluctance on the part of secular Europe to ignore the sacred character of key events in life e.g. European Values Study etc.
- Etc.

- b) **◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism** Marks  
**Choose two of the above major world religions and profile the understanding of the 'transcendent' in each.** 40

An excellent answer will show an understanding of the meaning of the transcendent by tracing the understanding of the transcendent in two of the world religions chosen above.

*Possible Points:*

- The candidate traces an understanding of the 'transcendent' in world religions by referring to the experience of that which is other, relating to the absolute, transcending all limitations etc.
- *Buddhism* – The belief that the teaching of Dharma (the teaching of the Buddha) 'the eternal truth' is transcendent. Most Buddhists believe that there is a dimension of reality that transcends the purely physical. The Buddha made it clear during his lifetime that he was not a god. Followers meditate in front of images of the Buddha to express their reverence and gratitude for his teaching. While Buddhists do not believe in a transcendent being as such, some traditions of Buddhism do revere Buddhas and Bodhisattvas as the embodiment of eternal spiritual qualities like compassion, wisdom etc. which transcend time and space e.g. Mahayana Buddhism etc.
- *Christianity* - The belief that God is within human life and yet immeasurably transcends its boundaries. The transcendent is seen to be the origin and perfect expression of love, truth, peace etc. Christians believe that there is only one God but there are three persons in one God, the Father, the Son and the Holy Spirit; God is all-powerful and loving; God is revealed in a unique way through God the Son, Jesus Christ (incarnation). Through Jesus Christ Christians believe they are saved from sin etc.
- *Hinduism* – The belief that Brahman is the supreme God; a supreme force that is part of every aspect of life and the world. The other Gods of Hinduism reveal different

aspects of Brahman – Brahma (the creator god), Vishnu (the preserver god) and Shiva (the destroyer god). Transcendence is described and viewed from a number of diverse perspectives within Hinduism. Within the Bhagavad Gita transcendence is described as a level of spiritual attainment, or state of being which is open to all. It is the state at which one is no longer under the control of base desires and is aware of a higher spiritual reality etc.

- *Islam* – The belief that there is only one God called Allah who is all-powerful and loving; Allah is within human life and yet immeasurably transcends its boundaries; Allah is not a person and has no physical form. Followers of Islam have ascribed ninety-nine ‘beautiful names’ to Allah (Compassionate, Merciful, the First and Last, the Giver of Life etc.) Allah is understood as being mysterious. For followers of Islam, divine transcendence is seen as something that must be protected. Human language is seen as entirely inadequate to express Allah’s greatness and majesty. Even attempts at figurative artistic representation of the divine are regarded as culpable detractions from Allah's absolute supremacy and transcendence etc.
- *Judaism* – The belief in one God, Yahweh/YHWH, the Lord and creator of the universe. In Judaism Yahweh/YHWH is understood as being all-powerful, all-knowing, present everywhere and eternal. Yahweh/YHWH is revealed in the Torah as being loving and just. Yahweh/YHWH is seen as acting on behalf of his people at definite times and during particular events e.g. Exodus etc. For followers of Judaism Yahweh/YHWH is a living spirit, without a body, who is not to be represented in physical form because to do so is considered idolatry etc.

CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE SECTIONS

**SECTION B      CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS**

**Answer a) and b).**

**a)      Outline how the first Christians were affected by the death and resurrection of Jesus.** *Marks*

An excellent answer will show an understanding of the importance of Jesus' death and resurrection for the first Christians by setting out accurate information about the impact of the death and resurrection of Jesus on the first Christians. 20

*Possible points:*

- The initial impact of the death on some first Christians gave rise to a sense of fear and disillusionment etc. The impact of the Resurrection created a renewed faith and sense of hope etc.
- The death and Resurrection gave the first Christians a sense of mission and a new awareness of community as seen in the Acts of the Apostles etc.
- Etc.

**b) i.    Describe one image of Jesus that is expressed in modern culture.** *Marks*

An excellent answer will show an ability to recognise and identify images of Jesus in contemporary culture by giving an accurate account of one image of Jesus that is expressed in modern culture. 20

*Possible points:*

- *Art - painting* e.g. George Rouault's images of Jesus among the poor and destitute in Paris show Jesus as someone who knew pain and suffering etc.
- *Film* e.g. Pier Paolo Pasolini's *The Gospel According to Matthew* presents an image of Jesus as an outcast, driven by anger at social injustice etc.
- *Literature – poetry* e.g. Patrick Kavanagh's poetry presents Jesus as being present in life through relationships, nature etc.
- *Music* e.g. *Jesus Christ Superstar* emphasises the humanity of Jesus etc.
- Etc.

*Note:* Allow descriptive answers where a candidate gives an accurate account of one image of Jesus that is expressed in modern culture without reference to a particular example.

**b) ii.    Examine the understanding of Jesus expressed in the image described above and discuss its relevance for society today.** *Marks*

An excellent answer will show an ability to analyse one image in terms of its relevance to contemporary society by looking closely at the understanding of Jesus expressed in the image and giving one or more reasons which accounts for its contemporary relevance. 40

*Possible points:*

- *Art - painting* e.g. George Rouault's images of Jesus show an understanding of Jesus being close to people who are marginalised etc. and that people in such circumstances will not be defeated by poverty and oppression etc.
- *Film* e.g. Pier Paolo Pasolini's film *The Gospel According to Matthew* presents an understanding of Jesus as a revolutionary, preaching a Gospel of the poor to the poor. This understanding of Jesus has relevance to the Christian understanding of justice and the work of Christians for social justice etc.
- *Literature – poetry* e.g. Patrick Kavanagh presents a sacramental image of Jesus as present in the bits and pieces of life i.e. in relationships, nature etc. which emphasises how near Jesus is to people etc.

- *Music* - In *Jesus Christ Super Star* Jesus is understood as someone who reached out to everyone and faced those who opposed him with dignity and integrity. This emphasis on Jesus' humanity can inspire Christians to follow his example etc.
- Etc.

## SECTION C WORLD RELIGIONS

Answer a) and b).

- a) i. **Describe the vision of salvation/liberation proposed by - Christianity** Marks  
 An excellent answer will show knowledge of Christianity and an understanding of its unique characteristics by giving an accurate account of its vision of salvation/liberation. 20

*Possible Points:*

- Salvation/liberation may be understood as freedom or safety from forces that are destructive. It refers to a sense of health or wholeness. *Christianity* believes that salvation is a gift from God. The initiative in salvation is with God, who in the person of Jesus Christ entered history to redeem humanity. Salvation in Christianity includes past, present and future elements etc.
- Etc.

- a) ii. **Describe the vision of salvation/liberation proposed by - Judaism.** Marks  
 An excellent answer will show knowledge of Judaism and an understanding of its unique characteristics by giving a detailed account of its vision of salvation/liberation. 20

*Possible Points:*

- Salvation/liberation may be understood as freedom or safety from forces that are destructive. It refers to a sense of health or wholeness. Within Judaism men and women are understood as being free to obey or disobey God. The exodus from Egypt is seen as the great event of salvation/liberation. God guides history and gives a promise of future redemption. Human beings are understood as having a moral and spiritual nature that finds fulfilment in God etc.
- Etc.

- b) ◆ Buddhism ◆ Hinduism ◆ Islam Marks  
**Compare the vision of salvation/liberation proposed by one of the above world religions with the vision of salvation/liberation proposed by either Christianity or Judaism.** 40

An excellent answer will show knowledge of the main features of religious traditions by accurately identifying the similarities and/or differences between the vision of salvation/liberation proposed by one of the above world religions with that proposed by *either Christianity or Judaism*.

- *Buddhism* - Salvation/liberation is seen as the overcoming of Karma-Samsara. Adherence to the Four Noble Truths and following the Eight-Fold Path leads one away from suffering. It is by following this path that one achieves Nirvana – a state of perfect happiness and peace. Mahayana Buddhists also believe in a celestial paradise where one lives in the light of Buddha etc.
- *Hinduism* - The goal of life is seen as salvation/liberation from the temporal and the temporary in order to achieve Moksha, union of the soul with Brahman. Hindus try to live so that each time they are reborn they are closer to Moksha where the liberated soul can come to peaceful rest. The goal of all human activity is seen as liberation from matter, suffering, death and rebirth, to reach eternal rest. Salvation is seen as a spiritual goal, involving total transcendence of the self and the world etc.
- *Islam* - Salvation/liberation is seen as involving obedience, submission to the will of Allah. Followers of Islam believe that everything depends on Allah for its existence and therefore they believe that all must submit to Allah. Submission to Allah means

following the Five Pillars of Islam. Followers of Islam believe that not to submit to Allah will result in spending eternity in hell, although ultimately Allah can forgive the worst sinner. Islam teaches that after death the Day of Resurrection will occur whereby people will be judged by their deeds and sent to either heaven or hell. All actions are seen as moral actions and intentions are as important as the deed. In trying to live a good life followers of Islam live by the teaching of the Qur'an etc.

## SECTION D MORAL DECISION-MAKING

Answer a) and b).

a) **Since ancient times people have been concerned about issues of right and wrong.** Marks

- The Hebrews
- The Greeks
- The Romans

**Describe a moral issue that people were concerned about in one of the above ancient civilizations.** 20

An excellent answer will show an understanding of morality as a human phenomenon which has been the basis of much thought and reflection since ancient times by giving an accurate account of a moral issue which people were concerned about in one of the above ancient civilizations.

*Possible points*

- *The Hebrews* e.g. Freedom, justice and reverence for life were major moral concerns in ancient Hebrew civilization as seen in the experience of the Exodus etc.
- *The Greeks* e.g. The nature of good and evil, as well as what it is to be an ethical person, were major moral concerns for the ancient Greeks as seen in work of Socrates, Plato etc.
- *The Romans* e.g. war was a major moral concern for the Romans as seen in the way Cicero presented moral justifications for war in certain circumstances etc.

*Note:* If the candidate gives an accurate account of a moral issue which is not directly associated with people in one of the above ancient civilizations but does meet some criteria relevant to the question – consult your Advising Examiner.

b) i. **People today have moral concerns about a number of issues:** Marks

•	•	•	•	•
<b>Crime and Punishment</b>	<b>Medical Ethics</b>	<b>Politics and Economics</b>	<b>Relationships and Sexuality</b>	<b>Violence</b>

30

**Choose two of the above issues and describe a moral concern people have today about each.**

An excellent answer will show awareness of the moral dimension of issues by giving an accurate account of a moral concern people today have about two of the above issues.

*Possible points*

- *Crime and Punishment* e.g. *Death penalty* - whether or not the State has the right to execute people who have committed serious crimes, etc.
- *Medical Ethics* e.g. *Euthanasia* - whether or not to allow the termination of a person's life so as to prevent further suffering, etc.
- *Politics and Economics* e.g. *Environment* - whether or not businesses should have a responsibility to care for the earth, etc.
- *Relationships and Sexuality* e.g. *Sex outside marriage* - whether or not it is right to have sexual intercourse with someone outside of marriage, etc.
- *Violence* e.g. *War* - whether or not war can ever be justified, etc.

b) ii. **Outline the position of a religious tradition on each of the issues you have described in part b) i above.** Marks

An excellent answer will show an awareness of a religious perspective on morality by 30

setting out accurate information on the position of one religious tradition on each of the issues described in part b) i above.

*Possible points*

- *Crime and Punishment e.g. Death penalty* - The Roman Catholic Catechism allows the proper authority to protect the common good with punishment, including, in grave situations, capital punishment. *Evangelium Vitae* states that the only justification for the use of capital punishment would be if there was no other way to protect society, etc.
- *Medical Ethics e.g. Euthanasia* - Euthanasia is not accepted in Judaism as life is seen as a gift from God and therefore no one has the right to choose to die. Judaism does allow people to refuse additional medical treatment that could not be categorised as healing, etc.
- *Politics and Economics e.g. Environment* - According to Islamic law, the elements of nature such as land, water, air, fire, forests, sunlight are considered to be the common property of every creature and are not exclusively for human use. Humankind has a special responsibility to treat natural resources with care, etc.
- *Relationships and Sexuality e.g. Sex outside marriage* - For Hindus adultery is considered a serious breach of Dharma. It has serious moral and social repercussions for the caste system, family values, etc.
- *Violence e.g. War* - Buddha taught love and compassion for all. Do not kill is one of the five basic precepts of Buddhism. The Law of Karma also means that Buddhists should not entertain those thoughts and feelings that might lead to the use of violence. Many Buddhists have written about the importance of creating and maintaining peace, etc.

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING FOUR SECTIONS

**SECTION G                      WORSHIP, PRAYER AND RITUAL**

**Answer a) and b).**

**a)                      Outline the characteristics of one mystical tradition that you have studied.                      Marks**  
 An excellent answer will show a familiarity with a mystical tradition and an understanding of the nature of religious experience by setting out accurate information on the characteristics of one mystical tradition.                      40

*Possible points*

- Ineffable i.e. words cannot fully convey the experience, etc.
- Noetic i.e. an experience that involves the intellect in a way that makes sense of and unifies all of the mystic’s previous knowledge, etc.
- Passive i.e. an experience that cannot be achieved by the mystic’s own efforts, etc.
- Rhythmic i.e. an experience that is not a permanent state, etc.
- Practical and active; a life process that engages the whole person, etc.
- A transcendental and spiritual activity; it entails a definite psychological experience etc.
- Etc.

*Note:* Allow descriptive answers where the candidate sets out accurate information on the characteristics of one mystical tradition by describing mystical experiences.

**b)                      Profile the life and work of one mystic you have studied.                      Marks**  
 An excellent answer will show a familiarity with a key figure of the mystical tradition by profiling the life and work of one mystic.                      40

- *Teresa of Avila* (1515 – 1582) a Carmelite nun who experienced a mystical relationship with God. She had experiences such as levitations, visions and spiritual rapture. She claimed that these visions provided insights into the nature of God. She experienced the pain of being misunderstood. John of the Cross helped her in setting up a monastery at Avila. She introduced reforms to the Carmelite order. She was the first to catalogue stages in mystic experience. Her spiritual writings give insight into what is involved in a life of prayer, contemplation and mysticism etc.
- *Julian of Norwich* (1342-1420) a recluse from Carrow Abbey in Norwich. When very ill she meditated on a crucifix and received sixteen revelations. Mother Julian was concerned with showing the nature of the relationship between God and people and wrote about the nature of the Trinity in her work *Revelations of Divine Love* etc.
- *Israel ben Eliezer* (1700-1760CE) taught that mysticism was open to everyone. While traditional Jewish mysticism had been very intellectual he taught that the heart should be involved in prayer and not just the head. He taught that the Divine Presence was to be found everywhere and in everything etc.
- Etc.

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

*Through stories the wisdom of one generation is passed on to the next.*                      Marks

**Discuss the importance of stories for a community of faith, with reference to one story from either the Hebrew scriptures or the Christian scriptures.                      80**

An excellent answer will show an understanding of the importance of narrative in the life of a community of faith by examining and drawing conclusions about the importance of stories for a community of faith, with reference to one story from either the Hebrew or Christian scriptures.

*Possible points:*

- In communities of faith stories can inspire, teach, challenge, console etc.
- Parables are an old story form. A parable is a story drawn from everyday life which conveys religious, moral teaching in a vivid and memorable way and aims to evoke a response, a decision or action or a change of heart e.g. *The Parable of the Vineyard*, Is 5:1-9; and the *Parable of the Ewe Lamb*, 2 Sam 12:1-8 etc.  
e.g. Hebrew Scriptures - The story of *Job* deals with the nature of religious belief and the meaning of suffering etc.  
e.g. Christian Scriptures - *The Labourers in the Vineyard/The Generous Employer* (Mt 20:1-16) shows that the promise of salvation was open to all etc.
- Etc.

*Note:* The Candidate may examine and draw conclusions about the importance of stories in general with reference to one example from either the Hebrew or Christian scriptures.

## SECTION I RELIGION: THE IRISH EXPERIENCE

**Religion in Ireland has developed through a series of key moments:**

*Marks*

●	●	●	●	●	
RELIGION, SPIRITUALITY AND LAND	RELIGION, SPIRITUALITY AND MONASTICISM	RELIGION, SPIRITUALITY AND REFORMS	RELIGION, THE IDEAS OF THE ENLIGHTENMENT	RELIGION IN CONTEMPORARY IRELAND	80

**Choose two of the above key moments and discuss the contribution of each to the development of religion in Ireland.**

An excellent answer will show an ability to trace the development of religion in Ireland through the study of two key moments in that development by examining and drawing conclusions on the contribution of each to the development of religion in Ireland.

*Possible points:*

*Religion, Spirituality and Land*

- Land in ancient Ireland was seen as a sacred inheritance that belonged to an extended family. *Bainis Rí* (the wedding of the king) refers to the symbolic marriage between the king and the goddess of the land etc.
- Land ownership became bound to Protestant religious affiliation in the sixteenth century etc.
- Etc.

*Religion, Spirituality and Monasticism*

- Irish monasticism (6<sup>th</sup> and 7<sup>th</sup> centuries) combined apostolic and monastic ideals and duties. It was prayerful, ascetic and engaged in evangelisation. Monks in Ireland usually lived in community, but some monasteries did have a *dísert* nearby where individual monks could live as hermits etc.
- One characteristic of monasticism in Ireland was its missionary dimension. Many monks such as St. Colum Cille and St. Columbanus went abroad to spread the Christian message etc.
- Etc.

*Religion, Spirituality and Reforms*

- The *Céli Dé* (8<sup>th</sup> century) was characterised by its use of Penitentials, reforms in liturgy, reforms in the prayer life of the monastic communities and growth in the hermitage tradition etc.
- Gregorian reform (12<sup>th</sup> century) in Ireland resulted in the organisation of dioceses; Synod at Cashel (1101) identified abuses in the Irish Church and reaffirmed the teaching on marriage; Many European religious orders came to Ireland e.g. Cistercians, Dominicans, Franciscans, Carmelites, Augustinians etc.
- Protestant reformers (16<sup>th</sup> Century) concentrated on evangelisation etc.

- Vatican II (20<sup>th</sup> century) promoted renewal within the Roman Catholic Church in relation to the celebration of liturgy and greater involvement in social justice, ecumenism and inter-faith dialogue etc.
- Etc.

#### *Religion and the ideas of the Enlightenment*

- The enlightenment led to the view that freedom to worship, access to education and the removal of confessional disabilities were 'natural' rights e.g. the writings of Dean George Berkeley (1685-1753), the Belfast Enlightenment and the establishment of Reading Societies etc.
- Synod of Thurles (1850) brought the Roman Catholic Church Ireland into line with continental devotional and liturgical practices e.g. baptisms, station masses and confessions were to take place in the church rather than in the home. Cardinal Paul Cullen promoted new devotional practices such as benediction, novenas, sodalities, parish missions etc.
- Etc.

#### *Religion in Contemporary Ireland –*

- In 1906 the Presbyterian and Methodist churches set up a joint committee to promote greater unity between them. In 1923 the United Council of Christian Churches and Religious Communions in Ireland was founded. In 1966 this body became the Irish Council of Churches (ICC) etc.
- Initially the Roman Catholic Church remained apart from the ICC. Now the ICC and the Roman Catholic Church meet regularly to discuss spiritual, theological and pastoral issues etc.
- Etc.

*Note:* If the candidate examines and draws conclusions on one moment in the development of religion in Ireland that is not entirely relevant to the question but does meet some criteria relevant to the question – consult your Advising Examiner.

## **SECTION J RELIGION AND SCIENCE**

**Answer a) and b).**

- a) i. ***Moments of tension in the relationship between religion and science - Describe one instance when there was tension in the relationship between religion and science.***

*Marks*

25

An excellent answer will show familiarity with a moment of tension in the relationship between science and religion by giving an accurate account of one such instance.

*Possible points:*

- *Galileo* – For him the physical world was not mystical, it was particles of matter in motion, and mathematics was the key to understanding it. He used observation, measurement and experimentation to discover how the physical world works. He observed that the universe was heliocentric. Galileo tried hard to resolve the apparent contradiction between Copernican astronomy and the Bible. He tried to show the compatibility between the Bible and the Copernican view by reference to the ‘two books’ metaphor - God reveals himself in the Book of Scripture and the Book of Nature etc.
- *Darwin and evolution* – Theory of evolution that all forms of life develop over time from a common ancestor. Those organisms most able to adapt to their environments survive and produce offspring, while non-adaptive organisms die and therefore have limited reproductive potential. This theory of evolution appeared to be contrary to the idea of a Divine Designer. It seemed to challenge the Christian understanding of people made by God, in God’s image and for a special purpose etc.
- *Newton and the mathematical paradigm:* Newton’s physics reinforced the view of a mechanistic world determined by laws. He used observation, measurement and

experimentation to understand how the world works. Newton suggested that God wrote the laws that governed the universe. He saw God as remaining outside the universe as a distant controlling force. Newton had a place for God in his scheme of things and he accepted the 'two books' metaphor etc.

- Etc.

*Note:* Allow descriptive answers where the candidate gives an accurate account of one instance in time, occasion or issue where there was tension in the relationship between science and religion.

a) ii. **Explain the reasons for the tension between religion and science in the instance that you have described above.**

25

An excellent answer will show an awareness of the lack of understanding of the connections between religion and science in the past by giving one or more reasons which accurately account for the tension in the instance described above.

*Possible points:*

- *Galileo Galilei* - His view of the universe was seen as contrary to the Bible. The Roman Catholic Church supported the geocentric view of the world, taking a literal view of the Bible. It feared some of the implications of a heliocentric universe for Christian teaching. The Roman Catholic Church considered Galileo's work heretical. He was tried by the Inquisition and spent the last years of his life under house arrest etc.
- *Darwin* – His theory of evolution appeared to remove the need for a God in the process of creation. It appeared to be contrary to the idea of a Divine Designer who created the world for a purpose and whose hand could be discovered within it. Darwin's idea of natural selection seemed to dispute the notion of God's love, justice and compassion. Darwin's theory of evolution challenged the literal interpretation of Genesis, etc.
- *Newton* – His ideas made God external to the universe, rather than being bound up with what happened within it. Some saw that the idea of the world as a purposely-designed mechanism dependent on a Divine Designer drew on the idea of 'the God of the gaps' and could contribute to the undermining of religion etc.
- Etc.

b) **Explain how dialogue can help overcome tensions in the relationship between religion and science.**

30

An excellent answer will show an understanding of the possibilities of dialogue in the relationship between religion and science by setting out accurate reasons which account for how dialogue can help overcome tensions between religion and science.

*Possible points:*

- Genesis creation accounts suggest that people are stewards of God's creation and entrusted with responsibility for the environment. Theology encourages an ethic of stewardship. Science can provide the means by which people can co-operate and act as co-creators with God etc.
- Dialogue between religion and science shows that they are both informed by theories of interpretation that are shaped by their respective communities of enquiry, their social location and historical contexts. Dialogue shows that both science and religion employ the language of models, metaphors and paradigms. To this extent, they both rely on the art of interpretation and the exercise of the creative imagination etc.
- Etc.

*Marking Scheme*  
*Leaving Certificate Examination 2007*

*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)*

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### Prescribed Titles for Religious Education Coursework for Leaving Certificate 2007

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

#### **SECTION E: RELIGION AND GENDER**

◆ Buddhism   ◆ Christianity   ◆ Hinduism   ◆ Islam   ◆ Judaism

- Research the changing roles of men and women in **one** of the above major world religions.
- Profile **one** woman whose work or teaching helped to shape a community of faith.

#### **SECTION F: ISSUES OF JUSTICE AND PEACE**

◆ Discrimination in Ireland   ◆ Poverty in Ireland   ◆ World Hunger

- Conduct a case study which describes **one** of the above problems and identifies the causes of the problem.
- Research the work of **one** religious group / organisation committed to care for the environment, and trace how religious beliefs are linked to the work of that religious group / organisation.

*(Circular S82/05)*

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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 2007 prescribed title.
  - It shows inadequate personal engagement with the chosen 2007 prescribed title.
  - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
  - It gives little or no information on the steps taken and the skills used in investigating the chosen 2007 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 competing coursework on the chosen 2007 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 2007 prescribed title, with some supporting evidence given for the conclusions drawn.
  - It shows some personal engagement with the chosen 2007 prescribed title.
  - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
  - It gives general information on the steps taken and the skills used in investigating the chosen 2007 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 competing coursework on the chosen 2007 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 2007 prescribed title.
  - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 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 competing coursework on the chosen 2007 prescribed title.
  - It gives general information on the steps taken and the skills used in investigating the chosen 2007 prescribed title.
  - It gives a general summary of the findings from the investigation of the chosen 2007 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 2007 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 2007 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 competing coursework on the chosen 2007 prescribed title.
  - It gives a detailed summary of the findings from the investigation of the chosen 2007 prescribed title, with good supporting evidence given for the conclusions drawn.

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

34 – 40

- It is a really worthwhile piece of work.
- It shows substantial personal engagement with the chosen 2007 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 2007 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 competing coursework on the chosen 2007 prescribed title.
- It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2007 prescribed title.
- It gives a full and relevant summary of the findings from the investigation of the chosen 2007 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 2007 prescribed title. It gives no or little description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
  - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 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 2007 prescribed title.
  - It gives little or no evidence of -
    - Assessing what has been the most valuable part of doing coursework on the chosen 2007 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 2007 prescribed title.
  - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 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 2007 prescribed title.
  - It gives some evidence of -
    - Assessing what has been the most valuable part of doing coursework on the chosen 2007 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 2007 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 2007 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
  - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 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 2007 prescribed title.
  - It shows fair evidence of –
    - Assessing what has been the most valuable part of doing coursework on the chosen 2007 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 2007 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2007 prescribed title. A general explanation is given with some evidence of personal interest / enthusiasm / concern about the chosen 2007 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 2007 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 2007 prescribed title.
- It gives good evidence of –
  - Assessing what has been the most valuable part of doing coursework on the chosen 2007 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 2007 prescribed title. Detailed explanation is given with clear evidence of personal interest / enthusiasm / concern about the chosen 2007 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2007 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 2007 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 2007 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 2007 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 2007 prescribed title
  - Balancing different perspectives
  - Showing the skills of judgement and evaluation.

