



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2008

MARKING SCHEME

RELIGIOUS EDUCATION

ORDINARY LEVEL



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UNIT ONE

Mark

SECTION A THE SEARCH FOR MEANING AND VALUES**QUESTION 1. THE SENSE OF THE SACRED**

- 1 a) *A sense of the sacred, the divine, the holy can help people find meaning in society today.* 20
Describe one example of where a sense of the sacred can be seen in the way people live today.

Marking Criteria -

An excellent answer will show an awareness of interest in spirituality in contemporary society by giving an accurate account of one example of where a sense of the sacred can be seen in society today.

Possible Points:

- An increased interest in prayer, meditation and the popularity of spiritual exercises etc.
- Statistics show a high percentage of adults think it important to have religious ceremonies to mark birth, marriage and death (European Values Study) etc.
- People today honour God in religious rites/rituals etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

- 1 b) **Explain how a sense of the sacred could help a person searching for the meaning of life today.** 20

Marking Criteria -

An excellent answer will show an awareness of and sensitivity to the variety of religious responses to the search for meaning by giving an accurate account of one or more reasons why a sense of the sacred could help a person searching for the meaning of life today.

Possible Points:

- A sense of the sacred in the belief/teaching of a world religion could help a person find answers to questions about the purpose of life, the problem of suffering etc.
- A sense of the sacred in the beauty/power of nature etc. can give a sense of purpose and order to life which could sustain a person in the search for the meaning of life today etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

QUESTION 2. THE RESPONSE TO THE SEARCH FOR MEANING

- 2 a) i **Describe what each of the following terms mean: Agnosticism** 10

Marking Criteria -

An excellent answer will show an understanding of a non-religious world view and the characteristics of this view by giving an accurate account of the way in which agnosticism involves the view that there can be no certainty as to the existence of God as we can only know what can be seen and understood using reason and science.

Possible Points:

- The view that a person cannot be sure if there is a God as there is not convincing evidence for or against the existence of God etc.
- The view that people will never know whether or not God exists as the human mind cannot know anything that is beyond it etc.
- The view that people do not yet know whether or not God exists etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
9+	8 - 7	6	5 - 4	3	2	1 - 0	10

2 a) ii Describe what each of the following terms mean: Atheism

10

Marking Criteria -

An excellent answer will show an understanding of a non-religious world view and the characteristics of this view by giving an accurate account of the way in which atheism involves the view that there is no God.

Possible Points:

- The absence of belief in the existence of a God through deliberate choice or as a result of not believing religious teachings etc.
- The view that science and religion are incompatible; the impossibility of reconciling a belief in God with the existence of suffering etc.
- The view that God's existence is of no consequence to people etc.
- The view that religious belief can slow down human progress etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
9 +	8 - 7	6	5 - 4	3	2	1 - 0	10

2 b) Examine the ways in which atheism could influence a person's search for the meaning of life.

20

Marking Criteria -

An excellent answer will show an appreciation of and respect for a non-religious response to the great questions of life by looking closely at ways in which atheism could influence a person's search for the meaning of life.

Possible Points:

- The view that death is the complete end of life – there is no afterlife, there is no God/other/the divine could influence a person to find the meaning of life in his/her present situation by focusing on enjoying him/herself etc.
- The view that people are solely responsible for their own lives could influence a person to take personal responsibility for his/her search for the meaning of life etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1- 0	20

QUESTION 3. THE CONCEPT OF REVELATION

3 a) i In religious traditions what does the term 'divine revelation' mean?

10

Marking Criteria –

An excellent answer will show an understanding of the concept of divine revelation by setting out accurate information on the way in which divine revelation refers to the will of God/gods/the divine being made known to members of a world religion.

Possible Points:

- For members of a world religion the term divine revelation can refer to what is revealed about –
 - The nature of God/gods/the divine
 - God's/gods'/the divine's relationship with people/creation
 - The way in which the will of God/gods/the divine is made known through sacred text, historical events etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
9+	8-7	6	5 - 4	3	2	1 - 0	10

3 a) ii Describe one example of divine revelation found in a major world religion you have studied. 10

Marking Criteria -

An excellent answer will show an understanding of the concept of divine revelation and its interpretation within a religious tradition by giving an accurate account of one example of the will of God/gods/the divine being made known to members of a world religion.

Possible Points:

Buddhism e.g. -

- There is diversity of understanding with regard to divine revelation i.e. some traditions of Buddhism revere Buddhas and Bodhisattvas as the embodiment of eternal spiritual qualities which transcend time and space e.g. Mahayana Buddhism etc. Others believe that since there is no god there cannot be divine revelation only self realization or enlightenment etc.

Christianity e.g. -

- The belief that Jesus Christ is the fullness of revelation or the self-communication of God
- The belief that the Bible is the inspired word of God
- Etc.

Hinduism e.g. -

- The belief that the gods of Hinduism are incarnations of Brahman
- The belief that Brahman is revealed through the Vedas
- The belief that contact with the holy word is regarded as contact with Brahman
- Etc.

Islam e.g. -

- The belief that the Koran/Qur'an contains the actual words of Allah
- The belief that the Koran/Qur'an is the final particular revelation of Allah to Mohammed through the angel Gabriel
- The belief that the will of Allah is found in the teaching and example of Muhammad
- Etc.

Judaism e.g. -

- The belief that Yahweh/YHWH is revealed through the Covenant
- The belief that Yahweh/YHWH is revealed at key moments in history such as the Passover etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
9+	8 -7	6	5 - 4	3	2	1 - 0	10

3 b) Outline one example of how religious practice is influenced by the understanding of divine revelation found in a major world religion you have studied. 20

Marking Criteria -

An excellent answer will show an understanding of the concept of divine revelation and its interpretation within a religious tradition by setting out accurate information on one example of how the religious practice of members of a world religion is influenced by their understanding of divine revelation.

Possible Points:

- Reverence shown to sacred texts e.g. Christianity – Kissing the Gospel during the liturgy of the Word; Judaism – the Hebrew Scriptures are carried in procession etc.
- Ritual washing e.g. Wudu in Islam etc.
- Adherence to a moral code because of the belief that it is the revealed will of God/gods/the divine etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17+	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1- 0	20

UNIT TWO

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

B a) i There are many sources of evidence for the existence of Jesus of Nazareth. 10

Examine the evidence for the existence of Jesus that can be found in the writings of each of the following: Pliny the Younger.

Marking Criteria -

An excellent answer will show knowledge of a source of evidence for Jesus of Nazareth by looking closely at the evidence for the existence of Jesus that can be found in the letters of Pliny the Younger.

Possible Points:

- Pliny the Younger as an imperial legate of the Roman province of Bithynia would have been concerned about any group that might cause a disturbance - Jesus is mentioned in this context but Pliny provides no additional information about him
- Etc.

Excellent	Very Good	Good	Fair	Weak			Marks
9 +	8 - 7	6	5 - 4	3	2	1 - 0	10

B a) ii There are many sources of evidence for the existence of Jesus of Nazareth. 10

Examine the evidence for the existence of Jesus that can be found in the writings of each of the following: Tacitus.

Marking Criteria -

An excellent answer will show knowledge of a source of evidence for Jesus of Nazareth by looking closely at the evidence for the existence of Jesus that can be found in the Annals of Tacitus.

Possible Points:

- Roman historian Tacitus was hostile in his reports of Jesus and the movement he founded
- Tacitus said Christians got their name from Christ who was executed by the procurator Pontius Pilate in the reign of Tiberius
- Etc.

Excellent	Very Good	Good	Fair	Weak			Marks
9 +	8 - 7	6	5 - 4	3	2	1 - 0	10

B b) Explain why the writings of one of the following are an important source of evidence for the existence of Jesus of Nazareth. 20

- An Evangelist – Matthew or Mark or Luke or John
- Saint Paul
- Josephus

Marking Criteria -

An excellent answer will show knowledge of the sources of evidence for Jesus of Nazareth by presenting one or more reasons why the writings of an Evangelist or Saint Paul or Josephus are an authoritative source of evidence for the existence of Jesus of Nazareth.

Possible Points:

The writings of an evangelist – Matthew, Mark, Luke, or John -

- The Gospel of Matthew, Mark, Luke, or John contains eyewitness accounts which were faithfully preserved etc.
- The writings of an evangelist – Matthew, Mark, Luke, or John are an important/authoritative source of evidence for the existence of Jesus of Nazareth

because Christians believe them to be the inspired word of God

- Etc.

Saint Paul –

- Saint Paul gathered his information from eyewitness accounts of the life of Jesus
- Saint Paul began to write about the life, death and resurrection of Jesus Christ before the Gospels were written
- Saint Paul’s personal story of conversion from persecutor to Christian leader, who wrote letters to answer questions and give guidance to the new Christian communities
- Etc.

Josephus -

- Josephus was writing about Jesus sixty years after the crucifixion
- Josephus mentions Jesus in terms of disturbances caused by the Jews during the reign of Pontius Pilate. He considered Jesus central to these disturbances
- Josephus accepted the historical reality of Jesus describing him as ‘a wise man, a doer of wonderful works, a teacher of men who receive the truth with pleasure.’
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

B c) Outline the ways in which the resurrection of Jesus influenced his disciples’ sense of mission. 40

Marking Criteria -

An excellent answer will show an understanding of the resurrection of Jesus by setting out accurate information on the ways in which the resurrection of Jesus influenced his disciples’ sense of mission.

Possible Points:

- The disciples’ mission was now to preach that Jesus was the risen Lord etc.
- The disciples sensed that in carrying out Jesus command to make disciples of all people, he would be with them and this gave them an impetus to act etc.
- Etc.

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

SECTION C WORLD RELIGIONS

C a) Primal religion has many unique features such as - ● Mana ● Shaman ● Tabu 20
● Totem Describe what is meant by two of the above in primal religion. (10x2)

Marking Criteria –

An excellent answer will show an understanding that religious belief is ancient, diverse and dynamic by setting out an accurate account of the meaning of two of the above in primal religion.

Possible Points:

- *Mana* - The action of the spirit world in the human world. Some people, places or things are embedded with the power of Mana that comes from kinship with gods and ancestors e.g. Tribal Chiefs embody the Mana of their community etc.

- *Shaman* – A man or a woman who inherits gifts from his or her ancestors with the purpose of being a living mediator between humanity and the spirits inhabiting the cosmos e.g. the spiritual leaders of their communities who have a prophetic and /or healing role etc.
- *Tabu* – Any person, object or place that is set ‘apart’ to channel the power of the spirit world e.g. certain things and activities, due their sacred nature, are set aside for specific members of the group and are forbidden to others etc.
- *Totem* - Something in nature that symbolises the spiritual essence of an individual or a group e.g. when groups within a tribe are named after a totem it connects them with their spiritual ancestors etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks 20</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

C b) i Describe what is meant by the term ‘inter-faith’ dialogue.

10

Marking Criteria -

An excellent answer will show an appreciation of the significance of inter-faith dialogue by giving an accurate account of the way in which inter-faith dialogue involves the sharing of ideas etc. between different major world religions or faiths.

Possible Points:

- Dialogue between different world religions in the spirit of mutual respect, tolerance, co-operation and reconciliation
- Meetings/gatherings between religious leaders from different world religions about faith issues
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
9 +	8 - 7	6	5 - 4	3	2	1 - 0	10

C b) ii ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

20

Outline an example of inter-faith dialogue that involves two of the above major world religions.

Marking Criteria -

An excellent answer will show an appreciation of the significance of inter-faith dialogue by setting out an accurate account of an example of inter-faith dialogue that involves two of the above major world religions.

Possible Points:

- *The Council of Christians and Jews* - founded to build Jewish-Christian understanding and to bring the religious and moral principles of these traditions to bear upon the problems of inter-faith, inter-racial and international relations etc.
- The work of *the World Council of Churches* promotes dialogue between Christians and people of different religions etc.
- *The Assisi Day for Peace* - Pope John Paul II in October 1986 invited religious leader from all over the world to a day of prayer for world peace etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17+	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

C c)

◆ Buddhism ◆ Hinduism ◆ Islam

30

Compare the way in which an important moment in life is celebrated in one of the above major world religions with the way it is celebrated in *either* Christianity or Judaism.

Marking Criteria -

An excellent answer will show a detailed knowledge of the features of major religious traditions by presenting the similarities and/or differences between the ways in which an important moment in life is celebrated in two of the above world religions.

Possible Points:

e.g. Birth - similarities/differences –

- A ceremony marking a birth can be celebrated in a place of worship e.g. Judaism - synagogue; Buddhism - temple etc.
- A ceremony celebrating a birth can take place on a particular day, e.g. Hinduism - naming ceremony twelve days after the birth; Judaism - Brit Milah eighth day after the birth etc.
- Circumcision may be performed during a ceremony that marks a birth e.g. Islam - Aqiqah ceremony; Judaism - Brit Milah ceremony etc.
- Candles and water can be used as symbols during a ceremony that marks a birth e.g. Buddhism – wax candle and water; Christianity – Baptismal candle and water etc.

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

SECTION D MORAL DECISION-MAKING

D a) Personal sin - Describe what is meant by one of the above forms of moral failure and give an example of what it involves.

20

Marking Criteria -

An excellent answer will show an understanding of moral failure by giving an example and an accurate account of the way in which ‘personal sin’ involves any wrong chosen freely by an individual which has consequences for him/herself or for those directly affected by the wrong done.

Possible Points:

- Personal sin - any wrong-doing chosen freely by an individual e.g. stealing etc.
- Personal sin - the person is affected in a negative way by doing something which can be understood as wrong e.g. lying etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

D a) Social sin - Describe what is meant by one of the above forms of moral failure and give an example of what it involves.

20

Marking Criteria -

An excellent answer will show an understanding of moral failure by giving an example and an accurate account of the way in which ‘social sin’ refers to the social consequences of wrong-doing.

Possible Points:

- The moral failure of an individual can have social consequences e.g. people are deprived of property stolen from them etc.
- Social sin - affects the person who is directly harmed by the wrongdoing and affects others/society in a more general way e.g. murder may cause fear, suspicion etc.
- Social sin - may involve structural injustice e.g. where the official structures within society are involved in wrongdoing etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

D b) Outline the understanding of reconciliation in one Christian denomination you have studied. 30

Marking Criteria -

An excellent answer will show an understanding of the insights of a Christian denomination into the implications of moral failure by setting out accurate information on the understanding of reconciliation in one Christian denomination.

Possible Points:

- e.g. Roman Catholics celebrate God's love and forgiveness in the Sacrament of Reconciliation which involves – confession of sins, the giving of penance, prayer of sorrow and prayer of absolution etc.
- e.g. Protestants believe that no intermediary is necessary between the Christian and God in order to be absolved from sins. Private confession, though not common, is practised by the Anglican Communion and involves – confession of sins, assignment of penance and the pronouncement of absolution etc.
- Etc.

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

D c) Compare the understanding of moral failure in a Christian denomination with the way it is understood in one non-Christian world religion you have studied. 30

Marking Criteria -

An excellent answer will show a familiarity with the moral vision and ethical teaching of one Christian and one non-Christian world religion by presenting the similarities and/or differences between the understanding of moral failure in a Christian denomination and its understanding in one non-Christian world religion.

Possible Points:

- Similarities/differences in the way degrees of seriousness in moral failure are recognised e.g. Islam recognises different degrees of seriousness etc. The Anglican Communion acknowledges that there are degrees of seriousness in moral failure etc.
- Similarities/differences in the rites associated with atoning for moral failure e.g. Judaism - Yom Kippur; Roman Catholicism – Sacrament of Reconciliation etc.
- Similarities/differences in the understanding of moral failure e.g. Hinduism - when a person fails to do his/her duty as determined by his/her stage in life and position in society etc. Roman Catholicism - sin/ failure to live up to the believer's relationship with God can involve harming others etc.
- Etc.

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

UNIT THREE**SECTION E RELIGION AND GENDER**

- E a) Profile the roles played in Hebrew salvation history by *either* two men *or* two women whose story is told in the Hebrew Scriptures.** 80

Marking Criteria -

An excellent answer will show an understanding of the place of men and women in the Hebrew Scriptures by tracing the role of *either* two men *or* two women in Hebrew salvation history.

Possible Points:

- *Deborah* – Remembered because of her role in ensuring the continuing the friendship of Yahweh/YHWH with Israel (Judges 5:31) etc.
- *Ruth* – Her story shows how Yahweh/YHWH can bring life and hope during times of despair, to those who trust in him; Ruth and Boaz begin the line of King David etc.
- *Moses* - He had a close relationship with Yahweh/YHWH (Ex 33 - 34); He brings the Hebrews from slavery in Egypt into the desert, receives the Ten Commandments and brings them to the borders of the Promised Land etc.
- *David* – He is recognized as Yahweh/YHWH's anointed, filled with the spirit of Yahweh/YHWH; His story is that of a man who becomes king and leads a people towards becoming a kingdom in accordance with the plan of Yahweh/YHWH; etc.
- Etc.

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

OR

- E b) Profile the roles played by men and women in one early Christian community described in *either* The Acts of the Apostles *or* The Letters of Saint Paul.** 80

Marking Criteria -

An excellent answer will show an understanding of the place of men and women in the Christian Scriptures by tracing the development of the roles of men and women in one early Christian community presented in *either* The Acts of the Apostles *or* The Letters of Saint Paul.

Possible Points:

- *The Acts of the Apostles* – women and men were described as co-workers, working along side each other in a spirit of equality and commitment, as full members of the Christian community (Acts: 5:1-11; 12:12-17; 18:1-4) etc.
- *The Letters of Saint Paul* – Women and men are presented as being at the service of the Word, part of a community of disciples, members of the body of Christ (Romans 16) etc.

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

OR

- E c) Profile the way in which the portrayal of Mary, the mother of Jesus, in the Gospels influences the role of men and women in one Christian denomination.** 80

Marking Criteria –

An excellent answer will show an understanding of the place of men and women in the Christian scriptures by tracing the way in which the depiction of Mary, the mother of Jesus

in the Gospels, influences the roles of men and women in a Christian denomination.

Possible Points:

- Mary is depicted as the one who introduced the Messiah e.g. Matthew's Gospel infancy narrative when the wise men visit etc. Mary's role in the wedding feast of Cana described in the Gospel of John shows the integral role Mary played in Jesus' public ministry. This influences the role of men and women in that it exemplifies how men and women have a responsibility to show others the Kingdom of God etc.
- Mary is depicted as someone of unwavering trust and faith who hears the word of God and acts on it e.g. Annunciation in the Gospel of Luke etc. This influences the role of men and women in that it highlights the importance of vocation and service etc.
- Etc.

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

OR

- E d) Profile the way in which *either* empowerment *or* freedom for men and women has been promoted by one Christian denomination. 80**

Marking Criteria -

An excellent answer will show knowledge of the role of men and women from the perspective of a religious tradition by tracing the way in which *either* empowerment *or* freedom for men and women has been promoted by a Christian denomination.

Possible Points:

- Christian denominations promote freedom for men and women – The emergence of feminist theology reflects new ways of thinking about the roles of men and women etc. Some denominations involve men and women in theological education and ministry etc.
- Christian denominations promote the empowerment of men and women by supporting the work of people/religious organisations e.g. Catherine McAuley; Edmund Rice; Louise De Marillac; Saint Vincent de Paul; Christian Aid etc.

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

SECTION F ISSUES OF JUSTICE AND PEACE

- F a) World religions teach about justice and peace in different ways -**

40
(20 x 2)

- **The Eightfold Path of Buddhism**
- **The Four Varnas of Hinduism**
- **The Judaeo - Christian Tradition**
- **The Zakat of Islam**

Outline the understanding of justice and peace found in two of the above.

Marking Criteria -

An excellent answer will show an awareness of a variety of perspectives on justice and peace by setting out accurate information on the teaching on justice and peace in two of the above.

Possible Points:

- *The Eightfold Path of Buddhism* outlines how best to live i.e. right vision, right intention, right speech, right action, right livelihood, right effort, right mindfulness and right concentration etc.
- *The Four Varnas of Hinduism* outlines how a person must act according to the

varna/caste into which he/she is born etc.

- *The Judaeo - Christian vision of Justice and peace* In the Hebrew Scriptures justice is understood in terms of right relationship etc. Jesus’ teachings and example are about love and justice etc.
- *The Zakat of Islam* is the fourth pillar. The Qur’an/Koran takes the position that the poor have a right to the possessions of the wealthy and places great merit on giving etc.

Variation:

The candidate sets out information on the teaching on justice and peace in one of the above – 20 Marks max.

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

- F b) ♦Buddhism ♦Christianity ♦Hinduism ♦Islam ♦Judaism** 40
Describe the way in which the teaching of two of the above world religions (20x2)
encourages care for the environment.

Marking Criteria -

An excellent answer will show an understanding of the relationship between commitment to major religious traditions and concern about environmental issues by giving an accurate account of the way in which the teaching of two of the above world religions encourages care of the environment.

Possible Points:

- *Buddhism* – The Five Precepts teach that all life is precious and connected therefore it should be cared for and protected etc.
- *Christianity* – Genesis account of creation shows that people are created in the God’s image to be stewards of creation etc.
- *Hinduism* – The law of Karma means that Hindus have a respect for the environment and a moral imperative to care for it etc.
- *Islam* – According to Islamic law, the elements of nature are the common property of every creature therefore Khalifah (‘viceregent of the earth’/role of Stewardship) is the sacred duty Allah has ascribed to the human race etc.
- *Judaism* – The understanding of Sabbath, Schmittah and Jubilee show an appreciation that the earth is Yahweh/YHWHs and the produce of the land is for the benefit of the community etc.

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

SECTION H THE BIBLE: LITERATURE AND SACRED TEXT

- H a) i The Transfiguration (Mark: 9:2-13) The Sermon on the Plain (Luke 6:20-49)** 20
The Prologue (John 1:1-18) Choose one of the texts from the New Testament listed above and describe it using the following headings: i. The text’s genre/type.

Marking Criteria -

An excellent answer will show a detailed knowledge of a specific text from the Bible by giving an accurate account of the text’s genre/type.

Possible Points:

- *The Transfiguration (Mk: 9:2-13)* – A story which is full of the language of symbol e.g. the mountain; dazzling white clothes; a cloud etc.

- *The Sermon on the Plain (Lk 6:20-49)* – A sermon which opens with the Beatitudes and closes with short parables etc.
- *The Prologue (Jn 1:1- 18)* - A hymn which is a preface to the gospel and a summary of John’s faith in Jesus as Christ using symbolic language etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17+	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

- H a) ii The Transfiguration (Mark: 9:2-13) The Sermon on the Plain (Luke 6:20-49) The Prologue (John 1:1-18) Choose one of the texts from the New Testament listed above and describe it using the following headings:**
- ii. What the text says about the relationship between God and people.**

20

Marking Criteria -

An excellent answer will show a detailed knowledge of a specific text from the Bible by giving an accurate account of what the text says about the relationship between God and people.

Possible Points:

- *The Transfiguration (Mk9: 2-13)* – Jesus is seen as the Messiah; God reveals Jesus’ identity, God is among his people etc.
- *The Sermon on the plain (Lk 6: 20-49)* God is seen as a God of the powerless who does not sanction elites; God’s mercy is to be imitated by being forgiving and generous etc.
- *The Prologue (Jn 1:1-18)* Jesus is seen as God's agent in creation, the source of light and life for humanity; Jesus is the word of God made visible etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
17 +	16 - 14	13 - 11	10 - 8	7 - 5	4 - 2	1 - 0	20

- H b) Outline what was involved in two different stages in the writing of either the Hebrew Scriptures or the Gospels.**

40
(20x2)

Marking Criteria -

An excellent answer will show knowledge of how the Bible came to be written by setting out accurate information on two different stages in the process of writing *either* the Hebrew Scriptures *or* the Gospels.

Possible Points:

- *The Hebrew Scriptures* - The oral tradition when stories were told of how the Hebrews came to be a people; The political unity achieved by David led to the collection of the oral traditions into one body of literature; Most of the books of the Hebrew Scriptures were written down by the third century BCE; The canon was established in 90CE etc.
- *The Gospels* - The historical stage e.g. The words and deeds of Jesus; The oral preaching stage e.g. The preaching and teaching of the apostles recalling the sayings of Jesus, parables, miracle accounts, short creeds, hymns and prayers etc.; The writing stage e.g. The evangelists (Matthew Mark, Luke and John) selected, edited, assembled material to meet the needs of their communities etc.

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

SECTION I RELIGION: THE IRISH EXPERIENCE

- I a) Ireland has many archaeological sites that show evidence of religious beliefs and practices in pre-Christian times. Outline the ways in which one place in Ireland shows evidence of religious belief and/or practice in pre-Christian times.** 40

Marking Criteria -

An excellent answer will show familiarity with evidence for the ancient origins of religion in Ireland by setting out accurate information on the ways in which a place in Ireland shows evidence of religious belief and/or practice in pre-Christian times.

Possible Points:

- Holy wells e.g. water is viewed as life-giving and wells were probably places of worship of local deities. The Celts of fifth century Ireland had holy places associated with springs, wells and rivers. Many place names derived from ‘tobar’ (well) mark these sites etc.
- Place-names that derive from ‘Doire’ (oak-grove) identify places of worship of local deities as trees unite the heavens, the earth and the underworld, they are living and so could be seen as being possessed by a god or a spirit and represent fertility, rebirth etc.
- Burial sites because of their associations with death had religious implications in pre-Christian Ireland. Burial mounds were regarded by the Celts as holy places e.g. Boyne Valley sites etc.
- Etc.

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

- I b) i Examine how *either* one Irish myth *or* one Irish saga shows evidence of religious belief and/or practice in pre-Christian times.** 40

Marking Criteria -

An excellent answer will identify evidence of religious belief in ancient Ireland by looking closely at *either* an Irish myth *or* an Irish saga that gives insight into pre-Christian religious belief and/or practice.

Possible Points:

- An example of an Irish myth - a story or narrative of gods or heroes which expresses what was accepted as truth in a way that people could understand etc.
- An example of an Irish saga - a detailed story usually recounting heroic events from the past etc.

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

OR

- I b) ii Examine how one religious practice found in Ireland today can be traced back to pre-Christian times.** 40

Marking Criteria -

An excellent answer will show an understanding that religion in Ireland is of ancient origin, has developed over thousands of years, and is still developing by looking closely at the way in which a religious practice evident in Ireland today can be traced back to pre-Christian times.

Possible Points:

- The Christian celebration of the life of St. Brigid of Kildare on February 1st has been linked with the pre-Christian feast of Imbolc in February which was a festival celebrating fertility, planting crops and lambing in which the goddess of fertility, Brigid, was central etc.
- The Christian celebration of Garland Sunday/Fraughnaun Sunday etc. has been traced back to the pre-Christian feast of Lughnasa which lasted for thirty days in July/August celebrating the first fruits or in-gathering etc.
- The Christian pilgrimage to Croagh Patrick today can be traced back to a pre-Christian site of pilgrimage during Lughnasa etc.
- Etc.

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

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

Marking Scheme

Leaving Certificate Examination 2008

Religious Education Coursework - Ordinary Level

RELIGIOUS EDUCATION COURSEWORK

Aims of coursework for Leaving Certificate Religious Education are:

- To allow students an opportunity for personal engagement on an issue of interest or concern
- To develop students' knowledge, understanding, skills and attitudes as outlined in the objectives of the section designated for coursework
- To provide an opportunity for students to engage in extended research, analysis and reflection on a chosen topic
- To develop skills of research, analysis, evaluation, critical thinking, communication and reflection

The inclusion of coursework as an element of the assessment procedure for Religious Education in the Leaving Certificate examination arises from the nature of the subject. The development of skills of research, critical thinking, analysis and reflection are key objectives in the teaching of Religious Education at senior level. Coursework is designed to allow students opportunities to develop these skills further through detailed investigation of a chosen topic.

(Religious Education Leaving Certificate Guidelines for Teachers - NCCA page 142)

Prescribed Titles for Religious Education Coursework for Leaving Certificate 2008

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

SECTION G: WORSHIP, PRAYER AND RITUAL

- Human beings have been described as 'symbol makers'. Profile the importance of symbol making for people in secular and religious life today.
 - ◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism
- An exploration of the features which mark a particular place as sacred for **one** of the above major world religions.

SECTION J: RELIGION AND SCIENCE

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

(Circular 104/06)

- Candidates are required to submit coursework on **one** title only.
- Titles for coursework are **common to Ordinary Level and Higher Level**. A candidate's Coursework Booklet should be **marked at the level at which he/she took the examination**.
- Candidates wishing to illustrate their coursework, may do so in the blank spaces provided at the foot of each page. All graphics or images used by the candidate must be drawn or scanned directly onto the booklet. They should not, however, attach or affix material to the Coursework Booklet.

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

Marks *Criteria*

- 0 - 16 If the answer is weak in its treatment of the set points i.e.
- It is a trivial or irrelevant piece of work and provides little or no supporting evidence for the conclusions drawn in relation to the chosen 2008 prescribed title.
 - It shows inadequate personal engagement with the chosen 2008 prescribed title.
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles.
 - It gives little or no information on the steps taken and the skills used in investigating the chosen 2008 prescribed title and shows poor use of research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows little or no evidence that sources of information were used in completing coursework on the chosen 2008 prescribed title.
- 17 - 24 If the answer is fair in its treatment of the set points i.e.
- It is an adequate piece of work. A limited summary is given of the findings from the investigation of the chosen 2008 prescribed title, with some supporting evidence given for the conclusions drawn.
 - It shows some personal engagement with the chosen 2008 prescribed title.
 - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework.
 - It gives general information on the steps taken and the skills used in investigating the chosen 2008 prescribed title with some evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows some evidence that sources of information were used in completing coursework on the chosen 2008 prescribed title.
- 25 - 32 If the answer is good in its treatment of the set points i.e.
- It is a worthwhile piece of work.
 - It shows clear personal engagement with the chosen 2008 prescribed title.
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles.
 - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It gives good evidence that sources of information were used in completing coursework on the chosen 2008 prescribed title.
 - It gives general information on the steps taken and the skills used in investigating the chosen 2008 prescribed title.
 - It gives a general summary of the findings from the investigation of the chosen 2008 prescribed title, with good supporting evidence given for the conclusions drawn.
- 33 – 40 If the answer is excellent in its treatment of the set points i.e.
- It is a really worthwhile piece of work.
 - It shows substantial personal engagement with the chosen 2008 prescribed title.
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles.
 - It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2008 prescribed title. It shows substantial engagement in

extended research, analysis evaluation, critical thinking, communication and reflection skills.

- It gives substantial evidence that sources of information were used in completing coursework on the chosen 2008 prescribed title.
- It gives a full and relevant summary of the findings from the investigation of the chosen 2008 prescribed title, with substantial supporting evidence given for the conclusions drawn.

Part B – Personal reflection on the learning, skills and experiences gained through undertaking coursework

Marks Criteria

0 - 16 If the answer is weak in its treatment of the set questions i.e.

- It is a trivial piece of work, giving a reason / explanation for choosing the coursework title that has little or no relevance to the chosen 2008 prescribed title.
- It shows inadequate personal engagement with the chosen 2008 prescribed title, with little or no description of the personal insights gained through doing coursework on the chosen 2008 prescribed title.
- It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles.
- It shows inadequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
- It shows little or no evidence of identifying different perspectives encountered and questions that arose through doing coursework on the chosen 2008 prescribed title.
- It shows little or no evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation

17 - 24 If the answer is good in its treatment of the set questions i.e.

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

25 - 32 If the answer is very good in its treatment of the set questions i.e.

- It is a worthwhile piece of work.
- It shows clear personal engagement with the chosen 2008 prescribed title. A general explanation is given with some evidence of personal interest/enthusiasm/concern about

the chosen 2008 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2008 prescribed title.

- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2008 prescribed titles.
- It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
- It shows good identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2008 prescribed title.
- It gives good evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2008 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

33 – 40 If the answer is excellent in its treatment of the set questions i.e.

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

