



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

Marking Scheme

Religious Education

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

General Introduction

The assessment of Religious Education at Leaving Certificate Ordinary Level is based on the aims, objectives and outcomes of each section of the Leaving Certificate Religious Education syllabus published by the Department of Education and Skills in 2003.

In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks.

Where a mark is graded in the examination marking scheme, the mark for the candidate's answer is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The 'Possible Points' presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your advising examiner.

Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded.

UNIT ONE

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES

Marks

QUESTION 1. PHILOSOPHY

Answer a) and b).

- 1 1 a) Imagine that you are doing a project on the importance of philosophy as a school subject. Outline one reason why the study of philosophy could be of value for students today.** 20
Graded

Marking Criteria

An excellent answer will show appreciation of the search for meaning and values in philosophical thought by setting out accurate information on why the study of philosophy could be of value for students today.

Possible Points

- Philosophy begins in wonder; people wonder about the nature of the universe etc.
- Philosophy asks questions central to a person’s development e.g. what is the goal of life? etc.
- Etc.

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

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

- 1 1 b) ● PLATO ● SOCRATES** 20
Graded
Choose one of the philosophers listed above and explain how any of his ideas might help a person searching for the meaning of life today.

Marking Criteria

An excellent answer will show knowledge of the search for meaning in philosophical thought by giving an accurate account of the way in which a philosophical idea of either Plato or Socrates might help a person searching for the meaning of life today.

Possible Points

- Socrates — idea that when people know what is good, they do what is good; ethics; find meaning by living a good life etc.
- Plato — Allegory of the Cave shows the importance of not getting distracted by appearances; looking deeper into reality etc.

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

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

QUESTION 2. SPIRITUALITY

Answer a) and b).

1 2 a) Outline one example of how an interest in the spiritual can be seen in the lives of people who lived in an ancient society.

20
Graded

Marking Criteria

An excellent answer will show an understanding of how people have expressed an interest in spirituality from earliest times by setting out accurate information on how an interest in the spiritual can be seen in the lives of people in an ancient society.

Possible Points

- An interest in the cycle of life, death and rebirth — the triple spiral carvings on the large kerbstones in Newgrange Co. Meath etc.
- Etc.

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

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

1 2 b) Describe how people who lived in an ancient society marked one rite of passage in a person's life.

20
Graded

Marking Criteria

An excellent answer will show an understanding of the search for meaning in an ancient society by giving an accurate account of one rite of passage celebrated by people who lived in an ancient society.

Possible Points

- Ancient tribal rite of passage from childhood to adulthood — separation from family/community; preparation period of education/trial; re-integration as an adult, into the community etc.
- Etc.

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

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

QUESTION 3. IMAGES OF GOD

Answer a) and b).

1 3 a) Describe an example of a modern image of God that is presented in one of the following:

20
Graded

● Art

● Film

● Music

Marking Criteria

An excellent answer will show knowledge of a contemporary understanding of God by giving an accurate account of an image of God associated with either art or film or music.

Possible Points

- Art e.g. Janet McKenzie's 'Jesus of the People' — image of Jesus as an African-American woman; God seen as someone who stands with the marginalised etc.
- Film e.g. Mel Gibson's 'The Passion of the Christ' — God seen as a suffering saviour etc.
- Music e.g. Kanye West's Song 'Jesus Walks' — God seen as someone who walks with everyone etc.

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

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

1 3 b) Compare the modern image of God you have described in part a) above, with a long-established image of God that is associated with a major world religion which you have studied.

20
Graded

Marking Criteria

An excellent answer will show understanding of contemporary and traditional images of God by giving an accurate account of the similarities and/or differences between the contemporary image of God described in part a) of the question and a traditional image of God associated with a major world religion.

Possible Points

- Art e.g. Janet McKenzie's 'Jesus of the People' — similar to biblical image of God as a woman, mother etc.
- Film e.g. Mel Gibson's 'The Passion of the Christ' — similar to image of God as 'abba', father, who cares for humanity as a parent cares for a child etc.
- Music e.g. Kanye West 'Jesus Walks' — similar to image of God as omnipotent, all powerful etc.

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

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

UNIT TWO

CANDIDATES MUST ANSWER TWO OF THE FOLLOWING THREE SECTIONS.

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

Answer a), b) and c).

- | | | | | | | |
|---------------|---|---|---|---|---|---------------------|
| 2 B a) | <ul style="list-style-type: none"> ● CREATING A JUST AND INCLUSIVE SOCIETY | <ul style="list-style-type: none"> ● ORGANIZING THE STRUCTURES FOR A COMMUNITY OF CHRISTIANS | <ul style="list-style-type: none"> ● RESPONDING TO THOSE WHO ARE DYING | <ul style="list-style-type: none"> ● RESPONDING TO VIOLENCE OR INTOLERANCE OR SECTARIANISM | <ul style="list-style-type: none"> ● SHARING THE EARTH'S RESOURCES | 20
<i>Graded</i> |
|---------------|---|---|---|---|---|---------------------|

Examine the approach taken by Jesus in his mission to one of the issues listed above.

Marking Criteria

An excellent answer will show knowledge and understanding of the teaching of Jesus by looking closely at the way one of the issues listed above was approached by Jesus in his mission.

Possible Points

- Creating a just and inclusive society — Jesus reached out to the poor, the afflicted etc.
- Organizing the structures for a community of Christians — Jesus established a community of apostles and disciples etc.
- Responding to those who are dying — Jesus raised the widow's son at Nain etc.
- Responding to violence or intolerance or sectarianism — Jesus reached out to those who were excluded; taught his disciples love of enemy etc.
- Sharing of the earth's resources — Jesus taught his disciples to love one another; share with others e.g. Jesus' miracle of the feeding of the 5,000 etc.

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

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

2 B b) Investigate how one Christian denomination today tries to carry on the mission of Jesus in relation to the issue that you have examined in part a) above.

30
Graded

Marking Criteria

An excellent answer will show an appreciation of the significance of the teaching of Jesus for Christians today by examining and drawing accurate conclusions about how one Christian denomination today is carrying on the mission of Jesus in relation to an issue identified in part a) of the question.

Possible Points

- Creating a just and inclusive society e.g. the ‘city missions’ of the Methodist Church in Ireland promotes inclusion etc.
- Organizing the structures for a community of Christians e.g. Parish ministry and worship; organised in dioceses etc.
- Responding to those who are dying e.g. religious orders caring for the sick and dying etc.
- Responding to violence or intolerance or sectarianism e.g. Christian denominations gather in the Glencree Reconciliation Centre to build peace and reconciliation between different religious communities etc.
- Sharing of the earth’s resources e.g. Christian denominations work through Trócaire and Christian Aid developing the earth’s resources in Third World countries etc.

Note: Allow descriptive answers.

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

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

2 B c) Describe two ways that Roman rule affected the everyday life of the people living in Palestine at the time of Jesus.

30
(15Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the religious context in Palestine at the time of Jesus by giving an accurate account of two ways Roman rule affected the everyday life of the people living in Palestine at the time of Jesus.

Possible Points

- The political order was controlled by Roman rulers; The Sadducees who controlled the Sanhedrin co-operated with the Romans to uphold Jewish laws and to preserve the Temple in Jerusalem etc.
- Roman taxes challenged the Jews belief that their land and its produce belonged to God etc.
- Etc.

Code MCx2 in the left margin where the Marking Criteria is first evident in the candidate’s answer.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

Answer a), b) and c).

2 C a) Examine the understanding of salvation/liberation that is found in either Christianity or Judaism

20
Graded

Marking Criteria

An excellent answer will show knowledge of the main features of a world religion by looking closely at the understanding of salvation/liberation proposed by either Christianity or Judaism.

Possible Points

- Christianity e.g. Salvation/liberation — freedom/safety from forces that are destructive; a sense of health/wholeness; a gift from God who in the person of Jesus Christ entered history to redeem humanity etc.
- Judaism e.g. The Exodus from Egypt — great event of salvation/liberation; God is understood as guiding history and giving a promise of future redemption; the moral/spiritual nature of human beings is understood as finding fulfilment in God etc.

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

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

2 C b) Describe two religious rituals that mark a time of year that has religious importance for the members of one of the following world religions:

30
(15Mx2)
Graded

◆ BUDDHISM ◆ HINDUISM ◆ ISLAM

Marking Criteria

An excellent answer will show knowledge of how a time of religious importance is celebrated in a world religion by giving an accurate account of two symbolic actions or gestures that mark a time of year that has religious importance for the members of either Buddhism or Hinduism or Islam.

Possible Points

- Buddhism e.g. the birth of Buddha (Vesak) is marked by bathing statues of the baby Buddha; street processions with floats on the life of Buddha etc.; the Buddha's death/ entry into Nirvana (Nirvana Day) is marked by the offering of flowers and foods in a Buddhist Temple etc.
- Islam e.g. the birth of Muhammad (Maulid-al-Nabi/Maulid an-nabi) is marked by followers of Islam visiting a Mosque and having parties with friends etc.; the end of Ramadan (Eid-ul-Fitr) is marked by followers of Islam offering sacrifice; giving to charity; visiting cemeteries; exchanging gifts etc.
- Hinduism e.g. the birth of the elephant-headed god is marked by his image being installed in Hindu homes; the use of special food etc.; the return of the Hindu gods Rama and Sita to their Kingdom after exile (Divali) is marked by lighting lamps, exchanging gifts and offering prayers to the goddess of prosperity etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

2 C c) ● MANA ● SHAMAN ● TABU ● TOTEM

Outline what is involved in any two of the features of primal religion listed above.

30
(15Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of how religious belief is ancient, diverse and dynamic by setting out accurate information on what is involved in two of the features of primal religion listed in the question.

Possible Points

- Mana — belief that some people/places/things are embedded with the power that comes from kinship with gods and ancestors e.g. tribal chiefs embody the Mana of their community etc.
- Tabu — belief that a certain person/object/place is set 'apart' to channel the power of the spirit world etc.
- Totem — Something in nature that symbolises the spiritual essence of an individual/group; connects with spiritual ancestors etc.
- Shaman — man/woman who inherits gifts from his/her ancestors with the purpose of being a living mediator between humanity and the spirits inhabiting the cosmos; spiritual leaders who have a prophetic and/or healing role etc.

Note: Allow descriptive answers.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

Answer a), b) and c).

- 2 D a) People sometimes have concerns about what is right and wrong on issues to do with –** 20
• Crime & Punishment • Medical Ethics • Politics & Economics • Relationships & Sexuality • Violence & War *Graded*
Choose one of the above topics and describe an example of the process a morally mature person would go through in deciding what is right and wrong about an issue.

Marking Criteria

An excellent answer will show an understanding of moral maturity and the task of moral decision-making by giving an accurate account of the process a morally mature person would go through in deciding what is right and wrong about an issue.

Possible Points

- Consult his/her conscience; moral principles; the teaching of moral authorities etc. in deciding whether or not —
 - e.g. the State has the right to execute people who have committed serious crimes (Crime & Punishment) etc.
 - e.g. to allow the termination of a person's life so as to prevent further suffering (Medical Ethics) etc.
 - e.g. businesses and civil authorities should have a responsibility to care for the earth (Politics & Economics) etc.
 - e.g. sexual intercourse is right with someone outside of marriage (Relationships & Sexuality) etc.
 - e.g. war/violence can ever be justified (Violence & War) etc.

Note: Allow descriptive answers; the STAR/ LISTEN method etc.

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

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

2 D b) Examine how the issue that you have described in part a) above is viewed in the teaching of one major world religion.

30
Graded

Marking Criteria

An excellent answer will show an understanding of how a religious perspective on morality emerges from the traditions and beliefs of a religious tradition by looking closely at the teaching of a major world religion on the moral issue described in part a) of the question.

Possible Points

- Crime & Punishment e.g. death penalty — the Roman Catholic Catechism allows the proper authority to protect the common good with capital punishment; the only justification for the use of capital punishment would be if there was no other way to protect society — Evangelium Vitae etc.
- Medical Ethics e.g. Euthanasia — not accepted in Judaism as life is seen as a gift from God; Jewish people are allowed to refuse additional medical treatment that could not be categorised as healing etc.
- Politics & Economics e.g. Environment — the elements of nature (land, water, air, fire, forests, sunlight) are considered in Islam to be the common property of every creature and are not exclusively for human use; believers have a special responsibility to treat natural resources with care etc.
- Relationships & Sexuality e.g. sex outside marriage — adultery is considered a serious breach of Dharma; serious moral/social repercussions for the caste system, family values, etc.
- Violence & War e.g. the Buddha taught love and compassion for all; ‘Do not kill’ basic precept of Buddhism; Law of Karma — Buddhists should not entertain thoughts and feelings that might lead to the use of violence etc.

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

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

2 D c) Name a moral theorist that you have studied and outline what he/she suggests is involved in one stage of moral development.

30
Graded

Marking Criteria

An excellent answer will show knowledge of a moral theory and an understanding of moral development by setting out accurate information on what is involved in one of the stages of moral development proposed by a moral theorist.

Possible Points

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

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

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

UNIT THREE

CANDIDATES MUST ANSWER **ONE** OF THE FOLLOWING FOUR SECTIONS.

SECTION F ISSUES OF JUSTICE AND PEACE

Marks

Answer a) and b).

3 F a) Examine the causes of one example of structural violence that you have studied.

40
Graded

Marking Criteria

An excellent answer will show an understanding of structural violence as a form of violence by looking closely at the causes of one example of structural violence.

Possible Points

- Structural violence — violence that is built in to the laws/procedures/systems of a society/country, which can deprive people of their basic human rights etc.
- The causes of structural violence might include attempts to makes life better for the majority; to secure a particular way of life; for security reasons etc.
- Etc.

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

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

3 F b) • The Eightfold Path of Buddhism

• The Four Varnas of Hinduism

• The Zakat of Islam

40
Graded

Explain how believers would be encouraged by one of the above to work for justice and peace.

Marking Criteria

An excellent answer will show knowledge of a perspective on justice and peace by giving an accurate account of the reasons why one of the religious perspectives listed in the question could encourage a believer to work for justice and peace.

Possible Points

- The Eight-fold Path of Buddhism — encouraging right vision and right speech could help address the causes of conflict etc.
- The Four Varnas of Hinduism — obliges each person to follow the ethical principles of Hinduism in their own life according to the responsibilities and duties of their position (or class) in society etc.
- The Zakat of Islam — encourages thinking of others; awareness of those who are less well off; encourages almsgiving; recognises the rights of the poor to a share in the earth's resources etc.

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

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

Answer a) and b).

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

40

Imagine that you have been asked to design a space where members of one of the world religions listed above can spend time in prayer. Describe the space that you would design and explain how two of its features could help believers to pray. (20Mx2) *Graded*

Marking Criteria

An excellent answer will show knowledge of contexts for prayer by giving an accurate account of how two features of a prayer space for members of a world religions listed in the question could help believers to pray.

Possible Points

- Buddhism — image of Buddha could emphasise the enlightenment Buddha offers; incense could symbolize how Buddha's teachings spread throughout the world etc.
- Christianity — cross could remind believers of the life, death and resurrection of Jesus; the presence of candle could symbolise the light of Christ etc.
- Hinduism — image of a deity could be a focus for worship with flowers and sweets presented as offerings etc.
- Islam — Mihrab (niche or alcove) in one of the walls could show believers the direction in which to face for Mecca; the lunar calendar could show holy days etc.
- Judaism — Star of David could remind believers of the history of the Jewish people; an eternal light could remind believers of the eternal light that once burned on the Temple Mount etc.

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

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

3 G b) Different types of rituals can be found in religious traditions today –

40
Graded

- CONFIRMATORY ● RESTORATIVE ● TRANSITIONAL

Outline what is meant by one of the above types of religious ritual and describe an example of how the type of ritual that you have chosen is celebrated within a religious tradition today.

Marking Criteria

An excellent answer will show knowledge of a variety of prayer traditions by setting out accurate information on what is involved in one of the types of religious ritual listed in the question and giving an accurate account of how the type of ritual is celebrated within a religious tradition today.

Possible Points

- Confirmatory rituals — preserving order between people and the divine e.g. religious greetings; blessings; prayers that help people to discover and maintain awareness of the divine presence in the world e.g. prayers before meals etc.
- Restorative rituals — re-establishing a person’s status within their religious community e.g. healing rites; invocation and intercessions at a time of sickness, natural disasters etc.
- Transitional rituals — changing a person’s religious identity or status e.g. initiation rituals mark the transition of a person into a religious faith e.g. Christian sacraments of initiation i.e. Baptism etc.; time young people spend in the Sangha to learn about Buddhism and its particular way of life; Jewish Bar Mitzah ritual marks religious maturity etc.

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

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

Answer a) or b) or c) or d) or e).

- 3 I a) Examine one example of how land ownership and landlessness affected the pattern of religious distribution in Ireland from the 17th century.**

80
Graded

Marking Criteria

An excellent answer will show an ability to trace the development of religion in Ireland by looking closely at the way in which religion in Ireland from the 17th Century was influenced by land ownership and landlessness.

Possible Points

- Political changes led to land ownership becoming linked to religious identity; by 1625 a substantial number of protestant planters settled in Ulster; the best land moved into the hands of Protestant settlers who quickly outnumbered Catholic dwellers; by 1680s Catholics were allowed to own land only west of the Shannon and laws were passed to limit the property rights of Catholics; by 1778 land ownership amongst Catholics amounted to only 5% etc.
- The Protestant dominated Irish Parliament in the 18th Century passed the Penal Laws which ensured that Catholics would remain dispossessed of their lands and forbidden to practise their religion etc.
- Etc.

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

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

or

- 3 I b) Briefly outline the life story of one Irish founder of a monastery in Europe.**

80
Graded

Marking Criteria

An excellent answer will show awareness of the contribution of Irish religion to the development of religion in Europe by setting out accurate information on the life of one Irish founder of a monastery in Europe.

Possible Points

- Colum Cille (Columba 521-597) — prince, scholar and poet; associated with founding a monastery at Iona and missionary work in Scotland etc.
- Columbanus (Columban) — born in Leinster and ordained at Bangor; associated with founding monasteries at Luxeuil in France (590) and Bobbio in Italy (612) etc.
- Aidan (d.651) — left Iona at the request of King Oswald of Northumbria to establish monasteries elsewhere; as bishop trained others who went on to found new monasteries etc.
- Etc.

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

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

or

3 I c) Describe two ways that Céli Dé attempted to bring about reforms within the Christian tradition in 8th century Ireland.

80
(40Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to trace the development of religion in Ireland by giving an accurate account of two ways that the Céli Dé movement attempted to bring about reforms within the Christian tradition in 8th century Ireland.

Possible Points

- Céli Dé (the Culdees) — begun by Maelruain and Dudlittir, abbots of monasteries in Tallaght and Finglas, sought to return to the anchorite ideals of the first Christian monks i.e. fasting, prayer and personal asceticism was encouraged; sought a renewal of an ascetic tradition based on the Word of God and devotion to the saints etc.
- The Ceili De — led reforms in liturgical and prayer life; aimed to base life completely on the centrality and supremacy of God; placed great emphasis on the observance of Sunday as a day of rest and prayer etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40Mx2

or

3 I d) Describe how two ideas associated with the Enlightenment can be seen in either the work of Cardinal Cullen in 19th century Ireland or the Belfast Enlightenment.

80
(40Mx2)
Graded

Marking Criteria

An excellent answer will show an ability to trace the development of religion in Ireland by giving an accurate account of how two ideas associated with the Enlightenment can be seen in either the work of Cardinal Cullen in 19th century Ireland or the Belfast Enlightenment.

Possible Points

The work of Cardinal Cullen in 19th century Ireland:

- Emphasis on a rational education for the young associated with the Enlightenment — Cardinal Cullen providing for the third level education of Roman Catholics by establishing the Catholic University in 1854 and inviting John Henry Newman to be its first Rector etc.
- Triumph of reason associated with the Enlightenment — Cardinal Cullen convened the Synod of Thurles in 1850 to bring the Roman Catholic Church in Ireland into line with continental devotional and liturgical practices; he regarded traditional Irish devotional practices such as wakes and patterns, as semi-pagan practices etc.
- Etc.

Belfast Enlightenment:

- Emphasis on access to education associated with the Enlightenment — People interested in learning and debate formed themselves into societies where they were

given access to literature; the establishment of Reading Societies as part of the Belfast Enlightenment in 1788 etc.

- Ideas of the Enlightenment on religious toleration — the Belfast Reading Society passed a motion ‘admitting Roman Catholics to a full and immediate participation in the rights enjoyed by their fellow citizens and countrymen’ etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40Mx2

or

3 I e) Outline two examples of the work done by Christian Churches to promote ecumenism in Ireland today.

80
(40Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the contribution of Christian denominations to the development of religion in Ireland by setting out accurate information on two examples of the work done by Christian Churches to promote ecumenism in Ireland today.

Possible Points

- e.g. Irish Presbyterian and Methodist Churches 1906 initiative to promote greater unity between them etc.
- e.g. United Council of Christian Churches and Religious Communion in Ireland founded in 1923 etc.
- e.g. Inter-Church meetings between the ICC and the Roman Catholic Church since 1973 to discuss issues such as scripture and authority, the sacraments, sectarianism etc.
- Etc.

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

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40Mx2

- 3 J Outline what was involved in Descartes' idea of the 'cogito' and examine the effect that it had on the relationship between religion and science.**

80
Graded

Marking Criteria

An excellent answer will show knowledge of a key moment in the relationship between science and theology by setting out accurate information on Descartes' idea of the 'cogito' and looking closely at one or more consequences that it had for the relationship between religion and science.

Possible Points

- Descartes' idea of the 'cogito' – systematic doubt; could not doubt that he was thinking, as thinking does not happen in a vacuum and concluded that because his mind was thinking he must therefore exist; it is the intellect which tells a person 'I think therefore I am' and as such knowledge from the intellect is more reliable than knowledge gained from the senses etc.
- Descartes' idea led to a division between the mental and the material in scientific thought — world was seen as containing two different kinds of being (dualism) i.e. the external matter of the physical world and the internal subjective world of the spiritual; dualism led to a drive for a systematic scientific approach to the world which laid the foundation for a mechanical conception of the universe where every movement would be theoretically predictable; This led to the belief that God was no longer important in the world; a split between religion and science and inaugurated the Age of Reason characterised by a self-belief; the idea that by the power of the mind alone, the secrets of the world could be unlocked etc.
- Etc.

Note: Allow descriptive answers.

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

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

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú síos.

Tábla I

Bain úsáid as an tábla seo i gcás na hábhair a leanas:

- Religious Education – Higher & Ordinary Level

Iomlán: 320 Gnathráta: 10%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 240. Thar an marc sin, féach an tábla thíos.

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

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

Descriptor

Excellent	<ul style="list-style-type: none"> • Substantial evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer is complete and clearly relevant to what is being assessed in the question • No major errors in relation to what is being assessed in the question. • Excellent evidence of engagement with the skill being assessed in the question.
Very Good	<ul style="list-style-type: none"> • Very good evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer is clearly relevant to what is being assessed in the question. • No major errors in relation to what is being assessed in the question. • Very good evidence of engagement with the skill being assessed in the question.
Good	<ul style="list-style-type: none"> • Good evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer is generally relevant to what is being assessed in the question. • Little or no major errors in relation to what is being assessed in the question. • Good evidence of engagement with the skill being assessed in the question.
Fair	<ul style="list-style-type: none"> • Adequate evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The answer has limited relevance to what is being assessed in the question. • Some major errors in relation to what is being assessed in the question. • Some evidence of engagement with the skill being assessed in the question.
Weak	<ul style="list-style-type: none"> • Inadequate evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer has little relevance to what is being assessed in the question. • Many major errors in relation to what is being assessed in the question. • Little evidence of engagement with the skill being assessed in the question.
Very Weak	<ul style="list-style-type: none"> • Little evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer has very little relevance to what is being assessed in the question. • Substantial major errors in relation to what is being assessed in the question. • Very little evidence of engagement with the skill being assessed in the question.
No Grade	<ul style="list-style-type: none"> • Very little or no evidence of the syllabus aims, objectives and outcomes being assessed in the question as stated in the marking criteria. • The content of the answer is not relevant to what is being assessed in the question. • Substantial major errors in relation to what is being assessed in the question. • No evidence of engagement with the skill being assessed in the question.

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

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

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

Religious Education Coursework - Ordinary Level

Aims of coursework for Leaving Certificate Religious Education are:

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

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

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

Candidates are required to submit coursework on one title only.

Titles for coursework are common to Ordinary Level and Higher Level. A candidate’s Coursework Booklet should be marked at the level at which he/she took the examination.

Candidates wishing to illustrate their coursework, may do so in the blank spaces provided at the foot of each page. All graphics or images used by the candidate must be drawn or scanned directly onto the booklet. They should not, however, attach or affix material to the Coursework Booklet.

PRESCRIBED TITLES FOR RELIGIOUS EDUCATION COURSEWORK
FOR LEAVING CERTIFICATE 2013 — S93/11

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

Section E: RELIGION AND GENDER

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

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

Marking Criteria

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

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

Marking Criteria

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

Section H: THE BIBLE: LITERATURE AND SACRED TEXT

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

Marking Criteria

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

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

Marking Criteria

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

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

Marks Marking Criteria as evident in Part A

- 0 - 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 2013 prescribed title
 - It shows inadequate personal engagement with the chosen 2013 prescribed title
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
 - It gives little or no information on the steps taken and the skills used in investigating the chosen 2013 prescribed title and shows poor use of research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows little or no evidence that sources of information were used in completing coursework on the chosen 2013 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 2013 prescribed title, with some supporting evidence given for the conclusions drawn
 - It shows some personal engagement with the chosen 2013 prescribed title
 - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework
 - It gives general information on the steps taken and the skills used in investigating the chosen 2013 prescribed title with some evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It shows some evidence that sources of information were used in completing coursework on the chosen 2013 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 2013 prescribed title
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
 - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
 - It gives good evidence that sources of information were used in completing coursework on the chosen 2013 prescribed title
 - It gives general information on the steps taken and the skills used in investigating the chosen 2013 prescribed title
 - It gives a general summary of the findings from the investigation of the chosen 2013 prescribed title, with good supporting evidence 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 2013 prescribed title
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
 - It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2013 prescribed title. It 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 2013 prescribed title
- It gives a full and relevant summary of the findings from the investigation of the chosen 2013 prescribed title, with substantial supporting evidence given for the conclusions drawn.

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

Marks Marking Criteria as evident in Part B

0 - 16 If the answer is weak/fair 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 2013 prescribed title
- It shows inadequate personal engagement with the chosen 2013 prescribed title, with little or no description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
- It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It shows inadequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows little or no evidence of identifying different perspectives encountered and questions that arose through doing coursework on the chosen 2013 prescribed title
- It shows little or no evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

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 2013 prescribed title in that it gives an explanation for choosing the coursework title that is relevant but has insufficient evidence of personal interest / enthusiasm / concern about the chosen 2013 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
- It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows some identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2013 prescribed title
- It shows some evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

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 2013 prescribed title. A general explanation is given with some evidence of personal interest/enthusiasm/concern about the chosen 2013 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows good identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2013 prescribed title
- It gives good evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 prescribed title
 - Balancing different perspectives
 - 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 2013 prescribed title. Detailed explanation is given with clear evidence of personal interest/enthusiasm/concern about the chosen 2013 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2013 prescribed title
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2013 prescribed titles
- It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows clear identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2013 prescribed title
- It gives substantial evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2013 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

