



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2006

Oideachas Reiligiúnach

Gnáthleibhéal

Marking Scheme

Leaving Certificate Examinations 2006

Religious Education

Ordinary Level

Marking Scheme
Leaving Certificate Examinations 2006

Religious Education
Ordinary Level Examination Paper

CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE QUESTIONS.

SECTION A THE SEARCH FOR MEANING AND VALUES**QUESTION 1. PHILOSOPHERS OF ANCIENT GREECE***Marks***a. Outline one key philosophical idea of *either* Socrates or Plato.**

An excellent answer will give the main points of information on one philosophical idea of Socrates or Plato. The candidate's answer should show familiarity with evidence of the search for meaning and values in the philosophical thought of Socrates or Plato such as – 20

- Socrates argued for the objectivity of values such as justice, goodness, truth and that people are obliged to seek the truth and to adhere to it, etc.
- Plato's theory of ideas, etc.

b. Explain how an idea of *either* Socrates or Plato was important in the development of philosophy.

An excellent answer will give a reason/reasons that show how an idea of *either* Socrates or Plato was important in the development of philosophy. The candidate's answer should show an understanding of the importance of Socrates or Plato in the development of philosophy in Ancient Greece or at key moments in the development of philosophy by making reference to – 20

- The way in which a philosophical idea / method of either Socrates or Plato influenced another philosopher – Erasmus etc.
- The way in which another philosopher reacted to the ideas of either Socrates or Plato and consequently a contrary position was developed – Aristotle etc.
- Etc.

QUESTION 2. HUMANISM*Marks***a. Briefly outline what humanism means.**

An excellent answer will give accurate information on the meaning of humanism. The candidate's answer should show an understanding of humanism as a philosophy which proposes that life should be as satisfying as possible for all human beings, that it is through reason and human experience that we can determine how to live. The candidate's answer should show an understanding of the development of a non-religious world view and the characteristics of this world view. 10

b. Name one key person in the humanist tradition.

An excellent answer will accurately identify one key person in the development of humanism. The candidate's answer should show an ability to identify a key person in the humanist tradition such as Erasmus, Sartre, Camus etc. 10

c. Describe the contribution he/she made to humanism.

An excellent answer will give an account of the important points regarding the contribution made by the person named above to the development of humanism. The person's contribution may be seen in his/her teaching and/or lifestyle. The candidate's answer should show awareness that from earliest times, human beings expressed their response to the quest for meaning in a variety 20

of meaning systems and an understanding of the development of a non-religious world view and the characteristics of this world view.

QUESTION 3. IMAGES OF GOD

Marks

- a. Describe *either* one contemporary *or* one traditional image of God / the transcendent and give an account of the understanding of God / the transcendent suggested by it.**

An excellent answer will give an accurate account of one image of God / the transcendent either from modern culture or a religious tradition and outline the understanding of God / the transcendent that this image suggests. 20

- b. Explain how a particular understanding of God / the transcendent may influence the idea of right or wrong held by a person with religious belief.**

An excellent answer will give a reason/reasons that show how a particular understanding of God / the transcendent may influence the idea of right or wrong held by a person. It should be evident from the candidate's answer that an understanding of God/the transcendent, and the relationship God/the transcendent has with human beings and the universe is central to some religious responses to the great questions of life, and that such understandings have ethical implications 20

UNIT TWO

(160 marks)

CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE SECTIONS.

SECTION B CHRISTIANITY - PALESTINE AT THE TIME OF JESUS

a. Outline the main features of *either* the Roman political system *or* the Jewish religious system in Palestine at the time of Jesus. Marks

An excellent answer will give the main points of information on the political or religious system in Palestine at the time of Jesus at the micro or macro level. The religious system includes the structures, roles and organisation of religion in Palestine at the time of Jesus that were associated with Judaism, and the interplay between Jewish and Roman beliefs. The political system includes the roles, structures and organisation involved in the control and administration of Palestine at the time of Jesus associated with Rome and the interplay between Jewish and Roman systems.

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b. Describe one example of a situation where Jesus was in conflict with *either* the political *or* the religious leaders in Palestine at his time.

An excellent answer will give an account one example of Jesus in conflict with either the political or religious leaders of his time such as Jesus before the Sanhedrin, etc.

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c. Explain why Jesus was seen as a threat to *either* the political *or* the religious leaders in Palestine at his time.

An excellent answer will give a reason/reasons that account for Jesus being seen as a threat to either the religious or political leaders of his time. The candidate's answer should show the difference between Jesus' understanding of his actions and the way in which this clashed with what was politically expedient and/or the way it clashed with the understanding of kingdom people had in Palestine at that time. The candidate's answer should show a familiarity with the teachings of Jesus, as well as the implications and impact of these teachings.

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SECTION C WORLD RELIGIONS – CELEBRATING LIFE

a. Outline a religious ceremony in which birth / initiation is celebrated in *either* Christianity *or* Judaism. Marks

An excellent answer will give the main points of information on a religious ceremony to celebrate birth / initiation, referring to the rituals and symbols used and the variety of roles observed in such a ceremony. The candidate's answer should show a detailed knowledge of either Christianity or Judaism.

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b. Outline a religious ceremony in which birth / initiation is celebrated in one of the following world religions: ♦ Buddhism ♦ Hinduism ♦ Islam

An excellent answer will set out the main points of information about a ceremony used by one of the world religions above to celebrate birth / initiation, referring to the symbols and rituals used and the variety of roles observed in such a ceremony. The candidate's answer should show a detailed knowledge of either Buddhism or Hinduism or Islam.

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c i. Select one symbol from each of the ceremonies you have outlined in part a) and part b) above and explain the meaning of each symbol.

An excellent answer will give a reason/reasons accounting for the meaning of one symbol from each of the ceremonies outlined above. The candidate's answer should show a detailed knowledge of the religions chosen in part a) and part b) above.

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c ii. Describe the way in which one other symbol is used in a religious ceremony you have studied.

An excellent answer will give an account of the important points regarding the way in which one other symbol is used in a religious ceremony. The candidate's answer should show a detailed knowledge of a religious tradition. 20

SECTION D MORAL DECISION-MAKING - MORALITY AND RELIGION

a. Briefly describe the religious, social and cultural circumstances that the followers of Moses lived in, at the time the Decalogue (Ten Commandments) came into being. *Marks*

An excellent answer will give an accurate account of the important points regarding the religious, social, and cultural circumstances that the followers of Moses lived in at the time the Decalogue (Ten Commandments) came into being such as – 20

- Nomadic lifestyle, etc.
- Encountering pagan belief systems, etc.
- Etc.

b. Briefly outline what is meant by the covenant and explain how the Decalogue can help people to live the Covenant.

An excellent answer will give the main points of information on the Covenant as the bond or relationship between God and the people of Israel. An excellent answer must also provide a reason/reasons which show how the Decalogue can help people to live the Covenant. The candidate's answer should show an awareness of the importance of personal and communal values and their expression in religious law codes. 30

c. Compare the Decalogue with what Jesus taught about right or wrong behaviour.

An excellent answer should recognise that the Christian tradition draws its inspiration for its moral teaching from several sources. The candidate's answer should present the similarities and/or differences between the Decalogue and what Jesus taught about the law of love such as – 30

- The law of love can be seen as a re-statement and a renewal of the Decalogue
- They have similar religious and social obligations
- The law of love moves away from legalism etc.
- Etc.

UNIT THREE

(80 marks)

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING FOUR SECTIONS.

SECTION E RELIGION AND GENDER

◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

Marks

Compare the role of women in two of the above world religions.

An excellent answer will accurately present the role of women in two of the above world religions showing the similarities and/or differences between them. The candidate's answer should show knowledge of the role of women in religious traditions.

80

SECTION F ISSUES OF JUSTICE AND PEACE

● Discrimination in Ireland ● Poverty in Ireland ● World Hunger

Marks

a. Briefly analyse the underlying causes of one of the issues listed above.

An excellent answer will demonstrate the skills of social analysis by identify the underlying causes of one of the issues named above. The candidate's answer should show knowledge of the chosen issue and familiarity with the basic principles and methods of social analysis.

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b. Outline the understanding of justice and peace in one of the following world religions:

◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

An excellent answer will give the main points of information on the understanding of justice and peace in one of the world religions listed above. The candidate's answer should identify the relationship between commitment to one of the above major religious traditions and action to bring about justice.

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c. Explain how the understanding of justice and peace in one of the world religions listed above could help in finding a solution to an issue you have studied.

An excellent answer will provide a reason/reasons which show how the understanding of justice and peace, in one of the religions listed above, could help in finding a solution to an issue. The candidate's answer should show appreciation of questions of justice and peace in a given situation.

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SECTION G WORSHIP, PRAYER, AND RITUAL – SACRED SPACE

● Diwali ● Easter Sunday ● Passover ● Ramadan ● Wesak

Marks

a. Different religious traditions have special times, such as those listed above, which are regarded as sacred. Choose one such time and explain how –

i. A symbol associated with the time you have chosen marks this time as sacred.

An excellent answer will give accurate information on the role and function of a symbol that marks a time as sacred in a religious tradition. The candidate's answer should show knowledge of the significance of symbol in religious life and worship, familiarity with the processes of symbol making and an appreciation of the power of symbols used in religious contexts.

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ii. A ritual associated with the time you have chosen marks this time as sacred.

An excellent answer will give accurate information on the role and function of a ritual that marks a time as sacred in a religious tradition. The candidate's answer should show knowledge of the significance of ritual in religious life and worship; an awareness that ritual and worship have been part of human life from ancient times and continue to play an important part in the lives of many people. 20

b. Explain why the time you have described above is important to the members of the world religion with which it is most associated.

An excellent answer will give a reason/reasons that show why the sacred time described above is important in the world religion with which it is most associated. The reason/reasons given may be theological, historical or social in that they identify what the sacred time marks / celebrates or the relevance of the symbols, rituals and worship associated with this time in people's lives. The candidate's answer should show an understanding of the nature of religious experience and awareness that ritual and worship have been part of human life from ancient times, and continue to play an important part in the lives of many people. 40

SECTION I RELIGION: THE IRISH EXPERIENCE – CHRISTIANITY IN IRELAND

a. Describe *either* one religious belief *or* one religious practice found in pre-Christian Ireland.

An excellent answer will show an awareness of the particular characteristics of religion in pre-Christian Ireland by identifying one religious belief or religious practice from that time and give an account of the important points of information regarding it such as - 40

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

b. Explain how early Christian missionaries, such as St. Patrick, adapted pre-Christian Irish religious practices to bring Christianity to the people of Ireland.

An excellent answer will give a reason/reasons that account for the adaptation of pre-Christian religious practices by the early Christian missionaries in bringing Christianity to the people of Ireland. The candidate's answer should show an understanding of inculturation and its relevance for the Irish experience of religion. 40

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

***Religious Education
Ordinary Level Coursework***

RELIGIOUS EDUCATION COURSEWORK

Aims of coursework for Leaving Certificate Religious Education are:

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

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

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

PRESCRIBED TITLES FOR RELIGIOUS EDUCATION COURSEWORK FOR LEAVING CERTIFICATE 2006

SECTION H: The Bible: Literature and Sacred Text

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

SECTION J: Religion and Science

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

Candidates are required to submit coursework on **one** title only.

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

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

Coursework Booklet –

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

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

Ordinary Level Assessment Criteria:

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

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

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

Ordinary Level Assessment Criteria:

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

Coursework Total: 80 marks

