



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Scéimeanna Marcála

Oideachas Reiligiúin

Scrúduithe Ardeistiméireachta, 2007

Gnáthleibhéal

Marking Scheme

Religious Education

Leaving Certificate Examination, 2007

Ordinary Level



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CANDIDATES MUST ATTEMPT **TWO** OF THE FOLLOWING THREE QUESTIONS**SECTION A THE SEARCH FOR MEANING AND VALUES****QUESTION 1. THE SEARCH FOR MEANING**

Answer a), b) and c).

- a) **Suggest two questions that a person could ask in his/her search for the meaning of life.** *Marks*
10

An excellent answer will show an ability to identify evidence of the search for the meaning of life by suggesting two questions which may be asked in this search.

Possible points:

- What is the goal and purpose of life? / What makes for happiness?
- What is the meaning or purpose of suffering? / Can good come out of suffering?
- What is the nature of good and evil? / Why is there evil in the world?
- Etc

- b) **Describe one thing about life today that could make it difficult for people to search for meaning.** 10

An excellent answer will show an understanding of a factor which can hinder the search for meaning by giving an accurate account of one thing from life today that can block the search for meaning.

Possible points:

- Materialistic attitude e.g. caught up in a cycle of accumulating wealth etc.
- Busy-ness means it can be hard to find the time or serenity for reflection etc.
- Etc.

- c) **Outline two ways in which the study of philosophy could help a person in his/her search for the meaning of life.** 20

An excellent answer will show a familiarity with evidence of the search for meaning in philosophical thought by setting out information on two ways in which philosophy can help people to engage with the great questions of life.

Possible points:

- The skills used by philosophers provide new ways to answer questions of life e.g. philosophical methods (Socrates etc.) might be adopted and adapted etc.
- Philosophical questions might echo a person's own questions etc.
- Etc.

QUESTION 2. THE SEARCH FOR VALUES

Answer a), b) and c).

- a) **Briefly outline what the term 'communal values' means and state one example of a communal value.** *Marks*
10

An excellent answer will show an understanding of communal values by setting out accurate information on what the term 'communal values' means and by accurately identifying one example of a communal value.

Possible points:

- Communal values are qualities all members of a community want to have etc.
- Communal values are qualities that influence people to behave in a way they believe to be good etc.

- Examples of communal values include: The Ten Commandments; The United Nations Declaration on Human Rights; stewardship; mercy; honesty; etc.
- Etc.

b) Outline how communal values are linked to what a community of faith believes about God. 20

An excellent answer will recognise that an understanding of God has ethical implications by setting out accurate information on the way in which the values of a community of faith are shaped by its beliefs about God.

Possible points:

- A community of faith may value mercy because they believe God is merciful etc.
- The Buddhist community of faith values compassion for all living things. People believe that this value will lead to wisdom which is the state of mind needed for them to achieve nirvana etc.
- Christians value stewardship because they believe God gave people a special role in caring for creation etc.
- The Hindu community of faith values devotion. It is valued because devotion to duty, knowledge and ritual will bring them closer to Moksha etc.
- Followers of Islam value giving alms to the poor because they believe that it is the will of Allah that people help the needy etc.
- In Judaism people value faithfulness to the covenant because they believe that Yahweh/YHWH is a faithful God who keeps his promises and therefore his people must do the same etc.
- Etc

c) Describe how something other than religion has shaped communal values. 10

An excellent answer will show an understanding of a non-religious world view by giving an accurate account of a secular source of communal values.

Possible points:

- Humanism has shaped communal values by suggesting that each individual is unique and has the ability to understand the world. This confidence in human potential and the belief in the power of human reason puts value on those things that enable each person to reach his/her potential etc.
- The experience of a group of people – a family, friends, town, region, or even a country - may give rise to certain values. The common experience people share (e.g. war, famine etc.) may mean that certain qualities are more likely to be valued by the community e.g. peace, health etc.
- Etc.

QUESTION 3. RESPONDING TO THE SEARCH FOR MEANING AND VALUES

Answer a), b) and c).

a) Outline the meaning of one symbol you have studied. Marks

An excellent answer will show an awareness that people express their response to the quest for meaning in symbolic language by setting out accurate information on one symbol which has meaning for people. 10

Possible points:

- Symbols that convey national identity such as a flag, colour or style of dress can arouse strong feelings and strengthen identity etc.
- e.g. Dove – The white colour of the dove is tranquil and pure, its flight is gentle and wide-ranging, its beauty is inspiring, it carries laurel in its beak - a traditional sign of peace and prosperity. As such the dove is often used as symbol of love and/or peace etc.

- Religious symbols can show the nature of the divine or alternatively express the believer's response to revelation. The importance of religious belief is expressed in symbols associated with sacred times e.g. Judaism - Passover (Seder) meal is celebrated with special prayers / blessings and symbolic foods. The foods symbolise the Exodus experience etc.
- Etc.

b) Describe *either* a myth *or* a work of art/artefact from ancient times that had meaning for people. 15

An excellent answer will show an ability to identify elements of symbolic thinking in ancient times by giving an accurate account of a myth or work of art/artefact that had meaning for people in ancient times.

Possible points:

- *The Epic of Gilgamesh* – King Gilgamesh's failed search for immortality. His search is frustrated by his own humanity and the presence of evil in the world over which he has no control. In the end he places his hope for immortality in the works of culture etc.
- *The Genesis creation account* – God creates the world and gave people a special place within creation etc.
- An accurate account is given of a myth i.e. a story or narrative, which carries meaning for people and whose purpose is to express what is accepted as truth in a way that people can understand etc.
- Artefact e.g. *Newgrange* – At the winter solstice the rays of sunlight pass through the roof-box of this burial mound and travel along the ascending passage to the inner chamber etc.
- Etc.

Note: If a candidate gives an accurate account of a story or work of art/artefact that is not associated with ancient times but does meet some criteria relevant to the question – consult your Advising Examiner.

c) Explain how the use of symbol in *either* myth *or* art/artefact helped people in ancient times to express their search for the meaning of life. 15

An excellent answer will show an awareness that from earliest times people have expressed their response to the quest for meaning through a variety of symbolic languages by giving one or more reasons which show how a myth or a work of art/artefact helped people in ancient times express their search for the meaning of life.

Possible points:

- *Epic of Gilgamesh* - The hero goes on a quest despite being told that he could stay at home and enjoy all the creature comforts of life. The myth shows the desire for immortality, the inherent value of the quest and the possibility that what we strive for may be within in our grasp yet remains unattainable etc.
- *The Genesis creation account* – The way in which the world was created reflects the relationship between God and creation etc.
- Artefact e.g. *Newgrange* – The symbolic use of artefact often pointed to a belief about life. The triple patterns in Newgrange might suggest a belief in the cycle of life, death and rebirth. In aligning the burial mound to the sun perhaps people were seeking hope that the sun, and the natural rhythm of life which depended on it, would not be defeated by darkness and death, etc.
- The candidate gives one or more reasons which show how myth or art/artefact as a medium helped people in ancient times express their search for the meaning of life.
- Etc

Note: If a candidate's answer meets some criteria that is relevant to the question, but gives reason/s which show how a myth or a work of art/artefact helped people, not associated with ancient times, to express their search for the meaning of life – consult your Advising Examiner.

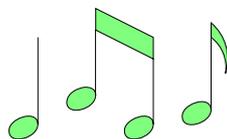
CANDIDATES MUST ATTEMPT TWO OF THE FOLLOWING THREE SECTIONS

SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

Answer a), b) and c).

a) **Different images of Jesus can be found in today's culture –**

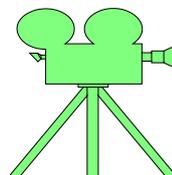
Marks



Music



Art



Film



Literature

Describe one image of Jesus presented in music, art, film or literature today.

20

An excellent answer will show an ability to recognise and identify images of Jesus in contemporary culture by giving an accurate account of an image of Jesus taken from either music or art or film or literature.

Possible points:

- *Art e.g. Jesus of the People* (Janet McKenzie) Jesus is presented as both one of the people and one with the people, and as someone not bound by divisions of race or gender etc. He is wearing black and white robes with a circle behind his head suggestive of a halo, etc.
- *Film e.g. Jesus of Nazareth* (Franco Zeffirelli) presents an image of Jesus as a man who goes about his work with great certainty and self-knowledge, while showing great compassion for the excluded and the oppressed, etc.
- *Literature e.g. Sophie's World* (J. Gaarder) presents an image of Jesus as a man of great personal courage and stoicism. He is seen as a mysterious but confident man who challenged injustice and suffered because of this. It is an image of bravery, integrity and wisdom, etc.
- *Music e.g. No Religion* (V. Morrison) describes Jesus as a saviour who presented people with difficult and challenging ideals, etc.

b) **Explain how the image of Jesus you have described above may affect Christians today.**

20

An excellent answer will show an understanding of the relationship between faith and culture by giving one or more reasons which account for how an image of Jesus may affect Christians today.

Possible points:

- *Art e.g. Jesus of the People* - May challenge Christians to look at their own understanding of Jesus. As the image of Jesus is painted in calm colours it may help people to pray and reflect etc.
- *Film e.g. Jesus of Nazareth* - May reassure Christians today because they see an image of Jesus which is full of self-knowledge and control. Christians might be inspired by this image of Jesus to be compassionate towards those people today who are suffering or oppressed etc.
- *Literature e.g. Sophie's World* – May encourage Christians to read the gospels to develop a greater understanding of Jesus' teaching etc.
- *Music e.g. No Religion* – May remind Christians of the difficulties they will encounter in putting Jesus' teaching into practice etc.
- Etc.

possessions and undertaking charity work as people get a sense of meaning and purpose from helping others, etc.

- *Hinduism* – Hindu temples in Ireland help to maintain a sense of community, traditional beliefs and practices, etc.
- *Islam* - The challenge of observing Islamic practices in Ireland has been helped by the establishment of mosques in Ireland. The application of analogy as a moral principle has helped followers of Islam find moral guidance in those situations never encountered by Muhammad, etc
- *Judaism* - In order to address the challenge of small numbers the Jewish community has established its own internet site. This keeps people up to date with events in the community of faith, etc.

c) i. **Choose one of the world religions listed above and describe it under the following headings: Roles within the community of faith.** 15

An excellent answer will show knowledge of one religious tradition by giving an accurate account of the roles within one community of faith listed above.

Possible points:

- *Buddhism* - Monks are greatly respected and supported by the community. Monks officiate at religious ceremonies. Women may become monks in some Buddhist traditions, etc.
- *Christianity* - Ordained clergy and laity. Ordained clergy usually perform a priestly role. Members of the non-ordained laity may also have specific roles as ministers of the word, etc.
- *Hinduism* – The diverse nature of Hindu belief and practice means that there is no one Hindu leader. Hindu priests lead worship at Hindu temples. Usually the woman of the house looks after the family shrine. The stages of Hindu life identify the different roles and duties a person may have i.e. student, householder, retired, etc.
- *Islam* – Religious scholars give guidance. Any member of the community can conduct religious ceremonies. An imam is a teacher and community leader. The muezzin issues the call to prayer. Every follower of Islam shares in the role of keeping the community as one by joining in community worship, etc.
- *Judaism* – The rabbi is the spokesperson for the congregation. Elected by the congregation, the rabbi is accountable to them. The authority of the rabbi is based on learning and study. After Bar Mitzvah a young man can read the scriptures in the synagogue. A cantor will lead the singing in the synagogue, etc.

Note: Allow an account of the roles within one denomination of a world religion.

c) ii. **Choose one of the world religions listed above and describe it under the following headings: Structure and organisation at a local level.** 15

An excellent answer will show knowledge of one religious tradition by giving an accurate account of the way in which one world religion listed above is structured and organised at a local level.

Possible points:

- *Buddhism* - No central authority. Emphasis is placed on the authority of experience rather than position. The larger community depends on the Sangha or assembly of monks. The Sangha has a head monk. The monks teach, meditate and officiate at rituals, etc.
- *Christianity* - Parish and diocese. The organisation of the community at a local level is denominationally determined, etc.
- *Hinduism* – There is no central teaching authority in Hinduism. It is not necessary for a Hindu to worship at a temple, although this is more common for the

celebration of important religious festivals. Adherence to social conventions and structures is important etc.

- *Islam* – All followers of Islam are equal before Allah and shari`a law governs the life of the community. The community organises itself around the mosque. It is a place of prayer, a community centre and place of education etc.
- *Judaism* – There is no hierarchical structure within Judaism. The community organises itself around the synagogue where the rabbi's authority is based on scholarly learning. The rabbi is elected by the congregation and is responsible to the congregation etc.

SECTION D MORAL DECISION-MAKING

Answer a), b) and c).

a)	● Capital Punishment	● Child Labour	● War	Marks
	Outline a situation where a person has to make a moral decision about one of the above issues.			20

An excellent answer will show an awareness of the moral dimensions of an issue by setting out accurate information regarding a situation where someone has to make a moral decision on *either* Capital Punishment *or* Child Labour *or* War.

Possible points:

- *Capital Punishment* – Capital punishment is usually reserved to punish very serious crime such as murder. A person might have to make a decision about whether capital punishment is right or wrong if he/she was on a jury, had been affected by such a crime or heard about a particular case, etc.
- *Child Labour* – Someone might have to decide if child labour is right if he/she was an employer or working to a tight budget and knew that children would be cheaper to employ than adults, etc.
- *War* - Someone might have to decide whether war is right or wrong if his/her country was facing a serious security threat and they had to decide whether to support going to war or fighting in the war, etc.

b)	Explain how the teaching of one world religion could guide a person in making a decision about an issue listed in a) above.	30
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An excellent answer will show knowledge of the ethical system of a religious tradition by giving one or more reasons that accurately show how its teaching could guide a person in making a decision in relation to *either* Capital Punishment *or* Child Labour *or* War.

Possible points:

- *Capital punishment* – *e.g.* In Christianity the Ten Commandments state that killing is wrong therefore the death penalty may be considered wrong. Jesus saves the woman caught in adultery from the death penalty. In the Roman Catholic tradition Pope John Paul II said that the only justification for the use of this extreme punishment would be if there was no other way to protect society, etc.
- *Child labour* – *e.g.* In Buddhism the first of the five precepts requires Buddhists not to harm other living creatures. The second extols Buddhists not to take what is not freely given. A Buddhist could ask if the work the child is doing will do harm to the child and whether the child's labour is freely given, etc.
- *War* – *e.g.* Gandhi used a principle with religious roots, called Satyagraha, which means truth force; it is peaceful, passive resistance to what is unjust. The Hindu belief that Brahman is in every living thing may be applied to a situation of war. The principles of Dharma could also guide a person, etc.

Note: Allow answers where the candidate gives reasons which accurately show how world religions in general could guide a person in making a decision about an issue listed in a) above.

c) **Outline the way in which a person's conscience can guide him/her in making a moral decision** 30

An excellent answer will show an understanding of conscience by setting out accurate information on the role of a person's conscience in the moral decision making process.

Possible points:

- Conscience helps a person make the final judgement to do good and avoid evil in a given situation. An informed conscience listens and reflects on the wisdom of the community. Conscience helps a person before he/she acts, as he/she acts and after he/she acts, etc.
- One way in which a person can use his/her conscience to guide him/her in making a moral decision is to use the STAR method. This involves Stopping to have time to use your conscience; Thinking about the views of others, the consequences, the options; Acting on the decision and Reflecting afterwards, etc.
- The LISTEN method allows a person's conscience to guide him/her. This involves Learning the facts; Imagining the outcome; Seeking insight from elsewhere; Turning inward; Expecting God's help and Naming your decision, etc.
- Etc.

CANDIDATES MUST ATTEMPT ONE OF THE FOLLOWING FOUR SECTIONS

SECTION G WORSHIP, PRAYER AND RITUAL

Answer a), b) and c).

a) ● **Hermitage** ● **Pilgrimage** ● **Poustinia** ● **Retreat** Marks
25

Describe what is involved in one of the above contemplative practices.

An excellent answer will show knowledge of a prayer tradition by giving an accurate account of one contemplative practice.

Possible points:

- *Hermitage* - A hermit is a person who lives in seclusion from society. A hermit is seeking God in solitude. By the end of the third century those who wanted to pursue a contemplative life, separated from all distractions, moved to the desert to live alone. In Ireland contemplatives often lived the life of a hermit within the safety of the monastery e.g. Glendalough, Skellig Islands, etc.
- *Pilgrimage* – A journey to a holy place usually associated with a person or event of religious significance. Pilgrims believe that they can communicate with God/the transcendent in a special way at this site. Pilgrimage can be a penitential act. The sense of exile from the normal world that is inherent in pilgrimage can complement the spiritual quest, etc.
- *Poustinia* – An expression of hermitage as it is the Russian word for ‘desert’. Its origins are in the Middle-East where the practice arose of moving to the desert to lead a contemplative life, living alone and separated from all distractions. The true poustinia is the desert of the heart. The place can be an attic, a spare room, etc. It is a place to seek God and to open one's heart to God. Catherine de Hueck Doherty has developed the tradition in a modern setting by providing simple accommodation for people who wish to experience poustinia etc.
- *Retreat* – A period of separation from normal routine and activity to focus on spirituality, prayer and meditation. This can take place alone or with others. A retreat can be a contemplative experience i.e. a time for prayer, for considering one’s relationship with God, for repentance etc.

Note: Allow descriptive answers where the candidate sets out accurate information on the characteristics of one contemplative practice without making reference to it as a spiritual exercise etc.

b) **Outline how meditation is practised in one world religion you have studied.** 30

An excellent answer will show an ability to identify techniques of meditation by setting out accurate information on the way meditation is practised in one world religion.

Possible points:

- *Buddhism* – The bases for meditation are shamatha and vipashyana. Shamatha is often translated as calm abiding or peacefulness. It is the development of tranquility. Vipashyana is clear seeing or special insight. After developing these methods a Buddhist can go on to Samadhi which is concentration or one-pointed meditation, etc.
- *Christianity* – Meditation is often associated with prayer or scripture study. It developed with the early Christian monastic practice of reading the Bible slowly. This thoughtful reading and reflection on sacred texts is called ‘divine reading’, or lectio divina, etc.
- *Hinduism* - Meditation as a component of Yoga is one path to attain enlightenment, or union with Brahman, etc.
- *Islam* – Meditation on and recitation of the names of Allah is central to Islamic religious practice, etc.

- *Judaism* - There are two Hebrew words for meditation: *hāgâ* (Hebrew: הָגָה), which means to sigh or murmur, but also to meditate, and *sîḥâ* (Hebrew: שִׁחָה), which means to muse, or rehearse in one's mind, etc.
- Etc.

Note: Allow descriptive answers where a candidate sets out accurate information on the meditation techniques associated with one world religion.

c) **Explain why *either* meditation *or* contemplation is used as a form of prayer today.** 25

An excellent answer will show an appreciation of the importance of prayer in the life of the person of faith by giving one or more reasons which account for the use of *either* meditation *or* contemplation as a form of prayer today.

Possible points:

Meditation -

- It is a form of prayer in which the mind is active but the body is still and relaxed which can help people to feel positive and creative turning his/her attention beyond him/herself, etc.
- It involves deep thought on a spiritual or scriptural idea which allows for the removal of distractions, an emptying of the mind so as to facilitate concentration, etc.
- A meditation group can help people to experience being part of a prayer community, etc.
- Etc.

Contemplation -

- It is a type of prayer that involves the person clearing the mind of all thoughts which allows the person to leave some of the demands of the world behind, etc.
- It is a type of prayer that involves the person having total awareness of the Divine which can create a threshold experience where the person experiences inspiration, creativity and regeneration, etc.
- Etc.

SECTION H THE BIBLE: LITERATURE AND SACRED TEXT

Answer a) and b).

a) i. ● Gospel of Mark ● Gospel of Matthew ● Gospel of John ● Gospel of Luke Marks

Explain why the gospels are considered - Historical records.

10

An excellent answer will show an appreciation of the central place of the Bible in the Judaeo-Christian tradition by giving one or more accurate reasons why the gospels are considered historical records.

Possible points

- The Good News was first communicated orally. Eyewitnesses were able to clarify and verify anything which gave rise to uncertainty and therefore ensured accuracy, etc.
- The gospels are a historical source but they are in purely historical terms secondary sources for Jesus, etc.
- They are primary sources for what was taught and believed about Jesus by the early Christians, etc.
- Etc.

a) ii. **Explain why the gospels are considered - Documents of faith.**

10

An excellent answer will show an understanding of the gospel texts as the respected word of God in the Christian traditions by giving one or more accurate reasons why the gospels are considered documents of faith.

Possible points

- Christians believe that, inspired by God, the authors of the gospels arranged the stories to bring out a particular understanding of Jesus that had a great importance in their Christian communities, etc.
- The focus of the gospels was the message of good news. The material in them was shaped by the evangelist's faith in Jesus, etc.
- They were created as Christianity spread in order to provide a systematic account of the Good News for the first Christian communities, etc.
- Etc.

b) i. **Outline how one of the above gospels came to be written, using the following headings: The interests and concerns of the evangelist.** 20

An excellent answer will show an understanding of how the gospels came to be written by setting out accurate information on two or more interests/concerns that influenced an evangelist in the writing of a gospel.

Possible points:

- *The Gospel of Mark* - By the time this gospel was written many of the first Christians had already been martyred. It portrays Jesus as an active healer and miracle worker, who accepts loneliness and suffering as the cost of obedience to God's will etc.
- *The Gospel of Matthew* - Presents Jesus as a teacher and sets out his teaching in five main discourses or 'sermons'. It emphasises that Jesus is the Messiah promised in the Old Testament etc.
- *The Gospel of Luke* - One of Luke's main concerns was to show that Jesus saw both Gentiles and Jews as part of the Kingdom of God. Luke shows the universal and inclusive nature of salvation. Luke's gospel shows an interest in Jesus' teachings on discipleship and on the dangers of wealth etc.
- *The Gospel of John* - John was concerned to show Jesus as fully in control of his own destiny. John introduced Jesus as the pre-existing word of God. It emphasises Jesus' humanity and divinity when it presents Jesus as the Light of the World, the Good Shepherd etc. In John, Jesus' teaching stresses relationships: Jesus' relationship with God the Father and our relationship with Jesus etc.

b) ii. **Outline how one of the above gospels came to be written, using the following headings: The needs of the community for whom the gospel was written.** 20

An excellent answer will show an understanding of how the gospels came to be written by setting out accurate information on the needs of the community that may have influenced an evangelist in the writing of a gospel.

Possible points:

- *The Gospel of Mark* – It shows that suffering is part of discipleship which reflects what life was like for the first Roman Christians who were suffering persecution etc.
- *The Gospel of Matthew* – It reflects the needs of the early Christian community trying to define itself against a background of Judaism. Its focuses on Jewish customs and rites. Jesus is presented as the Messiah spoken of by the prophets and his teaching is seen within the context of Mosaic law. The universal nature of Jesus' teaching is evident in the outreach to the gentiles which is found throughout the gospel etc.
- *The Gospel of Luke* – It was influenced by the needs of educated Greek converts from paganism for whom the inclusiveness of Jesus was important. There is an emphasis on Jesus as a model and teacher of prayer, discipleship etc.
- *The Gospel of John* – Written to strengthen the faith of its readers (John 20:30-31). It is a reflection on the mystery of Christ as the community needed to know what was true about Jesus, to gain an accurate insight into his teaching and be

reassured about their own faith etc.

- b) iii. **Outline how one of the above gospels came to be written, using the following headings: The variety of material within the gospel – parable, miracle etc.** 20

An excellent answer will show an understanding of how the gospels came to be written by setting out accurate information on the variety of material in one of the four gospels.

Possible points:

- *The Gospel of Mark* – A variety of materials were used including stories, parables, miracles, community instruction and a passion narrative. It emphasized the actions of Jesus and preserved very few actual words of Jesus, etc.
- *The Gospel of Matthew* – It includes parables, miracles, teaching and the Sermon on the Mount. Although Mark's gospel was a source, Matthew also used a separate collection of stories about Jesus, etc.
- *The Gospel of Luke* – It includes parables, miracles, sayings, inclusion stories, conflict stories. It uses a geographical principle of arrangement to divide the narrative into three parts: a Galilean ministry of Jesus, a long travel narrative, and a final phase in Jerusalem. Luke begins his work with an infancy narrative and concludes it with resurrection appearances and a universal mission given to the disciples, etc.
- *The Gospel of John* – Encounters and dialogues between Jesus and individuals have an important role in its message. It presents the story of Jesus in two parts: his public ministry and his passion, death and resurrection. Jesus speaks in long discourses about himself and his mission. The gospel includes a poetic prologue, encounter stories, dialogues, no parables and only seven miracles which have a symbolic function. The world of Jesus presented in John's gospel is not a world of sayings and parables, but of concepts such as light and darkness, life and truth, etc.

SECTION I RELIGION: THE IRISH EXPERIENCE

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

- a) **Profile one way in which there has been a connection between the land and religion in Ireland.** *Marks* 80

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by tracing one way in which there is a connection between land and religion in Ireland.

Possible points:

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

or

- b) **Profile the life and work of one Irish monk who founded a monastery in Europe.** *Marks* 80

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by tracing the life and work of one Irish monk who founded a monastery in Europe.

Possible points

- Aidan (d.651) left Iona at the request of King Oswald of Northumbria to establish monasteries elsewhere. He was consecrated a bishop and trained others who went on to found new monasteries, etc.
- Columbanus/Columban (543-615) a scholar and a writer. He founded many monasteries in Europe, including Luxeuil in France in 590 and Bobbio in Italy in

612. Disciples of Columban also set up other monasteries in France, etc.

- Etc.

or

c) **Profile how one Christian movement attempted to bring about reforms by returning to origins.** *Marks* 80

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by tracing the development of one reform movement in an Irish Christian denomination.

Possible points

- The Céili Dé (8th century) sought a renewal of an ascetic tradition based on the Word of God and devotion to the saints. It brought about reforms in prayer and liturgy, as well as a growth in the hermitage tradition and in the use of Penitentials, etc.
- Gregorian reform (12th century) - Two Irish prelates called a synod at Cashel in 1101, which identified abuses in the Irish Christian Church and reaffirmed its teaching on marriage, etc.
- Various religious orders were established in Ireland during the twelfth-century reforms. St. Malachy, impressed by reformed monasticism in France, brought Cistercian monks to Ireland and founded a monastery at Mellifont in 1142. The Cistercians spread throughout Ireland, etc.
- Etc.

or

d) **Profile one way in which the ideas of the Enlightenment influenced Christianity in Ireland.** *Marks* 80

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by tracing one way in which the Enlightenment had an impact on Christianity in Ireland.

Possible points

- Freedom to worship, access to education and the removal of confessional disabilities were seen as 'natural' rights. This influence can be seen in the establishment of Reading Societies, the writings of Dean George Berkeley and in the Belfast Enlightenment etc.
- The Synod of Thurles was convened in 1850 to bring the Roman Catholic Church Ireland into line with continental devotional and liturgical practices. The Redemptorist and the Vincentian religious orders came from abroad to promote the new devotional practices and spirituality. An enlightened faith was seen as one that promoted devotional practices such as benediction, novenas, sodalities, parish missions etc.
- Etc.

or

e) **Profile the way in which two Christian denominations in Ireland have responded to ecumenism.** *Marks* 80

An excellent answer will show knowledge of a key moment in the development of religion in Ireland by tracing the response made by two Christian denominations in Ireland to ecumenism.

Possible points

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

- i. **Examine the impact of Darwin's ideas on the relationship between religion and science under the following headings: Darwin's ideas about evolution.** Marks
40

An excellent answer will show knowledge of a key moment in the relationship between science and theology by looking closely at Darwin's ideas about evolution.

Possible points

- Theory of evolution that all forms of life develop over time from a common ancestor. Those organisms most able to adapt to their environments survive and produce offspring, while non-adaptive organisms die and therefore have limited reproductive potential, etc.
- This theory of evolution appeared to be contrary to the idea of a Divine Designer. It seemed to challenge the Christian understanding of people made by God, in God's image and for a special purpose etc.
- Etc.

- ii. **Examine the impact of Darwin's ideas on the relationship between religion and science under the following headings: Reactions to Darwin's ideas about evolution** 40

An excellent answer will show knowledge of a key moment in the relationship between science and theology by looking closely at the reaction to Darwin's ideas about evolution.

Possible points

- The Anglican churchman Charles Kingsley, suggested that it was noble of God to create creatures capable of self-development. He maintained that this theory of evolution allows us to think of God as more deeply involved in nature than previous scientific thought had allowed, etc.
- Some said that evolution emphasised the immanence of God and saw no necessary conflict between evolution and Christian faith, etc.
- Some saw a conflict with the literal reading of the Genesis Creation accounts. The idea of a common ancestor appeared to contradict the belief that people were made in God's image and for a special purpose, etc.
- The Oxford debate between the Bishop of Oxford, Samuel Wilberforce, and T. H. Huxley typified an adversarial relationship between religion and science, etc.
- Ernest Haeckel, in *The Riddle of the Universe* (1899) presented Darwin's theory of evolution as a victory of reason and observation over belief and superstition, etc.
- The theory of natural selection was applied to moral and social questions. It was used to justify unjust economic practices and colonial aggression. This led to a rejection of Darwin's theory on moral grounds, etc
- The Roman Catholic Church in the nineteenth century reacted negatively to evolution, as it seemed to represent and validate the excesses of materialism and secularism. As new methods of biblical research were adopted, the Roman Catholic Church came to accept the theory of evolution, etc.
- Etc.

Note: Allow descriptive answers where the candidate looks closely at one reaction to Darwin's ideas about evolution.

Marking Scheme
Leaving Certificate Examination 2007

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 2007

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

SECTION E: RELIGION AND GENDER

◆ Buddhism ◆ Christianity ◆ Hinduism ◆ Islam ◆ Judaism

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

SECTION F: ISSUES OF JUSTICE AND PEACE

◆ Discrimination in Ireland ◆ Poverty in Ireland ◆ World Hunger

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

(Circular S82/05)

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 2007 prescribed title.
 - It shows inadequate personal engagement with the chosen 2007 prescribed title.
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It gives little or no information on the steps taken and the skills used in investigating the chosen 2007 prescribed title and shows poor use of research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows little or no evidence that a range of sources of information were used in competing coursework on the chosen 2007 prescribed title.
- 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 2007 prescribed title, with some supporting evidence given for the conclusions drawn.
 - It shows some personal engagement with the chosen 2007 prescribed title.
 - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It gives general information on the steps taken and the skills used in investigating the chosen 2007 prescribed title with some evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows some evidence that sources of information were used in competing coursework on the chosen 2007 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 2007 prescribed title.
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It gives good evidence that sources of information were used in competing coursework on the chosen 2007 prescribed title.
 - It gives general information on the steps taken and the skills used in investigating the chosen 2007 prescribed title.
 - It gives a general summary of the findings from the investigation of the chosen 2007 prescribed title, with good supporting evidence given for the conclusions drawn.
- If the answer is excellent in its treatment of the set points i.e.
- 33 – 40
- It is a really worthwhile piece of work.
 - It shows substantial personal engagement with the chosen 2007 prescribed title.
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2007 prescribed title. It 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 competing coursework on the chosen 2007 prescribed title.
 - It gives a full and relevant summary of the findings from the investigation of the chosen 2007 prescribed title, with substantial supporting evidence given for the conclusions drawn.

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 2007 prescribed title.
 - It shows inadequate personal engagement with the chosen 2007 prescribed title, with little or no description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
 - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It shows inadequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows little or no evidence of identifying different perspectives encountered and questions that arose through doing coursework on the chosen 2007 prescribed title.
 - It shows little or no evidence of -
 - Assessing what has been the most valuable part of doing coursework on the chosen 2007 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.
- 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 2007 prescribed title in that it gives an explanation for choosing the coursework title that is relevant but has insufficient evidence of personal interest / enthusiasm / concern about the chosen 2007 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
 - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows some identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2007 prescribed title.
 - It shows some evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2007 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.
- 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 2007 prescribed title. A general explanation is given with some evidence of personal interest / enthusiasm / concern about the chosen 2007 prescribed title. It gives a general description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
 - It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
 - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
 - It shows good identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2007 prescribed title.

- It gives good evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2007 prescribed title
 - Balancing different perspectives
 - 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 2007 prescribed title. Detailed explanation is given with clear evidence of personal interest / enthusiasm / concern about the chosen 2007 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2007 prescribed title.
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2007 prescribed titles.
- It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills.
- It shows clear identification of different perspectives encountered and questions that arose through doing coursework on the chosen 2007 prescribed title.
- It gives substantial evidence of –
 - Assessing what has been the most valuable part of doing coursework on the chosen 2007 prescribed title
 - Balancing different perspectives
 - Showing the skills of judgement and evaluation.

