



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2011**

**MARKING SCHEME**

**RELIGIOUS EDUCATION**

**HIGHER LEVEL**



## **General Introduction**

- The assessment of Religious Education at Leaving Certificate Higher 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.
- 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.

## UNIT ONE

CANDIDATES MUST ANSWER ONE OF THE FOLLOWING TWO QUESTIONS.

### SECTION A THE SEARCH FOR MEANING AND VALUES

Mark

#### Question 1.

- 1 1 a) Outline how the Sophists in ancient Greece contributed to the development of philosophy.

40  
Graded

#### Marking Criteria

An excellent answer will show knowledge of the philosophical thought in ancient Greece by setting out accurate information on the contribution of the Sophists to the development of philosophy.

#### Possible Points:

- Some Sophists suggested that the good life is a life of pleasure. This contributed to the development of philosophy as it made people ask what is pleasure. Philosophers developed ideas about pleasure. Socrates made a distinction between pleasurable experience and true happiness etc.
- The Sophists contributed to the development of philosophy because they developed the art and skills of debating. This may have made it easier for Socrates to engage with them and develop the Socratic Method as an alternative type of discourse etc.
- The Sophists contributed to the development of philosophy because they changed the focus of philosophy away from concerns about the world. Instead they focused their thought on the person and the person's place in the world. This concern continued in philosophy e.g. the humanism of the Renaissance era etc.
- The Sophists contributed to the development of philosophy in that by focusing on the person, many Sophists concluded that ideas about truth, justice, good, etc., were products of habit and circumstance. This idea was further explored by the existentialists of the twentieth century such as Sartre etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

- 1 b) **Compare the way in which questions about the meaning of life are addressed in two myths from ancient times that you have studied.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of how human beings expressed their response to the quest for meaning in symbolic languages and meaning systems by accurately identifying the similarities and/or differences in the way two myths from ancient times answered questions about the meaning of life.

*Possible Points:*

- The question of whether suffering has any meaning is answered differently in the Myth of Prometheus and the Epic of Gilgamesh. In the Myth of Prometheus, suffering could be seen as something that is senseless e.g. the vindictiveness of Zeus may appear more powerful than compassion etc. In the Epic of Gilgamesh, suffering prompts Gilgamesh to search for immortality etc.
- The question of what qualities should be valued in life is answered similarly in the Myth of Prometheus and the Epic of Gilgamesh e.g. Prometheus shows compassion and endurance; Gilgamesh shows determination and endurance etc.
- The question about whether the world is ordered or chaotic is answered similarly in the Genesis account of creation and the Native American creation myth e.g. Both show that there is order not chaos and, by implication, that human life is not meaningless but part of a meaning-filled universe etc.
- Etc.

*Note:* A candidate identifies the similarities and/or differences in the way questions about the meaning of life are answered in two myths not associated with ancient times - Consult your Advising Examiner.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10 9 > 4 3 > 0	40M

**Question 2.**

- 2 a) *The development of non-religious communal values can be traced back to moments such as the rise of humanism, existentialism etc.*

**40**  
(20Mx2)  
Graded

**Profile how any two such moments contributed to the development of non-religious communal values.**

*Marking Criteria*

An excellent answer will show an understanding of the development of non-religious world views by tracing two key moments in the development of a non-religious system of communal values.

*Possible Points:*

- One key moment in the development of a non-religious system of communal values was the emergence of humanism. This placed the person at the centre of life and living. Each individual was seen as unique, special and as having the ability to understand the world. This world view valued the power of reason and the uniqueness of the person above other values. While humanism emerged within Christian philosophy and theology, humanism focused on human reason, human potential and human experience as communal values. This led to the development of non-religious ethical systems such as the U.N. Declaration of Human Rights etc.
- The Enlightenment or Age of Reason valued the freedom to make use of one's reason in all fields of discourse. This implied the rejection of all traditional forms of authority and the drawing up of the foundations of a secular morality. Many of the Enlightenment values found expression as communal values in the Declaration on the Rights of Man and the Citizen etc.
- Existentialism is a philosophical system that focuses on the meaning of existence and the question as to whether human existence has any distinctive meaning. An existentialist world - view values each person being responsible for the choices he/she makes. The influence of existentialism can be seen in the value given to freedom of conscience and to pluralism as communal values in Western societies etc.
- One key moment in the development of a non-religious system of communal values was when Kant wrote about how people should behave and developed the idea of the categorical imperative i.e. act as if the maxim of your action were to become a universal law. This contributed to the development of non-religious communal values as it provided a way for a community to establish what is good without relying on religious sources etc.
- Etc.

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

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

2 b) **Examine the role polytheism played in the founding story of one monotheistic world religion that you have studied.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of the concepts of monotheism and polytheism by looking closely at the part played by polytheism in the founding story of *either* Christianity *or* Islam *or* Judaism.

*Possible Points:*

- Polytheism played a role in the founding story of Christianity in so far as - Christianity was founded at a time when Palestine was ruled by the Romans who held polytheistic beliefs. Within this context Jesus preached a monotheistic understanding of God – Yahweh/YHWH, Abba etc. Jesus shared his vision of the Kingdom of God with those who were familiar with a polytheistic culture e.g. The Curing of the Roman Officer’s Daughter etc. Some of the first Christian communities were established in places associated with polytheistic practices. Gentile converts to Christianity sometimes found it hard to leave behind their old religious beliefs and practices. St. Paul wrote to such communities to encourage them etc.
- Polytheism played a role in the founding story of Islam in so far as - Abraham is a key figure in Islam. He is seen as the first monotheist etc. At the time of Muhammad the people of Mecca worshipped many gods. Muhammad and a small group of followers left for Medina and clearly established Islam as a monotheistic religion etc.
- Polytheism played a role in the founding story of Judaism in so far as - Abraham lived in a polytheistic culture. The covenant between Abraham and Yahweh/YHWH reflects a context of polytheism where people worshipped many gods etc. The Ten Principles outlined in Deut. 11 make reference to other gods. The Law of the Covenant makes a clear distinction between Judaism and other polytheistic belief systems. The Law of the Covenant recognises one God only, referring to other gods as false gods etc. The time of the Axial Age was a time of prosperity and cultural development. At this point the Hebrew understanding of Yahweh/YHWH was of a military God who loved the People of Israel. Other people worshipped other gods and this was understood as a grave sin. This view takes account of the existence of polytheism while distancing Judaism from polytheistic beliefs. The Axial Age saw monotheism firmly established within Judaism etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

## UNIT TWO

CANDIDATES MUST ANSWER **TWO** OF THE FOLLOWING THREE SECTIONS.

### SECTION B CHRISTIANITY: ORIGINS AND CONTEMPORARY EXPRESSIONS

- B a) Examine two ways in which Jesus' Resurrection had an impact on the first Christians.**

*Mark*  
**40**  
(20Mx2)  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the the significance of the resurrection of Jesus for the first Christians by looking closely at two ways in which Jesus' Resurrection had an effect on the first Christians.

*Possible Points:*

- In the Gospel accounts of the Resurrection appearances Jesus' followers do not recognise him immediately. This shows how the Resurrection led to a new understanding of Jesus e.g. the disciples on the road to Emmaus recognised Jesus in the 'Breaking of Bread' etc.
- The impact of the Resurrection on the first Christians can be seen in the images and titles that were used to describe Jesus i.e. Messiah, Son of God and Son of Man convey an understanding that Jesus was God's self-revelation etc.
- The impact of the Resurrection can be seen in the sense of mission in the early Church i.e. they lived together as a community and established Christian communities among gentiles. This reflects a new understanding that Jesus was the mediator of salvation for all people etc.
- Etc.

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

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



**B b) Profile the understanding of Jesus that can be seen in the work of two writers of books about Christianity today.**

**40**  
**(20Mx2)**  
*Graded*

*Marking Criteria*

An excellent answer will show an appreciation of the significance of the life, teaching, death and resurrection of Jesus for Christians today by accurately tracing the understanding of Jesus that is evident in the work of two writers of books about Christianity today.

*Possible Points:*

- Eschatology is a central theme in Jurgen Moltmann's theology. He believes that Christians need to focus again on futuristic expectations i.e. hope in the Resurrection offers possibilities for change in this world. Moltmann wishes to reclaim the biblical vision of God being involved in history and also in human suffering. In Jesus there was total empathy with the suffering of humanity. Moltmann presents Jesus' resurrection as opening up an eschatological future for people that is beyond human imagining etc.
- Writers such as Karl Rahner, Bernard Lonergan and Dermot Lane are associated with the idea that Jesus' significance can be best understood if Christians begin with a low - ascending Christology i.e. God is revealed in and through the humanity of Jesus. The life of Jesus is as important as his death and resurrection etc.
- Elizabeth Johnson presents the idea that Christians can learn from Jesus' encounters with women in that Jesus did not conform to the patriarchy of his time. Jesus treated women as equals etc.
- Etc.

*Note:* A candidate traces a contemporary understanding of Jesus but fails to accurately identify two writers of books about Christianity today, with whose work it is associated - Consult your Advising Examiner.

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

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

- C a) Compare the way in which members are organised at a local level in each of the following world religions:

40  
Graded

◆ CHRISTIANITY      ◆ JUDAISM

*Marking Criteria*

An excellent answer will show knowledge of the main features of two major world religions by accurately identifying the similarities and/or differences in the way in which members are organised at a local level in Christianity and Judaism.

*Possible Points:*

- Christianity and Judaism are similar in the way members are organised at a local level in that –
  - Members have a local religious community to which they belong. These communities are centred around the place of worship i.e. the church and the synagogue etc.
  - People have particular leadership roles e.g. Roman Catholic Christianity the priest celebrates mass etc. In Judaism a cantor can lead religious services etc.
  - Etc.
- Christianity and Judaism are different in the way members are organised at a local level in that –
  - In Orthodox Judaism communal worship can take place when ten men are present. A Jew can form part of this Minyan or quorum once he is Bar Mitzvah (some reform congregations count women as part of the Minyan and will celebrate Bat Mitzvah). In Roman Catholic Christianity bishops take responsibility for communal worship by establishing parishes in their diocese etc.
  - In Judaism the small size of the local community may place particular responsibilities on its members i.e. people may have to travel for there to be a Minyan for High Holy Days. In Christianity there isn't the same obligation to travel in this way etc.
  - Etc.

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

- C b) ***Life in Ireland today can present challenges to world religions.***  
**Discuss the accuracy of this statement in relation to two of the following world religions:**

**40**  
**(20Mx2)**  
*Graded*

◆ **BUDDHISM** ◆ **CHRISTIANITY** ◆ **HINDUISM** ◆ **ISLAM** ◆ **JUDAISM**

*Marking Criteria*

An excellent answer will show an understanding of the influence that major religious traditions have on the lives and cultures of their adherents by considering perspectives and drawing accurate conclusions about the challenges that life in Ireland today may present for two of the world religions listed in the question.

*Possible Points:*

- In Western culture the value of certain Buddhist practices may not be fully understood e.g. strict asceticism can be hard to adopt. Aspects of Buddhist spirituality can appeal to people. Centring this appeal on the actual teachings of Buddhism could be a challenge so as to avoid aspects of Buddhist spirituality developing into an individual and private religion etc.
- Life in Ireland today can present Christian religious leaders with the challenge of speaking out on issues such as poverty and injustice. Christianity can be challenged by the fact that people are influenced by other values and trends in a pluralist and secular society. This has meant that Christianity has to show its adherents the ways in which its moral code is relevant today etc.
- As Hinduism is a minority religion, there may not be a widespread understanding of Hindu culture and tradition. Life in Ireland today presents Hinduism with the challenge of finding a way to stay true to tradition. The Irish Hindu Temple in Belfast is used for more congregational type worship than is common in India. Caste may be less important but can come to the fore when marriage is contemplated etc.
- Life in Ireland today can present followers of Islam with the challenge of maintaining the view that there is no distinction between religion and life. This raises issues for the community with regard to traditional forms of dress; mixed-sex schooling; integrated work places etc.
- Life in Ireland today can present followers of Judaism with the challenge of maintaining a sense of identity as the number of Irish Jews is relatively low. This can pose a challenge with regard to marriage. Inter-faith marriages present a challenge as many rituals are family and home-based. Some parents will encourage their adult children to live abroad in order to meet a wider circle of potential spouses etc.

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

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

**SECTION D MORAL DECISION-MAKING***Mark*

- D a) Outline the way in which individual rights are balanced with the idea of ‘the common good’ in one example of civil law that you have studied.**

**40**  
*Graded**Marking Criteria*

An excellent answer will show knowledge of the importance of personal and communal values and their expression in law codes by setting out accurate information on the way in which individual rights are balanced with the common good in one example of civil law.

*Possible Points*

- The common good is that which is best for the whole community/society. Law codes attempt to balance individual rights with the common good so that one person’s individual rights are considered no more nor no less important than another person’s individual rights. Law codes look to the common good where there may be clashes between different rights e.g. the smoking ban. The individual’s right to smoke is curtailed in order to protect people’s access to a healthy working environment etc.
- Countries that are signatories to the UN Declaration of Human Rights recognise that every individual has the right to paid employment. The common good means that society creates the general conditions that enable equal access to paid employment. However the common good means that an individual right may be subject to certain conditions e.g. civil law may establish rules about compulsory retirement etc.
- Etc.

Code MC in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**D b) Discuss the roles conscience and moral freedom play in the development of a morally mature person.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding that moral maturity calls for ongoing individual and community dialogue by examining perspectives and drawing conclusions about the part played by conscience and moral freedom in developing moral maturity.

*Possible Points:*

- Conscience plays a part in the development of moral maturity because -
  - A morally mature person is someone who acts selflessly for the good of others. Conscience helps a person to discern what that might mean in particular situations etc.
  - A morally mature person strives to do what is good. Conscience helps people to identify what the good is. It helps in the process of applying moral principles to a particular situation etc.
  - Conscience is the process by which people take responsibility for their actions, which is another mark of a morally mature person etc.
  - Etc.
- Moral freedom is important in the development of moral maturity because –
  - Moral freedom gives people the right and duty to use their conscience etc.
  - A morally mature person has a personal moral code. People need freedom in order to develop personal moral codes and principles etc.
  - A morally mature person develops a habit of acting virtuously. Some argued that virtuous living needs to be practised in order to be learnt. Moral freedom enables a person to identify what is virtuous and apply it to his/her life etc.
  - Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

## UNIT THREE

CANDIDATES MUST ANSWER ONE OF THE FOLLOWING FOUR SECTIONS.

### SECTION E RELIGION AND GENDER

*Mark*

**E a) ● BIOLOGY ● PHILOSOPHY ● PSYCHOLOGY ● SOCIOLOGY**

**40**  
(20Mx2)  
*Graded*

**Discuss the contribution of two of the above to the way in which gender is understood today.**

#### *Marking Criteria*

An excellent answer will show an understanding of gender in contemporary society by examining different perspectives and drawing conclusions about the input of two of the following into the way in which gender is understood today: Biology, Philosophy, Psychology, Sociology.

#### *Possible Points*

- Biology has contributed to the way in which gender is understood as it proposes differentials in establishing the differences between men and women i.e. genes and chromosomes; sex glands; sex hormones; differentiation of internal reproductive tract; differentiation of external genitalia; differentiation of some brain areas. These suggest that gender differences are apparent very soon after birth and before socialisation can have any significant influence etc.
- Philosophy has contributed to the way in which gender is understood in that to answer the question ‘what does it mean to be human?’ philosophy also considers what it means to be male or female. The early philosophers thought that the differences between men and women meant that men were superior to women. More recent philosophy has given greater consideration to the role of equality in the relationship between the sexes etc.
- Psychology has contributed to the way in which gender is understood because reliable psychological testing has found at least four differences between the sexes i.e. verbal; mathematical; visual-spatial abilities; aggression. However psychologists have also found that the variations within each gender are greater than the differences between the genders etc.
- Sociology has contributed to the way in which gender is understood in that sociological research shows that people are influenced by the environment in which they learn to socialise with others. Sociologists suggest that gender roles are influenced by social contexts etc.

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

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

**E bji. Compare the part played in salvation history by two women whose stories are told in the Hebrew Scriptures.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the place of women in the Hebrew Scriptures by accurately identifying the similarities and/or differences between two women whose stories are told in the Hebrew Scriptures.

*Possible Points*

- Deborah and Miriam are similar in that they are both considered prophets who led the people and were loyal to the Covenant etc. Both women are similar in that they had leadership roles. Miriam leads the people out of Egypt with Moses. Barak agrees to fight against King Jabin's troops if Deborah goes with him etc. Deborah's song of victory follows in the tradition of Miriam's song of victory etc. Both women had a strong relationship with Yahweh/YHWH. Miriam questions Yahweh/YHWH. Deborah ensures the continuing friendship between Yahweh/YHWH and the people of Israel etc.
- Deborah is very clearly a military leader. However Miriam shows courage in the different way in that she defies Pharaoh's order to midwives that Hebrew boys should be killed at birth etc. Under Deborah's leadership the people of Israel enjoy 40 years of peace. However Miriam died before the people reached the Promised Land etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

*or*

**E b)ii. Examine the importance for Christians today of two encounters between Jesus and women that are described in the Christian Scriptures.**

**40**  
**(20Mx2)**  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of the encounters between Jesus and women in the Christian Scriptures by looking closely at the importance of two encounters between Jesus and women for Christians today.

*Possible Points*

- The encounter between Jesus and the Syro-Phoenician woman is important for Christians today as it shows the importance of faith. In this encounter Christians can see the development of Jesus' own self-understanding. The encounter teaches the importances of the gospel values of inclusion, even if this means going against the social structures of the time etc.
- The encounter between Mary Magdalene and Jesus is important for Christians today because Christians can see in her a model of discipleship. She travelled with Jesus in the company of the Twelve. Christians today may consider the roles of women in Christianity. Mary Magdalene was a leader in the early Church and in bringing the news of the Resurrection has been called 'The Apostle to the Apostles' etc.
- Etc.

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

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

*or*



**Compare the portrayal of Mary, the mother of Jesus in one of the above Gospels with the way in which she is viewed in a Christian denomination today.**

*Marking Criteria*

An excellent answer will show an understanding of the place of women in the Christian Scriptures by identifying the similarities and/or differences in the way Mary the mother of Jesus is portrayed in one of the Gospels listed in the question and the way she is viewed in a Christian denomination today.

*Possible Points*

- The Gospel of Matthew refers to Mary in the infancy narratives. It also emphasises that Mary was virgin and mother which is similar to the way in which she is presented in the Church of Ireland etc.
- The Gospel of Mark refers to Jesus as son of Mary, rather than as son of Joseph which would have been the norm at that time. This is similar to the Roman Catholic presentation of Mary as virgin mother etc.
- The Gospel of Luke emphasises Mary's discipleship which comes from her devotion to God. This is similar to Martin Luther's view of her as an example of faith. The Magnificat shows a woman who speaks out for the poor and the oppressed. This is similar to way in which Christians of many denominations view Mary today etc.
- In the Gospel of John, Mary is associated with the public ministry of Jesus e.g. the Wedding at Cana. John presents Mary as an active follower of Jesus placing her at the foot of the Cross. Similarly the Church of Ireland presents Mary's importance within the context of discipleship etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

*or*

**E b)iv. Profile how the gender of one person or group has contributed to their experience of *either* empowerment *or* freedom in a major world religion.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show an understanding of the significance of gender for religious experience by tracing the influence of gender on the way a person/group experienced *either* empowerment *or* freedom in a major world religion.

*Possible Points*

*Empowerment -*

- One example of the way in which women were able to define and direct their lives within religion because of gender was through the development of non-cloistered religious life. Through the development of Beguines women lived independently, unconnected to any male figure or group. These women began to establish communities that were autonomous, unsupervised and self-supporting. They lived out their faith through a life of simplicity, hard work and service to those in need. These communities established a way of life for women that liberated them from the cloister and from male authority. Through their service to those in need these women also gave others a sense of freedom and empowerment. Religious orders today follow in this tradition etc.
- One example of the way in which men experienced empowerment in religion because of their gender was through the development of an all-male priesthood. The Roman Catholic denomination has maintained the view that only a male can be a priest. The Anglican Communion allows for the ordination of women to the priesthood. Some Churches within the Anglican Communion reserve the episcopate to males etc.
- Etc.

*Freedom -*

- One example of the way in which women can experience freedom in religion because of gender is seen in the early development of Buddhism. Buddhists rejected any distinctions regarding how men and women attain enlightenment etc.
- One example of how men experience freedom in religion because of their gender can be seen in the early stages of the development of Hinduism. At this stage education was the responsibility of religious schools which required long periods away from the family home. Boys were often encouraged to undertake this type of education while it became optional for girls etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

H a) *Storytelling is an important feature of Bible literature*40  
Graded

Discuss this statement with reference to *either* the story of Job *or* one of Jesus' parables.

*Marking Criteria*

An excellent answer will show an understanding that the identification of genre is important for the understanding of biblical texts by examining and drawing accurate conclusions about the importance of storytelling in Bible literature with reference to *either* the story of Job *or* one of Jesus' parables.

*Possible Points:**The Story of Job -*

- Good stories engage the mind, emotions, imagination and experience of the audience. The Story of Job deals with issues that affect people i.e. the problem of evil, human behaviour and the justice of Yahweh/YHWH etc.
- Storytelling allows people to draw out the religious implication of a simple story e.g. The story of Job seems to have two sources i.e. Chapters 1-2 and 42:7-17 tell a story of a man tested and vindicated by Yahweh/YHWH. The intervening chapters use the story to explore ideas about innocence, suffering, justice and power etc.
- Telling the Story of Job provides a framework in which some answers to the mysteries of life are challenged. The narrative shows the reality of human suffering. The audience is encouraged to be compassionate. The story shows a man's capacity to live with unanswered questions because he is loved by Yahweh/YHWH etc.
- Etc.

*The Parables of Jesus -*

- The parables of Jesus present realistic faith stories. Through them religious ideas are concretely expressed in a way that is easy to understand. Stories told in the parables engage with human experience in highlighting Gospel values e.g. The Parable of The Labourers in the Vineyard emphasises the importance of inclusion, mercy and love etc.
- Storytelling allows the audience to anticipate an ending and therefore share in the story e.g. The Parable of the Ten Wedding Attendants shows that Christians should celebrate the Kingdom of God but they should also work for the Kingdom of God etc.
- Some of Jesus' parables are designed to shock the audience by introducing new or unexpected ideas. Parables can show that faith is not simply adhering to the rules e.g. The Parable of The Unjust Steward could catch an audience off guard in the way it praises the resourcefulness of the unjust steward etc. This makes the listener give thought to the verses that follow about the importance of honesty and sharing worldly possessions etc.
- Etc.

Code MC in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**H b) Outline how archaeological discoveries have contributed to the way in which the Bible is understood today.**

**40**  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of how the Bible came to be written by setting out accurate information on the process by which archaeological discoveries have contributed to the way in which the Bible is understood today.

*Possible Points:*

- Archaeological discoveries have helped people engaged in textual criticism e.g. The Dead Sea Scrolls showed that there was very little difference between the Hebrew Scriptures settled on by Jewish scholars in the first century CE and the then current versions of the Christian scriptures etc.
- Because of archaeological discoveries scholars can make accurate decisions about which texts are closest to the original texts e.g. books in the Christian Bible were among the fragments found in Qumran and have been very important for biblical studies etc.
- Archaeological discoveries help people engaged in literary criticism e.g. the discovery of the Sayings of Ananemopet indicated that these sayings may have been used as a source for several chapters of the Book of Proverbs etc.
- The excavation of sites helps people verify the historical accuracy of various biblical accounts e.g. excavations in Jerusalem have produced a more detailed picture of Temple life etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**SECTION I RELIGION: THE IRISH EXPERIENCE***Mark*

- I a) Outline two trends that can be seen in the pattern of religious practice among young people in Ireland today.**

**40**  
(20Mx2)  
*Graded*

*Marking Criteria*

An excellent answer will show knowledge of the pattern of religious belief in Ireland today by setting out accurate information on two trends in the pattern of religious practice among young people in Ireland today.

*Possible Points:*

- An increased interest in theology, Celtic spirituality etc.
- Surveys show an increase in the numbers of people who have no religious affiliation and lower rates of attendance at religious services among young people etc.
- Recent Irish Census results show that the number of religions to which people are affiliated has increased etc.
- Etc.

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

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

●	●	●	●
<b>RELIGION SPIRITUALITY AND LAND</b>	<b>RELIGION SPIRITUALITY AND MONASTICISM</b>	<b>RELIGION SPIRITUALITY AND REFORMS</b>	<b>RELIGION AND THE IDEAS OF THE ENLIGHTENMENT</b>

**Assess the influence of one of the above on the development of Christianity in Ireland.**

*Marking Criteria*

An excellent answer will show knowledge of the development of religion in Ireland by accurately evaluating the influence on the development of Christianity in Ireland of one of the following: Religion, Spirituality and Monasticism; Religion, Spirituality and Land; Religion, Spirituality and Reforms; Religion and the Ideas of The Enlightenment.

*Possible Points:*

*Religion Spirituality and Land*

- In ancient Ireland strong social and political groupings were formed through a shared connection to an area. The Tuath was the basic socio-political unit in Pre-Christian Ireland. Their unity was reinforced by religious beliefs and practices concerning the land e.g. the fertility of the land was directly linked to the righteousness of the king etc.
- The Irish may have found it easy to relate to the connection that existed between the Covenant and the land for the people of Israel. Land ownership and landlessness became intimately linked with religious identity during the Penal Laws in Ireland etc. Land and an agricultural way of life provide the material for many of Jesus' parables etc.
- Etc.

*Religion Spirituality and Monasticism*

- When British and European monks first came to Ireland they replaced the diocesan system that had been put in place by the first wave of Christian missionaries. Monasteries became the visible presence of Christianity in early Christian Ireland. Their appeal partly lay in the fact that their way of life picked up on many of the key elements of the life of the early Christian communities depicted in the letters of St. Paul etc.
- Monasteries were centres of learning. As such the monks were viewed by some as following in an Irish tradition that placed a high value on education. Monks were the artists responsible for the illuminated manuscripts such as the Book of Kells. In developing the 'Penitentials' monasticism influenced Christianity on a wide scale etc.
- The Irish missionary tradition can be traced back to the Monasteries. Irish missionaries such as Colum Cille went to Scotland and Aidan went to England. Columbanus established five monasteries in mainland Europe, going as far as Bobbio in Italy etc.
- Etc.

### *Religion Spirituality and Reforms*

- At the heart of Christianity is the idea of renewal and reform. The monasteries underwent a period of reform in the 8<sup>th</sup> century CE. The Ceilí Dé worked to ensure priests were better educated. Mael Ruán of Tallaght stressed the importance of an Anam Chara. This in turn influenced the development of private confession. The concept of Anam Chara has recently been re-popularised through the writings of John Donoghue etc.
- A close link has existed at various times between religion and politics. The Protestant Reform of the 16<sup>th</sup> century established itself with the English colonisation of Ireland. Protestantism became associated with planters and plantations. Wealthy Catholics were reluctant to send their children to Oxford as Protestantism became established in England. They sent their children to Europe instead. As result Irish Catholics brought back ideas from the Counter-reformation etc.

### *Religion and the Ideas of the Enlightenment*

- Enlightenment ideals such as liberty, equality and fraternity made people critical of the position of the Anglican Church as the established Church. Enlightenment ideals underpinned the move towards Catholic emancipation etc.
- The Enlightenment contributed to the development of Irish Presbyterianism and the importance of education within Presbyterianism. The Belfast Enlightenment encouraged education for all. The creation of the Belfast Reading Society and the Belfast Natural History Society led to Belfast being known as the ‘Athens of the North’ etc.
- The value placed on freedom of religion enabled Cardinal Cullen to develop Roman Catholicism. He saw over the establishment of Roman Catholic schools, hospitals and orphanages. He introduced standardised forms of religious practice that brought the Irish Roman Catholic Church more in line with Rome etc.
- Etc.

Code *MC* in 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>Question Marks</i>
40 > 34	33 > 28	27 > 22	21 > 16	15 > 10	9 > 4	3 > 0	40M

**Discuss the impact of each of the above images of God on the relationship between religion and science.**

*Marking Criteria*

An excellent answer will show an understanding of the connections and differences between the theological and scientific enterprises by examining different perspectives and drawing accurate conclusions about how the image of 'God of the Gaps' and the image of 'God as Creator' have influenced the relationship between religion and science.

*Possible Points:*

*God of the Gaps -*

- This image suggests that religion is used to explain things when there is a gap in scientific knowledge e.g. Newton's ideas about the universe depended on the idea of 'the divine arm'. This image of God can have an impact on the relationship between religion and science because as the gaps in scientific knowledge get smaller, the part played by this image of God diminishes etc.
- This image of God might encourage some people to see science as more reliable than religion since science can offer proof of how the universe came to be. Religion cannot prove the existence of God in the same material way. This can have a negative impact on the relationship between religion and science in that some people may think that it is necessary to choose between religion and science etc.
- This image of God looks for evidence of God's actions outside of natural processes, not within them. As such it pushed religion and science further apart etc.
- Etc.

*God as Creator -*

- This image can have a positive influence on the relationship between religion and science since the Creator is revealed in what is created e.g. Aquinas said that God is the primary cause of all that exists and God works through the secondary causes of the natural world which science studies etc.
- The contribution this image makes to the relationship between religion and science is connected to attitudes towards scripture e.g. Scientific Creationism rejects the findings of science that contradict a literal reading of the biblical account of creation. However when the Genesis creation accounts are seen as a symbolic and spiritual expression, then religion and science can be seen as co-operative though separate disciplines e.g. the 1992 Joint Appeal by Science and Religion etc.
- This image can have a positive impact on the relationship between religion and science as through it people are committed to the stewardship of creation. Stewardship is valued by the major world religions. It supports the scientific enterprise and puts it at the service of humanity etc.
- Etc.

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

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



### *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 ghnóthaíonn 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

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

*Marking Scheme 2011*

*Leaving Certificate Examination 2011*

*Religious Education Coursework - Higher Level*

**RELIGIOUS EDUCATION COURSEWORK**

Aims of coursework for Leaving Certificate Religious Education are:

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

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

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

- 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.

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

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

**F.1. Profile the religious perspective on violence that is evident in the ‘Just War’ theory.**

*Marking Criteria -*

Excellent coursework will show knowledge of conflict resolution, a religious perspective on violence and the ‘Just War’ theory by tracing the development of the characteristic features that portray the religious perspective on violence that is evident in the ‘Just War’ theory.

**F.2.                   ● Discrimination in Ireland   ● Poverty in Ireland   ● World Hunger**

**Examine the influence of *either* economic or social factors on one of the above issues today.**

*Marking Criteria -*

Excellent coursework will show familiarity with the basic principles of social analysis and knowledge of the problem of discrimination in Ireland/poverty in Ireland/world hunger by looking closely at and drawing conclusions about the influence of *either* two or more contemporary economic or social factors on one of the issues listed in the title i.e. Discrimination in Ireland or Poverty in Ireland or World Hunger.

***SECTION G: WORSHIP, PRAYER AND RITUAL***

**G.1. A study of the relationship between sacrament and ritual in two Christian denominations today.**

*Marking Criteria -*

Excellent coursework will show an understanding of the importance and meaning of sacrament in the Christian tradition by looking closely at the relationship between sacrament and symbolic words, actions and gestures associated with two Christian denominations today.

**G.2. An investigation into the importance of formal prayer for members of one of the following major world religions: Buddhism, Christianity, Hinduism, Islam or Judaism.**

*Marking Criteria -*

Excellent coursework will show knowledge and appreciation of the importance of a prayer tradition in a major world religion by examining the importance of an established style or form of prayer for members of one of the following world religions – Buddhism, Christianity, Hinduism, Islam or Judaism and providing supporting evidence for their conclusions.

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

### Marks

### Marking Criteria as evident in Part A

- 0 - 15 If the answer is weak in its treatment of the set points i.e.
- It is a trivial or irrelevant piece of work and provides little or no supporting evidence for the conclusions drawn in relation to the chosen 2011 prescribed title
  - It shows inadequate personal engagement with the chosen 2011 prescribed title
  - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
  - It gives little or no information on the steps taken and the skills used in investigating the chosen 2011 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 completing coursework on the chosen 2011 prescribed title.
- 16 - 21 If the answer is fair in its treatment of the set points i.e.
- It is an adequate piece of work. A limited summary is given of the findings from the investigation of the chosen 2011 prescribed title, with some supporting evidence given for the conclusions drawn
  - It shows some personal engagement with the chosen 2011 prescribed title
  - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
  - It gives general information on the steps taken and the skills used in investigating the chosen 2011 prescribed title with some evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It shows some evidence that a range of sources of information were used in completing coursework on the chosen 2011 prescribed title.
- 22 - 27 If the answer is good in its treatment of the set points i.e.
- It is a fine piece of work.
  - It shows adequate personal engagement with the chosen 2011 prescribed title
  - It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
  - It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It shows fair evidence that a range of sources of information were used in completing coursework on the chosen 2011 prescribed title
  - It gives general information on the steps taken and the skills used in investigating the chosen 2011 prescribed title
  - It gives a general summary of the findings from the investigation of the chosen 2011 prescribed title, with good supporting evidence for the conclusions drawn.
- 28 - 33 If the answer is very good in its treatment of the set points i.e.
- It is a worthwhile piece of work
  - It shows clear personal engagement with the chosen 2011 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 2011 prescribed titles
  - It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It shows good evidence that a range of sources of information were used in completing coursework on the chosen 2011 prescribed title
  - It gives a detailed summary of the findings from the investigation of the chosen 2011 prescribed title, with good supporting evidence given for the conclusions drawn.

- 34 – 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 2011 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 2011 prescribed titles
  - It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It gives substantial evidence that a range of sources of information were used in completing coursework on the chosen 2011 prescribed title
  - It sets out in detail the main points of information on the steps taken and the skills used in investigating the chosen 2011 prescribed title
  - It gives a full and relevant summary of the findings from the investigation of the chosen 2011 prescribed title, with substantial supporting evidence given for the conclusions drawn.  
The summary reflects one or more of the following:  
the ability to select, analyse and evaluate information  
the ability to sort and edit information  
the ability to present ideas concisely and cogently.

**PART B – PERSONAL REFLECTION ON THE LEARNING, SKILLS AND EXPERIENCES GAINED THROUGH UNDERTAKING COURSEWORK**

*Marks* *Marking Criteria as evident in Part B*

- 0 - 15 If the answer is weak in its treatment of the set questions i.e.
- It is a trivial or irrelevant piece of work.
  - It shows inadequate personal engagement with the chosen 2011 prescribed title. It gives no or little description of the personal insights gained through doing coursework on the chosen 2011 prescribed title.
  - It shows poor evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
  - It shows inadequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It shows little or no identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2011 prescribed title
  - It gives little or no evidence of -  
Assessing what has been the most valuable part of doing coursework on  
the chosen 2011 prescribed title  
Balancing different perspectives  
Showing the skills of judgement and evaluation.
- 16 - 21 If the answer is fair in its treatment of the set questions i.e.
- It is an adequate piece of work
  - It shows some personal engagement with the chosen 2011 prescribed title
  - It shows some evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
  - It shows little evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
  - It shows some evidence of the identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2011 prescribed title
  - It gives some evidence of -  
Assessing what has been the most valuable part of doing coursework on  
the chosen 2011 prescribed title  
Balancing different perspectives  
Showing the skills of judgement and evaluation.

22 - 27 If the answer is good in its treatment of the set questions i.e.

- It is a fine piece of work
- It shows adequate personal engagement with the chosen 2011 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 2011 prescribed title; It gives a general description of the personal insights gained through doing coursework on the chosen 2011 prescribed title
- It shows accurate evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
- It shows adequate engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows fair evidence of the identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2011 prescribed title
- It shows fair evidence of –
  - Assessing what has been the most valuable part of doing coursework on the chosen 2011 prescribed title
  - Balancing different perspectives
  - Showing the skills of judgement and evaluation.

28 - 33 If the answer is very good in its treatment of the set questions i.e.

- It is a worthwhile piece of work
- It shows clear personal engagement with the chosen 2011 prescribed title. It gives a detailed description of the personal insights gained through doing coursework on the chosen 2011 prescribed title; A general explanation is given with some evidence of personal interest / enthusiasm / concern about the chosen 2011 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 2011 prescribed titles
- It shows clear evidence of engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows clear identification of questions that arose and the variety of different perspectives encountered in doing coursework on the chosen 2011 prescribed title
- It gives good evidence of –
  - Assessing what has been the most valuable part of doing coursework on the chosen 2011 prescribed title
  - Balancing different perspectives
- It shows the skills of judgement and evaluation.

34 – 40 If the answer is excellent in its treatment of the set questions i.e.

- It is a really worthwhile piece of work
- It shows substantial personal engagement with the chosen 2011 prescribed title; Detailed explanation is given with clear evidence of personal interest / enthusiasm / concern about the chosen 2011 prescribed title; It gives a detailed description of the personal insights gained through doing coursework on the chosen 2011 prescribed title with evidence of the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience
- It shows accurate and substantial evidence of the knowledge, understanding, skills and attitudes in the objectives of the section chosen for coursework from the 2011 prescribed titles
- It shows substantial engagement in extended research, analysis, evaluation, critical thinking, communication and reflection skills
- It shows substantial evidence of a depth of understanding of the chosen 2011 prescribed title and approaching it from a variety of perspectives that reflect one or more of the

following:

- the ability to interpret, contrast and evaluate different opinions / approaches to a topic
- the ability to develop counter-arguments
- It shows substantial evidence of identifying questions that arose through doing coursework on the chosen 2011 prescribed title, including ability to question the authority of different sources of information and ability to distinguish between fact and opinion
- It gives substantial evidence of -
  - Personal, critical reflection on the learning gained through coursework
  - Assessing what has been the most valuable part of doing coursework on the chosen 2011 prescribed title
  - Balancing different perspectives
  - Showing the skills of judgement and evaluation.









