



Leaving Certificate R.E. Coursework

**Second Level Support Service (R.E.)
assisted by**

School of Education, Mater Dei Institute



Agenda



- Welcome & Introduction
- Coursework requirements: overview & guidelines
- Digital resources for 2009 Titles

Coffee

- Methodologies for approaching coursework in the classroom
- Open forum Discussion: Good practice, contacts and other resources we know of

Lunch

- Monitoring coursework & exploring student samples from 2008
- Questions
- Evaluation forms, T&S forms, Substitution forms



Rationale:

Development of skills of research, critical thinking, analysis and reflection

Coursework is designed to help students develop these skills further through detailed investigation of a chosen topic

Relates to syllabus aims, in particular third aim



- Each year **2 sections from part 3 of the syllabus** are designated for coursework
- SEC issue 4 prescribed titles based on these 2 sections
- **These sections designated for coursework will NOT appear on the exam paper**
- **20% of the total mark will be assigned for coursework, i.e.**
 - **320 marks for terminal exam**
 - **80 marks for coursework** (Part A = 40 marks, Part B = 40 marks)
- **Students must submit ONE piece of coursework on one of the 4 titles in advance of the terminal exam. Coursework booklets are provided by the SEC. Once completed these must be inserted in the plastic envelope provided and sealed. They must be stored securely in the school by a given date. The terminal exam is then added into the other side of the sealed envelope.**



Aims of LCRE Coursework:

- 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 teacher's role in coursework:


- **Link coursework titles to the syllabus, especially relevant objectives, knowledge, understanding, skills and attitudes and learning outcomes. It is these that will be assessed through coursework**
- **Identify how titles might enable students to engage in research, critical reflection and analysis**
- **Identify what you need to teach in order to facilitate the choice of coursework titles**
- **Teach those parts of the syllabus that you consider necessary**
- **You may then offer students a full choice from the 4 titles or a limited choice, or suggest one topic to be taken by the whole class but ensure that different approaches are taken to the topic**
- **Students may choose a coursework title different than that of the class**



Students may work individually, in groups or as part of a whole class. Each student must however submit one individual coursework booklet for assessment

Possible approaches include:

- **description of an event or experience which students participated in**
- **a profile of the contribution of a person in a religious tradition**
- **trace the historical development of an organisation, a key idea, an issue or a school of thought that has influenced religious thinking**
- **set out contrasting approaches to an issue of theological concern and then come to one's own informed position**
- **a case study**

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- **a survey: outline the aim of research, the methodology used, findings/conclusions**
 - **an interview or series of interviews: present the reasons for conducting the interviews, a summary of the views expressed with some relevant quotes and draw conclusions**
 - **other**





What is the student expected to produce?

The coursework booklet is divided into 2 parts:

- **Part A: A summary of the student's investigation of the title**
- **Part B: The student's personal reflection on the learning, skills and experience gained through undertaking coursework**



Part A:

Part A is the summary of investigation on the title chosen from the prescribed list. It includes:

- **An indication of the **sources** of information that you used e.g. web based materials, literature, and other sources**
- **An outline of the **steps** that you took and the **skills** you used in investigating your chosen title**
- **A summary of your **findings** on your chosen title**



Part B:

Part B is the student's personal reflection on the learning, skills and experiences gained through undertaking coursework. It includes answering the following questions:

- **Why was the title of *interest* to you?**
- **What different *perspectives* did you encounter in doing coursework on your chosen title?**
- **What *questions* arose for you through doing coursework on your chosen title?**
- **What personal *insights* have you gained through doing coursework on this title?**
- **What has been the *most valuable part* of doing coursework on this title?**



Format:

Under current regulations students must submit a hand-written pro-forma coursework booklet supplied by the SEC.

In the case where a student cannot write, an audio cassette or typewritten journal will be accepted. Check in advance with the SEC.

Also check with the SEC regarding any future changes regarding the presentation of coursework



Key skills to be developed through coursework:

- Skills of **research**, including using computers, libraries, surveys or the media
- Ability to **select, analyse and evaluate** information for a given purpose
- Skills of **critical thinking**, including the ability to question the authority of different sources of information and the ability to distinguish between fact and opinion
- Skills of **communication**: the ability to sort and edit information and make it one's own, and the ability to present ideas concisely and cogently
- Skills of **reflection**: the ability to reflect on one's own learning and the effect of that learning on one's ideas, attitudes and experience
- The ability to **interpret, contrast and evaluate** different opinions/approaches to a topic (higher level students)
- The ability to **develop counter arguments** (higher level students)



Ordinary v Higher Level criteria for assessment:

- The higher level student will be expected to use a **greater range of sources** of information in completing the research component of the coursework
- The higher level student will be expected to show a **greater depth of understanding** of the title and approach it from a **variety of perspectives**
- The higher level student will be expected to show a **greater capacity to reflect personally and critically** on the learning gained through coursework



Assessment of coursework:

Marks for coursework


Ordinary Level	Higher Level
Part A: 10% (40 marks)	Part A: 10% (40 marks)
Part B: 10% (40 marks)	Part B: 10% (40 marks)

Length of coursework

Ordinary Level	Higher Level
Minimum: 1,000 words	Minimum: 1,200 words
Maximum: 1,200 words	Maximum: 1,500 words

See **Guidelines for Teachers: Leaving Certificate Religious Education** pp141 – 144 on Coursework

Leaving Certificate	
INTRODUCTION	Introduction to the guidelines
PART 1	The syllabus
PART 2	Teacher guidelines on each section of the syllabus
PART 3	Teaching approaches and practical tips
PART 4	Assessment
PART 5	Coursework
PART 6	Bibliography and websites
APPENDIX	A framework for senior cycle religious education


NCCA
National Council for Curriculum and Assessment
An tArdleibéil Síolta agus Curraíochtaí na hÉireann



Remember:

- **Ensure students plan their coursework carefully**
- **Encourage students to keep a log of all sources accessed, including full web addresses, books (including title, author, publisher, place and year of publication) etc**
- **Proper time management is essential. Coursework is designed as extended research. Monitor student work at regular intervals**
- **Keep students focused on the selected prescribed title**



The End

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