



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2011**

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## **Religious Studies**

### **Assessment Unit AS 5**

*assessing*

The Origins of the Celtic Church in Ireland  
and the beginnings of its missionary outreach

**[AR151]**

**WEDNESDAY 19 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## Part 1: Levels of Response

The specification requires that candidates demonstrate the following assessment objectives in the context of the learning outcomes and skills set out in the specification.

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

Each of the two assessment objectives has been categorised into five levels of performance relating to the respective abilities of the candidates.

Having identified, for each assessment objective listed opposite, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

## **(AO1) Knowledge and Understanding**

### **Band 5 ([29]–[35])**

- a full response to the task
- demonstrates a high level of accurate knowledge and comprehensive understanding
- uses a very good range of relevant evidence and examples
- a mature style of writing demonstrating a clear and coherent structure
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

### **Band 4 ([22]–[28])**

- a reasonably full response to the task
- demonstrates a very good level of accurate knowledge and understanding
- uses a good range of relevant evidence and examples
- a reasonably mature style of writing demonstrating a clear and coherent structure
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

### **Band 3 ([15]–[21])**

- a good response to the task
- demonstrates a good level of accurate knowledge and understanding
- uses a range of relevant evidence and examples
- an appropriate and reasonably coherent style of writing
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

### **Band 2 ([8]–[14])**

- a limited response to the task
- demonstrates little accurate knowledge and understanding
- uses a limited range of evidence and examples
- style of writing is just appropriate to the task and may lack coherence in places
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

### **Band 1 ([0]–[7])**

- a very basic response to the task
- demonstrates minimal knowledge and understanding
- very little use of evidence or examples
- style of writing is such that there is very little coherence or structure
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

## **(AO2) Critical Line of Argument**

### **Band 5 ([13]–[15])**

- a full and coherent response
- demonstrating a very good attempt at critical analysis
- very good reference to other points of view
- highly accurate and fluent
- very good evidence of sustained and informed argument which is set, where necessary, in the context of other aspects of human experience
- almost totally faultless use of spelling, punctuation and grammar
- makes use of a very wide range of technical language and terminology.

### **Band 4 ([10]–[12])**

- a reasonably full response
- demonstrating a good attempt at critical analysis
- good reference to other points of view
- accurate and fluent
- good evidence of sustained and reasoned argument which is set, where necessary, in the context of other aspects of human experience
- mainly accurate use of spelling, punctuation and grammar
- makes use of a wide range of technical language and terminology.

### **Band 3 ([7]–[9])**

- a reasonable response
- demonstrating some attempt at critical analysis
- some reference to other points of view
- reasonably accurate and fluent
- some evidence of sustained argument, which is set, where necessary, in the context of other aspects of human experience
- reasonably accurate use of spelling, punctuation and grammar
- makes use of a range of technical language and terminology.

### **Band 2 ([4]–[6])**

- a limited response
- demonstrating a modest attempt at critical analysis, although references to other points of view are limited
- some inaccuracy in places
- a limited argument which struggles to relate, where necessary, to other aspects of human experience
- limited command of spelling, punctuation and grammar
- evidence of some technical language and terminology.

### **Band 1 ([0]–[3])**

- a simplistic response
- demonstrating little attempt at critical analysis
- practically no reference to other points of view
- minimal argument which fails to relate, where necessary, to other aspects of human experience
- very poor grasp of spelling, punctuation and grammar
- little or no use of technical language and terminology.

## **Quality of Written Communication**

All questions require candidates to answer in continuous prose in English. Quality of written communication is incorporated within the assessment objectives and reflected in the above assessment bands. Assistant examiners are instructed to take this criterion into account when allocating marks to candidates' responses.

## **Part 2: Contextual Reference Points**

The generic level of response mark scheme set out above is elucidated in this part of the mark scheme through the provision of contextual reference points in terms of the content appropriate to the particular question under consideration.

## Section A

Answer **one** question from Section A.

AVAILABLE MARKS
50

- 1 (a)** An explanation of the contents and purpose of Patrick's Confessio could include, e.g.:
- autobiographical details
  - captivity in Ireland
  - escape and return to Ireland as a Bishop
  - mission in Ireland
  - administration of sacraments
  - giving praise and thanksgiving to God
  - denial of self-interest in his mission
  - leaving a document for his congregation
  - written as a profession of faith. [35]
- (b)** An exploration of the claim that Patrick was always a man of humility and forgiveness may include, e.g.:
- declaration of inadequacy
  - acknowledgement of guidance from God
  - acknowledgement that God enabled him to overcome challenges
  - thanksgiving continues throughout his Confessio
  - stubborn person to get his own way
  - the benefit of personal reflection on the part of Patrick
  - denouncement of action of soldiers
  - call for excommunication yet willingness to forgive
  - views of scholars such as Hanson, Bieler, Conneely. [15]
- 2 (a)** An account of the contents of the Irish Penitentials with special reference to the Penitentials of Finnian and Columbanus could include, e.g.:
- awareness of background of Irish Penitentials
  - awareness of penance for specific sins
  - Finnian – divided into two – sins of clerics and laity
  - fifty-three canons, four canons on sexual misdemeanours and an appendix
  - mention of contraries cured by contraries
  - Columbanus – tripartite sins of monks, secular clergy and laity
  - forty-two canons with preface
  - spiritual doctors similar to doctors of the body
  - various references highlighting examples of sin and penance. [35]

(b) A comment on the view that the Irish Penitentials had a negative influence on the Celtic Church may include, e.g.:

- awareness of physical harshness
- constant punishments
- unhealthy balance on type of sin
- abuse of commutations
- only for private circulation
- one dimensional aspect of job
- focus on negative aspect of humanity
- alternative approach to a legalistic one
- emphasised reconciliation to God and community
- emphasis on a counsellor
- achieve within the context of community
- supported secular law
- template for transmission of spirituality
- views of scholars such as Kenney, McNeil, O'Loughlin.

[15]

**Section A**AVAILABLE  
MARKS

50

**50**

## Section B

Answer **one** question from Section B.

- 3 (a) An account of the lives and contribution to the Celtic Church of any **two** of the following could include, e.g.:

Ciaran:

- born c. 512, died c. 549
- carpenter's son
- pupil at St Finnian
- joined monastery in Aran
- associated with animals such as fox
- founded Clonmacnois – National College.

Brendan:

- born near Tralee in 460–486, died 577
- born into a noble family
- ordained a priest in 512 by St Erc
- 512–530 built monastic cells at Ardfert
- founded monasteries such as Coney Island, Co. Clare
- visited and worked in Scotland, Wales
- document “Navigatio Brendani”
- craving for the sea
- second order of saints
- important foundations in western Ireland.

Comgall:

- born 510–520, died 597–603
- soldier and then studied at Clonard/Clonmacnois
- remained in Ireland to spread monasticism
- found Bangor
- second order of saints
- influenced by British school and spread monasticism
- Columbanus was a disciple.

Enda:

- son of King of Oriel and became King
- died around 530
- renounced his military life and became a monk
- trained at Candida Casa
- founded monastery at Inis Mór – divided island into ten smaller monasteries
- pioneered the Irish monastic movement
- first order of saints.

[35]

AVAILABLE  
MARKS

		AVAILABLE MARKS
<p><b>(b)</b> An exploration of the view in relation to other aspects of human experience that the leadership provided by religious figures is always positive could include, e.g.:</p> <ul style="list-style-type: none"> <li>• an open-ended response citing relevant contemporary and/or historical examples</li> <li>• awareness of characteristics – commitment, maturity, self-discipline, sensitivity</li> <li>• utilitarian motives</li> <li>• examples of leaders</li> <li>• one dimensional aspect of faith</li> <li>• local v global aspect</li> <li>• selfishness and greed.</li> </ul>	[15]	50
<p><b>4 (a)</b> An explanation of the reasons that lay behind Colmcille's (Columba's) decision to depart for Iona could include, e.g.:</p> <ul style="list-style-type: none"> <li>• quarrel with Finnian over Psalter</li> <li>• battle between Northern and Southern Ui Neill</li> <li>• rationale for involvement in Battle of Cul Dreimne</li> <li>• synod at Teltown</li> <li>• exile for Christ</li> <li>• awareness of scholars such as Finlay, Simpson, Skene.</li> </ul>	[35]	
<p><b>(b)</b> An exploration of the claim in relation to other aspects of human experience that religion should never be used to advance the cause of politics may include, e.g.:</p> <ul style="list-style-type: none"> <li>• an open-ended response citing relevant contemporary and/or historical examples</li> <li>• misuse of both for personal benefits</li> <li>• governments use religion to influence political decisions</li> <li>• government dictate politics and suspend religion</li> <li>• no political influence on matters of conscience</li> <li>• some constitutions separate Church/state</li> <li>• some religions invoke state penalties such as Rushdie condemned to death</li> <li>• Liberation Theology highlights wrongs.</li> </ul>	[15]	50
<b>Section B</b>		<b>50</b>
<b>Total</b>		<b>100</b>