



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2012**

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

FRIDAY 20 JANUARY, AFTERNOON

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

AVAILABLE
MARKS

- 1 (a)** An explanation of the significance of the references to Palladius could include, e.g.:
- awareness of references in Prospero's Chronicles and Contra Collatorem
 - importance of outside sources
 - indication of influence of Palladius
 - suggestion of the existence of Christians in Ireland
 - Palladius sent to complete mission against heresy
 - evidence from Murichú and Tirechán
 - awareness of purpose of hagiographical writings
 - awareness from Patrick's Confessio
 - views of scholars such as O'Rahilly, Carney, Bieler. [35]
- (b)** An exploration of the view that Patrick was given the credit for the work of Palladius may include, e.g.:
- awareness of limited documentation on Palladius
 - achieved limited success
 - awareness that Palladius organised the Christians
 - confusion over Latin name
 - awareness of more documentation on Patrick
 - Patrick achieved greater success
 - Patrick evangelised
 - awareness of a move to historically enhance the name of St. Patrick
 - through time both have become interweaved leading to confusion. [15]

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- 2 (a) A detailed account of Patrick's mission to the Irish with reference to his writings could include, e.g.:
- Patrick's call
 - administrating of sacraments
 - awareness of success
 - awareness of opposition
 - relationship with converts
 - concern for women
 - hatred for continuing slave trade
 - reference to Confessio and the letter
 - views of scholars such as Hanson, de Paor, Bieler. [35]
- (b) A commentary on the view that there was an arrogance about Patrick which influenced his work may include, e.g.:
- documents written regardless of opposition
 - leaving a memorial to his own memory
 - demanding an excommunication
 - compiling documents showed his education
 - awareness that humility was noted
 - showed concern for his congregation
 - awareness of concern for converts
 - constantly showed humanity for all genders
 - possible contrast of the tone of the Confessio against that of the letter. [15]

Section AAVAILABLE
MARKS

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Section BAnswer **one** questionAVAILABLE
MARKS

- 3 (a)** A description of the origins of monasticism in Ireland with special reference to Enda and Finnian could include, e.g.:
- some awareness of earlier influences, e.g. Desert Fathers
 - some awareness of impact of Ninian and Candida Casa
 - movement from Britain into South of Ireland
 - awareness of Gildas
 - awareness of Patrick
 - Enda's early training dictated his monastic style
 - awareness of conditions on Aran
 - school of asceticism and study
 - pioneered monastic movement
 - trained early disciples such as Finnian
 - Finnian had contact with Wales
 - valued the intellect
 - founded Clonard which became a great Irish university
 - famed for his sanctity
 - sent forth many disciples
 - views of scholars such as Ryan, de Paor, Kenney. [35]
- (b)** An exploration of the view that the religious life is a challenge in any age may include, e.g.:
- consideration of the view in relation to other aspects of human experience
 - an open ended response citing relevant contemporary and/or historical examples
 - unfashionable lifestyle
 - values of religious life conflict with societal values, e.g. materialism
 - challenge of handling community life
 - awareness of aspects and degrees regarding the pressures of isolation
 - not in control of life
 - impact of commitment to God
 - to welcome a style of spirituality
 - motivation to serve others
 - development for being holistic
 - awareness of requirement for personal fulfilment. [15]

- 4 (a) An explanation of the main features of the Celtic Penitentials with reference to relevant historical sources could include, e.g.:
- guidelines for clergy
 - movement to private penance
 - concept of medicine for the soul
 - idea of a soul friend
 - method of contraries by contraries
 - support for secular law
 - alternative to excommunication
 - standardisation of sin
 - categories and degrees of sin
 - references from various Celtic Penitentials, e.g. Finnian, Columbanus, Cummean
 - views of scholars such as Bieler, Hughes, Kenney. [35]
- (b) An exploration of the claim that forgiveness is impossible without religious belief may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
 - an open ended response citing relevant contemporary and/or historical examples
 - reference to scriptural examples
 - awareness of implication of Commandments and Golden Rule
 - pressure of own faith
 - individual v community aspect
 - religious vision treats forgiveness as a duty
 - forgiveness transforms the moral experience
 - view that forgiveness is not a moral obligation
 - awareness of religious believers who did not forgive
 - awareness of lay people who did forgive
 - some only forgive after a punishment/apology has been completed
 - forgiveness is not the prerogative of the religious believer. [15]

Section B

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Total

100

AVAILABLE
MARKS