



Rewarding Learning

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

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

WEDNESDAY 15 JUNE, MORNING

**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

AVAILABLE
MARKS

- 1 (a) An account of the evidence for the presence of Christianity in Ireland with reference to relevant historical sources could include, e.g.:
- Prosper's mention of a Bishop sent to Ireland
 - traces of heresy
 - words associated with Christians
 - evidence from the Confessio
 - pre-patrician saints
 - continental literati
 - slave trade/trading
 - awareness of some external references
 - views of scholars such as Thomas, Henry, De Paor. [35]
- (b) An exploration of the view that by the time Patrick arrived, Ireland was ready for conversion could include, e.g.:
- large number of Christians necessitated a Bishop
 - Palladius' visit was of great importance and would be noticed
 - Christianity limited to certain areas
 - many thousands were baptised by Patrick
 - predominately still pagan
 - reluctance to change their pagan ways as evidenced by the challenges faced by Patrick
 - views of scholars such as O'Rahilly, Bieler, Corish. [15]

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- 2 (a)** An account of the role, nature and distinctive features of Celtic monasticism as it developed in Ireland could include, e.g.:
- community based
 - dichotomy of community and solitude
 - opportunity for education and travel
 - combination of apostolic and ascetic ideals
 - creative spirit of Christianity
 - use of initiative in worship
 - vows
 - asceticism
 - involvement with peregrinatio
 - gender inclusive
 - roles within a monastery
 - monastic sites/buildings. [35]
- (b)** An exploration of the view that the monasteries had little impact on the everyday life of the Irish people may include, e.g.:
- isolated sites
 - separated from society
 - separated from secular matters
 - life divorces from reality
 - denial of human free will
 - focus totally on God
 - focus on the good of the monks and monastery
 - focus on life of perfection as a role to others
 - mirrored the social rules of society
 - helped local community to prosper
 - views of scholars such as Ryan, Charles-Edwards, Gougaud. [15]

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Section B

AVAILABLE
MARKS

- 3 (a) An explanation of the achievements of Patrick in his mission to the Irish could include, e.g.:
- awareness of overcoming language, terrain, religious conflicts
 - handling of kings to travelling through kingdoms
 - handling of personal problems such as homesickness and clerical opposition
 - conversions
 - ordination of local clergy
 - administration of sacraments
 - gender inclusive
 - left a legacy. [35]
- (b) An exploration of the extent to which the issues that were faced by Patrick are relevant for any age may include, e.g.:
- engagement with other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - awareness of politico-religious conflict
 - cultural history of differing practices
 - community v individual issues
 - religious discrimination
 - modern society is more accessible
 - secular nature of society
 - challenges posed by society. [15]

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- 4 (a) An explanation of the importance of the peregrini to the development of the Church in Britain could include, e.g.:
- awareness of the various motives for peregrini
 - spreading the Gospel to new areas
 - restoring faith where it had lapsed
 - overcoming paganism
 - founding monasteries
 - awareness of peregrini – Finan, Cuthbert, Colmcille
 - awareness of the work of Comgall, Blaán, Aidan
 - Comgall founded Bangor, spread monasticism in Ireland and assisted Colmcille in Pictland
 - Colmcille inspired other peregrini
 - his rigid regime encouraged others to travel and spread the word
 - Blaán trained under Comgall and has numerous churches named after him in various areas in Pictland
 - monastery on Bute
 - Aidan restored Christianity to Northumbria
 - tied to Lindisfarne
 - three degrees of commitment for the peregrini
 - views of scholars such as Kenney, Finlay, Green. [35]
- (b) A commentary on the claim that the motives behind missionary outreach should be viewed with suspicion may include, e.g.:
- engagement with other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - awareness of apostolic role
 - selfish v utilitarian motives
 - emulation of predecessors
 - modern missionary figures such as Fr. Creagh
 - focus on the challenge within own community
 - awareness to influence society
 - awareness to strengthen home community
 - modern peacemakers in own country
 - local v global dimension. [15]

TotalAVAILABLE
MARKS

50

200