



Rewarding Learning

**ADVANCED
General Certificate of Education
2011**

Religious Studies

Assessment Unit A2 5

assessing

A Study of the Development and Impact of the
Celtic Church in the 5th, 6th and 7th Centuries

[AR251]

TUESDAY 24 MAY, MORNING

**MARK
SCHEME**

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

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.

In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.

- Critically evaluate and justify a point of view through the use of evidence and reasoned argument.

In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

A2 BANDS**AO1 (30 marks)**

<p>Band 5</p> <ul style="list-style-type: none"> • A full and highly informed response to the task. • Demonstrates comprehensive understanding and accurate knowledge. • A very high degree of relevant evidence and examples. • A very sophisticated style of writing set within a clear and coherent structure. • An extensive range of technical language and terminology. • An almost totally faultless use of spelling, punctuation and grammar. 	25–30
<p>Band 4</p> <ul style="list-style-type: none"> • A reasonable and well informed response to the task. • Demonstrates a high degree of understanding and almost totally accurate knowledge. • A very good range of relevant evidence and examples. • A mature style of writing set within a mainly clear and coherent structure. • A wide range of technical language and terminology. • A mainly accurate use of spelling, punctuation and grammar. 	19–24
<p>Band 3</p> <ul style="list-style-type: none"> • A good response to the task. • Demonstrates a reasonable degree of understanding and mainly accurate knowledge. • A good range of relevant evidence and examples. • A reasonably mature style of writing with some coherent structure evident. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	13–18
<p>Band 2</p> <ul style="list-style-type: none"> • A limited response to the task. • Demonstrates some knowledge and understanding. • A basic range of evidence and/or examples. • Style of writing is just appropriate. • Structure is disorganised in places. • Limited range of technical language and terminology. • Limited command of spelling, punctuation and grammar. 	7–12
<p>Band 1</p> <ul style="list-style-type: none"> • A very basic response to the task. • Demonstrates minimal knowledge and understanding. • Little, if any, use of evidence and/or examples. • Inappropriate style of writing within a poor structure. • A very basic range of technical language and terminology. • Very poor use of spelling, punctuation and grammar. 	0–6

AO2 (20 marks)

<p>Band 5</p> <ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views. • Very good personal insight and independent thought expressed through a highly developed argument which is set, where necessary, in the context of wider aspects of human experience. • An extensive range of technical language and terminology. • An almost totally faultless use of spelling, punctuation and grammar. 	17–20
<p>Band 4</p> <ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views. • Good personal insight and independent thought expressed through a developed argument which is set, where necessary, in the context of wider aspects of human experience. • A wide range of technical language and terminology. • A mainly accurate use of spelling, punctuation and grammar. 	13–16
<p>Band 3</p> <ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars. • Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	9–12
<p>Band 2</p> <ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views. • Limited personal insight and independent thought expressed through some argument. • A good range of technical language and terminology. • Reasonably accurate use of spelling, punctuation and grammar. 	5–8
<p>Band 1</p> <ul style="list-style-type: none"> • A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views. • Poor personal insight and/or independent thought. • Shallow argument. • Limited range of technical language and terminology. • Limited command of spelling, punctuation and grammar. 	0–4

Section A

AVAILABLE
MARKS

- 1 (a)** An examination of the issues surrounding the Two Patricks' controversy could include, e.g.:
- lack of documentation and information
 - awareness of Prosper's Chronicle and Contra Collatorem
 - awareness and application of sources, e.g. Muirchu, Annals of Ulster, Martyrdom of Oengus
 - issues around dates, geography
 - chronology of Patrick, Palladius
 - composite Patrick
 - opinion of scholars, e.g. Esposito, O'Rahilly, Hanson, Bieler. [30]
- (b)** A critical assessment of the view that this theory is only of academic interest may include, e.g.:
- debate has resulted in clarification of many issues
 - issue arose from limited documentation
 - invitation for the reader to check evidence and issues
 - awareness of scholarly conflict
 - motivation to read evidence
 - real Patrick is found in his writings
 - strengthens the basis for religion in Ireland
 - lessens the role of early evangelists
 - traditional history is inaccurate
 - undermines devotion to Patrick
 - opinion of scholars, e.g. O'Rahilly, Bieler, Esposito. [20]
- 2 (a)** An analysis and discussion of the statement could include, e.g.:
- awareness of apostolic succession
 - focus on documentary evidence
 - awareness of hierarchical structure and organisation of diocesan and monastic communities
 - awareness of roles of clerics, Bishop-administrative, pastoral, sacramental and monks
 - awareness of Armagh and Bishops
 - monasticism mirrored society
 - provision of services to community
 - inspiration for education and fosterage
 - austerity and asceticism
 - awareness that monasticism superseded diocesan system
 - opinion of scholars, e.g. Hughes, Ryan, Chadwick. [30]

50

- (b)** A critical evaluation of the view that change in religious organisation and practice is not always in the best interests of the Church may include, e.g.:
- tension between traditionalists and modernisers
 - movement from central core
 - takes time to be accepted
 - change does not always bring about benefit
 - individual and communal aspect
 - pastoral work
 - moving with the times
 - acceptance of involvement of community in decision making. [20]

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- 3 (a)** Presenting a case for and discussion on why Columbanus should be accepted as the greatest missionary of the Celtic Church could include, e.g.:
- monastic foundations and achievements
 - brought Celtic system of monastic parochial to Europe
 - brought private penance to Europe
 - relationships with royalty
 - importance of writings
 - contribution to Christian revival in Europe
 - local v European dimension
 - awareness of other figures – Patrick, Colmcille, Brigit
 - opinion of scholars, e.g. Gougaud, Walker, O’Fiaich. [30]

- (b)** A critical assessment of the claim that the monastic discipline of Columbanus is irrelevant today may include, e.g.:
- replica of the rule of Comgall
 - awareness of extreme measures
 - focus on absolute and unreserved obedience
 - least deviation resulted in corporal punishment of a severe form
 - absolute authority of abbot
 - no relaxation for the ill
 - limited prescriptive details
 - earlier replacement with a milder rule
 - expectations should not change
 - issues to be used as a reforming process
 - defends moral values
 - inspiration to change ways
 - awareness of the intention for perfection and not necessarily the deed
 - views of scholars, e.g. Ó’Fiaich, Metlake, Walker. [20]

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- 4 (a) An outline and explanation of the issues and conclusions reached over the date of Easter at the Synod of Whitby could include, e.g.:
- awareness of the background to the Paschal Controversy
 - differing yearly cycles and their impact
 - Synod at Mag Léne
 - influence of the Northumbrian royalty
 - Celtic party and Roman party arguments at Whitby
 - outcome and significance of decision
 - views of scholars, e.g. McNeill, Colgrave and Mynors, Walsh and Bradley. [30]
- (b) A critical evaluation of the view that the difference between Celtic and Roman Christianity were of minimal importance may include, e.g.:
- one of many Councils concerning Easter
 - only a Northumbrian affair
 - most of the Irish had already accepted Roman Easter
 - Iona was in danger of being pushed aside by its Irish rivals
 - not just decisions on tonsure and Easter dating
 - eventual Romanisation of the Church
 - Romanisation may have occurred without the Synod
 - Celtic v Roman Church
 - Oswiu's decision interpreted as subjugation
 - small differences were Romanised
 - opinion of scholars, e.g. Gougaud, McNeill, Lang. [20]

Section AAVAILABLE
MARKS

50

100

GCE Religious Studies

A2 Mark Scheme (A2 1 – A2 8)

Synoptic Assessment

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. In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study.
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument. In addition, for synoptic assessment, A Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

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.

It is important that in the marking of the synoptic assessment unit, assistant examiners take account of the candidate's abilities in drawing together strands of knowledge and understanding from at least two different content areas.

Using the chosen theme, candidates will be expected to explore connections between elements of the selected areas of study. They should make appropriate use of the content as set out in the subject content for each module.

The five strands of knowledge and understanding act as a common and unifying structure for the specification. These are:

- the key concepts within the chosen areas of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, tradition or movements to the areas studied
- religious language and terminology
- major issues and questions arising from the chosen areas of study
- the relationship between the chosen areas of study and other specified aspects of human experience

In particular candidates should demonstrate the ability to relate such connections to other aspects of human experience.

A2 BANDS**AO1 (30 marks)**

<p>Band 5</p> <ul style="list-style-type: none"> • A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme. • Well integrated response. • Clear and critical analysis. • Highly accurate use of evidence and examples. • Sophisticated style of writing. Very well structured and coherent throughout. 	25–30
<p>Band 4</p> <ul style="list-style-type: none"> • A high degree of understanding of the connections between the selected areas of study in relation to the theme. • A well integrated response. • Some very good critical analysis. • Mainly accurate use of evidence and examples. • Mature style of writing. • Well structured and coherent throughout. 	19–24
<p>Band 3</p> <ul style="list-style-type: none"> • A good understanding of the connections between the selected areas of study in relation to the theme. • For the most part an integrated response. • Reasonable degree of critical analysis. • A good degree of accurate evidence and examples. • Reasonably mature style of writing. • Some evidence of good structure and coherence. 	13–18
<p>Band 2</p> <ul style="list-style-type: none"> • A limited understanding of the connections between the selected areas of study in relation to the theme. • Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another. • A limited attempt at critical analysis. • Insufficient use of accurate evidence and examples. • Immature style of writing. • Lacking in structure and coherence. 	7–12
<p>Band 1</p> <ul style="list-style-type: none"> • A basic understanding of the connections between the selected areas of study in relation to the theme. • Demonstrating only partially accurate knowledge of the different content areas studied. • Little attempt, if any, at critical analysis. • Inappropriate style of writing with a very basic structure. 	0–6

AO2 (20 marks)

<p>Band 5</p> <ul style="list-style-type: none"> • A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very effective comparison and evaluation of scholarly viewpoints. • Mature personal insight and independent thought. • A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology. 	17–20
<p>Band 4</p> <ul style="list-style-type: none"> • A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very good comparison and evaluation of scholarly viewpoints. • Good personal insight and independent thought. • A well sustained and critical argument, expressed accurately, fluently and using a range of terminology. 	13–16
<p>Band 3</p> <ul style="list-style-type: none"> • A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Very good comparison and evaluation of scholarly viewpoints. • Some evidence of personal insight and independent thought. • A line of argument, expressed accurately and using some relevant terminology. 	9–12
<p>Band 2</p> <ul style="list-style-type: none"> • A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Some comparison and evaluation of scholarly viewpoints. • Limited personal insight and independent thought. • Little evidence of critical argument. • Inaccuracies evident. 	5–8
<p>Band 1</p> <ul style="list-style-type: none"> • A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience. • Little, if any, comparison and evaluation of scholarly viewpoints. • Minimal personal insight and independent thought. • A basic attempt to follow a line of argument. • Imprecisely expressed. 	0–4

Section B

- 5 (a)** An outline and examination of the major issues in relation to the idea of holiness could include, e.g.:
- definition of idea of holiness
 - holiness only pertains to God
 - extent to which holiness imposes on life style
 - extent to which holiness impacts on human decisions
 - awareness of sense of obedience
 - promotion of superstition and terror of the unknown
 - holiness and human frailty
 - reference to at least two areas of study. [30]
- (b)** A critical assessment of the view that holy people have little sympathy for the weaknesses of human nature may include, e.g.:
- stereotypical view of holy people
 - Scriptural references such as Paul, Moses, Peter
 - holiness as a spiritual journey
 - awareness of individual working on own weaknesses
 - focus on problem of human choice
 - aspects of repentance and growth of a person through awareness of weakness
 - need to honour promises made
 - holiness viewed as a product of human weakness
 - an open-ended response citing relevant contemporary and/or historical examples with reference to other aspects of human experience. [20]

Section B

Total

AVAILABLE MARKS
50
150