



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013**

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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]**

**MONDAY 17 JUNE, 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

AVAILABLE  
MARKS

- 1 (a)** An explanation of the importance of the pre-Patrician religious environment for Patrick's mission to the Irish could include, e.g.:
- awareness of religious environment – Paganism and Druidism
  - role of priests/Druids, combined the functions of the priest, the magistrate, the scholar and the physician
  - people could communicate with the gods only through the Druids
  - importance of sacrifice, magic, divination
  - awareness of the relevance and importance of four religious festivals – Imbolc, Beltaine, Lughnasa, Samhain
  - nature and importance of Celtic polytheism in Ireland, e.g. Palladius
  - awareness of the importance of Pre-Patrician Christianity
  - awareness of sacraments and practices
  - people who were receptive to ritual and belief
  - early Celts lived in a sacral world of Gods, spirits and the supernatural
  - a spiritual and ethical climate already exists for the spread of Christianity
  - the religious background of the Irish allowed a receptiveness to the Christian message
  - challenges presented by the religious environment to Patrick's mission
  - people's opposition to Patrick and a reluctance to change their traditional ways
  - views of scholars such as Binchy, Davies, McNeil. [35]
- (b)** An exploration of the claim that the history of the arrival of Christianity in Ireland is shrouded in mystery may include, e.g.:
- lack of evidence for arrival of Christianity
  - problem of assumptions and speculation with limited evidence and documentation
  - mission of Palladius based on factual documentation
  - Christianity at least initially limited to certain areas
  - evidence for the existence of Cornish Christians in Ireland
  - awareness of different means of entry of Christianity into Ireland and implications
  - slaves brought to Ireland were in some cases Christian and could have introduced Christianity
  - faith spread through trade routes such as North Africa
  - refugees from persecution
  - views of scholars such as Kenney, Zimmer, De Paor. [15]

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2 (a) An account of the contributions of Edna, Finnian of Clonard and Ciaran of Clonmacnois to the development of monasticism in Ireland could include, e.g.:

- awareness of the named founders
- consideration of the work of Enda, Finnian of Clonard and Ciaran
- conversion of people
- monasticism mirrored Celtic society
- helped local communities to prosper
- economic strength of monasteries
- disciples were sent out from the monasteries
- knowledge of the particular contributions of each of the Celtic Saints:  
Enda – asceticism through manual work and severity  
Finnian – the importance of study, education and Penitentials  
Ciaran – practical organisational skills and the founding of Clonmacnois in the centre of Ireland
- monastic schools tied to kingship
- views of scholars such as Chadwick, Ryan, Gougaud. [35]

(b) An exploration of the view that Celtic spirituality was too ascetic in its emphasis may include, e.g.:

- origins of asceticism in Celtic spirituality
- impact of asceticism on Celtic spirituality
- asceticism as being unattractive to the masses
- encouraging the notion of a spiritual elite
- divorcing Christianity from everyday life
- awareness that certain practices of asceticism became distinctive for Irish
- references to rules such as praying “crosfigil”
- most of the ascetical practices were common, but habitual in Ireland
- awareness that asceticism was the way to God
- awareness that asceticism became a common trend
- references to some of founders such as Enda, Colmcille, Finnian
- awareness of other aspects of spirituality – prayer, silence, work, education, community
- awareness of any other evidence to the contrary that asceticism was a necessary path to God
- views of scholars such as Ryan, Charles-Edwards, Gougaud. [15]

**Section A**

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## Section B

Answer **one** question

AVAILABLE  
MARKS

- 3 (a)** An explanation as to how Patrick's mission to the Irish was influenced by his lack of education and his experience of slavery could include, e.g.:
- experience of slavery meant that Patrick was familiar with the structure of society, the religion of the Irish and their culture
  - he was able to use this knowledge to his advantage
  - issue of inculturation, e.g. Sun as Son
  - prior knowledge of the distinctive qualities of the country and its language
  - awareness of dangers
  - awareness of acceptance of criticism over his lack of education
  - Patrick may have been poorly educated, but his first hand knowledge gave him an invaluable insight into overcoming difficulties, using practical means to influence and using his communication skills to further his mission
  - handling of kings for travelling through kingdoms
  - handling of personal problems, e.g. homesickness
  - lack of education made Patrick sensitive to listen to the Irish
  - use of common sense handling of Irish rather than academic argument and patronising
  - an acceptance by the Irish of Patrick's style and approach
  - Patrick's dependence on his own personal reactions to events
  - views of scholars such as Hanson, Mulholland, Duffy. [35]
- (b)** An exploration of the claim that Patrick's mission to the Irish has little relevance for people today 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
  - studying Patrick as an academic exercise which has little or no relevance for today
  - awareness of different era and culture
  - cultural history and history of different practices
  - secular nature of society today which contrasts with the Patrician period
  - the views of many that the Church has betrayed the confidence and trust of the Irish people
  - conflict between Ireland and Britain has been ongoing
  - different challenges posed by society
  - alternatively Patrick's message is still relevant
  - attitude towards slavery, women – human trafficking which still goes on today
  - the ongoing debate about celibacy
  - persecution – Christian v Christian
  - different, but similar values exist
  - need to research the background of faith
  - birth in Jesus Christ 1600 years on remains as constant. [15]

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- 4 (a) An explanation of the importance of the missionary career of Colmcille (Columba) for the development of the Celtic Church could include, e.g.:
- brief mention of background relevant to missionary career
  - credited with being a leading figure in the revitalisation of monasticism
  - awareness of Colmcille's part in founding monasteries
  - importance of literature and manuscripts
  - supplied a solid foundation for the church
  - his influence on the spread of faith
  - his mission in Iona
  - set up a mother church
  - evangelisation among Picts/Dál Riata
  - impact of his political decisions
  - united Church and state
  - brought peace
  - he wanted to make the point that religious figures have authority over kings
  - views of scholars such as Simpson, Mould, Reeves. [35]
- (b) A commentary on the view that the involvement of religious leaders in politics is not desirable may include, e.g.:
- consideration of this view in relation to other aspects of human experience
  - an open-ended response citing relevant contemporary and/or historical examples
  - awareness of allowing religion to influence political decisions
  - religious involvement undermines the role of the state
  - non involvement of religious leaders shows non religious people that their contributions are valued
  - involvement can cause division in society, e.g. Northern Ireland conflict
  - tendency for the religious leader to be placed above the law
  - religious leaders can also persuade followers to act in good and positive ways
  - religious guidelines promoted by leaders can be for good of society
  - religions are the main providers of charity
  - remind society of other important things beyond material well-being and economics
  - morals and other concerns should be taken into account
  - some examples of the positive and negative influences of particular religious leaders may also be cited
  - the need for religious leaders to be involved in politics as political decisions can have grave moral implications, e.g. unjust laws. [15]

**Section B**

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**50****Total****100**