



ADVANCED
General Certificate of Education
2013

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]

FRIDAY 24 MAY, AFTERNOON

**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 outline and examination of the authorship of **The First Synod of Patrick** and **The Three Sayings of Patrick (Dicta Patricii)** could include, e.g.:
- tradition accepts the Letter and Confessio to have been written by Patrick
 - the First Synod of Patrick is a circular letter written to clergy about the organisation of the church
 - 34 canons
 - debate over the historical situation that is assumed by the Canons
 - documents, of a diocesan system and not a monastic system
 - evidence that it is a composite work of other clergy and approved by Patrick
 - second generation church reflection and not the historical Patrick's missionary church
 - contents of The Three Sayings of Patrick and the debate over authorship
 - the importance of the first and third saying
 - evidence in the documents of continental training
 - language similar to Confessio and continental in style
 - knowledge of the era in which Patrick lived
 - opinions of scholars such as Hadden and Stubbs, Bieler, Corish.
- [30]
- (b) A critical assessment of the view that these texts are not essential for a knowledge and understanding of Patrick may include, e.g.:
- the documents corroborate information we have from other sources
 - these documents may be important in other respects, e.g. how Patrick was viewed within a generation of his death
 - all evidence on Patrick is important
 - real Patrick is likely to be found in his writings
 - both writings are quite short, add little about Patrick
 - evidence of continental training as Latin is continental in style
 - language similar to that in Confessio
 - second saying gives no additional insight into Patrick
 - historical importance as a record of early Church
 - overview of church Patrick initiated and leading a well developed Church
 - knowledge of the era in which Patrick lived
 - insight into activities involving Patrick
 - depends on importance put on the term essential
 - opinion of scholars such as Binchy, Hanson, Mohrmann.
- [20]

50

- 2 (a)** An examination of the statement with reference to Cogitosus's Life of Brigit could include, e.g.:
- awareness of background to hagiographical writings
 - awareness of other rationale for writing, such as promoting a particular church
 - general influence through positive facets of her life
 - hagiography through the feats of Brigit increases her holiness and sanctity
 - effects of impressive feats in contests such as the band of murderers converted to God, transport of a huge tree, curing a man of overeating
 - awareness of working miracles after death
 - effect of miraculous events using items such as supply of milk, milk and water into beer
 - relationship with animal kingdom
 - the sense of equality between male and female
 - encouragement to maintain faith
 - striving for perfection as an inspiration to all
 - awareness of natural life occasions with no sense of asceticism and mortification unlike other writings
 - sense of practical spirituality with charity to the poor
 - the text extols a certain type of discipleship
 - displays of wisdom, compassion, hospitality and healing as an inspiration to practical spirituality
 - opinions of scholars such as Bieler, Berschin, De Paor. [30]
- (b)** A critical evaluation of the view that hagiographical writings have historical importance may include, e.g.:
- some oral and accurate information may come down from the historical period they describe
 - hagiographical writings provide historical information about the period in which they were written but in that sense they are still useful
 - conveyance of incidental information such as building of monastery, daily monastic routine, political sphere, church politics
 - awareness of names of kings and battles
 - awareness of spread of Uí Néill power
 - some saved from plague
 - scribal book practice
 - supplies atmosphere of the time
 - personal tastes of writer
 - pious intention of author
 - teaching church on life of faith through concrete examples
 - written to inspire others and to support church and community
 - movement between factual and legendary information
 - purpose may lead to a blurring of history
 - purpose invites focus on praising the saint
 - focus on some selected aspects of life
 - shows the potential capabilities of the saint
 - opinions of scholars such as Kathleen Hughes, De Coulanges, Gougaud. [20]

- 3 (a)** A discussion of the importance of Columbanus in relation to monastic rules, penance and his attitude to religious authority could include, e.g.:
- monastic rules giving a formal constitution to continental monasteries
 - rules on poverty, chastity, obedience, importance of community, disciples
 - monks' rule contained an awareness of inner expectations of monks
 - community rule structured the daily routine of the monks
 - only detailed the Divine Office
 - he encouraged his followers to evangelise and found monasteries in Europe
 - penitential as a book concerning the Christian sacrament of penance
 - brought private and repeatable penance to Europe
 - a distinctive form of penance developed, where confession was made privately to a priest, under the seal of secrecy
 - concern with the internal cohesion of his community
 - use of his own religious authority
 - controversies with French Bishops
 - awareness of establishment of monasteries without permission
 - wearing of different tonsure and Paschal dating
 - importance of letters – admonishing Pope and encouraging disciples
 - contribution to Christian revival in Europe
 - opinion of scholars such as Gougaud, McNeill, Ó'Fiaich. [30]
- (b)** A critical assessment of the view that Columbanus is a perfect role model for missionaries may include, e.g.:
- sets out a monastic ideal for others to follow
 - clarity of purpose with definite goals to achieve
 - notion of obedience for religious authorities to follow
 - strong and independent character who leads by example
 - awareness that all were equal in the eyes of God
 - inspired local Christians and helped to reform the church in Europe
 - willing to confront conflict as an arrogant defender of faith and morals
 - his discipline was too demanding and not flexible
 - harshness with missionaries, e.g. Gall
 - inflexible and conservative
 - innovative
 - strict discipline underlines the absolute nature of religious and moral demands
 - opinions of scholars such as Ó'Fiaich, Metlake, Walker. [20]

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- 4 (a) An examination and discussion of the evidence for the claims made by Armagh to archiepiscopal authority could include, e.g.:
- the rise of the Uí Néill
 - origins of claims found in Book of Angel
 - annalistic evidence
 - authority over the churches and monasteries
 - importance of such claims leading to the privilege of taxation
 - written supportive evidence such as the letter from John the Pope-Elect and lists of ecclesiastical rulers
 - paschal controversy
 - survival against monastic system
 - awareness of the problem of reliability of Muirchú, Tirechán
 - opinions of scholar such as Sharpe, Byrne, Stancliffe. [30]
- (b) A critical evaluation of the view that the centralisation of religious authority always results in conflict may include, e.g.:
- candidates may provide and discuss examples of centralisation leading to conflict or its opposite
 - very specific contemporary difficulties about centralisation
 - highly informed and educated populations who question centralised religious authority
 - issue of who has authority and who speaks for a religion
 - the importance of individual conscience
 - the aim of uniformity by religious authorities
 - power and knowledge are closely related
 - allowance of flexibility to reduce religious conflict
 - fear of a move to bureaucracy
 - pressure for all to conform
 - centre of centralisation presents a conflict
 - conflict results from all claims to authority; the issue is about legitimacy
 - opinion of scholars such as Gougaud, McNeill, Doherty. [20]

Section A

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 on pages 10 and 11, 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 contribution of the major issues and questions arising from the concept of holiness could include, e.g.:
- reference to at least two different areas of study
 - definition of the concept of holiness
 - references to some relevant issues and questions
 - role in challenging society and consideration of obstacles
 - extent to which holiness imposes on lifestyle
 - holiness as a perfection
 - holiness as shown in life and practice
 - awareness of the nature of a holy life
 - the challenges holiness imposes on life
 - consequences of holiness
 - extent of impacting on human decisions
 - practical holiness. [30]
- (b)** A critical assessment of the view that holiness is regarded with suspicion by a secular world may include, e.g.:
- reference to other aspects of human experience
 - candidates could cite examples of the conflict between the values of the secular world and holiness
 - apprehensive of motives for holiness
 - holiness may transform and change society
 - may be used to obey a different value system
 - no need to adhere to secular law
 - sets the person apart
 - humans work through their vocations to the best of their ability
 - awareness of a striving for perfection
 - lifestyle shows faith in action
 - awareness of a different use of gifts and talents
 - secularists deny the reality of holiness
 - as a means of imposing influence over others
 - the politics of holiness
 - holiness may transform and change society
 - an open ended response citing relevant contemporary and/or historical exemplification. [20]

Section B

Total

AVAILABLE MARKS
50
150