



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2014**

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

MONDAY 16 JUNE, 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 from Section A.

AVAILABLE
MARKS

1 (a) An explanation of the reasons for the success of Patrick's mission to the Irish could include, e.g.:

- God was with him, guiding, helping and assisting
- use of his previous knowledge about social, political and religious situation in Ireland
- the awareness that converting a King has a tendency for his people likewise converting
- Patrick obtained information from slaves in how he might approach a King
- recruited the sons of Kings to travel with him
- Patrick's diplomacy in handling his own personal critics
- used strategies to handle his missionary difficulties through his strong faith and prayer
- initiated a native clergy to help him in his missionary work
- missionary tactics of inculturation such as the concept of Trinity in relation to Celtic deities and doctrine of immortality familiar to an afterlife and Gods/Goddesses
- evangelisation was without violence. Patrick's avoidance of conflict in the work of evangelisation
- Patrick's ability to adapt Celtic worship to the needs of the Church for example the importance of symbolism in Paganism
- views of scholars such as Hanson, Shaw, Bieler [35]

(b) A commentary on the claim that the success of Patrick's mission can be largely attributed to Palladius may include, e.g.:

- appropriate references to Palladius for example Prosper's
- Palladius could be viewed as preparing the way for Patrick
- Palladius was involved in organising the Christians
- Palladius evangelised part of Ireland
- Patrick worked in different territory in converting the pagans
- Roman missionaries consolidated the work of Palladius
- their work may have coincided
- missionary activities may have become confused in later writings so much of the work and success of Palladius was attributed wrongly to Patrick
- views of scholars such as de Paor, Thomas, Mc Neill [15]

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2 (a) An explanation of the motives for missionary outreach with reference to the statement could include, e.g.:

- attempting to escape pagan roots which were constantly asserting themselves in the early Irish Church
- possibly pure escapism
- debate surrounding the departure of Colmcille
- inspired to be a disciple and follow the way of Christ – peregrinatio pro Christo
- in response to the working out of a vocation
- continue the ideas of a particular monastic founder such as Aidan
- fulfilling a penance imposed by a confessor for sin
- driven by missionary fervour
- escaping the comforts and temptation of what had become an established Church at home
- to perfect contemplation and prayer as a way to God
- awareness of the Celtic essence of wanderlust
- on the advice or instructions given by an anamchara
- views of scholars such as Ryan, Lightfoot, Charles-Edwards [35]

(b) An exploration of the claim that Colmcille (Columba) was the most successful of the peregrini may include, e.g.:

- awareness of the missionary work of Colmcille
- awareness of those involved in missionary outreach such as Colmcille and possible comparisons with Comgall, Blaán, Canice and Aidan
- awareness of lack of documentation on some peregrini
- the foundations were established by Colmcille
- main features of Colmcille's success such as use of political expertise, Christianising of Pictland, Iona
- other peregrini continued and expanded on Colmcille's foundation
- achievements of Aidan-Lindisfarne
- other peregrini continued on the work of Aidan
- views of scholars such as Cockburn, Mc Neill, Skene
- how Colmcille's success is somewhat tarnished by his involvement in battles and violence [15]

Section A

AVAILABLE
MARKS

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Section B

Answer **one** question from Section B.

AVAILABLE
MARKS

- 3 (a) An explanation of the contribution to monasticism of any **two** of the following: Brendan, Comgall, Brigit could include, e.g.:

Brendan

- founded numerous monasteries such as Clonfert, Inis-da-druim (Coney Island)
- built a convent at Annaghdown for his sister St. Briga
- built monastic cells at Ardfert
- visited and worked in Scotland, Wales and various parts of Leinster
- sent forth on his voyage of sanctity for seven years which encouraged people to come to Ardfert and more religious houses to be established such as Brandon Hill, Blasket Islands

Comgall

- founded Bangor
- valued austerity and scholarship
- Second order of Irish saints
- many disciples were missionaries
- training based on personal love of Christ

Brigit

- director of a double monastery in Kildare
- embraced a policy of inclusiveness within monastery and in her life
- awareness of natural life with no sense of asceticism
- conducted her life with a practical spirituality influencing others
- care of the poor and outreach to the community
- views of scholars such as Ryan, Chadwick, Stokes [35]

- (b) An exploration of the claim that religious leaders must always be obeyed 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
- conditional upon the particular religious community
- show respect to person in charge
- act of blasphemy if otherwise
- awareness of the impact of society's spirit of rebellion and the pursuit of personal freedom and individual rights
- some leaders picked by an executive and some by democratic means
- political rationale for leaders
- evidence and examples of religious leaders who made grave mistakes, e.g. Nazi Germany
- the primacy of conscience for all religious believers and the right to disobey
- movements like the Reformation would never have happened if religious leaders had been obeyed
- the challenges presented by the decline in the influence of authority and ethical relativism
- for some, authority comes from the Bible and not from religious leaders [15]

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4 (a) An explanation of the importance of the Celtic penitentials in maintaining law and order in Irish society could include, e.g.:

- decision to use Brehon law, with certain flexibilities, as a template
- awareness of body fine and honour price upon which some provisions were based
- use of payment of compensation such as taking the place of a murdered son
- awareness of fasting of various durations and degrees of intensity
- penalties were calculated with the consideration of the status of the injured and the criminal, such as in the case of murder a cleric receives a ten year exile and a layman three years on bread and water
- commutation tended to corrupt and to neutralise a sense of guilt parallel to secular law with its dependence on monetary compensation for offences under laws
- creation of own legal code in which a wide variety of criminal and moral practices were outlawed and appropriate penalties set
- banishment was part of the legal code and so constantly re-offending culprits were exiled
- permitted the lay person to see the degree of guilt and what and how to redress the injured
- provided an extension to legal code in trying to break the cycle of crime
- views of scholars such as Connolly, Kathleen Hughes, Mc Neill [35]

(b) A commentary on the view that all sin should be forgiven 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
- use of scriptural evidence that all is forgiven except that against the Holy Spirit
- not necessarily the idea that all will be forgiven but that all can be forgiven
- defining the nature of sin
- viewpoint that sin may be forgiven but not forgotten
- everyone is entitled to another chance
- impact of secularisation on a view of sin
- awareness of an outdated notion of sin
- evidence and examples from society, e.g. war crimes, murder
- media treatment of criminals/celebrities
- only psychological not physical consequences of guilt
- awareness of a need to return to the idea of the good of all
- institutions and people need parameters for protection
- standards of behaviour and codes of conduct based on common good
- new awareness of systematic and corporate sin [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100

