



Rewarding Learning

ADVANCED
General Certificate of Education
2014

Religious Studies

Assessment Unit A2 5

assessing

The Study of the development and impact of the
Celtic Church in the 5th, 6th and 7th Centuries

[AR251]

FRIDAY 23 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 issues involved in the dating of Patrick's arrival in Ireland as a missionary could include, e.g.:
- lack of historical information
 - chronology of Patrick/Palladius
 - idea of a composite Patrick
 - Prosper's documents
 - Patrick's writings, e.g. attempting to date the reign of Coroticus, the Solidus Coin
 - Martyrology of Oengus
 - other sources – Annals of Ulster, Muirchú, Tirechán, Hymn of Fiacre
 - opinions of scholars such as Hanson, O'Rahilly, Carney [30]
- (b) A critical assessment of the view that all attempts to discover the historical Patrick have failed may include, e.g.:
- hypothesis from limited documentation
 - only of academic nature
 - division of scholarly thought
 - traditional viewpoint inaccurate
 - diminish devotion to the saint
 - research clarifies issues
 - motivates person to look at evidence
 - effect of controversy on faith
 - focus on one aspect to the detriment of religion
 - real Patrick found in his writings
 - strengthens cause for an historical Patrick
 - opinion of scholars such as O'Rahilly, Hanson, Binchy [20]
- 2 (a) An outline and examination of the nature of episcopacy in the Celtic Church and the reasons for the change from an Episcopal to a monastic organisation could include, e.g.:
- awareness of role of Bishop through references from sources, e.g. first Synod
 - administrative, pastoral and sacramental role
 - areas of jurisdiction
 - awareness of Armagh and Bishops
 - reasons for decline of Episcopal church such as the fact that there was not a firm foundation for the initial Episcopal System, no urban basis, effects of plague
 - reasons for growth of the monastic church such as kin and kingship, dual legacy, clerical families, economic factors
 - opinion of scholars such as Hughes, Chadwick, Ryan [30]
- (b) A critical assessment of the view that issues surrounding religious authority are always controversial may include, e.g.:
- awareness of context, e.g. challenges of a post modern age
 - reference to Jesus Christ and his attitude to authority
 - interpretation of teachings
 - different perceptions of authority in religious institutions
 - references to examples of issues
 - impact of internal issues about a specific religious belief or practices
 - impact of external issues with perspective on social aspect

50

		AVAILABLE MARKS
<ul style="list-style-type: none"> • lobbying from various bodies • church takes time with discussions that is exacerbated by the speed with which modern issues arrive in a technological age • influence of society • some disciplines can be changed by church to suit the needs of the faithful • authority stifles views and meditation may be required • opinion of scholars such as Chadwick, Ryan, Corish 	[20]	50
<p>3 (a) To present a case for and discuss the statement could include, e.g.:</p> <ul style="list-style-type: none"> • awareness of monastic foundations • awareness of influence of letters, e.g. French Bishops, Pope • letter of encouragement to monks and young disciple • influence of sermons • awareness and impact of monastic rules displaying moral values • incident with Theuderic displaying moral values • disturbed with divisions in church • work in Lombardy • opinion of scholars such as Metlake, Dubois, Ó'Fiaich 	[30]	
<p>(b) A critical assessment of the view that missionary outreach is more necessary at home may include, e.g.:</p> <ul style="list-style-type: none"> • concentrate on life of local church with diverse communities • work to maintain the faithful in community • use of church power to further community • challenges within a known community • localised mission encapsulates a social perspective to support community • provide a caring alternative message to secularisation • new evangelisation required at home • requirement to motivate community • challenges of modern social pressures • awareness of scripture references, e.g. 'go make disciples of all nations' • awareness of a witness across cultures • positive effects of missionary outreach, e.g. medicine, education • bring spiritual and practical support • an evangelical heritage of conversion • some governments prevent missionary work to maintain their own religious harmony 	[20]	50

- 4 (a) An examination and discussion of the nature of the differences that emerged at the Synod of Whitby could include, e.g.:
- awareness of background to Synod
 - Synod at Mag Léne
 - influence of Northumbrian household
 - Paschal controversy
 - understanding of Papal authority
 - convened in 664 to settle the matters of dispute between the Roman and Celtic parties
 - events at Synod
 - tonsure, baptism, ordination of Bishops
 - Sabbath worship, servile work
 - lack of standardisation of church uniformity, e.g. liturgical differences, uniformity, cultural differences
 - opinion of scholars such as Gougaud, Rees and Kerr, Mc Neill [30]
- (b) A critical evaluation of the view that the outcome of Whitby was a disaster for the Celtic church may include, e.g.:
- return to the basis of religion
 - return to certain origins of matters such as tonsure
 - mindset that church and Christians should have the same structure and doctrine
 - Roman Christianity had progressed and adopted customs to accommodate the needs of the faithful
 - need for compliance with Roman way
 - unifying a fractured people under a common tradition
 - no allowance for cultural differences
 - political undertones with the installation of Wilfrid at Ripon
 - destroy the spiritual leadership of the autonomous national church outside the control of Rome
 - Celtic church in a time capsule based on Colmcille
 - either link to a declining Celtic church or with the rising power and growing organisation of Rome
 - capitulate to the power of Rome erasing any independent tradition outside Roman authority
 - ultimate death of the Celtic church and led to the decline of the missionary movement
 - many Irish clergy left Northumbria and returned to Ireland
 - organisation of Celtic church did not change, e.g. adjusted church to native law
 - retained monastic and abbatial character
 - Celtic clergy remained influential, e.g. Lindisfarne
 - influence of Celtic culture, e.g. art and education [20]

Section AAVAILABLE
MARKS

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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 contribution of some key figures, from at least two different areas of study, to an understanding of the theme of holiness could include, e.g.:
- consideration of the contribution of relevant key figures in relation to two different areas of study
 - definition of the concept of holiness
 - references to some relevant key figures
 - contribution to the type and style of holiness displayed
 - handling of challenges posed by holiness
 - responses to holiness
 - consideration of obstacles encountered
 - questions around holiness
 - opposition and rejection
 - consequences of holiness
 - effects of holiness
- [30]
- (b) A critical assessment of the view that holiness is a virtue that is not always rewarded may include, e.g.:
- an open-ended response citing relevant contemporary and/or historical examples with reference to other aspects of human experience
 - awareness of facing rejection, self denial, physical and emotional suffering
 - awareness of scriptural references
 - lay people left behind and focus only on religious life
 - have to die to receive reward – spiritual life
 - the life we live is the reward
 - awareness of short term rewards, instant praise, physical and financial reward
 - awareness of long term reward
 - in a relational system, not a vacuum
 - growth experience working out your ‘God like’ image
 - based on choice despite pressures
 - holiness is a virtue to be aspired to
 - how even ‘paragons of virtue’ can be subject to human weakness
- [20]

Section B

Total

AVAILABLE
MARKS

50

50

150