



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

TUESDAY 16 JUNE, MORNING

**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 account of the reliability and significance of references to Palladius could include, e.g.:
- awareness of the references in Prospero's Chronicles and Contra Collatorem as well as Annalistic evidence
 - importance of outside references relating to Ireland's written history
 - influences of Palladius in church issues
 - significance of request from Christians in Ireland
 - Bishop sent from Papacy and not from Britain
 - no other mention of the appointment of any other Bishop to any See
 - evidence of Muirchú and Tirechán
 - awareness of purpose of hagiographical writings
 - awareness from Patrick's Confessio
 - views of scholars such as O'Rahilly, Carney, Bieler [35]
- (b) An exploration of the view that the mission of Palladius was a failure may include, e.g.:
- awareness of limited documentation on Palladius
 - other clerics were in Ireland
 - role of mission obscured as Patrick was championed as the apostle
 - Patrick's hagiographers skill in transferring elements from the career of Palladius to that of Patrick
 - awareness that Palladius organised the Christians
 - intended to minister to existing Christian communities in Ireland
 - site of Churches were close to royal centres of the period
 - evidence suggests Palladius had some significant success in Leinster
 - successful evangelisation of Leinster
 - some church connections of Palladius such as Cellfine, Kildare
 - role of Rome preaching to barbarians
 - gospel surpassed Roman Empire in territorial extent
 - faith and authority of Christian Rome extended to rebellious Britons and barbarian Irish
 - a further Bishop, Patrick arrived
 - Palladius' work may have been witnessed but not recorded
 - to be appointed as the first Bishop had to be seen as a success on its own
 - Patrick was succesful as he converted many Irish [15]

50

2 (a) An explanation of Colmcille's (Columba's) motives for leaving Ireland and a consideration of his importance as a missionary could include, e.g.:

- awareness of motivation for peregrini
- voluntary decision as an exile for love of Christ
- political, politico-religious, personal reasons
- impact of protecting Curnan and avenging a death
- anger with pagan elements still in existence
- result of copying a scriptural text
- result of a synod in Teltown
- great political awareness due to his family background
- one of the earliest saints
- impact of Iona – politically and religiously
- evangelised the pagan Picts
- impact of his skill in combining politics and religion
- views of scholars such as Finlay, McNeill, Simpson

[35]

(b) A commentary of the view that Celtic peregrini contributed significantly to the development of the Church in Britain may include, e.g.:

- awareness of the significance and contribution of Colmcille (Columba)
- awareness of the significance and contribution of Aidan
- possible exaggeration of the success of the Celtic peregrini
- influence and contribution of Iona and Lindesfarne
- restoration of Christianity to areas of paganism
- provision of a vibrant faith
- increased frontiers of Christianity in areas of Essex and East Anglia
- awareness of the contribution of other peregrini such as Finian, Colman and Fursa
- Christianity was brought beyond Northumbria
- views of scholars such as Finlay, Lightfoot, Ryan

[15]

AVAILABLE
MARKS

50

Section A**50**

Section B

Answer **one** question from Section B.

AVAILABLE
MARKS

3 (a) An explanation of what the Letter to Coroticus tells us about the author could include, e.g.:

- formal reprimand from a religious leader to emphasise his religious authority
- shows courage with the right to protest and defend his mission
- takes the incident as a personal attack on himself and has the strength to protest
- show of human emotions such as anger and rage
- controlled anger with repentance requested
- approach of a politician with a mature and sophisticated expression of personality
- genuine concern for captives/grief for dead
- solidarity and concern for the Irish and especially the females
- highlights Patrick's spirituality and prayerfulness
- a caring pastor instructing Christians not to associate with soldiers until they have freed the captives and have done penance
- use of evidence from text to enhance an explanation
- views of scholars such as Hanson, Duffy, Bieler [35]

(b) A commentary on the view that respect for human dignity is unachievable 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
- changed societal values such as success by any means
- corporate business interests dictate policies and work achievements
- power lies in positions and titles and not individuals
- impact of war does not focus on humans but weapons
- media examples of treatments in hospitals and care homes
- dictates of autocratic regimes based on systems and not humans
- consequences of political correctness
- scriptural references as bench marks such as the golden rule
- democratic regimes safeguard dignity
- good acts occur yet many are not considered as newsworthy
- great increase in the number of charities
- societal help with finance to individuals with rare diseases
- human dignity as embodied in the Universal Declaration of Human Rights [15]

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- 4 (a) An explanation of the distinctive features of Celtic monasticism with reference to the quotation could include, e.g.:
- influence of abbot as absolute authority
 - spiritual role of caring
 - organised and mirrored society
 - economic strength helped community
 - places of sanctuary and employment
 - transmitters of culture and administrators of Christianity
 - inclusive of women
 - availability of spiritual fulfilment
 - emphasis on austerity and asceticism
 - hospitality with education
 - community based and solitary practices such as prayer
 - unlimited power of expansion
 - monastic architecture
 - views of scholars such as Ryan, Kathleen Hughes, de Paor [35]

- (b) An exploration of the view that self-denial and asceticism have no place in spiritual and moral development 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
- community more important than individual
- organisations try to influence choices
- self-inflicted suffering serves no useful purpose
- enough suffering without self-mutilation
- modern view prefers repentance and reconciliation
- could be replaced with charity and humanitarian endeavours
- focus on the positive and not the negative
- issues between religion and practice
- scriptural references to self-discipline
- these will help to prepare and focus on God
- most rules emphasize benefits of self-denial and asceticism
- awareness of attaining spiritual and moral development
- practices of different faiths such as Lent, Ramadan
- seen as worthwhile to the spirit
- issues between religion and practice [15]

Section B

Total

**AVAILABLE
MARKS**

50

50

100

