



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2015**

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**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]**

**TUESDAY 19 MAY, MORNING**

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**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><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and highly informed response to the task</li> <li>• Demonstrates comprehensive understanding and accurate knowledge</li> <li>• A very high degree of relevant evidence and examples</li> <li>• A very sophisticated style of writing set within a clear and coherent structure</li> <li>• An extensive range of technical language and terminology</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A reasonable and well informed response to the task</li> <li>• Demonstrates a high degree of understanding and almost totally accurate knowledge</li> <li>• A very good range of relevant evidence and examples</li> <li>• A mature style of writing set within a mainly clear and coherent structure</li> <li>• A wide range of technical language and terminology</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good response to the task</li> <li>• Demonstrates a reasonable degree of understanding and mainly accurate knowledge</li> <li>• A good range of relevant evidence and examples</li> <li>• A reasonably mature style of writing with some coherent structure evident</li> <li>• A good range of technical language and terminology</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response to the task</li> <li>• Demonstrates some knowledge and understanding</li> <li>• A basic range of evidence and/or examples</li> <li>• Style of writing is just appropriate</li> <li>• Structure is disorganised in places</li> <li>• Limited range of technical language and terminology</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response to the task</li> <li>• Demonstrates minimal knowledge and understanding</li> <li>• Little, if any, use of evidence and/or examples</li> <li>• Inappropriate style of writing within a poor structure</li> <li>• A very basic range of technical language and terminology</li> <li>• Very poor use of spelling, punctuation and grammar.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive and coherent response demonstrating an excellent attempt at critical analysis, supported by a high awareness of scholarly views</li> <li>• 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</li> <li>• An extensive range of technical language and terminology</li> <li>• An almost totally faultless use of spelling, punctuation and grammar.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A very good response demonstrating a very good attempt at critical analysis, supported by a good awareness of scholarly views</li> <li>• 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</li> <li>• A wide range of technical language and terminology</li> <li>• A mainly accurate use of spelling, punctuation and grammar.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable response demonstrating a good attempt at critical analysis, supported by an awareness of the views of some scholars</li> <li>• Some personal insight and independent thought expressed through reasonable argument which is set, where necessary, in the context of wider aspects of human experience</li> <li>• A good range of technical language and terminology</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited response demonstrating a modest attempt at critical analysis, with limited awareness of scholarly views</li> <li>• Limited personal insight and independent thought expressed through some argument</li> <li>• A good range of technical language and terminology</li> <li>• Reasonably accurate use of spelling, punctuation and grammar.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A very basic response demonstrating little attempt at critical analysis, with minimal awareness of scholarly views</li> <li>• Poor personal insight and/or independent thought</li> <li>• Shallow argument</li> <li>• Limited range of technical language and terminology</li> <li>• Limited command of spelling, punctuation and grammar.</li> </ul>	<b>0–4</b>

## Section A

AVAILABLE  
MARKS

- 1 (a) A presentation of the case for and discussion of the 'Two Patricks' theory with particular reference to the available evidence could include, e.g.:
- importance of O'Rahilly and how he reached his conclusions
  - limited documentation available
  - reference to Muirchú with information on Palladius
  - reference to Tírechán with a focus on names
  - awareness of sources such as Chronicles, Contra Collatorem, Stowe Missal all point in the direction of the Two Patrick's Theory
  - awareness of annalistic obits and problem of interpretation of dates
  - awareness of Sen Phátric
  - mission of Palladius was ongoing
  - no mention of Palladius by Patrick
  - discussion on successor of Palladius
  - query on chronology
  - views of scholars such as O'Rahilly, Carney, Ryan [30]
- (b) A critical evaluation of the view that it would be a mistake to attribute the evangelisation of Ireland, solely to Patrick may include, e.g.:
- limited specific information on others who were in Ireland
  - Palladius sent from papacy in Rome was the first Bishop to the Irish preceding Patrick
  - his mission was to preach and organise Christians so it is probable that he achieved some evangelisation
  - founding of three churches, Tigroney, Killeen Cormac and Donard, in Wicklow would have incurred some evangelisation especially around Leinster
  - Sylvester and Solinus remained after Palladius and would surely have evangelised
  - awareness of an attitude that Palladius made little impact with the Irish and his mission seen as not successful
  - Patrick from Britain on a mission of conversion
  - more information available due to writings
  - awareness of Patrick baptising thousands while wishing for a native clergy
  - Patrick's mission involved travelling around country to convert
  - hagiographical skills benefitted his reputation
  - evangelisation also by second generation Christians, e.g. Brigit, Colmcille, Columbanus
  - views of scholars such as Corish, Carney, Bieler [20]

50

- 2 (a) An outline and examination of the nature and importance of monastic spirituality in the Celtic Church could include, e.g.:
- awareness of austerity and asceticism
  - emphasis on prayer, work and study
  - emphasis on community, oneness with nature
  - reference to peregrinatio
  - allocation of time from worldly practices
  - desire to move from a materialistic worldview
  - wish to simplify a particular lifestyle
  - spiritual journey to God
  - views of scholars such as Ryan, Hines-Brigger, K. Hughes [30]
- (b) A critical assessment of the view that the Celtic Church was conservative and yet open to change may include, e.g.:
- originally established as an episcopal church and then a move to monasticism
  - Bible at the centre of worship
  - isolated from Rome
  - monasticism enveloped the system in Roman and Post Roman Europe
  - similar monastic practices as with development of rules to suit local culture
  - acceptance of Penitentials
  - reference to the discussion as to whether there was a change after the Synod of Whitby, e.g. calendar
  - inclusion of and equality of women which was different to Roman attitudes towards women
  - possible references to beginnings of monasticism and monastic spirituality in Ireland
  - spirituality as a striving for Christian perfection
  - spiritual perfection through following examples from life of Jesus
  - connection of Penitentials to development of spirituality, e.g. subjugation of the flesh
  - controversy over adoption of Roman practices, e.g. Columbanus
  - celtic monasticism was innovatory, e.g. role of abbot
  - rich book production and openness to new methods of production
  - early missionary work in Britain and Europe mirrored the Irish system of monasticism and developed distinct traditions and practices [20]

AVAILABLE  
MARKS

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- 3 (a) An explanation and consideration of the spiritual value of either Cogitosus' **Life of Brigit** or Muirchú's **Life of Patrick** could include, e.g.:

**Life of Brigit**

- Brigit equated with Mary and a virginal state
- series of miracles reminiscent of Jesus such as water into ale, stones into salt accords with her divine status
- stress on her faith and virginity
- focus on theological virtues of faith and charity
- a model of equality and a woman of inspiration
- portrayed as a wise spiritual guide

**Life of Patrick**

- Patrick portrayed as a Moses like figure and a national apostle
- Life of Patrick steeped in scriptural verse
- power of Christianity shown by confrontation over the Paschal fire
- emphasis on prayer with elements of forgiveness
- preaching remains central to religious transformation such as Patrick and companions preaching the faith at Tara
- motivation to reflect on religious ideas and practice
- inspiration for perfection with encouragement to maintain faith through highlighting the power of God
- views of scholars such as Bieler, K. Hughes, O'Cróinin [30]

- (b) A critical assessment of the view that such writings are merely of hagiographical interest may include, e.g.:

- awareness of motivation for writing
- hagiographical writings have a political agenda such as Brigit with Kildare and Patrick with Armagh
- emphasise the sanctity of a saint with easily remembered information
- triumph of Christianity over paganism
- shows the saint as capable of overcoming adversity
- focus on the religious value of information
- hagiographical writings supply additional social and political information about the period in which they were written
- discredited the work of Palladius and the consecration of Patrick
- other missionaries were with Patrick
- legends and myths of the saint
- knowledge of a north church in Armagh
- knowledge of the cult of the deer associated with Armagh
- awareness of references to other hagiographical writings
- some possible explanation of hagiographical writings and its development
- hagiography developed from an earlier oral tradition
- lack of historicity and unbelievable qualities points to the religious and spiritual relevance
- emphasis on religious agendas of the works [20]

AVAILABLE  
MARKS

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- 4 (a) An explanation and consideration of how Gall, Killian and the Burgh Castle group continued the missionary work of Columbanus on the continent could include, e.g.:
- limited specific documentation on missions of Gall, Killian and Burgh Castle group
  - some pursued a different way of evangelisation from Columbanus
  - their lifestyle inspired many followers to join them
  - some preferred evangelisation as well as a life of solitude as a hermit, e.g. Goban, Ultán
  - Gall travelled with Columbanus on his mission from Ireland to the continent
  - awareness of places of evangelisation, e.g. Gall in Switzerland, Foillan in Belgium
  - methods of evangelisation, e.g. Killian confronted people with Christian ethics and Canon Law, Gall with gentle persuasion
  - awareness of lifestyle of saint, e.g. Fursa guided by visions, Gall wanted to stay away from the cares of the world
  - views of scholars such as Ryan, Mc Neill, Ní Mheara [30]
- (b) A critical assessment of the view that missionary activity is often viewed in a negative light and is no longer necessary for the survival of the Church may include, e.g.:
- more difficult to remain at home and influence society
  - more challenges are within the local community
  - the requirement is to provide services to locality
  - fewer clergy available to travel
  - going to another country could be viewed as a sign of human weakness in that the missionary is running away from something or someone and to avoid engaging with their own people
  - stereotypical way is to follow scripture and spread the faith for God
  - modern technology supplies the necessary message and replaces the face to face mission
  - people want the experience of testing themselves with facing new and alien challenges
  - show caring and helping the less fortunate through evangelisation
  - missionaries enhance their own message of faith with application to different cultures
  - traditional outcome is to establish a native clergy
  - association of recent missionary work with cultural and political colonisation, e.g. English, French, Spanish
  - destruction of existing culture and religious practices viewed by later generations in a negative light [20]

**Section A**AVAILABLE  
MARKS

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 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><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A full and comprehensive understanding of the connections between the selected areas of study in relation to the theme</li> <li>• Well integrated response</li> <li>• Clear and critical analysis</li> <li>• Highly accurate use of evidence and examples</li> <li>• Sophisticated style of writing. Very well structured and coherent throughout.</li> </ul>	<b>25–30</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A high degree of understanding of the connections between the selected areas of study in relation to the theme</li> <li>• A well integrated response</li> <li>• Some very good critical analysis</li> <li>• Mainly accurate use of evidence and examples</li> <li>• Mature style of writing</li> <li>• Well structured and coherent throughout.</li> </ul>	<b>19–24</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A good understanding of the connections between the selected areas of study in relation to the theme</li> <li>• For the most part an integrated response</li> <li>• Reasonable degree of critical analysis</li> <li>• A good degree of accurate evidence and examples</li> <li>• Reasonably mature style of writing</li> <li>• Some evidence of good structure and coherence.</li> </ul>	<b>13–18</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited understanding of the connections between the selected areas of study in relation to the theme</li> <li>• Mere juxtaposition of the two areas of study, perhaps emphasising one content area at the expense of another</li> <li>• A limited attempt at critical analysis</li> <li>• Insufficient use of accurate evidence and examples</li> <li>• Immature style of writing</li> <li>• Lacking in structure and coherence.</li> </ul>	<b>7–12</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of the connections between the selected areas of study in relation to the theme</li> <li>• Demonstrating only partially accurate knowledge of the different content areas studied</li> <li>• Little attempt, if any, at critical analysis</li> <li>• Inappropriate style of writing with a very basic structure.</li> </ul>	<b>0–6</b>

## AO2 (20 marks)

<p><b>Band 5</b></p> <ul style="list-style-type: none"> <li>• A comprehensive analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• Very effective comparison and evaluation of scholarly viewpoints</li> <li>• Mature personal insight and independent thought</li> <li>• A very well sustained and critical argument, expressed accurately and fluently with considerable sophistication using a wide range of terminology.</li> </ul>	<b>17–20</b>
<p><b>Band 4</b></p> <ul style="list-style-type: none"> <li>• A good analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• Very good comparison and evaluation of scholarly viewpoints</li> <li>• Good personal insight and independent thought</li> <li>• A well sustained and critical argument, expressed accurately, fluently and using a range of terminology.</li> </ul>	<b>13–16</b>
<p><b>Band 3</b></p> <ul style="list-style-type: none"> <li>• A reasonable analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• Very good comparison and evaluation of scholarly viewpoints</li> <li>• Some evidence of personal insight and independent thought</li> <li>• A line of argument, expressed accurately and using some relevant terminology.</li> </ul>	<b>9–12</b>
<p><b>Band 2</b></p> <ul style="list-style-type: none"> <li>• A limited analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• Some comparison and evaluation of scholarly viewpoints</li> <li>• Limited personal insight and independent thought</li> <li>• Little evidence of critical argument</li> <li>• Inaccuracies evident.</li> </ul>	<b>5–8</b>
<p><b>Band 1</b></p> <ul style="list-style-type: none"> <li>• A basic analysis of the statement in relation to connections made between the areas of study and other aspects of human experience</li> <li>• Little, if any, comparison and evaluation of scholarly viewpoints</li> <li>• Minimal personal insight and independent thought</li> <li>• A basic attempt to follow a line of argument</li> <li>• Imprecisely expressed.</li> </ul>	<b>0–4</b>

## Section B

- 5 (a)** An outline and examination of some ideas, from at least **two** different areas of study, on the nature of holiness could include, e.g.:
- consideration of the nature of holiness in relation to two different areas of study
  - definition of the term holy/holiness
  - reference to relevant ideas related to the nature of holiness
  - exploration of the nature of holiness
  - holiness as entailing challenges, reform and areas of conflict
  - adherence to social ethical behaviour
  - references to selected examples and evidence
  - concept of call to holiness
- [30]
- (b)** A critical assessment of the view that a life of holiness is still important and necessary for human beings, with reference to other aspects of human experience, may include, e.g.:
- an open ended response citing relevant contemporary and/or historical examples
  - highlights godliness of humanity
  - reinforcement of the faith
  - use as a protection against evil
  - unites community
  - reaction against materialism
  - to achieve a holistic balance of mind and body
  - awareness of cultural secularism
  - lack of attendance at worship
  - limited appreciation of symbolism of church architecture
  - unfamiliar with grammar of holiness, e.g. mention of holy in prayers
  - lack of use of prayers
  - problem with meaning of order of service
  - renewed interest in spirituality as against formal religion
- [20]

Section B

Total

AVAILABLE  
MARKS

50

50

150