



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2012**

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**Religious Studies**  
**Assessment Unit AS 5**

*assessing*

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

**[AR151]**

**THURSDAY 14 JUNE, MORNING**

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**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

AVAILABLE  
MARKS

Answer **one** question

- 1 (a) An account of the social and political structures which existed in Ireland before the arrival of Patrick could include, e.g.:
- decentralised and tribal society
  - idea of tuatha and widely scattered population
  - hierarchical nature of society
  - lack of road network
  - forested terrain
  - no main cities
  - position of kings
  - awareness of kingdoms
  - awareness of laws and culture, e.g. honour, status
  - views of scholars such as Byrne, Binchy, Kathleen Hughes. [35]
- (b) The extent to which Patrick's early life, including his captivity in Ireland shaped his faith may include, e.g.:
- earlier limited interest in religion
  - lacked religious fervour and had sinned
  - gradual conversion in turning to God
  - through prayer provided a foundation for faith
  - began his transition from sinner to saint
  - education was interrupted whereas faith increased
  - awareness of dreams and visions
  - faith developed to the extent of accepting a call and returning to evangelise
  - provided a faith journey to accept those outside the faith
  - gave him hope that all is not lost
  - as faith grew through challenges then same can happen to others
  - shows that God works in all people
  - missionary work completed the faith journey
  - alternatively the influence of Patrick's Christian upbringing
  - his childhood faith was perhaps the most important feature of his life. [15]

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- 2 (a) An explanation of how Colmcille (Columba) used his political skills to further his missionary work could include, e.g.:
- awareness of Battle of Cul Dreimme
  - concessions gained from King Bruide
  - helped relationships between Picts and Dal Riada
  - permission to preach
  - helped the spread of faith
  - received tenure of Iona
  - made him well known to the people
  - impact of Dal Riata
  - mentoring Aedan and consecrating him as king
  - his influence at the conference at Druim Cett
  - political influence achieved solid foundation for his mission
  - views of scholars such as Simpson, Finlay, McNeill. [35]
- (b) An exploration of the view that missionary outreach was a central element of Celtic Christianity may include, e.g.:
- apostolic and missionary fervour with perhaps some examples
  - benefits of lesser and greater exile
  - Ireland had been largely evangelised
  - alternately stay and perfect faith
  - local v global dimension
  - education and learning also central
  - hospitality, health and fosterage. [15]

**Section A**

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**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question

- 3 (a) An account of the main themes in Patrick's Confessio and their importance could include, e.g.:
- early slavery – helped to convert and shape his faith, awareness of people and country
  - mission and role – leaving behind a legacy
  - faith and prayer – follow his faith journey
  - humility and thanksgiving – exclusively chosen by God
  - opposition – counteract accusations
  - concern for slaves and women – radical and revolutionary approach
  - defence of his mission – authority as Bishop
  - awareness of other themes in relation to Confessio. [35]
- (b) An exploration of the claim that the value of such writings is questionable may include, e.g.:
- consideration of the relevance in relation to other aspects of human experience
  - an open ended response citing relevant contemporary and/or historical examples
  - issues of historical reliability, the question of whether such writings have been altered or tampered with by later Christian monks
  - portrays characteristics and inner mind of the writer
  - answers criticisms
  - content of honest simplicity
  - some take comfort and solace from content such as those who are in captivity
  - of limited value to modern Christians, since such writings were written for and refer to the historical period in which they were written
  - query about truth of article
  - supplies Patrick's own one dimensional viewpoint
  - explains actions not answerable to critics
  - personal slant in story
  - person to be seen in good light for reader
  - alternatively, such writings are important for all time since they express a timeless vitality, importance and relevance to religious faith. [15]

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- 4 (a) An explanation of how monasticism contributed to the Celtic Church could include, e.g.:
- economic strength of the system
  - combination of apostolic and ascetic ideals
  - centres of education for people
  - base for missionary activity
  - places of employment
  - mirrors system in society
  - severe asceticism with intense prayer
  - keep faith alive through community practice
  - dichotomy between solitude and caring for the community
  - views of scholars such as Ryan, Charles-Edwards, Kathleen Hughes.
- [35]

- (b) An exploration of the view that self-denial and asceticism are unnecessary for religious practice may include, e.g.:
- consideration of the extent in relation to other aspects of human experience
  - an open ended response citing contemporary and/or historical examples
  - scriptural references to self-discipline
  - many religions use self-denial and asceticism as a form of penance
  - the suggestion that self-denial and asceticism are worthwhile since they deepen and ennoble the human spirit
  - by such practices egoism, materialism and greed are marginalised in the human personality
  - issues between Church and religious believers
  - challenges of societal values
  - query over human nature
  - individuality dimension
  - pathway to Christ
  - most rules emphasise self-denial and discipline
  - in the past but has been replaced by repentance and reconciliation
  - alternatively, the suggestion that self-inflicted suffering is a form of masochism and serves no useful or beneficial purpose
  - that there is enough suffering in the world without adding to it by inflicting it upon yourself
  - religious emphasis now on what we do rather than what we do not.
- [15]

**Section B**

**Total**

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**50**

**100**