



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2012**

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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]**

**THURSDAY 24 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)**

<b>Band 5</b> <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>
<b>Band 4</b> <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>
<b>Band 3</b> <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>
<b>Band 2</b> <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>
<b>Band 1</b> <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)** Identifying and considering the difficulties in determining the geography associated with the historical Patrick could include, e.g.:
- Paucity of sources and contradicting evidence of sources
  - awareness of geographical references
  - Bannavem Taburniae, Silva Focluti, Gaul
  - awareness of interpretations of each
  - some issues around dates and chronology
  - views of scholars such as Bieler, Hanson, O’Rahilly, Carney. [30]
- (b)** A critical evaluation of the claim that an exploration of the life of Patrick has no relevance to the faith of the religious believer may include, e.g.:
- limited documentation allows all sorts of speculation
  - relevance to the historical importance of the ministry of Patrick
  - scepticism over the sources detracts from the picture of Patrick that is presented by the Church
  - gives a knowledge from where faith comes from
  - inspiration and motivation from writing and lifestyle
  - awareness of the end product. [20]
- 2 (a)** An explanation and consideration of the nature and practices of monastic spirituality and its impact on the Celtic Church could include, e.g.:
- references to austerity and asceticism
  - emphasis on prayer, work and study
  - apostolical and anchoretical ideas
  - missionary zeal
  - allocation of time from worldly practices
  - simplify a particular lifestyle
  - desire to move from materialistic worldview
  - community care
  - movement from Episcopal to monastic ideals. [30]
- (b)** A critical evaluation of the claim that the Celtic Church can be correctly defined as an Episcopal Church may include, e.g.:
- early Christian system was Episcopal, based on Rome
  - system reinforced by Patrick
  - references to lists of bishops
  - reference to Church in Armagh
  - decline of the Episcopal Church, e.g. plague
  - influence of Celtic customs and economic factors
  - social and religious needs catered for by monastic system
  - monasticism as reflecting Irish society and its hierarchical ordering
  - possible reference to Synod of Whitby where tensions between Celtic Church and Rome was partly resolved
  - reference to the range of different sources. [20]

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- 3 (a)** Analysing and discussing the content and purpose of Adomnán's Life of Colmcille could include, e.g.:
- aspects of hagiography
  - possible reference to early life as recorded by Adomnán
  - prophetic revelations such as regarding Ernene, Cormac son of King Aidan
  - miracles such as wine into water, bitter fruit which became sweet
  - angelic visitations such as conducting Diormit to heaven, meeting the soul of Brendan
  - written for his own community and Northumbrian audience
  - teaching purpose for inspiration and emulation of holiness of Colmcille
  - awareness of a king maker
  - bolster morale in community
  - role of Iona
  - help unity in Iona. [30]
- (b)** A critical assessment of the value and importance of hagiographical writings may include, e.g.:
- politically manipulated
  - time lapse between death of saint and writing
  - aspects of the genre of writing
  - idealising biographies
  - highlights the power of the saint
  - positive presentations rather than objective or critical
  - incidental information
  - bias of writer. [20]

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- 4 (a) An outline and explanation of the careers and contribution of the peregrini to Christianity on mainland Europe could include, e.g.:
- some reference to Columbanus as a spearhead for missionary outreach
  - awareness of Gall, Killian, Burgh Castle group
  - areas of evangelisation – France, Switzerland, Germany, Italy
  - founding of monasteries
  - monastic rules and penitential
  - conflicts
  - methods of evangelisation. [30]
- (b) A critical assessment of the view that the desire for penance was the main reason for the missionary outreach of the Celtic Church may include, e.g.:
- awareness of greater and lesser exile
  - discipline
  - search for adventure
  - quest for holiness
  - spread the faith of Christianity
  - martyrdom
  - missionary zeal
  - act of faith
  - greater challenge
  - love of Christ
  - experience of prayerlife in monastery became the motivation for missionary outreach. [20]

**Section A**

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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><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)**

<b>Band 5</b> <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>
<b>Band 4</b> <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>
<b>Band 3</b> <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>
<b>Band 2</b> <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>
<b>Band 1</b> <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

AVAILABLE  
MARKS

- 5 (a) An outline and examination of the importance of religious practice in striving for holiness could include, e.g.:
- consideration in relation to two different areas of study
  - interpretation of holiness and religious holiness as a perfection of God in both areas of study
  - communal v individual involvement
  - God's holiness in relation to sin and repentance
  - holiness as shown in sin and repentance
  - the nature of a holy life
  - holiness as shown in life and practice
  - helps a search for meaning
  - helps positive emotions
  - deals with religious and spiritual needs
  - increased religious involvement and contentment. [30]
- (b) A critical assessment of the view that the concept of holiness is always relevant may include, e.g.:
- reference to other aspects of human experience
  - an open ended response citing relevant contemporary and/or historical examples
  - focus totally on a striving for holiness
  - ordinary actions and holiness
  - impact of holiness
  - conflicts caused by holiness
  - impact of actions leading to a practical holiness
  - no distractions
  - others with same aim
  - need companionship
  - focus on aim in a mixed environment
  - displays discipline in society
  - holiness as a gift from God
  - holiness takes different forms in different contents and societies
  - how holiness is seen in a secular and profane age
  - economic needs affect holiness
  - abuse, war, social injustice impinge on holiness
  - stereotypical views of holiness and problems. [20]

**Section B**

**Total**

50

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150