



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
January 2013**

Religious Studies

Assessment Unit AS 5

assessing

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

[AR151]

TUESDAY 17 JANUARY, 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

AVAILABLE
MARKS

Answer **one** question

- 1 (a) An explanation of the contents and purpose of Patrick's **Letter to Coroticus** could include, e.g.:
- 21 chapters long
 - denouncing the actions of Coroticus and his soldiers
 - call for excommunication
 - call for repentance
 - concern for the slaves
 - solidarity with the Irish converts
 - personal attack on himself and his mission
 - use of scripture
 - asserting his authority as a Bishop
 - views of scholars such as Hanson, De Paor, Duffy. [35]
- (b) An exploration of the view that this letter is more revealing about the personality of Patrick than the *Confessio* may include, e.g.:
- response to a personal attack on himself
 - show of primitive emotions such as anger, denunciation
 - anger is tempered and repentance requested
 - highlights his clerical authority reinforced by use of scriptural authority – excommunication
 - awareness of his grief for all involved
 - concern for the Irish and women
 - use of a more mature and sophisticated expression of personality
 - early letter has expressions of an immature person
 - more of the approach of a politician – humble, uneducated
 - his mission tempered his personality
 - a caring pastor using his practical talent and encouragement
 - modesty and humility as shown in the confession
 - awareness of spirituality and prayerfulness
 - awareness of being totally alone, but not unwise
 - courageous in fighting for his mission
 - his deep gratitude towards God
 - views of scholars such as Hanson, Bieler, De Paor. [15]

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- 2 (a) An explanation of the role and importance of the monasteries for both Church and society in Ireland could include, e.g.:
- movement from diocesan to monastic system
 - economic strength of the system
 - mirrored the social rules of society
 - awareness of hospitality with fosterage and education
 - system of kin and kingship
 - new towns
 - places of sanctuary
 - helped local community to prosper
 - use of scriptorium and production of books
 - awareness of discipline and monastic rules
 - whole families would join the monastery
 - awareness of soul friend and penitential system
 - allowed use of initiative in worship
 - flexible attitude towards females
 - care for the marginalised in society
 - views of scholars such as Ryan, Ó'Fiaich, Charles-Edwards. [35]
- (b) An explanation of the view that there was nothing particularly distinctive about Celtic monasticism may include, e.g.:
- Celtic monasticism was based on common monastic principles
 - each monastic system possessed a cultural and local emphasis
 - awareness of physical harshness
 - focus on prayer, study and manual work
 - different forms of dwellings
 - local variations on austerity and asceticism
 - more general variations within Celtic monasticism
 - prominence of woman
 - combination of apostolic and anchoritical ideals
 - peregrinatio
 - development of penitential texts. [15]

Section A

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Section B

AVAILABLE
MARKS

Answer **one** question

- 3 (a) An account of what can be learned about the Penitentials from Finnian, Columbanus and Cummean could include, e.g.:
- clear reference to the named penitential authors
 - standardisation of penances
 - widely used and copied
 - manual for priests
 - allowed sinners to be reconciled to God
 - increased confessions
 - graded sins and remedies
 - importance on intention of sin and penance
 - listings of sexual sins, e.g. of Finnian
 - importance of sanctity of marriage
 - penance absolves sin
 - parallels between religious and laity, e.g. of Columbanus
 - monks and laity were to be disciplined for their faith
 - listed eight deadly sins and their remedies, e.g. of Cummean
 - curing contraries by contraries
 - confessor seen as a soul friend
 - medicine for the salvation of souls – diagnostic skills
 - highlighted role of monks, clergy and laity in Celtic Church
 - influenced English Penitentials
 - views of scholars such as O’Loughlin, Connolly, McNeill. [35]
- (b) A commentary on the view that penance and reconciliation are essential requirements for faith could include, e.g.:
- awareness that contrition humanises the faith
 - awareness of a greater force
 - awareness of the consequences of actions
 - strengthening of faith
 - prudent but not essential
 - God is merciful to all
 - awareness of making own choices
 - striving not to sin
 - consideration of the claim in relation to other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - society is enriched by penance and reconciliation
 - the more selfish and venial aspects of the human condition are confronted and softened
 - reference to other essential elements, e.g. prayer and worship
 - St Paul’s injunction that faith without love is worthless. [15]

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- 4 (a) An account of the significance and importance of the work of the Irish peregrini in Britain could include, e.g.:
- awareness of the life and work of peregrini such as Colmcille, Aidan, Finian, Colman, Comgall, Canice, Blaan, Fursa
 - awareness of the different areas where the peregrini lived and worked
 - founding monasteries
 - political negotiations
 - love of poor
 - sending followers to evangelise
 - evangelisation
 - views of scholars such as Charles-Edwards, Lightfoot, Gougaud.
- [35]
- (b) A commentary on the claim that the work of the missionary is needed more than ever may include, e.g.:
- consideration of the claim in relation to other aspects of human experience
 - an open-ended response citing relevant contemporary and/or historical examples
 - awareness of the general state of society, e.g. secularisation
 - awareness of the call to a vocation
 - missionary fervour
 - personal challenges
 - to present another view to secularism
 - missionary work is needed both at home and abroad
 - the need for missionary work to deal with acute social problems rather than just evangelisation
 - secularists, humanists and atheists would state that religion and missionary work is not required.
- [15]

Section B

Total

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