



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2014**

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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 23 JANUARY, 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 from Section A.

- 1 (a) An examination of the evidence in support of the claim that Christianity was in Ireland prior to Patrick's mission could include, e.g.:
- Prosper's statement about the appointment of Palladius as Bishop to the Irish
  - evidence of Pelagian heresy contaminated Irish Christianity
  - linguistic examples such as priest, Easter
  - evidence from Confessio that Patrick met monks and virgins of Christ
  - presence of pre-Patrician saints such as Ailbe, Declan
  - evidence of arrival of continental literati
  - slave trading/trading with Christian countries
  - awareness of some external references such as Jerome
  - views of scholars such as Kenney, Zimmer, Binchy [35]
- (b) A commentary on the claim that the pagan religion of Ireland hindered the spread of Christianity may include, e.g.:
- Druids did not want their own religious system changed
  - reluctance to change by Druids posed perils as mentioned by Patrick
  - Patrick being arrested, stolen from, put in irons
  - awareness of Irishwoman, after conversion, enduring persecution and accusations from her family
  - awareness of bribes to kings so to gain access to people
  - other hindrances, barbaric people, terrain and environment
  - scattered population and so evangelisation was a slow process
  - Celts were a deeply religious people receptive to new ideas
  - peaceful and tolerant relationship existed between paganism and Christianity in that Patrick targeted local kings and their families and was accompanied by sons of kings
  - paganism enhanced Christianity through inculturation
  - pagan practices were easily and peacefully absorbed into Christianity
  - no coercion to sacrifice culture
  - martyrdom is not an important issue
  - other Christians, e.g. Coroticus, impacted on the spread of Christianity
  - resentment by Celtic Christians of Roman Christianity
  - views of scholars such as Davies, Joyce, Mc Neill [15]

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2 (a) References to relevant texts to explain the main features of penitential practice in the Celtic Church could include, e.g.:

- awareness of background to Penitentials
- alternative to excommunication
- product of their time
- private and repeatable penance as a way into holiness
- fasting and prayer were common fixed tariffs
- bread and water to counter overindulgence
- people of importance would receive a heavier penance due to status
- long periods of abstinence to counteract sexual sickness
- commutation to shorten the period of penance
- medicine for the soul and contraries by contraries
- role of anamchara
- penances covered sins of thought and deed
- use of textual references of the features from Celtic Penitentials, e.g. Finnian, Columbanus, Cummean
- views of scholars such as Mc Neill, O'Loughlin, Connolly [35]

(b) A commentary on the claim that the teachings of the Celtic penitentials were only of importance to the clergy may include, e.g.:

- a required element of clerical vocation in life
- response as to how to deal with the sinfulness of baptised Christians and also pastoral response
- formed the basis for building a theology for forgiveness
- guides to prescribe for spiritual sickness by confessors
- penances for monks, clergy, laity
- extended to the laity to help them strive for perfection
- fostered relationship between community and clergy, e.g. completing penance in a monastery
- applicable to non clerics as support for the law in society such as payment of compensation
- enhanced relationship between confessor and penitent, e.g. pastoral care
- established consideration for the poor through almsgiving and vulnerable groups through addressing sexual morality
- views of scholars such as Chadwick, Kathleen Hughes, Oakley [15]

**Section A**

**AVAILABLE MARKS**

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**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a)** An explanation of the themes of the Holy Spirit, prayer and thanksgiving in Patrick's Confessio could include, e.g.:
- prayer was answered by the Holy Spirit and Patrick responded with praise and thanksgiving
  - vocation narrative with spirit involvement
  - Patrick invited to live among Irish as an answer to prayer
  - experience of Holy Spirit living in him
  - the power of prayer in boat incident and the shortage of food which is answered by prayer
  - Patrick's response, with praise and thanksgiving, to his conversion experience
  - constantly giving praise and thanksgiving to God
  - awareness of response to God's intervention in his mission
  - saw everything that happened to him as God's plan for him to succeed
  - awareness of other themes in relation to the Holy Spirit, prayer and thanksgiving
  - views of scholars such as Hanson, De Paor, Connelly [35]
- (b)** A commentary on the view that support for religious authority is an essential requirement of faith 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 example
  - awareness of responsibility and accountability to authority
  - joining a faith community and by doing so accepting all organisational conditions
  - acceptance of religious authority involves accepting the beliefs and teaching of the institution
  - authority as a source of stability and structure to faith community
  - acceptance that the boundaries of belief and behaviour as defined by religious authority are just, acceptable and good for the majority
  - religious authority involves the voice of the faith community
  - but authority can also command or inhibit faith and faith response
  - religious authority can not be coercive
  - awareness of the right to religious freedom from all authority
  - impact of reason, free will and conscience on issues
  - awareness that religious institutions can make mistakes [15]

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- 4 (a) An account of the contribution to the Church in Britain of the following peregrini: Aidan, Blaán and Canice could include, e.g.:

Aidan

- trained at Iona
- restored Christianity in Northumbria
- founded Lindisfarne as a centre of learning, scholarly knowledge and religious influence
- wanted to train a native clergy
- a focus on compassion, piety, moderation, dedicated to poverty, love of the poor, education of the young and emancipation of slaves
- founded churches, oratories and monasteries – Melrose, and double monastery at Hartlepool of which Hilda of Whitby was the second abbess

Blaán

- native of Bute, trained under Comgall and then went to Scotland as a Bishop among the Picts
- awareness of miracles associated with him – in Northumbria raising a dead boy to life and was given lands
- built a church on the Isle of Bute and Scottish mainland
- church and school developed into the City of Dunblane

Canice

- trained by Finnian at Clonard
- spent most of his time in County Laois
- venerated in the midlands where the city of Kilkenny bears his name and is one of the last parts of Ireland to be converted to Christianity
- founded churches on islands of Tiree, Mull, South Uist
- founded a monastery at Aghaboe that became the see of a Bishop
- built cells on the island of Ibdon and Eninis, an oratory called Lagan Kenny on the shores of Lough Lagan and a monastery in Fifehire
- Irish foundations Drumachose, Kilkenny West and Aghaboe
- wrote Glas-Chainnigh – a commentary on the Gospels [35]

AVAILABLE  
MARKS

**(b)** A commentary on the claim that action is more important than preaching in encouraging faith 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
- an awareness of the general state of society in relation to such issues as poverty, sex abuse, bullying, corruption and the necessity for Christians to deal with these and other issues
- requirement to better levels of food, living conditions and health care as demonstrations of a living faith
- those with plenty will be able to listen and operate at any level
- all practical help will be appreciated by the less well off
- awareness of another view to secularisation
- fulfilling the call to a religious vocation
- traditional work of a missionary to spread the word of God and to help those in need
- working with individual people and endeavouring to cope with the evils of society
- with people and no involvement with politics
- awareness of handling a different mind set and culture
- views of some Christians that faith and not works are more pleasing to God
- both are important and arguably you can not have faith unless actions follow

[15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**