



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2016**

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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]**

**TUESDAY 21 JUNE, AFTERNOON**

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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 explanation of the challenges faced by Patrick in his mission to the Irish and how he responded could include, e.g.:
- main focus was to evangelise the Irish – converted many thousands with the help of the Holy Spirit
  - personal sense of inadequacy – continued doing God’s work
  - homesickness – depended on God for inspiration
  - clerical opposition – defended his position in writings
  - attack on his newly baptised converts-drafted a letter of excommunication
  - geographical conditions in Ireland as well as language and communication – travelled with partners of royalty
  - decentralised system – required negotiations with numerous people
  - local religious opposition – enculturation of elements such as gifts on altar in place of animals/humans
  - imprisonment and threats in Ireland – acknowledges the protection of God
  - insults from unbelievers – desired suffering as a reward
  - required assistance to evangelise – ordained a native clergy
  - slave trade – fought against this
  - views of scholars such as Hanson, Binchy, de Paor [35]
- (b) A commentary on the claim that Patrick’s mission to the Irish was largely successful because of his early experience in Ireland may include, e.g.:
- prior knowledge of terrain, travel and weather conditions would help in locating the start of his mission
  - familiarity with Celtic customs, culture and the people would be an advantage in organising a methodology for his mission
  - previous experience of loneliness and hardship was a prerequisite for his life as a missionary
  - early life experience would inspire others to realise that God works in all types of people
  - early experience allowed Patrick to accept those outside his own faith
  - his own life gave hope that all is not lost
  - the trauma of slavery stayed with him and he had empathy with those in slavery
  - personal transition from sinner to saint with mission work completing his faith journey
  - focus on prayer as his prayer life strengthened his faith
  - use of himself as a source to portray Christian values
  - Celts had an awareness of Christianity as it existed in Ireland
  - Celts had religious beliefs and customs and were amenable to others
  - political structure assisted the mission – permission given by the King to travel so a missionary would be more acceptable to the natives
  - slavery limited Patrick to certain regions so was not fully conversant with the rest of Ireland
  - the limiting experience of a life of slavery ensured that some elements would be faced for the first time in his mission

- travel would involve visiting different stratified and autonomous tuaths
- possible reference to Palladius and others
- views of scholars such as Davies, Joyce, Hanson [15]

AVAILABLE  
MARKS

50

2 (a) An explanation of the influence of Candida Casa and Wales on the origins and development of Irish monasticism could include, e.g.:

- awareness that monasticism came from North Britain and Wales
- awareness that Ninnian set up Candida Casa
- some awareness of those who trained in Britain such as Enda and Finnian who in turn trained Comgall and Ciaran
- most of these founded their own monasteries and became Bishops
- awareness of Illtud, Gildas, Cadoc
- some of the saints were friendly with Irish saints such as Cadoc with Finnian of Clonard
- impact of Gildas – ascetical lifestyle and spirit of toleration emerged
- Finnian had contact with Wales and with Gildas over monastic discipline
- movement from Britain to South of Ireland
- movement of saints to visit each other’s monasteries
- monastic founders from Leinster and Munster trained at Caldey Island
- views of scholars such as Ryan, De Paor, Kenney [35]

(b) A commentary on the claim that monasteries were founded by deeply spiritual individuals may include, e.g.:

- reference to founders of monasteries such as Enda, Ciaran, Brigit and how they emphasised their monastic lifestyles
- awareness of characteristic of charisma
- most founders had humble backgrounds and just continued to spread the message in their own way without looking for praise
- founders were generally independent and resolute Christians
- examples of their spirituality, e.g. asceticism of Enda, intellectualism of Finnian
- awareness of how the spirituality enhanced monastic lifestyle
- founders motivated others, provided a practical organisation to work within with encouragement to spread the message further afield
- spirituality provided a platform to accommodate preferences of others, e.g. Comgall for learning, Brigit for generosity to the poor
- it could be argued that the motivation of some founders was not entirely spiritual but was more worldly, e.g. to establish monastic complexes
- views of scholars such as Chadwick, Kathleen Hughes, Oakley [15]

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**Section A**

**50**

## Section B

AVAILABLE  
MARKS

Answer **one** question from Section B.

- 3 (a)** An explanation of the value of the Penitentials as historical sources for an understanding of the Celtic Church and society could include, e.g.:
- awareness of background of the Penitentials
  - movement towards a theology of penance
  - listing of a majority of sins
  - obsession with sexual sins which indicate a profound uneasiness in the Church and society
  - foundation of a moral theology and Canon Law influenced by penitentials
  - provision for lay penance emphasising the relationship between laity and monastic community
  - status of priest and Bishop over monks in the sacrament
  - Penitential influenced English Penitentials, e.g. Theodore based on Cummean and both influenced two Frankish Penitentials
  - covered a range of social behaviours
  - making laity aware of Canon Law
  - Brehon law was used as a template and to create a legal code
  - extension to legal code to break cycle of crime
  - displayed degrees of guilt and how to help the injured
  - penalties given based on status of the injured
  - evidence of issues of compensation detailed
  - established consideration for the poor and vulnerable
  - views of scholars such as McNeill, Connolly, Corish [35]
- (b)** An exploration of the view that the Penitential writings are no longer relevant for the religious believers 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
  - product of their time with little relation to modern day reality
  - different eras highlight different sins
  - highlighted physical penances while now mental penances
  - showed little scope for flexibility
  - too much emphasis on Penitentials can be viewed as unhealthy veering towards a fundamentalist mindset
  - unique handbooks to theology of forgiveness
  - seminal seed for a moral code
  - highlights categories of sin
  - method of journey into holiness
  - sin and penance are relevant for the Church at any stage
  - process and challenge of reconciliation in any age
  - idea of a soul friend is a modern counsellor
  - the modern generation is largely secular in its outlook and the concept of sin has for many fallen into misuse
  - Penitential writing only has currency in relation to sin [15]

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4 (a) An explanation of the importance and significance of the Celtic peregrini to the development of Christianity in Britain with particular reference to the role played by Aidan could include, e.g.:

- monastic and evangelisation achievements of Colmcille
- influence of Iona and impact on Northumbria
- achievements of peregrini with the Picts, the Scots in Dál Riata, the Angles in Northumbria and the Britons in the south and south-west
- contribution of Aidan and Lindesfarne with training a native clergy to send throughout Britain
- Aidan's expansion of the Columban Church with his relationship with Kings, restoring Christianity where it had lapsed and converting other areas
- achievements of other peregrini such as Finian, Colman, Comgall, Canice, Blaán, Fursa
- views of scholars such as Chadwick, Finlay, Mc Neill [35]

(b) An exploration of the view that missionary outreach has the potential to do more harm than good 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
- trying to control the situation and not relating to people
- emphasis on task orientation and not people
- need to envelop the culture with flexibility and sensitivity
- bringing a stereotypical outreach approach
- missionary activity used as a tool of colonisation of a different culture and with possible negative impact
- pursuing an apostolic approach
- traditional evangelists bringing more to Christ
- only interested in conversion
- only brought the message of Christ
- experience a wider view of "church"
- different cultures affect the missionary's faith expression and so methodology may change accordingly
- not on religious grounds but humanitarian
- awareness of handling different cultures [15]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**100**