



**ADVANCED**  
**General Certificate of Education**  
**2018**

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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]**

**MONDAY 11 JUNE, 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>	<p><b>25–30</b></p>
<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>	<p><b>19–24</b></p>
<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>	<p><b>13–18</b></p>
<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>	<p><b>7–12</b></p>
<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>	<p><b>0–6</b></p>

**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) An outline and examination of the scholarly debate over the Two Patrick's theory with reference to the statement could include, e.g.:

- limited documentation and different interpretation by scholars
- awareness of annalistic obits and problem of interpretation of dates
- importance of O'Rahilly and the process he pursued to reach his conclusions
- reference in Muirchú to Palladius
- reference in Tirechán to Palladius/Patricius
- sources such as Chronicles, Contra Collatorem point towards a Two Patrick theory
- conflict over the agreement of a Sen Phatric
- mission of Palladius was ongoing
- Patrick does not mention Palladius
- discussion on a successor to Palladius and to Patrick
- query on the chronology of Palladius and Patrick
- views of scholars such as O'Rahilly, Bury, Carney [30]

(b) A critical evaluation of the view that the search for the historical Patrick is highly relevant to the faith of a religious believer may include, e.g.:

- inspiration for research to be initiated to supply additional information
- faith invites and can withstand the analysis of internal/external evidence
- research has resulted in clarification of varying issues such as where he predominately preached
- invitation to peruse the evidence
- acceptance of a division in scholarly thought
- lends a certain mystique to his work
- awareness of an appreciation of the controversy strengthens the view of Patrick's work
- motivates and inspires research
- as a religious figure as well as a figure of national importance
- not only of academic interest but as historical tragedy
- issue is only of academic importance as the real Patrick is in his writings
- focus on his characteristics and achievements while accepting the challenge that gaps of information provide
- motivated by his characteristics such as humility, dedication
- acceptance of his methods to resolve issues
- some specific items are not relevant today
- his methods are pragmatic to achieve unity and progress
- concentrate on issues of tolerance and ecumenism
- how the writings and example of Patrick can be important for a religious believer [20]

50

2 (a) An explanation of the nature of episcopacy and consideration of the reasons for the change from an episcopal to a monastic structure could include, e.g.:

- awareness of an episcopal Church that had been established by Patrick
- awareness of the role of Bishop through references from sources such as First Synod of Patrick
- awareness of administrative, pastoral and sacramental role
- areas of jurisdiction
- importance of Armagh and centre for Bishops
- reasons for decline of Episcopal Church such as there was not a firm foundation for the initial Episcopal System, no urban basis, effects of the plague
- reasons for the growth of the monastic church such as kin and kingship, dual legacy, clerical families, economic factors
- each monastic paruchia grew due to an increase in benefactors
- gender inclusive as with Brigit and Ita
- much less authoritarian than within the Roman system
- views of scholars such as Ryan, Chadwick, K. Hughes [30]

(b) A critical evaluation of the claim that monasticism led to a significant development in Celtic spirituality may include, e.g.:

- enhanced Celtic Christianity and spirituality
- closer involvement in life of local community
- more involvement in pastoral activities
- gender inclusive with an appreciation of female qualities
- greater commitment to social actions
- emphasis on education and learning
- pursuance of unusual spiritual and penitential practices such as hardly ever eating or sleeping
- avidly evangelistic with sending out missionaries
- change does not always bring benefits
- inflicted pain was unnecessary and unhealthy
- tendency to omit a human and social aspect to worship
- awareness of a mindset that assumed physical activity had a spiritual impact
- strive for personal perfection to the detriment of social involvement
- awareness of a retreat from reality [20]

AVAILABLE  
MARKS

50

3 (a) An analysis and discussion of the content of Muirchú's Life of Patrick could include, e.g.:

- additional information about Patrick
- written in the 7th century in 3 sections
- information from Patrick's Confessio
- stay in Gaul for about 30 years
- consecration as a Bishop
- his arrival in Ireland and journey to Armagh
- contest with the wizards and conversion of Loeghaire
- granting of Armagh land by Daire
- death of Patrick
- purpose was to glorify Patrick through prophecy and miracles and discredit Palladius
- propaganda to establish Armagh as the head seat of the Celtic Church
- Uí Néill's association with Patrick
- Patrick's association with Armagh
- triumph of Christianity over paganism with the wizards prophecy of a new faith
- explanation of Patrick's burial place at Downpatrick
- views of scholars such as De Coulanges, Esposito, Hanson [30]

(b) A critical evaluation of the claim that hagiographical writings have no historical value may include, e.g.:

- purpose of author may distort historical content
- a blurring of history due to the time lapse between the life of the saint and the written document
- purpose leads to certain creativity license
- distinction between supernatural and factual information
- portrays ambiance and capabilities of the saint
- provides historical information about the period in which written such as the pagan cult of the deer, a north church in Armagh
- awareness of names of kings
- awareness of the spread of the Uí Néill power
- personal taste of writer such as emphasising the grant of land in Armagh to Patrick
- scholarly conflict over sources used
- movement between factual and legendary information
- acknowledgement of references from hagiographical writings [20]

AVAILABLE  
MARKS

50

4 (a) An examination of the statement with particular reference to the work of Gall, Killian and the Burgh Castle group could include, e.g.:

- limited specific documentation on missions of Gall, Killian and the Burgh Castle group
- some reference to Columbanus for missionary outreach
- the peregrini lifestyle inspired many to join them
- some preferred evangelisation as well as a life of solitude as a hermit such as Goban, Ultán
- Gall travelled with Columbanus on his mission from Ireland to the continent
- awareness of places of evangelisation such as Gall in Switzerland, Foillan in Belgium
- methods of evangelisation such as Killian confronted people with Christian ethics and Canon Law, Gall with gentle persuasion
- awareness of lifestyle of saint, such as Fursa guided by visions, Gall wanted to stay away from the cares of the world
- views of scholars such as Gougoud, Ní Mheara and possible reference to Walsh and Bradley [30]

(b) A critical assessment of the view that the love of adventure was the only motive for peregrinatio may include, e.g.:

- Celts had a characteristic love of wandering and adventure such as St. Brendan
- awareness of greater and lesser exile
- discipline and focused on the spread of the Gospel
- quest for holiness achieved through solitude
- spread the faith of Christianity
- martyrdom by leaving family and country behind
- missionary zeal
- act of faith to share their asceticism
- greater challenge to spread the faith further afield
- following in the footsteps of Christ
- experience of prayer life in the monastery became the motivation for missionary outreach [20]

**Section A**

**AVAILABLE  
MARKS**

50

**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**

**Synoptic Assessment**

**Theme: Holiness**

You **must** answer this question

- 5 (a)** An outline and examination of some ideas on the nature of holiness could include, e.g.:
- consideration of some ideas on the nature of holiness in relation to at least two areas of study
  - interpretation of the term holy/holiness, holiness as a virtue
  - exploration of the nature of holiness
  - holiness as entailing challenges, reform and areas of conflict
  - concept of a call to holiness
  - adherence to social ethical behaviour
  - extent to which holiness impacts on lifestyle
  - holiness as shown in life and practice
  - awareness of the nature of a holy life
  - impact on human decisions
  - references to selected examples [30]
- (b)** A critical assessment of the view that holiness is no longer important in human culture may include, e.g.:
- an open-ended response citing relevant contemporary and/or historical examples with reference to other aspects of human experience
  - reference to scriptural examples of humanity and holiness
  - the impact of secularisation and how the sense of ‘holiness’ has been eroded
  - awareness of attitudes towards elderly, professionals
  - undermining of authority and authority figures
  - examples of the conflict with holiness
  - reduction of holiness to sociology, psychology and spirituality
  - humanity has responded to modern events such as migration
  - holiness is enhanced to include care for humanity as well as a striving for individual perfection with God
  - holiness involves more than following guidelines and rules
  - humans now face the challenges to improve themselves even though perhaps with limited success
  - chief purpose of holiness is to be Godlike and follow God’s message [20]

**Section B**

**Total**

**AVAILABLE  
MARKS**

50

**50**

**150**