



Rewarding Learning

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

Religious Studies

Assessment Unit AS 5

assessing

The Celtic Church in Ireland in the 5th, 6th and 7th Centuries

[SRE51]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of a mark scheme is to ensure that assessments are marked accurately, consistently and fairly. The mark scheme provides assessors with an indication of the nature and range of students' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to students' responses.

Assessment objectives

Below are the assessment objectives for **GCE Religious Studies**

Students should be able to:

- demonstrate knowledge and understanding of religion, including:
 - religious, philosophical and/or ethical thought and teaching;
 - influence of beliefs, teachings and practices on individuals, communities and societies;
 - cause and significance of similarities and differences in belief, teaching and practice; and
 - approaches to the study of religion and belief (AO1); and
- analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study (AO2).

Quality of students' responses

In marking the assessments, assessors should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of students sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

Positive marking

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Mark schemes for tasks or questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, assessors should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, assessors are expected to use their professional judgement. The following guidance is provided to assist assessors.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Each of the two assessment objectives have been categorised into five levels of performance relating to the respective abilities of the students. Having identified, for each assessment objective, the band in which the student has performed, the assessor should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

Students must engage with other aspects of human experience, when required, to access Bands 3–5.

Synoptic Assessment at A2 Level

Students must support their answer with reference to at least one other unit of study to access Bands 4–5.

Students must engage with other aspects of human experience in their AO2 response to access Bands 3–5.

Quality of written communication

Quality of written communication is taken into account in assessing students' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

- Level 1: Quality of written communication is basic.
- Level 2: Quality of written communication is limited.
- Level 3: Quality of written communication is good.
- Level 4: Quality of written communication is very good.
- Level 5: Quality of written communication is excellent.

In interpreting these level descriptions, assessors should refer to the more detailed guidance provided below:

Level 1 (Basic): The student makes only a basic selection and use of an appropriate form and style of writing. The organisation of material lacks clarity and coherence. There is little or no use of specialist vocabulary. Presentation, spelling, punctuation and grammar are basic and the intended meaning is not clear.

Level 2 (Limited): The student makes a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is limited use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 3 (Good): The student makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Very Good): The student makes a very good selection and use of an appropriate form and style of writing. Relevant material is organised with clarity and coherence. There is very good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a very good standard to make meaning clear.

Level 5 (Excellent): The student successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Band	AO1 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • An excellent response to the question asked • Demonstrates comprehensive understanding and knowledge • Demonstrates a comprehensive understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very high degree of relevant evidence and examples • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and vocabulary with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response to the question asked • Demonstrates a high degree of understanding and almost totally accurate knowledge • Demonstrates a high degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A very good range of relevant evidence and examples • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A good response to the question asked • Demonstrates a reasonable degree of understanding and mainly accurate knowledge • Demonstrates a reasonable degree of understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A good range of relevant evidence and examples • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response to the question asked • Demonstrates limited knowledge and understanding • Demonstrates limited understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • A limited range of evidence and/or examples • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]
1	<ul style="list-style-type: none"> • A basic response to the question asked • Demonstrates minimal knowledge and understanding • Demonstrates minimal understanding of the influence of beliefs, teachings and practices on individuals, communities and societies • Little, if any, use of evidence and/or examples • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Band	AO2 Performance Descriptors	Marks
5	<ul style="list-style-type: none"> • A comprehensive and coherent response demonstrating an excellent attempt at critical analysis • An excellent attempt at the application of beliefs, values and teachings to the question asked • An excellent attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • An excellent attempt at providing personal insight and independent thought • A sophisticated answer with a clear and coherent structure • An extensive range of technical language and terminology with accurate use of spelling, punctuation and grammar 	[21]–[25]
4	<ul style="list-style-type: none"> • A very good response demonstrating a very good attempt at critical analysis • A very good attempt at the application of beliefs, values and teachings to the question asked • A very good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A very good attempt at providing personal insight and independent thought • A mature answer with a mainly clear and coherent structure • A very good use of technical language and vocabulary with a mainly accurate use of spelling, punctuation and grammar 	[16]–[20]
3	<ul style="list-style-type: none"> • A reasonable response demonstrating a good attempt at critical analysis • A good attempt at the application of beliefs, values and teachings to the question asked • A good attempt using evidence and reasoning to construct well informed and balanced arguments which are set, where necessary, in the context of other aspects of human experience • A good attempt at providing personal insight and independent thought • A reasonably mature answer with some evidence of structure and coherence • A good use of technical language and vocabulary with a reasonably accurate use of spelling, punctuation and grammar 	[11]–[15]
2	<ul style="list-style-type: none"> • A limited response demonstrating a modest attempt at critical analysis • A limited attempt at the application of beliefs, values and teachings to the question asked • A limited attempt using evidence and reasoning to construct well informed and balanced arguments which struggle to relate, where necessary, to other aspects of human experience • A limited attempt at providing personal insight and independent thought • A limited answer with limited evidence of structure and coherence • A limited use of technical language and vocabulary with a limited command of spelling, punctuation and grammar 	[6]–[10]

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> • A basic response demonstrating little attempt at critical analysis • A basic attempt at the application of beliefs, values and teachings to the question asked • A basic attempt using evidence and reasoning to construct well informed and balanced arguments which fail to relate, where necessary, to other aspects of human experience • A basic attempt at providing personal insight and independent thought • A basic answer with basic structure and coherence • A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar 	[0]–[5]

Students must engage with other aspects of human experience, where necessary, to access Bands 3–5.

Additional Marking Guidance

Overview

- Additional Marking Guidance has been drawn up for all the AS and A2 units.
- The purpose of this Marking Guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two Assessment Objectives (AO1 and AO2).
- The Marking Guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the **General Marking Instructions** at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- All assessors for GCE Religious Studies are asked to use this guidance in deciding on the appropriate mark within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of this guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.
- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3–5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3–5 and offer real and meaningful critical assessment.
- Double Credit rule – students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

Guide to abbreviations used

- Abbreviations are used throughout to give the Marking Guidance material a user-friendly character for assessors.
- Examples of generic abbreviations used are – B (Band), HB4 (High Band 4), MB3 (Mid Band 3), KU (Knowledge and Understanding), CA (Critical Assessment), TC (Taught Course), NTC (Non Taught Course), SA (Synoptic Assessment).

AS 5 AO1 Marking Guidance S2021

Q1(a)

B2 A broad answer on Patrick's mission to the Irish with limited referencing to Patrick's writings. Some incidental detail of the challenges Patrick faced in his mission to the Irish.

B3 A general explanation on some of the challenges which Patrick faced during his mission to the Irish with some reference to Patrick's writings. A limited amount of evidence offered to address the statement that Patrick overcame the challenges his mission to the Irish presented.

HB3 Some useful references and explanation from one or both of Patrick's writings. The case that Patrick was successful in dealing with the challenges that faced him in Ireland should be addressed.

B4 A fairly good attempt with well explained references from both works of Patrick which provides a good explanation of the challenges Patrick faced in his mission to the Irish with examples of how he overcame these challenges.

HB4 A very good attempt with well-chosen references from both of Patrick's works. Some useful analysis of the evidence that Patrick overcame the challenges that faced him in his mission to the Irish.

B5 An almost excellent response which selects and carefully examines the evidence provided from both of Patrick's works to address the statement in the question. The candidate provides a comprehensive response with well-reasoned conclusions for the case presented in the quotation. Some support from scholars such as Duffy, De Paor is evident.

HB5 A sophisticated response which carefully selects evidence from both of Patrick's works in support of the quotation in the question. The answer may draw from different aspects of the political, social and religious world which Patrick inhabited, aspects reflected in his writings. Points made are supported with scholars like Hanson, Duffy where appropriate.

2(a)

B3 A broad understanding of the Penitential of Cummean with a reasonable degree of understanding on the Penitential's position on sin and forgiveness.

B4 A very good response which provides a very good range of examples from the Penitential of Cummean on the understanding of sin and forgiveness in the Celtic Church, e.g. possible reference to the eight deadly sins supported by, for example, some limited comment on the importance of the Anamchara.

HB4 A clear focus and high degree of understanding on the importance of sin and forgiveness as it was understood and practiced in the Celtic Church. Relevant textual references from the Penitential of Cummean utilised in the discussion to evidence points made.

B5 Clearly focuses on the Penitential of Cummean citing appropriate references from the text that sheds light on the understanding of sin and forgiveness in the Celtic Church. Clear discussion based around suitably selected textual references, e.g. the eight deadly sins, the place of contraries as remedies for sin or features such as sins of thought.

HB5 A developed, clear, full and sophisticated response which provides almost faultless references to the Penitential of Cummean and how the examples chosen shed light on sin and forgiveness as they were practiced in the Celtic Church. The understanding of sin and forgiveness is also illuminated by references to the works of scholars like Connolly, McNeill or Corish.

3(a)

B3 A broad explanation on the main features of Celtic Monasticism with perhaps some minor reference to those features that were distinctive.

HB3 A broad explanation of the main features of Celtic Monasticism which also draws on some evidence of those features that were distinctive, e.g. extreme asceticism or apostolic outreach leading to exile.

B4 A very good response which more clearly draws on and explains, with examples and evidence, the distinctive features of the religious outlook and practices of Celtic Monasticism.

HB4 A very good, clear and informed response which, while citing evidence, clearly dwells on the distinctive nature of the religious outlook and practices within Celtic Monasticism.

B5 A very clearly focussed and comprehensive response which cites and explains fully the distinctive features of Celtic Monasticism with reference to relevant evidence which includes some mature analysis. Some reference to scholars like Ryan, Gougaud might also be cited.

HB5 A sophisticated and developed response which is almost faultless in its detail. Relevant evidence cited and fully explained. Also, relevant scholarship used to support the statement that Celtic Monasticism was particularly distinctive in its religious outlook and practices, e.g. De Paor, Ryan.

4(a)

B3 Broad outline on the nature or features of hagiographical writings which may incidentally reference the spiritual and devotional value.

HB3 A more focussed response providing some examples from hagiographical writings and how these examples provide information on the spiritual and devotional value of hagiography.

B4 A very good response that focuses on the spiritual and devotional value of hagiography while providing some references from the works of either Cogitosus or Muirchu. One particular hagiographer may be emphasised or cited.

HB4 A very good response which makes reference to both of the hagiographers, Cogitosus and Muirchú. These examples provide the basis for a very good discussion on the spiritual and devotional value of hagiography.

B5 A comprehensive response which provides a number of relevant examples from both hagiographical works and clearly and maturely explains how these examples illustrate the devotional and spiritual value for Celtic Christians. The answer may also be supported with reference to Celtic Church scholars.

HB5 An almost faultless, mature and sophisticated response which quotes from the two hagiographical works. The candidate makes excellent use of the examples chosen to illustrate the spiritual and devotional value of hagiography for Celtic Christians. Some citation from supporting scholarship is in evidence from scholars like O’Croinin, Mc Master or Hughes.

AO1 B1 **Minimal** relevant KU, serious disconnect with the TC, **basic** sense of the question.

AO1 B2 **Limited** KU; **limited** range of evidence/examples, **limited** coherence, **limited** terminology and vocabulary.

AS 5 AO2 Marking Guidance S2021

B1 **Minimal** relevant CA – serious disconnect with the CA skill.

B2 Modest attempt at CA – **limited** use of evidence, **limited** reasoning, **limited** evidence of structure and coherence.

B3 **Reasonable**/good attempt at CA – clearly responds to the set task producing a **reasonably** well sustained line of enquiry attempting to employ relevant evidence though could be largely one sided with little scope given to competing views.

B4 **Very good** attempt at CA with clear engagement with the set task with some relevant evidence and reasoning employed in the attempt to provide a balanced response though not necessarily 50/50.

HB4 Line of enquiry relatively easy to follow enhanced by the quality of debate offered with some maturity evident.

B5 **High quality** attempt at CA with **well informed** debate reflected with clarity and coherence.

HB5 Response of **consistently high-quality** CA with some sophistication evident.

Students must engage with other aspects of human experience to access Bands 3–5 for Section B AO2 tasks.

NB Always look for the best fit bearing in mind weakness in one area may be compensated by strength in another.

Section A

AVAILABLE
MARKS

Answer **one** question from Section A

- 1 (a) “Patrick was able to overcome the challenges faced by his mission to the Irish.”

With reference to Patrick’s writings, explain the evidence to support this statement.

Answers may include:

- Challenges Patrick overcame as a result of the political, social and religious nature of Celtic society, e.g. imprisonment, rejection, challenge of paganism.
- Patrick’s success in overcoming challenges demonstrated by the number of people who converted to the faith, as outlined in the Confessio.
- Challenges as a result of raids on Ireland from plunderers such as Coroticus addressed in the Letter to Coroticus.
- Patrick’s success with the ordination of a local clergy to administer the Sacraments.
- The challenges to Patrick’s mission from opposition by British clergy and how Patrick addressed these challenges, e.g. charge of simony.
- The gender inclusive nature of Patrick’s mission, e.g. “monks and virgins for Christ”.
- Personal issues Patrick struggled to overcome that may have affected his mission, e.g. homesickness, lack of education.
- The success Patrick had overcoming challenges such as language, terrain and local religious practices, e.g. sun worship.
- Patrick’s success in working with Kings and their family in order to convert the people of a Tuatha.
- Appropriate textual references from the Confessio and Letter to Coroticus.
- Possible reference to such scholars such as Duffy, Hanson and De Paor.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Comment on the claim that due to unreliable sources, little is certain about the arrival and mission of Palladius. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- The reference of Prosper in 431 which gives a clear indication of the date for the arrival of Palladius to Ireland.
- Carney's claim that the references of Prosper refer to Palladius being sent to the 'Scotti' indicating that Palladius' mission was actually in Scotland not Ireland.
- The debate about the nature, length and success of the mission of Palladius in light of Prosper's reference in 434.
- Reference to Palladius' mission as a failure in Muirchú's Life of Patrick and the alleged bias and unreliability of this reference due to Muirchú's task of promoting Patrick and Armagh.
- The view of some scholars that Palladius had a long and successful mission which was followed by an equally long and successful mission by Patrick.
- Claims that Tírechán in his Brief Account may have wished to remove Palladius' name from the history of the conversion of Ireland with his claim that Palladius was also called Patrick.
- Patrick's reference in his Confession to the work previously carried out by other missionaries.
- Discussion of the nature, reliability and bias of the sources of information on Palladius.
- The significance and reliability of other sources referencing Palladius, e.g. Annals of Ulster.
- The general paucity of references to Palladius in Irish sources.
- Relevant views of scholars such as Carney, Hanson and Beiler.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

2 (a) How does the Penitential of Cummean shed light on the understanding of sin and forgiveness in the Celtic Church?

AVAILABLE
MARKS

Answers may include:

- Reference to the author of the Penitential of Cummean namely Cummean the Tall; born 591 and died 662.
- The nature of Cummean's Penitential including the division into two parts, structured around the eight deadly sins and exploring other issues such as lesser offences and respect for the sacred host.
- An outline of Cummean's understanding of sin with reference to the eight deadly sins, i.e. gluttony, vainglory.
- The importance of the principle 'curing contraries by their contraries' for Cummean reflected in his proposed 'remedies' for sins.
- Reference to the way in which Cummean views sin as a sickness and penance as medicine.
- The key features of the practice of penance in the Celtic Church as illustrated in the Penitential of Cummean, e.g. sins of thought, graded penance and commutation.
- Importance placed by Cummean on the role of the confessor and the concept of Anamchara.
- Appropriate textual references from the Penitential of Cummean.
- Possible reference to such scholars as Connolly, McNeill and Corish.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) “While the influence of the Penitentials on the Celtic Church is clear, the influence these books had on the wider church at that time is questionable”. Assess this claim. Justify your answer.

Answers may include:

- The way in which the Penitentials helped to suppress pagan practices and customs in the Celtic Church.
- The view that the Penitentials and Celtic Penitential practice was the inspiration for the development of the practice of penance across the Church in Europe, e.g. private penance.
- Reference to the denunciation of the Penitential texts in the wider Church, e.g. Council of Paris.
- The role of the Penitentials in addressing immoral sexual behaviour in the Celtic Church.
- Discussion on the importance of the Celtic Penitentials as the basis and inspiration for Penitentials produced in other countries, e.g. English and Spanish Penitentials.
- The importance of the Penitentials in further promoting the expansion of monastic spirituality in Ireland, particularly among the laity.
- The view that the influence of the Penitentials in the wider Church led to abuses in the practice of penance, e.g. vicarious penance.
- The view that the credit for the introduction of private penance across Europe was not, in fact, due to the influence of the Celtic Penitentials.
- The importance of the Penitentials in promoting the features of Celtic Penitential practice throughout the Church, e.g. repeatable penance, commutation.
- Views of scholars such as Plummer, McNeill, Poschmann and Galtier.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

AVAILABLE
MARKS

Section B

AVAILABLE
MARKS

Answer **one** question from Section B

- 3 (a) “Celtic monasticism was distinctive in its religious outlook and practices.”
Explain the evidence to support this statement.

Answers may include:

- The manner in which extreme asceticism was embraced by Irish monasteries.
- The practise of peregrinatio whereby Irish Monasticism promoted the idea of apostolic outreach leading many to live in greater exile in Europe.
- Reference to the unique way Irish Monasticism combined apostolic and anchorettical ideals.
- Importance placed on both education and study in Irish monasteries.
- The importance placed on various forms of outreach by Irish monasteries, e.g. fosterage, sanctuary, hospitality and penitential support.
- The power of Abbots in the Irish Church.
- The role of women as monastic founders and active members of monastic communities.
- Reference to elements of Celtic monasticism that were not distinctive, e.g. the vows taken by monks, i.e. poverty, chastity and obedience.
- Reference to other features such as the importance of community, prayer, fasting and discipline.
- Views of scholars such as Ryan, de Paor and Gougaud.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, assess the claim that leaders who exercise religious authority should always act with justice. Justify your answer.

Answers may include:

- References which are either historical and/or contemporaneous.
- Reference to Jesus' teaching on the nature of Christian leadership and importance of religious leaders acting with justice.
- The argument that religious leaders have as their primary role the promotion of orthodoxy.
- The argument that religious leaders must challenge and condemn injustice, e.g. discrimination.
- The view that religious leaders have a responsibility to communicate the teachings of the faith in a clear and unambiguous manner that avoids moral relativism in matters pertaining to justice.
- Examples of religious leaders who exercise religious authority with an emphasis on justice with compassion and mercy, e.g. Pope Francis, Archbishop Justin Welby.
- Examples of religious leaders who have failed to act with justice when exercising religious authority, e.g. clerical abuse scandals.
- Examples of those claiming to exercise religious authority who disregard the notion of justice, e.g. ISIS leaders.
- The view of some that an overly pastoral approach incorporating compassion and mercy can undermine justice and objective teachings on moral issues.
- Reference to the tension that exists between the teaching and pastoral role of religious leaders when dealing with issues of justice.
- Discussion of examples of issues where many believe a balance must be struck between justice and showing compassion and mercy to believers, e.g. Sacrament of Reconciliation.
- Examples of leaders in other world religions acting in the cause of justice.
- Exploration of Liberation Theology seeking justice, but the charge of using/supporting violence to achieve it.

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

50

AVAILABLE
MARKS

- 4 (a) With reference to examples from hagiographical writings, discuss their spiritual and devotional value for Celtic Christians at that time.

AVAILABLE
MARKS

Answers may include:

- Discussion of the purpose of hagiography to honour and promote a particular Saint.
- Discussion of how the imagery used in hagiographical writings attempts to portray religious and spiritual truths.
- Examples of material from Cogitosus' Life of Brigit that may be of spiritual and devotional value, e.g. Brigit's care for the poor.
- Discussion of how the aims of the authors of hagiographical writings can lessen the spiritual and devotional value of these writings, e.g. omission of all negative or critical features of the saint's life, promotion of a particular Church.
- Examples from hagiography that are damaging to a healthy spirituality, e.g. pronouncement of a curse by Patrick on Coroticus.
- Examples of material from Muirchú's Life of Patrick that may be of spiritual and devotional value, e.g. Patrick's practice of ascetism.
- Discussion of how the writings are of limited spiritual and devotional value due to the use of secular story telling methods by the authors.
- The view of some that hagiography is of no spiritual and devotional value due to the lack of historical reliability and credibility.
- Other relevant examples from hagiography that illustrate how they can be of spiritual and devotional value.
- Views of scholars such as Ó Cróinín, McMaster and Hughes.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “A saint is a perfect role model and example of holiness.”

With reference to other aspects of human experience, evaluate the moral and spiritual example provided by saints for believers today. Justify your answer.

Answers may include:

- References which are either historical and/or contemporaneous.
- The claim that saints are human beings and are not without sin leading flawed lives like other human beings.
- Events from saints lives that are examples of holiness.
- Reference to the debate that some of the actions of saints were not appropriate and therefore not an example of holiness.
- The definition of the term saint and their position as role models for believers.
- Reference to the understanding of saints in different religious denominations.
- The debate concerning the moral standing of some saints and whether they are appropriate role models for the modern world.
- Discussion on the spirituality and exercise of religious practices by individual saints and examination of whether these practices can realistically be imitated today.
- Discussion on the example given by saints on issues such as care for the environment and care for the vulnerable, e.g. St. Francis of Assisi, St. Damian of Molokai.
- The view that people do not have to be declared saints in order for them to be examples of holiness for believers.
- The moral and spiritual example provided by those who are not named saints but are held in high esteem in other Christian denominations and world religions, e.g. Dietrich Bonhoeffer, Martin Luther King Jr.
- How some Christians see a saint as someone who leads an exemplary life (but is not canonised).

Accept valid alternatives

Mark in levels

Students must engage with other aspects of human experience to access Bands 3–5.

(AO2)

[25]

50

Total

100

**AVAILABLE
MARKS**