



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

Religious Studies

Assessment Unit AS 5

assessing

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

[SRE51]

TUESDAY 31 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment objectives

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

Candidates 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 candidates' responses

In marking the examination papers, examiners 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 candidates 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 candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners 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 candidates 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, examiners 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, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **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 candidates. Having identified, for each assessment objective, the band in which the candidate has performed, the examiner should then decide on the appropriate mark within the range for the band.

Other Aspects of Human Experience at AS Level

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

Synoptic Assessment at A2 Level

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

Candidates 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 candidates' 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, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021-2022 only.

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]

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

Section A

AVAILABLE
MARKS

Answer **one** question from this section

- 1 (a) Explain the contribution of **Enda** and **Finnian of Clonard** to the development of Irish monasticism.

Answers may include:

- Consideration of the work of Enda and Finnian promoting monasticism in Ireland.
- The importance of the principal foundations of Enda at Aran and Finnian at Clonard.
- Enda's focus on the importance of asceticism and manual work.
- Finnian's focus on the importance of study and education.
- Reference to the impact of those monastic founders who trained at Enda's foundation at Aran and Finnian's foundation at Clonard.
- The importance of Finnian's Penitential.
- Discussion on what is known about the distinctive features, 'Rule' and daily routine in the monasteries of Enda and Finnian.
- Consideration of how both Enda and Finnian modelled commitment to monastic life, e.g. Enda renouncing his military life and possibility of marriage and family.
- Background information on the lives of Enda and Finnian and how this may have influenced their work developing monasticism in Ireland.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) Comment on the claim that the appeal and popularity of monasticism in the Celtic Church is difficult to understand. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Many monasteries were criticised for their focus on severe asceticism and austerity.
- Monasteries acted as religious communities allowing people to lead lives of prayer and contemplation in a safe environment.
- The view of some that monasteries placed an unhealthy focus on long periods of prayer.
- The popularity of monasteries as they integrated services required by secular society such as monasteries acting as open prisons, centres of hospitality for travellers and important settlements in the absence of towns.
- Examples of stories from monasteries where religious practices have been criticised for their severity, e.g. at Enda of Aran's foundation.
- Exploration of reasons why monasteries were so appealing to lay people.
- The view that the popularity of monasteries has been exaggerated with the episcopal system remaining popular and much of the population living outside monasteries.
- The popular role of monasteries in acting as centres for education including the provision of a monastic school, the practice of fosterage and training in metal and wood work.
- The view that some entered a monastery out of necessity rather than choice, e.g. those serving long difficult penances.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

- 2 (a) "Hagiography provides historical information about the time in which it was written."

With reference to Cogitosus' **Life of Brigit**, give an account of the evidence to support this statement.

Answers may include:

- The lack of historical detail or chronology of Brigit's early life and career in Cogitosus' Life of Brigit.
- Incidental information provided in the Life concerning the ecclesiastical politics during the time when the hagiographical work was written, e.g. the promotion of the claims of Kildare.
- Examples of miracle stories in Cogitosus' Life of Brigit that discredit the hagiographical work as an authoritative source on the life and work of Brigit.
- The detailed and reliable information provided in Cogitosus' Life concerning the architecture and decoration of the Church at Kildare.
- Awareness of the features of Hagiography that tend to limit the historical value of the work, e.g. omission of negative facts.
- Examples from Cogitosus' Life of Brigit that call into question the historical value of the text, e.g. the story of the grant of land to Brigit.
- Information provided in Cogitosus' Life of Brigit that gives insight into day-to-day life in the era in which it was written and Brigit's life time, e.g. farming and food production practices.
- The insight provided by Cogitosus' Life regarding the qualities looked for in those considered Saints at that time, e.g. miracle workers, prophets, proclaimers of curses.

Accept valid alternatives

Mark in levels

(AO1)

[25]

AVAILABLE
MARKS

(b) Comment on the claim that all Celtic hagiographical works distort the image of the Saint they were hoping to promote. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Presence of exaggerated heroic tales and stories that distort the image of the saint, e.g. Brigit saving a man's life by providing a fox able to perform fantastic tricks for the King.
- The view that Muirchu's Life of Patrick gives a range of historically accurate details that does not distort the early life of Patrick, e.g. details taken from the Confession.
- The view that Cogitosus' Life of Brigit is a mere collection of unconnected miracle stories that reveal little about Brigit.
- Accurate portrayal of a Saints' austerity, asceticism and prayer life which corresponds to other historically accepted sources, e.g. Patrick's fervent prayer life.
- Distortion of the Saint's true character and traits through the omission of any negative features of the Saint, e.g. the humble and insecure Patrick evident in the Confession is not evident in Muirchu's work.
- The positive qualities portrayed in Hagiography that enhance the image of the saint, e.g. Brigit's care for the poor.
- Discussion of the promotion of a particular Church as a distraction from the accurate portrayal of the historical details of a Saints life, e.g. the explanation of Patrick's wish to be buried at Armagh.
- The accurate incidental information in relation to a Saint's interaction with the customs or practices of their day.
- Distortion of the portrayal of a Saint as result of contamination from pagan influences and stories, e.g. works of the pagan goddess Brigit confused with Brigit's work.
- Discussion of the purpose of hagiographical works.

Accept valid alternatives

Mark in levels
(AO2)

[25]

50

Section B

**AVAILABLE
MARKS**

Answer **one** question from this section

3 (a) Examine the themes of thanksgiving and defence in Patrick’s **Confessio**.

Answers may include:

- Reference to Patrick’s thankfulness to God for his conversion from a life of sin as a lapsed Christian in the Roman Empire.
- Discussion of Patrick’s thanks to God for the encouragement he received during his mission, e.g. visions.
- Patrick’s debt and thanks to God who rescued him on many occasions during his mission, e.g. following imprisonment.
- His thankfulness for the many successes of his mission to the Irish which Patrick attributes to God alone.
- Patrick’s defence of his mission, as a mission from God, under the protection and guidance of the Holy Spirit.
- Discussion of Patrick’s need to defend his mission and his position as Bishop to the Irish against attacks from British clerics and those who would betray him.
- Reference to Patrick’s defence against the charge of simony which was levelled against him.
- Patrick’s defence of the methods he used in order to convert the Irish people to Christianity, e.g. payment for safe passage.
- Appropriately chosen references from the Confession to illustrate points made.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) With reference to other aspects of human experience, explore the view that asceticism is an essential part of religious life. Justify your answer.

AVAILABLE
MARKS

Answers may include:

- Answers may use examples that are either contemporaneous and/or historical.
- Exploration of the vows taken by many of those in religious life and the emphasis on asceticism, e.g. vows of poverty and chastity.
- The view that prayer is the most essential part of religious life, not asceticism.
- Discussion of the importance of the practice of asceticism during the Christian season of Lent for those in religious life, e.g. ascetic practices such as fasting and self-denial during this time.
- The negative portrayal of self-denial, abstinence from sexual relations and self-mortification evident in sections of society and how that impacts on the perception of the religious life.
- Examples of religious leaders who were role models for the ascetic life and those who promoted asceticism, e.g. Saint Paul.
- The view that some extreme ascetic practices are damaging both physically and psychologically.
- Exploration of the ascetic features laid out in some popular pilgrimages, e.g. fasting and sleep deprivation during the Lough Derg Pilgrimage.
- The view that faithfulness to religious doctrine, and orthodoxy generally, is the most essential part of religious life.
- The importance of ascetic practices in other world religions, e.g. Ramadan for Muslims.
- Examples of religious groups where the practice of asceticism is encouraged and modelled by those in religious life, e.g. Opus Dei.
- The view that modern life, with a strong emphasis on consumerism, exploitation, promotion of the erotic and self-gratification, hinder both the practice of asceticism in religious life.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

4 (a) In what ways does the content of the **Penitential of Columbanus** illustrate new and original features of penitential practice in the Celtic Church?

AVAILABLE
MARKS

Answers may include:

- Penitentials were handbooks for clergy involved in work as confessors. They facilitated innovation in the Sacrament of Penance in the Church.
- Private confession with private penance avoided the need for public identification of penitents.
- Graded penances whereby the status of the sinner and the nature of the sin were taken into account by confessors, e.g. a layman would receive a penance of lesser severity for the same sin when compared to the penance given to a cleric.
- Introduction of repeatable penance, e.g. confession of sins should always be frequent.
- Compensation for those hurt by sin was incorporated into the Celtic Penitentials where a victim had to be compensated by the sinner for the injury caused, e.g. the penitent may have to complete their victim's work until they are well again.
- The idea of soul friend, 'Anamchara', as a support for the penitent.
- Emphasis on sins of thought moving away from a sole focus on the actions of a person.
- The development of the idea from Cassian of 'contraries curing contraries'.
- Commutation, the system whereby shorter more intense periods of penance could be performed instead of a longer less severe penance.
- Examples from the Penitential of Columbanus to illustrate points made.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “Forgiveness today is often seen as a sign of weakness.”
 With reference to other aspects of human experience, assess this claim.
 Justify your answer.

Answers may include:

- Answers may use examples that are either contemporaneous and/or historical.
- Exploration of the teaching of Jesus on sin and forgiveness and the fact that many Christians continue to live out this teaching regardless of changes in society.
- Examination of the view that crime and punishment have replaced the notion of sin and forgiveness in secular society.
- Examples of people who practiced forgiveness and demonstrated the strength and positivity of such an action, e.g. Gordon Wilson.
- Discussion of the death penalty, as an alternative to the perceived weakness of forgiveness and rehabilitation, and its use in so many countries.
- Examples of a new understanding of sin and its meaning in the modern day, e.g. the update of the seven deadly sins, addition of new mortal sins.
- Discussion on the presence of justice systems around the world that view forgiveness as a weakness and promote retribution in society, e.g. the harsh punishments for stealing including cutting off hands practised in some countries.
- The presence of a growing compensation culture in society as evidence that forgiveness is a sign of weakness and no longer an acceptable approach to dealing with injury.
- The counter argument that forgiveness and compensation are not mutually exclusive in biblical and religious tradition, e.g. Zacchaeus in Luke’s Gospel.
- The decrease in numbers of those attending the Sacrament of Reconciliation in the Catholic Church as a sign that sin has lost its meaning in a more secular society.
- Examination of organisations that promote reconciliation and forgiveness and guard against an approach to injustice that focusses on retribution or compensation, e.g. Corrymeela Community.
- Examples of people who have struggled with forgiveness, e.g. Rev. Julie Nicholson

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

Total

**AVAILABLE
MARKS**

50

100