



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2023**

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## **Religious Studies**

**Assessment Unit AS 5**

*assessing*

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

**[SRE51]**

**THURSDAY 25 MAY, AFTERNOON**

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**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.

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

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

Band	AO2 Performance Descriptors	Marks
1	<ul style="list-style-type: none"> <li>• A basic response demonstrating little attempt at critical analysis</li> <li>• A basic attempt at the application of beliefs, values and teachings to the question asked</li> <li>• 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</li> <li>• A basic attempt at providing personal insight and independent thought</li> <li>• A basic answer with basic structure and coherence</li> <li>• A basic use of technical language and vocabulary with a poor grasp of spelling, punctuation and grammar</li> </ul>	[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)** Discuss the purpose of Patrick's **Letter to Coroticus**.

Answers may include:

- Patrick's condemnation of Coroticus and his soldiers for the attack on the newly converted Christians in Ireland.
- His appeal for the release of those captured by Coroticus including those baptised girls who are now slaves.
- Patrick's wish to denounce Coroticus and his men and formally excommunicate them from the church.
- The demand for the return of items stolen.
- To offer Coroticus and his soldiers forgiveness if they repent.
- To request that the British Church take action against Coroticus and his men for their evil deeds against Christians in Ireland.
- Patrick challenging racism towards Irish Christians by British Christians.
- His appeal to the British public not to associate with Coroticus and his men.
- Reference to Patrick making clear his authority as Bishop.
- Patrick's wish to highlight the success of his work in Ireland and God's work through him.
- Reference to this letter following on from a previous letter which was ignored.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Comment on the claim that the main reason Patrick's mission was difficult was due to the presence of paganism in Celtic society. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- The presence of the Druids and their status in Irish society as a difficulty Patrick faced in spreading the Gospel message.
- The problem of the political nature of Ireland in terms of a lack of central authority and a large number of Tuatha which meant conversion was a slow process.
- The difficulty of the Irish adherence to so many pagan practices present in Ireland, such as Sun worship.
- The argument that the terrain in Ireland, which was lacking transport infrastructure, made travel difficult and time consuming and the mission much harder.
- The prominence of Celtic beliefs in a number of gods connected to the land and their everyday experiences.
- The argument that the language barrier with the Irish led to difficulties communicating the Gospel message.
- The importance of key Celtic festivals connected to the worship of Pagan gods.
- The attacks that occurred on Patrick's converts by raiders from Britain as a reason why the mission was so difficult, undoing Patrick's hard work converting communities.
- The argument that the presence of pagan practices sometimes made it easier to spread the Gospel message, e.g. inculturation of pagan sites like wells.
- Patrick's capture and imprisonment at the hands of the Irish and his attempts to avoid such problems by paying for protection.
- The view that attacks by British clergy did more to undermine Patrick than the work of Druids or paganism.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

2 (a) Examine the features of Celtic penitential practice with particular reference to that of 'anamchara'.

AVAILABLE  
MARKS

Answers may include:

- Reference to the key features of private and repeatable penance.
- Exploration of the feature of compensation whereby the penitent must compensate those who experience hurt as a result of the sin committed.
- The importance of the status of the sinner as a key feature of Celtic penitential practice.
- The nature and types of penances proposed in the Penitential texts.
- The focus on sins of thought in Celtic penitential practice.
- The importance of the principle 'curing contraries by their contraries' for the authors of the Penitentials.
- Reference to the way in which commutation was utilised to support the specific needs of different Penitents.
- Awareness of the role of the Confessor as anamchara, a guide to the Penitent as they purge their sinful ways and move closer to God.
- Exploration of the place of anamchara within the monastic discipline and life of the monk in the monastery, the expectation that every monk was to have a soul friend to explore the depths of their conscience.
- Importance placed on the idea of 'medicine for souls' with the idea of sin as a sickness and penance as the medicine.
- Appropriate textual references from the Penitentials of Finnian, Columbanus and Cummean.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) Explore the view that the influence of the Penitentials in Ireland was more positive than negative. Justify your answer.

AVAILABLE  
MARKS

Answers may include:

- The view that the Penitential documents were a mere collection of possible sins with corresponding penances that offer little help to the Christians of Ireland.
- The argument that the Penitentials were a vital source in communicating a deeper and more meaningful theological understanding of the development of the Sacrament of Reconciliation in Ireland.
- The view that the Penitential documents provided insight allowing Christians in Ireland to understand the nature, prevalence and form of what constitutes a sin and its possible remedy.
- Exploration of how issues addressed in the Penitentials may have supported or alternatively challenged existing pagan practices and customs in Ireland during this period, e.g. abortion.
- The opinion of some that the Penitential documents are harmful documents that offer little but the possibility of damaging an individual's spiritual welfare.
- The view that the Penitentials were important for the Christians in Ireland as they helped develop the practice of penance to better support the Christian life, e.g. private penance, repeatable penance, commutation.
- Reference to the rejection of all Penitential documents at various Church Councils, e.g. Council of Paris.
- The view of some that the obsession with immoral sexual behaviour in the Penitentials was unhealthy for all concerned.
- The importance of the Penitentials in providing a clear understanding of sin and the differing responsibilities and culpability for those Christians who were monks, those non-monastic clergy and lay Christians in Ireland.
- Consideration of the beneficial relationship between the Penitentials and existing law, thereby helping to ensure social harmony and political stability.
- Consideration of how permission to purchase immunity from punishment, and vicarious penance may be viewed as negative influences.

Accept valid alternatives

Mark in levels

(AO2)

[25]

50

**Section B**

**AVAILABLE  
MARKS**

Answer **one** question from this section

- 3 (a)** “Irish monasteries were not confined to the religious and spiritual work of leading people to God.”

With reference to this statement, explain the role and contribution of monasteries in Celtic society.

Answers may include:

- The central role of monasteries to provide for the spiritual needs of the community and help people follow the teachings of Christ.
- The provision for the administration of penance including the provision of an Anamchara.
- Monasteries acted as major settlement centres where whole families came to live and work completing various functions.
- They acted as places of sanctuary for those requesting protection as well as those completing reparation and seeking rehabilitation having carried out criminal acts.
- Monasteries had an important role in the education of young people and adults in the monastic school.
- They were of importance in that they developed a system of fostering young people from the local community and provided them with an education and formation in the religious life.
- The production of religious texts and other devotional writings by skilled copyists.
- Monasteries made a significant contribution to the development of craftsmanship and production of treasures from metal and wood.
- Provision of hospitality to travellers and those in need.
- Monasteries had an important role in putting in place the supports to allow monks to practice mortification and asceticism including practices such as fasting, sleep deprivation and silence.

Accept valid alternatives

Mark in levels

(AO1)

[25]

- (b) With reference to other aspects of human experience, evaluate the view that religion continues to have a positive influence both socially and politically. Justify your answer.

Answers may include:

- Reference to the failure of the Christian Church to be a force for good leading to the Crusades in the middle ages.
- The positive role of religion in establishing and helping to fund organisations that help the poor and marginalised at home and abroad, e.g. Saint Vincent de Paul, Christian Aid and Trócaire.
- The argument that religious division has led to violence and war as with the political and social issues stemming from the Reformation.
- The positive contribution of Christian leaders in standing up for the rights of the oppressed such as the actions of Dietrich Bonhoeffer to stand in solidarity with Jewish people during World War II.
- The view that the failure of members and leaders of churches to be a force for good in a country led to scandals such as child sexual abuse.
- The view that religious leaders can have a significant impact in bringing about positive change in a country's political and social approach to issues such as the way in which Pope Francis encouraged people and countries to reflect on the refugee crisis on Europe's borders, Archbishop Justin Welby's views on the UK's Rwanda asylum plan.
- The view that religion should be silent on matters in the public sphere or matters of public policy such as abortion, euthanasia and capital punishment.
- The argument that religions, such as Islam, with their emphasis on alms giving help focus society on looking after others and in the case of Islam the donation of a significant proportion of annual salary to charitable causes.
- The view of some that the influence of religion in countries that are described as theocracies is negative and damaging to individual liberty, e.g. Iran.
- The argument that the laws of many western civilisations have as their basis Judaeo-Christian biblical inspiration such as the Ten Commandments.
- The argument that religion and religious leaders in particular should not have a direct voice in governance in a country, e.g. the Lords Spiritual in the House of Lords in the United Kingdom.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

50

AVAILABLE  
MARKS

- 4 (a) With reference to Muirchú's **Life of Patrick** and Cogitosus' **Life of Brigit**, examine the main features of Celtic hagiography.

AVAILABLE  
MARKS

Answers may include:

- The portrayal of the saint in question as a hero with mythical qualities as illustrated in Brigit's miracles of plenty in Cogitosus' Life of Brigit.
- The inclusion of ruthless actions by the saint, for example, Patrick's killing of Lochru, the Druid, in Muirchu's Life of Patrick.
- The demonstration by the saint of his miraculous powers such as Patrick raising Dáire and his horse both of whom had died and Brigit's placement of her cloak on a sunbeam.
- Severe asceticism as evident in, for example, the account of Patrick's prayer life during his time in captivity.
- Reference to the saint's closeness with nature and the animal kingdom as with Brigit working with a fox to satisfy the King.
- The lack of concern with factual accuracy in hagiography with, for example, Patrick said to have died aged one hundred and twenty.
- The saint is shown to pronounce curses, for example, Brigit's curse on the millstone used by a Druid to grind corn.
- Hagiography's concern to omit anything that is negative about the saint, for example, Muirchú's omission of the personal issues and doubts Patrick discusses in his Confession.
- The presence of historically significant incidental information such as the detailed information in Cogitosus' Life of Brigit about her foundation at Kildare.
- Other examples from Muirchú's Life of Patrick and Cogitosus' Life of Brigit illustrating features of Celtic hagiography.

Accept valid alternatives

Mark in levels

(AO1)

[25]

(b) “When compared with other writings, religious writings have a limited impact on the lives of individuals.”

With reference to other aspects of human experience, assess this claim. Justify your answer.

Answers may include:

- The argument that key passages of the Old Testament such as the Ten Commandments have a profound effect on how individuals lead their lives.
- Exploration of how damaging influences such as consumerism, materialism, peer pressure, addiction and other such influences may bring about greater change in the lives of individuals when compared to religious writings.
- The view that the four Gospels in outlining the life and teaching of Jesus are writings that individuals study and use as a model as to how they lead their lives.
- Reference to religious traditions, such as Catholicism, which while recognising the place of religious texts, highlight the importance of sacraments as the central way that change happens in the lives of individuals.
- The argument that the Qur’an in Islam and Torah in Judaism directs the lives of devout followers in terms of not only their practice of the faith but how they look after others.
- Presentation of a range of non-religious texts such as counselling manuals and self-help guides as non-religious writings that could, some say, bring about great change in the lives of individuals.
- The view that sacred scriptures such as those of Buddhism that outline the experiences and teaching of the Buddha together with the rules for monks and nuns change the lives of individuals in a radical manner.
- Exploration of how the life and example of saints, individuals of good will and those who make sacrifices for others can have a great influence on individuals who may change the way they behave and act as a result.
- Examination of how religious texts such as testimonials, catechetical books and prayer books help individuals develop the spiritual dimension of their life, for example, the writings of Richard Rohr (Centre for Action and Contemplation, New Mexico).
- The argument that religious writings fail to make an impact on the lives of individuals when compared to religious messages delivered through modern multi-media formats such as social media, online music and interactive video.

Accept valid alternatives

Mark in levels

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

(AO2)

[25]

AVAILABLE MARKS

50

**Total**

**100**