
GCSE
RELIGIOUS STUDIES
8063/1

CATHOLIC CHRISTIANITY

Mark scheme

Specimen

V1.1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

01 INCARNATION

Qu	Part	Marking guidance	Total marks
01	1	<p>Which one of the following is the meaning of omnipotent?</p> <p>A All knowing. B All loving. C All powerful. D All seeing.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C All powerful.</p>	1
01	2	<p>Give two ideas about God expressed in the statement ‘God is transcendent’.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>God is beyond the world/outside space and time/God cannot be described in human words/because words get their meanings from this world, God is outside that/humans cannot understand God.</p>	2

01	3	<p>Explain two contrasting beliefs about the significance of the Genesis creation accounts.</p> <p>Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • Catholics believe that the Genesis accounts are teaching stories that express key beliefs about God and the universe such as: God is the only creator; everything depends on God, and humanity holds the world in trust for God. They do not read the accounts as a description of what happened at the beginning, nor believe that they contradict science • some other Christians read the accounts as descriptions, either literal or symbolic, of what took place in the beginning. Some believe it describes an actual six days of creation, and the very first moment when God said 'Let there be light.' Such Christians may see the account as a contradiction of scientific accounts of the origin of the universe. 	4
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01	4	<p>Explain two ways in which CAFOD’s work on sustainability expresses Christian beliefs.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First belief Simple explanation of a relevant and accurate belief – 1 mark Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Second belief Simple explanation of a relevant and accurate belief – 1 mark Detailed explanation of a relevant and accurate belief – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> • CAFOD’s work is an expression of loving your neighbour it supports the efforts of families to maintain their own land rather than have it taken over by multinationals who are profit driven • it expresses belief in stewardship/they are using their power and influence to protect the environment on God’s behalf/to make it a fit place for human beings to live, as God intended • CAFOD expresses the belief that there is a balance between the balance between humans and nature, and that nature is not to be exploited/it challenges the misuse of resources and the abuse of power it supports efforts to make land fertile and fruitful, eg through irrigation. 	5
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01	5	<p>'Michelangelo's painting of <i>The Creation of Adam</i> perfectly expresses a Catholic understanding of humanity.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • it shows that humans are in Imago dei (Gen 1:27)/it shows that man is receiving life from God and is totally dependent on God • the female figure in human form is thought to be Eve so reinforcing the idea that Adam was created first (Gen 2). Others think that the 																			

		<p>image is the Virgin Mary and the child next to her who is being touched by God is the baby Jesus. This would show that the promise of Christ was there from the beginning, as was the fall that required the coming of Christ</p> <ul style="list-style-type: none"> • the human situation as imago dei, dependent, fallen and redeemed are all seen in the image. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the image of both God and Adam is white which some find misleading as it does not reflect Catholic teaching about the equality of all people • it does not correspond closely to the biblical account which it is supposed to represent as the figure of Adam is already alive so it does not depict creation from dust, nor breathing in the breath of life • the Catholic Church does not teach that the creation of humans as shown in Genesis is factual. This picture does not reflect Catholic teaching about the role of evolution in God's creation. <p>SPaG 3 marks</p>	
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02 THE TRIUNE GOD

Qu	Part	Marking guidance	Total marks
02	1	<p>Which one of the following reasons is the Bible’s account of the baptism of Jesus seen as a revelation of the mystery of the Trinity?</p> <p>A Because they are about baptism and everyone should be baptised. B Because they show that the Son came into being after the Father. C Because they are the revealed words of God about himself in the Bible. D Because the Bible is made up of myths.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Because they are the revealed words of God about himself in the Bible.</p>	1
02	2	<p>Give two reasons why the magisterium has authority for Catholics.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Apostolic succession/guidance from God/unanimous consent of the Fathers and theologians accredited by the Church/work of the Holy Spirit.</p>	2

02	3	<p>Explain two ways in which belief in the Trinity influences Catholic understandings of the relevance of God to their lives.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting view Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • in the Trinity, God is presented as dynamic and active in the world through the work of the Holy Spirit so God is part of everyday life and does not leave people alone, this is a source of comfort, motivation and encouragement • belief in God the Father in part stresses the power of God, which leads to confidence that God is ultimately in control of all that happens. God is relevant because God alone decides what will or will not happen • belief in the Son leads to faith in redemption – God is relevant because God alone makes life in heaven possible. 	4
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02	4	<p>Explain two ways in which music expresses beliefs about God.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • the words sung or heard may directly express such beliefs, eg Psalm 23 • music can be intended to create a sense of mystery or awe and a feeling of God’s presence in the listener. Beliefs about God’s transcendence or otherness can be expressed in this way • music can express the greatness and majesty of God through sound and volume • modern or popular music can express the belief that God is relevant in the 21st century and relevant to young people. 	5
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02	5	<p>‘Christians should use only traditional prayers, not spontaneous prayers.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and</td> <td style="text-align: center;">10–12</td> </tr> </tbody> </table>	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and	10–12	12
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1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.

Answers may, but need not, refer to different views in different Christian traditions.

Arguments in support

- Jesus taught the disciples to pray using the Lord’s Prayer (Matthew 6:9) so Christians should follow this example
- if they do not use traditional prayers, such as prayers of the saints, they may not pray correctly and could neglect prayer for others or for the whole of humanity
- using traditional prayers means that all Christians can worship together so their use strengthens the Christian community, the Body of Christ (1 Cor 12).

Arguments in support of other views

- set prayers can lose their meaning because people do not have to think about the meaning of the words as they use them.
Spontaneous prayers can allow the Holy Spirit to pray in them (Romans 8)
- spontaneous prayers can reflect the immediate needs of the individual or community so they are relevant and personal. They strengthen the individual’s relationship with God
- Jesus offered such prayers (eg John 11:41).

SPaG 3 marks

03 REDEMPTION

Qu	Part	Marking guidance	Total marks
03	1	<p>Which one of the following statements best expresses the idea that the Eucharist is 'the source and summit of Christian life'?</p> <p>A The Mass is the last thing Catholics should attend before they die. B The Mass is the most important thing a Catholic can share in. C The Mass is compulsory for all Catholics. D The Mass is one of the sacraments.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B The Mass is the most important thing a Catholic can share in.</p>	1
03	2	<p>Give two statement about the blood of Christ found in the Words of Institution.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Take, eat, this is my body/this is my blood/of the covenant/poured out for many/for remission of sins.</p>	2

03	3	<p>Explain two ways in which the design and decoration of Catholic churches influence ways in which Catholics worship.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second contrasting way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • ‘design and decoration’ can be taken together • varying examples of ‘design and decoration’ may be considered. These could include lectern, altar, crucifix, tabernacle, but also statues, baptistery etc. The emphasis must be on the ways in which they influence worship, private or collective. – examples given below • altar: Worshippers must both face the altar and be able to see it, so seating is arranged accordingly. This is because, the altar is the focus of worship, where the priest leads Mass and represent its hearts • crucifix: This may be used as a focus for personal prayer, so encouraging that form of worship, the individual may sit or stand in front of it to remember the suffering sacrifice of Christ, because it is a visible reminder of the sacrifice of Jesus which is re-enacted in the Eucharist • lectern: This is used as a focus of scripture and readings, so influences the use of scripture in worship and draws attention to it at the right time • statuary: provides opportunity for private worship as well as a reminder of teachings and examples on which worshippers should reflect. 	4
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03	4	<p>Explain two Christian beliefs about the role of the conscience as a guide to life.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • where conscience is understood as the Voice of God it is considered perfect and fully reliable. It makes a judgement about what is good and evil in particular situations and, at times, after people act it shows them, through a feeling of guilt, if they have done something wrong • Catholics believe that in some people the conscience has been distorted or silenced. When such people ‘follow their conscience’ they simply do what feels to them to be right, but this can result in acts that go against the guidance of the true conscience. <p>Sources of authority Gaudium et Spes 16 which can be summarised as: In the conscience there is a law. It calls people to love good and avoid evil, the voice of conscience when necessary speaks to (the) heart: do this, shun that. Catechism 2039: Personal conscience should not be set in opposition to the moral law or the Magisterium of the Church. Other texts may be referenced, and references to any relevant text must be credited.</p>	5
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03	5	<p>‘The story of Jesus’ ascension is not important for Christians today.’</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • not all Christians believe that the ascension actually happened, some believe the meaning of the story is that Jesus no longer appeared to his disciples • as told in Acts 1, the story does not really make sense – it suggests Jesus goes off like a rocket up into the sky, as if heaven is a place 																			

		<p>above the skies</p> <ul style="list-style-type: none"> • some Christians focus on the death and resurrection of Jesus and think that this story adds nothing of value to their beliefs. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the event teaches the return of Christ (Acts 1) and this belief is very important to Christians today, it shows the future for all believers, 'Where he, our head, has gone, we hope to follow' (Preface for the Ascension) • it shows that Jesus lives today with God and fulfils the promise of Jesus that 'I will be with you always' (Mt 28:20) and 'the world will not see me anymore but you will see me' (John 14:19) • it shows that the broken relationship between heaven and earth has been repaired or restored. <p>SPaG 3 marks</p>	
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04 CHURCH AND THE KINGDOM OF GOD

Qu	Part	Marking guidance	Total marks
04	1	<p>Which one of the following always appears on the Paschal candle?</p> <p>A Alpha and Omega. B A Bible saying. C A picture of Jesus. D The fish symbol.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: A Alpha and Omega.</p>	1
04	2	<p>Give two other symbols or symbolic meanings of the Paschal candle.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.</p> <p>Light of the world/sinlessness of Christ (the beeswax)/humanity of Christ (the wick)/the divinity of Christ (the flame)/5 grains of incense put in the candle in the shape of a cross represent the preparation of Christ's body for burial/and the 5 wounds on the body of Christ.</p>	2

04	3	<p>Explain two ways in which Catholic beliefs about life after death influence how a Catholic funeral rite is celebrated.</p> <p>Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p>First way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <ul style="list-style-type: none"> • the belief that the dead live on makes the funeral rite is an act of worship, not just an expression of grief • the belief that death has been defeated is reflected as thanks is given for Christ's victory over death • belief in the resurrection of the dead is expressed in the hope that the deceased will be resurrected in glory • the unity of the Church on earth with the Church in heaven is expressed as the deceased enters the new community. 	4
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04	4	<p>Explain two Christian beliefs about life after death.</p> <p>Refer to scripture or another source of Christian belief and teaching in your answer.</p> <p>Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>First way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Second way Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to teaching – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> • Christian beliefs vary greatly and include: bodily resurrection to judgement. Spiritual resurrection in a body totally different than the earthly one • the belief that life after death is a metaphor for living on in God rather than personal survival after death • heaven and hell as places/heaven and hell as spiritual states/purgatory • the specification references 1 Corinthians 15: 42–44 : ‘sown perishable/raised imperishable; sown in dishonour/raised in glory; sown in weakness/raised in power; sown a physical body/raised a spiritual body.’ Other texts may be referenced. 	5
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04	5	<p>'The Bible is all that Catholics needs as proof that there is life after death.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • refer to Christian teaching • reach a justified conclusion. <p>Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence.</p>	12																		
		<table border="1"> <thead> <tr> <th style="text-align: center;">Levels</th> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td> A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue. </td> <td style="text-align: center;">10–12</td> </tr> <tr> <td style="text-align: center;">3</td> <td> Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion. </td> <td style="text-align: center;">7–9</td> </tr> <tr> <td style="text-align: center;">2</td> <td> Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion. </td> <td style="text-align: center;">4–6</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Point of view with reason(s) stated in support.</td> <td style="text-align: center;">1–3</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	
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		<p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p>Arguments in support</p> <ul style="list-style-type: none"> • Catholics view the Bible as the revealed word of God and as such a source of authority for faith • the Bible records the resurrection of Jesus and raisings from the dead (eg John 11). These are proof of life after death 																			

	<ul style="list-style-type: none"> • teachings about the final judgement and the Kingdom of God (eg Matthew 25) also give proof that there is heaven and hell. <p>Arguments in support of other views</p> <ul style="list-style-type: none"> • the Bible is both human and divine – the work of people inspired by the Spirit. All the material in it must be examined by reason and Tradition for it to have authority • the Magisterium transmits the tradition from the apostles and expresses the shared understanding of the believers eg in the Nicene Creed. It has equal authority to the scriptures and the advantage of being able to interpret it • scripture must be interpreted under the guidance of the Holy Spirit to be properly understood, only then can its accounts be accepted. <p>SPaG 3 marks</p>	
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