



**GCSE
RELIGIOUS STUDIES B
8063/1**

Paper 1 Catholic Christianity

Mark scheme

June 2025

Version: 1.0 Final



2 5 6 G 8 0 6 3 / 1 / M S

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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 AQA and its licensors. All rights reserved.

Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being creditworthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- the question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- the total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- the typical answer(s) or content which are expected
- generic instructions related to the question target of how to award marks (ie levels of response grid).

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

1-mark multiple-choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2-mark short-answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances:

- **award for the first two answers only, wherever they appear**
- if a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored
- if on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer
- if the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it
- however, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark.

4 and 5-mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12-mark answer questions

The 12-mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct level.

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.

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.

Spelling, Punctuation and Grammar (SPaG)

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

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate. 	2
Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. 	1
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

0	1
---	---

Creation

0	1
---	---

1 Which one of the following explains the meaning of the word ‘transcendent’?**[1 mark]**

- A Beyond the universe
- B Loving towards all people
- C Present in life on earth
- D Willing to forgive sins

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A Beyond the universe

0	1
---	---

2 Give two ways in which Christians can show stewardship of the created world.**[2 marks]**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Reduce unnecessary waste in the home / recycle / use public transport / walk / cycle / reduce car use / take part in local environmental projects / campaigns / put pressure on politicians to support laws that protect the environment / buy products from environmentally-friendly companies / exercise consumer pressure on businesses to plant trees / support global initiatives agreed at international meetings / boycott multinationals that threaten the environment / support CAFOD's campaigns on sustainability / install solar panels / reduce food waste, etc.

Accept attitudes such as respect towards the creation as well as practical ways.

0 1 . 3**Explain two ways in which Michelangelo's *Creation of Adam* may influence Catholics.****[4 marks]****Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies.****First way**

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed' explanation, the influence of the way must be included.**Students may include some of the following points, but all other relevant points must be credited:**

- Michelangelo's Creation of Adam shows God as creator of all things which may influence Catholics to respect the creation / God made everything good, therefore humans should not destroy the environment / the painting shows humans are dependent upon God for life which may influence Catholics to be grateful to God for their lives / God's greatness and majesty is shown as angels surround God which may inspire awe and wonder / although man is totally dependent on God, man is made in God's image which inspires respect for all human life / God is nearly touching Adam showing God has a close relationship with his creatures which inspires Catholics to appreciate God's love and care for humans / Adam is shown as the perfect man (human being) full of potential which may influence them to have a positive outlook on life / have confidence in themselves / humans have a unique place in creation so should act responsibly towards all that God created / the painting is dramatic so brings the Biblical texts to life for a Catholic, etc.
- Accept negative influences, eg the painting does not reflect Catholic beliefs so may not be a good influence / eg Genesis says Adam was made from dust, not touched by God to give him life / Adam and God are the same size implying equality which may seem idolatrous to some / God is not an old man as the painting shows, which can give people a false image of God / some Catholics would prefer other artistic depictions of creation rather than this one, etc.

0 1 . 4 Explain two Christian beliefs about creation found in Genesis 1 and 2.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- In Genesis 1 God created the heavens and the earth / out of nothing / the creation is not a cosmic accident / God's power over creation is shown as God creates by his word ('Let there be...') / God makes everything good (without imperfection) / God made things in a logical order / day, night, sky and earth were made as a home for plant, animal and human life / humans were created last showing the importance of humankind / humans were created in God's image / therefore all humans are equal / all humans share qualities with God such as love, knowledge, etc / God created the world in six days and rested on the seventh / however, the Church teaches that these stories should not be taken literally / in Genesis 2 God breathes life into humans so humans share the Spirit of God / Adam names each animal showing humans' responsibility for creation / humans' authority over creation / God creates woman as a partner for the man showing God's loving care / life is sacred because created by God / humans have dignity / God gave humans free will, etc.

Sources of authority might include:

Genesis 1 and 2 creation accounts: the Seven Day creation story and the story of Adam and Eve.

'When we read in Genesis the account of Creation, we risk imagining God ... with a magic wand able to make everything. But that is not so... Creation continued for millennia and millennia, until it became which we know today...' (Pope Francis, 27 October 2014)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5**‘Science and religion cannot agree about creation.’****Evaluate this statement.****In your answer you should:**

- 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.

[12 marks]
[Plus SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	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

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. 	2

Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. 	1
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

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

Arguments in support:

- Scientific accounts of creation differ fundamentally from the Biblical accounts, particularly if they are taken literally / a six day creation contradicts scientific findings that everything began with a Big Bang / the Big Bang occurs through random chance / not deliberate creation by God / the creation of human beings is through natural selection / evolution / man was not made out of dust / woman was not made out of a rib / life on earth took millions of years to evolve / the details of Genesis 1 contradict science / eg sun, moon and stars could not have been created after light / vegetation would require the sun / dinosaurs are not mentioned in the Bible stories / scientific explanations and creation myths come from a different time and reflect the views of the societies in which they originated, etc.

Arguments in support of other views:

- Catholics see the creation myths in Genesis as a type of parable or poetic explanation / it is Roman Catholic teaching that Genesis creation stories should not be taken literally / should be seen in context of when they were written / it is their message that is important: that God created everything / saw that it was good / placed humans at the top of creation / merely a way for people with limited scientific knowledge to understand creation / the 'old earth creationist' view that the Hebrew word 'yom' means 'era' as well as 'day' so the world was created in six stages rather than days / God could have started the Big Bang / God could have intended evolution to be the means of developing human life / order of creation in Genesis 1 largely follows evolution / Pope Francis taught that the Big Bang does not contradict the divine act of creating but rather requires it (27-10-14) / Gaudium et Spes 36 states that learning carried out in a genuine scientific way and in accord with moral norms does not conflict with faith / atheistic scientists may not be able to agree with religion but religious people can agree with scientific explanations / there are many Catholic scientists, eg St Albert the Great / Jean Baptiste Lamarck who devised an early theory of evolution / Friar Gregor Mendel who pioneered genetics / Georges Lemaitre who devised a Big Bang model / the Second Vatican Council said that science and religion should be mutually supportive / science explains the 'how' of things and religion explains the 'why' / science does not truly conflict with faith if carried out truthfully and morally as all knowledge derives from the same God (Gaudium et Spes 36) / however science should not disregard religious viewpoints or ignore morality (Gaudium et Spes 36), etc.

0 2**Incarnation****0 2 . 1****Which one of the following wrote that ‘the glory of God is a human being, fully alive’ (‘Life in man is the glory of God’)?****[1 mark]**

- A Catherine LaCugna**
- B Irenaeus**
- C St Augustine**
- D St Matthew**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: B Irenaeus

0 2 . 2**Name two Christian symbols that represent Jesus as the first and the last, the beginning and the end.****[2 marks]****Target: AO1:1 Demonstrate knowledge and understanding of religion and beliefs, including beliefs, practices and sources of authority.**

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Alpha / Omega.

0 2 . 3 Explain two contrasting Christian beliefs about the Incarnation.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views.

If similar beliefs are given, only one of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

- Christians believe that God became man in Jesus / the Son of Man / took on the limitations of the human condition / Jesus was truly man / Jesus lived a fully human life / Jesus went through all the same things other humans go through including suffering and death, etc.
- Although Jesus was truly human, Jesus was also God / Jesus acknowledged he was the Son of God at his trial before the high priest / Christians believe Jesus was always God / Jesus did not cease to be God when he became man / 'In Jesus, God really became one of us and thus our brother; nevertheless, he did not cease to be God at the same time and thus our Lord.' (Youcat 77) / in John's Gospel Jesus is described as the Word of God / the Word has always existed but took human form to live as Jesus (the Word made flesh) / he is both fully God and a separate person in the Trinity, etc.

0 2 . 4**Explain two Catholic beliefs about the importance of sacraments.**

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Sacraments are a meeting point with God / they help build up the holiness of a person / they strengthen faith / they strengthen the relationship with God / sacraments are an outward sign of inward grace / God cannot be seen or felt physically, but sacraments help a person experience God in a tangible way / the believer receives God's grace through receiving the sacraments / they help a person become a better witness to God's love and presence / believers have their sins forgiven, etc.
- Accept the importance of individual sacraments, eg through Baptism a person becomes a member of the Church / Confirmation gives the chance to affirm promises made on the person's behalf at Baptism / Reconciliation forgives sin / receiving the body and blood of Christ in the Eucharist enables the believer to grow in God's love, etc.

Sources of authority might include:

Students may use the words of the sacraments themselves if they refer in their answer to the specific sacrament related to the quotation, eg 'I baptise you in the name of the Father and of the Son and of the Holy Spirit' / 'Be sealed with the gift of the Spirit' / 'This is my body. This is my blood.' / 'Will you...take... her present as your lawful wedded husband / wife according to the rites of our Holy Mother the Church?' 'I will.' / 'Almighty Father, grant to this servant of yours the dignity of the priesthood.' / 'I absolve you from your sins in the name of the Father and of the Son and of the Holy Spirit.' / 'Through this holy anointing may the Lord in his love and mercy help you with the grace of the Holy Spirit. May the Lord who frees you from sin save you and raise you up. Amen.'

A sacrament is 'an outward sign of inward grace, ordained by Jesus Christ, by which grace is given to our souls.' (A Catechism of Christian Doctrine)

'Grace is favour, the free and undeserved help that God gives us to respond to his call to become children of God, adoptive sons, partakers of the divine nature and of eternal life.' (Catechism of the Catholic Church 1996)

Accept Biblical accounts of the baptism of Jesus / the institution of the Eucharist / the healing of the paralytic whose sins were forgiven, etc.

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5**‘For Christians, the best title for Jesus is “Son of God”.’****Evaluate this statement.****In your answer you should:**

- 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.

[12 marks]**[Plus SPaG 3 marks]**

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	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

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. 	1

	<ul style="list-style-type: none"> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. 	
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

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

Arguments in support:

- ‘Son of God’ is the best title for Jesus to affirm the belief that Jesus was divine / it shows he has the power and authority to forgive sins / heal the sick / resurrect the dead, eg Lazarus / it stresses the close relationship between Jesus and God as two persons of the Trinity / at his trial before the Sanhedrin Jesus was asked whether he was the ‘Messiah, the Son of the Blessed One’ / Jesus replied, ‘I am’ / these words are a translation of the phrase God used to reveal himself to Moses / so Jesus was acknowledging he was the Son of God / had a share in God’s power / at Jesus’ baptism a voice from heaven (God) said, ‘You are my Son, the Beloved’ / at Jesus’ crucifixion the centurion said, ‘Truly this man was God’s Son!’ / the Nicene Creed includes the words ‘Jesus Christ, the Only Begotten Son of God’ / these two titles, ‘Christ’ and ‘Son’ are the only ones found in the Creed / ‘Son of God’ is easy to understand whereas other titles of Jesus like ‘Word of God’ or ‘Son of Man’ need explanation / the latter may not appeal to contemporary Christians, etc.

Arguments in support of other views:

- ‘Son of God’ is not the best title for Jesus because throughout the Gospels Jesus is shown as a human being / a man who experienced everything humans experience / eg he was tempted / ate and drank with all sorts of people / felt sorry for those in need / wept when his friend died / suffered mental and physical torment / died in agony / Jesus referred to himself as ‘Son of Man’ / particularly when speaking about his coming suffering / ‘Then he began to teach them that the Son of Man must undergo great suffering, and be rejected by the elders, the chief priests, and the scribes, and be killed, and after three days rise again.’ (Mark 8:31) / this title reminds Christians of Jesus’ great love for humankind / Jesus also used the term in reference to his resurrection / and his position of authority ‘at the right hand of God’ / it reinforces the Christian belief in Jesus as fully human and fully God, so is better than just ‘Son of God’ alone / it helps Christians to understand Jesus as someone they can relate to / as someone who understands their needs / the title ‘Word of God’ is more helpful in showing Jesus as the second person of the Trinity / the Word was present at the Creation / co-eternal with the Father / ‘the Word became flesh and lived among us’ (John 1:14) as Jesus / Jesus shows who God is by taking on human nature / many Christians prefer to use the title ‘Christ’ meaning the holy one, a descendant of David / St Peter said ‘You are the Christ, the Son of the living God’ / there is no one best title for Jesus / it is difficult to capture Jesus’ identity as the Second Person of the Trinity / Jesus cannot be categorised / all titles of Jesus are helpful in understanding who Jesus is, etc.

0	3
---	---

Church and the Kingdom of God

0	3
---	---

Which one of the following is not one of the Stations of the Cross?**[1 mark]**

- A Angels carry Jesus to heaven.**
- B Jesus meets his mother.**
- C Simon helps Jesus to carry his cross.**
- D Veronica wipes the face of Jesus.**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: A Angels carry Jesus to heaven.

0	3
---	---

.	2
---	---

Give two Catholic teachings about reconciliation.**[2 marks]**

Target: AO1:1 Demonstrate knowledge and understanding of religion and beliefs, including beliefs, practices and sources of authority.

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Reconciliation is a sign of the Kingdom of God / it is needed to bring people together who have fallen out / Pope Francis taught that it was his and everyone's duty to build bridges between people who were divided / global reconciliation / a divided world goes against what God wants for people / reconciliation allows people to learn from each other (see the other's point of view) / work together to ensure the divisions do not happen again / Reconciliation is also a sacrament / allows people to be reconciled with God when their sins are forgiven / reconciliation brings peace and justice / helps the Kingdom of God flourish on earth, etc.

0 3 . 3 Explain two contrasting ways in which Christians may carry out their vocation (calling).

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
 Detailed explanation of a relevant and accurate contrast – 2 marks

Contrast may mean opposing or mean different views.

If similar ways are given, only one of them may be credited up to 2 marks max.

Students may include some of the following points, but all other relevant points must be credited:

- One way of carrying out a Christian vocation is through the priesthood / priests give their lives to God / in service of the people / promise not to marry (take a vow of celibacy) / obey the bishop / some priests take a vow of poverty if in a religious order / they are always available for the needs of others / priests conduct religious services / rites like marriage and funerals / preach / teach, etc.
- Another way of carrying out a Christian vocation is through family life / a couple marry / they 'become one flesh' with each other / they provide a model of God's love / they raise a family / bring up children in the faith / choose jobs that are consistent with Kingdom values, etc.
- Some carry out their vocation more fully in the religious life / nuns and monks live in community / some live lives entirely centred around prayer / take vows of poverty, chastity and obedience / may live apart from the world / others live in the world in the service of others / they combine a life of prayer with active service of other people, etc.
- Some carry out their Christian vocation through their choice of profession, eg professions that care for others (doctors, nurses, social care workers, etc) or help people (teachers, lawyers, police, fire service, etc) / or through voluntary work, etc.

0 3 . 4 Explain two Catholic beliefs about the importance of pilgrimage.

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Catholics believe pilgrimage is important because it allows people to deepen their relationship with God / it enables Christians to reflect on their relationship with God / without the distractions of everyday life / makes possible a time of focused prayer and meditation / they can return to their everyday lives with a deeper awareness of God's love for them / with renewed dedication to God / to the service of others / in a group, pilgrims encourage one another in their belief / share experiences of God at work in their lives / a person might go on pilgrimage hoping for healing / eg via a miracle at Lourdes / or spiritual healing / this might have a life-transforming effect on the person / someone might go as fulfilment of a vow / to show thanksgiving for a particular blessing received / eg out of gratitude for having recovered from serious illness / someone might go to find out more about the roots of their faith, eg to Rome or Jerusalem / Catholics also believe the Church is the pilgrim people of God / the whole of life is a pilgrimage / Catholics can journey with Jesus to the cross by following the Stations of the Cross / Jesus was a pilgrim so Christians should follow his example / his mission took him on journeys throughout Judea, etc.

Sources of authority might include:

'Christians, on pilgrimage toward the heavenly city, should seek and think of these things which are above.' (Gaudium et Spes 57)

'Someone who goes on a pilgrimage "prays with their feet" and experiences with all his senses that his entire life is one long journey to God.' (Youcat 276)

Reference may be made to journeys in the Bible, such as that of Abraham / the Exodus / the wise men's visit to Jesus at his birth / Jesus' parents visit to Jerusalem when he was 12 years old / Jesus' journey to Golgotha / missionary journeys of St Paul, etc.

Accept all other sources of authority that correctly support the beliefs given.

0 3 . 5 ‘Mary, the mother of Jesus, is the greatest disciple.’

Evaluate this statement.

In your answer you should:

- 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.

[12 marks]

[Plus SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	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

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. 	1

	<ul style="list-style-type: none"> Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. 	
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

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

Arguments in support:

- Mary is considered the perfect disciple / she accepted the will of God / which allowed the incarnation to take place / she stood by Jesus even at his darkest hour / she was a woman of prayer / she trusted in Jesus / had faith in him / Mary showed great humility in her prayer, the Magnificat / she said God 'looked with favour on the lowliness of his servant' / people will call her blessed not because of any action on her part but because people will see what God has done through her for humanity / before his death Jesus entrusted his mother to the beloved disciple (a symbol of all followers of Jesus) / so Mary is considered the mother of all believers / Catholics believe Mary intercedes on people's behalf with Jesus / Mary bodily ascended to heaven / Mary is the Queen of Heaven / Mary is the only disciple to be free of sin (The Immaculate Conception), etc.

Arguments in support of other views:

- Mary is a good disciple, but Peter is more important in terms of leadership / it was Peter who was present at Jesus' Transfiguration / ministry / Peter was called the 'rock' on whom Jesus would build the Church (Matthew 16:18) / he was given the 'keys of the Kingdom of Heaven' / the authority to 'bind' and 'loose' / Peter's leadership was accepted by the other disciples / he became the first Pope / he was executed in Rome for his faith / paid the ultimate sacrifice, etc / other disciples are equally important, eg John who is traditionally considered the author of the fourth gospel / Mary Magdalene who was one of the first to witness Jesus' resurrection, etc / there are no 'greatest' disciples as everyone is equal / some Protestant Christians think Catholics place too much emphasis on Mary / Jesus is the most important focus for Christians / modern day disciples etc.

0	4
---	---

Eschatology

0	4
---	---

1

Which one of the following is not used in the last rites during the anointing of the sick (Sacrament of the Sick)?

[1 mark]

- A Holy Communion
- B Incense
- C Oil
- D Sign of the Cross

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

Answer: B Incense

0	4
---	---

2

Give two teachings about life after death found in the Parable of the Rich Man and Lazarus.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and beliefs, including beliefs, practices and sources of authority.

One mark for each of two correct points.

If students provide more than two responses only the first two responses should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

After death people will be judged / they will go to heaven or hell depending on how they behaved / ignoring the needs of the poor receives harsh judgement / hell is a place of suffering / torment / those in hell are aware of the happiness of those in heaven / no movement between heaven and hell can take place / selfishness excludes people from communion with God in the afterlife etc.

0 4 . 3**Explain two ways in which the resurrection of Jesus influences Christian beliefs about life after death.****[4 marks]****Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies.****First way**

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark

Detailed explanation of a relevant and accurate influence – 2 marks

To be a ‘detailed’ explanation, the influence of the way must be included.**Students may include some of the following points, but all other relevant points must be credited:**

- Jesus' resurrection showed that life continues beyond death / life in God's presence continues / the resurrection showed that sin and death were defeated / because Jesus rose from the dead, Christians have hope that they too will be raised up / early Christians believed the end of the world was imminent / when all people would be taken into God's presence / later Christians realised that they needed to live the resurrected life on earth / resist evil / prepare to meet God when they died (at the particular judgement) / and at the final judgement / because of the resurrection, Christians believe that in death 'life is changed not ended' (Preface I for the Dead) / the risen Jesus was not limited by physical barriers but was fully present and touchable, showing what life after death could be like / Jesus promised to take the faithful to heaven with him / 'And if I go and prepare a place for you, I will come again and will take you to myself, so that where I am, there you may be also.' (John 14:2–3) / Jesus' resurrection shows God's power and love for humans, etc.

0 4 . 4**Explain two Catholic beliefs about the care of the dying.**

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.

First belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to scripture or another source of Christian belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Catholics believe that the dying should be cared for with love and respect / dying is the gateway to eternal life / the sanctity of life means all life is holy / every person is precious to God / no one's life should be shortened / the dying should not be made to feel that they are burdens / their rights and dignity as a human being should be respected / the dying may see their suffering as a way of sharing in the suffering of Jesus / people who are gravely ill should be supported on their journey through prayer / they should be given access to the Sacrament of the Sick / especially the last rites / given emotional care / given physical care / treated with compassion / helped to live as normal a life as possible / palliative care / pain should be alleviated but life not shortened / euthanasia is considered murder, etc.

Sources of authority might include:

Commandments, eg 'Do not murder' / 'Honour your mother and father' / 'Love your neighbour as yourself', etc.

'Those whose lives are diminished or weakened deserve special respect. Sick or handicapped persons should be helped to lead lives as normal as possible.' (Catechism of the Catholic Church, 2276)

'Everyone has the duty to lead his or her life in accordance with God's plan. That life is entrusted to the individual as a good that must bear fruit already here on earth, but that finds its full perfection only in eternal life.' (Declaration on Euthanasia I)

'When inevitable death is imminent in spite of the means used, it is permitted in conscience to take the decision to refuse forms of treatment that would only secure a precarious and burdensome

prolongation of life, so long as the normal care due to the sick person in similar cases is not interrupted.' (Declaration on Euthanasia IV)

'Life is a gift of God, and on the other hand death is unavoidable; it is necessary, therefore, that we, without in any way hastening the hour of death, should be able to accept it with full responsibility and dignity. It is true that death marks the end of our earthly existence, but at the same time it opens the door to immortal life.' (Declaration on Euthanasia Conclusion)

Accept all other sources of authority that correctly support the beliefs given.

0 4 . 5

'Michelangelo's painting, *The Last Judgement*, perfectly reflects a Catholic understanding of life after death.'

Evaluate this statement.

In your answer you should:

- 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.

[12 marks]

[Plus SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Level	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

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate. 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate. 	2

Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. 	1
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning. 	0

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

Arguments in support:

- Michelangelo's painting accurately reflects Christian teachings about the last judgement / Jesus is central / shown as powerful / he will come again in glory to judge the living and the dead (Creed) / he has the wounds of his crucifixion, showing he came to glory through suffering and obedience / all but Jesus and Mary are naked, showing all people are equal before God / seven angels are shown blowing trumpets reflecting the devastation which precedes the last judgement as described in Revelation, chapters 8–10 / saints are near Jesus holding some of the instruments of torture which killed them / saints have perfect bodies, showing all will be renewed in the resurrection / those who are faithful to Jesus, no matter what happens to them, will share in Christ's resurrection (Mark 13:13) / the painting shows the parable of the sheep and the goats (Matthew 25: 31–46) / the good will be on Jesus' right side and the bad on his left / dead are being raised up from their graves, showing all will be raised on the last day / the archangel Michael holds the book of the saved / the angel next to him holds a larger book with the names of the damned / this reflects the teaching in Matthew 7:13–14: 'Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life, and only a few find it.' / those destined for hell are shown in despair / a gaping blackness seems to await them, showing the light of Christ cannot reach those who reject God / 'The Last Judgement will take place at the end of the world, at the second coming of Christ' (Youcat 163) / 'All who are in the tombs will hear his voice and come forth, those who have done good, to the resurrection of life, and those who have done evil, to the resurrection of judgement.' (John 5:29) / these ideas are shown in the painting, etc.

Arguments in support of other views:

- The painting does not 'perfectly' reflect Catholic views about life after death as it only concerns the Last Judgement / it takes 'artistic license' to portray something no one can know about / angels blowing trumpets / saints holding instruments of torture / books which contain the names of good and bad people / these images are imaginary not real / the painting also shows the River Styx and Charon, the boatman / these are Roman myths, not Christian teachings / the painting denotes final judgement rather than particular judgement / Catholic beliefs about purgatory are not represented / it implies a literal / more medieval notion of judgement influenced by Dante's Inferno / instruments of torture / demons tormenting the damned do not reflect Catholic views on hell as an absence of God's love rather than physical torment / it is impossible to know what will happen at the end of time / while the painting should not be taken literally, it does convey Christian beliefs that judgement will occur / and people's behaviour will determine what sort of eternal life they enjoy, etc.