
GCSE

RELIGIOUS STUDIES B

8063/1

PAPER 1 - CATHOLIC CHRISTIANITY

Mark scheme
2018 Draft Specimen
Version 0.1

Draft

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.

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 | 4-5 |
| 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 | 2–3 |
| 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 |

PAPER 1: Catholic Christianity**Topic A: Creation**

- 01.1 What does “omnipotent” mean? 1**
- A) All knowing B) All loving C) All powerful D) All seeing**

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

Answer: C) All powerful

- 01.2 Give two ideas about God expressed in the statement ‘God is transcendent’. 2**

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.

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.

- 01.3 Explain Cafod’s work on sustainability. 4**

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

| Level | Criteria | Marks |
|-------|---|-------|
| 4 | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation. | 1 |

0 Nothing worthy of credit. 0

Students may include some of the following points:

Cafod's work is an expression of loving your neighbour / and of the idea of 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 supports endeavours that help re-establish the balance between humans and nature / it challenges the misuse of resources and the abuse of power / it supports the efforts of families to maintain their own land rather than have it taken over by multinationals who are profit driven / it supports efforts to make land fertile and fruitful e.g. through irrigation.

For answers that only describe Cafod's work – max level 2

01.4 How do Catholic beliefs about the Bible's account of creation influence Catholic attitudes to the natural world? 5

Explain your answer.

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

| Levels | Criteria | Marks |
|--------|---|-------|
| 5 | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5 |
| 4 | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

The Bible is the inspired Word of God, both human and divine /properly understood, Genesis 1 and 2 are not descriptions of what happened / they are teaching stories /The world is God's / God's greatness or glory is seen through it / it depends on God / it is held in trust by humans.

- 01.5 Michelangelo's painting of *The Creation of Adam* perfectly expresses a Catholic understanding of humanity.' 6**

Analyse and evaluate this view. Refer to this work of art and Catholic teachings in your answer.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence.

| 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. | 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. | 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. | 4-6 |
| 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 points:**Agree**

The art work makes a very strong impression and many people (both believers and non-believers) respond to it with wonder or religious awe / Imago dei / receiving life from God / dependent on God / the female figure in human form is thought to be Eve so reinforcing the idea that Adam was created first /others think that the 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 / the human situation as imago dei, dependent, fallen and redeemed are all seen in the image.

Other views

The image of both God and Adam is white which some find misleading / it does

not correspond closely to the biblical account which it represents / the figure of Adam is already alive so it does not depict creation from dust, nor breathing in the breath of life /while Genesis is not taken literally the choice of a different image does not help some people/ the different interpretations that are possible suggest that the image is not perfect.

SPaG 5 marks

Draft

Topic B: Trinity

02.1 For 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: 1

- 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**

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

Answer: C)

02.2 Give two reasons why the magisterium has authority for Catholics. 2

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.

Apostolic succession / guidance from God / unanimous consent of the Fathers and theologians accredited by the Church /work of the Holy Spirit.

02.3 Explain the role of music in expressing beliefs about God. 4

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

| Levels | Criteria | Marks |
|--------|---|-------|
| 4 | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation. | 1 |

0 Nothing worthy of credit. 0

Students may include some of the following points:

Music may be the sounds or the words that music accompanies /examples include Psalms /plainsong / liturgy / examples of inspiring pieces arousing a sense of the presence of God / awe /wonder /greatness / immense joy / words of songs or Psalms also communicate ideas e.g. Lord is my Shepherd.

02.4 How does the idea of the Trinity influence Catholic understandings of the relevance of God to their lives? Explain your answer. 5

Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies

| Levels | Criteria | Marks |
|--------|---|-------|
| 5 | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5 |
| 4 | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

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 /belief in the Son leads to faith in redemption.

02.5 'Christians should use only traditional prayers, not spontaneous prayers.' **12**

Analyse and evaluate this view with reference to Christian teachings.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief: significance

| 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. | 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. | 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. | 4-6 |
| 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 points:

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

Agree

Traditional prayers such as the Lord's prayer are laid down in the Bible as examples to follow / the prayers of saints focus on common human needs / some address the needs of others or the whole of humanity / those who use other prayers may neglect this aspect of faith.

Other views

Set prayers can lose their meaning through too much repetition / believers may say the words only and not focus on their meaning/ extempore prayers can reflect the immediate needs or situation of the individual / they are relevant and personal/ Jesus offered such prayers /other biblical prayers were originally personal but have become traditional

SPaG 5 marks

Draft

Theme C: Redemption

- 03.1 Which one of the following statements best expresses the idea that the Eucharist is ‘the source and summit of Christian life’? 1**
- 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.**

Evaluate this statement. In your answer you should:

- **apply religious arguments**
- **give developed arguments to support this statement**
- **give developed arguments to support a different point of view**
- **reach a justified conclusion.**

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

Answer: B)

03.2 Give two statements about the blood of Christ found in the Words of Institution. 2

Target: AO1: 1 Knowledge and understanding of religion and belief

One mark for each of two correct points.

Take, eat, this is my body / this is my blood / of the covenant / poured out for many / for remission of sins.

03.3 Explain different beliefs concerning the value of the conscience as a guide to life. 4

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

| Level | Criteria | Marks |
|-------|---|-------|
| 4 | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

Reference to beliefs allows the student to draw broadly on both religious and non-religious beliefs, but the answer may also be answered with reference to Christianity only.

Within Catholicism, it depends on what understanding there is of the conscience; where conscience is used only to mean what 'feels' to be right it is considered subjective and unreliable / where conscience is understood as the voice of God it is considered perfect and fully reliable.

03.4 How does the design and decoration of Catholic churches influence worship? 5

Explain your answer.

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

| Levels | Criteria | Marks |
|--------|---|-------|
| 5 | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5 |
| 4 | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

Any two may be chosen. 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: the focus of worship, where the priest leads Mass, but not itself worshipped / usually has a permanent position in the church, to represent its heart.

Worshippers must both face the altar and be able to see it, so seating arranged accordingly.

Crucifix: visible reminder of the sacrifice of Jesus which is re-enacted in the eucharist; may be used as a focus for personal prayer / the individual may sit or stand in front of it to remember the suffering sacrifice of Christ, etc

Lectern: location from which readings are given, often separate from a pulpit / also used by lay people to give announcements and information / must be positioned where people can see them / used as focus of scripture and readings,etc.

03.5 'The story of Jesus ascension is not important for Christians today'. **12**

Analyse and evaluate this view with reference to Catholic teaching.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

| 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. | 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. | 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. | 4-6 |
| 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 points:

Agree

Not all Christians believe that it actually happens / they think it means that Jesus no longer appeared to his disciples / they think the resurrection and victory over death is important and that this story adds nothing.

Other views

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 / it shows that Jesus lives today, with God, even though he cannot be seen / it shows that the broken

relationship between God and humans or heaven and earth, has been restored or repaired.

SPaG 5 marks

Draft

Theme D: Eschatology

04.1 Which of the following always appears on the Paschal Candle 1

A) Alpha and Omega B) A Bible saying C) A picture of Jesus D) The fish symbol

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

Answer: A) Alpha and Omega

04.2 Give two other symbols or symbolic meanings of the Paschal Candle. 2

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.

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.

04.3 Explain Christian beliefs about life after death. 4

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

| Level | Criteria | Marks |
|-------|---|-------|
| 4 | Good knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are clearly explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of beliefs / practices / sources of authority. Different relevant and accurate points with simple explanation / or one relevant and accurate point developed. | 2 |
| 1 | Basic knowledge and understanding of one belief / practice / source of authority. A relevant and accurate point with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

Christian beliefs vary greatly / 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.

- 04.4 How may Catholic beliefs about life after death influence a Catholic funeral rite? 5**
Explain your answer.

Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies

| Levels | Criteria | Marks |
|--------|---|-------|
| 5 | Detailed knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained, at least two are clearly developed with some clear examples. | 5 |
| 4 | Good knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies.. Different effects are explained with some development of at least two. | 4 |
| 3 | Knowledge and understanding of the effects of religion / belief / practice / text on individuals, communities or societies. Different effects are explained with some development of one. | 3 |
| 2 | Basic knowledge and understanding of effects of the religion / belief / practice / text on individuals, communities or societies. Different effects with simple explanation, or one effect explained with some development. | 2 |
| 1 | Basic knowledge and understanding of one effect of the religion / belief / practice / text on individuals, communities or societies. One effect with simple explanation. | 1 |
| 0 | Nothing worthy of credit. | 0 |

Students may include some of the following points:

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.

- 04.5 'The Bible is all that Catholics need as proof that there is life after death.' 12**

Analyse and evaluate this view. Refer to Catholic teaching about the Bible in your answer.

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief : significance

| 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. | 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. | 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. | 4-6 |
| 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 points:

Agree

Catholics view the Bible as the revealed Word of God / it records the death and resurrection of Jesus / it also records miracles of raising from the dead / these can be taken as sufficient proof that life after death is real and a true hope for the future / Jesus' teachings about the Kingdom of God are also proof / The Bible describes God as loving and just –this makes life after death certain as, in some cases, only then are those who have done evil and those who are good rewarded, etc.

Other views

The Bible does not contradict reason / sacred scripture is the word of God as it has been put in writing under the inspiration of the spirit / it is both human and divine / living Tradition transmits the tradition from the apostles, 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.

SPaG 5 marks

Draft