



GCSE MARKING SCHEME

SUMMER 2025

**GCSE
RELIGIOUS STUDIES - UNIT 1
OPTION F: CATHOLIC CHRISTIANITY AND JUDAISM
3120UF0-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCSE RELIGIOUS STUDIES - UNIT 1
OPTION F: CATHOLIC CHRISTIANITY AND JUDAISM
SUMMER 2025 MARK SCHEME

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

Using the banded mark scheme

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

Assessment Objectives

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief*, including:
 - belief, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and belief
- AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

LEVEL DESCRIPTORS/MARKING BANDS

Questions 1, 2, 3, 4 (a) AO1

See instructions provided with indicative content.

Question 1(b) AO1

Band	Band Descriptor	Mark Total
3	An excellent, coherent description showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of appropriate religious/specialist language and terms and, where relevant, sources of wisdom and authority, extensively, accurately and appropriately.	4-5
2	A good, generally accurate description showing awareness and understanding of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority generally accurately.	2-3
1	A limited statement of information about the religious idea, belief, practice, teaching or concept. Uses religious/specialist language and terms and, where relevant, sources of wisdom and authority in a limited way.	1
0	No relevant information provided.	0

Questions 1, 2, 3, 4 (c) AO1

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed explanation showing awareness and insight into the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	7-8
3	A very good, explanation showing awareness of the religious idea, belief, practice, teaching or concept. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	5-6
2	A satisfactory explanation showing some awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	3-4
1	A limited explanation showing little awareness of the religious idea, belief, practice, teaching or concept. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way and with little accuracy.	1-2
0	No relevant information provided.	0

Questions 1, 2, 4 (d) AO2

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.	12-15
3	A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning. Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.	8-11
2	A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. Some judgements are formulated and some different and/or alternative viewpoints are considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	4-7
1	A weak analysis and evaluation of the issue based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints. Poor use or no use of religious/specialist language, terms and/or sources of wisdom and authority.	1-3
0	No relevant point of view stated.	0

Question 3 (d) AO2 LIFE AND DEATH THEME ONLY

Band	Band Descriptor	Mark Total
4	An excellent, highly detailed analysis and evaluation of the issue based on comprehensive and accurate knowledge of religion, religious teaching and moral reasoning. An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists. Clear and well supported judgements are formulated and a comprehensive range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately, appropriately and in detail.	12-15
3	A very good, detailed analysis and evaluation of the issue based on thorough and accurate knowledge of religion, religious teaching and moral reasoning. A very good, detailed consideration of non-religious beliefs, such as those held by humanists and atheists. Judgements are formulated with support and a balanced range of different and/or alternative viewpoints are considered. Uses and interprets religious/specialist language, terms and sources of wisdom and authority accurately, appropriately and in detail.	8-11
2	A satisfactory analysis and evaluation of the issue based on some accurate knowledge of religion, religious teaching and moral reasoning. A satisfactory, reasonably detailed consideration of non-religious beliefs, such as those held by humanists and atheists. Some judgements are formulated and some different and/or alternative viewpoints are considered. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority with some accuracy.	4-7
1	A weak analysis and evaluation of the issue, based on limited and/or inaccurate knowledge of religion, religious teaching and/or moral reasoning. A very basic consideration or no consideration of non-religious beliefs, such as those held by humanists and atheists. A limited and/or poor attempt or no attempt to formulate judgements or offer different and/or alternative viewpoints. Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.	1-3
0	No relevant point of view stated.	0

Assessment of spelling, punctuation and the accurate use of grammar
Applies to Part A, Question 1, part (d) only

Band	Performance descriptions
<i>High performance</i> 5-6 marks	• Candidates spell and punctuate with consistent accuracy • Candidates use rules of grammar with effective control of meaning overall
<i>Intermediate performance</i> 3-4 marks	• Candidates spell and punctuate with considerable accuracy • Candidates use rules of grammar with general control of meaning overall
<i>Threshold performance</i> 1-2 marks	• Candidates spell and punctuate with reasonable accuracy • Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
0	• The candidate writes nothing • The candidate's response does not relate to the question • The candidate's achievement in SPaG does not reach the threshold performance Band, for example errors in spelling, punctuation and grammar severely hinder meaning

PART A – CORE BELIEFS, TEACHINGS AND PRACTICES

CATHOLIC CHRISTIANITY

QUESTION 1

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What do Catholics mean by the 'Trinity'? [AO1 2]

The three persons of God; God the Father, Son and Holy Spirit

(b) Describe Catholic beliefs about Original Sin. [AO1 5]

- Original Sin refers to the first sin committed by humanity. This account is found in the Bible in the Book of Genesis, chapter 3.
- The Book of Genesis teaches that Adam and Eve were created perfectly but gave in to the temptation by the snake (Satan) to disobey God. The result of this was a broken relationship with God and Adam and Eve, 'fell from grace'.
- Original Sin is often referred to as 'the Fall' and hence the nature of humanity is 'fallen'.
- It is a Catholic doctrine, attributed to Saint Augustine, which states that all humans are born with Original Sin.
- The sin of Adam affects the nature of humanity, the guilt of which needs to be 'washed away' through baptism.
- The effect of Original Sin is evident in concupiscence, the tendency of humanity towards sin.
- Catholics believe that Christ's atoning sacrifice on the cross eliminates the effects of Original Sin and grace is restored through receiving the sacraments.

(c) Explain how Catholic groups could work for reconciliation through inter-faith dialogue. [AO1 8]

- On a personal level, Catholics could participate in engaging with believers of other faiths and discuss beliefs to enhance understanding and find common ground. Catholics can show tolerance and respect in communication with those who belong to other faiths.
- Catholics could be involved with groups such as the Inter-faith Council for Wales which aims to inform others about faith communities and how they are similar or different from each other.
- The aim of the inter-faith council is '*Building Trust and respect between people of all faiths throughout Wales.*' The council promotes the view that understanding leads to better cooperation.
- *One way of doing this is by bringing people of all faiths together, where faith communities can share reports on issues relevant to their faith community. This also acts as a forum for a way to bring these issues to the attention of the Welsh Government.*
- Catholics could participate in the Christian-Muslim Forum, helping Christians and Muslims to work in harmony with each other. Through meeting together, the

Christian -Muslim Forum aims to tackle difficult issues which divide the faith communities, e.g. persecution of Muslims and Christians. One way of tackling these issues is through church-mosque twinning which encourages friendships to be built.

- Catholics could be represented at the Council of Christians and Jews which celebrates the history and diversity of both faith communities.
- The aim of the Council of Christians and Jews is to encourage people of faith to unite and actively challenge prejudice and persecution. They aim to achieve this through enabling a better understanding of each other's faith.
- They could be involved by being Interreligious Advisers to the Catholic Bishops' Conference, which recognises that a better understanding of different faiths opens the way for dialogue.

Where appropriate, relevant references may include:

- *'In our time, when day by day mankind is being drawn closer together, and the ties between different peoples are becoming stronger, the Church examines more closely her relationship to non-Christian religions.'* *'Nostre -Aetate': Declaration on the relation of the Church to Non-Christian Religions*, Pope Paul VI, October 28, 1965.

(d) 'The most important belief about Jesus is that he rose from the dead.'

[AO2 15+6]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

Answers may include the following points, but other relevant and accurate points must also be credited.

- The most important belief that Jesus rose from the dead is referred to as the resurrection.
- The resurrection is the central belief in Catholic Christianity. Without belief in the resurrection, there would be no hope of eternal life in the presence of God. The resurrection is the proof that sin and death have been conquered once and for all.
- This is a promise given to all believers that just as Jesus was resurrected after humans die, they will be resurrected on the Last Day and all will face Judgement. The resurrection is a physical thing – the body will be an eternal one which will never decay. (soma pneumatikon)
- The resurrection can be seen as a 'prolepsis' (glimpse) of humanity's future hope. This gives Catholics hope that death is not the end and they need not fear death. Catholics live their lives believing that this life is just a preparation for the next. They regard their ultimate 'telos' (goal) as being eternal life with God.
- The resurrection makes sense of the suffering and death of Jesus, which would be futile if the resurrection event had not taken place.
- The resurrection demonstrates that God has power over sin and death. It is God's intention that death is defeated and that Jesus is seen as victorious.
- The resurrection fulfilled the Scriptures and sealed the covenant between God and humanity.

- The crucifixion as an atonement for sin is also an important belief. Without Jesus' willingness to die on the cross the salvation of humanity would not have occurred. This is linked to the belief in Jesus as Saviour.
- Belief in Jesus as the incarnation of God is also an important belief. The fact that the Son of God takes on a fleshly form as Jesus of Nazareth is crucial for understanding the love of God for humanity. Jesus' willingness to be tempted in every way and yet remain without sin, so that he could be a perfect sacrifice for sin.
- Belief in Jesus as the promised Messiah, the anointed one of God. Jesus as Messiah fulfils the scriptural promises of redemption and confirms belief in Jesus as the Son of God.
- Some Christians reject the literal resurrection of Jesus and prefer to live by the moral teachings of Jesus, counting this moral guidance as the most important belief.
- ***The Catechism of the Catholic Church (CCC) states: 'What is rising? In death, the separation of the soul from the body, the human body decays and the soul goes to meet God, while awaiting its reunion with its glorified body. God in his almighty power will definitively grant incorruptible life to our bodies by reuniting them with our souls, through the power of Jesus' Resurrection.'* CCC997.**
- References regarding the resurrection.
- **1 Corinthians 15:14**
- 'And if Christ has not been raised, our preaching is useless and so is your faith.'
- **Mark 16:9**
- '*When Jesus rose early on the first day of the week, he appeared first to Mary Magdalene, out of whom he had driven seven demons.*'
- **Matthew 28:8**
- ⁸ So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. Suddenly Jesus met them. "Greetings," he said. They came to him, clasped his feet and worshiped him. Then Jesus said to them, "Do not be afraid. Go and tell my brothers to go to Galilee; there they will see me."
- **Luke 24: 36**
- 'While they were still talking about this, Jesus himself stood among them and said to them, "Peace be with you."
- **John 21**
- Afterward Jesus appeared again to his disciples, by the Sea of Galilee.'

PART A – CORE BELIEFS, TEACHINGS AND PRACTICES

JUDAISM

QUESTION 2

Please note: the mark scheme is not a checklist. Other valid points may be credited.

For all (a) questions, credit 1 mark for a very simple definition and 1 mark for an example or 2 marks for a developed definition.

(a) What do Jews mean by ‘omnibenevolence’? [AO1 2]

The state of being all-loving and infinitely good- a characteristic often attributed to God.

Refer to the marking bands for question (b).

(b) Describe how Jews use the synagogue for prayer. [AO1 5]

- Synagogue is known as a house of prayer (beit tefilah).
- Jews come together to pray with other Jews.
- There needs to be a minimum of 10 men required for prayer - ‘minyan’.
- Men and women sit separately in Orthodox synagogues.
- A tallith and tefillin are worn for prayer.
- A service begins with opening prayers, followed by reciting the Shema.
- Jews pray facing east, towards the aron hakodesh.
- Services are usually led by a rabbi.
- The cantor/chazzan leads prayers.
- The siddur (prayer book) is used during worship.
- The Amidah prayer is recited in silence.

Where appropriate, relevant references may include:

- *‘Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.’ Deuteronomy 6:4-9 – Shema*
- *‘Blessed are You, Lord our God and God of our ancestors.’ The Amidah*

Refer to the marking bands for question (c).

(c) Explain the Jewish teachings of the Shema.

[AO1 8]

- Jews will believe in only one God (monotheism).
- Jews are taught to 'love God with all your heart and with all your soul and with all your strength.'
- The Shema teaches Jews to recite it twice daily: 'When you lie down and when you get up' [Deuteronomy 6:7].
- Do not worship other gods.
- Jews can say it alone, or with other Jews.
- The Shema should be recited as early in the morning as possible and at night, when three stars are visible in the sky.
- The Shema teaches Jews to place the words in the mezuzah.
- The Shema teaches Jews to bind the words of God upon their foreheads, so they will wear tefillin.
- Children should be taught the Shema from a young age: 'Impress them on your children.'
- Jews will wear a tallith because the Shema teaches them to wear tassels on the corners of their garments.
- God will send rain to produce grain, wine and olive oil.
- God will provide grass for the cattle.

Where appropriate, relevant references may include:

- *'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.'* Deuteronomy 6:4-9
So if you faithfully obey the commands I am giving you today—to love the Lord your God and to serve him with all your heart and with all your soul— then I will send rain on your land in its season, both autumn and spring rains, so that you may gather in your grain, new wine and olive oil. I will provide grass in the fields for your cattle, and you will eat and be satisfied. Be careful, or you will be enticed to turn away and worship other gods and bow down to them. Then the Lord's anger will burn against you, and he will shut up the heavens so that it will not rain and the ground will yield no produce, and you will soon perish from the good land the Lord is giving you. Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. Write them on the doorframes of your houses and on your gates, so that your days and the days of your children may be many in the land the Lord swore to give your ancestors, as many as the days that the heavens are above the earth. Deuteronomy 11:13-21
The Lord said to Moses, "Speak to the Israelites and say to them: 'Throughout the generations to come you are to make tassels on the corners of your garments, with a blue cord on each tassel. You will have these tassels to look at and so you will remember all the commands of the Lord, that you may obey them and not prostitute yourselves by chasing after the lusts of your own hearts and eyes. Then you will remember to obey all my commands and will be consecrated to your God. I am the Lord your God, who brought you out of Egypt to be your God. I am the Lord your God.'" Numbers 15:37-41

Refer to the marking bands for question (d).

(d) 'It is easy for Jews to observe Shabbat in Britain'

[AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

- Britain is a multi-cultural country, allowing Jews to observe Shabbat.
- Celebrations take place in the home, allowing Shabbat easier to be observed.
- Schools and business may allow Jews to leave school/work early to observe Shabbat.
- There is religious tolerance in today's multi faith society.
- Many supermarkets sell food suitable to celebrate Shabbat.
- The intention to celebrate is more important than where it takes place.
- Taking time off work for Shabbat and other festivals might be difficult.
- It might be difficult to obtain food for Shabbat.
- There may be a lack of understanding from others.
- It is difficult to observe festivals in a non-Jewish community.
- It is impossible to have a complete day of rest, in a non-Jewish community.
- There is often prejudice towards Jews, making it difficult to celebrate.

Where appropriate, relevant references may include:

- *'Remember the sabbath day, to keep it holy. Six days shalt thou labour and do all thy work. But the seventh day is the sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates.'* Exodus 20:8-10

PART B – RELIGIOUS RESPONSES TO PHILOSOPHICAL THEMES

THEME 1: LIFE AND DEATH

QUESTION 3

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

- (a) What is meant by ‘afterlife’? [AO1 2]

Life after death; the belief that existence continues after physical death.

- (b) Describe Catholic or Jewish beliefs about caring for the world. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

Catholic Christianity

- Catholic Christians believe God created the world and gave humans a responsibility to care for it as global citizens for future generations.
- Catholicism teaches that God gave humans stewardship which is the responsibility means they should care for the world and use its resources wisely and in a sustainable way.
- Catholicism teaches humans have dominion which means they can rule over the world, but this is interpreted as taking the responsibility of caring for it seriously and not wasting the earth’s resources.
- Christians believe they are the caretakers of the world which means they should respect the world and everything in it including animals and hand it back to God unspoiled as they believe they will be judged on this in the afterlife.
- Catholic Christians believe they have environmental responsibility and should conserve the world’s natural resources which can be done through actions such as recycling, reducing pollution and using non-renewable sources of energy.
- Catholic Christians believe they should care for the world as they were given this as a duty from God which is seen in the story of Adam and Eve in the Bible.

Where appropriate, relevant references may include:

- *‘God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”’ Genesis 1:28*
- *You made them rulers over the works of your hands; you put everything under their feet. Psalm 8:6*

Judaism

- Judaism teaches that Jews have dominion over the world which is the idea that humans have control over nature and the land but should use it in a sustainable way.
- Jews also believe God gave humans the duty of stewardship and that they should take care of God’s creation through being good global citizens.
- As the world is God’s creation, Jews believe that they have a job to protect it for the next generation and treat the world with respect.

- Judaism contains teachings relating to stewardship which Jews are expected to follow including tikkun olam which means 'to repair the world' (for example through recycling, picking up litter) and bal tashchit which means 'do not destroy'.
- Jews try to follow the central principle of gemilut hasadim which means to carry out good deeds including caring for the world as a global citizen.
- One way that Jews can care for the world is through recognising Tu B'Shevat which is the Jewish new year for trees where they may plant trees on this day or collect money to go towards planting trees to show they are caring for the world.

Where appropriate, relevant references may include:

- *Rabbi Yohanan Ben Zakai used to say: "If you have a sapling in your hand and they tell you 'The Messiah is coming!' first plant the sapling and then go to greet him." Honi from the Talmud (Avot d'Rabbi/Rabbi Natan 31b)*
- *The belief in God's omniscience and providence. Teachings of Maimonides' 13 Principles (no. 10)*

(c) Explain Catholic and Jewish teachings about the origin of the universe. [AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

Catholic Christianity

- Catholic teachings about the origin of the universe are found in the Bible in the book of Genesis where it explains how the universe was created in detail.
- Genesis 1 explains that God created the universe and brought it into existence through six days of creation and one day of rest showing the nature of God as a creator and his omnipotence.
- Catholicism teaches that God created the universe from nothing; a belief known as ex nihilo.
- Catholicism teaches that on Day 1, God created light; on Day 2, God separated the sky and the sea; on Day 3, God created land, plants and trees; on Day 4, God created the sun, moon and stars; on Day 5, God created the creatures in the sea and sky; on Day 6, God created land animals and humans who were made in the image of God; on Day 7, God rested.
- Many Catholics will accept scientific views of creation such as the Big Bang which is a scientific theory that states the world started around 14 billion years ago when all matter and energy in the universe was at a point of infinite density and expanded rapidly which formed stars, galaxies and planets.
- Catholics will, however, believe that Genesis reveals the eternal truth and teaching that all creation including the origin of the universe comes from God.

Where appropriate, relevant references may include:

- *In the beginning God created the heavens and the earth. Genesis 1*
- *By the seventh day God had finished the work he had been doing; so on the seventh day he rested from all his work. Genesis 1:2*

Judaism

- Judaism teaches that Genesis, the first book of the Torah, explain the origins of the universe and shows how God created the world.
- Judaism teaches that there is One God who is the source and origin of the universe and everything within it.
- Genesis 1 describes the six days of creation which explains how God brought the universe into existence.

- Judaism teaches that on Day 1, God created light; on Day 2, God separated the sky and the sea; on Day 3, God created land, plants and trees; on Day 4, God created the sun, moon and stars; on Day 5, God created the creatures in the sea and sky; on Day 6, God created land animals and humans who were made in the image of God; on Day 7, God rested.
- Orthodox Jews take a literalist interpretation of the teachings on creation and believe the story in Genesis is the true account of the origin of the universe so some would struggle to accept modern scientific theories of creation such as the Big Bang theory.
- Reform Jews may take a more liberal interpretation of the teachings of Genesis and accept them alongside modern scientific theories of the origin of the universe such as the Big Bang theory.
- The Big Bang theory is a scientific theory that states the world started around 14 billion years ago when all matter and energy in the universe was at a point of infinite density and expanded rapidly which formed stars, galaxies and planets.

Where appropriate, relevant references may include:

- *In the beginning of God's creating the heavens and the earth when the earth was astonishingly empty...God said: "Let there be light". Genesis 1:1-3*

(d) 'Only God has the right to choose when a person's life ends.' [AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.)

Answers may include the following points, but other relevant and accurate points must also be credited.

- Some religious believers may point to the sanctity of life argument which states that life is special because it was created by God showing that only God can decide when life should end.
- Some religious believers may refer to teachings such as life being a gift that should not be wasted or taken for granted.
- Reference may be made to religious teachings that show life is a gift and should not be wasted so only God can decide when it should end.
- Some religious believers may support arguments concerning the quality of life and how life needing to have value to be purposeful.
- Non-religious believers may argue that there is no God, and it is up to an individual if they feel their life has value.
- Some people may support arguments of it being an individual person's choice over their life and life and death decisions.
- There may be reference to issues such as abortion where discussion may focus around whether a foetus is a person or not and if it is the woman's choice.
- There may be reference to issues such as euthanasia where discussion may focus around the quality of life and people being shown dignity and respect to decide what to do if the quality of their life is challenged.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on the sanctity of life or linked to specific issues such as euthanasia and abortion.

PART B – RELIGIOUS RESPONSES TO PHILOSOPHICAL THEMES

THEME 2: GOOD AND EVIL

QUESTION 4

Please note: the mark scheme is not a checklist. Other valid points must be credited.

For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.

(a) What is meant by ‘suffering’? [AO1 2]

Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.

(b) Describe Catholic or Jewish attitudes towards pacifism. [AO1 5]

Answers may include the following points, but other relevant and accurate points must also be credited.

Catholic Christianity

- The Bible contains many teachings that support and promote peace and showing opposition to the use of violence and conflict.
- Traditionally, Catholicism is not a pacifist denomination in Christianity although many Catholics will look to promote peace and believe war and conflict should always be a last resort.
- Catholics may look to the Bible to determine their position on pacifism, pointing out that there are teachings in the Old Testament which support the idea that war is sometimes needed.
- Some Christians may look to teachings such as the Ten Commandments which states ‘Thou shall not kill’ to support a message of pacifism.
- There are many teachings given by Jesus which support pacifism such as ‘Blessed are the peacemakers’ and Catholics believe it is important to work for peace.
- Many Catholic Christians may understand pacifism and believe that war and conflict should only be a last resort but may accept that sometimes conflict is necessary to bring about peace.
- Catholic Christians may look to teachings such as Just War theory to determine if a war and the use of violence in conflict is necessary.

Judaism

- Judaism is not a pacifist religion and although Jews will support that peace is important, they do believe that war is sometimes necessary and justified.
- There are many examples of the ancient Israelites engaging in armed conflict, believing God supports them in battle showing they are not pacifist.
- Judaism identifies three types of war that are justified: obligatory wars, defensive wars and optional wars.
- Although Judaism accepts war is sometimes necessary to bring peace and unavoidable on some occasions, Jews will work to achieve peace in other methods first.
- Some Jews will identify as pacifists and believe that the teachings of Judaism suggest a position of non-violence.
- The Jewish Peace Fellowship is an organisation that supports conscientious objectors and aims to abolish war and choose not to participate in conflict.

(c) Explain Catholic and Jewish beliefs about how criminals should be treated.
[AO1 8]

Answers may include the following points, but other relevant and accurate points must also be credited.

Catholic Christianity

- Catholicism teaches that punishment is important and should happen when someone has done something that is against the law.
- Catholics believe that criminals should have to take responsibility for their actions which may mean losing their freedom by being put in prison which helps to protect society.
- Catholics support that a criminal should have basic human rights such as necessities provided and that they have a right to medical care and protection.
- Christians believe that criminals have the right to a fair trial and should have the right to defend themselves.
- Catholics may look to the example of Jesus who taught that it was important to work for forgiveness and will try to treat prisoners in a just and fair way.
- Christianity supports the idea of the reform of criminals in prisons; this could be through education or the provision of support from groups such as Prison Fellowship and Prison chaplains.

Judaism

- Judaism teaches that punishment is important and should happen when someone has done something that is against the law.
- Jews believe that criminals should have to take responsibility for their actions which may mean losing their freedom by being put in prison, which helps to protect society.
- Jews support that a criminal should have basic human rights such as necessities provided and that they have a right to medical care and protection.
- Jews believe that criminals have the right to a fair trial and should have the right to defend themselves.
- Judaism supports the idea of the reform of criminals in prisons; this could be through education or the provision of support from religious leaders such as a Rabbi visiting prisoners in prison.

(d) **‘The death penalty is a fair punishment.’**

[AO2 15]

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

Answers may include the following points, but other relevant and accurate points must also be credited.

- Some religious believers may look to teachings on justice, believing that if a person has killed another human, taking their life may seem fair as a form of punishment.
- Many religions have teachings that relate to ideas of fairness such as ‘an eye for an eye’.
- Throughout history, there are examples in most religions where the death penalty has been used as an appropriate and fair form of punishment.
- There may be reference to arguments that support the death penalty such as referencing the aims of punishment, one being to protect society, or the economic cost of keeping someone in prison who has committed a serious crime and likely would never be released.
- Some religious believers may argue that the death penalty is ironic as a criminal who has taken the life of another is judged for that action and it is stated it is wrong, but the same punishment is issued as the action they committed.
- Some religious believers may look to teachings about the sanctity of life and God as judge to argue that it is not the place of humans to determine a punishment that is so severe.
- All religions contain teachings on peace and forgiveness that suggest a person who has committed a crime deserves punishment but also the effort and chance to change their behaviour through reformation which the death penalty does not allow.
- Many religious believers may argue that the death penalty is inhumane and seems to support ideas of revenge which is often seen to be wrong.
- Reference may be made to various sources of wisdom or authority relevant to religious teachings on the death penalty.