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# GCSE RELIGIOUS STUDIES 8062/12

CATHOLIC CHRISTIANITY

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Mark scheme

Specimen

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V1.0

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](http://aqa.org.uk)

## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

## Levels of response marking

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

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

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

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

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

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

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

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

## Spelling, punctuation and grammar (SPaG)

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

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

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

**01 BELIEFS**

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total marks |
|----|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 01 | 1    | <p>Which <b>one</b> of the following is the sacrament in which a young adult becomes a full member of the Church?</p> <p><b>A</b> Matrimony.<br/> <b>B</b> Reconciliation.<br/> <b>C</b> Confirmation.<br/> <b>D</b> Prayer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: C Confirmation.</p>                                                                                                                                                                                                | 1           |
| 01 | 2    | <p>Give <b>two</b> beliefs about human beings found in the Genesis creation stories.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Students may include some of the following points, but all other relevant points must be credited:<br/> Humans are made in the image and likeness of God/they share the breath (spirit) of God/fashioned by God's own hands/God put them over all the animals/told to multiply and conquer the earth/gave names to the other animals as a sign of mastery/etc.</p> | 2           |

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| 01 | 3 | <p>Explain <b>two</b> ways in which belief in the resurrection of Jesus influences Christians today.</p> <p><b>Target: AO1:2</b> Knowledge and understanding of religion and belief: influence on individuals, communities and societies.</p> <p><b>First way</b><br/> Simple explanation of a relevant and accurate influence – 1 mark<br/> Detailed explanation of a relevant and accurate influence – 2 marks</p> <p><b>Second way</b><br/> Simple explanation of a relevant and accurate influence – 1 mark<br/> Detailed explanation of a relevant and accurate influence – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• gives Christians faith that they will be raised from the dead, by proving that it is possible, helps them overcome fear of death, encourages some to lay down their life for their faith</li> <li>• creates faith that good can triumph over evil, so helps Christians face persecution and suffering</li> <li>• proves that Jesus was God's son, so gives authority to his teaching and example and gives them stronger reason to follow his teaching.</li> </ul> | 4 |
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| 01 | 4 | <p>Explain <b>two</b> Christian teachings about the Incarnation of Jesus.</p> <p>Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First teaching</b><br/> Simple explanation of a relevant and accurate teaching – 1 mark<br/> Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p><b>Second teaching</b><br/> Simple explanation of a relevant and accurate teaching – 1 mark<br/> Detailed explanation of a relevant and accurate teaching – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• Jesus is the Son of God: God became human in Jesus – John 1:14, 'Jesus is divine' 1 Colossians 1:15</li> <li>• Jesus was truly human: he did not just appear to be human, he was the son of Mary, he suffered as human beings do – Luke 1 26–33; Philippians 2:7–8; 1 Tim 3:16</li> <li>• through Jesus everyone can know and understand God: John 12.45. Because of his love for human beings God has lowered himself to the level at which people can understand him. John 1:18</li> </ul> | 5 |
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| 01     | 5                                                                                                                                                                                                                                                                                                                         | <p>'The Eucharist is the only sacrament Catholic Christians need.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"><li>• refer to Catholic teaching</li><li>• give reasoned arguments to support this statement</li><li>• give reasoned arguments to support a different point of view</li><li>• reach a justified conclusion.</li></ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view.<br/>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br/><b>References to religion applied to the issue.</b></td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view.<br/>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br/><b>Clear reference to religion.</b></td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view.<br/>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br/>OR<br/>Recognition of different points of view, each supported by relevant reasons/evidence.<br/><b>Maximum of Level 2 if there is no reference to religion.</b></td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"><li>• all other sacraments find their meaning in the light of the Eucharist/without the life, Death and Resurrection of Jesus which is celebrated in the Eucharist, there would be no sacraments at all</li><li>• through receiving the Eucharist, Christ comes to live in the individual Christian and Christ's Spirit empowers the believer</li></ul> | Levels | Criteria | Marks | 4 | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b> | 10–12 | 3 | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br><b>Clear reference to religion.</b> | 7–9 | 2 | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br>OR<br>Recognition of different points of view, each supported by relevant reasons/evidence.<br><b>Maximum of Level 2 if there is no reference to religion.</b> | 4–6 | 1 | Point of view with reason(s) stated in support. | 1–3 | 0 | Nothing worthy of credit. | 0 | 12 |
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| Levels | Criteria                                                                                                                                                                                                                                                                                                                  | Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 4      | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b>                                                  | 10–12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 3      | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br><b>Clear reference to religion.</b>                                                                                                                  | 7–9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br>OR<br>Recognition of different points of view, each supported by relevant reasons/evidence.<br><b>Maximum of Level 2 if there is no reference to religion.</b> | 4–6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 1      | Point of view with reason(s) stated in support.                                                                                                                                                                                                                                                                           | 1–3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 0      | Nothing worthy of credit.                                                                                                                                                                                                                                                                                                 | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |

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|  |  | <ul style="list-style-type: none"><li>• without the Eucharist as a source of spiritual life, belief and commitment would diminish and die, the Eucharist unites the community in faith, giving strength and encouragement to each of its members.</li></ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"><li>• without baptism, a person is not a Christian so cannot receive the Eucharist</li><li>• all the sacraments are important, each of the sacraments has a particular function which cannot be replaced simply by receiving the Eucharist eg marriage</li><li>• without ordination, there would be no priests to celebrate the Eucharist so the whole life of the Church would be damaged.</li></ul> <p>SPaG 3 marks</p> |  |
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**02 PRACTICES**

| Qu | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total marks |
|----|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 02 | 1    | <p>Which <b>one</b> of the following is a Catholic agency?</p> <p><b>A</b> Childline.<br/> <b>B</b> Cafod.<br/> <b>C</b> Shelter.<br/> <b>D</b> Oxfam.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>Answer: B Cafod.</p>                                                                                                                                                                                                                                                                                           | 1           |
| 02 | 2    | <p>Give <b>two</b> aims of the Society of Saint Vincent de Paul (SVP).</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p>One mark for each of two correct points.<br/> The SVP is dedicated to tackling poverty and disadvantage/by providing practical assistance to those in need/irrespective of ideology, faith, ethnicity, age or gender/to seek and find those in need/to help them in a spirit of justice/to tackle the causes of poverty/through prayer, friendship, mutual support and encouragement, etc.</p> | 2           |

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| 02 | 3 | <p>Explain <b>two</b> contrasting Christian views about the importance of pilgrimage.</p> <p><b>Target: AO1:3</b> Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs.</p> <p><b>First contrasting view</b><br/> Simple explanation of a relevant and accurate contrast – 1 mark<br/> Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p><b>Second contrasting view</b><br/> Simple explanation of a relevant and accurate contrast – 1 mark<br/> Detailed explanation of a relevant and accurate contrast – 2 marks</p> <p>Students may include some of the following points, but all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>the Catholic Church sees life as a pilgrim journey towards God, pilgrimage is an outward sign of that journey. Pilgrimage may be undertaken as a sign of repentance of sin, out of a need to ask God for help, or simply as an act of devotion. It can be an opportunity to learn more about the life of Jesus, or of a saint, and to focus on their example. It is an opportunity to focus on God and to gain strength from other pilgrims</li> <li>in contrast some Christians see no need for pilgrimage, some believe that God is everywhere and no special place brings them any nearer to God. They may not believe that saints have any power to help them, some believe that places of pilgrimage have become tourist attractions and are not spiritual at all, some find that the journey is simply too expensive.</li> </ul> | 4 |
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| 02 | 4 | <p>Explain <b>two</b> ways in which the Rosary is important in Catholic worship.</p> <p>Refer to sacred writing or another source of Christian belief and teaching in your answer.</p> <p><b>Target: AO1:1</b> Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.</p> <p><b>First way</b><br/> Simple explanation of a relevant and accurate way – 1 mark<br/> Detailed explanation of a relevant and accurate way – 2 marks</p> <p><b>Second way</b><br/> Simple explanation of a relevant and accurate way – 1 mark<br/> Detailed explanation of a relevant and accurate way – 2 marks</p> <p>Relevant and accurate reference to sacred writing – 1 mark</p> <p>Students may include some of the following points, all other relevant points must be credited:</p> <ul style="list-style-type: none"> <li>• the Rosary may be taken as the prayer and/or as the beads used to recite that prayer</li> <li>• a reminder of important mysteries or events of the faith: The prayers are a daily and constant reminder of faith and a source of unity among Catholics. They may be prayed by the individual alone, or recited in unison by a group – in church, elsewhere or online. Reference to one of the mysteries</li> <li>• to bring about spiritual fruits: For example, praying the joyful mysteries brings about the fruits of humility, love of neighbour, poverty of spirit, purity and obedience, explanation of one of these</li> <li>• to thank and praise God: strengthening awareness that all people have comes from God and keeping God as the focus in every part of life. "The rosary is a treasure of graces" – Pope Paul V.</li> </ul> | 5 |
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| 02     | 5                                                                                                                                                                                                                                                                                                                         | <p>'The best way for Catholics to reach an understanding of God is by practising prayer.'</p> <p>Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"><li>• refer to Christian teaching</li><li>• give reasoned arguments to support this statement</li><li>• give reasoned arguments to support a different point of view</li><li>• reach a justified conclusion.</li></ul> <p><b>Target: AO2</b> Analyse and evaluate aspects of religion and belief, including significance and influence.</p> <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view.<br/>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br/><b>References to religion applied to the issue.</b></td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view.<br/>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br/><b>Clear reference to religion.</b></td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view.<br/>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br/>OR<br/>Recognition of different points of view, each supported by relevant reasons/evidence.<br/><b>Maximum of Level 2 if there is no reference to religion.</b></td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> <p>Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited.</p> <p><b>Arguments in support</b></p> <ul style="list-style-type: none"><li>• some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people's ideas which could be wrong</li></ul> | Levels | Criteria | Marks | 4 | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b> | 10–12 | 3 | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br><b>Clear reference to religion.</b> | 7–9 | 2 | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br>OR<br>Recognition of different points of view, each supported by relevant reasons/evidence.<br><b>Maximum of Level 2 if there is no reference to religion.</b> | 4–6 | 1 | Point of view with reason(s) stated in support. | 1–3 | 0 | Nothing worthy of credit. | 0 | 12 |
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| Levels | Criteria                                                                                                                                                                                                                                                                                                                  | Marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 4      | A well-argued response, reasoned consideration of different points of view.<br>Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b>                                                  | 10–12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 3      | Reasoned consideration of different points of view.<br>Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.<br><b>Clear reference to religion.</b>                                                                                                                  | 7–9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 2      | Reasoned consideration of a point of view.<br>A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information.<br>OR<br>Recognition of different points of view, each supported by relevant reasons/evidence.<br><b>Maximum of Level 2 if there is no reference to religion.</b> | 4–6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 1      | Point of view with reason(s) stated in support.                                                                                                                                                                                                                                                                           | 1–3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |
| 0      | Nothing worthy of credit.                                                                                                                                                                                                                                                                                                 | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |          |       |   |                                                                                                                                                                                                                                                                          |       |   |                                                                                                                                                                                                          |     |   |                                                                                                                                                                                                                                                                                                                           |     |   |                                                 |     |   |                           |   |    |

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|  | <ul style="list-style-type: none"><li>• the believer focuses on the feeling of being in God's presence/this is sometimes described as a feeling of 'awe and wonder' at the greatness of God</li><li>• God is beyond description because the words get their meaning from the human and natural world around us/so God cannot be understood by reading about him or hearing other people talk about him.</li></ul> <p><b>Arguments in support of other views</b></p> <ul style="list-style-type: none"><li>• not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer</li><li>• the Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself/for example, the creator of the world and Father in heaven</li><li>• study of nature can also lead to an understanding of God, because it is God's creation and God expresses himself through it.</li></ul> |  |
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