



GCSE RELIGIOUS STUDIES A 8062/12

Paper 1 Catholic Christianity

Mark scheme

June 2025

Version: 1.0 Final



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

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

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

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

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

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Mark Schemes for GCSE Religious Studies

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

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

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

Structure

The mark scheme for each question shows:

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

Themes papers guidance (Specification A and Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The mark scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

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

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

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

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

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

- example or evidence
- reference to different views
- detailed information.

1-mark multiple-choice questions

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

2-mark short-answer questions

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

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

4 and 5-mark answer questions

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

12-mark answer questions

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

Level of response marking instructions

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

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

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

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

Spelling, Punctuation and Grammar (SPaG)

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

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

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.	1
No marks awarded	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	0

0 1

Catholic Christianity: Beliefs

0 1 . 1

Which one of the following sacraments is usually received when a Catholic is dying?

[1 mark]

- A Anointing of the Sick**
- B Baptism**
- C Confirmation**
- D Holy Orders**

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

Answer: **A** Anointing of the Sick

0 1 . 2

Give two reasons why the Sacrament of Reconciliation is important for Catholics.

[2 marks]

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

One mark for each of two correct points.

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

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

Reconciliation is important as it is a healing sacrament of the Catholic Church / the penitent receives a special gift of grace / it brings about a change of heart through an examination of conscience / sin harms the relationship with God and the Church / the penitent receives the gift of God's boundless mercy / they are freed from sin / they have the opportunity to get help and advice from the priest / they are brought back into union with God and the Church community / through the sacrament the relationship with God is repaired and strengthened / the relationship with the community is repaired and strengthened / God's forgiveness is given through absolution by the priest / the penitent is asked to make amends for their sins / to go out and try not to sin again, etc.

0 1 . 3

Explain two ways in which the Sacrament of Matrimony (Marriage) influences Christians today.

[4 marks]

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

First way

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

Second way

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

To be a 'detailed explanation' the 'influence' of the way must be included.

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

- When two people get married in a Catholic church they make a public declaration that they are in a committed relationship / marriage is a sacred institution and considered to be a sacred union of two people / the union of a man and woman in the eyes of God / it is a symbol of unity between Christ and his Church / a solemn ceremony / this will influence the couple to be ready for the sacrament beforehand by attending preparation classes / this will help them to ensure that they are making the correct decision / that their love is strong enough and that they are ready to commit to each other.
- Marriage is a serious life commitment / it is a permanent sacrament that the couple confer on each other / the couple make a vow to each other before God as part of that commitment / 'until death do us part' / this will influence the couple as they will have to realise the seriousness of what they are promising / they will have to work hard at the relationship / they have made that lifelong commitment.
- They also make the vows 'for better, for worse, for richer, for poorer' / this will influence the couple as they are committing to remain together through good times and bad / they will have to be prepared for whatever happens and ready to stick by their spouse / to make sacrifices and have patience.
- The vow 'in sickness and in health' is also promised / it will influence the couple as they will have to be ready to take care of their spouse if they become ill / and be prepared to devote themselves to them and put them before their own needs.
- The couple promise to accept children as a gift from God / this may influence views on contraception and family planning / this could mean they may worry about eg having more children than they can afford / it may affect their relationship negatively / cause tension between them.
- Couples who marry in the Catholic Church are called to be witnesses to God's love in the world / they make a covenant with God / this influences them to do their best to live the life that God calls them to / it provides the foundation for the family and the continuation of God's love / they will be expected to love and care for their children and bring them up to share in God's love with them, etc.

0 1 . 4 Explain two Christian beliefs about Hell.

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

[5 marks]

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

First belief

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

Second belief

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

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

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

- For many Christians Hell is the state of separation from God / Christians believe that those who choose to reject God / who turn from God's love and forgiveness / choose to live without God in their lives for all eternity / remain in a state of spiritual darkness / aware of what they have willingly thrown away but unwilling to accept anything from God.
- Some Christians believe that Hell is not a place at all / they reject literal interpretations of Hell / they believe that the idea of Hell was used in the past to frighten people / they may argue that Hell contradicts God's omnibenevolent nature / some believe that people will have the opportunity to repent and be forgiven even after death.
- Christians believe that God does not damn people to Hell / those in Hell have damned themselves in their failure to recognise and accept God / God does not want people to be in Hell but every person has been given free will / this means that some will choose to reject God.
- Those in Hell will remain there for eternity with frustration and awareness of what they have thrown away / Hell has traditionally been shown as a place of endless burning / an image of self-inflicted anger that those in Hell suffer.
- Hell is pictured in the Bible where people are cut off from any relationship with God / those condemned to Hell are aware of the happiness of those in heaven / this awareness increases the suffering of those in Hell, etc.

NB Allow reference to purgatory when it relates to avoiding Hell.

Sources of authority might include:

'In Hades where he was in torment, he (the rich man) looked up and saw Abraham far away, with Lazarus by his side, so he called to him, 'Father Abraham, have pity on me and send Lazarus to dip the tip of his finger in water and cool my tongue, because I am in agony in this fire.' (Luke 16:23–24)

'Between us and you a great chasm has been set in place, so that those who want to go from here cannot, nor can anyone cross over from there to us.' (Luke 16:26)

'Therefore keep watch, because you do not know the day or the hour.' (Matthew 25:13)

‘Throw that worthless servant outside, into the darkness, where there will be weeping and gnashing of teeth.’ (Matthew 25:30)

‘Truly I tell you, whatever you did not do for one of the least of these, you did not do for me. There they will go away to eternal punishment, but the righteous to eternal life.’ (Matthew 25: 45–46)

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

0 1 . 5 'For Christians, the most important belief about Jesus is his resurrection.'

Evaluate this statement.

In your answer you should:

- refer to Catholic teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[SPaG 3 marks]

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

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.	1
No marks awarded	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.	0

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

Arguments in support

- The resurrection is important to Christians because it is a central belief of their faith / without it their faith would be seen to be 'in vain' / 'If Christ has not been raised, our preaching is useless and so is your faith. More than that, we are then found to be false witnesses about God, for we have testified about God that he raised Christ from the dead. but he did not raise him if in fact the dead are not raised. For if the dead are not raised, then Christ has not been raised either.' (1 Corinthians 15:14–16)
- Without the resurrection there would be no Christianity / through God raising Jesus from the dead the ultimate power of sin and death was destroyed / this means that Christians are redeemed / no longer do they need to fear death / death is not the end of life / the resurrection gives hope and consolation to those mourning the death of a loved one as they can enter heaven to be with God eternally.
- God gives Christians victory over death through the resurrection of Jesus / the resurrection proved that Jesus was the Son of God / in the Gospels and Acts of the Apostles the effects of the resurrection on the disciples and others is clearly seen / 'With great power the apostles continued to testify to the resurrection of the Lord Jesus. And God's grace was so powerfully at work in them all' (Acts 4:33) / the Bible shows that Jesus' resurrection means that life after death is available to all who believe / 'Because death is now no longer the end of everything, joy and hope came into the world.' (Youcat 108) / 'Where, O death, is your victory? Where, O death, is your sting? The sting of death is sin, and the power of sin is the law. But thanks be to God, who gives us the victory through our Lord Jesus Christ.' (1 Corinthians 15:55–57), etc.

Arguments in support of other views

- Moral values and behaviour are more important than beliefs such as in the resurrection / acts demonstrating social justice and love of God and neighbour are more important for Christians.
- Other beliefs are more important, eg the Incarnation of Jesus / without his birth there would be no resurrection.
- Jesus' suffering and death is an example of how Christians today might react to suffering / his parables teach Christians today how to live and behave / Jesus' miracles demonstrate his omnipotence / Jesus' care for others gives an example of how Christians should care.
- Belief in the Kingdom of God / belief in the Trinity / are as important as they teach Christians about important aspects of God.
- Some Christians think that everything Jesus stood for during his life is more important and can never die / they may think that being a Christian is about how life on earth is lived and how the example of Jesus is followed / they may see this as more important than focusing on life after death.
- Resurrection appearances in the Bible have puzzling aspects / eg Jesus' followers did not initially recognise him / he seemed to appear in a locked room / disappear after the encounter at Emmaus / yet he could eat food, so was in bodily form / Christians believe the resurrection meant people were no longer trapped in their sins but yet sin still exists / also nowadays scientific evidence suggests that bodily resurrection is impossible.
- Some Christians believe that the resurrection of Jesus was not physical but spiritual / some may believe that what happened to the body of Jesus is not important etc.

NB Credit any appropriate references to Catholic Christian/other Christian teaching.

0 2

Catholic Christianity: Practices

0 2 . 1

Which one of the following is not a Station of the Cross?

[1 mark]

- A Jesus dies on the cross**
- B Jesus is condemned to death**
- C Jesus is stripped of his garments**
- D Jesus rises from the dead**

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

Answer: D Jesus rises from the dead

0 2 . 2

Give two examples of the work of the Society of Saint Vincent de Paul (SVP).

[2 marks]

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

One mark for each of two correct points.

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

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

SVP visit people in need locally / at home / in hospitals / care homes / prisons / they offer support to people who are sick / elderly / prisoners / poor / show friendship and concern / help with shopping / provide food and items for the home / they may set up soup kitchens for those who are homeless / summer camps may be organised for children / they may open stores providing furniture and baby items, etc.

0 2 . 3 Explain two contrasting Christian views about the importance of formal prayer.

[4 marks]

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

First contrasting view

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

Second contrasting view

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

Contrasting may mean opposing or mean different views.

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

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

- Many Christians like to use formal prayers as they are traditional / they have been passed down through many generations / formal prayers often have a structure that can be memorised / some may prefer spontaneous prayer as being more personal and relevant to a situation.
- Jesus taught the Lord's Prayer (Our Father) when his disciples asked him to teach them how to pray (Luke 11:1–4) / others think that Jesus did not mean that Christians should use only this prayer / there are many examples of Jesus using different types of prayer, (eg the spontaneous prayer in Luke 22:42, 'Father, if you are willing, remove this cup ...').
- Some may think that not having to think of their own words may open people up to God's presence / for example when praying with others during Mass or a special church service / which may bring Christians closer together as a community / others think that Christians can feel this closeness through informal prayer, eg Quakers may pray with their own words, with others, when they are moved to do so by the Holy Spirit.
- Some will take comfort from prayers with a set pattern / the Our Father, the Hail Mary, the Creed / others think that the same comfort can come from spontaneous prayer / for example asking God for help in times of anxiety and ill health.
- Some may argue that the importance of formal prayer does not need to be contrasted with that of other types of prayer / since prayer naturally has many parts, each being equally important in its own setting / For example, after teaching his disciples the Our Father, Jesus goes on to talk about the importance of persistence in prayer (Luke 11:5–13).
- Some may argue that informal prayer is more (or equally as) important / there are no set words to remember or just recite / the prayer isn't said without thinking what the words mean / informal prayer can be seen to 'come from the heart' as the person communicates their personal thoughts to God, etc.

Some candidates may take the approach that both types of prayer or worship are appropriate at different times or on different occasions and therefore marks should be awarded accordingly.

0 2 . 4 Explain two things that happen during a Catholic funeral rite.

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

[5 marks]

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

First thing

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

Second thing

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

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

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

- The Catholic funeral rite may begin with a prayer vigil / reception of the body / held the evening before the requiem Mass / it is a time of prayer / reflection for the deceased / offering solace to the mourners / this may take place in church or in the home / it may include scripture readings and hymns / a priest or deacon may be present.
- The Catholic funeral rite is held in a church / during the funeral rite the coffin is blessed using incense / it is sprinkled with holy water / this reflects the belief that the baptised person now joins in the resurrection of Christ / the prayers said reflect belief in the resurrection.
- Prayers are said during the requiem Mass for the deceased person / prayers are also said for the mourners / these prayers show the hope that the mourners and the deceased will meet again in heaven.
- The eulogy may be spoken as a reminder of the person's life as a Christian / a Bible is placed on the coffin symbolising faith in Jesus and the resurrection.
- The Paschal candle is lit and placed near to the coffin / the lit candle represents the light of Christ / it is a reminder of the baptism of the deceased person when a candle was lit for them from the Paschal candle / that same light now shines upon the deceased person.
- A requiem Mass is held / this reflects the belief that the deceased is now in God's presence in heaven / the deceased is at rest with God / the readings during Mass focus on the resurrection of Jesus / the belief in Jesus' death and resurrection makes belief in life after death possible, etc.

Sources of authority might include the following:

'But Christ has indeed been raised from the dead, the first fruits of those who have fallen asleep. For since death came through a man, the resurrection of the dead comes also through a man. For as in Adam all die, so in Christ all will be made alive.' (1 Corinthians 15: 20–22)

‘For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.’ (Romans 8: 38–39)

‘If we live, we live for the Lord; and if we die, we die for the Lord. So, whether we live or die, we belong to the Lord.’ (Romans 14:7–9)

‘In Baptism (Name) received the sign of the cross. May he/she now share in Christ’s victory over sin and death’ (The Catholic Funeral Rite).

‘Eternal rest grant unto him/her, O Lord, and let perpetual light shine upon him/her. May he/she rest in peace. May his/her soul and the souls of all the faithful departed, through the mercy of God, rest in peace. Amen.’ (Eternal Rest prayer).

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

0 2 . 5

‘For Catholics, the duty to ‘love our neighbour’ is the best way to show love for God.’

Evaluate this statement.

In your answer you should:

- **refer to Catholic teaching**
- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **reach a justified conclusion.**

[12 marks]

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

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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

Arguments in support

- Helping those in need is an essential part of being a Catholic / in the Parable of the Sheep and the Goats (Matthew 25:31–46) Catholics learn that they will be judged on how they responded to those in need / caring for those in need is a very positive way of showing love of God.
- In the Parable of the Rich Man and Lazarus (Luke 16:19–31) the rich man does nothing to help Lazarus who is in great need / he shows no love for Lazarus and therefore no love for God / as a result the rich man goes to Hell / there is a warning to everyone in the parable / ‘But Abraham replied, ‘Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony.’ (Luke 16:25)

- Jesus was always willing to help people in need / and in Luke 21:1–4 he praised the poor widow / she put the interests of others before her own and offered everything she had / Jesus' example shows how loving others shows love of God.
- At the end of Mass Catholics are requested to 'Go in peace to love and serve the Lord' / one of the best ways to do this is by helping the poor and needy / the Great Commandment tells Catholics to love their neighbour as themselves and this means actively caring for those in need.
- The social structures in many parts of the world are unjust, leading to human suffering / Gaudium et Spes 26 encourages Catholics to work to create a social order that is based on truth, justice and love / since Christ died for all people (Gaudium et Spes 22), then helping those in need is the best way for Catholics to demonstrate their love for God.
- Pope Francis spoke of helping those in need / 'Where the poor are concerned, it is not talk that matters; what matters is rolling up our sleeves and putting our faith into practice', (Sixth World Day of the Poor November 2022) / this teaches Catholics throughout the world of their responsibilities and that by loving others they demonstrate love of God, etc.

Arguments in support of other views

- Catholics believe that they must show love of God because 'whoever does not love does not know God, because God is love.' (1 John 4:8).
- Helping those in need is an important duty, but some Catholics may struggle themselves / they may not be able to help others in this way / they may feel guilty that they cannot do so and that this will affect their relationship with God.
- Saint (Mother) Teresa said that love begins by taking care of the closest ones – the ones at home / so care for the family is equally important / some Catholics may therefore put love of family first before love of God.
- Catholics have many other equally important ways of showing love for God besides love of neighbour / such as praying formally and informally / receiving the sacraments / keeping the 10 Commandments / attending religious services / there is not just one way of loving God / loving God might best be shown by a Catholic who tries to carry out some or all such duties.
- Alternatively, the best way of loving God might vary for each person / depending on the gifts and abilities of each individual, etc.