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**GCSE**  
**RELIGIOUS STUDIES B**  
**8063/1**

**Paper 1 Catholic Christianity**

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**Mark scheme**

**June 2024**

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Version: 0.3 Post-Standardisation



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](https://www.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 creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

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

### Structure

The mark scheme for each question shows:

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

### General Guidance

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

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

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

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

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

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

### **1-mark multiple-choice questions**

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

### **2-mark short-answer questions**

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

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

### **4 and 5-mark answer questions**

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

### **12-mark answer questions**

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

## Level of response marking instructions

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

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

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

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

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

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

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

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

### Step 1 Determine a level

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

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

## Step 2 Determine a mark

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

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

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

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

## Spelling, Punctuation and Grammar (SPaG)

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

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

| Level                    | Performance descriptor   | Marks awarded |
|--------------------------|--|---------------|
| High performance         | <ul style="list-style-type: none"> <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             |
| Intermediate performance | <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             |
| Threshold performance    | <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             |
| No marks awarded         | <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             |

**0 1**

**Creation**

**0 1 . 1**

**Which one of the following statements best shows the Catholic understanding of the Genesis creation accounts?**

**[1 mark]**

- A They are historically accurate.**
- B They are scientific accounts of the Big Bang.**
- C They are stories with a deep religious meaning.**
- D They prove that the theory of evolution is wrong.**

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

**Answer: C They are stories with a deep religious meaning.**

**0 1 . 2**

**Give two ways in which Christians can show care for the environment.**

**[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:**

Recycling / using public transport / walking instead of using the car / taking part in local conservation schemes / supporting CAFOD's work on sustainability / using methods of agriculture that do not exhaust the soil / praying for change to green policies / campaigning / reducing energy consumption / eating less meat / reducing air travel / installing solar panels / conserving water / reducing use of plastics, etc.

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

|   |   |   |   |
|---|---|---|---|
| 0 | 1 | . | 3 |
|---|---|---|---|

**Explain two ways in which the belief that people are made in the image of God influences Catholic views about the sanctity of life.**

**[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:**

- Because Catholics believe humans are made in God's image, they believe that human life is sacred / people have God's qualities, so must be regarded as God's children / God made humans in his own image / life has meaning and purpose etc.
- God blessed creation, including humans, making them holy / God saw that creation was 'good', therefore human life was created 'perfect', etc.
- Life is a gift from God therefore should be respected / God is the creator of all life from conception to death so people should be treated with care and respect / only God has the right to take life away/abortion and Euthanasia are wrong etc.
- All humans are equally loved by God / all humans deserve to be treated with dignity, etc.

**0 1 . 4 Explain two ways in which Christian works of art show the creation by God.**

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

**[5 marks]**

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

**First way**

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

**Second way**

Simple explanation of a relevant and accurate way – 1 mark

Detailed explanation of a relevant and accurate way – 2 marks

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

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

- Christian works of art show the creation by depicting aspects of the Biblical stories themselves / eg the nineteenth-century stained-glass window in Brussels by Jean-Baptiste Capronnier shows God blessing Adam and Eve / refers to Genesis 2 rather than Genesis 1 / Adam and Eve stand in front of God with animals smaller showing relative importance of humanity compared with the rest of creation / the way they are standing shows Adam and Eve to be subservient to God, etc.
- The fifteenth-century fresco in Slovenia by John of Kastav shows the creation of the sun and moon (4th day of creation in Genesis 1) / land, water, trees suggest the previous days of creation / God holds a book showing he created through his word / but also shows the Bible is God's word / a halo shows the holiness of God / God's two fingers are raised in blessing, etc.
- Some show the religious beliefs contained in the Biblical accounts / eg Michelangelo's *Creation of Adam* shows God as creator of all things / God made everything good shown in Adam as a perfect human specimen / humans are dependent upon God for life / God is transcendent / God's greatness and majesty is shown as angels surround God / although man is totally dependent on God, man is made in God's image / God is nearly touching Adam showing God has a close relationship with his creatures / humans have a unique place in creation yet are totally dependent upon God, etc.
- Some art works are more abstract / less literal in interpreting the Bible stories / eg the twentieth-century mosaic by Hildreth Meière in New York shows God's hand coming out of a cloud / the lines going out from the hand show God's power extends to the whole universe / the hand is relatively large compared to the cloud, showing God's greatness and power / it conveys a sense of God continually creating / the hand merely symbolises God rather than showing the whole of him as a man as in Michelangelo's painting, etc.
- 'From the heart of God' by Elizabeth Wang: shows a flame surrounding the universe meaning the world was created out of God's love / all that exists has sprung from God's 'heart' / God's power

and love sustains creation / all humans are held in God's love if they have not rejected God / God's transcendence / greatness / majesty are shown as angels surround God, etc

Accept other works of art including poetry, music, film, etc.

NB There is no requirement to name a work of art.  
Two ways can come from the same piece of artwork

**Sources of authority might include:**

The Creation accounts in Genesis 1 and 2, eg

'When God began to create the heavens and the earth, the earth was complete chaos, and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, "Let there be light," and there was light. And God saw that the light was good, and God separated the light from the darkness. God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day.' (Genesis 1:1–5)

And God said, "Let there be lights in the dome of the sky to separate the day from the night, and let them be for signs and for seasons and for days and years, and let them be lights in the dome of the sky to give light upon the earth." And it was so. God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars. God set them in the dome of the sky to give light upon the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, the fourth day.' (Genesis 1:14–19)

And God said, "Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky." ... God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth." (Genesis 1:20–22)

'And God said, "Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of the earth of every kind." And it was so.' (Genesis 1:24)

'Then God said, "Let us make humans in our image, according to our likeness, and let them have dominion over the fish of the sea and over the birds of the air and over the cattle and over all the wild animals of the earth and over every creeping thing that creeps upon the earth." So God created humans in his image, in the image of God he created them—male and female he created them.... God saw everything that he had made, and indeed, it was very good.' (Genesis 1: 26–31)

'In the day that the Lord God made the earth and the heavens...the Lord God formed man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being...' (Genesis 2: 4,7)

'Then the Lord God said, "It is not good that the man should be alone; I will make him a helper as his partner." So out of the ground the Lord God formed every animal of the field and every bird of the air and brought them to the man...but for the man there was not found a helper as his partner. So the Lord God caused a deep sleep to fall upon the man, and he slept; then he took one of his ribs and closed up its place with flesh. And the rib that the Lord God had taken from the man he made into a woman and brought her to the man.' (Genesis 2:18–22)

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

**0 1 . 5** ‘Christians should accept everything in the Bible as the word of God.’

**Evaluate this statement.**

**In your answer you should:**

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

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

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

| Level | Criteria   | Marks |
|-------|--|-------|
| 4     | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b>  | 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.<br><b>Clear reference to religion.</b>  | 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.<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     |

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

**Arguments in support:**

- God speaks to his people through the Bible, therefore it is God’s word / God’s word is authoritative / the Holy Spirit inspires people to accept God’s message through the words of scripture / Christians should be guided by the Bible’s teachings, etc.
- Although the Bible had many different writers, Christians believe they were inspired by the Spirit of God to write the truth / the prophets encouraged people to stay faithful to God / the history books show the work of God in the world through historical events / the Gospels tell Christians of Jesus’ life and work / as Jesus was the Word made flesh, the Gospels are of special significance / the letters of the early apostles help Christians apply Jesus’ teachings to daily life, etc.

- The Church teaches that ... 'the books of Scripture must be acknowledged as teaching solidly, faithfully and without error that truth which God wanted to put into sacred writings for the sake of salvation.' (Dei Verbum 11) / the Magisterium helps interpret the Bible for the present day, making it relevant to modern Christians / '...everything that man must know about God and the way of his salvation is found with infallible certainty in Sacred Scripture.' (You Cat 15), etc.

**Arguments in support of other views:**

- Although the Bible is God's word, it was written over a period of 1000 years / while writers were inspired, they were also products of their times and circumstances / 'The Bible is not meant to convey precise historical information or scientific findings to us.' (You Cat, 15) / the way they expressed themselves was influenced by their culture, so perhaps not relevant today, etc.
- The creation stories in Genesis are myths / recent scientific discoveries mean they should not be taken literally / Some Christians interpret the Bible in a literal way / some teaching no longer should apply, eg the implied acceptance of slavery / not eating certain foods / forbidding practices that are now legal in some countries, eg gay relationships, etc.
- The idea of the Bible as God's word need not mean that every single word in this collection of books must be accepted by Christians today / some Christians may not accept that wars form part of the will of God / that events such as the exile to Babylon were a punishment from God, etc.

**0 2** The Triune God, mission and prayer

**0 2 . 1** Which one of the following is not a Eucharistic acclamation?

[1 mark]

- A Alleluia
- B Gloria
- C Gospel
- D Sanctus

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

Answer: C Gospel

**0 2 . 2** Give two examples of Christian mission.

[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.**

Mission ('sending out') involves caring for the needs of others / donating to / working for charity organisations / providing medical care / education / guidance on farming techniques / environmental projects / influencing others by good example / influencing by evangelism (preaching the gospel) / vocations to the priesthood, religious life and marriage / teaching about God / public speaking about God / leafletting / speaking to others about the Christian faith / witnessing in words and actions / going on pilgrimage showing the love of God to others, etc.

0 2 . 3

**Explain two contrasting ways in which traditional (set) prayers are different from spontaneous prayers.**

[4 marks]

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

**First contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Second contrasting way**

Simple explanation of a relevant and accurate contrast – 1 mark

Detailed explanation of a relevant and accurate contrast – 2 marks

**Contrast may mean opposing or different ways.**

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

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

- Traditional prayers use a set formula of words / have been passed down over generations / are taught to children so are part of a person's Christian upbringing / are part of the Mass, the highest form of prayer for a Catholic / strengthens the Body of Christ by allowing Christians to pray together / Jesus taught his disciples to pray eg 'Our Father' ('Lord's Prayer') and Christians should follow his teaching, etc.
- Some are used regularly, eg in the Rosary / 'Our Father' ('Lord's Prayer') / 'Hail Mary' / 'Glory Be to the Father' / the Rosary comforts by using simple repetition / the Rosary allows the mind to go deeper than the words / traditional prayers use familiar words so bring comfort when people are upset / they may be used when prayer is difficult for people as they don't have to think about what to say, etc.
- Traditional prayers can become a mere formality / people may be so familiar with the words they lose their meaning / traditional prayers may become outdated, etc.
- Spontaneous prayers are from the heart / have no format / are the person's own words / are believed to be guided by the Spirit / can include speaking in tongues (glossolalia), etc.
- Spontaneous prayers reflect what the person is feeling at that moment / can convey a person's deepest needs / can be more sincere / reflects the person's individual relationship with God, etc.

**0 2 . 4****Explain two Christian beliefs about the Trinity.**

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

**[5 marks]**

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

**First belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

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

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

- Christians believe the Trinity is three Persons in one God / the Trinity comprises the Father, Son and Holy Spirit / God is a community of Persons (relational) / God is dynamic (full of power and life),/ St Patrick used the shamrock to explain the Trinity etc.
- Each Person of the Trinity has a special role / God the Father is one / almighty / creator of all things / source of all life / 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible' (Nicene Creed), etc.
- God the Son is Jesus Christ / 'only begotten Son of God' / meaning the Son shares in the same nature as the Father in a unique way / 'born of the Father before all ages' / meaning there was never a time when the Son did not exist / the Son is true God, 'consubstantial with the Father' / meaning there is no distinction in nature between Father and Son / the Son took on the limitations of human nature ('by the Holy Spirit was incarnate of the Virgin Mary') / the Son became human out of love, to save humans from sin / suffered and died fulfilling God's promises in the Old Testament / Jesus rose from the dead / ascended into heaven where he takes his place as Son of God / Judge / Lord of all, etc.
- God the Holy Spirit gives life to all things / comes from both Father and Son, uniting them in love / equal in majesty, power and worship to the Father and Son / inspires people to let them know God's will / 'spoke through the prophets' / was sent to the disciples at Pentecost, etc.
- St Augustine taught that the Trinity can be thought of as three Persons united in love/ the Father loves the Son /the Son loves the Father/ the loves that unites them is the Holy Spirit / the Holy Spirit pours out into the hearts of believers / sharing God's love with all people
- Catherine Lacugna taught that the Son has always been apart of God / the Holy Spirit is the love that unites the Father and Son/ this flows out into creation / the Son comes from the father to save humanity / the Holy Spirit guides believers to the Father / all things will be brought back to God

Accept explanations of beliefs about the Trinity as a whole and/or about particular Persons in the Trinity.

**Sources of authority might include:**

‘Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart, and with all your soul, and with all your might.’ (Deuteronomy 6:4–5)

The Trinity was present at Creation: ‘When God began to create the heavens and the earth, the earth was complete chaos, and darkness covered the face of the deep, while a wind from God swept over the face of the waters. Then God said, “Let there be light,” and there was light.’ (Genesis 1:1–3)

The Trinity was present at Jesus’ baptism: ‘And when Jesus had been baptised, just as he came up from the water, suddenly the heavens were opened to him and he saw God’s Spirit descending like a dove and alighting on him. And a voice from the heavens said, “This is my Son, the Beloved, with whom I am well pleased.”’ (Matthew 3:16–17)

Jesus said, “The Father and I are one.” (John 10:30)

‘And because you are children, God has sent the Spirit of his Son into our hearts, crying, “Abba! Father!” So you are no longer a slave but a child, and if a child then also an heir, through God.’ (Galatians 4:6–7)

‘We know that God is triune from Jesus Christ: He, the Son, speaks about his Father in heaven... He prays to him and sends us the Holy Spirit, who is the love of the Father and the Son.’ (Youcat 35)

‘Our Father, who art in heaven...’ (The Lord’s Prayer).

Accept paraphrases of beliefs contained in the Nicene Creed as indicated above, however the source of the belief must be explicitly stated.

“True love is: a trinity of lover, beloved and the love that binds them together into one” St Augustine

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

**0 2 . 5** ‘For a Christian, Baptism is the most important sacrament.’

**Evaluate this statement.**

**In your answer you should:**

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

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

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

| Level | Criteria   | Marks |
|-------|--|-------|
| 4     | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b>  | 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.<br><b>Clear reference to religion.</b>  | 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.<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     |

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

**Arguments in support:**

- It is the most important sacrament because it is through Baptism that a person becomes a member of the Church / becomes a child of God / is cleansed of sin / is given strength of the Holy Spirit to defeat evil in future, etc.
- Baptism is in the name of the Trinity / therefore the person shares in the life of the Trinity / grace enters the person's life / they are called to live in the Spirit / to fulfil all God has made them to be / to join in Christ's redeeming death / to enter the life of the resurrection, etc.
- Baptism is hugely significant in the life of the individual and in the Christian community / ‘Baptism is the way out of the kingdom of death into life, the gateway to the Church, and the beginning of a

lasting communion with God' (You Cat 194) / the waters of Baptism are a promise of eternal life with God in heaven / 'Do you not know that all of us who have been baptised into Christ Jesus were baptised into his death? Therefore, we have been buried with him by baptism into death, so that, just as Christ was raised from the dead by the glory of the Father, so we too might walk in newness of life.' (Romans 6:3–4), etc.

- Jesus told his disciples to 'Go and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Matthew 28:9) / Jesus himself was baptised by John (Mark 1:9), etc.

#### **Arguments in support of other views:**

- Baptism is just a beginning of Christian life, so more is needed / to be a full member of the Catholic Church a person must receive three sacraments: Baptism, Confirmation and Eucharist / most Catholics are baptised as infants when they have not had a say in the decision, etc.
- The Eucharist could be argued to be just as or more important because through receiving the Body and Blood of Christ the person's soul is nourished / without the Eucharist a Catholic cannot live the full life that Christ wants / the Eucharist is the source and summit of Christian life / Baptism happens once but the Eucharist takes place daily so that people can be strengthened in faith and love for Christ / lots of people are baptised and then don't follow their faith, etc.
- Other sacraments are important for different reasons / eg in Confirmation the person makes their own commitment to Christ and the Church / in the Sacrament of Reconciliation a person's sins are forgiven / Matrimony unites a couple for life in God's presence, etc.
- Good moral character is also needed for Christian life / some Christians (Quakers, Salvation Army) do not practise Baptism but are perfectly good Christians, etc.

**0 3**

**Redemption**

**0 3**

**. 1** Which one of the following statements best expresses the Catholic belief in the 'Real Presence'?

**[1 mark]**

- A** Christ is truly present in the consecrated bread and wine.
- B** God is present in human lives.
- C** The bread and wine are symbols of Jesus' body and blood.
- D** The church is the only place to really feel the presence of God.

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

**Answer:** A Christ is truly present in the consecrated bread and wine.

**0 3**

**. 2** Give two reasons why the Agnus Dei is said at Mass.

**[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:**

Catholics believe Jesus is the Lamb of God (Agnus Dei) / who takes away the sins of the world / they ask Jesus for forgiveness / they ask Jesus for peace / welcome the Holy Spirit / the Mass recalls the Last Supper which was a Passover meal / the lamb was a sacrifice that saved the Jews just as Jesus was the sacrifice that saved people from sin / the blood of Jesus destroyed sin and death /brings us closer to God etc.

**0 3 . 3 Explain two contrasting Christian views about salvation.**

**[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

**Contrast may mean opposing or different views.**

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

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

- Catholics believe that salvation came through Jesus' death and resurrection (in the past) / continues to grow in the Church / in the life of the believer who does God's will (in the present) / and will come to full power at the end of time (in the future) / different Christian traditions tend to emphasise one of these views over the others, etc.  
 Some Christians believe that when Jesus died and descended to hell, those in hell were saved.
- Some Christians view salvation as something in the past / achieved through Jesus' death and resurrection / 'once for all' (Hebrews 9:26) / offered by God as a free gift of grace to believers / so salvation is complete / nothing more is needed, etc.
- Other Christians consider salvation an ongoing process / that develops within the Church / Christ won victory over sin but Christians need to play their part in it by resisting temptation / repenting of sin / seeking to do God's will / accepting forgiveness when they sin, etc.
- Some Christians view salvation as something that happens in the future / it will be realised at the end of time / on Judgement Day / when God's Kingdom will be established / however people still have to struggle against sin / in order to share fully in the glory of Christ, etc.
- Irenaeus believed that salvation was part of God's plan / humans were created imperfect so that they could grow into the likeness of God / he used the metaphor of Jesus being the new Adam / made comparison between Adam's rejection of God's will and Jesus' perfect obedience to God's will / even to death on the cross / the disobedience of Adam and Eve came through a tree (the tree of knowledge of good and evil) / it was counteracted by the obedience of Jesus on a tree (the cross), etc.
- Anselm's view of salvation was that God's justice required atonement / he used the metaphor of Jesus 'paying a ransom' for redemption from sin / humans had become slaves to sin / just as slaves could be freed if enough money is paid / so humans were ransomed from their sins by Jesus' perfect obedience and death / Jesus took the punishment on humans' behalf, etc.

0 3 . 4

**Explain two Christian beliefs about the importance of the conscience.****Refer to scripture or another source of Christian belief and teaching in your answer.****[5 marks]****Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority.****First belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

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

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

- Christians believe conscience is important because it is the Voice of God in their hearts / God's Holy Spirit guides each person to make the right choices / people can ignore their conscience because of free will etc.
- Natural Law suggests that conscience is innate / everyone knows instinctively what is right and feels guilty when they do wrong, etc.
- However, it is important that conscience is educated / Christians must also follow God's laws (Ten Commandments / Jesus' commandments) / conscience must be supported by the teachings of the Catholic Church / which are infallibly guided by the Holy Spirit, etc.
- Christians who follow their consciences can inspire others / provide a good example / without a conscience people would do evil / conscience is the way in which people make moral decisions which affect the well-being of others, etc.

**Sources of authority might include:**

The Ten Commandments (Exodus 20:1–17).

The two great commandments of Jesus (Mark 12:29–31).

'When gentiles, who do not possess the law, by nature do what the law requires, these, though not having the law, are a law to themselves. They show that what the law requires is written on their hearts, as their own conscience also bears witness, and their conflicting thoughts will accuse or perhaps excuse them.' (Romans 2:14–15)

‘There he is alone with God, Whose voice echoes in his depths. In a wonderful manner conscience reveals that law which is fulfilled by love of God and neighbour.’ (*Gaudium et Spes* 16)  
Conscience calls people ‘to love good and avoid evil’. (*Gaudium et Spes* 16)

‘Conscience is the inner voice in a man that moves him to do good under any circumstance and to avoid evil by all means. At the same time it is the ability to distinguish the one from the other.’ (*Youcat*)

‘Personal conscience and reason should not be set in opposition to the moral law or the Magisterium of the Church.’ (*Catechism of the Catholic Church* 2039)

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

**0 3 . 5** ‘The altar is the most important feature of a Catholic church.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 marks]**

**[Plus SPaG 3 marks]**

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

| Level | Criteria   | Marks |
|-------|--|-------|
| 4     | A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.<br><b>References to religion applied to the issue.</b>  | 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.<br><b>Clear reference to religion.</b>  | 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.<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     |

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

**Arguments in support:**

- The altar is important because it is the place where the consecration of bread and wine takes place at Mass / it is a place of sacrifice / the offering of bread and wine is joined to Christ’s offering of himself on the cross, etc.
- The altar recalls the Last Supper of Jesus / where the words of consecration were said (‘This is my body...This is my blood’) / Christ is really present on the altar / Catholics receive the Body and Blood of Christ in communion from the altar / the altar reminds Catholics they are sharing in a meal in communion with others / the Mass (Eucharist) is the most important worship so the altar is the central feature in a church, etc.

**Arguments in support of other views:**

- Other features of a Catholic Church are important, eg the lectern where the word of God is read to the people / the readings are important to remind people of God's actions in history / the life and teaching of Jesus / the development of the early Church / without readings from the New Testament, people would not understand the work of Jesus, etc.
- The crucifix is important because it shows Jesus' suffering and death / inspires worshippers to be thankful for his love and sacrifice / it is a powerful symbol of redemption / it shows the humanity of Jesus / it expresses the idea that God is with us / it is so important a symbol that some Christians choose to wear or carry a small crucifix, etc.
- The tabernacle is important as it is where the Blessed Sacrament is reserved / is a focus for silent prayer in the presence of Jesus' 'Real Presence' in the hosts / it may remind worshippers of members of the church who are sick but are then able to join in with the Mass, etc.
- Other features add to the experience of worship, eg statues of saints inspire prayer / candles may be lit for special intentions / beautiful stained-glass windows may inspire worshippers / reveal Bible stories or stories of saints / the Stations of the Cross remind people of Jesus' suffering and death, etc.

**0 4**

**Church and the Kingdom of God**

**0 4**

**. 1 Which one of the following Christian pilgrimage sites is where Jesus died?**

**[1 mark]**

- A Jerusalem**
- B Lourdes**
- C Rome**
- D Walsingham**

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

Answer: A Jerusalem

**0 4**

**. 2 Give two Catholic social teachings from the Magisterium.**

**[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:**

Catholic social teachings include the equality of all humans / the sanctity of life / peace / justice / reconciliation / human rights / 'preferential option for the poor' / Kingdom values / responsibility for one's neighbour / Christian duty to tackle social issues such as poverty / inequality / injustice / the roles of all Catholics, particularly the laity, to bring about the Kingdom of God / love of neighbour, especially those in need / in *Laudato Si*, Pope Francis explored the essential connection between the ownership of natural resources, the regulation of banks, animal experimentation, unemployment, genetic modification, consumerism, abortion, poverty, prayer and politics / *Rerum Novarum* taught fair treatment of workers in terms of wages and conditions / all people are equal, so the poor should be given equal consideration as would apply to any Christian (cf *Gaudium et Spes* 1) / excluding people is wrong (cf *Evangelii Gaudium* 53–54), etc.

0 4 . 3

**Explain two ways in which the Second Vatican Council has influenced the Catholic Church.**

[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:**

- The Council made important changes to the liturgy / affected the way Catholics worshipped / (Sacrosanctum Concilium) eg Mass in native language rather than Latin / allowing people to include aspects of their own culture in the liturgy / priest facing the people / receiving communion in one's hand / receiving both bread and wine in communion / ‘kiss of peace’ / more engagement of the laity in worship and church work, including women, etc.
- The Council allowed changes to the architecture of the church / shape of the church no longer required to be cruciform / altar in the middle of the church etc
- The Council emphasised the importance of the roles of all Catholics, (Lumen Gentium) particularly the laity, to bring about the Kingdom of God (it was not just up to clergy to do so) / brought in a more modern role for the Church in the world / addressed contemporary economic, political and moral issues / encouraged Catholics to tackle social issues such as poverty / inequality / injustice, etc.
- Pope Saint John XXIII called the Council to ‘open the windows of the Church’ (become more open to the world) / (Gaudium et Spes) the Council encouraged dialogue with other faiths / other Christians / it promoted a non-literal reading of scripture (Dei Verbum) / encouraged lay people to form Bible study groups / use the Bible more regularly in prayer, rather than just hearing the scripture at Mass / consulted with lay people / established a Synod of Bishops to continue to discuss issues / encouraged Catholics to see Protestants as brothers and sisters in Christ / allowed Catholics to attend Protestant marriages, etc.

The 4 Vatican II documents are Dei Verbum, Lumen Gentium, Gaudium et Spes and Sacrosanctum Concilium

NB There is no requirement for candidates to name a specific document

0 4 . 4

**Explain two Catholic beliefs about the four marks of the Church (the qualities or characteristics of the Church).**

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

**[5 marks]**

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

**First belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

**Second belief**

Simple explanation of a relevant and accurate belief – 1 mark

Detailed explanation of a relevant and accurate belief – 2 marks

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

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

**NB** The four marks (characteristics / qualities) of the Church are: 'one, holy, catholic and apostolic'. No marks should be awarded for naming any of the four marks of the Church. Students may answer this question either by taking two of the four marks and explaining these or writing about two beliefs about the four marks in general/ two ways may come from the same mark of the Church

- The four marks emphasise a united Church / in which God is at work / without these qualities the Church could not exist / they distinguish the Church from other organisations, etc.
- 'One' refers to the unity of the Church / the Church is the 'Body of Christ' / all Christians are united like a body / through Baptism a person becomes a child of God filled with the Holy Spirit / Catholics receive Christ's Body and Blood in the Eucharist, uniting them to Christ / members of the Church have different roles just like the different parts of a human body / Jesus prayed at the Last Supper for his followers 'that they all may be one' just as Jesus and the Father are one (John 17:21), etc.
- 'Holy' means being set apart for God / it refers to the idea that Christians are sanctified (made holy) through Baptism / it does not mean that all Christians are good / the Church is a community of sinners who are called to repentance by Jesus / each Christian and the whole community is guided by God's Holy Spirit / God's presence and work in the Body of Christ makes the Church holy, etc.
- 'Catholic' refers to the universality of the Church / the teachings and beliefs of the Church are held by Catholics everywhere in the world, etc.
- 'Apostolic' refers to the foundation of the Church by the twelve apostles / these were called to be witnesses to Jesus' message / they were sent out to preach to all nations and baptise them in the name of the Trinity (Matthew 28:18–20) / the apostolic nature of the Church links to the belief in the

apostolic succession / the power of the apostles was passed on to the next generations of bishops, etc.

**Sources of authority might include:**

‘...so we, who are many, are one body in Christ, and individually we are members one of another.’ (Romans 12:5)

‘For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For in the one Spirit we were all baptised into one body—Jews or Greeks, slaves or free—and we were all made to drink of one Spirit.’ (1 Corinthians 12:12–13)

‘If one member suffers, all suffer together with it; if one member is honoured, all rejoice together with it. Now you are the body of Christ and individually members of it. And God has appointed in the church first apostles, second prophets, third teachers, then deeds of power, then gifts of healing, forms of assistance, forms of leadership, various kinds of tongues.’ (1 Corinthians 12: 26–28)

‘The union is so strong that it joins [Christ] and us like the head and members of a human body and makes us one.’ (You Cat 126)

‘I have come to call not the righteous, but sinners to repentance.’ (Luke 5:32)

‘And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit and teaching them to obey everything that I have commanded you. And remember, I am with you always, to the end of the age.”’ (Matthew 28:18–20)

‘The Church is holy, not because all her members are supposedly holy, but rather because God is holy and is at work in her. All members of the Church are sanctified by Baptism.’ (You Cat 132)

‘I believe in one, holy, catholic and apostolic Church...’ (The Nicene Creed)

Authority of the Pope

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

**0 4 . 5** ‘Catholic agencies should care for people in their local areas rather than in other parts of the world.’

**Evaluate this statement.**

**In your answer you should:**

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

**[12 marks]**

**[Plus SPaG 3 marks]**

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

| <b>Level</b> | <b>Criteria</b>  | <b>Marks</b> |
|--------------|--|--------------|
| 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.<br><b>References to religion applied to the issue.</b>  | 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.<br><b>Clear reference to religion.</b>  | 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.<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            |

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

**Arguments in support:**

- Charity begins at home / love of neighbour requires helping those closest / the needs of local people are clearer to see than those of people in other countries / many local Catholic agencies support people who are from other countries / particularly asylum seekers / refugees / ‘Those who do not love a brother or sister whom they have seen, cannot love God whom they have not seen.’ (1 John 4:20), etc.
- Many Catholic charities help people in Britain, eg St Vincent de Paul Society (SVP) works locally on an individual basis / visits people in their homes / in hospitals / in care homes / in prisons / offers support by visiting the sick and the elderly / helps people with shopping / gives practical help

around the house / provides food, etc / larger projects involve soup runs / summer camps for children / free furniture / advice to asylum seekers / it is important having helpers who speak the local language / helpers can more easily make judgments about where the need is greatest / evaluating the success of support is easier, etc.

- DePaul UK is another Catholic agency that helps homeless young people / offers them a safe place to stay in a crisis / helps them take the step from homelessness into stable housing / provides specialist long-term support to help get lives back on track / there are problems of poverty / social deprivation / drugs / difficult family situations in Britain that require the help of Christians, etc.
- National campaigns are also important to prevent problems before they happen / agencies like Caritas Social Action Network (CSAN) / Society for the Protection of Unborn Children (SPUC) do this work on a national basis / it is important to try to effect change in Britain where people have the most influence, etc.

#### **Arguments in support of other views:**

- Jesus taught in the Parable of the Good Samaritan that anyone in need is a neighbour / not just people close to home / the needs of people in the developing world are more severe than those of people in this country / there are greater inequalities in wealth, etc.
- Catholic agencies support local, national and global charities so there is no need to limit their work to Britain / the Catholic Agency for Overseas Development (CAFOD) works globally with other charities / provides emergency aid for people when natural disasters and war ruin lives / gives long-term aid such as irrigation schemes, education, healthcare, etc / challenges national policies and laws that damage the poor / eg in relation to inequality or climate change / provides legal assistance when poor farmers are in danger of losing their land, etc.
- Supporting people in other countries helps them secure future improvement / become self-sufficient / providing money for other countries will enable local people there to help their own people in the ways they see to be most important / many organisations in Britain use local organisations in other countries to help target the aid appropriately, etc.
- The Pope has written about 'the preferential option for the poor' / emergency aid is needed when natural disasters happen / this generally takes place more often in lower socioeconomic countries / God created everyone on earth, so all are deserving of help wherever located, etc.