

KS4 GCSE Divinity GCSE Eduqas Catholic Christianity Route B

Year 10 Curriculum Intent

We start our journey in faith at Saint Martin's by studying an introductory topic '**Welcome to Divinity**' knowledge powerpoint that outlines our Mission and Vision in Divinity; we want you to be '**Pilgrims of Hope**'; '**Builders of Peace**' and '**Ordinary people called to be Saints**' our CMAT vision for our St Thomas Aquinas feast day 2024. We want you to know our Mission Statement, our Virtues; the importance of our Dominican charisms, to know about the Word of God, to learn about our faith and how we live out Catholic Social Teaching in our lives and in the subjects you learn so that you can begin to make connections to enable you to be the best version of yourself. (St Catherine of Sienna "**Be who God meany you to be and you will set the world on fire**"; St Thomas Aquinas "**The things we love tell us what we are**"; "**It is better to illuminate than to shine**", how we can be like St Martin de Porres today and promote racial justice to all that we meet ; the importance of our school badge and why '**Veritas**', Truth enables us as Jesus said, "**I have come so that you can live life to the full 10:10** by following Jesus's example, "**I am the Way, the Truth and the life; no one come to the Father except through me.**" Jn 14:6.

Through our time at Saint Martin's we try to live out Bishop Patrick's themes of '**Encounter**', '**Discipleship**' and '**Missionary Discipleship**'.

Encounter and dialogue with other faiths is crucial to building a better world so you will learn the key points of major world faiths in a Interfaith Knowledge Booklet which we will complete during Interfaith week in Divinity in November. We will look at extracts from the Bishops of England and Wales document '**Love the Stranger**' which places the human being at the heart of our pastoral outreach, looking beyond statistics and policies to the person – each with a name, a face and a story. To look at Meeting God in Friend and Stranger. This document is from the Bishops of England and Wales and is to help us to "foster respect and mutual understanding between the religions".

<https://www.cbcew.org.uk/wp-content/uploads/sites/3/2018/11/MGFS-working-materials.pdf>

Component 1 Origins and Meaning and Good and Evil 1 hour and 30 minutes

Format of paper

Origins and Meaning 45 minutes

Two 2 mark questions	4
Two 5 mark questions	10
Two 8 mark questions	16
One 15 mark question	15 +6 SPAG

Good and Evil 45 minutes

one 2 mark question	2
one 5 mark question	5
one 8 mark question	8
two 15 mark questions	15 + 15

Mark boundaries 2023

87/96	91%	= 9	A**
81/96	84%	= 8	A*
74/96	77%	= 7	A

68/96 71% = 6 B
 61/96 64% = 5 high C
 53/96 55% = 4 C

What you must revise for Origins and Meaning

Areas of Study	Specific Content
Origins and Meaning	<ul style="list-style-type: none"> ➤ Catholic beliefs and teachings about the origin of the universe and the concept of creation <i>ex nihilo</i> as expressed in the writing of St Augustine (specifically <i>Confessions</i> XII, 7) ➤ The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict ➤ The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict ➤ Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's <i>Message To The Pontifical Academy Of Sciences: On Evolution</i> (22 October 1996, paragraphs 3 & 4) ➤ Catholic beliefs and teachings about the origin and sanctity of human life and the concept of <i>imago Dei</i> as expressed in the writings of St Catherine of Siena (specifically <i>The Dialogue of St Catherine of Siena</i>, of <i>Discretion</i>) ➤ The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion ➤ Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges
Beliefs: Creation	<ul style="list-style-type: none"> ➤ Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings ➤ The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation ➤ A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment

Sources: The Bible	<ul style="list-style-type: none"> ➤ The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms ➤ Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts
Forms: Painting	<ul style="list-style-type: none"> ➤ The meaning of Michelangelo's Creation of Adam in the Sistine chapel ➤ The extent to which Michelangelo's <i>Creation of Adam</i> expresses Catholic beliefs about creation, God and human beings
Forms: Symbolism	<ul style="list-style-type: none"> ➤ The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists ➤ The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic
Practices: Loving and Serving in Catholic communities in Britain and elsewhere	<ul style="list-style-type: none"> ➤ The influence of the concept of <i>imago Dei</i> on Catholic Social Teaching about justice, peace and reconciliation, with reference to <i>Gaudium et Spes</i> 29 & 78 ➤ The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism ➤ The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation

Key words 2 marks

DIVINITY GCSE – 3. ORIGINS & MEANING	
1. Transcendent	Outside of space and time.
2. Omnipotence	The belief that God is all-powerful.
3. Ex nihilo	The belief that God created the universe out of nothing.
4. imago Dei	The belief that human beings are made in the image and likeness of God.
5. Revelation	The ways in which God makes himself known to human beings.
6. Inspiration	The belief that the Holy Spirit guides an individual to do or write what is good and true.
7. Stewardship	To care for creation, as stewards and co-creators, rather than consumers.
8. Evolution	The process of mutation and natural selection which leads to changes in species over time.

You will be asked two 5-mark questions.

A 5-mark question always begins with the word 'Describe' Look at giving 2 paragraphs using religious specialist language (from KO) and SOWA sources of wisdom and authority.

You have 5 minutes to answer this question in the exam.

You will be asked two 8-mark questions.

An 8-mark question always begins with 'Explain'

To gain the maximum marks on this question you must give Catholic Christianity and Jewish views on the topic you are asked (Orthodox and Reform Jews) You must explain why your points are important to Catholics because.... Use Religious Specialist language and SOWA. Explain why your points are important for Orthodox Jews because... back up with RSL and SOWA. Explain why your points are important for Reform Jews because... back up with RSL and SOWA.

I would give 2 detailed paragraphs, 4 points on Catholic Views but you must explain why it is important to Catholics..... This is important to Catholics because

Then give 4 points from an Orthodox View use RSL SOWA, remember to say this is important to Orthodox Jews because....

Explain what Reform Jews would say, back up with RSL and SOWA and explain why it is important for Reform Jews.

Personally, I would look at creating revision mind maps for each area on Catholic Christianity and Judaism to cover your 8 marks. Look at RSL you can use and SOWA.

You will be asked one 15-mark question. **You must write in full paragraphs and look at SPAG as you will be marked out of 6 on this question.** You must refer to religious and non-religious beliefs such as humanist and atheists in this answer. **So, revise Catholic, Jewish, Atheist, Humanist views as well as preparing your own detailed conclusions on topics with further SOWA for your d task.**

Exam practice questions

Part a Questions-Key words 2 marks

You will need to know the correct definition of the following terms:

Omnipotent

Transcendent

Imago Dei

Ex Nihilo

Stewardship

Revelation

Inspiration

Evolution

Part b questions- Describe 5 marks

Describe St Augustine's teachings on Ex nihilo in his book Confessions.

Describe St Augustine's teachings about the origins of the universe.

Describe how Christians respond to scientific origins of the universe.

Describe non-religious views about how humans came into existence.

Describe Catholic responses to the Theory of evolution.

Describe Catholic responses to scientific theories about creation.

Describe what Catholics believe about the Genesis stories.

Describe what Creation stories teach us about humans.

Describe what creation stories teach us about God.

Describe Pope Francis' teachings on Laudato Si.

Describe humanist attitudes towards the environment.

Describe how Michelangelo's creation of Adam expresses Catholic beliefs about Creation.

Describe what two of the symbols of the Tree of Life apse mosaic in St Clemente in Rome represent.

Describe how the Tree of Life apse mosaic shows the theological belief of Christ as the new Adam.

Describe how the Bible is a source of Inspiration and Revelation.

Describe how Cafod reflects Church teachings.

Describe St Catherine of Sienna's teaching about being made in the image of God.

Describe Pope Paul's teachings in Gaudium et Spes.

Describe with reference to Gaudium et Spes how the concept of Imago Dei will affect how a Catholic addresses issues of peace, forgiveness and justice.

Describe what inter-faith dialogue is.

Describe Catholic Social Teachings.

Part c questions- Explain 8 marks

Explain from either Catholic Christianity and Judaism or two different Christian traditions teachings about the origins of the universe.

Explain from either Catholic Christianity and Judaism or two different Christian traditions teachings about the origins of human beings.

Explain from either Catholic Christianity and Judaism or two different Christian traditions teachings attitudes towards the environment.

Explain from either Catholic Christianity and Judaism or two different Christian traditions how the Bible is interpreted.

Explain from either Catholic Christianity and Judaism or two different Christian traditions how the Creation stories are interpreted.

Explain from either Catholic Christianity and Judaism or two different Christian traditions attitudes towards abortion.

Explain from either Catholic Christianity and Judaism or two different Christian traditions attitudes towards peace.

Explain from either Catholic Christianity and Judaism or two different Christian traditions attitudes towards the value of human life.

Part d questions- Statement 15 marks.

‘The Theory of Evolution is the best explanation for the origin of the universe’.

‘Catholics are right about creation’.

‘Abortion is murder’.

Questions that have not been asked so far.

What do Catholics mean by Evolution? (2)

What do Catholics mean by stewardship? (2)

Describe the first and second accounts of Creation in Genesis.(5)

Describe Catholic understanding of the nature of revelation and inspiration(5)

Describe the extent to which Michelangelo’s Creation of Adam expresses Catholic beliefs about creation, God and human beings. (5)

Describe the symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic(5)

All 8 mark questions asked with reference to Catholic Christianity and Judaism from textbook. Worth pointing out to students any question with a Jewish perspective could be asked for 8 marks on this paper. Revision mindmaps to include Jewish viewpoints.

Interfaith dialogue is the most important thing a person can do. (include beliefs of atheists and humanists)(15)

EDUQAS GCSE RELIGIOUS STUDIES - PAST EXAM QUESTIONS

COMPONENT 1 – FOUNDATIONAL CATHOLIC THEOLOGY Theme 1 - Origins and Meaning

Q	2022
a (i)	What do Catholics mean by 'omnipotence'? (2)
a (ii)	What do Catholics mean by 'inspiration'? (2)
b (i)	Describe Catholic attitudes about caring for the planet.(5)
b (ii)	Describe how Catholic teachings are shown in Michelangelo's Creation of Adam. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, attitudes about abortion.(8)
c (ii)	Explain from either Catholic Christianity and Judaism or two Christian traditions, beliefs about the interpretation of the Creation accounts in Genesis. (8)
d	'Evolution proves that God does not exist.' Discuss this statement showing you have considered more than one point of view. (You must refer to religious and non -religious beliefs, such as Humanists and Atheists in your answer). (15 + 6 SPAG)

EDUQAS GCSE RELIGIOUS STUDIES - PAST EXAM QUESTIONS

COMPONENT 1 – FOUNDATIONAL CATHOLIC THEOLOGY Theme 1 - Origins and Meaning

Q	2021
a (i)	What do Catholics mean by 'creation ex nihilo'? (2)
a (ii)	What do Catholics mean by 'revelation'? [2]
b (i)	Describe the work of a Catholic charity (5)
b (ii)	Describe the role of the Catholic Church in interfaith dialogue. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about the creation of the universe. [8]
c (ii)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about the value of human life. [8]
d	'Loving your neighbour is the most important thing a person can do.' Discuss this statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15] Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [6]

EDUQAS GCSE RELIGIOUS STUDIES - PAST EXAM QUESTIONS

COMPONENT 1– FOUNDATIONAL CATHOLIC THEOLOGY Theme 1 -Origins and Meaning

Q	2020
a (i)	What do Catholics mean by ' <i>imago Dei</i> '? (2)
a (ii)	What do Catholics mean by 'revelation'? (2)
b (i)	Describe what ' <i>Gaudium et spes</i> ' teaches about peace. (5)
b (ii)	Describe two Catholic beliefs about God that are shown in Michelangelo's ' <i>Creation of Adam</i> '. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, how the Creation accounts in Genesis are interpreted. (8)
c (ii)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about the sanctity of life. (8)
d	'No-one should have the right to an abortion.' (include beliefs of Humanists and Atheists) (15)

Q	2019
a (i)	What do Catholics mean by 'inspiration'? (2)
a (ii)	What do Catholics mean by 'transcendence'? (2)
b (i)	Describe St Augustine's teaching about the origin of the universe. (5)
b (ii)	Describe two ways in which the work of CAFOD reflects Catholic teaching about human dignity. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about abortion. (8)
c (ii)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about caring for the environment. (8)
d	'The Theory of Evolution is the best explanation for the origin of humans.' (include beliefs of Humanists and Atheists) (15)

COMPONENT 1 – FOUNDATIONAL CATHOLIC THEOLOGY **Theme 1 - Origins and Meaning**

Q	2018
a (i)	What do Catholics mean by 'omnipotence'? (2)
a (ii)	What do Catholics mean by 'stewardship'? (2)
b (i)	Describe St Catherine of Siena's teaching about being made in the image of God. (5)
b (ii)	Describe what two of the symbols in the 'Tree of Life' apse mosaic in St Clemente in Rome represent. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, teachings about the origins of the universe. (8)
c (ii)	Explain, from either Catholic Christianity and Judaism or two Christian traditions how the Bible is interpreted. (8)
d	'Only Humanists have a duty to care for the environment.' (include beliefs of Humanists and Atheists) (15)

Q	SAMPLE PAPER
a (i)	What do Catholics mean by creation <i>ex nihilo</i> ? (2)
a (ii)	What do Catholics mean by ' <i>imago Dei</i> '? (2)
b (i)	Describe the teaching of the Catholic Church on the scientific theory of evolution. (5)
b (ii)	Choose one Christian charity and describe how its work reflects Catholic beliefs about the dignity of the human being. (5)
c (i)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, attitudes towards abortion. (8)
c (ii)	Explain, from either Catholic Christianity and Judaism or two Christian traditions, belief in humanity as created <i>imago Dei</i> . (8)
d	'The world is ours to do what we like with.' (include beliefs of Humanists and Atheists) (15)