

Divinity Walk Thru Paper to help you prepare and revise for November mocks

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



ORIGINS+MEANING	GOOD+EVIL
1. creation ex nihilo - creation out of nothing	15. Conscience - Human reason making moral decisions; the God-given knowledge of what's right and wrong
2. evolution - the process of mutation and natural selection which leads to changes in species over time	16. Evil - The absence of good and the urge to pursue our own selfish desires at the expense of others
3. imago Dei - in the image of God	17. Free-will - The ability to choose right from wrong without being controlled by other forces
4. inspiration - the belief that the Holy Spirit guides an individual to act or write what is good and true.	18. Goodness - The quality of being like God: seeking the well-being of others selflessly
5. omnipotence – the belief that God is all-powerful	19. Incarnation - 'Made flesh' – the Christian belief that God became man in the person of Jesus
6. revelation - the ways in which God makes himself known to human beings	20. Natural Law - The moral laws of right and wrong which apply in all times and places and are not dependent on human laws
7. stewardship - to care for creation, as stewards rather than consumers	21. Privation - The loss or absence of something (evil is a privation of good)
8. transcendence – existing outside of space and time (like God)	22. Suffering - Pain or loss which harms humans – moral evil is caused by other humans, while natural evil is not
9. Confessions - A work by St Augustine in which he explains why God must have made the universe out of nothing	23. The Enchiridion - A work by St Augustine in which he states evil is a privation of good and that God can bring good out of evil
10. Message to the Pontifical Academy of Sciences: on evolution - An address by Pope John Paul II making clear Catholic acceptance of evolution, calling it 'more than a hypothesis'	24. The Suffering Servant - A passage from Isaiah about a man who will suffer for the sins of others. Christians see it as about Christ – Jews think it's about Israel
11. The Dialogue of Divine Providence - A work by St Catherine of Siena in which she says being made <i>imago Dei</i> gives us dignity and the ability to recognise our faults	25. The Nicene Creed - A prayer declaring belief in the Trinitarian nature of God and the reality of the incarnation
12. Genesis 1 - A Biblical account of God making the universe by the power of his word in six days before resting on the seventh	26. De Trinitate - A work by St Augustine in which he compares the Trinity to the lover, the beloved and the love between them
13. Genesis 2 - A Biblical account of God making Adam and Eve and giving them responsibilities in relation to nature	27. John's Prologue - The opening of John's Gospel in which the incarnation is described as the 'Word' becoming flesh and dwelling among us
14. Gaudium et Spes - A Vatican II example of Catholic Social Teaching. It asserts 'the basic equality of all' because 'all men possess a rational soul'	28. The Kenosis Hymn - A passage from St Paul's letter to the Philippians in which the incarnation is described as Christ taking the form of a slave rather than clinging to his divinity
	30. Salvifici Doloris - An encyclical by John Paul II which suggests the cross answers the question of the meaning of suffering and that suffering helps produce <u>endurance+character</u>
	31. The Sermon on the Mount - A collection of Jesus' teachings in Matthew's Gospel in which he claims moral authority and describes those who suffer as 'blessed'

Time plan for the exam is crucial.

Using your booklets, [GCSE RE \(Eduqas\) - Catholics and origins of the universe 5min recap](#)
Catholic Christianity Origins and Meanings will be on Satchel One to help you answer the following questions in depth.

Examples of questions for you to work on over the next few weeks to help you prepare for the mocks and to learn.

What do Catholics mean by 'creation ex nihilo' (2)

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What do Catholics mean by 'revelation'? (2)

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Describe St Augustine's teaching in Confessions (5) You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

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[illegible]

Describe St Catherine of Sienna's Teaching in Dialogues of Divine Providence. (5) You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

[illegible]

Explain from either Catholic Christianity or Judaism or two Christian traditions beliefs about the Bible (8) You must write two paragraphs (one Catholic and one Jewish), and each paragraph should be at least four sentences. Each paragraph should include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints etc. for Catholics; the Torah, the Tanakh, the Talmud etc. for Jews)

[illegible]

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Explain from Catholic Christianity or Judaism or two Christian traditions beliefs about God's goodness in Genesis 1 and 2. (8) You must write two paragraphs (one Catholic and one Jewish), and each paragraph should be at least four sentences. Each paragraph should include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints etc. for Catholics; the Torah, the Tanakh, the Talmud etc. for Jews)

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Explain from Catholic Christianity or Judaism or two Christian traditions beliefs about the environment. (8) You must write two paragraphs (one Catholic and one Jewish), and each paragraph should be at least four sentences. Each paragraph should include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints etc. for Catholics; the Torah, the Tanakh, the Talmud etc. for Jews)

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Interfaith dialogue is the most important thing a person can do. (15)
(You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) Marks for spelling, punctuation and the accurate use of grammar are allocated to this question (6)

Using your booklets, [GCSE RE \(Eduqas\) - Original Sin 5min recap](#) Catholic Christianity Good and Evil will be on Satchel One to help you answer the following questions in depth.

Good and Evil

(a) What do Catholics mean by ‘Natural Law’? [2]

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(b) Describe two religious practices that might take place during a pilgrimage to Lourdes. [5] You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

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Describe Pope John Paul II’s teaching on Salvific Doloris(5) You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

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[illegible][illegible][illegible]

Describe what St John says about Incarnation. (5) You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

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Describe what St Paul says about Incarnation (Kenosis hymn) 5 You must write at least five sentences and include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints, popes)

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(c) Explain, from either Catholic Christianity and Judaism or two Christian traditions, beliefs about statues. (8) You must write two paragraphs (one Catholic and one Jewish), and each paragraph should be at least four sentences. Each paragraph should include at least one reference to a source of authority (e.g. the Bible, the Catechism [CCC], saints etc. for Catholics; the Torah, the Tanakh, the Talmud etc. for Jews)

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‘One God can’t be three persons.’

**Discuss this statement showing that you have considered more than one point of view.
(You must refer to religion and belief in your answer.) 15 marks**

AGREEING PARAGRAPH – explain in detail who would agree with this statement and why. Use the PEE structure to explain one reason why some might agree with the statement, and then use the PEE structure again to explain a second reason. That should make the paragraph at least six sentences.

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and Atheists, in your answer.) [15]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. (6)

AGREEING PARAGRAPH – explain in detail who would agree with this statement and why. Use the PEE structure to explain one reason why some might agree with the statement, and then use the PEE structure again to explain a second reason. That should make the paragraph at least six sentences.

This image shows a full page of dot grid paper. It consists of multiple horizontal rows of small, evenly spaced black dots on a white background. The dots are arranged in straight lines across the entire width of the page, providing a guide for writing or drawing without solid lines.

DISAGREEING PARAGRAPH – explain in detail who would disagree with this statement and why. Use the PEE structure to explain one reason why some might disagree with the statement, and then use the PEE structure again to explain a second reason. That should make the paragraph at least six sentences.

[illegible]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. (6)

AGREEING PARAGRAPH – explain in detail who would agree with this statement and why. Use the PEE structure to explain one reason why some might agree with the statement, and then use the PEE structure again to explain a second reason. That should make the paragraph at least six sentences.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

DISAGREEING PARAGRAPH – explain in detail who would disagree with this statement and why. Use the PEE structure to explain one reason why some might disagree with the statement, and then use the PEE structure again to explain a second reason. That should make the paragraph at least six sentences.

[illegible]

CONCLUSION – declare whether you agree or disagree with the statement. To support your position, say why you think the viewpoint you agree with is strong and why the viewpoint you disagree with is weak.