

WORKBOOK

EDUQAS GCSE (9–1)

Religious Studies



ROUTE B

Catholic Christianity and Judaism

- ✓ Confidently prepare for assessment with exam-style questions
- ✓ Online answers to every question



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About this book

- 1 This workbook will help you to prepare for the Eduqas GCSE (9–1) Religious Studies: Route B exam, covering Components 1, 2 and 3.
- 2 Eduqas GCSE (9–1) Religious Studies: Route B is assessed by three exams:
 - **Component 1: Foundational Catholic theology** is 90 minutes and focuses on ‘Origins and meaning’ and ‘Good and evil’. This exam is out of 96 marks (6 marks awarded for spelling, punctuation and the accurate use of grammar) and is worth 37.5 per cent of the qualification.
 - **Component 2: Applied Catholic theology** is 90 minutes and focuses on ‘Life and death’ and ‘Sin and forgiveness’. This exam is out of 96 marks (6 marks awarded for spelling, punctuation and the accurate use of grammar) and is worth 37.5 per cent of the qualification.
 - **Component 3: Study of a world faith** is 60 minutes and focuses on ‘Judaism: Beliefs and teachings’ and ‘Judaism: Practices’. This exam is out of 60 marks and is worth 25 per cent of the qualification.
- 3 The questions and tasks in this workbook are scaffolded – they begin with recall of key terms, religious beliefs, teachings and practices and they work up to more complex questions that help consolidate both your knowledge and the skills required for the exam questions. Each section also includes questions that are exam style, encouraging you to think across this and other topics, bringing together all your skills and knowledge.
- 4 You will still need to read your textbook and refer to your revision guides and lesson notes.
- 5 Marks available for the exam-style questions are indicated so that you can gauge the level of detail required in your answer.
- 6 Timings are given for the exam-style questions to make your practice as realistic as possible. The marks available for each question also indicate how much time you should spend on these questions.
- 7 It is important to remember that, while this book covers the content required by the Eduqas GCSE specification, there is great diversity within the worldview traditions covered, and no one view presented can ever be fully representative of one tradition.
- 8 Answers for all the questions are available at: www.hoddereducation.co.uk/workbookanswers

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Component 1: Foundational Catholic theology

Theme 1: Origins and meaning

This theme looks at Catholic and other religious and non-religious beliefs about the origin of the universe and their respective approach to the dignity and worth of human life. It considers Catholic sources of wisdom and authority, such as the Bible, paintings and symbolism, and how these reveal Catholic beliefs. It also considers how Catholic teachings influence beliefs about other religions and 'loving one's neighbour'.

Practice questions



Origins and meaning

- 1 The following key concepts relate to the origins and meaning unit. Draw a line connecting each key concept to its definition.

Key concept	Definition
Transcendence	The idea that God created the world from nothing; St Augustine put this idea forward in his book <i>Confessions</i>
<i>Imago Dei</i>	The belief that God is all powerful
Revelation	The idea that God exists above and beyond our world; outside of space and time
Creation <i>ex nihilo</i>	A Latin phrase that means 'in the image of God'; an idea that comes from the book of Genesis which teaches that humans were created in the image of God
Inspiration	The belief that God makes himself known to the world through the Bible and in the person of Jesus Christ
Stewardship	The gradual development of something; Charles Darwin's theory that species developed from simple life forms
Omnipotence	Meaning 'God breathed'; the belief that the ideas contained in the Bible were guided by the Holy Spirit to be good and true
Evolution	The duty to protect and preserve the environment so it can be passed on to the next generation

- 2 Outline different Catholic beliefs and teachings about the origin of the universe with reference to the following concepts and sources.

- Omnipotence
- Transcendence
- Creation *ex nihilo*
- St Augustine
- Genesis

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- 3 Read the statements below and decide if they represent the views of Catholic Christians, Christians who take a fundamentalist approach or whether they apply to both.

Statements	Christian approach
Genesis should be read and interpreted as a myth. Genesis reveals important beliefs and truths about God.	
Adam and Eve were the first humans. They were the beginning of the species.	
Any scientific account that conflicts with Genesis is incorrect – God is the origin of the universe.	
God created the world <i>ex nihilo</i> – from nothing. This was taught by St Augustine in his book <i>Confessions</i> .	
God created the world in six 24-hour days as described in the book of Genesis.	
God created the entire universe: ‘In the beginning God created the heavens and the earth.’ (Genesis)	
God created human beings in his image and likeness (<i>imago Dei</i>): ‘Then God said, “Let us make mankind in our image, in our likeness.”’ (Genesis)	
Plants, animals and humans were created with their characteristics at the time of creation. They have not evolved.	
The theory of evolution and God can go together. Genesis is not literal, and God is the origin of the universe.	
St Pope John Paul II argued that the theory of evolution can be accepted. A literal interpretation of Genesis is not required.	
God is omnipotent which means that it is possible that God could have created the entire universe in six days.	
The six days of creation in Genesis can represent the order in which things have developed through the process of evolution.	

Exam-style question



Theme 1: Origins and meaning

- 1 Explain, from **either** Catholic Christianity and Judaism **or two** Christian traditions, beliefs about the creation of the universe.

8 marks



Write your answer on a separate sheet of paper.

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- 4 Read the brief descriptions in the box below and then decide to whom each of the following statements / teachings belong.

Stephen Hawking: twentieth-century physicist famous for his teachings on black holes and the big bang

Richard Dawkins: twentieth-century evolutionary biologist / atheist who argues that evolution disproves the need for God

St Pope John Paul II: former head of the Catholic Church who saw science and religion as being compatible

Charles Darwin: nineteenth-century naturalist and biologist best known for contributions to the science of evolution

St Augustine: fourth-century theologian and bishop who argued that God created the world from nothing (*ex nihilo*)

- a He argued in his book *Confessions* that God created the universe *ex nihilo*. The Catholic Church believes God is the origin of the universe.

- b He concluded that the Big Bang proves there is no need for a divine creator.

- c He argued that the scientific theory of evolution and faith in God are compatible. Evolution could happen under the guidance of God.

- d He put forward a theory known as 'survival of the fittest'. This challenges the literal interpretation of Genesis and says humans were not created perfectly but all species evolve over time.

- e He is an atheist who argues that science has disproved God as the origin of the universe. The creation of humans is just a lucky genetic mutation.

- f He argued that all humans were created in the image and likeness of God. Life may evolve but humans were all given a unique soul that does not evolve.

- g He rejects the idea of God and rejects the idea of a soul. The body is material – the only thing that can survive are our genes if we reproduce and memes (ideas).

- h God is no longer needed. The universe can create itself from nothing from an infinitely small point (singularity).

- i Species adapt to their environment in order to survive.

Exam-style question



Theme 1: Origins and meaning

- 2 Describe Catholic beliefs about the theory of evolution.

5 marks

Write your answer on a separate sheet of paper.

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- 5 For each source of evidence below, decide whether it is in favour of or against abortion and outline what the source teaches.

Source of evidence	For or against abortion?	What does this source teach?
'Before I formed you in the womb I knew you.' (Jeremiah)		
'Man is placed above all creatures.' (St Catherine of Siena)		
'The notion that human life is sacred just because it is human life is medieval.' (Peter Singer)		
'You knit me together in my mother's womb.' (Psalm 139)		
'In an imperfect world, the "right" choice is sometimes the lesser of two evils.' (Church of England, 1988)		
'Do not kill.' (Exodus 20:13)		
'Let's say "Yes" to life and "No" to death.' (Pope Francis)		
'From the first moment of his (her) existence, a human being must be recognised as a person.' (Catechism of the Catholic Church)		
'In these difficult situations, abortion may offer the better way to preserve as much life as possible.' (United Methodist Church, 2016)		
'Killing a newborn baby is never equivalent to killing a person, that is, a being who wants to go on living. That doesn't mean that it is not almost always a terrible thing to do.' (Peter Singer)		

Exam-style question



Theme 1: Origins and meaning

- 3 Explain, from **either** Catholic Christianity and Judaism **or two** Christian traditions, beliefs about the sanctity of life.

8 marks

Write your answer on a separate sheet of paper.



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6 Divide the following arguments into the two categories in the table below. Write the letters into the appropriate column.

- A** A woman has the right to choose whether or not she wants to have the baby. It is her body.
- B** Every human being, including an embryo or foetus, has the right to live and to reach their potential.
- C** There are alternatives to abortion; for example, adoption.
- D** Abortion destroys human life and makes life appear cheap and disposable. This affects the quality and value of life.
- E** People born with disabilities can live full and happy lives.
- F** In the case of rape, it would be lacking in compassion to deny a woman the right to an abortion.
- G** The woman might be too young or have work or family commitments which make bringing up a child difficult or impossible for her.
- H** The unborn child is denied choice.
- I** The pregnant woman's health and welfare are more important than that of the embryo or foetus.
- J** Life begins at the moment of conception, so abortion is a form of murder.
- K** The embryo or foetus does not have the same rights as the mother.
- L** The quality of life of the unborn child or the woman's existing children could be adversely affected by the birth.
- M** Life is sacred and belongs to God. Only God has the right to give and end life.
- N** Stopping legal abortions would mean a return to 'back street' abortions, causing a great deal of suffering to the health and wellbeing of the woman.

Arguments that show that abortion should not take place	Arguments that show that abortion should be accepted

7 Tick the correct answer for each of the questions below.

a When do Catholic Christians think life begins?

- ☐ Contraception
- ☐ Conception
- ☐ Birth

b Select the circumstances in which Catholics would allow abortion.

- ☐ Sexual assault
- ☐ Poor quality of life
- ☐ Never – abortion is wrong

c In what year was abortion made legal in the UK?

- ☐ 1967
- ☐ 1977
- ☐ 1987

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- d What approach do humanists take towards abortion?

☐

Pro choice

☐

Pro life

☐

Pro child

Exam-style question



Theme 1: Origins and meaning

- 4 Explain, from **either** Catholic Christianity and Judaism **or two** Christian traditions, beliefs about the value of human life and abortion.

8 marks



Write your answer on a separate sheet of paper.

- 8 Read the statements below and decide if they represent the views of St Catherine of Siena or the views of Peter Singer.

Statements	St Catherine of Siena or Peter Singer?
Human beings are the pinnacle of creation. They are more important than all other creatures. 'Man is placed above all creatures.'	
Life begins at conception but this is biological life not human life.	
A human is a person who can reason, feel, hope and make moral choices.	
God is the creator of life. He created us because he loves us.	
Human life and animal life are equally important. Treating animals as less important is 'speciesist'.	
We are the mirror of God. We have a conscience that was given to us by God.	
In the same way humans originate from parents, we originate from God.	
Quality of life is far more important than the sanctity of life.	
A conscious animal has more mental capacity than a newborn baby.	

Exam-style question



Theme 1: Origins and meaning

- 5 'Abortion should always be permitted.'

Discuss this statement, showing that you have considered more than one point of view.

15 marks

(You must refer to religious and non-religious beliefs, such as those held by humanists and atheists, in your answer.)

Write your answer on a separate sheet of paper.



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