



## General Certificate of Secondary Education

# Religious Studies 3062 / 3067 *Specification B*

### *Unit 4 (30604) Truth, Spirituality and Contemporary Issues*

## Mark Scheme

### *2005 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

## Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the candidate nearer those who have given a correct answer or those who have little idea?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

## Levels of Response Marking

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

Levels 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 the **allocated to the level** it best fits.

The **assessed level** or response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a candidate 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.)

Levels are tied to specific skills. 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication.

Candidates will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

<b>3 marks</b>	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
<b>2 marks</b>	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
<b>1 mark</b>	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
<b>0 mark</b>	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

### Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

### How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

### Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

## Unit 4: *Truth, Spirituality and Contemporary Issues*

### A1 Truth and Spirituality

- (a) *Choose two of the words from Figure 1. For each word chosen, explain what it means and give an example to support your answer.*

**Target: Knowledge and understanding of key terms**

**Possible answers** (accept any others that are correct)

**Evidence**

Ideas presented to help reach a conclusion. The more evidence presented, the more likely the conclusion is to be right, e.g. evidence presented in court to help a jury decide its verdict.

**Proof**

When an idea is supported with enough evidence to remove any doubt about whether or not it is incorrect, e.g. scientific experiments give us scientific proof.

**Probability**

Something that is very likely to be true. Stronger than possibility but not certainty, e.g. weather forecasting using data and evidence.

**Certainty**

Where there is enough evidence to prove an idea. Makes it certain – no doubt, e.g. grass is green.

For each of two words; allow one mark for explanation and one mark for a relevant example.  
2 × 2 marks = 4 marks

If more than two chosen, select the best two for credit.

**(4 marks) AO1**

- (b) *Explain, using an example, what is meant by ‘a feeling of awe and wonder’.*

**Target: Knowledge and understanding of a key phrase**

**Possible answers** (accept any others that are correct)

A profound sense that there is more to life than we can measure or see; a spiritual experience caused by, e.g. art, music, nature / inspiration / tranquillity and peace / sense of God / numinous, etc.

Allow one mark for explanation and one mark for an example.

**(2 marks) AO1**

- (c) *Explain the difference between moral truth and historical truth.*

**Target: Explain the difference between two connected phrases**

**Possible answers** (accept any others that are correct)

**Moral truth**

Cannot be proved by experiment; depends on abstract reasoning or conscience; moral truth is often relative; perhaps derived from religious principles and teachings; is about behaviour and actions and can judge them, e.g. what is right or wrong.

**Historical truth**

What has happened in the past and can be proved by evidence, e.g. documentary, archaeological. Once events have happened, they cannot be changed, although interpretations of them can.

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information or explanation.	1 mark
<b>Level 2</b>	Relevant but basic information, analysis or explanation, i.e. two relevant points, or one statement with example or elaboration, or two simple statements.	2 marks
<b>Level 3</b>	A sound analysis or explanation covering at least two points.	3 marks

**(3 marks) AO1**

- (d) *Explain why a religious believer may support the work of a voluntary organisation. Refer to one religious tradition in your answer.*

**Target: Analysis of the effect religious belief has on a decision whether or not to support a voluntary organisation**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information or explanation.	1 mark
<b>Level 2</b>	Relevant but basic information, analysis or explanation, i.e. two relevant points, or one statement with example or elaboration, or two simple statements.	2 marks
<b>Level 3</b>	A sound analysis or explanation covering at least two points.	3 marks

If vague reference to a religious tradition, maximum Level 2.

Tradition must be clear for Level 3.

**Possible answers** (accept any others that are correct)

Desire to help (supported by teachings, e.g. “love your neighbour; Zakah; sewa); desire to build credit for after life (Karma); religious duty; action linked to belief.

**(3 marks) AO2**

- (e) *How might being a member of a faith community help a person? Refer to a different religious tradition from the one used in part (d).*

**Target: Analysis of the importance of membership of a faith community for individual believer**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information or explanation.	1 mark
<b>Level 2</b>	Relevant but basic information, analysis or explanation, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

If vague reference to a religious tradition, maximum Level 2.  
Tradition must be clear for Level 3.

**Possible answers** (accept any others that are correct)

Spiritual calling (ministry or monastic community); share faith with other believers; fellowship; share problems and ideas; support, comfort and guidance; corporate worship.  
Accept any religious group.

**(3 marks) AO2**

- (f) *“Religion has all the answers to the most important questions in life.”*

*Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

**Target: Evaluation of relative importance of different types of truth focussing on religious truth**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant information.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned evaluation of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned evaluation of two points of view expressed coherently.	5 marks

If no religious reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is the **use of ideas** to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Ideas could include the belief that God is all powerful; all knowing, etc. so he has all the answers which he transmits to believers through writings, people, etc. / religion has teachings derived from principles which are timeless / science can offer proof and has proved religion to be wrong, e.g. creation of the earth / a combination of both may be more helpful as they are answering different questions – science “How?” and religion “Why?”.

**(5 marks) AO3**

**Section B Religious Responses to Contemporary Issues****B2 Matters of Life**

(a) *What is meant by*

(i) *artificial insemination by husband (AIH); and*

(ii) *surrogacy?*

**Target: Knowledge and understanding of two key terms**

**Possible answers** (accept any others that are correct)

**Artificial Insemination by Husband (AIH)**

The husband's sperm is collected and artificially placed inside the woman's body to give her the opportunity to conceive.

**Surrogacy**

When a woman becomes pregnant (usually by artificial insemination by the 'recipient's' husband) and carries the child for someone else to whom the baby is given once born. No payment can be made for this.

Credit reasons why AIH and surrogacy might be used as part of the explanation.

For each answer, allow up to two marks, depending on the depth of explanation.

2 + 2 marks = 4 marks

**(4 marks) AO1**

(b) *Explain the possible implications for children who know they were conceived by artificial methods.*

**Target: Explanation of the implications for a child being conceived artificially**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

**Possible answers** (accept any others that are correct)

Not knowing father (if AID) or mother (if surrogate) / possible hereditary problems relating to fertility / perception that child is "odd" or un-natural due to its artificial conception / more likely to be wanted and loved.

**(3 marks) AO1**



- (c) *Explain how religious beliefs and teachings might help a believer to decide whether to agree to the use of blood transfusion and transplant surgery. Refer to two religious traditions in your answer.*

**Target:** Analysis of the effect beliefs and teachings of two religious traditions may have on decisions about blood transfusion and transplant surgery

**Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

**Possible answers** (accept any others that are correct)

There is an obvious link between transfusion and transplant and this may be made clear in responses. In addition to specific religious ideas, add, e.g. do we have the right to “play God?” / sanctity of life / life contained in blood or organs / storing body parts for use in transplant, possibly without consent. These can be used especially if they are attached to beliefs and teachings. Most teachings below apply to both topics (which cannot easily be separated), and credit for each must be given only where candidate mentions each topic, so the ideas can be applied.

Maximum Level 3 if not distinct religious traditions. Allow full marks if only blood transfusion or transplant surgery discussed.

	<b>Transfusion</b>	<b>Transplant</b>
<b>Buddhism</b>	Believe in relief of suffering but leave believers to make up their own mind according to their conscience / Acts of compassion highly valued / Expect links to Eightfold Path and five precepts which are applied to topic / human life is rare so must be preserved at all costs / ideas of samsara (life, death, rebirth)	As transfusion.
<b>Christianity</b>	Most Christians (including Roman Catholic, Church of England, Orthodox, free church) support transfusion as an opportunity to show love to others / act of charity (link to Jesus’ teaching – see “transplant”) / accept Jehovah’s Witness opposition as contrasting view (the life of everything is in the blood). Quakers, Pentecostal let believers decide / God creates life and we have a special relationship with him.	Seen by most as gift of life from one person to another to better a human life. Link to Jesus’ teaching (love neighbour / enemy; what you did for others you did for me; treat others how you would like to be treated, etc). Allow Jehovah’s Witness “bloodless transplant” ideas as contrast.

	<b>Transfusion</b>	<b>Transplant</b>
<b>Hinduism</b>	Allowed if it relieves the suffering of others / up to individual to decide. Life is valuable because Brahman is in every living creature and working his will through humans including scientists and doctors / Ahimsa (non-injury) and quest for Moksha (liberation) is important.	As transfusion with possible addition of transplant playing part in some Hindu myths, e.g. Ganesha's elephant head.
<b>Islam</b>	"If anyone has saved a life, it would be as if he had saved the life of the whole of mankind" (both topics) - (Qur'an) / transfusion allowed in emergency or genuine need / blood should not be sold as it came from Allah the creator.	Organs used must be freely given by the donor's permission only/ body parts must not be sold / animal organs can be used / not desecrating body is less important than saving life.
<b>Judaism</b>	Human duty approved of by God to donate blood to help a fellow human / Mitzvah (good deed) / saving life is paramount / humans are gifts from God and precious to him.	Donation of organs is a duty to save life and is seen as Mitzvah (good deed) / link to teachings on sanctity of life, etc. / some uneasy with taking organs from the dead.
<b>Sikhism</b>	God creates life with a "divine spark" (soul) in us. This part of God and will be reabsorbed into him / transfusion is acceptable as an act of kindness but no financial reward should be gained.	As transfusion.

**(8 marks) AO2**

**(d) "Research into human cloning should be encouraged."**

*Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. You should refer to religious arguments in your answer.*

**Target: Evaluation of research into human cloning**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant information.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons (for same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or two elaborated reasons (for same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned evaluation or two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned evaluation of two points of view expressed coherently.	5 marks

If no religious reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed, and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Possible benefits of therapeutic cloning in providing organs for transplant / could lead to the improvement of the human race which God would approve of / nightmare scenario of cloned tyrants, dictators, etc. / we have no right to do this – only God has this right / clones will not possess a soul and therefore perhaps no hope of God / “designer” babies could be born, etc.

**(5 marks) AO3**

### **B3 The Elderly and Matters of Death**

**(a) Explain different ways of caring for the elderly.**

**Target: Knowledge and understanding of different ways of caring for the elderly**

#### **Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing sound development.	4 marks

For Level 4, there must be good consideration of at least two alternatives.  
Undeveloped list maximum Level 2.

**Possible answers** (accept any others that are correct)

Focus will mostly be upon debate between families looking after them at their home or elderly person’s own home and residential homes for the elderly. Development may include the role of social services / nursing services. Sheltered housing, etc. is another valid area.

**(4 marks) AO1**

**(b) Briefly describe the work of a hospice.****Target: Knowledge and understanding about a hospice****Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

**Possible answers** (accept any others that are correct)

Credit ideas about a place to die / care for the terminally ill / respite care / family counselling / pain relief / therapies for well-being / residential family units.

Beware of confusion over hospital services, i.e. operations.

**(3 marks) AO1****(c) Explain how religious beliefs and teachings might affect a believer's attitude towards use of euthanasia. You should refer to two religious traditions in your answer.****Target: Analysis of the effect beliefs and teachings of two religious traditions may have on decisions about euthanasia****Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

**Possible answers** (accept any others that are correct)

Popular answers will probably include sanctity of life from different religion's perspectives / teaching against killing / illegality / denies creative experience of suffering / life is gift of God / denies possibility of recovery / there are caring alternatives / shows compassion in relieving suffering / preserves dignity of life / remaining life has no quality / right to control destiny.

**Buddhism** Dukkha – part of life that should be accepted / implications of metta (love) and karuna (compassion) / ahimsa (no harm to a living being) / bad karma generated by killing / dying is opportunity for spiritual advancement / links to Five precepts (especially 1) and Eightfold Path (especially intention and action) / motive as important as an action / body is of little importance compared to the soul.

<b>Christianity</b>	Only God has right to end life / commandment (Do not kill) / bodies are temple of Holy Spirit / love your neighbour (which action is most loving) / Jesus relieved suffering / Roman Catholics believe without consent it is murder, with consent it is suicide / Some Christians support turning off life support when brain dead / hopeless life should not be prolonged.
<b>Hinduism</b>	Interferes with person’s dharma (duty) / suffering is result of bad karma in previous life so it should be borne / ahimsa (no harm) / performing euthanasia would be bad karma.
<b>Islam</b>	Life’s duty is to submit to Allah’s will / reason for suffering / everything has natural Shariah so against nature / suffering is test from Allah and bearing it brings reward / life should not be unnecessarily prolonged by artificial means.
<b>Judaism</b>	Commandment (Do not kill) / timing of death is up to God / life must be preserved as blessing from God / keeping people alive artificially is against will of God.
<b>Sikhism</b>	Life on earth is temporary / quality of life is more important than longevity / nature should take its course / suffering is part of God’s plan / life need not be preserved artificially / sick and elderly should be cared for / some Sikhs will argue that it should be allowed if a person wishes to die and is a great burden on their family.

**(8 marks) AO2**

**(d) “Religion provides comfort for the dying.”**

*Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

**Target: Evaluation of the role of religion in comforting the dying**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two simple reasons (for the same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons (for the same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

If no religious reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Look for ideas about life after death providing comfort / life after death is false hope and cannot provide comfort / religious people helping to make death easier / blaming God for death / atheistic view, etc.

**(5 marks) AO3**

**B4 Drug Abuse**

- (a)
- What are the possible consequences of using drugs to enhance performance in sport?*

**Target: Knowledge and understanding of consequences of performance enhancing drugs****Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing sound development.	4 marks

**Possible answers** (accept any others that are correct)

Improved performance making winning more likely / prize money / no sense of achievement due to cheating / health problems later in life / possibility of being publicly exposed as a cheat / eternal punishment or affect karma / do not steal.

**(4 marks) AO1**

- (b)
- Explain, using examples, the difference between a Class 'A' drug and a Class 'C' drug.*

**Target: Explanation of difference between the legal status of drugs****Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

**Possible answers** (accept any others that are correct)**Class A**

Physically and / or psychologically addictive / illegal / dangerous to life and health / dependence on drugs quickly builds / heroin / cocaine / crack / ecstasy, etc.

**Class C**

Physically and / or psychologically non addictive (possibly) / less dangerous than hard drugs / illegal but sentences less than for hard drugs / possibly habit forming but not dependent / cannabis / marijuana / steroids.

**(3 marks) AO1**

- (c) *Explain how religious beliefs and teachings might help a believer to decide not to take illegal drugs. Refer to two religious traditions in your answer.*

**Target:** Analysis of the effect beliefs and teachings of two religious traditions may have on decisions regarding taking illegal drugs

**Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

**Possible answers** (accept any others that are correct)

Credit any teachings that deal with harm to the body / harm to other people involved / obedience to the Law.

Maximum Level 3 if not distinct religious traditions.

Alcohol and tobacco can only be credited if explained within a specific tradition that prohibits their use.

**Buddhism**      Buddhists are encouraged to follow the Eightfold Path which includes right action / taking illegal drugs is not regarded as right action because it affects health / it is regarded as wasteful of resources given to people for their well-being / the Fifth Precept is ‘not to take drugs or anything that clouds the mind’ / right mindfulness is very important / the results of addiction are bad – loss of wealth, increase in violence, increased likelihood of disease, loss of good character, immorality, lessening of intelligence / drugs impede the search for enlightenment and take a person away from the truth.

**Christianity**      Almost all Christian denominations have similar views on abuse to illegal drugs / should avoid drugs because of potential harmful effects on both the taker and those nearby or because of the effect on wealth and health / potential for anti-social behaviour / Paul teaches that believers should do nothing that might make those weak in the faith stumble (Romans 14:21) / body is Temple of Holy Spirit (1 Corinthians 6v19) / State authorities (law) should be obeyed / body should be used to glorify God / accept Rastafarian and Ethiopian Coptic Church attitude to cannabis as being a plant or herb God created for us to use but only as contrasting view. Spiritual experience should be based on God, not drugs / alcohol against Salvation Army teaching.

**Hinduism**      Hindu teachings are generally opposed to the use of any substance that can harm one’s physical health and prevent spiritual progress / believers reject drugs due to their effect on the health of the individual, on relationships and, therefore, on the desire to attain Moksha / some Hindus believe cannabis is associated with immorality / “addicted to the ratification of desires, the stupid people fall onto a foul hell” (Bhagavad Gita) / “He must not get wilfully addicted to any substance... he must try to overcome such dependence through will-power” (Laws of Manu)

<b>Islam</b>	Muslims believe that their bodies belong to Allah / it is forbidden (haram) to do or take anything that could harm the body Allah gave us / Body is a temple / Qur'an teaches against doing anything that could 'contribute to your destruction' (2: 195) or hurt one's neighbour (Hadith) / Fear of loss of control, so social problems due to drugs / drugs taken to relieve stresses and pains of life are wrong because Allah gives these stresses and pains to test and strengthen people / alcohol is against Islamic Law.
<b>Judaism</b>	Jews are taught that their bodies are on loan from God / they have a responsibility to preserve and protect them / law should be followed and laws almost always forbid drug taking / drugs affect reasoning and judgement.
<b>Sikhism</b>	Sikhs are taught that the body is a temple built by God, so it must be preserved and protected / the use of any non-medical drugs is prohibited / taking drugs is regarded as a sin (see Reht Maryada – the code of conduct) / drugs are forbidden because they can cause people to do wrong things (Adi Granth 553 and 554) / the mind should be kept clear to do God's will so any intoxicant is forbidden / Guru Nanak refused drugs / Sikh emphasis on physical fitness rules out drugs / alcohol and tobacco forbidden (khalsa) Sikhs.

(8 marks) AO2

(d) *“Religious believers should not use any drugs.”**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.***Target: Evaluation of use of drugs****Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two simple reasons (for the same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons (for the same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Distinction between types of drugs being difference between usage / pain is a test from God / religious experience is not drug induced / body is Temple of God and should not be artificially altered.

N.B. This is a question about all types of drugs, including medicine.

(5 marks) AO3



**B5 Media and Technology**

- (a) *Describe, using examples, the different ways religion is shown on television.*

**Target: Description of ways religion is portrayed on television**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing sound development.	4 marks

If no examples given, maximum Level 2.

**Possible answers** (accept any others that are correct)

Expect reference to programmes like Songs of Praise being “devotional” / American evangelist T.V. / satellite programmes from other cultures portray religion as important part of life, e.g. Islamic countries / portrayal in soaps, comedy is often stereotyped, etc. / religious documentaries sometimes cast doubt on faith.

**(4 marks) AO1**

- (b) *Explain why some people might complain about the content of some media advertising.*

**Target: Understanding of the ethics and content of media advertising**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

**Possible answers** (accept any others that are correct)

Untruthful claims / exploitation of women / idealistic glamorisation of various aspects of life / adverts aimed at children / encourages materialism, etc.

**(3 marks) AO1**

- (c) *Explain how religious beliefs and teachings might help a believer to decide whether to watch a violent film. You should refer to two religious traditions in your answer.*

**Target:** Analysis of the effect beliefs and teachings of two religious traditions may have on decisions about watching violent films

**Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

Maximum Level 3 if no distinct religious tradition.

**Possible answers** (accept any others that are correct)

People may copy what they see on screen in real life / ideas dealing with respecting other people / violence is seen as wrong by religions / violence often linked with greed or ways of life that religion does not encourage / idea that it may reflect real life.

**Buddhism** Morality in Buddhism means keeping the precepts, at least in spirit. Stress is laid on loving, kindness, generosity, contentment, truth, love for all, wisdom, etc. Therefore, a Buddhist should always consider the motives of the director in including violence in what is produced for viewing. A Buddhist will ask, ‘Does the film or programme enhance my understanding of life?’; ‘Will it help me along the path to enlightenment?’

**Christianity** Christianity teaches that anything that devalues or dehumanises human life is to be avoided; anything that enhances the value of life is to be welcomed. The Bible lays much emphasis on the promotion of ‘the good’ and the rejection of ‘evil’. Christians are encouraged to focus on those things which are ‘honourable, pure, excellent, worthy of praise’ (Philippians 4: 8) and to avoid fornication and impurity, etc. (Ephesians 5: 3ff).

Christians are taught to be discerning and to question the motives of those who include violence in their productions. If it is clearly included to show the depths of depravity that ‘fallen’ humanity can reach, then it might be acceptable but only if the overall aim of the production is positive and life-enhancing.

**Hinduism** Hindus do not have a central source of authority and, therefore, the individual believer must decide, in the light of their understanding, their attitude to the portrayal of violence. There are various sacred writings that offer general guidance. For example, if an individual is intent on the attainment of Moksha, by whichever route they chose, they will not endanger their future existence by indulging in activities will result in bad Karma. Some would say that the portrayal of violence might encourage the ‘observer’ to become violent for no just cause; this is contrary to the Laws of Manu.

<b>Islam</b>	The Qur'an and the Hadith are the Muslim's source of authority and guidance. The media are expected to uphold the values taught in these texts. Therefore in Muslim states, there would be no portrayal of unjustified violence in the media. Where the violence portrayed is meant to be a stimulus to proper behaviour (as, for example, in the case of the portrayal of physical punishment for some criminal act), this would be allowed. Anything deemed to encourage violence and hence disorder breaks Islamic law in that it affects society.
<b>Judaism</b>	Anything that devalues human life or the family and runs counter to the teachings of scripture would be unacceptable to most believers. Therefore, violence for the sake of it would be against their teachings. Jews would not be against portraying violence in order to show the depravity of human nature, e.g. films about the Holocaust, as the ultimate aim is to prevent such things recurring. The Talmud would be the guide to the application of Torah to everyday living.
<b>Sikhism</b>	Sikhs are taught to respect the Sikh code of practice (the Reht Maryada) in their everyday lives. They believe that the media should encourage people, especially the young, to respect family life and to avoid, among other things, needless violence. Therefore, the portrayal of such violence in the media is frowned upon. On the other hand, the Sikh is taught to use physical violence where necessary in order to protect and preserve human dignity against the oppressor; therefore, justified violence would be acceptable.

**(8 marks) AO2**

**(d)** *“The internet is the most harmful influence on young people.”*

*Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. You should refer to religious arguments in your answer.*

**Target: Evaluation of the potential dangers (and benefits) of the internet in comparison to other influences**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two simple reasons (for the same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons (for the same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

If no religious / moral reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Pornography and other indecent images on internet / possible harm of chat rooms/ gives possibility to deceive and lie to a mass audience / used to promote ways of life religion disapproves of / can be used positively / educational advantages / religions use internet for evangelism and information about religion / brings people together / young people are impressionable / can over-turn moral principles / virtual suicide.

**(5 marks) AO3**

## **B6 Crime and Punishment**

- (a) *Explain, using examples, what is meant by*  
 (i) *a crime against the person; and*  
 (ii) *a religious offence.*

**Target: Knowledge and understanding of two key concepts**

**Possible answers** (accept any others that are correct)

### **Person**

A crime that directly harms a person, e.g. GBH (grievous bodily harm), murder, burglary

### **Religious Offence**

Crime against God / religion or religious believer, a sin, e.g. blasphemy, breaking the Commandments and religious prejudice.

For each part, allow one mark for a correct definition and one mark for at least one relevant example. 2 + 2 marks = 4 marks

**(4 marks) AO1**

- (b) *Give three ways in which a young offender may be punished by the law.*

**Target: Knowledge and understanding of punishments that can be given to a young person**

1 mark per correct / distinct way.

**Possible answers** (accept any others that are correct)

Supervision orders / curfew / caution / probation / detention centre / fines / electronic tagging / community service order.

Do **not** accept corporal or capital punishment.

**(3 marks) AO1**

- (c) *Explain how religious beliefs and teachings might affect a believer's attitude to the aims of punishing criminals. Refer to two religious traditions in your answer.*

**Target:** Analysis of the effect beliefs and teachings of two religious traditions may have on decisions about the aims of punishment

**Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

Maximum Level 3 if no distinct religious tradition.

**Possible answers** (accept any others that are correct)

Focus likely to be more on reform than other aims (protection, deterrence, retribution, vindication) due to ideas of caring for each other. Other aims could be justified using religious teachings, e.g. from Old Testament law.

**Buddhism** For Buddhists, the ideal way of dealing with criminals is to encourage them to see the error of their ways and to change (reform); i.e. to prevent the criminal from creating bad Karma for themselves / to achieve these aims and to prevent others from being harmed, the use of reformatory imprisonment is acceptable / loving kindness and compassion are the main principles to be adopted both toward the criminal and the victim of crime / rules out retribution but others are O.K as they prevent suffering to others / protection is important for others but also to protect the criminal from creating more bad karma for themselves / punishment that harms is unacceptable (retribution).

**Christianity** For Christians, forgiveness and punishment should go together / all punishment should aim at reform and reconciliation between the criminal and the victim(s) / prison is one way of achieving this, while at the same time protecting society and preventing the criminal from continuing to cause harm to others / punishment must not be seen, primarily, as a means of revenge (retribution). The prime aim should be reformation / Christians have campaigned for prison reforms and appoint and encourage prison visitors and chaplains / some Christians use Old Testament teaching (“eye for eye”, etc.) to justify retribution / Jesus prayed for forgiveness of his executors / Quakers are critical of prison and campaign for non custodial sentences which they see as more likely to encourage the law breaker not to re-offend

**Hinduism** Punishment (danda) has three parts: retribution, protection and reformation / belief in Karma and Samsara leads Hindus to lay emphasis on punishment in order to deal with bad Karma. / prison is quite acceptable as a form of punishment, although physical punishment is often used, depending on the severity of the offence / scriptures give rulers or governments' responsibility to protect citizens / death penalty exists in India as retribution for murder.

<b>Islam</b>	For Muslims, Shariah (Islamic law) is fundamental for all Muslims, although few Islamic states follow the entire Shariah / deterrence and protection are a duty / a crime against society is also a sin. / a criminal should repent but only Allah can forgive / a crime, however, must not go unpunished; justice must be seen to be done. This means, in some Muslim states, that physical punishment or public humiliation are common means of punishment – retribution, deterrence, protection, vindication / prison, however, is also a form of punishment, the intention of which is both to show justice and also to promote repentance and forgiveness (reform) / victims can have a sentence switched to prison from execution as an act of compassion.
<b>Judaism</b>	Jews believe that everyone has been given free will and must take responsibility for their actions / prevention (deterrence, protection) and rehabilitation (reform) are central to criminal justice / the aim is NOT retribution; the teaching ‘eye for eye’ etc (Exodus 21) is about importance of fair justice (other interpretations should be credited) / Rabbis and others visit and offer counsel to prisoners and their families to help reform
<b>Sikhism</b>	Sikhs believe that all have the tendency to do wrong; only with God’s help can bad behaviour be avoided / the Law must protect weak members of society from wrongdoing of others / the aim must be to help the criminals see the error of their ways rather than retribution and retaliation / Sikhs are taught that they should obey the laws of the country where they live but always act with consideration for the well-being of others, especially the weak or poor / stress on trying to be like God without hatred rules out retribution / prison is allowed for protection and reform

(8 marks) AO2

(d) “A life sentence should mean imprisonment for life.”

*Do you agree? Give reasons for your answer showing that you have thought about more than one point of view. Refer to religious arguments in your answer.*

**Target: Evaluation of the severity of a life imprisonment sentence**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two simple reasons (for the same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons (for the same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

If no religious reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Possibly linked to aims of punishment / reform would be pointless if life meant life / retribution, deterrence, protection will mean life is life / forgiveness and hope are important in religion.

**(5 marks) AO3**

**B7 Rich and Poor in Society**

**(a) Explain different reasons why a person might be poor.**

**Target: Understanding about why a person may be poor**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing sound development.	4 marks

**Possible answers** (accept any others that are correct)

Unemployment / gambling / born in poverty / bad luck.

Look for explanation not list.  
Maximum Level 2 for list.

**(4 marks) AO1**

**(b) Explain how the state (government) can help the poor.**

**Target: Knowledge and understanding of how the government can help the poor**

**Levels of Response**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks

**Possible answers** (accept any others that are correct)

Social services / benefits system / provision of hostels / provide employment, etc.

**(3 marks) AO1**

- (c) *Explain how religious beliefs and teachings might help a rich person to decide how to use their wealth. Refer to two religious traditions in your answer.*

**Target:** Analysis of the effect beliefs and teachings of two religious traditions may have on decisions about using wealth

**Levels of Response (for each religion i.e. 2 × 4 marks = 8 marks)**

<b>0</b>	No relevant information.	0 marks
<b>Level 1</b>	A relevant statement of information.	1 mark
<b>Level 2</b>	Relevant but basic information, i.e. two relevant points, or one statement with example or elaboration.	2 marks
<b>Level 3</b>	A sound analysis or explanation which demonstrates breadth or depth of knowledge and understanding.	3 marks
<b>Level 4</b>	A reasonably full statement showing understanding of the relevance or application of religious ideas or attitudes.	4 marks

Maximum Level 3 if no distinct religious tradition.

**Possible answers** (accept any others that are correct)

Religion encourages help for poor, discourages greed and exploitation, wealth should be shared charitably / wealth is God given and the wealthy have a responsibility to use it wisely.

**Buddhism**      Buddhists follow middle way between indulgence and self denial / wealth may mean spending energy guarding or increasing it / attachment to wealth does not bring happiness and should be avoided / wealth should be shared with needy and brings good karma to donor / craving wealth is obstacle to spiritual enlightenment / monks depend on charity so wealthy Buddhists should be charitable to them and others in need / in Mahayana Buddhism, generosity is one of the six perfections.

**Christianity**      Wealth is God given and Christians should exercise stewardship in how they use it / tithe (one tenth) of income to Church or charity / “love of money is the root of all evil” (1 Timothy 6v10) / Jesus told rich man to sell his possessions and give proceeds to the poor and early church did this / love your neighbour / refusing to help needy is refusing to help Jesus / Salvation Army used as denomination that helps poor / possible “critical response” of Church being very wealthy and setting a bad example by not using wealth for others.

**Hinduism**      Hindus encourages to use money for their families needs in the first instance with remainder going to local poor / good karma is built by helping poor / dharma (religious and social duty) / before midday meal many Hindus give food to a needy person / goddess Lakshmi is pictured with wealth and gives blessings and wealth during Divali to businessmen who ask / sacrificial giving brings unseen merit / up to 10% of income should be given to facilities for community, temples or charity.

**Islam**      Wealth is only of value for the good it can do / Allah expects Muslims to be charitable and help the poor / “He who eats and drinks while his brother goes hungry is not one of us” (Hadith) / Zakah (2.5% of surplus income to poor) is one of 5 pillars / voluntary giving (sadaqah) is encouraged / Allah gives wealth so should decide on use, i.e. for family and community / all wealth belongs to Allah.



<b>Judaism</b>	Wealth is a sign of God’s blessing but should be used for the whole community / wealth should be used for the needy and this is what God requires / greed becomes the centre of life / one tenth of income should be given to poor (tzedaka) / tzedaka belongs to poor and not giving it is seen as robbing the poor / collecting boxes (pushkes) are kept in homes.
<b>Sikhism</b>	Three duties for a Sikh are pray, work, give / “Blessed is the godly person and the riches they possess because they can be used for charitable purposes” (Guru Amar Das) / expectation to give as much as they can to help the poor at least one tenth (daswandh) of their income, not necessarily money but food for langar, blankets for disaster relief, gurdwara upkeep, etc. / inheriting wealth is reward from previous life but should be used for others / Vand Chakkna – duty to share / Kirat Karna – sharing talents / sewa.

(8 marks) AO2

(d) **“People who are unemployed should have to work by helping in the community.”**

**Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.**

**Target: Evaluation of ways of helping the unemployed find work of benefit to us all**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two simple reasons (for the same view or different points of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons (for the same view or different points of view).	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

If no religious / moral reasons used, maximum Level 3.

Look for ideas that support and argue against the statement. The skill in evaluation is to use the ideas to build a case not just to list them. If they are purely listed and therefore not used to evaluate, Levels 4 and 5 cannot be achieved.

**Possible answers** (accept any others that are correct)

Some are incapable of work / we can have the choice not to work / earn benefits and be occupied / religion encourages community help, etc.

(5 marks) AO3