

**General Certificate of Secondary Education**

**B603**

**Religious Studies B (Philosophy and/or Applied Ethics)**

**Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)**

**Specimen Paper**

Time: 1 hour

Candidates answer on a separate answer booklet

**Additional materials:** 8 page answer booklet

## INSTRUCTIONS TO CANDIDATES

- Answer on the separate answer booklet provided.
- Write your name in capital letters, your Centre Number and Candidate Number clearly at the top of your answer booklet.
- Use black ink only.
- Any additional paper used must be securely fastened to the answer booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **TWO** questions.
  - You must answer your two questions from **different** Sections
    - Section A – Religion and Human Relationships
    - Section B – Religion and Medical Ethics
    - Section C – Religion, Poverty and Wealth
  - You must answer all parts (a-e) of the questions that you choose.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

This document consists of **8** printed pages.

## Section A: Religion and Human Relationships


If you choose one question from this section you must answer all parts (a-e) of the question.

### 1 Buddhism

- (a) What is meant by 'marriage'? [1]
- (b) What marriage customs might Buddhists follow? [2]
- (c) Name three key elements which might form part of a Buddhist wedding. [3]
- (d) How may marriage reflect Buddhist beliefs? [6]


-  (e) 'Divorce is wrong.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]


 Spelling, punctuation and grammar [3]

### 2 Christianity

- (a) What is meant by 'marriage'? [1]
- (b) How might Christians prepare for a wedding? [2]
- (c) Name three key elements which might form part of a Christian wedding. [3]
- (d) How may a Christian marriage ceremony reflect belief? [6]

-  (e) 'Divorce is wrong.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]


 Spelling, punctuation and grammar [3]

### 3 Hinduism


- (a) What is meant by 'marriage'? [1]
- (b) How might the bride and groom be dressed at a Hindu wedding? [2]
- (c) Name three key elements which might form part of a Hindu wedding. [3]
- (d) How may a Hindu marriage ceremony reflect belief? [6]

-  (e) 'Divorce is wrong.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]


**4 Islam**

- (a) What is meant by 'marriage'? [1]
- (b) What is meant by an 'arranged' marriage in Islam? [2]
- (c) Name three key elements of a Muslim wedding. [3]
- (d) How may a Muslim marriage ceremony reflect belief? [6]
-  (e) 'Divorce is wrong.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]


**5 Judaism**

- (a) What is meant by 'marriage'? [1]
- (b) How might Jews prepare for the wedding ceremony? [2]
- (c) Name three key elements of a Jewish wedding ceremony. [3]
- (d) How may a Jewish marriage ceremony reflect belief? [6]
-  (e) 'Divorce is wrong.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

**6 Sikhism**

- (a) What is meant by 'marriage'? [1]
- (b) Why does the bride's father tie her head scarf to the groom's scarf? [2]
- (c) Name three key elements of a Sikh wedding ceremony. [3]
- (d) How may a Sikh marriage ceremony reflect belief? [6]
-  (e) 'Divorce is wrong.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]


 Spelling, punctuation and grammar [3]

## Section B: Religion and Medical Ethics


If you choose one question from this section you must answer all parts (a-e) of the question.

### 7 Buddhism

- (a) What is fertility treatment? [1]
- (b) Describe Buddhist attitudes towards fertility treatment. [2]
- (c) What does Buddhism teach about abortion? [3]
- (d) Explain Buddhist attitudes to the use of animals in medical research. [6]


-  (e) 'Every woman has the right to have a baby.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]


 Spelling, punctuation and grammar [3]

### 8 Christianity

- (a) What is fertility treatment? [1]
- (b) Describe Christian attitudes towards fertility treatment. [2]
- (c) What does Christianity teach about abortion? [3]
- (d) Explain Christian attitudes to the use of animals in medical research. [6]

-  (e) 'Every woman has the right to have a baby.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]


 Spelling, punctuation and grammar [3]

### 9 Hinduism


- (a) What is fertility treatment? [1]
- (b) Describe Hindu attitudes towards fertility treatment. [2]
- (c) What does Hinduism teach about abortion? [3]
- (d) Explain Hindu attitudes to the use of animals in medical research. [6]

-  (e) 'Every woman has the right to have a baby.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]


**10 Islam**

- (a) What is fertility treatment? [1]
- (b) Describe Muslim attitudes towards fertility treatment. [2]
- (c) What does Islam teach about abortion? [3]
- (d) Explain Muslim attitudes to the use of animals in medical research. [6]
-  (e) 'Every woman has the right to have a baby.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]


**11 Judaism**

- (a) What is fertility treatment? [1]
- (b) Describe Jewish attitudes towards fertility treatment. [2]
- (c) What does Judaism teach about abortion? [3]
- (d) Explain Jewish attitudes to the use of animals in medical research. [6]
-  (e) 'Every woman has the right to have a baby.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

**12 Sikhism**

- (a) What is fertility treatment? [1]
- (b) Describe Sikh attitudes towards fertility treatment. [2]
- (c) What does Sikhism teach about abortion? [3]
- (d) Explain Sikh attitudes to the use of animals in medical research. [6]
-  (e) 'Every woman has the right to have a baby.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]

 Spelling, punctuation and grammar [3]

### Section C: Religion, Poverty and Wealth


If you choose one question from this section you must answer all parts (a-e) of the question.

#### 13 Buddhism

- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Buddhists believe to be immoral? [2]
- (c) What do Buddhists teach about concern for the poor? [3]
- (d) Why might Buddhists give money to charity? [6]

-  (e) 'People must look after their family before they worry about the poor.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. [12]


 Spelling, punctuation and grammar [3]

#### 14 Christianity

- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Christians believe to be immoral? [2]
- (c) What do Christians teach about concern for the poor? [3]
- (d) Why might Christians give money to charity? [6]

-  (e) 'People must look after their family before they worry about the poor.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer. [12]


 Spelling, punctuation and grammar [3]

#### 15 Hinduism


- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Hindus believe to be immoral? [2]
- (c) What do Hindus teach about concern for the poor? [3]
- (d) Why might Hindus give money to charity? [6]

-  (e) 'People must look after their family before they worry about the poor.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer. [12]

 Spelling, punctuation and grammar [3]


**16 Islam**

- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Muslims believe to be immoral? [2]
- (c) What do Muslims teach about concern for the poor? [3]
- (d) Why might Muslims give money to charity? [6]
-  (e) 'People must look after their family before they worry about the poor.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer. [12]

 Spelling, punctuation and grammar [3]


**17 Judaism**

- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Jews believe to be immoral? [2]
- (c) What do Jews teach about concern for the poor? [3]
- (d) Why might Jews give money to charity? [6]
-  (e) 'People must look after their family before they worry about the poor.'


Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer. [12]

 Spelling, punctuation and grammar [3]

**18 Sikhism**

- (a) What is meant by an immoral occupation? [1]
- (b) What occupations might Sikhs believe to be immoral? [2]
- (c) What do Sikhs teach about concern for the poor? [3]
- (d) Why might Sikhs give money to charity? [6]
-  (e) 'People must look after their family before they worry about the poor.'

Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer. [12]

 Spelling, punctuation and grammar [3]

**Paper total: [51]**

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**RELIGIOUS STUDIES  
(PHILOSOPHY AND ETHICS)**

**J620**

B603: Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)

**Specimen Mark Scheme**

The maximum mark for this paper is **51**.

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

## Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

### Spelling, punctuation and grammar (SPaG) Assessment Grid


<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.


## AO1 part (d) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>

## AO2 part (e) question

Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>


Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
1(a)	<p><b>What is meant by ‘marriage’?</b></p> <p>A legally recognized relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
1(b)	<p><b>What marriage customs might Buddhists follow?</b></p> <p>Buddhists do not have any distinct marriage ceremonies of their own so e.g. a Buddhist in Japan might have a Shinto wedding ceremony as this reflects local customs.</p>	[2]
1(c)	<p><b>Name three key elements which might form part of a Buddhist wedding.</b></p> <ul style="list-style-type: none"> <li>• Witnesses;</li> <li>• vows including faithfulness;</li> <li>• prayers.</li> </ul>	[3]
1(d)	<p><b>How may marriage reflect Buddhist beliefs?</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>• although there are no fixed marriage ceremonies in Buddhism, the local customs employed are used to demonstrate Buddhist beliefs about the importance of marriage and of families;</li> <li>• the absence of any particularly Buddhist ceremony might be seen as reflecting Buddhist belief in itself.</li> </ul>	[6]
1(e)	<p><b>‘Divorce is wrong.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates may include:</p> <ul style="list-style-type: none"> <li>• divorce is always seen as undesirable if not, indeed, wrong;</li> <li>• from a Buddhist perspective, opinions on divorce differ between different communities and countries;</li> <li>• in general terms, divorce is seen as a last resort.</li> </ul> <p>Answers must be separated and a personal opinion must be included to attain level 3 and above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
2(a)	<p><b>What is meant by 'marriage'?</b></p> <p>A legally recognized relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
2(b)	<p><b>How might Christians prepare for a wedding?</b></p> <ul style="list-style-type: none"> <li>• Engagement;</li> <li>• discussion with priest/minister;</li> <li>• general preparations: guest lists etc.</li> </ul>	[2]
2(c)	<p><b>Name three key elements which might form part of a Christian wedding.</b></p> <ul style="list-style-type: none"> <li>• vows made before God and the congregation;</li> <li>• exchange of rings;</li> <li>• blessings;</li> <li>• nuptial mass;</li> </ul>	[3]
2(d)	<p><b>How may a Christian marriage ceremony reflect belief?</b></p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>• the importance of the vows;</li> <li>• the fact that the vows are made before God as well as the congregation;</li> <li>• the ceremony stresses faithfulness, and having children.</li> </ul>	[6]
2(e)	<p><b>'Divorce is wrong.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• promises made to God in the marriage ceremony;</li> <li>• Biblical teaching that marriage is essentially indissoluble;</li> <li>• teachings about love and forgiveness;</li> <li>• the idea that marriages do not always work and so mistakes may be forgiven.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
	<b>Hinduism</b>	
3(a)	<p><b>What is meant by ‘marriage’?</b></p> <p>A legally recognized relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
3(b)	<p><b>How might the bride and groom be dressed at a Hindu wedding?</b></p> <ul style="list-style-type: none"> <li>• Traditional clothing;</li> <li>• red dress traditional for the bride.</li> </ul>	[2]
3(c)	<p><b>Name three key elements which might form part of a Hindu wedding.</b></p> <ul style="list-style-type: none"> <li>• vows made to each other;</li> <li>• exchange of rings;</li> <li>• blessings;</li> <li>• prayers;</li> <li>• binding of scarves;</li> <li>• walking around the fire.</li> </ul>	[3]
3(d)	<p><b>How may a Hindu marriage ceremony reflect belief?</b></p> <p>Answers need to explain the importance of:</p> <ul style="list-style-type: none"> <li>• the vows made;</li> <li>• the mutual participation of the bride and groom.</li> </ul>	[6]
3(e)	<p><b>‘Divorce is wrong.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Answers may focus on:</p> <ul style="list-style-type: none"> <li>• the idea that life is lived according to the will of the gods;</li> <li>• certain issues are a matter of conscience and of personal choice;</li> <li>• divorce is never seen as desirable;</li> <li>• in some cases, divorce may be inevitable and therefore beings can be divorced and so freed to live their lives with a second chance.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]




Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
	<b>Islam</b>	
4(a)	<p><b>What is meant by ‘marriage’?</b></p> <p>A legally recognised relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
4(b)	<p><b>What is meant by an ‘arranged’ marriage in Islam?</b></p> <ul style="list-style-type: none"> <li>• A marriage where the bride and groom are chosen to be together by the families;</li> <li>• still needs consent of both parties for the marriage to have validity.</li> </ul>	[2]
4(c)	<p><b>Name three key elements of a Muslim wedding.</b></p> <p>Candidates may describe:</p> <ul style="list-style-type: none"> <li>• signing of the contract;</li> <li>• witnesses;</li> <li>• the bride need not be present;</li> <li>• the marriage ceremony is more a secular event than a religious one;</li> <li>• the traditional clothes worn by the bride.</li> </ul>	[3]
4(d)	<p><b>How may a Muslim marriage ceremony reflect belief?</b></p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>• the importance of the statements made at the ceremony / vows;</li> <li>• the fact that the vows are made before Allah;</li> <li>• that the ceremony stresses faithfulness, and having children;</li> <li>• as the bride does not have to be at the ceremony and can be represented by witnesses this shows that the obligations of the wedding are made by the groom.</li> </ul>	[6]
4(e)	<p><b>‘Divorce is wrong.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p>	


Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
4(e) cont'd	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>the idea that life is lived according to the will of Allah;</li> <li>that people do have free will and that certain issues are a matter of conscience and of personal choice;</li> <li>although Islam does not encourage divorce it does accept its inevitability in certain circumstances and has taken steps to ensure, as far as possible, that all parties suffer as little as possible.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
	<b>Judaism</b>	
5(a)	<p><b>What is meant by 'marriage'?</b></p> <p>A legally recognized relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
5(b)	<p><b>How might Jews prepare for the wedding ceremony?</b></p> <ul style="list-style-type: none"> <li>Engagement/betrothal ceremony;</li> <li>use of the mikveh</li> </ul>	[2]
5(c)	<p><b>Name three key elements of a Jewish wedding ceremony.</b></p> <ul style="list-style-type: none"> <li>the chuppah;</li> <li>the ring;</li> <li>the seven blessings;</li> <li>the broken glass;</li> <li>the unveiling of the bride;</li> <li>the role of the rabbi and/or chazzan;</li> <li>the parents and the witnesses;</li> <li>the wedding may take place anywhere provided it is under a chuppah.</li> </ul>	[3]
5(d)	<p><b>How may a Jewish marriage ceremony reflect belief?</b></p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>the importance of the vows;</li> <li>the fact that the vows are made before G-d as well as the congregation;</li> <li>the ceremony stresses faithfulness, and having children.</li> </ul>	[6]


Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
5(e)	<p><b>‘Divorce is wrong.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>the idea that life is lived according to the will of G-d;</li> <li>that people do also have free will and that certain issues are a matter of conscience and of personal choice;</li> <li>Although Judaism does not encourage divorce it does accept its inevitability in certain circumstances and has taken steps to ensure, as far as possible, that all parties suffer as little as possible;</li> <li>the problems involved with the obtaining of a get.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
6(a)	<p><b>Sikhism</b></p> <p><b>What is meant by ‘marriage’?</b></p> <p>A legally recognized relationship established by a civil or religious ceremony between two people who intend to live together as man and wife.</p>	[1]
6(b)	<p><b>Why does the bride’s father tie her head scarf to the groom’s scarf?</b></p> <ul style="list-style-type: none"> <li>To show that he is passing his daughter and her welfare to the groom</li> </ul>	[2]
6(c)	<p><b>Name three key elements of a Sikh wedding ceremony.</b></p> <ul style="list-style-type: none"> <li>a Sikh wedding usually takes place in the morning;</li> <li>the wedding must be held in front of a copy of the Guru Granth Sahib Ji;</li> <li>before the service begins there is a ceremony called the Milna;</li> <li>the two families meet and give gifts and then eat a meal;</li> <li>the ceremony begins with the morning hymn Asa di var and the Ardas;</li> <li>the bride’s father places flower garlands over the couple and then takes one end of the groom’s scarf and ties it to the end of the head scarf to show that she is leaving her father and joining her husband;</li> <li>the service ends with the sharing of karah parshad;</li> </ul>	

Religion and Human Relationships		
Section A		
Question Number	Answer	Max Mark
6(c) cont'd	<ul style="list-style-type: none"> <li>although the guests may give money to the couple, the idea of a dowry is forbidden in Sikhism.</li> </ul>	[3]
6(d)	<p><b>How may a Sikh marriage ceremony reflect belief?</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>the first part of the ceremony is an explanation of the Sikh ideal of marriage and that it is not just a social contract but the joining together of two souls;</li> <li>the bride and groom both bow to the Guru Granth Sahib Ji which shows that they accept these teachings and want to spend the rest of their lives together supporting each other physically and spiritually;</li> <li>when the Lavan (wedding hymn) of Guru Ram Das Ji is sung the bride and groom bow to the Guru Granth Sahib Ji to show that they accept the teachings of the Lavan which explains the relationship between Waheguru and an individual.</li> </ul>	[6]
6(e)	<p><b>'Divorce is wrong.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Candidates may include:</p> <ul style="list-style-type: none"> <li>Sikhs are expected to remain faithful to their husband or wife;</li> <li>Marriage is important to Sikhs because of strengthening family life and the bringing up of children;</li> <li>Sikhs accept that divorce, although unwelcome, is sometimes inevitable.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
7(a)	<p><b>What is fertility treatment?</b></p> <p>Medical treatment to enable a woman to have a baby when she cannot conceive normally.</p>	[1]
7(b)	<p><b>What are Buddhist attitudes towards fertility treatment?</b></p> <ul style="list-style-type: none"> <li>• Buddhist attitudes towards fertility treatment may be very individual to the person concerned;</li> <li>• if a couple are infertile then it is something which should be accepted and that they must still work towards good kamma;</li> <li>• all new life is an opportunity for someone to work towards reaching nibbana.</li> </ul>	[2]
7(c)	<p><b>What does Buddhism teach about abortion?</b></p> <ul style="list-style-type: none"> <li>• Abortion is never desirable but may be necessary in some circumstances such as the health of the woman;</li> <li>• could create bad kamma</li> <li>• could interfere with future lives.</li> </ul>	[3]
7(d)	<p><b>Explain Buddhist attitudes to the use of animals in medical research.</b></p> <p>Answers may explain:</p> <ul style="list-style-type: none"> <li>• Buddhists may have slightly different views about the use of animals in medical research. Such use should be designed and intended to help humans live healthier and happier lives;</li> <li>• however, in relation to the principle of re-becoming it could be said that one life is being made to suffer for the sake of another when all life is aiming for nibbana.</li> </ul>	[6]
7(e)	<p><b>‘Every woman has the right to have a baby.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates may include:</p> <ul style="list-style-type: none"> <li>• it is part of the duty and the right of every married woman to have children;</li> <li>• the use of medical resources in helping an infertile couple;</li> <li>• whether a child is a right or a gift.</li> </ul>	


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
7(e) cont'd	Answers must be supported and a personal opinion must be included to attain level 3 or above.	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
	<b>Christianity</b>	
8(a)	<b>What is fertility treatment?</b> Medical treatment to enable a woman to have a baby when she cannot conceive normally.	[1]
8(b)	<b>What are Christian attitudes towards fertility treatment?</b> <ul style="list-style-type: none"> <li>• some people are in favour of fertility treatment as enabling a woman to fulfil part of her mission in life which is to have children and the commandment to 'go forth and multiply';</li> <li>• the opposition to this: interfering with God's work, use of spare embryos and the way in which the semen is collected.</li> </ul>	[2]
8(c)	<b>What does Christianity teach about abortion?</b> <ul style="list-style-type: none"> <li>• Difference in opinion between Roman Catholics and some Protestants;</li> <li>• Roman Catholic church: it is always wrong except in cases of 'double effect';</li> <li>• Protestants may feel that there are cases such as rape when it is a possible option though still not desirable.</li> </ul>	[3]
8(d)	<b>Explain Christian attitudes to the use of animals in medical research.</b> Candidates may explain: <ul style="list-style-type: none"> <li>• the idea of 'it's not a nice thing to do' and 'suppose the animals did it to us';</li> <li>• issues of equality and also the benefits to humans of testing;</li> <li>• whether animals should be treated equally as humans or whether they are a lesser part of creation.</li> </ul>	[6]


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
8(e)	<p><b>‘Every woman has the right to have a baby.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• it is part of the duty and the right of every married woman to have children;</li> <li>• the use of medical resources in helping an infertile couple;</li> <li>• whether a child is a right or a gift.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
	<b>Hinduism</b>	
9(a)	<p><b>What is fertility treatment?</b></p> <p>Medical treatment to enable a woman to have a baby when she cannot conceive normally.</p>	[1]
9(b)	<p><b>What are Hindu attitudes towards fertility treatment?</b></p> <ul style="list-style-type: none"> <li>• Hindus may have different opinions about fertility treatment amongst themselves as there is no clear teaching;</li> <li>• the atma and to what extent fertility treatment might therefore impact on reincarnation.</li> </ul>	[2]
9(c)	<p><b>What does Hinduism teach about abortion?</b></p> <ul style="list-style-type: none"> <li>• Abortion is never desirable but may be necessary in some circumstances such as the health of the woman;</li> <li>• could create bad karma;</li> <li>• could interfere with future lives and the atma.</li> </ul>	[3]
9(d)	<p><b>Explain Hindu attitudes to the use of animals in medical research.</b></p> <p>Candidates may explain:</p> <ul style="list-style-type: none"> <li>• Hindus are likely to be opposed to the use of animals in medical research;</li> <li>• this may be on the grounds that every being has an atma and is working towards achieving moksha so must be treated equally and with respect.</li> </ul>	[6]


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
9(e)	<p><b>‘Every woman has the right to have a baby.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• it is part of the duty and the right of every married woman to have children;</li> <li>• consideration of the use of medical resources in helping an infertile couple;</li> <li>• whether a child is a right or a gift.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
10(a)	<p><b>Islam</b></p> <p><b>What is fertility treatment?</b></p> <p>Medical treatment to enable a woman to have a baby when she cannot conceive normally.</p>	[1]
10(b)	<p><b>What are Muslim attitudes towards fertility treatment?</b></p> <p>Support for this:</p> <ul style="list-style-type: none"> <li>• some Muslims are in favour of fertility treatment;</li> <li>• developments in medical science are a gift from Allah;</li> <li>• it is the right and duty of every woman to have children;</li> <li>• opposition to this:</li> <li>• interfering with Allah’s work;</li> <li>• use of spare embryos;</li> <li>• the way in which the semen is collected.</li> </ul>	[2]
10(c)	<p><b>What does Islam teach about abortion?</b></p> <ul style="list-style-type: none"> <li>• Generally opposed to abortion as being murder and interfering with Allah’s creation;</li> <li>• however there are circumstances in which the mother must be protected for health reasons and it can be permitted in these circumstances.</li> </ul>	[3]





Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
10(d)	<p><b>Explain Muslim attitudes to the use of animals in medical research.</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>the idea of 'it's not a nice thing to do' and 'suppose the animals did it to us';</li> <li>issues of equality;</li> <li>the benefits to humans of testing;</li> <li>whether animals should be treated equally as humans or whether they are a lesser part of creation.</li> </ul>	[6]
10(e)	<p><b>'Every woman has the right to have a baby.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>it is part of the duty and the right of every married woman to have children;</li> <li>considering the use of medical resources in helping an infertile couple;</li> <li>whether a child is a right or a gift.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
	<b>Judaism</b>	
11(a)	<p><b>What is fertility treatment?</b></p> <p>Medical treatment to enable a woman to have a baby when she cannot conceive normally.</p>	[1]
11(b)	<p><b>What are Jewish attitudes towards fertility treatment?</b></p> <ul style="list-style-type: none"> <li>some Jews are in favour of fertility treatment;</li> <li>the opposition to this primarily interfering with G-d's work and the use of spare embryos though Judaism does not consider an embryo to be a human being.</li> </ul>	[2]
11(c)	<p><b>What does Judaism teach about abortion?</b></p> <ul style="list-style-type: none"> <li>Most Jews are opposed to abortion as being murder and interfering with G-d's plan;</li> <li>however, Jews do not believe that the foetus is truly a human being until after it has completely left the mother's body;</li> <li>in circumstances where the mother's life is in danger, abortion may be the best option.</li> </ul>	[3]


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
11(d)	<p><b>Explain Jewish attitudes to the use of animals in medical research.</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>the idea that ‘it’s not a nice thing to do’ and ‘suppose the animals did it to us’;</li> <li>issues of equality;</li> <li>the benefits to humans of testing;</li> <li>whether animals should be treated equally as humans or whether they are a lesser part of creation.</li> </ul>	[6]
11(e)	<p><b>‘Every woman has the right to have a baby.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>it is part of the duty and the right of every married woman to have children;</li> <li>Consideration of the use of medical resources in helping an infertile couple;</li> <li>whether a child is a right or a gift.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]
	<b>Sikhism</b>	
12(a)	<p><b>What is fertility treatment?</b></p> <p>Medical treatment to enable a woman to have a baby when she cannot conceive normally.</p>	[1]
12(b)	<p><b>What are Sikh attitudes towards fertility treatment?</b></p> <ul style="list-style-type: none"> <li>Sikhs may have different opinions about fertility treatment themselves as there is no clear teaching;</li> <li>the atma and to what extent fertility treatment might therefore impact on reincarnation.</li> </ul>	[2]
12(c)	<p><b>What does Sikhism teach about abortion?</b></p> <ul style="list-style-type: none"> <li>Abortion is never desirable but may be necessary in some circumstances such as the health of the woman.</li> <li>Could create bad karma</li> <li>Could interfere with future lives and the atma</li> </ul>	[3]


Religion and Medical Ethics		
Section B		
Question Number	Answer	Max Mark
12(d)	<p><b>Explain Sikh attitudes to the use of animals in medical research.</b></p> <p>Candidates may include explanation that:</p> <ul style="list-style-type: none"> <li>• Sikhs are likely to be opposed to the use of animals in medical research;</li> <li>• this may be on the grounds that every being has an atma and is working towards achieving moksha so must be treated equally and with respect.</li> </ul>	[6]
12(e)	<p><b>‘Every woman has the right to have a baby.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• it is part of the duty and the right of every married woman to have children;</li> <li>• consideration of the use of medical resources in helping an infertile couple;</li> <li>• whether a child is a right or a gift.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Buddhism</b>	
13(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others</p>	[1]
13(b)	<p><b>What occupations might Buddhists believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against teachings of Right Livelihood</li> <li>• Or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
13(c)	<p><b>What do Buddhists teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• relevant Buddhist teachings of the ‘Middle Way’;</li> <li>• how living according to this would influence a Buddhist to care for the poor and show concern;</li> <li>• specific examples, perhaps of Buddhist monks caring for the poor.</li> </ul>	[3]
13(d)	<p><b>Why might Buddhists give money to charity?</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>• giving to charity is an important aspect of Buddhist care for the poor and the community;</li> <li>• the laity providing food for the monastic sangha.</li> </ul>	[6]
13(e)	<p><b>‘People must look after their family before they worry about the poor.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Christianity</b>	
14(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others</p>	[1]
14(b)	<p><b>What occupations might Christians believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against Christian teachings</li> <li>• Or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
14(c)	<p><b>What do Christians teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• You cannot be a true believer if you do nothing for the poor;</li> <li>• Christian teaching about concern for the poor is exemplified in teaching of Jesus and the behaviour of the disciples in the New Testament</li> <li>• examples such as the work of the Deacons in the early church.</li> </ul>	[3]
14(d)	<p><b>Why might Christians give money to charity?</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>• charity has always been part of Christianity since the time of the Deacons in Jerusalem and before;</li> <li>• tithing or latter-day collections as examples of helping those less fortunate.</li> </ul>	[6]
14(e)	<p><b>‘People must look after their family before they worry about the poor.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Christianity in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Hinduism</b>	
15(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others</p>	[1]
15(b)	<p><b>What occupations might Hindus believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against religious teachings such as varnashramadharma</li> <li>• Or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
15(c)	<p><b>What do Hindus teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• Hindu teaching as exemplified in the teaching and examples of the gods;</li> <li>• there is a need to care for the community as part of the responsibility for the atma.</li> </ul>	[3]
15(d)	<p><b>Why might Hindus give money to charity?</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>• charity has always been part of Hinduism and continues today;</li> <li>• giving charity is a way of caring for the poor and may also be seen as part of fulfilling one's dharma.</li> </ul>	[6]
15(e)	<p><b>'People must look after their family before they worry about the poor.'</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]

Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Islam</b>	
16(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others.</p>	[1]
16(b)	<p><b>What occupations might Muslims believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against Qur’anic teachings;</li> <li>• or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
16(c)	<p><b>What do Muslims teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• Muslim teaching about the poor is exemplified in the Qur’an and in the life and teachings of the Prophet;</li> <li>• though not strictly charity they may include teaching about zakah.</li> </ul>	[3]
16(d)	<p><b>Why might Muslims give money to charity?</b></p> <p>Candidates may include explanation that:</p> <ul style="list-style-type: none"> <li>• charity has always been part of Islam since the time of Muhammad ﷺ;</li> <li>• the use of zakah and other additional charitable collections as examples of helping those less fortunate.</li> </ul>	[6]
16(e)	<p><b>‘People must look after their family before they worry about the poor.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Islam in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Judaism</b>	
17(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others.</p>	[1]
17(b)	<p><b>What occupations might Jews believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against halakhah and the teachings of the scriptures;</li> <li>• Or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
17(c)	<p><b>What do Jews teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• Jewish teachings which are exemplified in the Bible and in the mitzvah of tzedakah;</li> <li>• the Golden Rule of Hillel.</li> </ul>	[3]
17(d)	<p><b>Why might Jews give money to charity?</b></p> <p>Candidates may include explanation of:</p> <ul style="list-style-type: none"> <li>• charity has always been part of Judaism (e.g. the gleaners in Ruth) since the earliest days;</li> <li>• giving tzedakah or latter-day collections are examples of helping those less fortunate;</li> <li>• the large number of Jewish Care Homes as examples.</li> </ul>	[6]
17(e)	<p><b>‘People must look after their family before they worry about the poor.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Judaism in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]




Religion, Poverty and Wealth		
Section C		
Question Number	Answer	Max Mark
	<b>Sikhism</b>	
18(a)	<p><b>What is meant by an immoral occupation?</b></p> <p>An occupation or job which goes against general moral or religious teachings – perhaps by causing harm to others.</p>	[1]
18(b)	<p><b>What occupations might Sikhs believe to be immoral?</b></p> <ul style="list-style-type: none"> <li>• Candidates may say that it is occupations which go against teachings of Right Livelihood.</li> <li>• Or suggest specific occupations such as gambling, selling drugs, prostitution etc.</li> </ul>	[2]
18(c)	<p><b>What do Sikhs teach about concern for the poor?</b></p> <ul style="list-style-type: none"> <li>• sewa as being the most significant Sikh concept when dealing with this issue;</li> <li>• the free food served in the langar;</li> <li>• the setting up of free pharmacies at gurdwaras which still exist in parts of the Punjab today.</li> </ul>	[3]
18(d)	<p><b>Why might Sikhs give money to charity?</b></p> <p>Candidates answers may include explanation of:</p> <ul style="list-style-type: none"> <li>• the concept of sewa as ‘service to others;’</li> <li>• the concept of Dhan – this is material service to other people. Sikhs might give money to charities or build a school or a dispensary to help others.</li> </ul>	[6]
18(e)	<p><b>‘People must look after their family before they worry about the poor.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Sikhism in your answer.</b></p> <p>Candidates are likely to try to seek a balance in their discussions and their answers may include:</p> <ul style="list-style-type: none"> <li>• care for the family goes without saying as a first principle of life, regardless of religion;</li> <li>• concern for the poor is such an important aspect of faith that it must override all other issues.</li> </ul> <p>Answers must be supported and a personal opinion must be included to attain level 3 or above.</p>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

All questions have the same AOs.

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG*</b>	<b>Total</b>
<b>(a)</b>	1			<b>1</b>
<b>(b)</b>	2			<b>2</b>
<b>(c)</b>	3			<b>3</b>
<b>(d)</b>	6			<b>6</b>
<b>(e)</b> 		12	3	<b>12</b>
<b>Totals</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>24</b>

\* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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