

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION B) (40553)
RELIGIOUS STUDIES (SPECIFICATION B) (SHORT COURSE)**



UNIT 3 RELIGION AND MORALITY

SPECIMEN PAPER

For this paper you must have:

- an AQA 12-page answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book.
- Answer **four** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling, Punctuation and Grammar.
- The marks for questions are shown in brackets.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- Spelling, Punctuation and Grammar will be assessed in Questions 05, 10, 15, 20, 25 and 30. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be awarded a mark for Spelling, Punctuation and Grammar (**SPaG**) for each of the four questions that you attempt. The best of these marks will be included in your total for the paper.

Answer **four** questions.

There are 18 marks for content for each question.

There are four additional marks on the paper for Spelling, Punctuation and Grammar.

Question 1 Religious Attitudes to Matters of Life (Medical Ethics)

Look at the photograph below.

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Welcome to the No Exceptions Campaign, which works to protect human life from lethal research, experimentation and abuse.

There's no longer any doubt that life begins at fertilisation. That's why human life should be protected from that point. There should be no exceptions.

We were all once human embryos. Using tiny humans to create spare parts or to harvest stem-cells is not just unethical, it's also proven to be bad science and failed medicine.

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0 1 Name **two** artificial methods of conception. (2 marks)

0 2 Give **three** reasons why some religious people believe that embryo research is wrong. (3 marks)

0 3 'Religious believers should not be surrogate parents.'

What do you think? Explain your opinion. (3 marks)

0 4 Explain the attitudes of religious believers to blood transfusions. (4 marks)

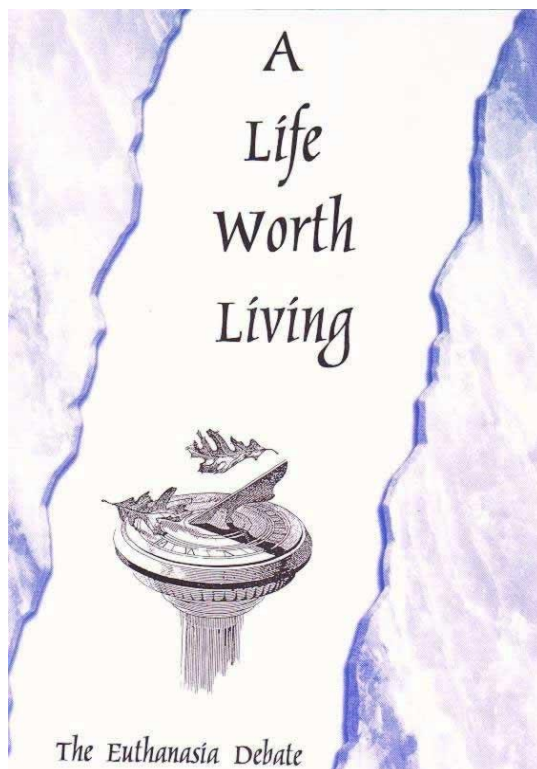
0 5 'If a couple cannot have children naturally, they should accept that they will never be parents.'

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. (6 marks)

SPaG 4 marks

Question 2 Religious Attitudes to the Elderly and Death

Look at the poster below.



0 6 Name **two** types of euthanasia. (2 marks)

0 7 Explain the attitudes of religious believers to euthanasia. (4 marks)

0 8 'Religion provides comfort for the dying.'
What do you think? Explain your opinion. (3 marks)

0 9 Give **three** reasons why some religious people support the work of a hospice. (3 marks)

1 0 'Senior citizens are the most important members of society.'
Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

Turn over for the next question

Turn over ►

Question 3 Religious Attitudes to Drug Abuse

Look at the statement below.

You pay for illegal drugs twice – once when you get them and once when they get you.

1 1 Name **two** illegal drugs. *(2 marks)*

1 2 Give **three** reasons why some people take illegal drugs. *(3 marks)*

1 3 'Religious believers should not use any drugs.'

What do you think? Explain your opinion. *(3 marks)*

1 4 Explain the attitudes of religious believers to smoking tobacco. *(4 marks)*

1 5 'Anyone who uses illegal drugs should be punished.'

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. *(6 marks)*

SPaG *4 marks*

Question 4 Religious Attitudes to Crime and Punishment

Look at the photograph below.



1 6 Name **two** aims of punishment. (2 marks)

1 7 Give **three** reasons why some people break the law. (3 marks)

1 8 'Crime prevention is a major priority for religious believers.'

What do you think? Explain your opinion. (3 marks)

1 9 Explain the attitudes of religious believers to the death penalty (capital punishment). (4 marks)

2 0 'All prisoners should serve their full sentence.'

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. (6 marks)

SPaG 4 marks

Turn over for the next question

Turn over ►

Question 5 Religious Attitudes to the Rich and Poor in British Society

Look at the drawing below.



2 1 Name **two** ways that the government helps the poor. (2 marks)

2 2 Give **three** reasons why a religious person might choose **not** to take part in lotteries. (3 marks)

2 3 'Religious people have no responsibility to help the poor.'

What do you think? Explain your opinion. (3 marks)

2 4 Explain the attitudes of religious believers to those who are homeless. (4 marks)

2 5 'There is nothing wrong with being wealthy.'

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. (6 marks)

SPaG 4 marks

Question 6 Religious Attitudes to World Poverty

Look at the photograph below.



2 | 6 Name **two** religious charities that help the poor in Less Economically Developed Countries (LEDCs). (2 marks)

2 | 7 Give **three** ways that show how the poor in Less Economically Developed Countries (LEDCs) are treated unfairly. (3 marks)

2 | 8 'Religious organisations should concentrate on long term aid rather than short term (emergency) aid.'

What do you think? Explain your opinion. (3 marks)

2 | 9 Explain the attitudes of religious believers to those who live in poverty in Less Economically Developed Countries (LEDCs). (4 marks)

3 | 0 'Poverty is too big a problem for religious believers to solve.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

END OF QUESTIONS

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification B

Unit 3 Religion and Morality

Specimen Mark Scheme

June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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. No half marks or bonus marks are to be used under any circumstances.
2. 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.
3. 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. L2, and in the right-hand margin, the mark that has been awarded for the question.
4. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
5. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
6. 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?'
7. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
8. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.

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

The **assessed level** of 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

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the candidate will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

In addition, marks for spelling, punctuation and grammar will be awarded in the 6-mark questions.

Assessment of Spelling Punctuation and Grammar

Spelling, punctuation and grammar will be assessed in the 6-mark questions. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 1 Religious Attitudes to Matters of Life (Medical Ethics)

01 Name two artificial methods of conception.

Target: Knowledge of artificial methods of conception

Candidates may include some of the following points:

In vitro fertilisation (IVF), artificial insemination by donor (AID or DI), artificial insemination by husband (AIH).

One mark for each correct method to a maximum of two.

(2 marks)

AO1

02 Give three reasons why some religious people believe that embryo research is wrong.

Target: Understanding why some religious people oppose embryo research

Candidates may include some of the following points:

That there is a potential life, so it is wrong to do tests on it / that all life is sacred, the embryos are seen as not sacred / that God has made us what we are, we should accept it, so there is no need for embryo research / that we wouldn't do tests or research on people without their consent, so why do embryo research? / it is morally wrong / what do they do with the embryo after research? / effect on karma, etc.

Allow one mark for each of three reasons.

(3 marks)

AO1

03 'Religious believers should not be surrogate parents.'

What do you think? Explain your opinion.

Target: Evaluation of whether or not surrogacy should be allowed.

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Wrong to carry someone else's child / wrong to expect a woman to give up her child / some get illegal payments for doing this or over the top expenses / enough children in the world already / other alternatives, e.g. adoption / children should be born to a married couple / system can be exploited for personal gain / problems associated with religion and identity/ children a gift from God, etc.

Already illegal to receive payment / maybe the only way a couple can receive a child / safeguards are already there / surrogate mother can decide to keep her child, etc.

(3 marks) AO2

04 Explain the attitudes of religious believers to blood transfusions.**Target: Understanding of attitudes of believers to blood transfusion**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Buddhism	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 where possible / ideas of samsara (life, death, rebirth).
Christianity	Most Christians (including Roman Catholic, Church of England, Orthodox, Free Churches) support transfusion as an opportunity to show love to others / act of charity / accept Jehovah's Witness opposition as contrasting view (the life of everything is in the blood) / Quakers, Pentecostals let believers decide / God creates life and we have a special relationship with him / link to Jesus. teaching - love neighbour / what you did for others you did for me; treat others how you would like to be treated, etc).
Hinduism	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-harming) and quest for moksha (liberation) is important.
Islam	If anyone has saved a life, it would be as if he had saved the life of the whole of mankind (Qur'an) / transfusion allowed in emergency or genuine need / blood should not be sold as it came from Allah the creator.
Judaism	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.
Sikhism	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.

(4 marks)**AO1**

05 'If a couple cannot have children naturally, they should accept that they will never be parents.'

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 whether it is right to accept or challenge infertility

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Idea of God's transcendence, and humans' comparative lack of knowledge / idea that God sees the big picture / that God has created us in a set way for his own reasons, you can only say at the latter stages of your life that God didn't grant you children, i.e. may be seen as impatient by having fertility treatments; unnatural.

Other views

God may have given us the knowledge to do this / these children are probably the most wanted, therefore, the most loved and best looked after (all religions stress looking after children) / God may work through the doctors to grant children / could be seen as doctors working in partnership with God in his creation, and fulfilling the duty to go forth and multiply / the knowledge is there to make people happier, why not use it / intentions behind fertility treatments are all good.

(6 marks)

AO2

05 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 2 Religious Attitudes to the Elderly

06 Name two types of euthanasia.

Target: Knowledge of types of euthanasia

Candidates may include some of the following points:

Active / Passive.

Accept: Voluntary / Involuntary / Non-voluntary.

One mark for each correct type to a maximum of two.

(2 marks) AO1

07 Explain the attitudes of religious believers to euthanasia.

Target: Analysis of the effect beliefs and teachings may have on decisions about euthanasia

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

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.

Christianity

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.

Hinduism

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.

Islam

Life's duty is to submit to Allah's will / reason for suffering / everything has natural Shari'ah so against nature / suffering is test from Allah and bearing it brings reward / life should not be unnecessarily prolonged by artificial means.

Judaism

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.

Sikhism

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.

(4 marks) AO1

08 'Religion provides comfort for the dying.'

What do you think? Explain your opinion.

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

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Idea that life after death provides comfort / hope of eternal life, free from pain and suffering / or belief in rebirth/reincarnation / religious people helping to make death easier, e.g. performance of last rites etc.

Life after death is false hope and cannot provide comfort / blaming God for death / leaving behind loved ones / atheistic view, etc.

(3 marks) AO2

09 Give three reasons why some religious people support the work of a hospice.

Target: Understanding of why some religious people support the work of a hospice

Candidates may include some of the following points:

Allows person to die with dignity / many hospices receive no public funding / emphasis is on caring, pain relief, spiritual fulfillment and quality of life / families are involved / help may be given regarding preparation for the afterlife.

Allow one mark for each of three reasons.

(3 marks)

AO1

10 'Senior citizens are the most important members of society.'

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 value of senior citizens

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Senior citizens have valuable life experiences / have made valuable contributions to society through work, etc. / some have fought for the freedom of the country in war / honour your parents idea in religions, etc.

Other views

All members of society are valuable and precious to God / economically senior citizens need to be supported in financial terms and health tends to not be so great / others make a bigger contribution to society, etc.

(6 marks)

AO2

10 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 3 Religious Attitudes to Drug Abuse

11 Name two illegal drugs.

Target: Knowledge of illegal drugs.

Candidates may include some of the following points:

Cocaine / heroin /ecstasy / LSD / amphetamines / cannabis / anabolic steroids.

Allow one mark for each of two named illegal drugs.

(2 marks) AO1

12 Give three reasons why some people take illegal drugs.

Target: Understanding of why people take illegal drugs

Candidates may include some of the following points:

Escapism / peer pressure / culture / risk / want to try it / because it is forbidden / addiction / medicinal / therapeutic reasons, etc.

Allow one mark for each of three reasons.

(3 marks) AO1

13 ‘Religious believers should not use any drugs.’

What do you think? Explain your opinion.

Target: Evaluation of use of drugs by believers.

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Pain may be a test from God / religious experience is not drug induced / body is temple of God and should not be artificially altered.

Distinction between types of drugs being difference between usage / medical drugs help save lives.

(3 marks) AO2

14 Explain the attitudes of religious believers to smoking tobacco.

Target: Knowledge and understanding of how the beliefs and teachings impact on attitudes of religious believers to smoking

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Buddhism

Buddhists are encouraged to follow the Eightfold Path which includes right action / tobacco affects health / the results of addiction are bad / increased likelihood of disease.

Christianity

Try to avoid tobacco because of potential harmful effects on both the taker and those nearby / body is temple of Holy Spirit (1 Corinthians 6¹⁹) / body should be used to glorify God / problem of addiction recognized.

Hinduism

Hindu teachings are generally opposed to the use of any substance that can harm one's physical health and prevent spiritual progress / must not get willfully addicted to any substance / must try to overcome such dependence through will-power. (Laws of Manu).

Islam

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) / but no law against smoking accept during Ramadan.

Judaism

Jews are taught that their bodies are on loan from God / they have a responsibility to preserve and protect them / danger to health recognized.

Sikhism

Sikhs are taught that the body is a temple built by God, so it must be preserved and protected / emphasis on physical fitness rules out tobacco / tobacco forbidden (khalsa) Sikhs.

(4 marks)**AO1**

15 'Anyone who uses illegal drugs should be punished.'

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 what should happen to those who break the law by using illegal drugs

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

If people break the law they should be punished / should set an example to prevent others using illegal drugs / religions encourage keeping of law / deserve punishment / damaging God / Allah's creation.

Other views

Need help rather than punishment / often taking drugs sign of inadequacy / suffer enough as consequence of taking drugs / compassion required, etc.

(6 marks)

AO2

15 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 4 Religious Attitudes to Crime and Punishment

16 Name two aims of punishment.

Target: Knowledge of aims of punishment

Candidates may include some of the following points:

Deterrence: to put people off committing crime.

Retribution: to enable victims to feel that justice has been done / to 'get someone back' for what they have done.

Equality: to give equal punishment for a crime.

Reformation: to re-educate criminals to prevent repeat behaviour.

Protection: to protect society from criminals.

Vindication: to justify having a law.

Reparation: to pay back to (the victim), make up for.

One mark for each correct aim to a maximum of two.

(2 marks)

AO1

17 Give three reasons why some people break the law.

Target: Understanding of why some people break the law

Candidates may include some of the following points:

Social reasons, e.g. join in with gang or peer pressure / environmental reasons, e.g. poverty, deprived home background, parents criminals / psychological reasons / greed / selfishness / drug addiction / ignorance / disagree with the law / lack of education / boredom, etc

Allow one mark for each of three reasons.

(3 marks)

AO1

18 'Crime prevention is a major priority for religious believers.'

What do you think? Explain your opinion.

Target: Evaluation of the importance of crime prevention for religious believers

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Believers wish to make society a safe place / idea of obedience to the Law, e.g. Paul's teaching in Romans / ideas of reform / changing attitudes / rules and regulations, e.g. Ten Commandments, Shari'ah Law / preventing people from getting deeper into crime.

Other issues more important, e.g. worship / environment / relationship with God / gaining merit or good karma, etc.

(3 marks)

AO2

19 Explain the attitudes of religious believers to the death penalty (capital punishment).**Target: Knowledge and understanding religious believers' attitudes to the death penalty**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:**Buddhism**

Disagree – precept of non-harming; compassion / need to work through bad karma created, and imprisonment allows for this / work of Angulimala organization / Right Action in regard to treatment of offender; some Buddhist countries do use capital punishment / story of Milarepa.

Christianity

Generally disagree – Jesus opposed 'eye for an eye' concept / favour of restorative justice, which capital punishment is not / forgiveness / sanctity of life and respect for all life / judge and you will not be judged (Jesus) / Pope's role in appealing for clemency but some Christians allow it because of 'an eye for an eye ... a life for a life.'

Hinduism

Punishment is found in laws of Manu, e.g. for murder, treason, karmic consequences / link to castes and reincarnation.

Islam

Law of equality of retribution allows for execution / punishment cited in Qur'an and Hadith / better to take compensation and allow imprisonment / bad crime carries capital sentence / respect for life, but show no respect and gain no respect.

Judaism

Set as punishment in Torah / rarely used (once only in history of Israeli state) / very strict criteria applied for its use, making it all but impossible.

Sikhism

Accept need for capital punishment, but that it should rarely be used / preference for restorative justice / need to preserve dignity of any person including criminal / example of murderer who became a Sikh missionary via Guru Nanak.

(4 marks)**AO1**

20 'All prisoners should serve their full sentence.'

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 necessity of prisoners serving full sentences

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Retribution, deterrence, protection will mean life is life / might re-offend if they are let out / only serious criminals get life / risk to public if released, etc.

Other views

Reform would be pointless if life meant life / forgiveness and hope are important in religion / those who have repented deserve another chance / Jesus and criminal on the cross, etc.

(6 marks)

AO2

20 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 5 Religious Attitudes to the Rich and Poor in British Society

21 Name two ways the government helps the poor.

Target: Knowledge of how the government helps the poor

Candidates may include some of the following points:

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

One mark for each correct way to a maximum of two.

(2 marks) AO1

22 Give three reasons why a religious person might choose not to take part in lotteries.

Target: Understanding of why a religious person might not support lotteries

Allow one mark for each of three reasons.

The negative effect on families / that gambling means many people lose out / gambling addiction / unfair to gain wealth; materialism (not spirituality) / belief that religion opposes gambling, etc.

(3 marks) AO1

23 ‘Religious people have no responsibility to help the poor.’

What do you think? Explain your opinion.

Target: Evaluation of whether or not religious people should help the poor

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Everyone has common responsibility to help the poor / balance between whether it is only religious responsibility or whether responsibility for everyone.

Helping the poor is encouraged by all religions / get good karma or merit / religious people have a special responsibility to be generous and not greedy.

(3 marks) AO2

24 Explain the attitudes of religious believers to those who are homeless.

Target: Analysis of the effect of beliefs and teachings on attitudes towards the homeless

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis.	4 marks

Candidates may include some of the following points:

Many candidates will use teachings re the poor – this is acceptable in this answer providing it is related to helping the homeless.

Buddhism

Should help the 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 like the homeless / 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 your neighbour / refusing to help needy is refusing to help Jesus / Salvation Army is a denomination that particularly helps the homeless / Parable of Sheep and Goats / Good Samaritan.

Hinduism

Hindus encouraged to use money for their families needs in the first instance with remainder going to local poor / dharma (religious and social duty) / before midday meal many Hindus give food to needy person / sacrificial giving brings unseen merit.

Islam

Wealth is only of value for the good it can do / Allah expects Muslims to be charitable and help the homeless / 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 five pillars / voluntary giving (sadaqah) is encouraged.

Judaism

Wealth is a sign of God's blessing, but should be used for the whole community / wealth should be used for the needy and homeless as this is what God requires / one tenth of income should be given to poor (tzedaka) / tzedaka belongs to poor and not giving it is seen as robbing the poor and homeless / collection boxes (pushkes) are kept in homes.

Sikhism

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, e.g. helping the homeless. (Guru Amar Das) / expectation to give as much as they can to help the poor-at least one tenth (daswandh) of their income / inheriting wealth is reward from previous life but should be used for others, e.g. homeless

(4 marks)

AO1

25 'There is nothing wrong with being wealthy.'

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 whether or not it is right to be wealthy

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	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.
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

Wealth is God given or is the result of merit / can be used to be a lot of good, e.g. charity work / idea that God's favour is on those who have wealth / money in itself does not make a person good or bad / can give more tithes or more to the place of worship of the believer, etc.

Other views

The love of money is the root of all evil' – 1 Timothy 6¹⁰ / Jesus said that it is hard for a rich person to go to heaven / wealth or possessions can become a god / distracts people from spiritual things, etc.

(6 marks)

AO2

25 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Question 6 Religious Attitudes to World Poverty

- 26 Name two religious charities that help the poor in Less Economically Developed Countries (LEDCs).**

Target: Knowledge of two religious charities

Candidates may include some of the following:

Christian Aid / CAFOD / Tear Fund / World Vision / Islamic Relief / Muslim Aid.

Allow one mark for each of two named religious charities.

(2 marks)

AO1

- 27 Give three ways that show that the poor in Less Economically Developed Countries (LEDCs) are treated unfairly.**

Target: Understanding of why the poor in LEDCs are treated unfairly

Candidates may include some of the following points:

Poor people are treated unfairly by rich nations not giving them fair recompense for what they produce / huge debts cripple the poorest countries, especially interest rates on loans / they pay rich nations many times as much in interest as they receive from them in aid / enough food is produced globally to feed everyone in the world, but the poor cannot afford to buy it / trade rules disadvantage the developing world.

Allow one mark for each of three reasons.

(3 marks)

AO1

28 'Religious organisations should concentrate on long term aid rather than short term (emergency) aid.'

What do you think? Explain your opinion.

Target: Evaluation of merits of long term and emergency aid

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Candidates may include some of the following points:

Projects that are long term help people for the distant future / give a person a fish you feed them for one day – teach them to fish you feed them for a life time / encourages people to help themselves / believers should be concerned with the long term welfare of those in need and not just short term, etc.

Emergency aid is needed when there has been a disaster / long term aid does solve the immediate problem / aid needed now or people will die / what may be needed is both / one not necessarily more important than the other.

(3 marks)

AO2

29 Explain the attitudes of religious believers to those who live in poverty in Less Economically Developed Countries (LEDCs).

Target: Understanding of religious attitudes towards those who are live in poverty

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development or analysis..	4 marks

Candidates may include some of the following points:

Principles of sanctity of life, human rights, equality, justice, love, stewardship, compassion, sharing, generosity, creation by God (not Buddhism), brotherhood and sisterhood, everyone our neighbours.

Buddhism

Buddhist principle that greed causes suffering, wealth does not bring happiness, almsgiving practised, generosity is one of six perfections / compassion (karuna) is one of the qualities (Brahma Vihara) on which Buddhists meditate / offering gifts (dana), especially food to the monks, develops unselfishness.

Christianity

Christian principles of love of neighbour, sharing, all created by God, stewardship, and compassion / Jesus' teaching and example in incidents, parables, e.g. Rich Young Man, Rich Man and Lazarus, Sheep and Goats, association with poor, outcasts, sinners, healing, feeding 5000, Good Samaritan / Church teaching and words and actions of religious leaders, e.g. Mother Teresa, Desmond Tutu.

Hinduism

Hindu emphasis on developing qualities of generosity and compassion, give money to the poor to fulfil this duty (dharma) / the law of karma requires Hindus to help others who suffer / this will ensure a good rebirth and release (moksha) / tradition of generosity to members of extended family and to their village.

Islam

Muslim teaching on equality, using wealth which comes from God to help others, Zakat, "He is not a believer who eats his fill while his neighbour remains hungry by his side." (Hadith) / "To be charitable in public is good, but to give alms to the poor in private is better and will atone for some of your sins / Allah has knowledge of all your actions." (Qur'an) / fasting during Ramadan gives sympathy with poor / justice and law important.

Judaism

Jewish duty to give about 10% to charity, responsibility for poor in Bible, e.g. Jubilee year, prophets' teaching / in Rabbinic literature charity is 'zedakah' meaning 'justice' – an obligation / what God requires / emphasis on giving in such a way that poor people can retain self-respect and can help themselves.

Sikhism

Sikh duty of Vand Chhakna – to practice charity – 10% of income – and (seva) community service, emphasis on equality / in scriptures, principle of sharing earnings with others, example of Guru Nanak staying with a poor man rather than the rich Malik Bhago whose “bread was made with the blood of the people he exploited” and teaching of Guru Nanak “Be grateful to God whose bounties you enjoy; be compassionate to the needy and the people you employ.”

(4 marks)

AO1

30 'Poverty is too big a problem for religious believers to solve.'

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 effect of what religious believers can do to help overcome a world wide problem

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	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.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks	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.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, with reference to religion.	5 marks	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.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion, showing informed insight.	6 marks	

Candidates may include some of the following points:

Agree

The size of the problem is overwhelming / 1.3 billion living on less than about 50 pence a day / individuals can do little to change governments, trade laws, world economics, etc./ charity is limited to helping small projects or emergency relief for disasters that merely reoccur / poverty is an enormous problem.

Other views

Every little helps / the campaign to drop the debt quite successful / morally indefensible to let people starve when the means to prevent it exist / religions teach basic human dignity, equality, justice, etc. / campaigns have to start with individuals (e.g. Parable of Mustard Seed).

(6 marks)

AO2

30 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Candidates spell, punctuate and use the 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.	<i>(4 marks)</i>
Intermediate performance	Candidates spell, punctuate and use the 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.	<i>(2-3 marks)</i>
Threshold performance	Candidates spell, punctuate and use the 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.	<i>(1 mark)</i>

Assessment Objectives Grids: GCSE Religious Studies Specification B Unit 3 Religion and Morality

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
01	2		1 Medical Ethics	2
02	3		1 Medical Ethics	3
03		3	1 Medical Ethics	3
04	4		1 Medical Ethics	4
05		6	1 Medical Ethics	6
06	2		2 The Elderly	2
07	4		2 The Elderly	4
08		3	2 The Elderly	3
09	3		2 The Elderly	3
10		6	2 The Elderly	6
11	2		3 Drug Abuse	2
12	3		3 Drug Abuse	3
13		3	3 Drug Abuse	3
14	4		3 Drug Abuse	4
15		6	3 Drug Abuse	6
16	2		4 Crime and Punishment	2
17	3		4 Crime and Punishment	3
18		3	4 Crime and Punishment	3
19	4		4 Crime and Punishment	4
20		6	4 Crime and Punishment	6
21	2		5 Rich and Poor	2
22	3		5 Rich and Poor	3
23		3	5 Rich and Poor	3
24	4		5 Rich and Poor	4
25		6	5 Rich and Poor	6
26	2		6 World Poverty	2
27	3		6 World Poverty	3
28		3	6 World Poverty	3
29	4		6 World Poverty	4
30		6	6 World Poverty	6
Total	36	36		72
			SPaG	4
			Total Marks	76