



**General Certificate of Secondary Education
June 2012**

Religious Studies

405014

Specification A

Unit 14 *Sikhism*

Final

Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. 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.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

Levels of response marking requires a quite different approach from the examiner than traditional 'point for point' marking. It is essential that the **whole response is read** and allocated to the level it **best fits**.

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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.

If a student 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.

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication

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

Students will be required to:

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

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Students will be given credit for reference to diversity in belief and practice within Sikhism.

PART A

A1 Practice and Organisation

- (a) **Give three ways in which respect is shown for the Guru Granth Sahib.**

Target: Knowledge of how respect is shown for the Guru Granth Sahib

Students may include some of the following points:

Has its own room / wrapped in romallas / carried in procession / bow before it / offer gifts / placed on takht / chauri waved / wash before touching it, etc.

1 mark for each correct way.

(3 marks) A01

- (b) **Explain how a gurdwara can be recognised from the outside.**

Target: Understanding of key features of the exterior of a gurdwara

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

Students may include some of the following points:

Named after a Guru / presence of nishan sahib / shows place of langar / symbol of equality, all welcome / khanda / explanation of the symbols within the khanda e.g. justice, oneness of God, unity of Sikh community / dome / four doors / welcoming on all sides / credit acknowledgement that buildings may not have traditional features because they were formally something else, etc.

(3 marks) A01

(c) ***'It is better for Sikhs to worship in the gurdwara rather than in their homes.'***

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

Target: Evaluation of worship in the gurdwara and in the home

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Congregation of Sikhs / hear Guru Granth Sahib read / offering of gifts / hear sermons / participate in kirtan / receive karah parshad / contribute to and share in langar / opportunity for sewa.

Other views

Worship with family / performed anytime / private meditation / may not have gurdwara nearby / Sikhism is personal journey / worship in both is valuable, etc.

(6 marks) AO2

A2 Family Life and Personal Lifestyle

(a) Describe the ceremony of Amrit Sanskar.

Target: Knowledge of the ceremony of Amrit Sanskar

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 and / or analysis.	4 marks

Students may include some of the following points:

Initiation ceremony / membership of khalsa / performed by Granthi and panj piare / prayers said / amrit stirred with khanda / vows made / initiate kneels on one knee / amrit sprinkled on hair / drink amrit / adopt wearing of 5Ks / take name Singh or Kaur, etc.

(4 marks) AO1

(b) ‘Sikhs should not wear the 5Ks as they could suffer from discrimination.’

What do you think? Explain your opinion.

Target: Evaluation of the importance of wearing the 5ks

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

Students may include some of the following points:

Visible sign of faith / may be considered impractical e.g. in workplace / people often compromise to ‘fit in’, etc.

Shows strength of faith / should stand up for beliefs / only way to change attitudes / nothing wrong with following faith / the person discriminating is wrong, etc.

(3 marks) AO2

- (c) **Explain briefly why the naming ceremony is important in Sikhism.**

Target: Understanding of the importance of the naming ceremony in Sikhism

Students may include some of the following points:

Child is brought into the faith from birth / guidance of Guru Granth Sahib in selection of name / maintains traditions / parents show commitment to raise child in Sikh way of life, etc.

Credit students who refer to adoption of name Singh or Kaur at Amrit Sanskar.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

(2 marks) AO1

- (d) **'The most important role for Sikh women is to show their children how to live as Sikhs.'**

What do you think? Explain your opinion.

Target: Evaluation of the role of women in Sikhism

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

Students may include some of the following points:

Women are central nurturers / have responsibility to teach children / family is where children learn morals and values / are role models for children / have responsibility to provide for children / often children spend more time with mothers.

Women have responsibilities other than children / both parents should be involved / religion should be taught in places of worship / parents should not indoctrinate their children, etc.

(3 marks) AO2

A3 Justice, Equality and the Right to Life

(a) Explain why some Sikhs think it is right to allow abortion.

Target: Understanding of Sikh attitudes to abortion

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

Students may include some of the following points:

Abortion is a matter of conscience / life of mother comes first / abortion may be lesser of two evils / avoid suffering for mother, the unborn, other children / reference to circumstances where abortion may be considered necessary such as rape, quality of life, etc.

(3 marks) AO1

(b) Explain Sikh attitudes to euthanasia.

Target: Understanding of Sikh attitudes to 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

Students may include some of the following points:

Matter of conscience / wrong to take life / choosing euthanasia may create bad karma / suffering part of life / passive euthanasia may be acceptable if no hope of recovery / God in all life / divine spark within, etc.

(3 marks) AO1

(c) **‘When making decisions about life and death, religious views are not important.’**

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

Target: Evaluation of the place of religious views in moral decision making

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Issues such as abortion and euthanasia not mentioned in religious texts / law is not based on religion / modern day concerns override religious beliefs / concerns of individual and family should come first / secular laws must be adhered to, etc.

Other views

Religious beliefs protect value of human life / inform people in difficult situations / clarify choices and consider consequences / Sikhism is a way of life / guidance given by Guru Granth Sahib / pastoral role of Granthi, etc.

Credit students who refer to other areas of life and death decision making such as capital punishment, war etc.

(6 marks) AO2

A4 Personal Lifestyle

(a) What is the meaning of nam japna?

Target: Knowledge of term nam japna

Students may include some of the following points:

Meditation / on God's name / thinking about God / prayer / reflection.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

(2 marks) AO1

(b) Explain how the daily life of Sikhs might be affected by their faith.

Target: Knowledge and understanding of the effects of faith on a Sikh's daily life

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 and / or analysis.	4 marks

Students may include some of the following points:

Regular prayer and worship / modest dress / vegetarian diet / honest work / family life / gift to charity / respect for creation / perform sewa, etc.

(4 marks) AO1

(c) ***‘Religion has nothing to offer young people today.’***

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

Target: Evaluation of the importance of religion for young people today

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Religion is old fashioned / issues for young people not priority in religious teachings / youth culture often conflicts with religious teaching / Sikhism promotes modest dress, no alcohol, etc. / peer pressure, etc.

Other views

Religion is for all people / offers moral guidance / healthy lifestyle / promotes family / positive values / eternal life affected by present life / meet other young Sikhs, etc.

Students may make reference to other faiths, but there must be specific reference to Sikhism for Level 4 and above.

(6 marks) AO2

PART B

B5 Beliefs and Sources of Authority

- (a) **Describe how the Guru Granth Sahib was compiled (put together) and how it is used.**

Target: Knowledge of the compilation and use of the Guru Granth Sahib

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 and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Compilation: Begun by Guru Nanak / 974 of his hymns / Guru Arjan added hymns by other Gurus, Hindus and Muslim holy men / completed by Guru Gobind Singh / 1430 pages / always reproduced in identical form / begins with Mool Mantar.

Use: Read in gurdwara every day / special ceremonies to raise it (Parkash karna) and put it to bed (Sukhasan) / read in entirety at times (Akhand Path) / used for ceremonies such as baby naming, amrit sanskar, marriage, death / used in worship / quote of the day / used in gurdwara, etc.

N.B. Maximum Level 4 if only compilation or use referred to.

(6 marks) AO1

(b) ‘The Ten Gurus are the most important authority in Sikhism.’

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

Target: Evaluation of the authority of the Ten Gurus

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Gurus especially inspired by God / Guru Nanak met with God and was given mission / Gurus responsible for the very foundations of Sikhism / developed the sacred writings / instituted the traditions / provided a complete way of life / role models, etc.

Other views

The Guru Granth Sahib was the lasting guru / modern day life needs answers to things the gurus did not know about / granthis and Khalsa provide guidance / God is ultimate authority / individual conscience important to Sikhism / role of family and elders, etc.

(6 marks) AO2

(c) **Explain the five stages of liberation. You may use examples in your answer.**

Target: Knowledge and understanding of the five stages of liberation

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 and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

The five stages of liberation are about spiritual awareness and the impact this has on the individual's outlook and lifestyle.

Dharma khand is righteous action e.g. giving charity, performing sewa.

Gian khand is knowledge of the universe and mystery of creation, developing awareness of God.

Saram khand is spiritual endeavours e.g. developing humility and modesty, letting go of the ego.

Karam khand is the realm of grace e.g. developing moral strength and motivating others to stand up against oppression.

Sach khand is the realm of truth, highest of all the khands, the attainment of full gurmukh, etc.

N.B. It is not necessary for all five to be considered to gain full marks.

(6 marks) AO1

(d) ***'It is impossible to be focussed on God at all times.'***

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

Target: Evaluation of the aim of gurmukh in Sikhism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Modern life means having other concerns / can never be free from desires / achieving gurmukh is not possible in one lifetime / distractions of work, family, etc. / temptation is impossible to avoid, etc.

Other views

Focus on gurbani develops gurmukh / lifestyle can promote this / meditation and worship / performing sewa can develop this / can be achieved in liberation, etc.

(6 marks) AO2

B6 Festivals and the Gurus

(a) Describe the celebration and importance of Divali in Sikhism.

Target: Knowledge of the celebration and importance of Divali in Sikhism

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 and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Celebrations: lamps lit in homes and gurdwaras / firework displays / fairs / gifts and sweets exchanged / cards sent, etc.

Importance: Festival of light / celebration of Guru Hargobind’s release from prison / Guru negotiated release of fellow Hindu prisoners / told he could take all who were touching him / wore cloak with many tassels, etc.

N.B. Maximum Level 4 if only celebrations or importance considered.

(6 marks) AO1

(b) ‘Festivals are the best way for Sikh children to learn about their religion.’

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

Target: Evaluation of the importance of festivals for teaching Sikh children about Sikhism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Fun and lively activity attract children / important stories retold / activities centred on children / annual celebrations develop knowledge and understanding over time / festivals focus on key events / gurpurbs occur for every guru, etc.

Other views

Meaning can be lost in materialism / festivals only deal with some aspects of the faith / regular attendance in gurdwara classes teaches more / worship in the home, etc.

(6 marks) AO2

(c) Explain the importance of Guru Nanak in Sikhism.

Target: Knowledge and understanding of the importance of Guru Nanak in Sikhism

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 and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

First human guru / disappeared for 3 days when bathing / met with God / taught 'There is neither Hindu nor Muslim' / emphasised spiritual living / rejected empty religious practices / travelled widely, preaching / promoted eating together, rejecting the caste system / introduced the langar / wrote hundreds of hymns / teachings in the Guru Granth Sahib / began line of gurus nominating Guru Angad to follow him, etc.

N.B. Explanation of importance is required for Level 5 / Level 6

(6 marks) AO1

(d) ‘Guru Gobind Singh did more for Sikhism than any other Guru.’

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

Target: Evaluation of the contribution of Guru Gobind Singh to Sikhism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student 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. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student 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, showing informed insights and knowledge and understanding of religion.	5 marks	The student 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 showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Last of the human Gurus / developed the faith / formed the final Guru Granth Sahib / made it the living Guru for all time / developed the khalsa / completed Sikh separation from Hinduism / responsible for developing the Sikh identity / united Sikhs in the amrit ceremony / initiated the 5Ks / names Singh and Kaur / developed Sikh warrior class to defend Sikh rights, etc.

Other views

All gurus contributed to development of faith / Guru Nanak founded the faith / gave the sermon on equality / initiated langar / examples of other gurus' contributions, e.g. development of Amritsar, martyrdoms, ceremonies, rituals, contributions to holy book, etc.

(6 marks) AO2

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