



**General Certificate of Secondary Education
June 2013**

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. 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' 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 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. (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 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.

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 students 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 student 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.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students 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.	(4 marks)
Intermediate performance	Students 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.	(2-3 marks)
Threshold performance	Students 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.	(1 mark)

PART A**A1 Beliefs and Sources of Authority**

(a) **Explain the difference between the Adi Granth and the Dasam Granth.**

Target: Understanding of the difference between the Adi Granth and the Dasam Granth

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Adi Granth is the early collection of the Sikh scriptures / compiled by Guru Arjan / contains writing of early Gurus / Dasam Granth is the writings of Guru Gobind Singh / added to Adi Granth to complete the Guru Granth Sahib / main differences in focus / Adi Granth emphasises peace of mind, renunciation of material world, God as truth, contains devotions, meditations and surrender to God's will / Dasam Granth includes holy war, God of justice prepared to fight against tyranny, depicts scenes of battle, the 'Tales of Intrigue' about women including virtues and vices, no reference to divine will / Adi Granth has been described as a temple, the Dasam Granth as a fortress, etc.

(3 marks) A01

(b) **'Sikh holy books are too old to be relevant to everyday life.'**

What do you think? Explain your opinion.

Target: Evaluation of the importance of holy books as a religious authority

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:

Holy books were written hundreds of years ago / the world has changed / issues today not mentioned in teachings / teachings based on beliefs that people might not accept anymore / better sources of authority today such as science, modern ethical theories, etc.

Holy books are amongst the oldest authorities / traditions are timeless / inspired by God so always relevant / can be interpreted and applied to modern day issues / Guru Granth Sahib regarded as the living Guru / "In future whoever wishes to seek enlightenment, guidance and solace, let him read the holy granth. This is your Guru forever and ever till eternity." Guru Gobind Singh / contains religious beliefs which are constant and unchanging, etc.

(3 marks) AO2

(c) Explain why the virtues are important to Sikhs.**Target: Understanding of the importance of the Sikh virtues**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

The virtues are truth (sat), contentment (santokh), compassion (daya), humility (nimrata) and love (pyare) / positive qualities that move a person closer to God / contribute to achieving liberation from the rebirth cycle / help a person become gurmukh / help overcome manmukh / living as God wills (hukam) / create a harmonious society / show respect and compassion for God's creation / the desired outcomes of following Sikh beliefs / help overcome self-centredness, etc.

Candidates may explain generic ideas about the importance of the virtues or refer to one or more of the virtues specifically. Either approach is valid.

(3 marks) AO1

(d) ***'A Sikh needs only to follow the example of the Ten Gurus to live a good life.'***

What do you think? Explain your opinion.

Target: Evaluation of the importance of the Ten Gurus as an example and guide to living a God-centred life

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:

Gurus were exemplary role models / examples of specific contributions / diverse range of social and religious challenges faced by the Gurus demonstrate how Sikhs should respond to such issues / amongst the most important individuals in Sikhism so they must be a good guide to living / laid down the foundations of the Sikh faith so their lives demonstrate how to live as a Sikh / reference to specific qualities of each Guru as inspiration of the qualities Sikhs should develop, etc.

Personal commitment needed / guidance from other sources / reference to specific guidance received from other authorities / issues today that were not present at the time of the Gurus / lives of the Gurus very different / whose example should be followed? etc.

(3 marks) AO2

A2 Festivals and the Gurus**(a) Give an account of the founding of the Khalsa.****Target: Knowledge of the founding of the Khalsa**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Baisakhi 1699 / Sikhs being persecuted / Guru Gobind Singh called all Sikhs to attend meeting at Anandpur / need to form fighting force / asked who was prepared to die / eventually one man came forward / Guru took him to a tent and beheaded him / repeated 5 times / 'miracle' occurred / returned with the 5 men dressed as Panj Piare (beloved ones) / initiated into Khalsa with Amrit ceremony / introduced 5Ks and names Singh and Kaur / others initiated when they understood what the Guru intended.

(4 marks) AO1**(b) Give two reasons why the founding of the Khalsa is an important part of Sikh history.****Target: Understanding of the importance of the founding of the Khalsa**

Guru Gobind Singh instituted it / gave Sikhs a unique identity / laid out the requirements of Khalsa membership / created a spiritual and military army / introduced unique Sikh symbols / introduced concept of holy war / reinforced gender equality / created a new rite of passage, etc.

Award **one** mark for each correct reason given to a maximum of 2 marks.**(2 marks) AO1**

(c) **'Gurpurbs are the most important Sikh festivals.'**

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 gurpurbs

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Gurpurbs remember key events in the lives of the Gurus / examples of specific Gurus / reading of Akhand path / occur regularly throughout the year / may be considered more spiritual than celebratory, etc.

Other views

Significance of Baisakhi / Divali / other melas / celebration of key events in Sikh history / often coincide with holidays / more child-centred / visible in wider community / celebration of Sikh identity, etc.

(6 marks) AO2

A3 Practice and Organisation

(a) Explain why the gurdwara is important in the life of a Sikh.

Target: Knowledge and understanding of why the gurdwara is important in the life of a Sikh

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may include some of the following points:

Gurdwara is home of the Guru Granth Sahib / place where important rites of passage occur / festivals are celebrated / place of worship and meditation / can hear the Guru Granth Sahib read / inspiration provided by community leaders / children are taught their faith / importance of langar and opportunities to perform sewa / reflection of Sikh ideals both spiritual and moral / place where community issues are resolved / meeting place for social and recreational activity, etc.

(4 marks) AO1

(b) Explain briefly why the Ardas prayer is recited by Sikhs.

Target: Understanding of the importance of the Ardas prayer

Award **one** mark for a simple comment and an additional mark for development.

Expresses faith in God / surrender to God / performed before any important undertaking by a Sikh as spiritual preparation / recited during worship in the gurdwara adding to sense of community worship / instituted by Guru Gobind Singh / provides a structure for worship / affirms central beliefs / used as a closing prayer, etc.

(2 marks) AO1

(c) **'Prayer is more important for a Sikh than reading the Guru Granth Sahib.'**

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 prayer relative to reading the Guru Granth Sahib

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Prayer is communication with God / can be personal / performed by anyone / no special skills, words, or aids to worship are needed / can be done anywhere at any time / God is everywhere so prayers will be heard / shows devotion to God / opportunity for reflection in day-to-day life / can ask for God's help / can repent and ask for God's guidance / is a form of surrender to God's will / may not be able to read the original language, etc.

Other views

Reading the Guru Granth Sahib in the gurdwara is an honour / contains words of inspiration / advice / meditations / is inspired by God / the idea of unity / Sangat – reading the Guru Granth Sahib is mostly performed in community worship together / embodies spiritual and moral ideals such as equality of all / strengthens faith / even when the person cannot read the original language, hearing the words with the ragas includes spiritual uplifting in the music and rhythms of the text, etc.

(6 marks) AO2**A4 Family Life****(a) Describe one Sikh ceremony that takes place when a person dies.****Target: Knowledge of Sikh rites performed when a person dies**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Body is prepared by washing / attired in clean clothes/the 5Ks / hair is covered / placed in simple coffin / in some countries deceased may be cremated on open funeral pyre.

Antam sanskar is the funeral ceremony / prayers / kirtan / reading of Guru Granth Sahib / ardas / kirtan sohila / karah parshad shared / cremation usual though burial can be an option / scattering of ashes.

Sidarhan paath carried out over ten days of mourning / complete reading of Guru Granth Sahib / Japji sahib begins service / song of bliss (anand sahib) recited / ardas prayer / kirtan performed / karah parshad shared / langar concludes.

Accept a detailed answer on a single ceremony or a more generalised coverage of a group of ceremonies interpreted as one, e.g. funeral.

(3 marks) AO1

(b) Explain why family life is important in Sikhism.**Target: Understanding of the importance of family life in Sikhism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Family life encouraged by Gurus / marriage is joining of two souls in one to start new family / healthy environment to raise children / teach religious beliefs and traditions / share worship / care for the elderly and infirm / place of support for spiritual as well as physical well being, etc.

(3 marks) AO1

(c) **'Amrit Sanskar is the most important ceremony in the life of a Sikh.'**

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 the ceremony of Amrit Sanskar in the life of a Sikh

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Marks personal commitment to faith / taking on of Khalsa vows / once in a lifetime ceremony / may involve taking on adult responsibilities of faith for first time / wearing of 5Ks / can now fully participate in religious ceremonies / act as Granthi / participation in Amrit ceremony for others / move nearer to mukti, etc.

Other Views

All ceremonies equally important / reference to individual significance of other ceremonies e.g. marriage involves partnership in the union of two souls on a spiritual journey, creation of new family, joining of two families / Khalsa membership is not required or suitable for some people / almost all Sikhs will have a birth or death ceremony / other ceremonies occur frequently in a Sikh's daily life / ceremonies for the Guru Granth Sahib such as sukhasan are more significant, etc.

(6 marks) AO2

PART B**B5 Justice, Equality and the Right to Life**

- (a) ***Explain ways in which Sikhism challenges discrimination. You may refer to beliefs and teachings in your answer.***

Target: Understanding of how Sikh beliefs and practices challenge discrimination

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Equality of men and women showing in worship / leadership is done by men and women / all contribute to langar cooking, serving / equality of religious obligations / participation in ceremonies such as Amrit Sanskar / emphasis on justice and defence of the weak and poor / langar open to all / respect for all religious traditions / each has own path to God / rejection of the caste system / Baisakhi challenges persecution and discrimination / martyrdom of Guru Arjan, etc.

(6 marks) AO1

(b) 'It is impossible to stop people being prejudiced.'

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 whether it is possible to stop people being prejudiced

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

People can think what they like / some people's prejudice may be ingrained because of upbringing, personal experience, ignorance, etc. / human nature to be jealous, selfish, scapegoat others / some people don't want to listen to others / being prejudiced may make a person feel superior / allows people to justify ill treatment of others, product of the vices / being manmukh, etc.

Other views

People's minds can be changed by education / inspirational people like the Gurus demonstrated prejudice is wrong / preaching such as 'There is neither Hindu nor Muslim' / laws against discrimination make people think before acting on prejudice / experience of other people's beliefs, culture, can encourage changed attitudes / upbringing can prevent people developing prejudiced views / education of the young / empathy arising from things such as media coverage of the suffering of people of a different race, religion or gender, etc.

(6 marks) AO2

(c) Explain Sikh attitudes to euthanasia.**Target: Understanding of Sikh attitudes to euthanasia**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Against euthanasia because of respect for life / human life is nearest to mukti and should be valued / divine spark in all, destroying life is destroying God / Gurus rejected suicide because it interferes with God's plan / suffering is part of the human condition and cannot be avoided / life is a gift from God and should not be destroyed / possible karmic repercussions / decisions are a matter of conscience / not prolonging life may be acceptable / some support for turning off life support machines when a person is brain dead, the timing of birth and death are in God's hands, etc.

(6 marks) AO1

- (d) ***'The woman's opinion is the only one that matters when choosing to have an abortion.'***

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 maternal rights when considering abortion

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Abortion is a matter of conscience for the woman / women have right to choose, it's their body / life of the mother comes before the foetus / woman has to go through pregnancy, birth, caring for baby etc / law gives women rights to abortion / pregnancy may be consequence of abuse / women have equality, their decisions should be respected / each woman on own individual spiritual journey, moral decisions affect individual karma, etc.

Other views

Religious teachings should be considered / life is sacred / abortion destroys a creation of God / unborn should have rights / unborn has 'silent' voice / divine spark present in unborn / fathers should have rights / woman may be unable to make decision / woman may be motivated by selfish opinion / opinions of doctors important / following the law, etc.

(6 marks) AO2

B5 Spelling, punctuation and grammar

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

High performance	Students 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	Students 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	Students 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>

B6 Personal Lifestyle

- (a) ***Explain the Three Responsibilities in Sikhism. You may use examples in your answer.***

Target: Understanding of the three responsibilities in Sikhism

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

The Three Responsibilities are:

Nam Japna (awareness of God) / includes regular prayer / worship / meditation on God's name / use of mala / focus on Waheguru / aims to develop personal relationship with God, etc.

Kirat Karna (honest work) / all Sikhs should earn honestly / support self, family and community / employment in appropriate work avoiding things such as gambling or causing unjust suffering to others, etc.

Vand Chhakna (charity) / sharing of wealth with poor / Guru Amar Das taught daswandh (giving of 10th of surplus income) / avoid attachment to material wealth and possessions / giving time, possessions, etc.

The Three Responsibilities develop faith / support community / promote virtues / help avoid Manmukh and develop Gurmukh.

Students who simply name the Three Responsibilities maximum Level 2.

Students who make reference to only two of the three responsibilities maximum Level 5.

(6 marks) AO1

(b) 'Performing sewa is the most important duty of a Sikh.'

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 sewa as a Sikh duty

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Sewa is part of the responsibilities / develops virtues / supports the community / encourages humility and selflessness / helps suppress and overcome the vices / puts talents to good use / involves physical, mental and material service to others / Guru Granth Sahib emphasises the importance of sewa in attaining spiritual benefits, etc.

Other views

Many other duties may be equally or more important / worship and meditation / commitment to family / honest work and social responsibility / may be unable to do some aspects of sewa / matter of conscience which is most important / may not be many opportunities if living in isolated areas or having busy lives, etc.

(6 marks) AO2

(c) Explain why many Sikhs are concerned about the created world.**Target: Understanding of Sikh attitudes to the created world**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may include some of the following points:

Concern for environmental damage e.g. global warming, pollution / God created the world / human beings have a duty of care / planet earth is in danger of destruction / concern to maintain the oneness of creation / Sikhism condemns wanton destruction of life for selfish gain / concern for animal welfare / Sikhism condemns ritual slaughter, blood sports / animal life is valuable / concern for destruction of habitats / endangered species / karmic consequences, etc.

(6 marks) AO1

(d) ***‘The best way for a Sikh to show respect for the created world is to not eat meat.’***

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

Target: Evaluation of lifestyle choices Sikhs may make to show respect for the created world

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Many Sikhs adopt vegetarian lifestyle / langar is vegetarian / not eating meat shows animal life is important / demonstrates respect for animals / promotes alternative diet to meat eating / vegetarian diet is better for environment / means animals would not be factory farmed / bred for food production / health benefits, etc.

Other views

Sikhism does not require vegetarianism / Gurus hunted and ate meat / matter of conscience not teaching / animals are only one part of created world / other ways to show respect such as reusing, recycling, reducing / support for green charities / reduce personal carbon footprint / makes little difference because millions of other people are meat eaters, etc.

(6 marks) AO2

B6 Spelling, punctuation and grammar

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

High performance	Students 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	Students 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	Students 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>