

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405014)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 14 SIKHISM**

**SPECIMEN PAPER**

**For this paper you must have:**

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

**Instructions**

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.  
Part A Answer **all** questions in Part A in the spaces provided in this booklet.  
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

**Information**

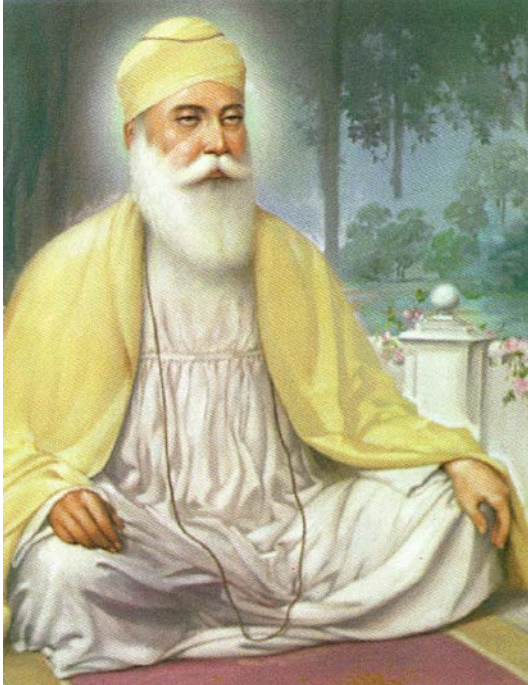
- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.



**A2 The Ten Gurus**

Look at the pictures below.

**Guru Nanak**



**Guru Gobind Singh**



(a) Give **two** reasons why Guru Nanak is important to Sikhs.

- 1.....
- .....
- 2.....
- .....

*(2 marks)*



**A3 Personal Lifestyle**

Look at the photograph below.



(a) Describe ways in which Sikhs can practise sewa in the gurdwara.

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*(4 marks)*

(b) 'It is difficult to be a Sikh in the United Kingdom.'

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

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(6 marks)

Turn over ►

(c) Explain why the Rahit Maryada is important to Sikhs.

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*(4 marks)*

(d) 'The Sikh religion should not have rules about what people should wear.'

What is your opinion? Explain your opinion.

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*(3 marks)*

**A4 Justice and Equality**

(a) Explain Sikh attitudes to prejudice.

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*(4 marks)*

(b) Describe briefly how Sikhs help the poor.

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*(3 marks)*



(c) 'Women have equal status to men within Sikhism.'

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

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(6 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405014)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 14 SIKHISM**

**INSERT**

M/Jun/INSERT TO Unit 14

## PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

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### EITHER

#### **B5** Worship and the Guru Granth Sahib

(a) What is karah parshad? (2 marks)

(b) (i) Explain how the Guru Granth Sahib is shown respect in the Gurdwara. (6 marks)

(b) (ii) 'Without the Guru Granth Sahib there would be no Sikhism today.'

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

(c) Describe how Sikhs worship in the home. (4 marks)

(d) 'It is better to worship in the gurdwara than in the home.'

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

SPaG 4 marks

**TOTAL MARKS FOR THIS QUESTION: (28 marks)**

**OR**

**B6 Family Life**

(a) The words 'Singh' and 'Kaur' are used in the naming of Sikh children. What do these words mean? *(2 marks)*

(b) Explain the Sikh responsibilities of kirat karna and vand chhakna. *(4 marks)*

(c) (i) 'Young Sikhs should welcome arranged marriages.'

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

(c) (ii) Describe a Sikh wedding ceremony. *(6 marks)*

(d) 'Divorce is a private matter for the two people involved; it has nothing to do with religion.'

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. *(6 marks)*

SPaG *4 marks*

**TOTAL MARKS FOR THIS QUESTION: *(28 marks)***

**END OF QUESTIONS**

## **Pages 10 to 16 of the question paper answer booklet will be lined pages**

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Question A2      Image of Guru Gobind Singh © Andes Press Agency / Carols Reyes-Manzo  
Question A3      Source: © World Religions Photo Library / Christine Osborne Pictures



**General Certificate of Secondary Education**

**Religious Studies**  
**Full or Short Course**  
*Specification A*

**Unit 14**    **Sikhism**

**Specimen Mark Scheme**  
*June series*

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

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Methods of Marking

It is essential that, in fairness to candidates, 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 candidate 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, candidates' 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 candidates 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

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

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

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

If a candidate demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

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

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

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

### Assessment of Spelling Punctuation and Grammar

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.

<b>High performance</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

## **PART A**

### **A1 Beliefs and Sources of Authority**

- (a) Explain the meaning of manmukh.**

**Target: Knowledge and understanding of manmukh**

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

Man-minded / self-centred / opposed to God-centred / thoughts always on man-self / not remembering God's name, etc.

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) 'Only God, not human beings, should tell us how to live.'**

**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 sources of authority**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

God is judge / will judge humans according to his laws / based on conduct witnessed  
 God is powerful-sees all, knows all / holy books inspired to show people how to live /  
 the Guru Granth Sahib is the Word of God.

**Other views**

Humans inspired by God – Gurus interpreting what God says / holy books written by  
 humans / a need for society to have those in authority / need for laws and law-  
 monitoring by humans, e.g. police / atheists need laws to follow / standards need to be  
 consistent / others in authority – parents, teachers need respect and have to be  
 obeyed for the good of society, etc.

**(6 marks) AO2**

**A2 The Ten Gurus**

- (a) Give two reasons why Guru Nanak is important to Sikhs.**

**Target: Knowledge and understanding of the role of Guru Nanak**

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

Model to which Sikhs can aspire / founder of Sikhism / delivered teachings of Sikhism  
 – especially on equality / began the Guru Granth Sahib / a messenger of God /  
 exemplary Sikh / brought unity and peace.

Two reasons for two marks.

**(2 marks) AO1**

- (b) Explain why Guru Arjan is important to Sikhs.**

**Target: Knowledge and understanding of the importance of Guru Arjan**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks

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

Built the Harimandir in Amritsar / compiled the Adi Granth / wrote hymns / placed the  
 Adi Granth in the Harimandir / first martyr of Sikhism / social reforms / missionary  
 journeys / built three towns.

**(5 marks) AO1**

(c) **‘The teaching of the Ten Gurus give all the guidance that Sikhs need.’**

**Do you agree? Give reasons for your opinion.**

**Target: Evaluation of the significance of the Ten Gurus**

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

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

**Agree**

All that is contained in the Guru Granth Sahib is what a Sikh needs / complete guide to religious and moral duties / many Sikh’s are able to live their lives by their teachings / even apply them to moral issues today successfully.

**Other views**

There are some matters today which were not considered then, e.g. due to advancements in technologies / people’s behaviour and sense of morality changes / Gurus teachings are idealistic and not always practical.

**(3 marks) AO2**

**A3 Personal Lifestyle**

(a) **Describe ways in which Sikhs can practise sewa in the gurdwara.**

**Target: Knowledge and understanding of sewa**

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

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

Preparing food in the langar / cooking food / serving food in the langar / waiting at table / treating everyone equally / washing dishes in kitchen / cleaning the gurdwara / painting or building the gurdwara.

**(4 marks) AO1**

**(b) 'It is difficult to be a Sikh in the United Kingdom.'**

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

**Target: Evaluation of the difficulties of commitment to the Sikh faith within the UK**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

Teasing for long hair, turban etc. / problem of official recognition for surnames of Kaur and Singh / role of Punjabi language / minor pockets of Sikh communities – difficult for Sikhs living in certain areas / lack of specific Sikh education / role of westernisation, e.g. fewer males wearing turbans / many marrying out.

**Other views**

Multicultural society embraces all / Sikhism tolerant of other faiths / many Sikhs have English as first language / laws in Britain adapted to serve Sikhs, e.g. turban and Kirpan rules / many schools learn about Sikhism.

**(6 marks)**

**AO2**

**(c) Explain why the Rahit Maryada is important to Sikhs.**

**Target: Knowledge and understanding of the Rahit Maryada**

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

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

Sikh code of discipline / summary of the Sikh way of life / the main teachings of the Gurus published in 1945 / gives outlines of special ceremonies / gives standards of behaviour / examples of its teachings / no alcohol, tobacco, drugs.

**(4 marks)**

**AO1**



**(d) 'The Sikh religion should not have rules about what people should wear.'****What is your opinion? Explain your answer.****Target: Evaluation of the importance of dress in religion (Sikhism)**

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

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

People can be religious inside / God is the only one who can judge / some people do not want to display their beliefs and values, it does not mean they do not have them / many who go to gurdwara do not wear uniform but worship regularly / can cause offence to others – kirpan / can cause danger to oneself – not wearing a crash helmet.

Sign of allegiance to God / sign of a disciplined way of life / remind the Sikhs of their belief / provides identity as a nation / can show a pride in one's beliefs.

**(3 marks)****AO2****A4 Justice and Equality****(a) Explain Sikh attitudes to prejudice.****Target: Knowledge and understanding of Sikh attitudes to prejudice**

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

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

Guru Nanak broke social conventions of time by promoting equality for all people, e.g. langar / fought against the caste system / inequalities tend to be cultural rather than religious / 'There is no Hindu nor Muslim...' / past Gurus have defended the rights of the oppressed / Gurus respected and tolerated other faiths and peoples.

**(4 marks)****AO1**

**(b) Describe briefly how Sikhs help the poor.**

**Target: Knowledge of how Sikhs help the poor**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

Free food served to everyone in the langar / Langar – all sit together, rich and poor, and share the same meal / poor treated as equals / homeless provided with shelter / must give a tenth of income to charity / giving things to charity.

**(3 marks)**

**AO1**

**(c) 'Women have equal status to men within 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 role and status of women within Sikhism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

Women are honoured as are men, e.g. Kaur / quotations from Guru Nanak, e.g. "why despise women from whom kings were born", etc.

**Other views**

Women sit separately from men / still are cultural differences / issue is one of 'roles' not status as all are equal / some women feel they do not have as much influence or responsibility in community affairs as they might wish, etc.

**(6 marks)**

**AO2**

**PART B****B5 Worship and the Guru Granth Sahib****(a) What is karah parshad?****Target: Knowledge of karah parshad****Candidates may include some of the following points:**

Melted butter (ghee), flour (semolina) sugar water / sacramental sweet food offered to God.

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)(i) Explain how the Guru Granth Sahib is shown respect in the Gurdwara.****Target: Knowledge and understanding of ways in which the Guru Granth Sahib is shown respect**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

Main focus of gurdwara / placed on a stool / throne (takht) / regarded as the living Guru / canopy over it / fan (chauri) waved over it when read / Sikhs bow before it / Sikhs do not turn their backs on it / special room to keep it in / hands washed before touching it, etc.

**(6 marks)****AO1**

**(b)(ii) 'Without the Guru Granth Sahib there would be no Sikhism today.'**

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

**Target: Knowledge and understanding of the importance of the Guru Granth Sahib within Sikhism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

Guru Granth Sahib is the last and final Guru / it is the perfect example of Sikhism / contains everything a Sikh needs to know / culmination of all human Guru teaching / a living Guru, etc.

**Other views**

Guru Nanak founded Sikhism / Guru Granth Sahib is dependent on the previous Gurus / ten Gurus are role models / God determined that there would be a Guru Granth Sahib – not an issue for debate / the Khalsa is the foundation of Sikhism, etc.

**(6 marks)**

**AO2**

**(c) Describe how Sikhs worship in the home.**

**Target: Knowledge and understanding of Sikh worship in the home**

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

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

Ritual bathing / purification.

Daily prayer; known as Nit-nem and said at various times.

Daily reading of Gutka.

Special room / shrine, with Gutka, pictures of Gurus, incense, lamp.

Contemplation of God's name.

Singing of hymns, e.g. Gurbani, Japji.

Recitation of Mool Mantra.

**(4 marks)**

**AO1**

**(d) 'It is better to worship in the gurdwara than in the home'**

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

**Target: Evaluation of the advantages and disadvantages of worship in the gurdwara and at home**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

The idea of unity / Sangat – the community at worship / equality of all / the importance of parshad – common meal / strengthen faith / focus of Adi Granth / Guru Granth Sahib / strengthening of community / education in the faith, etc.

**Other views**

God is everywhere (Mool Mantra) / family worship is important / focus of meditation on God's name / intention for worship is the most important thing / daily worship is vital – not necessarily in the gurdwara / sometimes people cannot get to a gurdwara, etc.

**(6 marks)**

**AO2**

**B5 Spelling, punctuation and grammar**

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

**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

*(4 marks)*

**Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

*(2-3 marks)*

**Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

*(1 mark)*



## **B6 Family Life**

- (a) The words ‘Singh’ and ‘Kaur’ are used in the naming of Sikh children. What do these words mean?**

**Target: Knowledge of terms connected with naming**

Singh = lion; Kaur = princess

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 the Sikh responsibilities of kirat karna and vand chhakna.**

**Target: Knowledge and understanding of kirat karna and vand chhakna**

- (i) honest work, not to earn by dishonest means.  
(ii) giving (charity, food or work), food to poor, money, Karah parshad, langar.

For each  
1 mark for a simple point  
2 marks for a development or full explanation

**(4 marks)**

**AO1**

**(c)(i) ‘Young Sikhs should welcome arranged marriages.’**

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

**Target: Evaluation of the advantages of arranged marriages within Sikhism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

Parents want what is best for their child / evidence that divorce rate is lower / trust parents as they love their children and want the best for them / both sets of parents have an obligation to help / finances cause less worry / similar background – education, financial, social / Guru Nanak’s teaching / at least sure of getting married, etc.

**Other views**

Might accept marriage partner out of loyalty to parents / do not know partner – fear – could be abusive or embarrassing / divorce would produce family dishonour / love marriages are best-happy, contented, etc.

**(6 marks) AO2**

**(c)(ii) Describe a Sikh wedding ceremony.**

**Target: Knowledge of a Sikh wedding ceremony**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

Called the Anand Karaj – ceremony of bliss / takes place in gurdwara (in UK) / guests gather in presence of Guru Granth Sahib to witness ceremony / Granthi outlines importance of marriage / couple bow before Guru Granth Sahib (indicates consent to marriage) / they stand up, along with their fathers / lesson read from Guru Granth Sahib / flowers / garlands are put over their heads and on Guru Granth Sahib / scarves of bride and groom are tied together / Shabads are sung / Granthi recites the ‘Marriage hymn’ (Lavan) by Guru Ram Das / couple walk slowly clockwise around the Guru Granth Sahib (4 times) / declared married / flower petals are thrown over them / share kara parshad / presents are given.

**(6 marks) AO1**

- (d) 'Divorce is a private matter for the two people involved; it has nothing to do with religion.'

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 significance of divorce

Levels	Criteria	Marks	Quality of Written Communication
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	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.
<b>Level 6</b>	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	

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

**Agree**

Personal choice given in Sikhism as to partner / no real opposition to divorce in Sikhism / as marriage is intimate, so reasons for divorce are personal, etc.

**Other views**

According to Lavan, marriage is part of God's plan and order / marriage is a religious act therefore divorce is seen as failure / family's part role in selecting / arranging marriage / family used as counselling service for marriage / lack of respect for family who cannot solve problems / failure upsets family pride, etc.

**(6 marks)**

**AO2**

**B6 Spelling, punctuation and grammar**

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

**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

*(4 marks)*

**Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

*(2-3 marks)*

**Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

*(1 mark)*

**Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 14 Sikhism**

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
A1 (a)	2		Beliefs and Sources of Authority	2
A1 (b)		6	Beliefs and Sources of Authority	6
A2 (a)	2		The Ten Gurus	2
A2 (b)	5		The Ten Gurus	5
A2 (c)		3	The Ten Gurus	3
A3 (a)	4		Personal Lifestyle	4
A3 (b)		6	Personal Lifestyle	6
A3 (c)	4		Personal Lifestyle	4
A3 (d)		3	Personal Lifestyle	3
A4 (a)	4		Justice and Equality	4
A4 (b)	3		Justice and Equality	3
A4 (c)		6	Justice and Equality	6
B5 (a)	2		Worship and the Guru Granth Sahib	2
B5 (b)	6		Worship and the Guru Granth Sahib	6
B5 (b)		6	Worship and the Guru Granth Sahib	6
B5 (c)	4		Worship and the Guru Granth Sahib	4
B5 (d)		6	Worship and the Guru Granth Sahib	6
B6 (a)	2		Family Life	2
B6 (b)	4		Family Life	4
B6 (c) (i)		6	Family Life	6
B6(c)(ii)	6		Family Life	6
B6 (d)		6	Family Life	6
<b>Total</b>	<b>36</b>	<b>36</b>		
			<b>SPaG</b>	4
			<b>TOTAL</b>	76

**Mark Allocation: Assessment Objectives**

<b>Assessment Objectives</b>	<b>Section/Part A</b>	<b>Section/Part B</b>	<b>Totals</b>
<b>AO1</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>AO2</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>Total</b>	<b>48</b>	<b>24</b>	<b>72</b>

**Mark Allocation: Specification Section**

<b>Specification Section</b>	<b>Part A</b>	<b>Part B</b>	<b>Totals</b>
<b>1 Beliefs and Sources of Authority</b>	<b>8</b>	<b>0</b>	<b>8</b>
<b>2 The Gurdwara and Worship</b>	<b>0</b>	<b>24*</b>	<b>24*</b>
<b>3 Festivals and the Gurus</b>	<b>10</b>	<b>0</b>	<b>10</b>
<b>4 Personal Lifestyle</b>	<b>17</b>	<b>0</b>	<b>17</b>
<b>5 Family Life</b>	<b>0</b>	<b>24*</b>	<b>24*</b>
<b>6 Justice, Equality and the Right to Life</b>	<b>13</b>	<b>0</b>	<b>13</b>
<b>SPaG</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>48</b>	<b>28</b>	<b>76</b>

\*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.