



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Religious Studies C

3063 (Full course): 3068 (Short course)

Paper 6

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Methods of marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, by **ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication. Refer to the criteria given in the chart on page 4.
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. 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?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

Assessment of quality of written communication

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

Candidates will be required to:

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

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

3 marks	The candidate presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
2 marks	The candidate presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
1 mark	The candidate presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
0 mark	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.

Additional guidance to examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Levels of Response marking for evaluation questions

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

The **assessed level** or 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.

Sikhism**Part A****A1****The Scriptures**

- (a)
- What is the Adi Granth?*

Sikh scriptures
 First collection or compilation
 The Guru Granth Sahib before Guru Gobind Singh's death

(1 mark) AO1

- (b)
- What language are these scriptures written in?*

Gurmukhi
 Written Punjabi

(1 mark) AO1**A2****Guru Nanak and The Langar**

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

Founder of Sikhism
 Delivered teachings of Sikhism
 Messenger of God
 Exemplary Sikh
 N.B. A variety of responses may be offered and will be credited.

(2 marks) AO1

- (b)
- Explain the importance of the Langar for the Sikhs.*

*Level of Response***0** Nothing relevant or worthy of credit.**Level 1** A minimal application of knowledge and understanding**Level 2** Some application of knowledge and understanding.**Level 3** A clear application of knowledge and understanding with sound development.

To prepare parshad/the common meal
 Reflects Nanak's principles of looking after poor
 Place for sharing
 Mark of equality
 Mark of unity of khalsa
 Highlights practice of sewa

A3 Sikh Evils and Virtues

- (a) *Name two of the five evils in Sikhism.*

Any two from: lust (kam), covetousness/greed (lobh), attachment (moha), anger (kradh), pride (ahankar)

(2 marks) AO1

- (b) *For one of these evils explain why it would not be acceptable for a Sikh.*

Levels of Response

Level 1 Basic explanation.

Level 2 Basic explanation, plus example.

Makes a Sikh manmukh not gurmukh

Takes a Sikh away from God

Is against principles of Sikhism

N.B. A variety of explanations similar to the above ideas may be offered and credited.

(2 marks) AO1/2

A4 The five Ks

Name two of the five Ks.

Any two from: kara (steel bracelet), kirpan (small sword), kesh (long hair), kanga (comb), kach (shorts). English or Punjabi acceptable.

(2 marks) AO1

Part B**B5 Worship**

- (a) *How is the Guru Granth Sahib shown respect in the Gurdwara?*

Levels of Response

- Level 1** One accurate statement.
Level 2 Two accurate statements, or developed of one point
Level 3 More than two statements or two statements developed

Main focus of gurdwara
Placed on a stool/throne (takht)
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

(3 marks) AO1/2

- (b) *Explain how Sikhs worship in the home.*

Levels of Response

- 0** Nothing relevant or worthy of credit.
Level 1 A minimal application of knowledge and understanding.
Level 2 Some application of knowledge and understanding.
Level 3 A clear application of knowledge and understanding with sound development.

(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

(3 marks) AO2

- (c) *“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.*

Level of Response

- Level 0** Unsupported opinion or no relevant evaluation
Level 1 Opinion supported by simple reason
Level 2 Opinion supported by one elaborated reason or two simple reasons
Level 3 Opinions supported by one well-developed reason or two elaborated reasons
Level 4 Evidence of reasoned consideration of two different points of view
Level 5 Evidence of reasoned consideration of two different points of view expressed coherently.

For

The idea of unity
Sanghat – the community at worship
The importance of parshad/common meal
Equality of all
Focus of Adi Granth/Guru Granth Sahib
Strengthen faith

Against

God is everywhere (Mool Mantra)
Family worship is important
Focus of meditation on God’s name
Daily worship is vital but not always practical in the gurdwara
Intention for worship is the most important thing

(5 marks)

AO3

B6 The Nature of God

- (a)
- What name is given to the passage in Photograph B?*

Mool Mantra

(1 mark)

AO1

- (b)
- Explain what the following ideas about God mean to the Sikhs:*

- i. The Creator*
- ii. Immortal*
- iii. Self-Existent.*

*Levels of Response***Level 1** One accurate statement.**Level 2** Two accurate statements or development of one point**i. The Creator**

Present everywhere
 Created everything
 Present in all things

ii. Immortal

Everlasting
 Only One God/Unique, Sat Guru (Lord of Truth)
 Represented by symbol 1 and letter O

iii. Self-Existent

Created by no-one or thing
 God is first
 Waheguru (Lord of Wonder)

*(3 x 2 marks)**(6 marks)*

AO1/2

- (c)
- Explain Sikh attitudes to abortion.*

*Levels of Response***0** Nothing relevant or worthy of credit.**Level 1** A minimal application of knowledge and understanding.**Level 2** Some application of knowledge and understanding.**Level 3** A clear application of knowledge and understanding with some development.**Level 4** A clear application of knowledge and understanding with good development.

Life begins at conception therefore abortion is morally wrong
 God created all and is in all – a violation of this is therefore wrong
 Mental and physical abnormalities are not sufficient reason
 In general an understanding in cases of rape/abnormalities
 Most Sikhs live in countries where abortion is legal
 Sikhs believe that we have within us part of God – a divine spark
 May link answer to the idea of karma

(4 marks)

AO2

- (d) *“Meditation on God is the most important responsibility for a Sikh.” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.*

Levels of Response

Level 0	Unsupported opinion or no relevant evaluation
Level 1	Opinion supported by simple reason.
Level 2	Opinion supported by one elaborated reason or two simple reasons
Level 3	Opinions supported by one well-developed reason or two elaborated reasons
Level 4	Evidence of reasoned consideration of two different points of view
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.

For

Mool Mantra is foundation of Sikhism

Helps to focus mind on living a correct life

Nam simran (calling God to mind) fills one with the presence of God

Against

Sikhism is a way of Life – Dharam

Meditation should be combined with service to others

Other aspects of daily worship are also important

Communal worship underlines the message of Sikhism

There are 3 responsibilities for Sikhs and only one of them is meditation on God

(5 marks) **AO3**

Part C

C7 Marriage and the Family

(a) Describe a Sikh wedding ceremony.

Levels of Response

Level 1	One accurate statement	1 mark
Level 2	Two accurate statements or development of one point	2-3 marks
Level 3	More than two statements but no coherence, or two statements developed	4-5 marks
Level 4	Many accurate statements and development – some muddling / omissions	6-7 marks
Level 5	A coherent and competent account	8 marks

Called the Anand Karaj – ceremony of bliss

Takes place in gurwara (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

(8 marks) AO1

(b) Explain the importance of the family of Sikhs today.

Levels of Response

Level 1	One accurate statement	1 mark
Level 2	Two accurate statements or development of one point	2-3 marks
Level 3	More than two statements but no coherence, or two statements developed	4-5 marks
Level 4	Many accurate statements and development – some muddling / omissions	6 marks
Level 5	A coherent and competent account	7 marks

Family is the basis for society

Correct place for children to be brought up and be made aware of God

Emphasis on the search for God being at home/anti-ascetic

Respect each other and members of each other's families

Family is place to nurture Sikh traditions and teachings of Gurus – righteous living

Importance of worship as a family

Celibacy is not seen as a virtue

Importance of extended family

Role of family in choosing marriage partners, careers etc.

Role of the head of an extended family, usually most senior member

(7 marks) AO2

- (c) *“Divorce is a private matter between two persons.” Do you agree? Refer to Sikhism in your answer, showing that you have thought about more than one point of view.*

Levels of Response

0	Unsupported opinion or no relevant evaluation
Level 1	Opinion supported by simple reason.
Level 2	Opinion supported by one elaborated reason or two simple reasons
Level 3	Opinions supported by one well-developed reason or two elaborated reasons
Level 4	Evidence of reasoned consideration of two different points or view.
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.

For

Influence of laws of land
Personal choice given in Sikhism as to partner
No real Sikhism opposition to divorce
As marriage is intimate, so reasons for divorce are personal

Against

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

(5 marks) **AO3**

C8 Festivals

- (a)
- Describe how EITHER Baisakhi OR Divali is celebrated by Sikhs.*

Levels of Response

Level 1	One accurate statement	1 mark
Level 2	Two accurate statements or development of one point	2-3 marks
Level 3	More than two statements but no coherence, or two statements developed	4-5 marks
Level 4	Many accurate statements and development – some muddling / omissions	6-7 marks
Level 5	A coherent and competent account	8 marks

Baisakhi

One of three malas
 Bathe in river, sarowar (pool) or shower in morning
 Private meditation (individual or family)
 Visit gurdwara for a special service
 Nishan-sahib and flag pole are renewed
 Newly selected gurdwara committee takes over
 Large animal fair at Amritsar
 Attend political rallies

Divali

Celebrated in October/early November
 Dark – hence lights and Festival of Lights
 Light clay oil lamps
 Fireworks displays
 End of financial year
 Houses are cleaned
 Children have sweetmeats, given gifts and are told stories from Sikh history

(8 marks) AO1

- (b)
- Explain Sikh attitudes to wealth and poverty.*

Levels of Response

Level 1	One accurate statement	1 mark
Level 2	Two accurate statements or development of one point	2-3 marks
Level 3	More than two statements but no coherence, or two statements developed	4-5 marks
Level 4	Many accurate statements and development – some muddling / omissions	6 marks
Level 5	A coherent and competent account	7 marks

Main message of Sikhism is “neither no Hindu nor Muslim”
 Idea of equality
 Idea of sharing – role of the Langar
 Looking after poor is following teaching and example of Gurus
 Story of Malik Bhago and Bhai Lalo
 Story of Duni Chand
 Cannot take wealth after you are dead
 Wealth can lead to attachment

(7 marks) AO2

- (c) *“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.*

Levels of Response

0	Unsupported opinion or no relevant evaluation
Level 1	Opinion supported by simple reason
Level 2	Opinion supported by one elaborated reason or two simple reasons
Level 3	Opinions supported by one well-developed reason or two elaborated reasons.
Level 4	Evidence of reasoned consideration of two different points of view.
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.

For

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

Against

Multicultural society embraces all

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

(5 marks) **AO3**