

GCSE 2004
June Series



Mark Scheme

Religious Studies Specification C

Option 6: *Sikhism*

(Subject Code 3063/3068)

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 candidates' 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 candidates' 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 candidates' 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.

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Dr. Michael Cresswell Director General

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 5).
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.

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 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.

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.

Paper 6: Sikhism

Part A

A1 Manmukh and Gurmukh

- (a) *What does manmukh mean?*

Target: Knowledge and understanding of manmukh

Any **one** from:-

- The human condition
- Spark of God within
- Subject to reincarnation / aim to escape
- Free will / all humans are equal
- Only through grace can one escape

(1 mark) AO1

- (b) *What does gurmukh mean?*

Target: Knowledge and understanding of gurmukh

Any **one** from:-

- God centredness
- Created by God
- Part of God

(1 mark) AO1

A2 Virtues and Stages of Liberation

- (a) *Give two of the Sikh virtues.*

Target: Knowledge and understanding of the virtues

Any **two** from:-

- Truth
- Contentment
- Service
- Patience
- Humility

(2 marks) AO1

(b) Explain why the virtues are important for Sikhs.**Target: Knowledge and understanding of the virtues**

Any from:-

- Obey God's will
- Achieve union with God
- Follow the teachings of Guru Nanak

Allow for general comment or specific response to individual virtues.

(2 marks) AO2**(c) Explain two of the five stages of liberation.****Target: Knowledge and understanding of stages of liberation**Any **two** from:-

- Dharam khand (religious duty) e.g. worship, 5Ks
- Saram khand (effort) e.g. honest work, pure intentions
- Karam khand (grace) e.g. of the Guru, kind attitude towards others
- Gian khand (knowledge) e.g. of Sikh teachings, scriptures
- Sach khand (truth) e.g. of God, Mool Mantar (Mantra).

1 mark for each stage + 1 mark for explanation.

(4 marks) AO1**A3 Guru Arjan*****Explain why Guru Arjan is important to Sikhs.*****Target: Knowledge and understanding of Guru Arjan**Any **three** from:-

- Built the Harimandir in Amritsar
- Compiled the Adi Granth
- Placed the Adi Granth in the Harimandir
- First martyr of Sikhism

(3 marks) AO2**Part B****B4 Gurburbs and Sikh Worship****(a) What is the Dasam Granth?****Target: Knowledge and understanding of the Dasam Granth**

- Collection made by Gobind Singh, the tenth Guru
- Book of devotional poetry

(2 marks) AO1

(b) Describe how Sikhs worship in the Gurdwara.

Target: Knowledge and understanding of worship in the gurdwara

Levels of Response

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

- Hymns of Guru Nanak are sung
- Prayers
- Sermons (by anyone or by the Granthi)
- Guru Granth Sahib (verses read + verses sung by musicians)
- The Ardas prayer completes the service
- Karah parshad ceremony
- Bow and kneel in front of the Guru Granth Sahib
- Make an offering of money / romalla or food

(4 marks) AO2

(c) How is a gurpurb celebrated?

Target: Knowledge and understanding of gurpurbs

Any **two** from:-

- Continuous reading of the Guru Granth Sahib
- Bhog ceremony readings
- Open air procession carrying the Guru Granth Sahib
- Lectures
- Langar meal

(2 marks) AO2

**(d) “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 use and importance of the Guru Granth Sahib

Levels of Response

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

For

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

Against

Guru Nanak founded Sikhism
 Guru Granth Sahib is dependent on the previous Gurus
 God determined that there would be a Guru Granth Sahib and so it is not really an issue for debate
 The Khalsa is the foundation of Sikhism

(5 marks) AO3

B5 The Sikh community and its responsibilities

(a) *What is the role of the Granthi within Sikhism?*

Target: Knowledge and understanding of the role of the Granthi

Answers could include:-

leads worship, leads prayers, reads the Guru Granth Sahib (all in the Gurdwara)

(2 marks) AO1

(b) *Explain the following Sikh responsibilities:*

(i) *kirat karna*

(ii) *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

(2 + 2 marks) AO1

(c) *Explain how Sikhs show respect and concern for the created world.*

Target: Knowledge and understanding of respect for the created world

Levels of Response

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

Candidates may explore the environment, animal rights or even vegetarianism – any from the following are valid (as a guideline only):-

- The world belongs to God
- God created the world
- God is also within creation
- Creation is his will
- Some Sikhs are vegetarian for the above reasons
- Animal cruelty is rejected
- Bodily abuse is rejected
- Sikhs tend to leave it to personal conscience on most of these issues

(3 marks) AO2

- (d) “Religious leaders should not concern themselves with politics.”**
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 of religious leaders

Levels of Response

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

For

Religious matters must always take priority
 Leaders are specialists in religious matters and not political or social ones
 Worship and the brotherhood of the Khalsa are crucial

Against

Can we divide religious and social / political issues?
 Guru Nanak and other Gurus spoke out against wrong doing
 Religion is about life as a whole and leaders are there for guidance in every aspect

(5 marks) AO3

Part C**C6 Guru Gobind Singh and Rites of Passage****(a) Describe what happens during**

EITHER a Sikh marriage
OR a Sikh funeral.

Target: Knowledge and understanding of a Sikh marriage/funeral**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 - 2 marks
Level 2	Some clear knowledge and understanding.	3 - 4 marks
Level 3	A clear knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear knowledge and understanding with good development.	7 - 8 marks

Answers may include some of the following:-

Marriage

- 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

Funeral

- The body washed and clothed with all the five symbols of faith
- Waheguru recited and hymns sung over body when taken to crematorium / pyre
- Special prayers are read – Ardas, Sohilla, Sukhmani
- A close relative lights the funeral pyre for cremation
- Continuous reading of the Guru Granth Sahib
- Sharing of parshad
- Relatives hear readings from the Guru Granth Sahib for next 10 days
- Guru Granth Sahib covered with silk cloth after 10 days
- No sadness as life and possible union with God is celebrated

(8 marks) AO1

(b) *Explain why Guru Gobind Singh is important for Sikhs.*

Target: Knowledge and understanding of Guru Gobind Singh

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

- Founded the Khalsa (story may be explained)
- Last of the human Gurus
- Enthroned the Adi Granth / Guru Granth Sahib as the sole and final Guru
- He was a very gifted leader

(7 marks) AO2

(c) *“Religious believers must be willing to die for their beliefs.”
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 faith / death in Sikhism

Levels of Response

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

For

Story of the Khalsa epitomizes this sentiment
Gurus have been martyred

Against

Depends what beliefs
Guru Nanak taught tolerance and understanding between those of different beliefs
Sword is there for protection not provocation

(5 marks) AO3

C7 The Khalsa and Prejudice and Discrimination**(a) Describe the role of the Khalsa in Sikhism.****Target: Knowledge and understanding of the Khalsa****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 - 2 marks
Level 2	Some clear knowledge and understanding.	3 - 4 marks
Level 3	A clear knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear knowledge and understanding with good development.	7 - 8 marks

- It is a caste free community
- Have the right to freedom
- Reflects the ideals of Guru Nanak
- Community make decisions together in unison
- Good works are marks of the Khalsa, e.g. langar
- Ideals of honest work, charity and high moral values

(8 marks) AO1**(b) Explain Sikh attitudes to prejudice and discrimination.****Target: Knowledge and understanding of Sikh attitudes to prejudice and discrimination****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 - 2 marks
Level 2	Some application of knowledge and understanding.	3 - 4 marks
Level 3	A clear application of knowledge and understanding with some development.	5 - 6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Guru Nanak broke social conventions of time by promoting equality for all people

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

(7 marks) AO2

- (c) ***“Women should 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

Levels of Response

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

For

Cultural examples can be used here

Women still live in a man’s world

Quotations from Guru Nanak, e.g. “why despise women from whom kings were born.”

Against

Teachings of Sikhism oppose this view

Issue is one of ‘roles’ not status as all are equal

(5 marks) AO3