



Examiners' Report

June 2018

GCSE Religious Studies B 1RB0 1G

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Introduction

GCSE (9-1) Religious Studies

Religious Studies B Paper 1: Area of Study 1 – 1G – Sikhism.

The paper contributes to 50% of the overall award. The assessment consists of four questions; candidates must answer all four questions. The details of the assessment content is provided in the specification. Centres are to use this rather than other published resources when planning the course content.

The area of study comprises a study in depth of Sikhism as a lived religion within the United Kingdom and throughout the world, looking at the religion's beliefs and teachings on life specifically within families and with regard to matters of life and death.

On the whole section 1 and 3 were well answered with good Sikh knowledge and terminology, especially the AO1 questions. Some AO2 questions had good Sikh knowledge but failed to critically analyse the statement in a coherent and logical way. I am sure this will come as the centres come to understand what is expected of the candidates.

There was a lack of common and divergent views within Sikhism especially in connection with Khalsa and non-Khalsa Sikhs. Candidates need to compare and contrast the areas of ethics within Sikhism and non-religious views.

Sections 2 and 4 lacked Sikh knowledge and at times generic answers were given.

Spelling and grammar were of a good standard.

Question 1 (a)

Candidates were assessed on Section One: Sikh Beliefs, bullet point 1.7., 'the practice of sewa'.

The question asked was 'Outline three ways Sikhs perform sewa'. This was well answered.

Candidates are asked to 'Outline' on (a) items. Therefore, lists can reach a maximum of one mark.

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- **God is creator** (1 mark)
- **God is creator**, judge and lawgiver (1 mark for list or sentence)
- **God is creator**, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

The candidate was awarded 3 marks.

1 (a) Outline **three** ways Sikhs perform sewa.

(3)

The first way sikhs perform sewa is dhar, helping the Gurdwara by giving them money. The second way sikhs perform sewa is tar, serving food at the langar. The third way Sikhs perform sewa is man, reciting prayers in the Gurdwara or reading the akhand path.



The candidate outlined 3 points:

- (i) Giving money in the gurdwara
- (ii) Serving food in the Langar
- (iii) Reading the akhand path



Centres should make sure the candidates clearly write 3 sentences as shown and teach from the specification.

The candidate is awarded 3 marks.

1 (a) Outline three ways Sikhs perform sewa.

(3)

One way a sikh can perform sewa is by helping out in the langar kitchen.
Another way is that a sikh can read the Akhand Path, which is a mental way of performing sewa.
Finally, a sikh can donate money to charities, which is a materialistic way of performing sewa.



The candidate gives 3 clear points related to the question.



The candidate clearly sets out the 3 examples.

Question 1 (b)

Candidates were assessed on Section One: Sikh beliefs. Bullet point 1.4. 'Sikh beliefs about life after death'.

The question asked was 'Explain two Sikh teachings about life after death'.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes, or examples. The development must be of the reason given and to the question asked.

This question differentiated between candidates who had knowledge of the Sikh teachings about life after death.

The student is awarded 4 marks

(b) Explain **two** Sikh teachings about life after death. ^{Reincarnation}
^{Rebirth.}

(4)

The first teaching about life after death is that Sikhs will be reincarnated into another body while keeping their soul. This is determined by actions they have committed which decide ~~the~~ which being they become in their next life, due to Karma. Another teaching about life after death is that ~~we~~ ^{they} are reborn until they achieve mukti. This is achieved when a Sikh becomes Gurmukh and breaks the cycle of Samsara, until then Sikh continue to be reborn.



The candidate gives 2 developed teachings.

(i) Sikhs will be reincarnated into another body, developed by this is determined by actions they have committed.

(ii) They are reborn until they achieve mukti, developed by this is achieved when a Sikh becomes Gurmukh and breaks the cycle of samsara.

Question 1 (c)

Candidates were assessed on Section One: Sikh Beliefs. Bullet point 1.3. 'The nature of human life.'

The question asked was 'Explain two Sikh beliefs about the nature of human life.'

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom:

- The candidates do not have to reference a quote or quote it word for word.
- *If examiners are unsure they should use a search engine. Enter the gist of the paraphrase and 'Guru Granth Sahib' or 'Sikh teaching'.*
- *If the candidate gives the paraphrase and then puts (Guru Granth Sahib 2) in brackets the paraphrase can have the mark and the bracketed reference is ignored.*
- *If a candidate quotes Guru Nanak and it was Guru Gobind Singh or vice versa, and the quote is not accredited to them, it is not awarded.*

The candidate was awarded 0 marks.

(c) Explain **two** Sikh beliefs about the nature of human life.

In your answer you must refer to a source of wisdom and authority.

(5)

God created life for his people to be able to raise children and marry like the human Guru's did. children will learn the differences between right and wrong and bring them into faith. Also God created a reason for all lives for humans.

use as typed in



The candidate has given no valid reason.

The aim of the question was to ask for the Sikh belief about the nature of human life in connection with the purpose and significance of life as an opportunity to unite with God. Therefore, this answer does not meet this criteria, as stated on the specification. Unfortunately, we cannot credit raising children to be good Sikhs, as it does not answer the question.



Centres need to teach to the specification and make sure the candidates understand the terminology, e.g. 'nature' of human life in relation to Sikhism.

Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the d items. The candidates are being assessed on AO2 analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates did provide excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section One: Sikh Beliefs. Bullet point 1.2. 'God as Creator'.

Please note that, neither in the bullet point, nor on the question are candidates required to give a non-religious response. Candidates must respond to the question asked.

The question asked was "God is best described as the Creator." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- reach a justified conclusion.

The candidate gains 11 marks in total.

The candidate reached level 3 and was awarded 8 marks and then given 3 marks for spelling and grammar.

In this question, 3 of the marks awarded will be for your spelling, punctuation and grammar and your use of specialist terminology.

* (d) "God is best described as the Creator."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- reach a justified conclusion.

ajooni
Nirou Nirran

yes

God is the preserver and creator of all

in the earth
it's support

Abides in the
hearts of
all

the great giver
of happiness

(15)

God is best described as the creator as that is part of God's nature. 'God is the preserver and creator of all' implying that everything in existence is due to God being the creator, which best describes him.

Others may disagree and say that God is best described as 'ajooni' - beyond birth - as it says in the moot mantra. Which explains that God ~~doesn't die~~ ^{was never born}, cannot die and doesn't live in the cycle of reincarnation like humans do. Showing that God is not in human form and never will be.

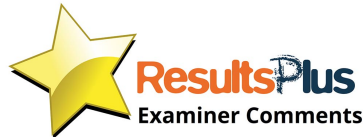
Another view point is that the best way to describe God is as 'Nirou and Nirran' - without fear and hatred. Fear can only be caused when one is affected by it however God is not subject to any being so cannot develop any negative feelings of hatred or fear.

An argument to agree is that that God is best described as the creator as he is in the earth and its support and abides in each and every heart' implying that God is immanent in the earth he created and within the people as we all contain his 'divine spark'.

Others may say that God isn't best described as a creator because God is transcendent - above and beyond the universe - so human

Words are inadequate to describe God fully because he is indescribable.

In conclusion God isn't best described as the creator as there are many other ways to describe the God as expressed in the mool mantra. For example 'ajouni' and 'nirair'. Also human words are inadequate to describe God as just the 'creator' of God is much more.



The candidate gained level 3 because....

The candidate uses an accurate understanding of religion and belief to develop reasoning which addresses the issues raised by the statement.

This is presented in an accurate and coherent way. Logical chains of reasoning are identifiable on both sides of the argument.

The candidate is starting to make judgements supported by some appraisal of the evidence; the conclusion lacks justification.

The candidate meets the demands of the level three descriptor but does not fully meet all the level three requirements and is therefore awarded at the middle of the mark range.

Spelling and grammar were awarded 3 marks, in this example, because

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.
- The candidate uses a good range of specialist terms as appropriately.



Prepare candidates to explain why the reasons given for an argument can be disputed by the alternative opinion, rather than arguing that the statement is true or false. Why do one group of Sikhs say one thing and the other group say their argument is incorrect, or is weak? Critical analysis of the statement is required to gain the high levels.

Question 2 (a)

Candidates were assessed on Section Two: Marriage and the family. Bullet point 2.8. 'Sikh teachings about gender prejudice and discrimination, including Guru Granth sahib 473'.

The question asked was 'Outline three Sikh teachings about gender discrimination'.

The candidate was awarded three marks.

2 (a) Outline **three** Sikh teachings about gender discrimination.

(3)

one sikh teaching about gender discrimination is that 'from her wings are born'. ^{without women there would be no men} Another sikh teaching is that the Gurus believe men and women are equal. Lastly, Sikhs believe ~~men and women are equal~~ ~~the langar is open to all~~ 'the langar is open to all' so both genders are equal.



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Examiner Comments

The candidate is awarded 3 marks.
The candidate writes three sentences outlining three ways. The sentences come in paragraph form.



ResultsPlus
Examiner Tip

Candidates should be taught to write three separate sentences to encourage them to outline three teachings.

Question 2 (b)

Candidates were assessed on Section Two: Marriage and the family. Bullet point 2.5 'Sikh teachings on contraception: divergent Sikh teachings and attitudes about contraception and family planning'.

The question asked was 'Explain two reasons why family planning may be important for Sikhs.'

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

The candidate was awarded 3 marks.

(b) Explain **two** reasons why family planning may be important for Sikhs.

(4)

The first reason family planning is important is to give the child a better upbringing. If a family waits till they are financially stable, they give the child a more stable childhood and are more likely to be a better Sikh. Another importance of family planning is to ensure Sikhs have the right support around them at the time of childhood like a Sangat. This means the child will be taught the key teachings of Sikhism which wouldn't happen if the family lack support from other Sikhs.

Two developed reasons were given:

(i) Gives the child a better upbringing developed by a family which waits until they are financially stable.

(ii) Sikhs have the right support around them, developed if at the time of childhood they have a Sangat which means they will be taught the key Sikh teachings of Sikhism which wouldn't happen if the family lacked support from other Sikhs. (This is an alternative approach.)

The candidate was awarded 0 marks.

(b) Explain **two** reasons why family planning may be important for Sikhs.

(4)

Family planning may be important for Sikhs because its so the people who are chosen are perfect for everyone in the family therefor everyone likes them. Another reason why family planning maybe important to Sikhs is because they would grow to know eachother over a period of time before actually becoming an offician family therefor that bond and trust is there between them.

The candidate does not answer the question in relation to the specification.



Centres should teach to the specification and show different attitudes to family planning, for example protection of the mother, as consecutive pregnancies may lead to health problems. Sikh teachings say it should be for the couple to decide what is best for their family, e.g.

Question 2 (c)

Candidates were assessed on Section Two: Sikh Beliefs. Bullet point 2.1 ; 'Sikh teachings about marriage, including the Lavan bu Guru Ram Das'.

The question asked was 'Explain two Sikh teachings about marriage.'

In your answer you must refer to a source of wisdom and authority.

Some candidates were not prepared for this question and wrote mainly about the purpose of marriage.

The candidate was awarded 5 marks.

(c) Explain **two** Sikh teachings about marriage.

In your answer you must refer to a source of wisdom and authority.

(5)

One Sikh teaching about marriage is that it's the union of two souls in the name and presence of The Lord. The Lavan said during marriage ceremonies further supports this: "It is in the third round that The Lord is awakened in the heart". ~~The~~ Marriage provides not only a ~~spiritual~~ physical connection between the couple but a spiritual one ~~to~~ which creates a higher sense of spirituality and connection to God.

Another Sikh teaching about marriage is that the purpose of marriage is to procreate. Sikhs believe that the Anand Karaj between a man and a woman should lead to having children ~~which~~ ^{who} can be brought up in the Sikh faith with religious values and mindsets.



The candidate gave two developed ways, with reference to an appropriate source of authority.

Union of two souls (1) developed by provides a spiritual connection for the couple (1).

Marriage is a holy bond (1) developed by in the name and the presence of the lord (1) referenced by the Lavan and the 'Lord is awakened in the heart'.



This candidate clearly relates to the teachings of marriage and the Lavan.

The candidate was awarded 0 marks.

(c) Explain **two** Sikh teachings about marriage.

In your answer you must refer to a source of wisdom and authority.

(5)

One teaching is that sex before marriage is forbidden. "For a moment of sexual pleasure, you shall suffer millions of days". (GG5)
This means pre-marital sex is wrong as it is a sin.

Another teaching is the main aim of marriage is to procreate. Then all the kids should be put into sikhism to spread religion into more generations.



ResultsPlus
Examiner Comments

The candidate gave no relevant information that is related to teachings about marriage as according to the specification.

This candidate has talked about why people get married, to procreate and not to have sex before marriage.



ResultsPlus
Examiner Tip

Candidates must be prepared for the whole breadth and depth of the specification in order to achieve higher grades. It is best to check that materials used in the center cover the specification.

Question 2 (d)

The question is 'Evaluate' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates provided excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

We are now marking using levels. and award a best fit according to the level descriptors.

Candidates were assessed on Section Two: Marriage and the Family: Bullet point 2.6: 'Sikh teachings about divorce: divergent Sikh teachings and attitudes to divorce and remarriage, including reference to Rahit Maryada Chapter 11 and arguments used to support or reject divorce, non-religious (including atheist and Humanist) attitudes to divorce and remarriage'.

Many candidates re-wrote this question to be about why married people should never get divorced or why they should not get divorced.

"Married people should never get divorce". Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- refer to non-religious points of view
- reach a justified conclusion

The candidate achieved 6 marks.

(d) "Married people should never get divorced."

atheist

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

A Sikh would agree with this statement because ~~#~~ Sikhs are taught to follow in the ~~left~~ lives of the Gurus and none of the Gurus divorced showing that it is wrong. Also, it would bring shame on the family therefore ~~mean~~ they would believe that married people shouldn't divorce.

An ~~atheist~~ atheist may disagree with the statement because ~~adultery~~ adultery may have occurred during the marriage which gives either partner the right to be free from the engagement.

For example, the man may be sleeping with another woman and is therefore being unfaithful, which gives a fair reasoning for ~~the~~ divorce.

However, ~~However~~, alternatively a Sikh may disagree with the statement because if abuse occurs divorce is accepted as a situation ethics can be applied as ~~to~~ divorcing the ~~abusive~~ abusive partner would be doing the most loving thing as it's saving the victim from being hurt even more. For example, a man may be

hitting his pregnant wife which is not only hurting her but her baby too, therefore divorcing the man would protect two lives.

Overall, I disagree with the statement because marriages can be unhealthy and can completely damage people's lives if divorce doesn't occur.



ResultsPlus
Examiner Comments

The candidate reached level 2 and was awarded 6 marks.

The candidate gained level 2 because:

Superficially attempts to assess the arguments.
Fairly accurate understanding of religion and belief showing connections to most elements of the issue.

Judgements are supported by an attempt to appraise evidence.

A little appraisal of the evidence but some attempts superficial (unbalanced /one sided).

Conclusion is not fully justified.

The candidate meets the all the demands of the level two descriptor.



Do not attempt to point mark d answers. They should be read completely and then assessed against the level descriptors to find a best fit.

There is no spelling and grammar on question 2 or 4. Spelling and grammar are only assessed on the odd numbered questions 1 and 3.

Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints cannot achieve marks beyond level 2. Generic answers were given and no critical appraisal seen relating to the statement and including specific Sikh teachings.

Question 3 (a)

Candidates were assessed on Section Three: Living the Sikh Life. Bullet point 3.8. 'Birth and naming rituals and ceremonies'.

The question asked candidates to 'Outline three features of Sikh birth rituals'.

The candidate was awarded 3 marks.

3 (a) Outline **three** features of Sikh birth rituals.

(3)

A feature of the Sikh birth ritual is that amrit is placed on the baby's ~~teeth~~ tongue and forehead. Another feature is that hukamani is carried out in order to get the first letter(s) of the baby's name. Another feature is that karah prashad is made by the family and given to the Gurdwara.



ResultsPlus
Examiner Comments

The candidate clearly outlines 3 features of a Sikh birth ritual.

- (i) Amrit on baby's tongue.
- (ii) Hukamani - Choosing baby's name.
- (iii) Karah prashad made by family and distributed.

Question 3 (b)

Candidates were assessed on Section Three: Living the Sikh Life. Bullet point 3.6. 'How and why Sikhs take part in the akhand path'

The question asked was 'Explain two ways Sikhs may take part in an akhand path'.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

The candidate achieved 4 marks.

(b) Explain **two** ways Sikhs might take part in an akhand path.

(4)

The first way a Sikh may ~~complete~~ take part in an akhand path is at a Gurdwara listening to someone reading the Guru Granth Sahib. This shows their commitment to God by listening to all of the book and makes them more Gurmukh. The second way someone may take part is by being a reader of the Guru Granth Sahib during the recital. This is a sign of man sewa as it's mental selfless service, bringing them closer to being achieving mukti.



The candidate gave two developed ways.

(i) Listening to the reading of the Guru Granth Sahib developed by shows their commitment to God.

(ii) Reading the Guru Granth Sahib developed by a sign of man sewa, as it is mental sewa, bringing them closer to God and achieving mukti.



This candidate clearly indicates to the examiner that there are two different ways given. This is good practice.

Question 3 (c)

Candidates were assessed on Section three: Living the Sikh Life. Bullet point 3.7. 'Gurpurbs and Commemorations: why they are important for Sikhs today.'

The question asked was 'Explain two reasons why gurpurbs are important for Sikhs today.'

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked. The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom:

- *The candidates do not have to reference a quote or quote it word for word.*
- *If examiners are unsure they should use a search engine. Enter the gist of the paraphrase and 'Guru Granth Sahib' or 'Sikh teaching'.*
- *If the candidate gives the paraphrase and then puts (Guru Granth Sahib 2) in brackets the paraphrase can have the mark and the bracketed reference is ignored.*
- *If a candidate quotes Guru Nanak and it was Guru Gobind Singh or vice versa, and the quote is not accredited to them, it is not awarded.*

The candidate achieved 5 marks.

(c) Explain **two** reasons why gurdurbas are important for Sikhs today.

In your answer you must refer to a source of wisdom and authority.

(5)

One reason why gurdurbas are important for Sikhs today is because they allow Sikhs to have a better understanding of the origins of their faith. It allows them to feel a deeper connection to God and their faith through celebrating the birth/death of the Gurus who developed the Sikh faith. It provides an opportunity for deep reflection and meditation on God, thanking him for the works and lives of the Gurus.

Another reason why gurdurbas are important for Sikhs today is because they allow younger Sikhs to ~~see~~ see and respect their religious identity through seeing the founders of their faith. Furthermore, the Guru Granth Sahib supports and encourages young Sikhs' involvement in learning about the Sikh faith and Sikh leaders: "The stories of their ancestors make the children good children".



The candidate gave two developed answers with a source of wisdom.

This was very rare as candidates did not include a source of wisdom.

The source of wisdom relates to the need to 'educate our children on their ancestors'.



Centres should follow the specification guideline related to each bullet point and use a source of wisdom on each. For example Gurbilas Patshabi 10 ' She will be redeemed only if a truly worthy person comes forward to lay down his head' - relating to gurpurbs remembering the sacrifice of certain Gurus.

The candidate achieved 0 marks.

(c) Explain **two** reasons why gurburbs are important for Sikhs today.

In your answer you must refer to a source of wisdom and authority.

(5)

Gurburbs are important for Sikhs today to celebrate their life. Each Sikh has a divine spark shown in the Guru Granth Sahib 'in each and every heart, the divine light is contained,' so they want to praise Waheguru for giving them life.

They also celebrate them as when they get older, they are close to breaking the cycle of samsara as they are close to death. This is important as once they break the cycle, they can achieve mukti and ~~tiberate~~ unite with God.



The candidate does not know what a gurburb is.

Question 3 (d)

The focus of the marking changes from AO1 to AO2 on the d items. The candidates are being assessed on AO2 analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates provided excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting student's progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section Three: Living the Sikh Life. Bullet point 3.3. 'The nature and purposes of langar: the significance of langar for Sikhs today, especially as an expression of sewa.'

"All Sikhs should help in the langar." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- reach a justified conclusion.

The candidate achieved 7 marks, level 2 - 4 marks plus 3 for spelling and grammar.

* (d) "All Sikhs should help in the langar."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- reach a justified conclusion.

(15)

Most Sikhs would agree with this statement as langar is a way to perform sewa which is considered a duty of a Sikh. ~~and~~ ~~is~~ ^{also} helping others ~~that~~ and volunteering to work for no personal gain is important to Sikhs.

~~Another~~ ^{another} Another reason Sikhs may agree with this statement is their strong belief in equality.

Equality would be everyone working in the langar together rather than only some working and others doing nothing to help.

Some ^{Sikhs} ~~Sikhs~~ may disagree that all Sikhs should help in the langar as there are other ways Sikhs can perform sewa and do their duty as a Sikh. Also ~~Sikhs~~ ^{Sikhs} may say that if everyone was working in the langar there would be less work for everyone to do meaning they could do more and there would be no one helping out elsewhere as there are people in need and opportunities of performing sewa everywhere not just in the

gurdwara

In conclusion I think most sikhs would agree that all sikhs should help out in the langar as its an oppotunity to preform self less service (sewa) which is a duty of a sikh.



ResultsPlus
Examiner Comments

The candidate reached level 2 and was awarded 4 marks.

The candidate gained level 2 because:

The candidate provides reasons for and against the statement making brief (superficial) arguments on both sides.

The candidate demonstrates a limited, rather than isolated as in level 1, understanding of the beliefs surrounding this statement.

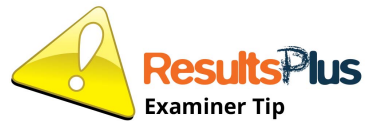
The candidate does not attempt to appraise the arguments given or evaluate the argument.

The conclusion offers an attempt at making a judgment, but this is not fully justified and builds on a limited range of elements in the answer.

The candidate meets the demands of the level one descriptor but does not fully meet the level two requirements and is therefore awarded at the lower end of the mark range.

Spelling and grammar were awarded 3 marks, in this example, because:

- The candidate spells and punctuates with considerable accuracy.
- The candidate uses rules of grammar with general control of meaning overall.
- The candidate uses a good range of specialist terms as appropriately.



The appraisal of evidence required for the higher marks can come at any point in the answer. Those who provide the best answers give one side of the argument and then use the opposing viewpoint to clearly indicate the weaknesses of the first side.

Question 4 (a)

Candidates were assessed on Section four: 'Matters of Life and Death', bullet point 4.1., 'Sikh teachings about the origins of the universe'.

The question asked was 'Outline three Sikh beliefs about the origins of the universe'.

The candidate was awarded 3 marks.

4 (a) Outline **three** Sikh beliefs about the origins of the universe.

(3)

Sikhs believe that Waheguru created the whole universe.

Another Sikh belief about the origin of the universe is that it is not for humans to know ~~when~~ ^{when} it was created.

Sikhs also believe that Waheguru created the universe with a single word.



ResultsPlus
Examiner Comments

Three beliefs were shown:

- (i) Waheguru created the whole universe.
- (ii) Not for humans to know when it was created.
- (iii) Waheguru created the universe with a single word.



ResultsPlus
Examiner Tip

It is important to prepare candidates to write in sentences and try to keep within the lines given.

Question 4 (b)

Candidates were assessed on Section four: 'Matters of Life and Death' bullet point 4.8., 'Divergent Sikh responses to animal rights'.

The question asked was 'Explain two Sikh teachings about animal rights'.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

The candidate achieved 2 marks.

(b) Explain **two** Sikh teachings about animal rights.

(4)

Sikhs believe that animal testing is not right as all animals have lives too and it could be ~~dangerous~~ dangerous to the animals. Sikhs believe and it states in the Guru Granth Sahib that there is a small part of God inside all of us and we should not harm others.



The candidate gave one developed answer: Animal testing is not right, and dangerous to the animal developed by God is with in all.

Question 4 (c)

Candidates were assessed on Section four: Matters of Life and Death bullet point 4.6. 'Sikh responses to non-religious arguments against life after death; why Sikhs reject arguments against belief in life after death'.

The question asked was 'Explain two reasons why Sikhs reject arguments against life after death'.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom and quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

The candidate achieved 5 marks.

(c) Explain **two** reasons why Sikhs reject arguments against life after death.

In your answer you must refer to a source of wisdom and authority.

(5)

Sikhs reject arguments about life after death as those arguments undermine the need and belief in God. Arguments against life after death would constitute the fact that God doesn't exist as life after death must come from God; due to belief in God, Sikhs would reject these arguments.

Another reason why Sikhs would reject arguments against life after death is because Sikh Scripture teaches that it does exist. Sikhs recite and say prayers from the Guru Granth Sahib about uniting with God and one of the fundamental teachings in the Guru Granth Sahib is that life after death exists. The Guru Granth Sahib says that "through life death and rebirth, they are washing away". This scripture evidences the fact that not only must Sikhs reject the arguments as it's the only way that they can spend eternity in bliss but the scriptures given by righteous Gurus in the Guru Granth Sahib say that life after death exists.



The candidate gave two developed reasons with a source of wisdom:

(i) Arguments against life after death would constitute the fact that God does not exist, developed by it undermines the need and belief in God.

(ii) Sikh scripture teaches that it does exist, developed by Sikhs recite prayers from the Guru Granth sahib about uniting with God, referenced by 'through life death and rebirth...'



Candidates struggled with the wording of this question. Centres need to teach candidates how the wording in the specification is used to write questions. This particular question highlighted this point.

Centres need to teach candidates how to structure their answers with a development and a reference that is applicable to the question asked.

Question 4 (d)

The focus of the marking changes from AO1 to AO2 on the d items. The candidates are being assessed on AO2 analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates provided excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors.

Candidates were assessed on Section Four: Matters of Life and Death. Bullet point 4.4. 'Implications of the Sikh teachings about the value and sanctity of life for the issue of abortion'.

The question asked was "Abortions should never be allowed." Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- *refer to relevant ethical arguments
- reach a justified conclusion.

The candidate achieved level 3- 8 marks.

(d) "Abortions should never be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- refer to relevant ethical arguments
- reach a justified conclusion.

(12)

Sikh teachings would support the statement. Therefore, many orthodox Sikhs would agree with the statement due to the belief that all life is sacred and given from God and so aborting that life is interfering with God's will and is destroying a life in which God was immanent and pervasive. Orthodox Sikhs would also agree with the statement because "God is the giver and taker of life", (according to the Guru Granth Sahib). Henceforth, we should have no say in the death or abortion of life as that is a decision that's ultimately down to God.

Many humanists would disagree with the statement due to the belief that "the quality of life supersedes everything else" (according to Humanism UK). If the abortion created or maintained a better quality of life for those involved then the abortion should be permitted. Furthermore, as humanists

do not have a belief in a higher being or God, they do not believe that abortion ~~interferes~~ interferes with the sanctity of life therefore in so many cases it should be allowed. Also, if the abortion is done with consideration for the life of the foetus, ~~injured~~ then abortion should be allowed.

More liberal SIKHS would be of the viewpoint.

(Total for Question 4 = 24 marks)

TOTAL FOR PAPER = 102 MARKS

that abortion should only take place if the life of the mother or child is at risk. ~~otherwise, about~~ Another situation in which abortion would be permitted is if the ~~best~~ mother was raped. As a result of this, some SIKHS would believe that abortion (only as a last resort) would be acceptable as it can prevent deterioration in the ~~mother's~~ physical, social and emotional well being.

Personally, I believe that abortion should be allowed as it's much more ethical for a child to be aborted than for the mother or the child to grow up and have to suffer. ~~also~~ However, abortion should only be considered as a last resort ~~in order~~ and should be decided based upon the best interests of everyone involved.



The candidate gained level 3 because...:

Deconstructs issues to support a chain of reasoning with a consideration of different viewpoints.

Accurate understanding showing connections to most elements of the issue.

Coherent and reasoned judgements offered to most elements of the issue.

A partially justified conclusion.



When the question asks for a relevant ethical argument the specification highlights the theories which can be used. In most cases they are situation ethics and utilitarianism.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Do not attach extra sheets to your examination paper; write within the scannable pages using the blank spaces.
- When answering the (a) items use three full sentences.
- The source of wisdom offered to support answers in (c) items must be relevant to the question and support the reason given.
- The (d) items asks for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation.
- On (d) items the bullet points indicate the viewpoints that can be awarded in the answer.
- Candidates should read the questions carefully, and answer the questions asked fully.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

