

Mark Scheme (Results) Summer 2008

GCSE

GCSE Religious Studies (5573) Paper 1

Unit G (5573/5574)

Religion and live based on a study of Sikhism

1(a)	What does agnosticism mean?	
Question Number	Answer	Mark
1(a)	Correct answer <ul style="list-style-type: none"> • Not being sure whether God exists • Not sure whether to believe in God 	2
	Partially correct answers could be: <ul style="list-style-type: none"> • Not believing in God <p>Any alternative wording of the above points is acceptable.</p>	1

1(b)	Describe one religious experience.	
Question Number	Indicative content	
1(b)	<p>One experience which is clearly religious (such as numinous, miraculous, conversion, mystical, answered prayer) described in some detail.</p> <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a simple description • OR a definition of a religious experience
Level 2	4	<ul style="list-style-type: none"> • a basic description • OR a definition with a simple description
Level 3	6	<ul style="list-style-type: none"> • a developed description • OR a definition with a basic description.

1(c)		Explain how the search for meaning and purpose in life can lead to, or support, belief in God.
Question Number		Indicative content
1(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • Many people cannot believe that people are here by chance. They think that life must have a meaning and purpose. There must be a reason for our lives. • When they search for a meaning and purpose in life, they find it is given by God. • They follow a religion which tells them how to live so that when they die they will be rewarded by eternity in heaven. • If only God and life after death can give life meaning and purpose, they believe this proves that God must exist. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

1(d)		<i>'If God doesn't answer our prayers, he can't exist.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
1(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • If God is all good, he must want to answer people's prayers • If people pray and nothing happens, God can't be listening which must mean he isn't there Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • What happens to you is determined by your karma not by the intervention of God • If God is good he won't answer prayers which might cause harm to people. <p>If you are unsure about the validity of reasons, you must send to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

2(a)	What is manmukh ?	
Question Number	Answer	Mark
2(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • Human centred • Self-orientated <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • Selfish • Not worried about God <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

2(b)	Outline the main features of a religious upbringing in a Sikh family.	
Question Number	Indicative content	
2(b)	<ul style="list-style-type: none"> • the naming ceremony; • children being taken to the gurdwara for worship; • children being taught to pray at home; • children being helped to read the Guru Granth Sahib at home; • children going to classes in Punjabi and Sikhism at the gurdwara; • family celebrations of Sikh festivals. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	• any one correct feature
Level 2	4	• two correct features OR one developed
Level 3	6	• three correct features • OR two features with one developed

2(c)	Explain how seeing design in the world can lead to, or support, belief in God.	
Question Number	Indicative content	
2(c)	<p>The main features of design are:</p> <ul style="list-style-type: none"> • the way the universe works according to scientific laws such as gravity; • the way humans grow from a tiny blueprint of DNA; • the way the complex mechanism of the eye allows people to see; • the way everything in nature seems top be designed for a purpose • the way the Big Bang worked with the laws of science to produce a universe of order. <p>The main features of Paley’s watch are:</p> <ul style="list-style-type: none"> • If you came across a watch in an uninhabited place, you could not say it had been put there by chance. • The complexity of its mechanism would make you say it had a designer. The universe is a far more complex mechanism than a watch, • and so, if a watch needs a watchmaker, the universe needs a universe maker. <p>The likely conclusion is:</p> <ul style="list-style-type: none"> • As the only being which could design the universe would be God, it follows that God must exist. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one design feature
Level 2	4	<ul style="list-style-type: none"> • two design features • OR one feature with a conclusion
Level 3	6	<ul style="list-style-type: none"> • three design features • OR two features with the conclusion
Level 4	8	<ul style="list-style-type: none"> • three features leading to the conclusion

2(d)		<i>'There should be no suffering in a world created by God.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
2(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • God is supposed to be good, so he would not create a world with evil and suffering • God is supposed to be all-powerful so he could create the world any way he wanted to and he would not have wanted it to bring suffering <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • If God wanted to create a world where humans developed their souls through a variety of lives, they would need evil and suffering to overcome. • God's reasons for creating the world as it is cannot be understood by humans <p>If you are unsure about the validity of reasons, you must send to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

3(c)		Explain why some people think the law on euthanasia should be changed.
Question Number		Indicative content
3(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • advances in medicine have led to people being kept alive with little or no quality of life (It is claimed that doctors and relatives should have the right to give such patients a painless death). • People write living wills wanting to have euthanasia if they are terminally ill, and they should be respected. • The National Health Service cannot afford to keep people alive for years on a life- support machine which could be used to save the life of someone who has a chance of recovery. • Many people feel that it is a basic human right to have control about ending your life. • If people have the right to commit suicide, then they have the right to ask a doctor to assist their suicide if they are too weak to do it themselves. • Some people think the law should be made easier because of their religious beliefs. • Some people think the law should be made stricter because of their religious beliefs. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description of the law
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

3(d)		<p><i>'You only have one life.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to Sikhism.</p>
Question Number		Indicative content
3(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • The belief of atheists and non-religious people that there is no life after death • The beliefs of Jews/Christians/Muslims that there is only one life <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikh teachings about reincarnation • How reincarnation gives life meaning and purpose. <p>If you are unsure about the validity of reasons, you must send to review.</p> <p>Answers which do not refer to Sikhism cannot go beyond level 2</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

4(c)		Explain why Sikhs believe in life after death.
Question Number		Indicative content
4(c)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • It is taught in the Guru Granth Sahib. • Sikhs regard the Granth Sahib as their living guru. They believe it contains all the important teachings of the Ten Gurus and so must be believed. Many Sikhs regard the Guru Granth Sahib as the words of God. • It is clear that the Ten Human Gurus all believed in life after death, and if the founders of Sikhism believed it, so should all Sikhs. • Many Sikhs believe in life after death because it gives their lives meaning and purpose • There is evidence for reincarnation, for example children who are born knowing things they could not know unless they had been on earth before. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

4(d)		<p><i>'Euthanasia should be allowed for people who have no quality of life.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to Sikhism.</p>
Question Number		Indicative content
4(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • If you have no quality of life, your life is not worth living so you should be allowed to end it. • Some Sikhs believe that the teachings of reincarnation allow euthanasia to release the soul. <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikhism teaches that euthanasia is wrong because life is sacred • Sikhism teaches that euthanasia is wrong because any harm done to humans is wrong and creates bad karma preventing mukti. <p>If you are unsure about the validity of reasons, you must send to review.</p> <p>Answers which do not refer to Sikhism cannot go beyond level 2</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

5(a)	What is homosexuality?	
Question Number	Answer	Mark
5(a)	<p>Correct answer:</p> <ul style="list-style-type: none"> • Sexual attraction to the same sex • being gay 	2
	<p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • liking the same sex <p>Any alternative wording of the above points is acceptable.</p>	1

5(b)	Outline the purposes of marriage in Sikhism.		
Question Number	Indicative content		
5(b)	<p>The main purposes of marriage in Sikhism are:</p> <ul style="list-style-type: none"> • for the union of a man with a woman and for both of them with God. • It is also for bringing children into the world. • It is to found a Sikh family and produce Sikh children to lead to the growth of the Sikh community. • Many Sikhs still regard marriage as a means of uniting two families. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>		
	Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct purpose 	
Level 2	4	<ul style="list-style-type: none"> • two correct purposes • OR one developed 	
Level 3	6	<ul style="list-style-type: none"> • three correct purposes • OR two purposes with one developed 	

5(c)		Explain how gurdwaras help to keep families together.
Question Number		Indicative content
5(c)		<p>The main features are :</p> <ul style="list-style-type: none"> • Most gurdwaras run classes on Sundays or in the evenings to teach young Sikhs about their faith. It is also expected that Sikh parents will bring their children with them for worship and festivals in the gurdwara. • Many gurdwaras provide special classes for young Sikhs wishing to join the khalsa. • Many gurdwaras also provide social activities including children’s and young people’s groups which give young Sikhs a moral social life and keep them away from bad influences. • There are some Sikh day schools where Sikhs can follow the National Curriculum in a Sikh way. As yet these schools have not been given any state funding. • Many gurdwaras have family advice centres which help Sikh families with divorce or family problems. Some gurdwaras also have special funds to help families experiencing financial difficulties. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a description of what gurdwaras do • OR one feature identified with an explanation of how it would help to keep families together
Level 2	4	<ul style="list-style-type: none"> • two features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would help to keep families together
Level 3	6	<ul style="list-style-type: none"> • three features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would and another feature identified with an explanation of how it would help to keep families together
Level 4	8	<ul style="list-style-type: none"> • four features identified with an explanation of how each would help to keep families together • OR one feature identified with a developed explanation of how it would help to keep families together and two other features identified with an explanation of how each would help to keep families together • OR two features identified with a developed explanation of how each feature would help to keep families together

5(d)		<i>'If you have a Sikh wedding, you should never get divorced.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
5(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if two bodies have become one spirit they cannot be split. • The Gurus did not divorce. <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Living in hatred and discord will bring bad karma. Divorce is more likely to allow the soul to gain mukti. • Divorce is common in the Punjab if the couple cannot have children. <p>If you are unsure about the validity of reasons, you must send to review. Answers which do not refer to Sikhism cannot go beyond level 2</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

6(a)	What is a re-constituted family?	
Question Number	Answer	Mark
6(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • where two sets of children become one family when divorced parents marry • when divorced parents with children remarry • when two different families are brought together to form a new family. 	2
	<p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • divorced people re-marrying someone else <p>Any alternative wording of the above points is acceptable.</p>	1

6(b)	Outline the main features of a Sikh marriage ceremony.	
Question Number	Indicative content	
6(b)	<p>The main features are:</p> <ul style="list-style-type: none"> • Bride and groom stand in front of the Guru Granth Sahib. • Prayers followed by a reading from the Guru Granth Sahib on the duties of husbands and wives. • The bride and groom are asked if they will fulfil these responsibilities. • When they agree the end of the groom's scarf is placed in the bride's right hand. • The Lavan (wedding hymn composed by Guru Ram Das) is sung, There are four verses and after each verse the groom leads the bride round the Guru Granth Sahib in a clockwise direction. This is known as the circling. • Gifts are exchanged and there is a langar (meal at the end of a service) which may be held in the gurdwara or as a wedding reception. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
	Level	Mark
Level 1	2	<ul style="list-style-type: none"> • any one correct feature
Level 2	4	<ul style="list-style-type: none"> • two correct features • OR one developed
Level 3	6	<ul style="list-style-type: none"> • three correct features • OR two features with one developed

6(c)	Explain why family life has changed in the United Kingdom.	
Question Number	Indicative content	
6(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> • The extended family is becoming more popular because more mothers are in paid employment and use retired grandparents to look after the children. • Single-parent families have increased considerably because more couples divorce. • The growth of cohabiting rather than marrying, means that many families now have unmarried parents. • Re-constituted families are increasing rapidly as more people divorce and remarry. • Families with homosexual parents are increasing because of changing attitudes to homosexuality. • Mothers are more likely to work because of the growth of equal opportunities for women. • Families are smaller because of family planning. <p>Other approaches are possible (ethnic minority candidates might answer about changes through coming to the UK.) and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

6(d)		<i>'You can't be Sikh and homosexual.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
6(d)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Sikhism expects all Sikhs to marry and raise a family. Homosexuals cannot do this and so homosexuality must be wrong. • All the Gurus were heterosexual and Sikhs should follow their example. <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • homosexuality is not mentioned in the Guru Granth Sahib or the Rahit Maryada. • homosexuals are created by God and all God's creation should be respected. <p>If you are unsure about the validity of reasons, you must send to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

7(a)	Give an example of discrimination .	
Question Number	Answer	Mark
7(a)	Correct answer: <ul style="list-style-type: none"> any example of someone being given different treatment because of their race, gender, religion or sexual orientation 	2
	Partially correct answers could be: <ul style="list-style-type: none"> any example of prejudice rather than treatment definitions of discrimination <p>Any alternative wording of the above points is acceptable.</p>	1

7(b)	Outline different Sikh attitudes to other religions.	
Question Number	Indicative content	
7(b)	<ul style="list-style-type: none"> Most Sikhs believe that, although only Sikhism has the full truth, all religions are ways to find God and should be respected as such. God, despite the many names used by different religions, is one and the same God who can speak through other religions. Some Sikhs believe that Sikhism is the true religion and is the only way to achieve moksha. Although they believe in religious freedom, they believe that everyone who understands the truth will become a Sikh and that everyone should become Sikh. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
	Level	Mark
Level 1	2	<ul style="list-style-type: none"> any one correct attitude
Level 2	4	<ul style="list-style-type: none"> two correct attitudes OR one developed
Level 3	6	<ul style="list-style-type: none"> two attitudes with one developed

7(c)	Explain why some people think there are a lot of advantages to living in a multi-faith society.	
Question Number	Indicative content	
7(c)	<p>The main reasons are:</p> <ul style="list-style-type: none"> • it increases tolerance and understanding as people realise that everyone is entitled to their own opinion on religion; • it gives people an insight into different religions; • it makes believers think seriously about their own beliefs; • it has to have religious freedom which may help to stop religious conflicts. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

7(d)		<i>'All religions deserve equal respect.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
7(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • This is the basis of a multi-faith society • It is the meaning of religious pluralism • Without it there can be religious violence Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • If only one religion is right then the others are wrong and don't deserve respect. • Religions such as Satanism which encourage their adherents to be evil don't deserve respect. <p>If you are unsure about the validity of reasons, you must send to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	Evaluation of two different points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

8(a)	What is religious pluralism?	
Question Number	Answer	Mark
8(a)	<p>Correct answer</p> <ul style="list-style-type: none"> • accepting all religions as having an equal right to co-exist • accepting all religions as having equal rights • the right to practice your religion and change your religion <p>Partially correct answers could be:</p> <ul style="list-style-type: none"> • different religions in the same place • having lots of different religions <p>Any alternative wording of the above points is acceptable.</p>	<p>2</p> <p>1</p>

8(b)	Outline the contribution of Guru Nanak to racial harmony.	
Question Number	Indicative content	
8(b)	<ul style="list-style-type: none"> • Guru Nanak's teaching that God is neither Muslim nor Hindu helped to bring racial harmony to the Punjab; • his criticisms of the caste system and his treatment of the shudras helped racial harmony in India; • his work to bring peace after Babur and the Mughal army captured the Punjab helped to bring racial harmony to the area; • Guru Nanak's teachings on race and caste have been used to promote racial harmony by modern Sikhs. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • any one correct features
Level 2	4	<ul style="list-style-type: none"> • two correct features • OR one developed
Level 3	6	<ul style="list-style-type: none"> • three correct features • OR two teachings with one developed

8(c)		Explain why there are different attitudes to the role of women in Sikhism.
Question Number		Indicative content
8(c)		<p>Most Sikhs believe in the complete equality of men and women because:</p> <ul style="list-style-type: none"> • Guru Nanak taught that gender is a creation of God, but male and female are to be seen as two halves of a whole. • It was the teaching of all the other Gurus. Guru Amar Das appointed women as Sikh preachers and it was a woman, Mati Sahib Kaur the wife of Guru Gobind Singh, who mixed the amrit for the first initiation ceremony and she was admitted to the Khalsa. • The Guru Granth Sahib teaches that God is neither male nor female. <p>Some Sikhs believe that men should have the role of breadwinner and leader of the household while women should look after the home and children because:</p> <ul style="list-style-type: none"> • most Sikhs come from the Punjab where women are not given equal roles with men in society. • In Punjabi society girls are regarded as the property of their father and then their husbands. • It is difficult to change cultural attitudes and often some Sikhs with this attitude do not read the scriptures. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • a description of two attitudes • OR a reason for one attitude
Level 2	4	<ul style="list-style-type: none"> • a description of one attitude and a reason for a different attitude • OR a reason for one attitude and a reason for a different attitude
Level 3	6	<ul style="list-style-type: none"> • One attitude with two reasons and a different attitude with one reason • OR three different attitudes with a reason each
Level 4	8	<ul style="list-style-type: none"> • One attitude with at least two reasons and a different attitude with at least two reasons • OR two attitudes with a reason each and a third attitude with at least two reasons

8(d)		<i>'No one has the right to try to convert you.'</i> Do you agree? Give reasons for your opinion, showing you have considered another point of view.
Question Number		Indicative content
8(d)		Reasons for supporting this statement could be: <ul style="list-style-type: none"> • The need for religious pluralism in a multi-faith society • The way in which attempts to convert can be regarded as harassment Reasons for not supporting this statement could be: <ul style="list-style-type: none"> • The beliefs of religions such as Islam and Christianity about the need to convert the world • The idea that freedom of religion implies the freedom to try to convert others <p>If you are unsure about the validity of reasons, you must send to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	2	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	3	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	4	Evaluation of two different points of view with supporting reasons (or a developed reason) for each view: <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

9(a)		Outline the variety and range of specifically religious programmes (religious broadcasts) on television.
Question Number		Indicative content
9(a)		<p>There is a very wide range and variety of religious programmes which are often divided into three types.</p> <ul style="list-style-type: none"> • Worship-type programmes which either broadcast a service, include a lot of hymns or are mainly prayers and readings from religious books. The main programmes of this type are: <i>Songs of Praise</i> on BBC1, the <i>Sunday Service</i> on ITV.. • Magazine-type programmes which show a mixture of religious news, reviews and interviews. BBC1's main Sunday morning religious programme is <i>The Heaven and Earth Show</i> which is like a religious daytime television magazine-type programme. • Religious documentaries which concentrate on religious and moral issues which are investigated in a much deeper way. There are some regular religious documentaries such as <i>Everyman</i> and <i>Witness</i>. But also many one-off programmes on particular religious issues or a particular religion. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> • any one correct type of programme
Level 2	2	<ul style="list-style-type: none"> • two correct types • OR one developed
Level 3	3	<ul style="list-style-type: none"> • three correct types • OR two types with one developed
Level 4	4	<ul style="list-style-type: none"> • Four correct types • OR two correct types developed • OR two correct types plus one correct type developed

9(b)	Choose a moral or religious issue, dealt with in a television soap opera, or the national press. Explain how this issue was dealt with.	
Question Number	Indicative content	
9(b)	Clearly, the explanation will vary according to the issue and medium chosen. However, the issue must be clearly identified and so must the soap or national press. If you are unsure of the validity of an answer, it must be sent to review.	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

9(c)		<p><i>'There should be more specifically religious programmes on British television.'</i></p> <p>Do you agree? Give reasons for your opinion, showing you have considered another point of view. In your answer, you should refer to specific programmes.</p>
Question Number		Indicative content
9(c)		<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • Examples of the popularity of some religious broadcasts e.g. Songs of Praise, documentaries. Reality programmes like Seaside Parish • The small number of religious broadcasts on television, the withdrawal of the popular Heaven and Earth Show <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • Many people find religious broadcasts boring - using own examples • The low numbers of viewers for religious broadcasts mean that programme schedulers will think we have sufficient religious broadcasts <p>If you are unsure about the validity of reasons, you must send to review.</p> <p>Answers which do not refer to specific programmes cannot go beyond level 2</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • One point of view with a supporting reason
Level 2	4	<ul style="list-style-type: none"> • Two different points of view with one supporting reason for each view • OR One point of view with more than one supporting reason
Level 3	6	<ul style="list-style-type: none"> • One point of view with supporting reasons plus a different point of view with one supporting reason • Two points of view with supporting reasons for each
Level 4	8	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> • EITHER showing clearly which they think is the stronger point of view • OR showing clearly that they think both points of view are equally valid.

Quality of Written Communication

You must now mark the QWC for question 9

Quality 1 relevant information has been provided in a form which suits its purpose:

- add up the marks for a), b) and c). If it is 14 or more award Quality 1.

Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:

- If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2

Quality 3 a suitable structure and style of writing has been used:

- ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.

10(a)		Describe the work of one Sikh person, community or organisation to relieve poverty and suffering in the United Kingdom.
Question Number		Indicative content
10(a)		<p>Answers will identify ONE Sikh person, community or organisation working in the United Kingdom and clearly identify at least FOUR features of their work to relieve poverty and/or suffering. No marks should be given to people or groups working outside the UK or to people or groups which are not specifically Sikh. If in doubt please type in the name given by the candidate into a search engine (Google etc) to check, you can do this whilst marking on line. Clearly the work will be different for different agencies, therefore marks must be awarded according to the levels.</p> <p>If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	1	<ul style="list-style-type: none"> any one correct form of work
Level 2	2	<ul style="list-style-type: none"> two correct form of work OR one developed
Level 3	3	<ul style="list-style-type: none"> three correct form of work OR two form of work with one developed
Level 4	4	<ul style="list-style-type: none"> Four correct form of work OR two form of work developed OR two correct form of work plus one correct teaching developed

10(b)		Explain why some countries are poorer than others.
Question Number		Indicative content
10(b)		<p>The main reasons are:</p> <ul style="list-style-type: none"> • Many LEDC's suffer from wars. Wars destroy crops, homes, schools, hospitals and create refugees. A neighbouring country can often move from developing to less developed when war refugees arrive needing shelter, food etc. • Many LEDC's are in areas where there are regular natural disasters like earthquakes and floods which can destroy homes, farmland etc. Bangladesh has bad floods almost every year. • All LEDC's suffer from debt. They have to borrow money from banks in developed countries and pay large amounts of interest to the bank which they could have spent on development. Many LEDC's try to get money from abroad by growing and selling crops. But the rich countries pay their farmers grants (subsidies) to grow crops and put high taxes on the crops from LEDCs so their goods are expensive. Then they export the crops their farmers have grown at prices less than the LEDCs can grow them for. • Many poor countries try to solve this by growing cash crops (cotton, tea, coffee etc) to sell to the MEDCs, but this uses land that could have grown food, leading to starvation. • There are also problems of: lack of clean water, too many children, lack of education, AIDS/HIV etc. which prevent the country from developing. <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> • one reason • or a description
Level 2	4	<ul style="list-style-type: none"> • two reasons • OR one developed reason
Level 3	6	<ul style="list-style-type: none"> • Three reasons • OR one reason and one developed reason • OR one fully developed reason
Level 4	8	<ul style="list-style-type: none"> • Four reasons • OR two developed reasons • OR one fully developed reason and one basic reason • OR one comprehensive explanation

10(c)	'Sikhs should do more than anyone else to relieve world poverty.' Do you agree? Give reasons for your opinion, showing you have considered another point of view.	
Question Number	Indicative content	
10(c)	<p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> Sikh teachings to show why Sikhs should do more to help relieve world poverty than anyone else Sikh examples to show why Sikhs should do more than anyone else to relieve world poverty <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> Reasons for why the relief of poverty is everyone's concern Examples of the work of governments, the United Nations to show they do more than religious agencies. <p>If you are unsure about the validity of reasons, you must send to review.</p>	
Level	Mark	Descriptor
Level 1	2	<ul style="list-style-type: none"> One point of view with a supporting reason
Level 2	4	<ul style="list-style-type: none"> Two different points of view with one supporting reason for each view OR One point of view with more than one supporting reason
Level 3	6	<ul style="list-style-type: none"> One point of view with supporting reasons plus a different point of view with one supporting reason Two points of view with supporting reasons for each
Level 4	8	<p>Evaluation of two different points of view with supporting reasons (or a developed reason) for each view:</p> <ul style="list-style-type: none"> EITHER showing clearly which they think is the stronger point of view OR showing clearly that they think both points of view are equally valid.

Quality of Written Communication
<p>You must now mark the QWC for question 10</p> <p>Quality 1 relevant information has been provided in a form which suits its purpose:</p> <ul style="list-style-type: none"> add up the marks for a), b) and c). If it is 14 or more award Quality 1. <p>Quality 2 legible text with spelling, grammar and punctuation accurate so that meaning is clear:</p> <ul style="list-style-type: none"> If you have been able to understand the answer easily and spelling mistakes have not detracted from clear meaning, you can award Quality 2 <p>Quality 3 a suitable structure and style of writing has been used:</p> <ul style="list-style-type: none"> ask yourself, 'Have sentences and paragraphs been used?' 'Have bullet points or slang been used?' If the answer to the first question is Yes and the answer to the second question is No, you should award Quality 3.