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# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE  
In Religious Studies (9RS0)  
Paper 4F: Sikhism

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Paper 4F: Sikhism– 2023**  
**Mark scheme**

Question number	Indicative content	Mark
1	<p>8 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Human beings are the culmination of God’s creation.</li> <li>• The individual soul is part of the divine/jyot, it can recognise the action of the divine in the world.</li> <li>• The purpose of the self is to unite with the Divine.</li> <li>• All human life is temporary and physical but is a chance to grow closer to God.</li> <li>• The self can be divided into several things: the physical self, the living self, the breathing self, and an inward self.</li> </ul>	<b>(8)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1).</li> <li>• Provides a superficial understanding of key religious ideas and beliefs (AO1).</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1).</li> <li>• Develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1).</li> <li>• Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).</li> </ul>

Question number	Indicative content	Mark
2	<p>4 marks AO1, 8 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Dharam yudh is generally compared to the concept of Just War.</li> <li>• Dharam yudh is a righteous conflict that is fought for the right reasons.</li> <li>• It can only be waged if all peaceful methods of ending the conflict have been tried.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Dharam yudh as a moral conflict has to meet conditions similar to that in a just war. However, unlike a Just War if the reason is just then Sikhs will fight even though there is no hope of winning.</li> <li>• Guru Nanak introduced Sikhism as a religion of faith, and it was not until Sikhism was under attack that Sikhs were taught that in order to protect their faith, it is right to take up arms.</li> <li>• Guru Gobind Singh recognised that dharam yudh is a significant part of Sikhism as it is part of social justice. It is a righteous conflict fought to protect and defend not a conflict fought because of hatred.</li> <li>• As part of the formation of the Khalsa, Guru Gobind Sikh made it clear that the role of Sikhs was to take part in fighting if required. He is quoted as saying 'When all efforts to restore peace prove useless and no words avail, Lawful is the flash of steel. It is right to draw the sword.' Thus daram yudh is a significant concept for Khalsa Sikhs.</li> </ul> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>	<b>(12)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Judgements are supported by generalised arguments (AO2).</li> </ul>

Level	Mark	Descriptor
Level 2	5–8	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> </ul>

Question number	Indicative content	Mark
3(a)	<p>10 marks AO1</p> <p><b>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</b></p> <p><b>Candidates may refer to the following.</b></p> <ul style="list-style-type: none"> <li>• Guru Nanak introduced the concept of equality of men and women.</li> <li>• Sikhism was founded to reduce the discrimination that might be inherent within the wider society.</li> <li>• The concept that all Sikhs have the Divine within indicates that they should be regarded as equal.</li> <li>• Historically society has always played a role in how Sikhism has been practiced.</li> <li>• Sikh teachers and leaders are, in the main, men and, arguably, this has affected the roles given to women within Sikhism.</li> </ul>	<b>(10)</b>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Knowledge and understanding of key religious ideas and beliefs is superficial (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1).</li> <li>• Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).</li> </ul>
Level 3	7–10	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> </ul>

		<ul style="list-style-type: none"><li>• Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1).</li><li>• Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).</li></ul>
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Question number	Indicative content	Mark
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• Mainstream Sikhism is, in the main, dominated by Sikh leaders who tend to be male.</li> <li>• Feminist themes developed the Sikh ideal which maintains that all of humanity contains the divine.</li> <li>• The feminist Khalsa has helped female Sikhs recognise their identity.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• In mainstream Sikhism ideas are likely to be traditional, they maintain that men and women are equal. However, they are likely be heavily influenced by society which is often patriarchal.</li> <li>• The Sikh feminist movement tends to be a minority movement and as the majority of those involved in Sikh Studies are men it can be argued that feminist ideas are under reported.</li> <li>• There are a number of Sikh feminists who regard feminist themes and issues as essential to the Sikh concept of justice and these, although a small group, are being recognised in some Sikh sangat. These sangat will allow females to lead worship and read the Guru Granth Sahib. However, the number of Sikh sangat where this occurs are few.</li> <li>• Gender studies within Sikhism is a growing area. Sikhs have analysed the idea of Sikh masculinity being linked to the soldier-saint concept and discuss the validity of this concept in today's society. However, this analysis is mostly at an academic rather than practical level.</li> <li>• Some Sikhs including Satwinder Kaur Bains, have attempted to unpack the Sikh female identity, looking at the outward symbols of Sikhism that overall identify Sikh men rather than Sikh women. Resulting in an increased academic interest which some but not many are aware of.</li> <li>• Some Sikhs are challenging Sikh identity, Jakobsh discusses whether Sikh women have been represented in Sikhism and what that means. However, the increased number of Sikh women choosing to be identified as Sikh by wearing a turban for example has increased the visibility of feminist ideas in mainstream Sikhism.</li> </ul>	

	<ul style="list-style-type: none"><li>• Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</li></ul>	<b>(20)</b>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are selected (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> </ul>
Level 2	5–8	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).</li> </ul>
Level 3	9–12	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).</li> </ul>
Level 4	13–16	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).</li> </ul>
Level 5	17–20	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

Question number	Indicative content	Mark
4	<p>5 marks AO1, 25 marks AO2</p> <p><b>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</b></p> <p><b>Candidates may refer to the following in relation to AO1.</b></p> <ul style="list-style-type: none"> <li>• The Sikh view of the divine is more mystical than most religions.</li> <li>• Sikhs agree with a concept of the divine as monotheistic.</li> <li>• Sikh view on a personal God is in accordance with most other religions.</li> </ul> <p><b>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</b></p> <p><b>Candidates may refer to the following in relation to AO2.</b></p> <ul style="list-style-type: none"> <li>• Sikhs are taught to respect other religions, especially those religions that are dharmic in nature.</li> <li>• Sikhs believe that the divine has characteristics that are synonymous to that of other monotheistic religions. As a result, there is not conflict between the Sikh understanding of the divine and the Abrahamic religions.</li> <li>• Sikhs believe it is possible to unite with the divine and this is the reason why they participate in meditation whereas Abrahamic religions believe that God cannot be united with until after death.</li> <li>• The final line of the Ardas is 'Sarbat Da Bhala', this means 'may good come to all'. This is applied to people of all faiths and none as well as to the Sikh Panth. Therefore, they must show goodwill to other religions.</li> <li>• Sikhs work for justice and equality for all. They reject any form of discrimination. Therefore, they accept that people have the right to hold other beliefs including other religions.</li> <li>• The characteristics of God as transcendent, good, and loving are shared by Sikhism and other religions. This shows that this tradition can be felt on many levels using forms of religious language. (This shows links to Philosophy of Religion).</li> <li>• The concept of reward for good deeds and punishment for wrong is shared by Sikhism and other religions. The ethics of war and protection could be linked to this topic. (This shows links to Religion and Ethics).</li> <li>• The Sikh concept of God as a personal God who can be communicated with is similar to that shown by Jesus in the Gospels. (This shows links to New Testament Studies).</li> </ul>	

	<p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> <p>Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.</p>	<p><b>(30)</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1).</li> <li>• Information/issues are identified (AO2).</li> <li>• Makes basic connections between a limited range of elements in the question (AO2).</li> <li>• Judgements are supported by generic arguments (AO2).</li> <li>• Judgements made with no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided but are simplistic and/or generic (AO2).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues (AO2).</li> <li>• Makes connections between a limited range of elements in the question (AO2).</li> <li>• Judgements of a limited range of elements in the question are made (AO2).</li> <li>• Judgements made with little or no attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1).</li> <li>• Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2).</li> <li>• Makes connections between many but not all of the elements in the question (AO2).</li> <li>• Judgements of some of the elements in the question are made (AO2).</li> <li>• Judgements are supported by an attempt to appraise evidence (AO2).</li> <li>• Conclusions are provided, which logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1).</li> <li>• Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between a wide range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2).</li> <li>• Reasoned judgements are supported by the appraisal of some evidence (AO2).</li> <li>• Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).</li> <li>• Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).</li> <li>• Makes connections between the full range of elements in the question (AO2).</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).</li> <li>• Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).</li> </ul>

		<ul style="list-style-type: none"><li>• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).</li></ul>
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