

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in Religious  
Studies (5RS14/01)  
Unit 14: 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.

**Although the assessment objectives are weighted separately, they are inter-related.**

**AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.**

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 14: Sikhism

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>1 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>self-centredness (the major sin)</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>a major sin</li> <li>selfishness</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Answers which define a different key word  (0)</p>	2

Question Number	Answer	Mark
<p><b>1 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that God is the Eternal One are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the Mool Mantar describes God as the Eternal One</li> <li>• God existed before the beginning of the universe</li> <li>• God is beyond time</li> </ul> <p>Answers which do not think that God is the Eternal One are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there is no evidence for God</li> <li>• God incarnates and so is part of time</li> <li>• God is the intelligence of nature, so He exists within time</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. God existed before the beginning of the universe)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. God existed before the beginning of the universe, She/He created it)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>1 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• all the Gurus preached against the caste system</li> <li>• the Khalsa was formed to destroy the caste system</li> <li>• the Guru Granth Sahib teaches against it</li> <li>• caste is a human invention</li> <li>• the caste system leads to injustice</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>1 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• people are naturally selfish</li> <li>• if we cannot help ourselves, we cannot help others</li> <li>• there is no objective morality so we should do whatever makes us happy</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• helping others is part of our nature</li> <li>• helping others makes it easier to achieve mukti</li> <li>• the Gurus taught that it was important to help others</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>2 (a)</b> <b>A01</b>	<ul style="list-style-type: none"> <li>• statement of basic Sikh beliefs (at the beginning of the Guru Granth Sahib)</li> <li>• opening words of the Guru Granth Sahib</li> <li>• a summary of Sikh beliefs about God</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• a prayer</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b> (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>2 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that women and men are equal are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the teaching of the Guru Granth Sahib is that they are equal</li> <li>• women’s rights have grown over the past 100 years</li> <li>• there is an increase in awareness of women’s rights in different religious traditions</li> </ul> <p>Answers which do not think that women and men are equal are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there are genetic differences between the sexes</li> <li>• in practice Punjabi culture affects the status of Sikh women</li> <li>• most cultures around the world remain patriarchal</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. women’s rights have grown over the past 100 years)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. women’s rights have grown over the past 100 years, women can now vote)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>2 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it follows the examples of the Gurus</li> <li>• it reduces injustice</li> <li>• it is the teaching of the Guru Granth Sahib</li> <li>• it leads to good karma</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>2 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it is the teaching of the Guru Granth Sahib</li> <li>• it is the teaching of some other Eastern faith traditions</li> <li>• there is evidence of memories of past lives</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• there is no mention of rebirth in the Abrahamic faiths</li> <li>• there are alternative explanations of memories of past lives</li> <li>• there is no life after death</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		<b>0 marks</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	<b>Level 1</b>	<b>1 mark</b>	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance	<b>Level 2</b>	<b>2-3 marks</b>	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance	<b>Level 3</b>	<b>4 marks</b>	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>3 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• Guru Nanak's best disciple</li> <li>• the successor of Guru Nanak</li> <li>• the second Guru</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• a Guru</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p><b>3 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that Guru Nanak's early life was the most important time for the development of Sikhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• his early life involved the rejection of the Hindu sacred thread</li> <li>• his early life involved service of the hungry</li> <li>• his early life involved friendship across faith boundaries</li> </ul> <p>Answers which do not think that Guru Nanak's early life was the most important time for the development of Sikhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• he became a messenger of God after the river experience</li> <li>• the creation of the Khalsa is the most important development</li> <li>• the creation of the Guru Granth Sahib is the most important development</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. his early life involved friendship across faith boundaries)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. his early life involved friendship across faith boundaries, which anticipated the collection of the writing of saints of different faiths in the Guru Granth)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>3 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it contains hymns used for worship</li> <li>• it was compiled by a Guru</li> <li>• it has teachings about how to live a good life</li> <li>• it has the status of a Guru</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• Giving a brief reason</li> <li>• Not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>3 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the Khalsa introduced the panj kakke</li> <li>• after the founding of the Khalsa, Sikhs became a self-governing community</li> <li>• some Sikhs use the founding of the Khalsa as the beginning of their calendar</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• the religion was founded by Guru Nanak</li> <li>• the Sikh religion began with the first breath</li> <li>• Guru Nanak's movement became a religion when he appointed a successor</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>4 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>the place where Guru Nanak began the Sikh community</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>a place</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>4 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that the 10 human Gurus are important are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• they are role models</li> <li>• they were all part of the formation of Sikhism</li> <li>• they are messengers from God</li> </ul> <p>Answers which do not think that the 10 human Gurus are important are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the Gurus lived hundreds of years ago</li> <li>• the Khalsa and the Guru Granth Sahib are the Guru today</li> <li>• they are only important for Sikhs</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. they are role models)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. they are role models, many Sikhs follow Guru Gobind Singh and join the Khalsa)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>4 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the visit taught the importance of applying common sense to evaluate traditional practices</li> <li>• it demonstrated that he wished to engage in dialogue with Hindus</li> <li>• Guru Nanak rejected some ancient traditions</li> <li>• it involved a visit to a major centre of Hinduism</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>



<b>Level 4</b>	7 - 8	A clear understanding of the issue is shown typically by: <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p><b>4 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• all Sikhs should follow the example of Guru Gobind Singh</li> <li>• all Sikhs have to believe in the Khalsa</li> <li>• members of the Khalsa must live the Sikh lifestyle</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• one can achieve mukti without joining the Khalsa</li> <li>• there are Sikhs who cannot join the Khalsa</li> <li>• some members of the Khalsa may be hypocrites</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<p><b>5 (a)</b> <b>AO1</b></p>	<ul style="list-style-type: none"> <li>• the meal served in the gurdwara after diwan (or the place where it is served)</li> <li>• holy food</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (2)</p>	<ul style="list-style-type: none"> <li>• food</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b> (1)</p>	<ul style="list-style-type: none"> <li>• answers which define a different key word</li> </ul> <p>(0)</p>	<p>2</p>

Question Number	Answer	Mark
<p><b>5 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that the amrit ceremony is important for Sikhs are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• it is how a Sikh joins the Khalsa</li> <li>• Guru Gobind Rai received amrit and a Sikh should follow his example</li> <li>• every Sikh must believe in the importance of the amrit ceremony</li> </ul> <p>Answers which do not think that the amrit ceremony is important are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• the Khalsa is outdated</li> <li>• there were Sikhs at the time of Guru Gobind Singh who did not receive amrit</li> <li>• most Sikhs have not received amrit</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. every Sikh must believe in the importance of the amrit ceremony)</li> <li>•</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. every Sikh must believe in the importance of the amrit ceremony, but if you really believe something you should act on it)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>5 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• it is where people can listen to hymns praising God</li> <li>• it is where people can make donations to support the community</li> <li>• it is where people can serve in the langar</li> <li>• it is where people can engage in meditation</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>6 (a)</b> <b>A01</b>	<ul style="list-style-type: none"> <li>• Sikh New Year festival</li> <li>• celebrating the founding of the Khalsa</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• Sikh festival</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2



Question Number	Answer	Mark
<p><b>6 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that morning and evening private devotions are important for Sikhs are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there is evidence that they were mandatory from the time of Guru Nanak</li> <li>• they are included in the Rahit Maryada</li> <li>• remembering God always brings good karma</li> </ul> <p>Answers which do not think that morning and evening private devotions are important for Sikhs are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• there is no God so they are a waste of time</li> <li>• Sikhs need to remember God at all times</li> <li>• worship in congregation may be more efficacious</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. there is evidence that they were mandatory from the time of Guru Nanak)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. there is evidence that they were mandatory from the time of Guru Nanak, from the writing of Bhai Gurdas)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>6 (c) AO1</b>	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• the Harmandir Sahib (Golden Temple) is there</li> <li>• the Akal Takht is there</li> <li>• the legitimacy of British rule in India was removed by events that took place here</li> <li>• the invasion of the Golden Temple fuelled the movement for Sikh independence</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief reason</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief reasons</li> <li>• or a developed reason.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief reasons</li> <li>• or a fully developed reason</li> <li>• or two reasons with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief reasons</li><li>• or two developed reasons</li><li>• or three reasons with one developed</li><li>• or a comprehensive explanation using one reason only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>6 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• it reaffirms the importance of the Guru Granth Sahib</li> <li>• it brings the community together</li> <li>• it is good to hear the praises of God</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• serving others is more important</li> <li>• there is no point listening to hymns that a person may not understand</li> <li>• the congregational prayer (Ardas) is equally important</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>7 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• sharing</li> <li>• generosity</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• an example of sharing/generosity</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<b>7 (b)</b> <b>AO2</b>	<p><b>Indicative content</b></p> <p>Answers which think that death rituals are important are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it is important to mark the passage of a human life</li> <li>• the procedure is set out in the Rahit Maryada</li> <li>• commonly accepted rituals make it easier for mourners to know how to support the family</li> </ul> <p>Answers which do not think that death rituals are important are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• the person is dead so it is of little importance to them</li> <li>• according to the Rahit Maryada the body may be disposed of in any respectful way</li> <li>• rituals are fundamentally at odds with Sikh philosophy</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. the person is dead so it is of little importance to them)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. the person is dead so it is of little importance to them, because in Sikhism the body is just a temporary vessel for the spirit)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	<p>4</p>

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>7 (c) AO1</b>	<p>The main implications include:</p> <ul style="list-style-type: none"> <li>• it validates Sikhs' sense of identity</li> <li>• it can make Sikhs a target for racism</li> <li>• it may make it difficult to get certain jobs</li> <li>• they cannot wear the kirpan in some situations</li> <li>• some schools may place restrictions on wearing the kara</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief implication</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief implications</li> <li>• or a developed implication.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief implications</li> <li>• or a fully developed implication</li> <li>• or two implications with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief implications</li><li>• or two developed implications</li><li>• or three implications with one developed</li><li>• or a comprehensive explanation using one implication only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
<b>8 (a)</b> <b>AO1</b>	<ul style="list-style-type: none"> <li>• breach of the code of conduct</li> <li>• breaking a taboo</li> </ul> <p><b>Any alternative wording of the above points is acceptable.</b></p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• an example of a kurahit</li> </ul> <p><b>Any alternative wording of the above point is acceptable.</b></p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p><b>8 (b)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Answers which think that the Rahit Maryada is relevant today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• it provides a clear structure by which to live</li> <li>• it was made by the global Sikh community</li> <li>• it is only seventy years old</li> </ul> <p>Answers which do not think that the Rahit Maryada is relevant today are likely to use such evidence as:</p> <ul style="list-style-type: none"> <li>• some of its rules can make Sikhs a target of discrimination</li> <li>• mainstream morals may be at odds with the Rahit Maryada</li> <li>• society is becoming more secular</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• one brief reason (e.g. mainstream morals may be at odds with the Rahit Maryada)</li> </ul> <p style="text-align: right;"><b>1 mark</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (e.g. mainstream morals may be at odds with the Rahit Maryada, for example, concerning smoking)</li> </ul> <p style="text-align: right;"><b>2 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed</li> </ul> <p style="text-align: right;"><b>3 marks</b></p> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons</li> </ul> <p style="text-align: right;"><b>4 marks</b></p>	

Question Number	Indicative content <b>The quality of written communication will be assessed in this answer (strands i, ii and iii)</b>	
<b>8 (c) AO1</b>	<p>The main ways include:</p> <ul style="list-style-type: none"> <li>• raising money for local charities</li> <li>• providing langar</li> <li>• visiting people in prisons</li> <li>• providing financial help to those in need</li> </ul> <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
	0	No rewardable material.
<b>Level 1</b>	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief way</li> <li>• not explaining but only describing the issue.</li> </ul> <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
<b>Level 2</b>	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief ways</li> <li>• or a developed way.</li> </ul> <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
<b>Level 3</b>	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using three brief ways</li> <li>• or a fully developed way</li> <li>• or two ways with one developed.</li> </ul> <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

<b>Level 4</b>	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"><li>• using four brief ways</li><li>• or two developed ways</li><li>• or three ways with one developed</li><li>• or a comprehensive explanation using one way only.</li></ul> <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p><b>8 (d)</b> <b>AO2</b></p>	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• wearing a turban could make you the target of discrimination</li> <li>• secular morals may be at odds with Sikh ethics</li> <li>• shift work may make it difficult to pray at sunrise and sunset</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• discrimination against Sikhs is not sanctioned by political authorities</li> <li>• Sikh principles are more widely accepted today</li> <li>• the UK has some specific legal exemptions for Sikhs</li> </ul> <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> <p><b>Award marks as follows:</b></p> <p>Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p>(ii) Why some people may disagree with their opinion</p> <p><b>1 mark</b> for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks</b> for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks</b> for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	<p>3</p> <p>3</p>



