



GCSE

Religious Studies A

Unit 14 / 405014 Sikhism

Mark scheme

4050

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases eg between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

Students will be given credit for reference to diversity in belief and practice within Sikhism.

PART A

A1 Personal Lifestyle

- (a) Which two of the 5Ks are shown in the picture above?**

Target: Knowledge of the 5Ks

Kangha and Kara.

[1 mark] AO1

- (b) Explain briefly the symbolism of one of the 5Ks.**

Target: Knowledge and understanding of the symbolism of one of the 5Ks

Students may comment on one of the following 5Ks:

Kesh – uncut hair / acceptance of God's gifts / holiness / strength / acceptance of simple life / denial of pride in appearance etc.

Kangha – comb / cleanliness / order / care of the body etc.

Kachera – undergarments / self-control / chastity / prohibition of adultery / remembers the early Sikh warriors etc.

Kara – steel bracelet / unity of God / unity of Sikh brotherhood / strength / integrity / gentility / reminder to do God's work etc.

Kirpan – ceremonial sword / protect the weak / defend against injustice / spirituality / soldier saints etc.

1 mark for a superficial comment.

2 marks for a development of the comment.

[2 marks] AO1

(c) Outline how the Rahit Maryada guides Sikhs in their everyday life.

Target: Knowledge and understanding of how the Rahit Maryada guides Sikhs in everyday life

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Sikh code of conduct instructs in wide range of areas of personal, spiritual and community life / statements of key beliefs provide focus for faith and devotion / details of requirements of personal conduct as a Sikh / details of practice and purpose of worship and meditation on God's name / credit references to specific aspects of these, etc.

The Rahit Maryada is huge so students may refer to a breadth of general ideas or focus on one aspect in their responses. The main chapter headings are: 1. Definition of a Sikh / 2. Sikh lifestyle and spirituality / 3. Worship in the gurdwara / 4. Beliefs, duties and ceremonies / 5. Altruistic work / 6. Sikh community life.

[3 marks] AO1

(d) **‘For a Sikh, wearing the 5Ks is more important than keeping the Three Responsibilities.’**

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of whether for a Sikh, wearing the 5Ks is more important than keeping the Three Responsibilities

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The 5Ks show devotion to Sikh lifestyle / symbolise commitment of the Khalsa / constant reminder of key beliefs and values / give a sense of belonging / define personal identity / show the presence of Sikh values in the community / show reflection of the commitment to the Three Responsibilities, etc.

Other views

The Three Responsibilities are required of all Sikhs / one of the earliest teachings / nam japna (meditation on God’s name) must be practised to develop spiritually / kirat karna (honest work) is needed to support one’s self and family / vand chhakna (giving in charity) necessary to support the poor / 5Ks are only symbols / responsibilities are practical so have more impact / 5Ks only concerned with self-expression / could result in experiencing prejudice etc.

[6 marks] AO2

A2 Beliefs and Sources of Authority

(a) Describe how the Guru Granth Sahib was compiled (put together).

Target: Knowledge of how the Guru Granth Sahib was compiled (put together)

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Begun by Guru Nanak / 974 of his hymns / Guru Arjan added hymns by other Gurus / also added hymns by Hindus and Muslim holy men / completed by Guru Gobind Singh / 1430 pages / always reproduced in identical form / begins with Mool Mantar / written in Gurmukhi script.

[3 marks] AO1

(b) ‘For Sikhs, religious sources of authority do not make a difference to their lives.’

What do you think? Explain your opinion.

Target: Evaluation of whether religious sources of authority do not make a difference to the lives of Sikhs

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

Religious authorities do not talk about everyday issues / other authorities are more important / day to day life does not need to consult religious authorities / many religious authorities are outdated / they are only really relevant to spiritual life etc.

Religious authorities lay out values of Sikh lifestyle / commitment to faith requires it is practised in day to day life so needs instruction / authorities like holy books have timeless advice / the Gurus are role models for Sikhs / religious leaders can offer pastoral support and guidance etc.

[3 marks] AO2

(c) Explain Sikh teaching about manmukh (the human condition).

Target: Knowledge and understanding of Sikh teaching about manmukh (the human condition)

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Students may include some of the following points:

Manmukh is the condition of following the ego / unaware of the Lord / people who depend on their own intelligence and calculations resisting God / pursues material wealth and pleasures moving further away from God / allows their senses to be ruled by their passions / hypocritical / false piety / evil-minded / reference to the 5 evils etc.

[3 marks] AO1

- (d) **‘The Mool Mantra is the only teaching a Sikh needs to understand the nature of God.’**

What do you think? Explain your opinion.

Target: Evaluation of whether the Mool Mantra is the only teaching a Sikh needs to understand the nature of God

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following points:

The Mool Mantra explains all about God’s nature / teaches that God is eternal / timeless / without hate or form / ultimate truth / creator / without fear / through learning the Mool Mantra, Sikhs can know what God is like etc.

The Mool Mantra has to be understood / has complex language not easily grasped / describes God’s attributes but is in human language / meditation on God’s name is essential to enter into a full relationship with God / true understanding is only accessible through God’s grace / other teachings from scripture give insight into the nature of God etc.

[3 marks] AO2

A3 Family Life

- (a) **Explain briefly one reason why these five Sikhs, are important in the Amrit Sanksar ceremony.**

Target: Knowledge and understanding of why these five Sikhs, are important in the Amrit Sanksar ceremony

Students may include some of the following points:

They must be present for the ceremony to be performed / they are a reminder of the first five willing to die for their faith / at the formation of the Khalsa / reminder of their sacrifice and the miracle of Khalsa / they perform the ceremony / prepare the amrit with the khanda (double edged sword) / administer the baptism / role models / represent the Khalsa etc.

1 mark for a superficial comment.

2 marks for a development of the comment.

[2 marks] AO1

(b) Explain ways in which the ceremony of Amrit Sanskar is different from the Sikh ceremony that names a baby.

Target: Knowledge and understanding of ways in which the ceremony of Amrit Sanskar is different from the Sikh ceremony that names a baby

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

The Amrit ceremony is conducted by five baptized Sikhs, called Panj Piare naming ceremony is not / they wear the 5Ks no one has to at naming ceremony / prepare Amrit (sweet holy water) in a round iron-vessel Amrit prepared in advance for naming ceremony / they recite the five Banis (prayers) different prayers used at the naming ceremony / Amrit is used in different ways in the two ceremonies eg drunk by the initiates given to mother and baby at naming / special prayers (*ardas*) are recited for the newborn child whereas Amrit ceremony has vows / Guru Granth Sahib is opened at random in the ceremony not used in this way in the Amrit ceremony / the hymn on the opened page is recited only done randomly at naming ceremony / the first letter of the first word of the hymn is selected as the first letter of the child's name no such usage at Amrit ceremony / the word Kaur meaning 'princess' is added after a girl's name, and the name Singh meaning 'lion' after a boy's no such additional title given at Amrit ceremony / extra responsibilities are given in Amrit Sanskar.

For Level 3 / 4 students must use the information to point to what is different between the ceremonies for example, the presence of the panj piare at Amrit, the choosing of the reading at the naming ceremony.

[4 marks] AO1

(c) ‘For Sikhs, religion and family life cannot be separated.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of whether or not for Sikhs religion and family life can be separated

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Family teaches Sikh values / worship together / opportunity for sewa / family is seen as centre for spiritual life / follows the model of the Gurus / Sikh teachings promote creation of the family / family responsibilities such as care of the elderly and infirm are part of the moral life / fulfilment of duties such as Kirat Karna requiring responsibility to support family / marriage joins the families / family is a blessing from God / family is essential to the continuance of the religion, etc.

Other views

Families may break down; religion is constant / not everyone has a family around them / Sikh teaching emphasises detachment from material life which includes family relationships / families can be abusive, thus hinder religious life / religion affects all life and afterlife / family is left behind after death / many people move away from family nowadays / importance of detachment from material world includes family / family serves different purposes to religious life / rooted in material and physical needs, etc.

[6 marks] AO2

A4 Practice and Organisation and Beliefs

(a) Describe the different roles that people have in leading Sikh worship.

Target: Knowledge of the different roles that people have in leading Sikh worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Granthi is the community leader / can be male or female / conducts worship / uses chauri / recites from Guru Granth Sahib / ensures Guru Granth Sahib is properly respected, eg night ceremony / leads prayers / gives sermons / conducts ceremonies such as naming; amrit, marriage, funeral rites / supports individuals in the community / organises use of gurdwara

Ragis are the musicians who lead the singing of hymns / play the harmonium and drums.

Congregation make offerings / prepare karah parshad and distribute / perform sewa / preparing the langar, etc.

[4 marks] AO1

- (b) Explain briefly why food is shared in the langar at the end of worship in the gurdwara.**

Target: Knowledge and understanding of why food is shared in the langar at the end of worship in the gurdwara

Students may include some of the following points:

Upholds the tradition of equality / challenges the caste system / provides an opportunity to perform sewa / unifies the community / supports the poor / charitable act reflecting Sikh values / promotes good karma / vegetarian so available for all / instituted by Guru Nanak / form of worship, etc.

1 mark for a superficial comment.

2 marks for a development of the comment or additional separate comment.

[2 marks] AO1

(c) 'A Sikh can only become fully gurmukh (God-centred) by attending worship in the gurdwara.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of whether or not a Sikh can only become fully gurmukh (God-centred) by attending worship in the gurdwara

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Community worship is essential part of the Sikh life / allows for sewa / hearing the Guru Granth Sahib read / recite the text in original language / music accompanying hymns is spiritual / Granthi explains teachings / get fullest understanding of Sikhism by talking to others / worship in gurdwara ensures no misunderstanding or heresy / some personal ceremonies need to take place at the gurdwara / sharing of karah parshad and langar / provides pastoral support, etc.

Other views

Worship can be performed alone / private devotion may be more meaningful / may not be able to attend gurdwara / meditation is easier in solitude / worship can be performed at home with family / many artefacts and books to aid worship / Sikhism is a personal spiritual path to God / Gurmurkh is mindset and way of life not just worship / honesty of personal worship etc.

[6 marks] AO2

PART B**B5 Festivals and the Gurus****(a) Describe how Guru Arjan developed Sikhism.****Target: Knowledge of how Guru Arjan developed Sikhism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Guru Arjan 5th Guru / laid foundation of Golden Temple at Amritsar / introduced tithing of 10% of Sikh wealth to charity / father to Hargobind 6th Guru / compiled first copy of the Guru Granth Sahib (Adi Granth) / first Sikh martyr / was martyred for refusing emperor Jahangir's demands to remove writings of Hindu and Muslim saints from the holy book / endured extreme torture with dignity and serenity / accepted the will of God / emphasised giving of 10% income to support langar / attracted converts / wrote many hymns in the Guru Granth Sahib, etc.

[4 marks] AO1

(b) ‘The formation of the Khalsa was essential to the development of the Sikh faith.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of how essential the formation of the Khalsa was to the development of the Sikh faith

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Ensured Sikhism was culturally and spiritually distinct from Hinduism / instituted by last human Guru (Guru Gobind Singh) who saw it as essential / gave Sikhs a unique identity / laid out the requirements of Khalsa membership / created a spiritual and military army / introduced unique Sikh symbols / introduced concept of holy war, defending the faith / reinforced gender equality / created a new rite of passage / involved great sacrifice / culmination of 200 years of Sikh development / focus of what many consider to be the most important Sikh festival, Baisakhi / significance of panj piare, etc.

Other views

Sikhism had already developed into a robust and unique religious tradition / development of the Guru Granth Sahib as the everlasting living Guru ensured Sikh beliefs and practices would be maintained / establishment of Amritsar as the spiritual home of Sikhism / institution of langar / challenging of the caste system / establishment of equality for women / contribution of Sikhism to social developments, eg schools, hospitals, care of the poor / fight against injustice and oppression / Khalsa is only symbolic so makes no actual difference to improving the lives of others etc.

[6 marks] AO2

(c) Explain why gurburbs are celebrated.**Target: Knowledge and understanding of why gurburbs are celebrated**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Gurburbs are celebrated to remember specific Gurus / held at weekends so people can attend / Akhand Path performed (full reading of the Guru Granth Sahib) to show respect for living Guru / processions held marking the event to bring community together / led by 5 men representing panj piare, reminding all of the commitments required to live by Sikh values / women especially sing hymns showing their equality / in the gurdwara speeches and sermons focussed on the Guru being remembered to instruct and inform on Sikh history, teaching and values / references to specific gurburbs / people attend some parts but especially the final reading / sharing of karah parshad, showing equality of all / langar follows symbol of equality and inclusion of wider community.

[4 marks] AO1

(d)(i) Explain how festivals help children learn about Sikh history.

Target: Knowledge and understanding of the role of festivals in educating Sikh children about Sikh history

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Fun and lively activity attracts children / important stories retold / activities centred on children / annual celebrations develop knowledge and understanding over time / festivals focus on key events / gurpurbs occur for every Guru / special ceremonies engage children in practical learning activities / teaching in the gurdwara / reference to specific historical events that are recalled / Divali and freedom of Hargobind / Baisakhi and formation of the Khalsa / gurpurbs related to specific gurus etc.

Reference to teaching in schools should be credited.

[4 marks] AO1

(d)(ii) ‘Celebrating Sikh festivals and gurburbs is the most important part of Sikh community life.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of the importance of celebrating Sikh festivals and gurburbs for community life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Festivals celebrate major events and bring people together / opportunity for community celebration and worship / a time when people may make an extra effort in faith / visual presence of the community heightened by the celebrations, eg processions / builds wider community links, eg fairs, firework displays enjoyed by everyone / remembrance of important parts of Sikh history etc.

Other views:

Regular worship sustains the community / celebrating rites of passage / daily community work such as langar / performing sewa and charity work / participation in wider community projects / teaching children and care of the elderly / support for hospital services / Sikhism teaches that everyday life should be used to get closer to God / celebrations may detract from being God focussed, etc.

[6 marks] AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 Justice, Equality and the Right to life

(a) Describe how the Sikh community can help those living in poverty.

Target: Knowledge of how the Sikh community can help those living in poverty

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Performing sewa / provision of langar / vand chhakna (charitable giving) / support for charities working with the poor / practical aid and voluntary services / through Khalsa Aid / personal contributions to eg food banks / supporting international efforts / engaging in dialogue with aid agencies etc.

[4 marks] AO1

(b) ‘Religious teachings cannot bring an end to poverty.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of whether religious teachings can bring an end to poverty

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Teachings are not actions / not everyone follows the teachings / teachings are mostly guidance not practical instruction / teachings about equality relate to treatment not materialism / teachings are old and the world is a complex place / teachings are outdated and not written for the complexities of the modern world / poverty is a global problem that needs a global solution / changed politics is needed / we live in a secular world etc.

Other views

Sikh teachings address the need to act to end poverty / the more people who are encouraged to act charitably, the more likely an end to poverty / people need inspiring to act / leaders do listen to religious views / langar and sewa are an example to the wider community etc.

[6 marks] AO2

(c) Explain why some Sikhs would say that euthanasia is wrong.

Target: Knowledge and understanding of why some Sikhs would say that euthanasia is wrong

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Life is sacred / created by God / God's spark is within all / all life is valuable / should be protected / euthanasia is technically a form of murder / taking life hurts others such as family / slippery slope argument if it is allowed in some circumstances / shows attachment because of fear of physical pain / possible negative impact on others for performing such an action / impact on karma and rebirth etc.

[4 marks] AO1

(d)(i) Explain how Sikh teachings might support the use of abortion in some situations.

Target: Knowledge and understanding of how Sikh teachings might support the use of abortion in some situations

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following points:

Circumstances may make it necessary / medical emergency to save mother's life / mother already living and has responsibilities / possible psychological damage if pregnancy allowed to continue / pregnancy the result of abuse / Sikhs accept that sometimes it is necessary to take life to protect greater good such as defence of the weak / use of conscience / emphasis on compassion / freedom of woman to choose in difficult situations / influence of beliefs in karma: 'As she has planted, so does she harvest; such is the field of karma.' / individual responsibility / 'Love me when I least deserve it' emphasises need to have compassion / 'Granting forgiveness, the Perfect Guru unites us with the Creator' recognises emphasis on moral conscience, etc.

[4 marks] AO1

(d)(ii) ‘Religious views are not important on the Right to Life issues that Sikhs face today.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Sikhism in your answer.

Target: Evaluation of the importance of religious views on issues about the Right to Life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. NB Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Issues not specifically instructed upon in scripture / modern developments in medicine mean the procedures are more complex now, eg can know of foetal abnormality, can artificially extend life / religious teachings only apply to religious people and should not influence all of society / views may be biased by acceptance of revealed authority which may not be considered relevant / the right of individuals to personal choice / religious views may stand in the way of progress etc.

Other views

Religious teachings have guided people for centuries / encourage reflection on the value of life / guide the conscience / Sikh beliefs are essential to living a God-centred life / ignoring spiritual guidance is a symptom of manmukh (the human condition) / the issues can have a profound effect on a person's life / religious teachings take account of spiritual and moral welfare of individuals, etc.

[6 marks] AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]