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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**RELIGIOUS STUDIES (ROUTE A) COMPONENT 3  
OPTION 5 - SIKHISM  
C120U70-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## COMPONENT 3

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

### **Assessment Objectives**

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:
  - belief, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and belief
  
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

### Question (a)

See instructions provided with indicative content.

### Question (b)

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

### Question (d)

Band	Band Descriptor	Mark Total
5	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	13 – 15
4	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	10 – 12
3	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	7 – 9
2	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	4 – 6
1	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	1 – 3
0	No relevant point of view stated.	0

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A) COMPONENT 5  
OPTION 5 - SIKHISM**

**SUMMER 2018 MARK SCHEME**

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

**1. Beliefs and Teachings**

**(a) What do Sikhs mean by 'sewa'? [2]**

- Acts of service towards others.
- Acts of charity.

**Refer to the marking bands for question (b).**

**(b) Describe Sikh beliefs about the nature of God. [5]**

- Reference to beliefs and teachings as expressed in the Mool Mantra (GGS 1):
  - God is one (Ik Onkar)
  - Eternal truth is His name (sat nam)
  - God is the creator (karta purakh)
  - God is without fear (nir bhau)
  - God is without hate (nir vair)
  - God is immortal (akal) and beyond form (murat)
  - God is beyond birth and death (ajuni)
  - God is the enlightener (saibhang)
  - God can be reached through the mercy and grace of the Guru (gurprasaad)
- God permeates all that exists (GGS 294).
- God is neither a male nor female (Adi Granth 1010).
- Our souls belong to God and unite us with God. (GGS 921)
- God is both mother and father and we are God's children (GGS 921).



**Refer to the marking bands for question (c).**

**(c) Explain the importance of being God-centred (gurmukh). [8]**

- Focus on becoming God-centred.
- To achieve liberation from the cycle of birth, death and rebirth.
- Enables a Sikh to achieve liberation before death.
- The rejection of haumai – pride/ego-centred acts.
- An overcoming of delusion (maya) – focusing on material priorities rather than spiritual priorities.
- Spiritual action as the grounding for life's activities.
- Belief in sewa (serving others) as integral to achieving gurmukh.
- Reference to the teachings of the Gurus.
- Rejection of the five vices/thieves.
- Guru Granth Sahib 125, 226, 466, 538, 1054-55

**Refer to the marking bands for question (d).**

**(d) 'Karma is the most important teaching for Sikhs.' [15]**

Discuss the statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

- Karma affects future birth.
- Belief in a divine spark within, a soul, (atman) which is part of God and will return to be with God when released from the cycle of birth, death and rebirth.
- Accumulation of positive and negative karma.
- Gaining positive karma through spiritual actions.
- The importance of the beliefs in God.
- The importance of the beliefs about the nature of God.
- The importance of gurmukh – without gurmukh one cannot achieve liberation before death (jivan mukti).
- The importance in the understanding of haumai (ego-centred acts) which, when rejected, will enable mukti.
- Belief that everything which happens is down to the will of God (hukam).
- The importance of the teachings regarding the oneness of humanity.
- The importance of sewa (acts of charitable service).
- The importance of the three foundations.

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

**2. Practices**

**(a) What do Sikhs mean by 'Vaisakhi'?** [2]

- Harvest festival
- The festival that marks the formation of the first khalsa (community of initiated Sikhs).

**Refer to the marking bands for question (b).**

**(b) Describe how Sikhs celebrate gurpurbs.** [5]

- Continuous reading of the Guru Granth Sahib (Akand Path) ending on the morning of the gurpurb (anniversary being remembered).
- Gurdwaras are decorated with lights, flowers and flags.
- New or smart clothes are worn.
- Poems recited in praise of the Guru being remembered.
- Hymns are sung from the Guru Granth Sahib.
- Attend lectures about Sikhism.
- Guru Granth Sahib paraded through the village or city.
- Five Sikhs lead procession of Guru Granth Sahib.
- Free food/sweets offered to the public outside the gurdwara.
- Blessed sweet substance (Karah Prashad) is served following the service.
- Sending greeting cards is a newer tradition by western Sikhs.
- Langar (free community kitchen) will be served at the gurdwara.

**Refer to the marking bands for question (c).**

**(c) Explain the importance of the Golden Temple in Amritsar. [8]**

- A central place of pilgrimage for Sikhs.
- A reminder of the support of Maharaja Ranjit Singh when the temple was vandalised.
- A reminder of Sikh strength when the faith has come under attack in previous centuries.
- Four entrances to the complex symbolise the rejection of varna and the welcome extended to all people regardless of gender, religion or race.
- Four entrances to complex are an open invite to travellers from all directions.
- Allows a person to bathe in the 'pool of nectar' and remove their sins.
- Steps leading down to the Golden Temple shows humility toward the teachings of the Guru Granth Sahib.
- Uniquely at the Golden Temple, hymns (kirtan) are performed throughout the day, every day, as a sign of devotion
- The place where the first Guru Granth Sahib was installed after being compiled by Guru Arjan in 1604.

**Refer to the marking bands for question (d).**

**(d) 'The gurdwara is the best place for Sikhs to worship.' [15]**

Discuss the statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

- The importance of the Guru Granth Sahib and its installation at the place of worship.
- The importance of Sikhs gathering for congregational worship.
- The importance of taking part or observing communal worship practices such as:
  - Singing hymns (Kirtan)
  - The sermon (followed by the hymn - Anand Sahib)
  - Prayer (Ardas)
  - Random lesson for the day (Hukam)
  - Blessed food (Prashad)
  - Langar (free kitchen).
- The lack of requirement to attend at specific times of the day or certain days of the week.
- Reference to the belief that God is everywhere.
- Worship can take place in the home.
- The importance of sewa (charitable service) as an act of worship.
- Reciting the name of God (naam japna) is more important and can be done anywhere.