

Mark Scheme (Results)

Summer 2013

GCE Religious Studies (6RS04)

Paper 1H

Sikhism

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UA036806

All the material in this publication is copyright
© Pearson Education Ltd 2013

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.

(a) Examine the argument and/or interpretation in the passage. (30)

(b) Do you agree with the idea(s) expressed? Justify your point of view and discuss its implications for understanding religion and human experience.(20)

Level	Mark	AO1
1	1-6	<i>Levels Descriptor</i> Candidates may provide a simple summary of the passage with limited attention to key ideas. Candidates may: <ul style="list-style-type: none"> • mention that Sikhs believe that all the Gurus delivered the same message.
2	7-12	<i>Levels Descriptor</i> Candidates may provide a basic understanding of the passage with a limited ability to select key information such as: <ul style="list-style-type: none"> • some people contrast the militant khalsa of Guru Gobind Singh with the pacifism of Guru Nanak • it is possible to question the alleged pacifism of Guru Nanak.
3	13-18	<i>Levels Descriptor</i> Candidates may clarify the main line of reasoning regarding attitudes to violence in the Sikh tradition. Candidates may examine: <ul style="list-style-type: none"> • the arming of the Sikhs on the advice of Guru Arjun • changes in the nature of Mughal rule • the Sikh theological view that all the Gurus shared the same light and, therefore, delivered an unchanging teaching whose application was embodied in different ways according to changing circumstances.
4	19-24	<i>Levels Descriptor</i> Candidates are likely to demonstrate a clear understanding of the key interpretations in this passage. Candidates may examine: <ul style="list-style-type: none"> • the changing nature of Mughal rule in Punjab • the enforcement of dhimmi status in the latter stages of Mughal rule • the nature of the transformation allegedly brought about by Guru Hargobind • the alleged pacifism of the early Gurus.
5	25-30	<i>Levels Descriptor</i>

		<p>Candidates are likely to contextualise their answer by setting out the main background issues and highlighting the substantive ideas. Candidates may examine:</p> <ul style="list-style-type: none">• Guru Nanak's response to war• continuity in the idea of social engagement by spiritual people. They may unpack terms such as miri-piri, grishti jeevan, and sant-sipahi.• the traditional Sikh view of history as offering new conditions in which the same ideals are applied in a new way• the view that Sikh ideals rose in response to new material conditions• scholarly contributions to an understanding of the essential ideas in this passage, especially those of Mcleod.	

(b) Do you agree with the ideas expressed? Justify your point of view and discuss its implications for understanding religion and human experience. (20)

Level	Mark	AO2
1	1-5	<i>Levels Descriptor</i> Candidates may present a superficial account with: <ul style="list-style-type: none"> • some ideas about the interpretation of this passage demonstrating only limited focus on the text.
2	6-10	<i>Levels Descriptor</i> Candidates may present a basic view in support of some ideas in the passage and come to their own interpretation. Candidates may: <ul style="list-style-type: none"> • consider the basic points in the passage • comment on a few problems linked to the view of Cole and Sambhi.
3	11-15	<i>Levels Descriptor</i> Candidates may compare some views for and against the interpretations in the passage and come to their own line of reasoning. Candidates may: <ul style="list-style-type: none"> • present evidence to support the idea that the arming of Sikhs was not considered a doctrinal shift from the teaching of Guru Nanak • consider different interpretations of the military education of Guru Hargobind as a turning point • comment on scholarly contributions such as Mcleod's emphasis on a change in doctrine following changes in material circumstance.
4	16-20	<i>Levels Descriptor</i> Candidates are likely to present a critical evaluation of the interpretations in this passage, weighing up strengths and weaknesses of the arguments. By means of these discussions candidates are likely to build up a coherent and justifiable point of view. Candidates may discuss: <ul style="list-style-type: none"> • the Sikh view that all the Gurus taught the same message • the contribution of scholars examining the changing demographics of conversion as a factor in shifting doctrine • the implications for a study of how religious groups resist oppression over time • the implications for an understanding of human experience by which ideas and practices are thought to have an autonomous existence that cannot be reduced to material circumstance.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UA036806 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

