

# Mark Scheme (Results)

June 2011

GCSE Religious Studies (5RS07)

Religion and Life based on the  
study of Sikhism

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June 2011

Publications Code UG028621

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) Select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) Organise information clearly and coherently, using specialist vocabulary when appropriate.*

Unit 7: Religion and Life Based on a Study of Sikhism

1 (a) What does <b>omniscient</b> mean?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> <li>• (The belief that) God knows everything (that has happened and everything that is going to happen)</li> <li>• God is all-knowing</li> <li>• God's ability to have unlimited knowledge</li> <li>• (The idea that) God has unlimited awareness</li> <li>• God is all-seeing                             <ul style="list-style-type: none"> <li>• All-seeing</li> <li>• All-knowing</li> </ul> </li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• A characteristic of God</li> <li>• God knows</li> <li>• Knowledge</li> </ul> <p>Any alternative wording of the above points is acceptable.</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

1 (b)	Do you think science proves God did not create the world? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
1 (b) A02	<p><b>Indicative content</b></p> <p>Answers which think science proves that God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Evolution has shown God is not needed</li> <li>• The big bang shows that God did not create the world</li> <li>• Scientific theories are based on evidence which makes them reliable</li> </ul> <p>Answers which think science does not prove God did not create the world are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Scientific theories have not been completely proved</li> <li>• Science does not disprove the existence of God as part of the process</li> <li>• Scientific reasoning is no more acceptable than religious reasoning</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 Big Bang shows that God did not create the world)</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 (eg the Big Bang shows that God did not create the world. Science shows the world is a product of a chemical reaction.)</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>	

1 (c)	Explain why evil and suffering may lead some people not to believe in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• An all powerful God would be able to stop evil and suffering, God doesn't, so people may not believe</li> <li>• A loving God would look after believers, believers still suffer so people may not believe</li> <li>• An all knowing God would know evil and suffering is going to happen and could stop it so people may not believe</li> <li>• Innocent people suffer so God cannot exist</li> <li>• People pray for suffering to end and it does not, so people stop believing</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.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>

1 (d)	<p>“Miracles cannot happen today.” In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
1 (d) AO2	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Some people think God does not exist so miracles cannot happen today</li> <li>• Miracles cannot happen today as they can be explained by science</li> <li>• A miracle is something that breaks the laws of science and this cannot happen</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• God can do anything including miracles</li> <li>• Miracles are associated with the Gurus</li> <li>• Miracles are mentioned in the Guru Granth Sahib so they can still happen today</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><b>(i) Own opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

2 (a)	What does <b>agnosticism</b> mean?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> <li>• Not being sure whether God exists</li> <li>• Being unsure about the existence of God</li> <li>• Not quite believing in God</li> <li>• Not sure whether to believe in God</li> <li>• (Someone who) is not sure whether God exists</li> <li>• Don't know if God exists</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• Not being sure</li> <li>• Not being sure about believing in a religion</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> <li>• Not believing in God</li> <li>• Not having a religion</li> </ul> <p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

2 (b)	Do you think a Sikh upbringing makes children believe in God? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
2 (b) A02	<p><b>Indicative content</b></p> <p>Answers which think that a Sikh upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• If a respected adult tells you something is true it will make them believe it</li> <li>• If all a child's family and friends hold a certain belief, a child will believe the same</li> <li>• Within a Sikh family, belief becomes the norm</li> </ul> <p>Answers which do not think that a Sikh upbringing makes children believe in God, are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• A child will make up their own mind about belief in God</li> <li>• A child cannot be forced to believe anything</li> <li>• Teenagers usually rebel against what their parents believe</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. within a Sikh family, belief becomes the norm) <span style="float: right;"><b>1 mark</b></span></li> </ul> <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. within a Sikh family, belief becomes the norm. So a Sikh child will be taken to a gurdwara where they will have their faith strengthened) <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul>	

2 (c)	Explain, with examples, how television programmes and/or radio programmes and/or films might affect a person's attitude to belief in God.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) AO1	<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• A television programme (such as The Big Question) might make a person think about religion in a positive way</li> <li>• A film like Bruce Almighty might help people realise why their prayers haven't been answered and affect their attitude to belief in God</li> <li>• Discussions programmes on the Sikh Channel might promote belief in God</li> <li>• A radio programme like Thought for the Day has a Sikh contributor. This might encourage belief in God</li> </ul> <p>An answer which does not refer to identifiable programmes/films can not go beyond level 2. Multiple explanations can come from the same source or several different sources.</p> <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.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> <li>• giving a brief explanation</li> <li>• not explaining but only describing an example</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>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using two brief explanations</li> <li>• or a developed explanation</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>
Level 3	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 explanations</li> <li>• or a fully developed explanation</li> <li>• or two explanations 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>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> <li>• using four brief explanations</li> <li>• or two developed explanations</li> <li>• or three explanations 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>

2 (d)	<p>“Sikhs do not have a problem with unanswered prayers.”          In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
2 (d) A02	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Some Sikhs argue that the request was rejected as it was for something that was harmful to the person asking for it</li> <li>• Some Sikhs come closer to God as they feel that they need to continue to ask and to become better people</li> <li>• Some Sikhs argue that prayers are meant to change us, rather than change God</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• There is no God so there is no one to answer prayers</li> <li>• God is beyond human understanding so Sikhism cannot explain His choices</li> <li>• A good Sikh could lose faith if their prayers are not answered</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><b>(i) Own opinion</b>  <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b>  <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

3 (a)	What is <b>euthanasia</b> ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) A01	<ul style="list-style-type: none"> <li>• The painless killing of someone dying from a painful disease</li> <li>• A terminally ill person being helped to die in a painless way</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• Helping someone to die</li> <li>• A gentle/easy death</li> <li>• Examples such as assisted suicide; turning off of a life support machine</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> <li>• Killing people</li> </ul> <p style="text-align: right;">(0)</p>	2

3 (b)	Do you agree that the media should be allowed to criticise what religions say about matters of life and death? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
3 (b) AO2	<p><b>Indicative content</b></p> <p>Answers which agree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• The media has freedom of speech</li> <li>• Religious beliefs often contradict each other, the media is right to say this</li> <li>• The media should educate and by criticising they can do this</li> </ul> <p>Answers which disagree that the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Religious beliefs are too personal for the media to criticise</li> <li>• The media is frequently biased</li> <li>• The media might make comments which could cause conflict in society</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 (eg The media has freedom of speech) <span style="float: right;"><b>1 mark</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two brief reasons</li> <li>• or one developed reason (eg The media has freedom of speech, there should be an alternative to what religions say) <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul>	

3 (c)	Explain why some non-religious people believe in life after death.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Paranormal experiences lead to belief in life after death</li> <li>• Life after death is a comforting thought</li> <li>• Life after death is a reward for living a good life</li> <li>• There must be something after this life, it can't be the end</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.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>

3 (d)	<p>“The law on abortion should be changed.” In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
<p>3 (d) A02</p>	<p><b>Indicative content</b> Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Sikhs believe life is sacred, so abortion should be illegal</li> <li>• Babies can survive before 24 weeks gestation so the time should be reduced</li> <li>• It should be the mother’s right to choose</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The law has been democratically agreed</li> <li>• The law, in practice, allows abortion for all reasons anyway</li> <li>• The law prevents suffering</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> 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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

4 (a)				
What is <b>gurmukh</b> ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> <li>• one who lives by the Guru's teaching</li> <li>• a good person</li> <li>• lifestyle based on the guru(s)</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• a person</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

4 (b)	Do you think that euthanasia should be legal in the UK? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
4 (b) AO2	<p><b>Indicative content</b></p> <p>Answers which think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• It is often the most loving thing to do</li> <li>• It can be the lesser of two evils</li> <li>• People should have control over whether they live or die</li> </ul> <p>Answers which do not think euthanasia should be legal in the UK are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Life is sacred</li> <li>• Only God has the right to end someone's life</li> <li>• If it were legal people would abuse it</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. People should have control over whether they live or die) <span style="float: right;"><b>1 mark</b></span></li> </ul> <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. People should have control over whether they live or die. Legalised euthanasia allows people to make this decision without fear of legal proceedings.) <span style="float: right;"><b>2 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two reasons with one developed <span style="float: right;"><b>3 marks</b></span></li> </ul> <p>For a personal response with:</p> <ul style="list-style-type: none"> <li>• two developed reasons <span style="float: right;"><b>4 marks</b></span></li> </ul>	4

4 (c)	Explain why some Sikhs agree with abortion.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Sikhs should reduce suffering and an abortion could do this</li> <li>• It could be the lesser of two evils</li> <li>• Sikhs should be guided by their conscience which might tell them to have an abortion</li> <li>• It is legal in some cases</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.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>

4 (d)	"Life after death is impossible." In your answer you should refer to Sikhism.	
Question Number	Answer	Mark
4 (d) AO2	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• There is no evidence to prove life after death</li> <li>• Some people would say that it is just an idea to comfort people</li> <li>• Religious ideas about life after death all conflict</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• The Guru Granth Sahib teaches about life after death</li> <li>• The Gurus discussed the next world</li> <li>• There are accounts of people experiencing previous lives</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> Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p><b>(i) Own opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

5 (a)	What is <b>promiscuity</b> ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> <li>• Having sex with a number of partners without commitment</li> <li>• Having (casual) sex with a number of people</li> <li>• Being indiscriminate in sexual relationships</li> <li>• Sleeping around</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> <li>• Sex before marriage</li> <li>• Sex outside marriage</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p>	<ul style="list-style-type: none"> <li>• Making promises to someone</li> </ul> <p style="text-align: right;">(0)</p>	2

5 (b)	Do you think that sex outside marriage is acceptable? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
5 (b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Sex before marriage allows partners to become closer</li> <li>• Sex before marriage is acceptable in society</li> <li>• Sex before marriage is a way of finding out if you are sexually compatible</li> </ul> <p>Answers which do not think that sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• It is against the Sikh code of conduct</li> <li>• Adultery breaks the marriage vows</li> <li>• It can lead to increased STIs</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 (eg Sex before marriage allows partners to become closer)</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 (eg Sex before marriage allows partners to become closer, this means that people will know whether they should get married or not)</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>	4

5 (c)	Explain why some Sikhs accept divorce	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Society as a whole accepts divorce</li> <li>• It could be the lesser of two evils</li> <li>• If there is constant arguing, it increases anger which takes people away from God</li> <li>• It is a matter of personal conscience</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.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>

5 (d)	<p>“A religious family is a happy family.” In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
5 (d) A02	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Everyone believes the same thing</li> <li>• Religion can provide a sense of security</li> <li>• Sikhism teaches parents and children to respect each other</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Families only need love to be happy</li> <li>• Religion can cause conflict in families</li> <li>• Religion imposes unnecessary rules on families</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> 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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

6 (a)				
What is a <b>civil partnership</b> ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> <li>• A legal ceremony giving a homosexual couple the same rights as a husband and wife</li> <li>• A legal relationship between two people of the same sex</li> <li>• A lawfully recognised union of two people of the same sex</li> </ul> <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>• A couple in a legal partnership</li> <li>• A same sex couple</li> <li>• A 'Gay marriage'</li> </ul> <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

6 (b)	Do you think gurdwaras help with the upbringing of children? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
6 (b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that gurdwaras help with the upbringing of children are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Running classes so young people can perform services in the diwan (court)</li> <li>• They may run a Sunday school that teaches children about the Sikh way of life</li> <li>• They may host events which provides a moral social life</li> </ul> <p>Answers which do not think that gurdwaras help with the upbringing of children are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Young people may not understand the language used in the gurdwara</li> <li>• Not all young people are religious</li> <li>• Elders in the gurdwara are out of touch with young people's lives</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 (eg Running classes so young people can perform services in the diwan (court).)</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. Running classes so young people can perform services in the diwan (court), the classes teach Punjabi and music.)</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>	

6 (c)	Explain why Sikhs should get married.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Marriage brings families together</li> <li>• Marriage provides companionship</li> <li>• Marriage is an important rite of passage</li> <li>• Marriage unites the couple with God</li> <li>• Marriage provides the opportunity to start a family</li> <li>• Most of the Gurus were married and they are role models for Sikhs</li> <li>• Marriage and family life are central to Sikh spirituality</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.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	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>

6 (d)	<p>“Contraception should be accepted by all Sikhs.” In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
6 (d) AO2	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Contraception is not an issue for Sikhs</li> <li>• Contraception allows a better standard of living</li> <li>• Some religions allow contraception, so why can't all?</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Some Sikhs believe that artificial contraception is unnatural</li> <li>• Some religious people think some contraceptive methods are the same as abortion</li> <li>• Some religious people think that contraception interferes with God's plan for life</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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</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 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

7 (a) What is meant by <b>discrimination</b> ?				
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) AO1	<ul style="list-style-type: none"> <li>• Treating people less favourably because of their ethnicity/ gender/colour/ sexuality / age / class</li> <li>• Unfair treatment of a group or person based on prejudice</li> <li>• Treating one group of people less favourably than others</li> <li>• Putting prejudice into practice</li> </ul> <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> <li>• Any example of a discriminatory act</li> <li>• Not being fair to everyone</li> <li>• Discriminating against others</li> </ul> <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<ul style="list-style-type: none"> <li>• Definitions of prejudice</li> <li>• Answers which define a different key word</li> </ul> <p>(0)</p>	2

7 (b)	Do you think that women should have the same religious rights as men? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
7 (b) A02	<p><b>Indicative content</b></p> <p>Answers which think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Women have equal rights in society</li> <li>• The Guru Granth Sahib states that men and women should be treated equally</li> <li>• The code of conduct states that women have the same rights as men</li> </ul> <p>Answers which do not think that that women should have the same religious rights as men are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Women are different and should therefore have different rights</li> <li>• Traditionally men and women have had different roles</li> <li>• There were no women among the first panj piare</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 Guru Granth Sahib states that men and women should be treated equally)</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 Guru Granth Sahib states that men and women should be treated equally, so men and women can perform the same roles in the gurdwara.)</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>	4

7 (c)	Explain why the government encourages community cohesion.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• The government has the duty to ensure that all people are treated equally</li> <li>• Without community cohesion there will be division and conflict</li> <li>• If the government does not act it could cause social discrimination</li> <li>• The government alone has the power to work with different pressure and religious groups</li> <li>• The government is able to introduce laws and policies to promote community cohesion</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.
Level 1	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>
Level 2	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>
Level 3	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 two reasons with one developed.</li> <li>• or a fully developed reason</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>
Level 4	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>

7 (d)	<p>“Sikhs should try to convert others to their religion.” In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
7 (d) A02	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Sikhs should try and help others achieve mukti</li> <li>• Sikhism avoids the problems identified in other religions by the Gurus</li> <li>• Some Sikhs believe that theirs is the best religion</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• It could cause conflict</li> <li>• No one should try and force another person to believe in a certain faith</li> <li>• Many Sikhs affirm that all religions are different paths to the same God</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> Candidates who do not refer to Sikhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p><b>(i) Own opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b> 1 mark for</p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p>2 marks for</p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p>3 marks for</p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

8 (a)	What is <b>religious freedom</b> ?			
Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> <li>• The right to practise your religion and change your religion</li> <li>• Being able to practise your religion</li> <li>• Being able to change/choose your religion</li> <li>• Worshipping freely</li> </ul> <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> <li>• Doing/thinking what you want within your religion</li> </ul> <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> <li>• Religious equality</li> </ul> <p>Answers which define a different key word (0)</p>	2

8 (b)	Do you think living in a multi-faith society causes problems for religious people? Give <b>two</b> reasons for your point of view.	
Question Number	Answer	Mark
8 (b) AO2	<p><b>Indicative content</b></p> <p>Answers which think that living in a multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• Interfaith marriages can cause problems within religious families</li> <li>• People might feel confused by all the different faiths</li> <li>• People might try and convert you to their religion</li> </ul> <p>Answers which do not think that living in multi-faith society causes problems for religious people are likely to use such reasons as:</p> <ul style="list-style-type: none"> <li>• People can learn about other faiths</li> <li>• A multi-faith society provides opportunities for conversion</li> <li>• A multi-faith society allows religious freedom</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 (eg People might try and convert you to their religion)</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 (eg People might try and convert you to their religion which could cause conflict)</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>	4

8 (c)	Explain why there are differences among Sikhs in their attitude to other religions.	
Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>The main reasons include:</p> <ul style="list-style-type: none"> <li>• Some Sikhs have prejudiced attitudes because of historical grievances</li> <li>• Some Sikhs regard monotheistic religions as better because they believe in one God</li> <li>• Some Sikhs regard all religions as equal because they are different paths to the same God</li> <li>• Sikhs may know more about some religions than 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>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	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>
Level 2	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>
Level 3	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>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by referring to two views</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> </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>

8 (d)	<p>“Men and women are still not treated equally in the UK.”          In your answer you should refer to Sikhism.</p>	
Question Number	Answer	Mark
8 (d) A02	<p><b>Indicative content</b></p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Traditionally Punjabi society is patriarchal</li> <li>• Many more men hold positions of power</li> <li>• Women are more likely to stay at home to look after children than men are</li> </ul> <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> <li>• Legally men and women must be paid equally for the same work</li> <li>• Politically men and women are equal</li> <li>• Men and women can be leaders in the gurdwara</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><b>(i) Own opinion</b>  <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul> <p><b>(ii) Why some people may disagree with their opinion</b>  <b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• a simple reason</li> </ul> <p><b>2 marks for</b></p> <ul style="list-style-type: none"> <li>• a developed reason</li> <li>• or two simple reasons</li> </ul> <p><b>3 marks for</b></p> <ul style="list-style-type: none"> <li>• three simple reasons</li> <li>• a simple reason and a developed reason</li> <li>• or two developed reasons</li> <li>• or a fully developed reason</li> </ul>	6

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