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Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE  
In Religious Studies B  
Paper 1 Religion & Ethics  
1G Sikhism

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Paper 1: Religion and Ethics 1G - Sikhism Mark Scheme - 2024

Question number	Answer	Reject	Mark
<b>Q1 (a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Haumai can be removed by becoming gurmukh (1)</li> <li>• Haumai can be removed by always remembering God (1)</li> <li>• Haumai can be removed by forgetting self (1)</li> <li>• Haumai can be removed by avoiding the evils (1)</li> <li>• Haumai can be removed by remembering the five khands (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a story. Award a second mark for development of the story. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The story of Mata Khivi as she expanded and taught the Sikh tradition of langar (1), because of the care she put into institutionalising the practice (1)</li> <li>• One story from the lives of the Gurus is Mai Bhago who taught how to be a warrior saint (1), as she rallied warriors to fight with Guru Gobind Singh (1)</li> <li>• Mata Sundari who continued the teachings of Sikhism after her husband's death (1), as she collected all her late husband's works for publication. (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated story/development</li> <li>• Development that does not relate both to the story given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• A reason why the Mool Mantar is important is it summarises Sikh belief about the nature of God (1), and its composition encompasses the principle of monotheism (1). 'One Universal Creator God' (Guru Granth Sahib 1) (1)</li> <li>• A reason why the Mool Mantar is important is because it is the first teaching of Guru Nanak after his enlightenment (1). They are the opening words of the Guru Granth Sahib (1). Sikhs are encouraged to 'Chant and Meditate' (Guru Granth Sahib 1) (1)</li> <li>• The Mool Mantar is important as it shows God's characteristics (1), for example, as being without fear (1) and no hatred (Guru Granth Sahib 1) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
1(d)	<p>A02 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>A02</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe that death should not be feared as life is seen as a cycle of birth, death, and rebirth. The aim for Sikhs is to unite with God. They can achieve this through leading a God-centred life</li> <li>• Sikhs believe in reincarnation, so death should not be feared as their soul is reborn into another body until they have achieved mukti (liberation)</li> <li>• Sikhs should not fear death as they should place all their faith in the ultimate goal of uniting with God. They should focus on realising the truth of existence.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs may feel that although they follow the teachings of the Guru Granth Sahib, they may not live up to the standards that they set themselves and therefore may fear a negative rebirth</li> <li>• Death could be seen as something to fear as some Sikhs may find not knowing what is going to happen to them or their loved ones hard to comprehend. They feel sorrow that they are not going to see their loved ones again which in turn can cause fear</li> <li>• Human nature can cause people to fear death and lose faith in whether there is an afterlife or not. There may be a time in a Sikhs life where they question whether there is life after death as they are fearful of the unknown.</li> </ul> <p>Accept any other valid response.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4-6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7-9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10-12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

**SPaG**

<b>Marks</b>		<b>Descriptors</b>
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"><li>• The candidate writes nothing.</li><li>• The candidate's response does not relate to the question.</li><li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>
<b>1 marks</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>



<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>2(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Sikhs view sex as a creative act (1)</li> <li>• Sexual relationships have the potential to bring a new soul into the world (1)</li> <li>• Sexual relationships can develop spiritual growth within a marriage (1)</li> <li>• Sexual relationships can bring intimacy within a marriage (1)</li> <li>• Marriage is the only appropriate place for a sexual relationship (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>2(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a response Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Some Sikhs may respond to differing family units as being disruptive (1). The ideal way for children to grow up is with a male and female role model (1)</li> <li>• Some Sikhs will respond by accepting same-sex family units (1), if it is a loving environment (1)</li> <li>• Most Sikhs will value extended families (1). This is where childcare can be shared, and values passed down (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated response/ development</li> <li>• Development that does not relate both to the response given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• One Sikh belief about gender prejudice and discrimination is that women should be respected (1), as the Guru Granth Sahib teaches that women carry the next generation (1). 'From woman, man is born, within woman, man is conceived....' (Guru Granth Sahib 473) (1)</li> <li>• Sikhs are against any form of gender prejudice and discrimination (1), as God, the creator, is beyond gender (1). 'He Himself created all women and men; the Lord Himself plays every play.' (Guru Granth Sahib 304) (1)</li> <li>• Sikhs are taught to never discriminate as both women and men have equal roles in religious life (1). Women are encouraged to lead a spiritual life (1). 'Come my dear sisters and spiritual companions... let's join together and tell stories of our All-powerful Husband Lord' (Guru Granth Sahib 17) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/ development</li> <li>• Development that does not relate both to the belief given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the belief given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
2(d)	<p>A02 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>A02</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs may agree that marriage is not important in society today as many people in Britain choose to cohabit. This is now the norm in society. Cohabitation is seen as a chance for the couple to see if the relationship works</li> <li>• Non-religious people may believe that because there is a high rate of divorce today, marriage is no longer important and the whole process can be very expensive and a waste of money</li> <li>• Non-religious people may find that civil partnerships are just as important as a marriage licence and the laws have changed to suit modern society, so marriage can be described as being no longer important.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe that marriage is a religious act and a spiritual opportunity for each person to become one spirit in two bodies, so it should always be important in society</li> <li>• Sikhs believe the only way to express sexual relationships is within marriage. This is important to society as there is potential to create new life</li> <li>• Marriage is a union between a man and a woman which promotes faithfulness, love, and loyalty. This is always important to society. Sikhs are encouraged to marry to show the trait of fidelity.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider non-religious points of view (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p><b>12</b></p>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
Level 2	4-6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
Level 3	7-9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
Level 4	10-12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' **always** means arguments for and against the statement. **Where specified in the bullet points under the question**, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The Naam Karam is celebrated usually in the gurdwara (1)</li> <li>• The baby's name is given by choosing the first letter of the first word of the Hukam (1)</li> <li>• The name Kaur or Singh is added to the baby's name (1)</li> <li>• The granthi will pronounce the name to the sangat (1)</li> <li>• Karah prashad is distributed (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• A way that langar demonstrates sewa is by the act of tan (1), such as preparing the meal (1)</li> <li>• Langar demonstrates the act of material service (1), by providing food to the langar (1)</li> <li>• Langar demonstrates the selfless act of looking after others (1), by opening the langar to all no matter caste or religion (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/ development</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• One reason Sikhs may use different prayers is to focus on different aspects of their faith (1), for example to pray as soon as a Sikh rises in the morning (1). 'One who calls himself a Sikh of the Guru, the True Guru, shall rise early in the morning hours and meditate on the Lord's Name' (Guru Granth Sahib 305) (1)</li> <li>• They are used to help Sikhs concentrate on God (1). Nam Japna is recited to avoid distractions (1). 'Those who have the treasure of the Lord's name deep within their hearts - the Lord resolves their affairs' (Guru Granth Sahib 305) (1)</li> <li>• The Sohila is recited before going to bed (1). This prayer promotes a peaceful sleep (1). 'I am a sacrifice to that Song of Praise which brings eternal peace.' (Sohila prayer verse 1 Guru Granth Sahib 157) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
3(d)	<p>A02 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>A02</b></p> <p><b>Arguments for this statement:</b></p> <ul style="list-style-type: none"> <li>• Most Sikhs will agree that it is important to visit historical gurdwaras especially the Harmandir Sahib as the process will deepen their faith and understanding</li> <li>• Visiting such places will encourage Sikhs to learn more about their faith and the lives of the Gurus, especially stories of courage</li> <li>• It will help Sikhs when visiting these historical gurdwaras associated with the ten Gurus to understand more the places where they lived and worked, or where a particular Guru is remembered.</li> </ul> <p><b>Arguments against this statement:</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs may disagree with the statement as visiting these historical places may cause hardship on the family due to the cost of the experience</li> <li>• The Gurus taught that rituals such as visiting these gurdwaras cannot be seen to earn merit. It must not take the place of the effort a Sikh may show to understand God</li> <li>• Sikhs should focus on their spiritual state of mind. Visiting these gurdwaras is not the most important aspect of a Sikh life. For example, living an honest Sikh life is more important.</li> </ul> <p>Accept any other valid response.</p>	15

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
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- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.



**SPaG**

<b>Marks</b>		<b>Descriptors</b>
<b>0 marks</b>	<b>No marks awarded</b>	<ul style="list-style-type: none"><li>• The candidate writes nothing.</li><li>• The candidate's response does not relate to the question.</li><li>• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</li></ul>
<b>1 marks</b>	<b>Threshold performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with reasonable accuracy.</li><li>• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</li><li>• Candidates use a limited range of specialist terms as appropriate.</li></ul>
<b>2 marks</b>	<b>Intermediate performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with considerable accuracy.</li><li>• Candidates use rules of grammar with general control of meaning overall.</li><li>• Candidates use a good range of specialist terms as appropriate.</li></ul>
<b>3 marks</b>	<b>High performance</b>	<ul style="list-style-type: none"><li>• Candidates spell and punctuate with consistent accuracy.</li><li>• Candidates use rules of grammar with effective control of meaning overall.</li><li>• Candidates use a wide range of specialist terms as appropriate.</li></ul>

	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>4(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Sikhs are taught that abortion is wrong (1)</li> <li>• Sikhs believe abortion is killing God's creation (1)</li> <li>• Life is a gift from God so a Sikh should not interfere with God's work (1)</li> <li>• Some Sikhs will accept abortion if it is because of rape (1)</li> <li>• Sikhs believe that abortion may be allowed if it is to protect the life of the woman (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>3</b>
<b>Question number</b>	<b>Answer</b>	<b>Reject</b>	<b>Mark</b>
<b>4(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a response. Award a second mark for development of the response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Sikhs respond by accepting the idea of life evolving (1), and see it as God overseeing the natural process of evolution (1)</li> <li>• Sikhs respond by believing that the creation of various life forms was by God's hukam (1), not by changes due to natural selection (1)</li> <li>• Sikhs respond to the theory by emphasising their belief of rebirth (1), that is that during their existence they evolve from primitive forms until they receive the gift of human form (1).</li> </ul> <p>Accept any other valid response</p>	<ul style="list-style-type: none"> <li>• Repeated response/ development</li> <li>• Development that does not relate both to the teaching given and to the question.</li> </ul>	<b>4</b>

Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Sikhs believe in the sanctity of life as life belongs to God (1), and only God chooses when life is at an end (1). 'O Nanak; when they are called back, they depart and go.' (Guru Granth Sahib 1239) (1)</li> <li>• Sikhs are taught that all human beings are created by God (1), and that God lives within them (1). 'O Nanak, He permeates and pervades mind and body...' (Guru Granth Sahib 1239) (1)</li> <li>• Sikhs are taught that life begins at conception (1), therefore all life is precious (1). 'In the first watch of the night, O my merchant friend, you were cast into the womb, by the Lord's Command' (Guru Granth Sahib 74) (1)</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching given and to the question</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul>	<b>5</b>

Question number	Indicative content	Mark
4(d)	<p>A02 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>A02</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe that God is within all. All animals have God’s divine spark so disagree with animal experimentation of any kind. Many Sikhs believe it is a cruel act and is not acceptable</li> <li>• Sikhs promote compassion to all living beings. Therefore, they are against animal experimentation especially if it is for selfish reasons</li> <li>• Sikhs believe that all animals should be treated well as they have souls that go through different life forms. ‘In so many incarnations, you were an elephant, a fish and a deer’ (Guru Granth Sahib 176).</li> </ul> <p><b>Arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• Many Sikhs may not act against animal experimentation if the research is done as humanely as possible, to find a cure for a specific disease</li> <li>• Many Sikhs believe that the intention of the animal experimentation is very important. If it is used to relieve suffering, then it is acceptable. If it used for making money it goes against Sikh teaching</li> <li>• Some Sikhs believe that animal experimentation can protect humans, as they are the highest life form and should be honoured as such.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different points of view within the religious tradition (as instructed in the question) cannot achieve marks beyond Level 2.</p>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
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