



GCSE RELIGIOUS STUDIES A 8062/17

Paper 1: Sikhism

Mark scheme

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

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

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

0 1

Sikhism: Beliefs

0 1. 1

Which one of the following is the meaning of the term ‘mukti’?

[1 mark]

- A Being self-centred**
- B Freedom in life**
- C Liberation from rebirth**
- D Rebirth**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: C Liberation from rebirth

0 1. 2

Give two reasons why the Sangat (religious community) is important for Sikhs.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Oversees the running of the gurdwara / provides spiritual support and guidance / can provide temporal leadership to the community / gives a sense of belonging / many references in Guru Granth Sahib say that being part of the Sangat makes mukti easier / many references in Guru Granth Sahib encourage membership of the Sangat / many references in the Guru Granth Sahib say that being part of the Sangat makes it easier to be gurmukh / provides support and learning / offers opportunities for sewa / to celebrate key events in religious and personal life, e.g. wedding, etc.

0 1 . 3 Explain two ways in which belief in the idea of equality shown in the life of Guru Nanak influences Sikhs today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

Responses might be put in the negative, eg 'Sikhs might not...' or the positive, eg 'Sikhs might...' – both should be credited.

Students may include some of the following points, but all other relevant points must be credited:

- Guru Nanak created the langar / told everyone to eat when they had worshipped / made it vegetarian so that no one would be excluded / showing Sikh equality.
- Guru Nanak created the rules for Sikhism / all Sikhs follow these today / the Rahit Maryada is based on them / showing Sikh equality.
- As a young man, he helped others regardless of their gender or status / eg the poor woman at his uncle's stall / so Sikhs should not discriminate against anyone, but should offer help to all in need.
- When he returned from going missing in the river, his first pronouncement was that there were no separate religions / 'There is no Hindu, there is no Muslim' / so Sikhs should not discriminate against those of other religions.
- When travelling on his teaching journeys, he spoke to any and all, listening to them as equals / his travelling companion, Mardana, was Muslim / travelled to places to learn about all religions / so Sikhs should be open to learn about other religions, and not discriminate against them.
- Rejected gender inequality – 'Man is born of woman and woman of man' (Adi Granth 879) / 'It is from woman that we are conceived and born. Woman is our lifelong friend who keeps the race going. Why should we despise one who gave birth to great men?' (Adi Granth 473) / said that God was hidden within every person, male or female / so Sikhs should not practise gender discrimination in any way, and should welcome both genders to be involved in all aspects of religious leadership and practice.
- Rejected the notion of ritual purity and impurity which is strong in Hinduism / saying that there could be nothing totally pure / 'If the principle of impurity is admitted, then impurity is everywhere...It cannot be removed (through ritual), only washed off by knowledge of God.' / so Sikhs should not engage in Hindu practices regarding purity or impurity, including caste.
- Rejected wealth as a status symbol / eg rejecting Malak Bhago's feast for simple food with a carpenter, Bhai Lallo / squeezed blood from Malak Bhago's bread, milk from Bhai Lallo / so Sikhs should not be boastful about wealth / should not discriminate or reject those of lesser wealth.
- Rejected the caste system – 'Caste is preposterous...Only the One (God) gives support to all' (Adi Granth 150) / because it says that people's caste will affect their ability to achieve

moksha/mukti, whereas he said this was open to anyone who lived in the right way / so Sikhs should not observe any form of caste system, including not supporting it in other faiths.

- Set up Kartarpur in 1520, based on the principles of equality / all ate together, the same food (vegetarian) at the same level in the langar, which was set up so that any person could eat / so Sikhs should not discriminate, and should observe the langar and its rules by eating at it and with everyone.
- Guru Nanak's central teaching was that there was One God to whom everyone prayed / hence equality of all creation / so Sikhs should show respect for and give value to the life of every other person / so they should fight for justice / so they should protect life / etc.

0 1 . 4 Explain two Sikh teachings about sewa.

Refer to sacred writings or another source of Sikh belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to sacred writing or another source of Sikh belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Sewa is selfless service to others / there is no limit to what can be done as sewa / so all can perform sewa, regardless of their status/context/wealth etc.
- Links belief and conduct, so an essential part of being a Sikh.
- Guru Nanak said that love is the fundamental key to good mental health and good social behaviour, when it is based on giving rather than receiving / any act of sewa is an act of love.
- Any act of sewa shows belief in equality / as it is selfless giving, so it is done for anyone.
- Sewa leads a person away from haumai / as it involves thinking of others (not thinking of self) / so sewa leads to being Gurmukh / closer to God.
- Three kinds of sewa – Tan – body – physical effort to help someone / Dhann – money – financial gifts to help others / Man – mind – sincerity of action when helping others, doing it for the sake of helping, not for any reward.
- Langar is a good way to perform sewa / as it involves all three forms / can be done by anyone / reflects belief in 'divine spark in all' / and in equality of all / Guru Nanak 'Keep the langar open'
- Guru Nanak – 'Truth is the highest virtue, but higher still is truthful living'.
- Bhai Gurdas – 'The hands of the Gurmukh are blessed, for they toil in the service of God and the sangat...Ego and pride have been lost through serving others'.
- Rahit Maryada – 'Gurdwaras are laboratories for teaching the practice of sewa...the real field is the world abroad, sewa recognises no barriers of religion, caste or race. It must be offered to all'.
- Guru Nanak – 'He alone, O Nanak, knows the way who eats out of what he earns by his honest labour and yet shares part of it with others / ie service to others brings blessings from God onto the giver'.
- Guru Nanak – 'one who performs selfless service without desire for reward will certainly attain liberation'.
- Guru Granth Sahib – 'three things are necessary to attain mukti, do sewa, follow the Guru's teachings and meditate on the name of God' / sewa is one of three key aspects of being a Sikh, etc.

0 1 . 5 'For Sikhs in the modern world, it is too difficult to be gurmukh (God-centred) all the time.'

Evaluate this statement.

In your answer you should:

- refer to Sikh teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[SPaG 3 marks]

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Too many distractions – wealth, materialism, society's expectations, social media, etc / many people's lives are dominated by their job and its demands / so that life is a constant battle for a religious person.
- Human nature makes it impossible, as the mind is not able to show such discipline / hence even if not misbehaving, a person may not be thinking of God.
- At times a person has to just think of themselves, eg if in danger.
- People's natural state is to be manmukh / because they live in this world which prevents them seeing their true selves, etc.

Arguments in support of other views

- Sikhism is about training oneself to be self-disciplined / hence gurmukh.
- Living as a Sikh gives constant reminders of God / eg Nam Japna, Nam Simran / hence one is always thinking of God, being gurmukh.
- The prize for being gurmukh is great / reunion with God / hence people who understand this will make greater effort to remain gurmukh.
- Life is more rewarding for self and others when gurmukh / because motivation for service is strong.
- The world is more tolerant/accepting of difference / so non-Sikhs do not make it difficult to practise the Sikh faith / i.e. the historic religious intolerances which prevented or hindered the work toward being Gurmukh are not so great, etc.

[Plus SPaG 3 marks]

0 2

Sikhism: Practices

0 2 . 1

Which one of the following is the name of the ceremony in which a Sikh becomes a member of the Khalsa?

[1 mark]

- A Akhand Path**
- B Amrit Sanskar**
- C Guru Granth Sahib**
- D Harimandir Sahib**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B Amrit Sanskar

0 2 . 2

Give two religious features inside a gurdwara.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Palki (canopy) / takht (throne) / romalla (cover) / Guru Granth Sahib / images of religious leaders / praying area / langar / Khanda (symbol of Sikhism), etc.

Credit answers which describe these things if not giving correct term.

0 2 . 3 Explain two contrasting ways in which Vaisakhi (Baisakhi) is celebrated by Sikhs.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast– 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast– 2 marks

Students may include some of the following points, but all other relevant points must be credited:

Contrasting ways come from different bullets

- Opportunities for Sikhs to gather are created – gurdwara, procession, fairs, etc / as Guru Amar Das said Sikhs should do this at this time.
- Day begins with worship at the gurdwara / Guru Granth Sahib taken from its resting place and washed / hymns sung / five Khalsa Sikhs read five verses of Guru Granth Sahib / amrit distributed to all / karah parshad given out at noon / everyone attends langar.
- Flag and cloth which covers flagpole outside gurdwara changed / flagpole washed in yoghurt (purity and cleanliness).
- Speeches about the vows taken and the need to keep them / being a devoted Sikh / origins of festival (1699).
- Processions through the community headed by members of the Khalsa dressed in blue and orange, often on horseback / singing of hymns as part of this procession / dancing is part of procession / mock sword fights as part of procession.
- Might go on pilgrimage to Guru Nanak's birthplace, Amritsar, etc.
- Firework displays held.
- In UK, huge festivals open to anyone, eg Handsworth Park, Trafalgar Square – food, funfair, music, etc.
- Amrit Sanskar ceremonies held at this time.
- Emphasis on charitable work – giving and working, etc.

0 2 . 4 Explain two reasons why an Akhand Path is important to Sikhs.

Refer to sacred writings or another source of Sikh belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Sikh belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- It is a reading of the word of God continuously / 'continuously sing the Glorious Praises of the Lord, day and night; singing the Lord's Praises, I cannot find the limits' (GGS 833).
- The reading of the Guru Granth Sahib brings blessings to the listeners / 'the life-giving word of the Guru is very sweet' (GGS 113).
- The sound is believed to create a power (naad "the essence of all sounds" / thus combining the five elements of air, fire, water, earth, and ether) / sound affects the soul level of humanity / is a service to all beings.
- Is dedicated to something, eg a family's 'needs', so is a very personal religious experience / brings the power to raise the level of their souls (naad).
- Brings miracles / eg family might be asking for pregnancy.
- Brings solace / eg family might be in mourning.
- Connects the prayers of the sponsor (person paying for the Akhand Path) to the blessings of the Guru (words of the GGS) / makes those prayers stronger.
- Is an opportunity to do sewa / tan – by reading / dhann/dan – by paying for it / man – by believing in its importance and veracity.
- Is a traditional activity of Sikhism / brings God's blessing to an activity or undertaking / done by Sikhs before battle historically.
- Makes a person gurmukh – 'The whole world may undertake the sacred reading of the Guru Granth to sail through the sea of temptations in the human existence' (Bhai Gurdas), etc.

0 2 . 5 'For Sikhs, the most important worship takes place at the gurdwara.'

Evaluate this statement.

In your answer you should:

- refer to Sikh teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- Congregational prayer there / recommended by Gurus / community is very important in Sikhism not least because of a history of persecution / home of Sangat.
- Few Sikhs have a Guru Granth Sahib / this is the only chance to hear the words from anywhere in the GGS / granthi is based at the gurdwara who reads Guru Granth Sahib correctly / and has key role in educating Sikhs on their faith.
- Can access people who can explain the words of the GGS at the gurdwara / gives greater meaning to the words.
- Gurdwara is fully an atmosphere of worship, making it the best place for worship / surrounded by aids to worship.

- Rahit Maryada – ‘Gurdwaras are laboratories for teaching the practice of sewa...the real field is the world abroad, sewa recognises no barriers of religion, caste or race. It must be offered to all’, etc.

Arguments in support of other views

- Worship in the mind and heart is most important / as that is where God is / as that is where true devotion is shown.
- First worship of the day takes place at home / sets a person on the right path for the day / pre-empted gurdwara worship / also Nam Japna prayers which are spread through the day but start in the morning at home.
- It depends on the person – they might prefer to worship at home or in the natural world (God’s creation).
- Home may provide fewer distractions / as everything there is known / no new/different people to catch up with, etc.