



**General Certificate of Secondary Education
June 2012**

Religious Studies

405013

Specification A

Unit 13 *Hinduism*

Final

Mark Scheme

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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 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.

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

Levels 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.

Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Students will be given credit for reference to diversity in belief and practice within Hinduism.

PART A

A1 Beliefs and Sources of Authority

(a) *Explain briefly the role of Brahma.*

Target: Knowledge and understanding of Brahma in the Hindu trimurti

Students may include some of the following points

Creator of the universe / source of knowledge and wisdom / setting the material world in all four directions in motion.

1 mark for a simple point or superficial answer.
2 marks for a developed answer or more than one point.

(2 marks) A01

(b) *Explain the role of Vishnu.*

Target: Knowledge and understanding of Vishnu in the Hindu trimurti

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Maintainer and preserver of the created world / restorer of order and harmony from chaos / ensures the forces of goodness and righteousness prevail / provides moral guidance through avatars on earth in the human realm.

(3 marks) A01

(c) Explain the powers of Shiva.

Target: Knowledge and understanding of Shiva in the Hindu trimurti

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Destroyer and re-creator of the universe / destroys evil and delusion / power of the process of reincarnation / source of growth and new life and regeneration / supreme yogic knowledge.

(3 marks) A01

(d) ‘Hindus do not worship one God. They worship many gods.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Hindu ideas about the nature of God

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Much of Hindu worship and images in temples in shrines are based on these three gods / the main branches of Hinduism are related to Vishnu (Vaishnavism) and Shiva (Shaivism) / Hindus relate more to physical images of gods rather than abstract ideas / the worship of the avatars of Vishnu such as Krishna and Rama dominate Hindu worship.

Other views

All Hindus accept and believe that the various deities are aspects of the ultimate reality or supreme godhead Brahman / some Hindus do not worship gods: they develop deep understanding of the true nature of god as Brahman / when Hindus worship these deities they are at the same time relating to and uniting with the one god Brahman / Hindus see these deities as channels of grace or energy which unites them with Brahman.

(6 marks) AO2

A2 Worship

(a) Explain briefly the meaning of the Om symbol.

Target: Knowledge and understanding of the meaning of the symbol Om in worship

Students may include some of the following points.

The sound or vibration of Brahman / the three powers of Brahman / the life giving power of the universe / the Trimurti / birth, life and death / past present and future.

1 mark for a simple point or superficial answer.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(b) ‘The Om symbol is the most important symbol in Hinduism.’

What do you think? Explain your opinion.

Target: Evaluation of symbols used in worship

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

The Om symbol refers to the most important concept in Hinduism, Brahman / the Om symbol represents the whole of the religion. Om the first sound in creation is therefore pre-eminent.

The Om symbol is not understood by most Hindus so not important / other symbols have equal importance / the symbols of personal deities might have more importance for individual Hindus.

(3 marks) AO2

(c) Describe how the arti lamp is used in worship.

Target: Knowledge and understanding of objects used in worship

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points

The lamp has five wicks which are lit / the lamp is moved in a circular motion in front of the deity whilst a bell is rung / devotees symbolically accept the light and blessing of god by placing their hands over the flame / they then place the palms of their hands over the eyes, forehead and head.

(3 marks) AO1

(d) ‘Symbols and images are essential in Hindu worship.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of worship in Hinduism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

In villages temples with their symbols and images are the central focus for worship and festivals / the symbols and images are believed to possess powers which make the worship effective / Hindus cannot relate to God except through these images and symbols / the rituals of worship which use symbols and images ensure the blessings of the deity are bestowed on the devotee / the use of common symbols and images unite Hindus in the worship of chosen deities.

Other views

God dwells in everything so no need for particular images / images may lead to worship of the image itself and get in the way of union with the universal life force Brahman / God is the life-giving energy in all forms of nature such as sacred rivers, trees and mountains so can be worshipped directly through these things / symbols and images are helpful rather than essential / worship can be experienced in meditation and prayer rather than puja using objects and images.

(6 marks) AO2

A3 Justice and Equality

(a) Explain Hindu views on discrimination.

Target: Knowledge and understanding of Hindu views on discrimination

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Great tolerance of other faiths and cultures in Indian history / moral principle of Ahimsa (non-harm or anger) should mean respect and openness to all castes and faiths / all beings have the same inner self ('atman') and no one is better than another / example of reformers like Gandhi campaigning against discrimination against untouchables / campaigns for equality for women, especially widows / and laws against sutis.

(3 marks) AO1

(b) Describe the role and status of women in Hinduism.**Target: Knowledge and understanding of the role and status of women in Hinduism**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Role refers to duties as daughter, sister, mother / particular role as mother in nurturing children in the traditions of Hinduism / Goddess worship in Hinduism gives status to women / women respected for their life giving powers / sometimes widows are not given as much support and status as they should have / sometimes baby girls not as valued as boys / some important women in Indian Government such as Indira Gandhi.

(4 marks) AO1**(c) 'Hindus are always tolerant of other religions.'****What do you think? Explain your opinion.****Target: Evaluation of Hindu attitudes towards other religions**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

Some Hindus like Gandhi showed tolerance of all cultures in India / Hindus have always been open to and welcomed other faiths in India / in Hindu villages Hindus and Muslims and Sikhs have lived side by side for generations.

There has been intolerance to Muslims and severe conflicts at times / these conflicts have not been brought about by ordinary Hindus but militant groups.

(3 marks) AO2

A4 Respect for Life

(a) Explain briefly why the cow is a sacred animal for Hindus.

Target: Knowledge and understanding of Hindu attitudes towards the created world

Students may include some of the following points:

It is a source of life-giving products such as milk and dung / essential in village life for drawing ploughs and carts / it is the favoured animal of some of the deities, e.g. bull Shiva / Krishna plays with white calves / killing of cows is banned.

1 mark for a simple point or superficial answer.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(b) Explain briefly why Hindus believe they should protect the environment.

Target: Knowledge and understanding of Hindu attitudes towards the environment

Students may include some of the following points:

All aspects of nature contain the living spirit of God / rivers and trees are deities in themselves / caring for the environment is the duty of the householder class / karmic benefit.

1 mark for a simple point or superficial answer.

2 marks for a developed answer or more than one point.

(2 marks) AO1

(c) **‘All Hindus should be vegetarians.’**

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of Hindu attitudes towards the environment

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Since god dwells in animals they should not harm or kill this life / against the principle of ahimsa / cows in particular are gods in themselves so should not be harmed / animals could be incarnations of previous relatives / it is the teaching in the Vedas, especially for higher castes / eating meat is seen as harmful to the soul.

Other views

Hindus allow for individual freedom to choose how far to follow laws and customs / some Hindus, usually low caste or unorthodox, eat meat / only holy men refrain from meat eating / modern views and more secular attitudes are more tolerant about this / only very orthodox Hindus and priests need to be vegetarian. Allow reference to lack of discrimination in relation to caste.

(6 marks) AO2

PART B

B5 Key Beliefs and Personal Duties

(a) Explain the meaning of dharma and artha as aims in life for Hindus.

Target: Knowledge and understanding of aims in life for Hindus

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Dharma: practising right conduct in religious and social duties / based in the prescribed duties for caste and stage of life / some examples of these duties such as student, householder, retired person and homeless wanderer / essential for the order and harmony of society.

Artha: earning material wealth by honest means which do not transgress the laws and customs of caste and fulfil the moral principles of ahimsa (non harm) and truth and honesty / providing for the material well being of family and the wider society / ensuring basic needs are met and sharing of resources.

Maximum Level 4 if only one explained.

(6 marks) AO1

(b) ‘Moksha should be the main goal for all Hindus.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of moksha as an aim in life for Hindus

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Hindu belief in the goal of final release from the round of reincarnation is central to all other beliefs such as karma and samsara / since this human life is part of the material or physical world which is temporary and not real, release from it is the final goal / the spiritual life of preparing for final release is a superior and higher way of life than involvement in the material world / although Hindus may hope for a better reincarnation this is a lesser goal than final release from endless round of rebirth.

Other views

For some Hindus the final goal of moksha is unrealistic and even impossible / it requires complete dedication and renunciation of worldly life and family ties / the goal of better reincarnation is a worthy one with slow progress to higher levels / if moksha was the main goal there would not be enough concern for maintaining material needs of society / moksha can be seen as rather selfish as person is only concerned with escaping from life.

(6 marks) AO2

(c) Describe how Hindus perform death rites including the shraddha ceremony.

Target: Knowledge of death rites

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Cremation grounds near all villages and cities / body dressed in new clothes / funeral pyre prepared with sandalwood and saffron, musk and camphor are added with flowers on top / procession to the nearest funeral pyre chanting special words en route e.g. 'Ram's name is the name of truth... such is the fate of all men.' / body laid on pyre with more wood on top / ghee put amongst sticks to ensure it burns well / body placed feet south / son or chief mourner instructed by priest lights the pyre first at the north then in other directions / offerings of nuts, rice and other offerings thrown to the flames / special chants from Bhagavad Gita about the eternal nature of the soul / after funeral mourners change clothes and return three days later to collect ashes.

Shraddha rites are annual homage to departed ancestors / holy place for ritual then repeated at home / Brahmins are invited to represent those who have died / they are given offerings and special prayers are said.

(6 marks) AO1

(d) ‘The most important duty for all Hindus is to perform death rites.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of death rites

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

The performance of death rites could have a significant effect on the deceased person's future reincarnation / the purpose of life is to ensure a good rebirth so this rite is very important / proper performance of these rites is essential for the peace of mind of relatives / fear of pollution from dead bodies both physically and spiritually makes cremation essential / the son or nearest equivalent relative is duty bound to perform these rights as part of his dharma.

Other views

All rites of passage are equally important / there are many duties for each stage of life / living one's life according to the moral principles of dharma is more important than performing any kind of ritual.

Give credit for other duties that are seen as more important.

(6marks) AO2

B6 Pilgrimage and Festivals

(a) Describe what happens at the Kumbh Mela.

Target: Knowledge of Kumbh Mela

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

It is the world's largest religious gathering and date is decided astrologically when Jupiter enters Aquarius and Sun enters Aries / thousands of pilgrims gather together in four holy places every four years at Haridwar, Prayag, (Allahabad), Haridwar, Ujjain, and Nashik / every 12 year cycle includes the Maha Kumbh at Prayag / large gathering of pilgrims at the confluence of two major rivers creating almost small temporary cities along the banks of the river / the major event of the festival is mass ritual bathing at the banks of the river in whichever town it is being held / offerings of flowers, sweets and dyes in the river / purification is 100 times more effective and 1000 times at Maha Kumbh / procession of nagas, the naked holy men covered in ashes / they all enter the water in a tumult, blowing conch shells and chanting 'Ganga Ki Jai' / mass feeding of holy men and women and the poor / religious assemblies where doctrines are debated / the sadhus clad in saffron sheets with ashes and powder dabbed on their skin also go in procession / famous holy men gurus hold audiences for their devotees.

(6 marks) AO1

(b) ‘Pilgrimages are more important than festivals for Hindus.’

Do you agree? Give reasons for your answer, showing you have thought about more than one point of view.

Target: Evaluation of Hindu pilgrimages and festivals

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Pilgrimages are often major events and once in a lifetime experiences / they involve much travelling and hardship in order to gain spiritual merit / special requests, vows or promises can be made to the deities on the sacred sites / pilgrimages are very inspiring events and in the company of others they can be life changing experiences / people from all over India gather at these sacred places which reinforces and re-invigorates the faith / festivals are more for fun and socialising.

Other views

Not all Hindus go on pilgrimage but everyone is involved in festivals / festivals happen regularly every year / they are very effective in educating younger generations in the main teachings and practices of Hinduism / festivals strengthen family and community bonds / festivals are accessible for all / they are an integral part of the Hindu way of life.

(6 marks) AO2

(c) Explain the importance of the River Ganges and Varanasi for Hindus.

Target: Knowledge and understanding of pilgrimage at the River Ganges and Varanasi

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

The importance of the River Ganges is due to its sacred status as a living deity / bathing in the river can purify the devotee from bad karma / rituals performed at this river have great power to ensure good karma and is pleasing to chosen deities / there are more blessings and spiritual benefits to have ashes scattered in this holy river / its life giving properties are associated with Lord Shiva / the river is used for receiving the ashes from cremations and this is the heartfelt wish of all Hindus to ensure a good rebirth.

Varanasi is the holiest city in India / many ashrams here where people can go on retreat and learn from the discourses and yogas of well known sadhus and philosophers / there are many temples here dedicated to different gods / pilgrims from all over the world come here.

(6 marks) AO1

(d) 'Hindus do not need to visit sacred places to follow their faith.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of pilgrimage

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Hindu belief in the presence of God in all living things mean that they can worship God anywhere / many Hindus have shrines in their own home and do not need to visit temples / the Hindu way of life is concerned with following moral principles and duties rather than worship.

Other views

Sacred places associated with the stories and myths of the gods are seen to have great power and significance / special spiritual benefits can be gained by visiting sacred places / the effort and commitment involved in travelling long distances to visit places on pilgrimage and suffering hardship is believed to bring good karma and blessings.

(6 marks) AO2

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