



**General Certificate of Secondary Education
June 2013**

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

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the school and college.

Set and published by the Assessment and Qualifications Alliance.

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. 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

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

Levels 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

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.)

Levels are tied to specific skills. 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.

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.

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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

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 why Rama and Sita are popular deities with Hindus.

Target: Knowledge and understanding of popular deities Rama and Sita

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may include some of the following points:

Rama represents righteousness and putting wrongs right / Rama destroys evil and harmful forces and restores order and harmony to life / Rama is a brave and noble ruler / Rama and Sita are role models for husband and wife / Sita is the perfect wife and shows faithfulness and loyalty / their stories are enacted at the festival of Diwali.

(3 marks) AO1

(b) Explain the role of Hanuman for Hindus.**Target: Knowledge and understanding of popular deity Hanuman**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may refer to some of the following points:

He shows Hindus how to be utterly loyal to God / Hanuman is the loyal servant of Rama and is willing to give up his life for him / Hanuman is like a superhuman being who can collect the elixir of youth and all healing herbs from the tops of mountains.

Hanuman's role is to intercede or call upon Rama's powers of protection and destruction of evil / Hanuman's role is to rescue those in distress just as he rescued Sita from the demon Ravanna.

(3 marks) AO1

(c) **'Popular deities are more important to Hindus than Brahman.'**

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

Target: Evaluation of popular deities

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Popular deities are much more common in home shrines and temples / images of popular deities are found everywhere in India / popular deities are easy to relate to and have devotion for / most Hindus pray to these deities and depend on their relationship with them, etc.

Other views

The abstract concepts of god (i.e. Brahman) are the ultimate truth and so more important than popular deities / although most Hindus do not relate to or worship Brahman they accept the importance of this concept, etc.

(6 marks) AO2

A2 Worship

- (a) ***Why does a Hindu mandir (temple) usually have a tower?***

Target: Knowledge and understanding of design of mandirs

Students may refer to the following points:

It represents a mountain which is the home of the gods / it marks the place where the murtis (statues of the gods) are placed in the temple / it is to symbolise the importance of the temple as the home of the gods.

1 mark for any correct point.

(1 mark) AO1

(b) Explain why Hindus visit mandirs for worship.

Target: Knowledge and understanding of purpose of Hindu temples

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Students may refer to any of the following points:

To pay their respects to the deities / to show their faith in the powers of the deities / to request or make a petition from the deities / to make offerings / to receive darshan, a glimpse of the deities.

No credit for repeating in any form 'for worship' which is already given.

(3 marks) AO1

(c) Explain briefly what havan is.

Target: Knowledge and understanding of havan

A fire sacrifice performed on special occasions / offerings of rice and ghee are offered to the fire.

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

(2 marks) AO1

(d) 'Worship in the mandir is more important for Hindus than worship elsewhere.'

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

Target: Evaluation of Hindu worship in the mandir and elsewhere

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to the following points:

Agree

Temple worship takes place in a very sacred place which is considered to be the actual dwelling place of the gods / temple worship is conducted by priests who can intercede on behalf of the worshipper / it is believed to be more effective in having requests and petitions answered / important efforts and even pilgrimages to these temples ensure that special blessings are received, etc.

Other Views

Worship in the home is more important for some Hindus / worship in the home is on a daily basis and an integral part of a Hindu's life / worship can take place everywhere as God indwells all forms of nature, etc.

(6 marks) AO2

A3 Pilgrimage and Festivals

(a) Describe what Hindus do when they visit places of pilgrimage by the River Ganges.

Target: Knowledge of pilgrimage

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks

Bathe in the River / seek to gain good karma / special prayers and rituals / attend a cremation / visit holy men for spiritual advice / carry out funerals / put ashes of departed relatives in the river.

(3 marks) AO1

(b) Explain briefly why the River Ganges is an important place of pilgrimage for Hindus.

Target: Knowledge and understanding of pilgrimage

Students may refer to any of the following points:

It is regarded as a deity / it is mother goddess / it gives life / it is believed that bathing in this river takes away bad karma / it is believed that if one's ashes are scattered in this river a better rebirth will result.

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

(2 marks) AO1

(c) ***‘Hindus do not need to visit places of pilgrimage to practise their faith.’***

What do you think? Explain your opinion.

Target: Evaluation of Hindu pilgrimage

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 refer to the following points:

Sacred places are often used by Hindus as they believe the presence of God is very strong in these places / special places are needed so rituals can be performed / making special places shows respect and devotion to God / Hindus believe God is the indwelling spirit in every living thing so no need for special places / the practice of their faith is expressed in many ways including good deeds, etc.

(3 marks) AO2

(d) ***Explain briefly the importance of the festival of Holi for Hindus.***

Target: Knowledge and understanding of the festival of Holi

To celebrate the importance of the new season of Spring / to show happiness and joy in life through playful games (throw coloured powders) / to express freedom from constraints of caste and status / it consolidates friendship and family ties.

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

(2 marks) AO1

(e) ***‘Hindu festivals are just social occasions.’***

What do you think? Explain your opinion.

Target: Evaluation of Hindu festivals

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 refer to the following points:

Festivals are often fun occasions and religious meaning is secondary / families and communities come together for festivals / however festivals can also be religious as prayers and rituals are also enacted / festivals involve special devotion to particular deities / festivals remind Hindus of their faith and religious practices, etc.

(3 marks) AO2

A4 Respect for life**(a) What is meant by ahimsa?****Target: Knowledge and understanding of ahimsa**

Non-violence / no harm to any living being / no taking of life in any way / pacifism.

1 mark for any correct point.

(1 mark) AO1**(b) Explain Hindu views on abortion.****Target: Knowledge and understanding of Hindu views on abortion**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks

Students may refer to the following points

Life begins at conception so abortion involves the taking of life / the wrong doing will bring karmic consequences / breach of duty for householder / compassion for the mother should prevail / some Hindus feel it is necessary to deal with over-population.

(4 marks) AO1

(c) 'Euthanasia is always wrong.'

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

Target: Evaluation of euthanasia

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	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.	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, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Euthanasia involves the taking of life and so it is against all principles of the sacredness of life which in Hinduism is ahimsa (no harm) / no one has the right to take the life of another potential human being / euthanasia is the same as suicide / it can lead to indiscriminate taking of life of any people who may be disabled and infirm / Hindus believe that each living being has a spiritual self, atman and that is eternal and cannot be killed / Hindus regard this life as a part of a cycle of life, death and reincarnation / this life is a temporary phase and the atman will be born again so death should not be feared / if a person commits euthanasia this will bring karmic consequences to them, either good or bad depending on their motivations, etc.

Other views

If a person is in great suffering and the quality of their life is very low they should be able to end their misery / it is a matter of free will / compassion for suffering should be the main motivation and concern / there is little point in keeping someone alive with artificial means / it is better to die with full consciousness and with dignity than to die in great pain and indignity / some Hindus might act from the motive of compassion in relation to euthanasia, etc.

(6 marks) A02

PART B**B5 Justice and Equality**(a) **Describe the role of women in Hinduism.****Target: Knowledge and understanding of the role and status of women in Hinduism**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> two simple points one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> three or more simple points two points with slight development of one one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may refer to some of the following points:

Role of mother is given very high status / Mother goddess is part of worship in Hinduism / Mother goddess represents the qualities of protection, goodness and ability to destroy evil / daughters are expected to be very respectful of their parents and look after their husband's parents when they marry / the role of the woman in the home has a variety of opinions in Hinduism / more traditional views expect her to be subservient to her husband and her in-laws / marriage is extremely important in order to have sons / as a mother the Hindu woman is responsible for the education of the children in the home / the traditional role of the woman is to be based in the home with domestic responsibilities.

(6 marks) AO1

(b) **'Women have equal status to men in Hinduism.'**

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

Target: Evaluation of Hindu views on the role and status of women

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Hinduism is unique in having female deities / they are very inspiring and important in worship e.g. Lakshmi, Sita / the female spiritual principle of shakti is necessary to bring life-giving energy to male principle Shiva / Hindu reform movements campaigned strongly for the equality of women in education and social spheres / in India in modern times many successful women including Indira Gandhi / status of women related more to the socio-economic circumstances than to Hindu teachings, etc.

Other views

In more traditional Hindu society rather than westernised Hindu society, fathers and husbands tend to have more authority and status than women / the duties of women in the householder stage are based on notions of selfless service and devotion to husbands and fathers / the birth of a daughter is greeted with less joy as girls will eventually leave home and look after their in-laws / some of the ancient scriptures e.g. the laws of Manu whilst asserting the great respect which should be given to women also refer to the subordinate role of women / widows have very low status and have suffered discrimination in the past (even the practice of sutis), etc.

(6 marks) AO2

(c) Explain Hindu views on wealth.**Target: Knowledge and understanding of Hindu views on wealth**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may refer to the following points:

Accumulation of wealth by honest means and hard work is one of the main goals of life i.e. arta / in the householder stage of life the man is the breadwinner for the whole of the extended family / scriptures state that a man may keep for himself and his family what they need but should not hoard more than this / if wealth is made then it should be given away in large amounts with generosity to those in need / the gaining of wealth is seen as the result of good karma / spiritual life is more important than gaining material wealth / the final stages of life vanaprasta and particularly sannyasin require that Hindus reduce their attachment to material things and live a more simple life.

(6 marks) AO1

(d) *'If people are poor, it is because they have done wrong.'*

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

Target: Evaluation of Hindu views on wealth and poverty

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Poverty is due to laziness and unwillingness to take responsibility for one's life / there is always work and possibility for improving one's status so this must be taken on board / in India a belief in the caste system means that some people will by necessity be born into the lower castes who perform more menial jobs and live in poverty / a belief in the law of karma means that some people will live in less fortunate circumstances due to their past wrongdoings / poverty is their own fault and should be accepted / the poor can attempt to get out of this by their own efforts, etc.

Other views

Poverty has nothing to do with the character of the individual but the greed and exploitation of those with power and control of financial resources / poverty is exploitation by the wealthy / poverty can be due to misfortune like illness or scarcity of natural resources / in Hinduism it is important for the householder stage of life to offer support to others and kindness to the less fortunate, etc.

(6 marks) AO2

B5 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

B6 Personal Duties and Family Relationships**(a) Describe the sacred thread ceremony.****Target: Knowledge and understanding of the sacred thread ceremony**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Students may refer to some of the following:

Undertaken by the upper castes of brahmin and vaishya who are known as twice born / also known as Upanayana 'getting close to someone', in this case guru / teacher / in this ceremony the boy is of school going age and is introduced to his guru (teacher) / he is given the three threads which symbolise a variety of things including three vows to promote knowledge from the sages, to look after and respect one's parents and to have responsibilities to the society and nation in which one lives / his head is shaved except for tuft on the head / takes a bath / wears special dhoti / special meal with mother / stands facing father east / west with cloth between them / fire ritual conducted by priest / three stranded threads placed on him / repeats his father's words 'May this sacred thread destroy ignorance, grant long life and increase my understanding.' / boy repeats this / requests to be taught the Gayatri mantra by his guru / takes vow of celibacy and promises to obey his teacher / given a staff / pretends to go away but persuaded to stay by family and friends.

(6 marks) AO1

(b) *'The sacred thread ceremony is not important for Hindus today.'*

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

Target: Evaluation of the Hindu sacred thread ceremony

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

This ceremony separates the higher castes from others and for some Hindus this is against the principle of not discriminating on grounds of caste / ancient rituals are less valued in modern society / in modern India especially for more affluent communities in the cities this kind of ceremony is seen as outdated / the rituals associated with the caste system are less relevant or appropriate in this context, etc.

Other views

Hindus give great importance to rituals especially those performed by priests as having a significant effect on those involved / this ceremony gives young people a strong sense of responsibility to society and can produce a better person and citizen / this ritual encourages and promotes the importance of knowledge and wisdom and starts the young man off in this direction / this ritual may be even more important now than previously, especially to those Hindus not living in India as it helps to assert and strengthen their religious traditions and identity, etc.

(6 marks) AO2

(c) Explain the practices of bhakti yoga and karma yoga.**Target: Knowledge and understanding of bhakti yoga and karma yoga as means to liberation**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One simple point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • two simple points • one point with slight development. 	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • three or more simple points • two points with slight development of one • one well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
Level 5	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

Bhakti yoga

It is the complete loving devotion and submission of the Hindu devotee to their chosen and personal deity / expressed through chanting and puja and ritual offerings / it encourages an emotional loving bond between the devotee and his or her personal god / it leads to moksha liberation through the strength of faith in the deity who is the channel to higher levels of truth and their saviour / it is most commonly associated with Krishna and is advocated in the Bhagavad Gita / in this approach the devotee purifies their mind and realises their own spiritual nature or atman then 'enters' Krishna as their personal lord and becomes one with him / through their union with Krishna the full nature of the ultimate reality is obtained.

Karma Yoga

Karma yoga is selfless actions in performing one's duties according to caste and stage in life / it advocates an attitude of detachment or non-attachment in relation to reward from doing good deeds / this means following one's dharma fully and wholeheartedly / it removes selfishness and egoism from the human psyche / this discipline of non-attachment breaks the bonds with the material world and becomes a means to liberation / it is also advocated in the Bhagavad Gita in which Arjuna as a warrior is encouraged to fulfil his responsibilities without desire for glory but simply as his purpose in life / Gandhi also advocated this karma yoga as a means for individual liberation but also / for a more harmonious and caring society.

Maximum Level 4 if only one explained

(6 marks) AO1

(d) 'It is impossible for most Hindus to attain moksha.'

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

Target: Evaluation of Hindu understandings of the means to liberation

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC 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 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may refer to some of the following points:

Agree

Moksha is only available to very few individuals as it requires a life of renunciation and self sacrifice / it is the goal of holy men who remove themselves from worldly concerns and become homeless wanderers (sannyasin) / the life of sannyasin is particularly difficult in modern society / it requires solitude and high level of asceticism / it is against cultural norms / a high level of intellectual understanding and dedication to yoga and meditation is required / most Hindus hope for a better rebirth and follow the Hindu way of life based on sound moral principles and religious duties, etc.

Other views

Moksha is attainable by anyone and everyone if they make this their goal / the paths of karma yoga and bhakti yoga are possible for all types of people / the accumulation of good karma from previous lives can also make this possible / since this is the highest goal it must be possible otherwise the other teachings of Hinduism would have little sense or purpose, etc.

(6 marks) AO2

B6 Spelling, punctuation and grammar

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>