

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405013)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 13 HINDUISM

SPECIMEN PAPER

For this paper you must have:

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.
Part A Answer **all** questions in Part A in the spaces provided in this booklet.
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

Information

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

PART A

Answer **all** questions in this part in the spaces provided.

A1 Birth Ceremonies

Look at the symbol below.



- (a) Name the symbol written on a baby's tongue at birth.

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(1 mark)

- (b) Explain the main features of a naming ceremony.

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(4 marks)

(c) 'Hindu birth ceremonies are just an excuse for a family party.'

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

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(6 marks)

Turn over ►

A2 Justice and Equality

(a) Explain Hindu teachings about wealth and poverty.

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(4 marks)

(b) 'Wealthy Hindus should not feel obliged to help the poor.'

What do you think? Explain your opinion.

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(3 marks)

(c) Explain the role that women are expected to play in Hinduism.

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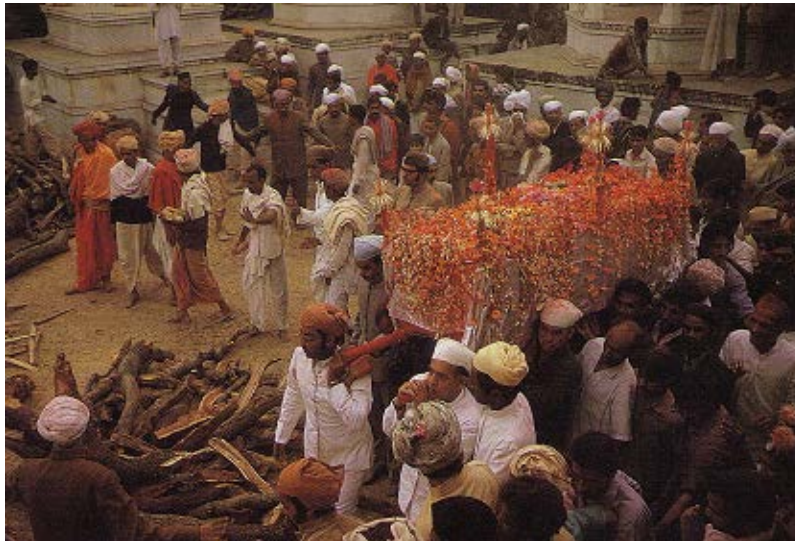
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(4 marks)

Turn over ►

A3 Hindu Attitudes to Death

Look at the photograph below.



(a) Explain Hindu death rites.

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(4 marks)

(b) 'Death can never bring freedom from suffering.'

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.

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(6 marks)

Turn over ►

A4 Puja and Festivals

Look at the drawing below.



(a) Name **three** items on the puja tray.

- 1.....
- 2.....
- 3.....

(3 marks)

(b) Explain how a Hindu family performs puja in the home.

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(4 marks)

(c) 'Hindus have shrines in their homes, so they do not need temples.'

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

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(6 marks)

(d) 'Holi is not an important festival at all.'

What do you think? Explain your opinion.

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(3 marks)

Turn over ►

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405013)
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



UNIT 13 HINDUISM

INSERT

M/Jun/INSERT TO Unit 13

PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

EITHER

B5 Marriage, Divorce and the Family

(a) Explain what happens at a Hindu marriage ceremony. *(6 marks)*

(b) 'An arranged marriage is a perfect marriage.'

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. *(6 marks)*

(c) Explain Hindu attitudes to divorce. *(6 marks)*

(d) 'Hindu men should put family responsibilities before anything else.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. *(6 marks)*

SPaG *4 marks*

TOTAL MARKS FOR THIS QUESTION: *(28 marks)*

OR

B6 Hindu Gods and the Created World

(a) Brahma and Vishnu are two of the three gods of the Hindu Trimurti (Triad). Explain the work and the powers of Brahma and Vishnu. (6 marks)

(b) 'Hindus worship many gods, not one god.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

(c) Explain Hindu attitudes to the created world. (6 marks)

(d) 'Following ahimsa is impossible today.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

TOTAL MARKS FOR THIS QUESTION: (28 marks)

END OF QUESTIONS

Pages 10 to 16 of the question paper answer booklet will be lined pages

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General Certificate of Secondary Education

Religious Studies
Full or Short Course
Specification A

Unit 13 Hinduism

Specimen Mark Scheme
June series

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 candidates, 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 candidate 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, candidates' 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 candidates 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

Assessment of Spelling Punctuation and Grammar

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	Candidates 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	Candidates 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	Candidates 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>

PART A

A1 Birth Ceremonies

- (a) **Name the symbol written on a baby’s tongue at birth.**

Target: Knowledge of Hindu symbol

Om.

1 mark for an accurate answer.

(1 mark) AO1

- (b) **Explain the main features of a naming ceremony.**

Target: Knowledge of birth 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 or analysis.	4 marks

Candidates may include some of the following points:

Om symbol drawn on tongue with gold pen dipped in honey / the mother washes and the father shaves for the first time since the birth / the name of the child determined by a horoscope cast by a priest / two names given: one for religious occasions and the other for public use / the father whispers the name in the baby’s ear / the father traces the name of the family deity, the date of the child’s birth and the child’s name on a plate filled with rice grains.

(4 marks) AO1

(c) 'Hindu birth ceremonies are just an excuse for a family party.'

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

Target: Evaluation of religious celebrations

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	

Candidates may include some of the following points:

Agree

Feasts / presents / family gatherings / important preparations / opportunity for family to welcome child into family / significant changes in life / helps individual move from one stage to another – parenthood.

Other views

It is religious because prayers and blessing said / fulfilling samskaras necessary to fulfilment of dharma / mantras said / priest can be invited / name determined by horoscope cast by priest.

(6 marks)

AO2

A2 Justice and Equality**(a) Explain Hindu teachings about wealth and poverty.****Target: Knowledge and understanding of Hindu attitude to wealth and poverty**

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 or analysis.	4 marks

Candidates may include some of the following points:

A person should enjoy the wealth given to him / people are trustees of God-given wealth / people should not covet others' wealth / Hindu law encourages Hindus to earn money / a man has to provide for his wife, children and extended family – Grihastha stage / artha is the gaining of wealth by honest means / hoarded wealth leads to greed and ruination / all humans have atman, so all equal / poverty may be result of previous misdeeds / poor must accept destiny / must fulfil their dharma like the rich / can build up karma for better next life / sannyasin's acceptance of poverty and renunciation of material world / accepting poverty can lead to spirit of contentment.

(4 marks)**AO1****(b) 'Wealthy Hindus should not feel obliged to help the poor.'****What do you think? Explain your opinion.****Target: Evaluation of Hindu obligations to the poor**

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

Candidates may include some of the following points:

Hindu belief that poverty may be due to bad karma built up in previous life / poverty may be due to laziness / to gambling / wealth is God-given and meant to be enjoyed.

Poverty may be caused by external circumstances, e.g. natural disasters that take away a person's livelihood / the rich should see themselves as trustees of their wealth and use it to help others / wealth to be shared rather than hoarded / giving to the poor and showing hospitality are daily duties / the Atharva Veda teaches to amass wealth with hundreds of hands but to distribute it with thousands.

(3 marks)**AO2**

(c) Explain the role that women are expected to play in Hinduism.**Target: Knowledge and understanding of the role 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 or analysis.	4 marks

Candidates may include some of the following points:

Wife in charge of household arrangements and finance / the Laws of Manu state: 'Where the women are respected, there lives God. If the wife is obedient to the husband and the husband loves his wife;...then there is Heaven...' / mother goddess of great importance: 'Let mother be a god to you' / women in charge of puja in the home / responsible for religious education of children / ensure festivals are celebrated correctly.

(4 marks) AO1**A3 Hindu Attitudes to Death****(a) Explain Hindu death rites.****Target: Knowledge and understanding of Hindu 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 or analysis.	4 marks

Candidates may include some of the following points:

Close relatives of same sex as the deceased bathe the body and dress it in new clothes / funeral pyre made of wood with sandalwood, saffron musk and camphor added / body laid on pile of wood and more wood piled on top / ghee put amongst sticks to ensure it will burn and be purified / body placed with feet facing south towards Yama the god of death / son or chief mourner, instructed by priests and other relatives lights the pyre / nuts, rice and other offerings thrown into the flames / skull cracks to release atman / mourners stay until body burned / they bathe and change clothes / son collects and scatters ashes in river / shradda rites performed at set times after death.

(4 marks) AO1

(b) 'Death can never bring freedom from suffering.'

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 death as a release from suffering

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 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	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	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.	6 marks	

Candidates may include some of the following points:

Agree

Death followed by another life with potential for much suffering / belief in reincarnation / suffering determined by karma of previous life / termination of life through abortion or euthanasia prevents building up of good karma or brings bad karma.

Other views

Death puts an end to suffering in this life / if the person has built up good karma, the next life may contain very little suffering / the atman could escape the cycle of reincarnation / the atman could rejoin Brahman and be free from all suffering.

(6 marks)

AO2

A4 Puja and Festivals

- (a) Name three items on the puja tray.

Target: Knowledge of puja

Ghee lamp / flowers, rice grains or fruit / incense holder / spoon / bell / container for kum kum.

One mark for each correctly identified item.

(3 marks) AO1

- (b) Explain how a Hindu family performs puja in the home.

Target: Knowledge and understanding of puja

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 or analysis.	4 marks

Candidates may include some of the following points:

The family members bathe / bell rung / images washed and anointed with ghee / coloured powders brushed onto the deity / offerings made to the deity / incense sticks lit / ghee lamps lit / arti performed / mantras said / meditation or prayer / offerings shared out as prashad / bhajans sung.

(4 marks) AO1

(c) 'Hindus have shrines in their homes, so they do not need temples.'

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

Target: Evaluation of the need for temples

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	

Candidates may include some of the following points:

Agree

Hindus do worship three times daily in home / not many mandirs in the UK, so clearly not necessary / Hindus have to make long journeys to them / many rarely visit mandirs.

Other views

Temples can inspire devotion / festivals and marriages celebrated in temples / sense of belonging to community comes from visiting temples / priests lead worship and preach in mandirs / children can learn by attending classes in mandir.

(6 marks)

AO2

(d) 'Holi is not an important festival at all.'**What do you think? Explain your opinion.****Target: Evaluation of the significance of Holi**

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

Candidates may include some of the following points:

Nature of customs show that it is just an opportunity for having fun / throwing paint or coloured water over and playing tricks on people / neighbourhood bonfires are lit / coconuts are eaten.

There is religious significance to the customs / the story of Prahlad and his loyalty to Vishnu is remembered / bonfires represent the fire that Prahlad survived / stories are told about Krishna and his pranks / reversal of roles takes place between men and women, and caste groups.

(3 marks) AO2**PART B****B5 Marriage, Divorce and the Family****(a) Explain what happens at a Hindu marriage ceremony.****Target: Knowledge and understanding of Hindu marriage ceremonies**

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

A silk cloth or curtain held between the couple / the bride's father gives his daughter's hand to the groom / father asks the groom to promise to observe his moral duties / the bride's sari and groom's scarf are tied / the bridegroom and his mother tie a necklace of black beads round the bride's neck / the holy fire lit by the Brahmin priests / the bride and groom hold hands as a way of accepting each other / the couple take seven steps round the sacred fire / they make their vows as they go round / examples of vows / bride touches a stone with her feet.

(6 marks) AO1

(b) 'An arranged marriage is a perfect marriage.'

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 arranged marriages

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	

Candidates may include some of the following points:

Agree

Hindus are brought up to expect arranged marriage / parents know their children well so want to assist them in finding ideal partner / evidence that parents will arrange marriages for those who have already fallen in love / in parents' interests to assist children in finding a mutually acceptable partner / Hindus are brought up in closely knit families with strong sense of fulfilling dharma.

Other views

Participants may never have met partner before wedding ceremony / adverts in newspapers / a public marriage which cannot be done in private / daughter has to live with new husband in his home so parents want to know whom to expect / cannot love someone they do not know.

(6 marks) AO2

(c) Explain Hindu attitudes to divorce.

Target: Understanding and analysis of Hindu attitudes to divorce

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Marriage part of dharma / joined together by Brahman / not necessarily based on romantic love / divorce upsets the eternal cycle of birth, life and death / a religious duty for couple to have children / women's status within new family usually better after childbirth / divorce legal but frowned on by higher castes / strong community pressures against it / social stigma for whole family / divorce breaks up family / selfish / should follow example of Sita who remained loyal to Rama.

(6 marks) AO1

(d) 'Hindu men should put family responsibilities before anything else.'

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

Target: Evaluation of a Hindu male's family responsibilities

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	

Candidates may include some of the following points:

Agree

A Hindu's duty to be married and be a householder / duty to support the family / this a part of his dharma at the householder stage / the son's duty is to ensure the welfare of his parents throughout his adult life and ensure the appropriate death rites are carried out / the brother-sister relationship sacred and abiding / without constant love and care the family will suffer in many different ways / karma affected by attitudes to the family.

Other views

The householder stage is only one stage in the life of a Hindu man / other stages show that other things are just as important / first stage entails studying Hinduism / third stage entails study of the scriptures / the final stage is one of renunciation of possessions and worldly ties (including family) and concentrating on the spiritual goal of liberation from samsara.

(6 marks)

AO2

B5 Spelling, punctuation and grammar

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

High performance

Candidates 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.

(4 marks)

Intermediate performance

Candidates 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.

(2-3 marks)

Threshold performance

Candidates 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.

(1 mark)

B6 Hindu Gods and the Created World

- (a) **Brahma and Vishnu are two of the three gods of the Hindu Trimurti (Triad). Explain the work and the powers of Brahma and Vishnu.**

Target: Knowledge and understanding of beliefs about Brahma and Vishnu

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Brahma

Creator of everything in the world / ability to see everything in all directions / all-knowing / after each era, he meditates in order to recreate the universe / guided by the Vedas.

Vishnu

Preserver and maintainer of the world / comes to earth in different forms to prevent evil and disaster / cosmic intellect.

(6 marks)

AO1

(b) 'Hindus worship many gods, not one god.'

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

Target: Evaluation of Hinduism as polytheist rather than monotheist

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	

Candidates may include some of the following points:

Agree

Many murti on shrines / each shrine houses many different images of gods / each has a name and is referred to as god / each has an individual personality and appearance.

Other views

Hindus worship one God (Brahman) / the other deities are simply aspects of the one supreme reality / each aspect of Brahman is recognised and given a name, e.g. Brahma as creator / worship of individual murti enables the worshipper to concentrate on one aspect of Brahman.

(6 marks)

AO2

(c) Explain Hindu attitudes to the created world.

Target: Understanding Hindu attitudes to the created world

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.	4 marks
Level 5	A detailed answer with some analysis, as appropriate.	5 marks
Level 6	A full and coherent answer showing good analysis, as appropriate.	6 marks

Candidates may include some of the following points:

Brahma created the earth and lives in all creation / rivers, trees and mountains considered to be living deities / animals have soul or spiritual self / animals have been humans in past lives / animals can have divine status and act as vehicles for the gods / damaging the environment can affect karma / ahimsa applies to the created world and affects karma.

(6 marks)

AO1

(d) 'Following ahimsa is impossible today.'

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

Target: Evaluation of ahimsa

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	

Candidates may include some of the following points:

Agree

Ahimsa does not inspire action / does not prevent violence by others / does not help those suffering pain, etc. / many do not relate it to green issues and so it is not effective in restricting harm done to our planet, to suffering inflicted on animals, etc.

Other views

Gandhi's example showed what could be achieved through practising it / peaceful protests are common today / people are becoming more aware of not harming the environment / of conserving resources and protecting endangered species / vegetarianism and veganism increasingly common / principle reinforced in Assisi Declarations.

(6 marks)

AO2

B6 Spelling, punctuation and grammar

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

High performance

Candidates 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.

(4 marks)

Intermediate performance

Candidates 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.

(2-3 marks)

Threshold performance

Candidates 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.

(1 mark)

Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 13 Hinduism

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	1		4 – Birth Ceremonies	1
1b	4		4 – Birth Ceremonies	4
1c		6	4 – Birth Ceremonies	6
2a	4		5 – Justice and Equality	4
2b		3	5 – Justice and Equality	3
2c	4		5 – Justice and Equality	4
3a	4		4 – Death	4
3b		6	4 - Death	6
4a	3		2 - Worship	3
4b	4		2 - Worship	4
4c		6	2 - Worship	6
4d		3	3 - Holi	3
Either				
5a	6		4 - Marriage	6
5b		6	4 - Marriage	6
5c	6		4 - Divorce	6
5d		6	4 – Family Relationships	6
Or				
6a	6		1 – The nature of God	6
6b		6	1 – The nature of God	6
6c	6		6 – The Created World	6
6d		6	6 – The Principle of Ahimsa	6
Total	36	36		
			SPaG	4
			TOTAL	76

Mark Allocation: Assessment Objectives

Assessment Objectives	Section/Part A	Section/Part B	Totals
AO1	24	12	36
AO2	24	12	36
Total	48	24	72

Mark Allocation: Specification Section

Specification Section	Part A	Part B	Totals
1 Beliefs and Sources of Authority	0	12*	12*
2 Worship	13	0	13
3 Pilgrimage and Festivals	3	0	3
4 Personal Duties and Family Relationships	21	24*	45*
5 Justice and Equality	11	0	11
6. Respect for Life	0	12*	12*
SPaG	0	4	4
Total	48	28	76

*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.