



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Religious Studies *Specification C*

3063/8/3 Hinduism

Mark Scheme

2005 examination – June series

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 candidates' 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 candidates' 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 candidates' 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.

Methods of Marking

Difficulties may arise through the use of different methods of marking. It is, therefore, essential that, in fairness to candidates, everyone uses the same methods of marking. The advice given here may seem very obvious, but it will be helpful if everyone follows it as exactly as possible.

1. Mark clearly in red biro. You will need to change all scripts marked prior to the Standardising Meetings and change your original marks from pencil to red pen.
2. No half marks or bonus marks are to be used under any circumstances.
3. 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.
4. Indicate, **by ticking**, where you have awarded a mark for questions where there are no levels. For **levels of response**, examiners must record, in the left-hand margin, the level that has been awarded, e.g. L3, and in the right-hand margin, the mark that has been awarded for the question.
5. The numerical mark awarded for **each** response should be indicated in the right-hand margin.
6. A **separate** mark is to be awarded for the quality of written communication (Refer to the criteria given in the chart on page 5).
7. Do **not** credit material that is irrelevant to the question or to the objective, however impressive that material might be.
8. 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?'
9. Apply the principle of **salvage**, so that credit is given for what is correct, even if the order is misplaced in the answer.
10. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
11. **All** pages should bear some indication that they have been seen – even those pages that are left blank. Examiners should, for example, place either their initials, a tick or the word 'seen' on each page.
12. Remember, the key to good and fair marking is **consistency**. Do **not** change your marking style once you have started sending scripts to AQA.
13. Only write comments on scripts that can be justified by the mark scheme. It should be remembered that scripts may be returned to centres and candidates.

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** or 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

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

Candidates will be required to:

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

Quality of written communication will be assessed in all components and in relation to all assessment objectives.

3 marks are available.

- | | |
|----------------|---|
| 3 marks | The candidate 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. |
| 2 marks | The candidate 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. |
| 1 mark | The candidate 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. |
| 0 mark | The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding. |

Additional Guidance to Examiners

3 marks, to be added to the total of 80, are available for the quality of language, according to the three criteria given above.

How to assess quality of written communication

You may notice some of these criteria as you mark the paper. However, at the end of the paper, make a final check through the script, beginning with sections of extended writing.

Recommended procedure

1. If no accuracy can be found, 0 marks can be awarded for the quality of written communication.
2. Consider the extended writing first, in order to assess the quality of written communication.
3. Do not limit consideration to spelling alone. Assess grammar, punctuation and form and style. Try to form an overall impression as you read through a script.
4. Base your mark on the standard in the majority of the criteria within a level - a candidate might not maintain the same standard in each category of the criteria.
5. Recognise that the highest mark does not demand perfection and that the more a candidate has written, the more errors should be permitted.
6. High performance should not be awarded if a candidate has written little or nothing in answer to sections where extended writing is required.

Paper 3: *Hinduism*

Part A

A1 The Nature of God

- (a) *Who are the partners of Krishna and Rama?*

Target: Knowledge and understanding of the female nature of God

Radha
Sita

One mark for each consort.

(2 marks) AO1

- (b) *Explain why Hindus worship Shakti.*

Target: Knowledge and understanding of the female nature of God

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	One accurate statement.	1 mark
Level 2	Two accurate statements or the development of one.	2 marks

Candidates may include some of the following:

Shakti is the female energy / power / balance in creation who needs respect

The mother goddess

Parvati, wife of Shiva, is seen as mild and gentle

Durga is regarded as a warlike Figure

Kali is a grotesque image of a bloodthirsty deity demanding blood sacrifices.

(2 marks) AO1

A2 Atman

Explain Hindu beliefs about atman.

Target: Understanding of atman

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with good development.	3 marks

Candidates may include some of the following:

Spirit or soul dwelling in each Person

Person made up of a body and atman

The nature of the True self

The divine nature or the spark of the presence of God within each person

A true, eternal, perfect self within a temporary and imperfect body

When the body dies, the atman leaves the body

Atman is eternal, the indestructible essence of the living being

(3 marks) AO1

A3 Scriptures and Religious Literature

(a) Name two Hindu scriptures.

Target: Knowledge and understanding of the Hindu scriptures

Vedas – Rig Veda, Yajur Veda, Sama Veda, Atharva Veda

Upanishads

Ramayana

Mahabarata accept Bhagavad Gita

Purana

Laws of Manu

One mark for each.

(2 marks) AO1

(b) Explain the differences between shruti and smriti scriptures.

Target: Knowledge and understanding of the Hindu scriptures

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with good development.	3 marks

Candidates may include some of the following:

Shruti scriptures are believed to be the word of God

Those that have been heard

They are believed to be the eternal infallible word of Brahman

Smriti is memorised or remembered truth

These truths have been passed down the generations by word of mouth

These come from wise men to students

Examples of how shruti and smriti might be used in the mandir

(3 marks) AO1

Part B**B4 Matters of Life and Death****(a) Describe Hindu death rites.****Target: Knowledge and understanding of death rites****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks

Candidates may include some of the following:

Close male relatives bathe a man's body and dress him in new clothes

For a female, it is the close female relatives

A funeral pyre is made of wood

sandalwood, saffron musk and camphor are added to make it sweet smelling

The body is laid on a pile of wood then more wood is piled on top of the body

Ghee is put amongst the sticks to ensure that it will burn and be purified

The body is placed with its feet facing south towards the god of death Yama.

The son or chief mourner, instructed by the priest and other relatives, will light the pyre

Nuts, rice and other offerings are thrown into the flames

Skull cracks to release atman

The mourners remain until it is clear that the deceased body has been burned

They bathe and change their clothes

Ashes collected by son

Ashes scattered in river

Shradh rites performed at set times after death

first anniversary

(4 marks) AO1

(b) How might a Hindu explain suffering?**Target: Understanding of Hindu attitudes to suffering****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with sound development.	3 marks

Candidates may include some of the following:

Suffering is seen as a result of previous actions

Belief that the suffering person needs to come to terms with a wicked previous life

Acceptance that suffering is a fulfilment of the law of karma

Some may try to help those who are suffering to build up a good karma

The sight of suffering may lead some to try to lead a good life

(3 marks) AO2

(c) *Why might a Hindu be against suicide?*

Target: Understanding of Hindu attitudes to suicide

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	A clear application of knowledge and understanding with some development.	2 marks

Candidates may include some of the following:

Suicide is a denial of life and a rejection of the gift of life

Life on earth is a gift from God and alone He can take it back

Widows who threw themselves on the funeral pyres of dead husbands were considered noble

Now this is illegal

In the Ramayana and Mahabharata the practice of suicide is regarded as a religious act

if death is the result of a hunger strike to draw attention to injustice or suffering

Suicide shows a contempt for life rather than thankfulness

Suicide regarded as selfish

(2 marks) AO2

(d) *“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 suicide as an escape from suffering

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Candidates may include some of the following:

Death is followed by another life full of suffering

Reincarnation

Suffering determined by karma of previous life

Ending life by suicide / euthanasia brings bad karma

Death does bring suffering to an end in this life

Atman could escape cycle of reincarnation

Atman could rejoin Brahman and be free from all suffering

(5 marks) AO3

B5 Worship and Wealth

- (a)
- Describe what Hindus do when visiting a temple for worship.*

Target: Knowledge of worship in a Hindu temple**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Some clear knowledge and understanding.	2 marks
Level 3	A clear knowledge and understanding with some development.	3 marks
Level 4	A clear knowledge and understanding with good development.	4 marks

Candidates may include some of the following:

Remove shoes and ring bell at the entrance

Prostration

Circumambulation of the temple

Offerings of fruit and flowers

Performing arti or puja (not both)

Reciting mantras or meditation or chanting

Darshan of the image in the inner shrine/worshipping statues

Receiving parshad

Singing bhajans (not hymns)

Listening to sermons or special talks

(4 marks) AO1

- (b)
- Explain what Hinduism teaches about the value of wealth.*

Target: Understanding of wealth and poverty**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	A clear application of knowledge and understanding with development.	2 marks

Candidates may include some of the following:

Yajur Veda says all universe belongs to God

God-given and Hindus should enjoy what is gifted

Reward for previous life

Artha is earning their money by honest means

Atharva Veda: amass wealth with hundreds of hands

but should distribute it with thousands

(2 marks) AO2

- (c) ***Explain why Hindus might believe that they have no need to help the poor.***

Target: Understanding of wealth and poverty

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1 mark
Level 2	Some application of knowledge and understanding.	2 marks
Level 3	A clear application of knowledge and understanding with sound development.	3 marks

Candidates may include some of the following:

Result of misdeeds in previous lives

Poor have the opportunity of bettering themselves next time

All have to accept their destiny

It is how the Hindu reacts to lot in life that determines karma

(3 marks) AO2

- (d) ***“Hindus can worship at their home shrine and so do not need to go to the temple.”***

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

Target: Evaluation of places of worship

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Candidates may include some of the following:

For

Hindus try to worship three times daily at home

Not many temples in Britain / involves a long journey

Many Hindus live in Britain and visit the temple rarely or not at all

Against

Temples can inspire devotion

Festivals and marriages celebrated in temples

Sense of belonging to a community - important meeting place

Sense of identity reinforced by visiting the temple

More shrines and elaborate murti purchased or made by community

Not all cannot afford or have room for significant shrines

(5 marks) AO3

Part C**C6 The Four Stages of Life**

- (a)
- Describe the four stages of life for a Hindu.*

Target: Knowledge and understanding of The Four Stages**Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1-2 marks
Level 2	Some application of knowledge and understanding.	3-4 marks
Level 3	A clear application of knowledge and understanding with some development.	5-6 marks
Level 4	A clear application of knowledge and understanding with good development.	7-8 marks

Candidates may include some of the following:

Student

begins when sacred thread placed around neck
 is under the guidance of a guru or spiritual teacher
 children used to leave home to study with guru, but now visit
 guru leads them in search for truth
 no one can hope to make spiritual progress without the guidance of a guru

Householder

begins when a Hindu man decides to marry and take on family responsibilities
 brings children into the world
 releases man from all basic human desires and energies through marriage
 contributes to the well-being of society by working hard
 also has to carry out duties expected of his caste

Hermit

retirement from active work
 he is expected to become a student again
 search for the answer to spiritual questions, purpose of universe and life
 Laws of Manu suggest that a man can leave work when first grandchild is born
 to devote himself to prayer, study and meditation

Spiritual Pilgrim

only for those who have left their family and possessions behind
 considers his staff and his begging bowl as his only possessions
 wanders from place to place without any cares or worries
 eats whatever comes his way
 shares his wisdom with anyone that he meets

(8 marks) AO1/2

(b) Explain the importance of the sacred thread ceremony for Hindus.**Target: Understanding of importance of sacred thread ceremony****Levels of Response**

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1-2 marks
Level 2	Some application of knowledge and understanding.	3-4 marks
Level 3	A clear application of knowledge and understanding with some development.	5-6 marks
Level 4	A clear application of knowledge and understanding with good development.	7 marks

Candidates may include some of the following:

Preparations – the boy bathes, has his head shaved except for a tuft, wears a special white dhoti –

shows that it is very special

He shares a special meal with his mother as he now leaves her care

Now comes under the guidance of a guru and male relatives

The priest conducts this special ceremony showing its importance

Offerings of rice and ghee are made to the god Agni, showing God's presence

He receives the sacred thread over his left shoulder and under his right arm which he wears for

the rest of his life

Special prayers and chants are recited (from the Vedas) as it is placed over him which signifies his

entry into the student stage of life

He makes vows of celibacy, promises to obey his father, teacher and family priest and to concentrate on his studies

(7 marks) AO2**(c) "There are so many ceremonies in Hinduism that worship is forgotten."**

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

Target: Evaluation of worship**Levels of Response**

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Candidates may include some of the following:

For

There is an emphasis on Feasts,
presents,
family gatherings and
celebrations

Against

However there are Important religious preparations
Family are witnesses to religious vows and commitments
Helps individual move from one stage to another and to focus on their new religious role
Thoughts, new responsibilities and beliefs discussed
Agni, god of fire, witnesses many of the ceremonies
Priest conducts the ceremonies
They all involve puja

(5 marks) AO3

C7 Brahman and the created world

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

Target: Knowledge and understanding of the Triad

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1-2 marks
Level 2	Some clear knowledge and understanding.	3-4 marks
Level 3	A clear knowledge and understanding with some development.	5-6 marks
Level 4	A clear knowledge and understanding with good development.	7-8 marks

Candidates may include some of the following:

Brahma

Creator
He created everything in the world
Has the ability to see everything in all directions all knowing
After each kalpa or era he meditates in order to recreate the universe
He is guided by the Vedas

Vishnu

Preserver or maintainer
Purity or pure mind / enlightenment
Wisdom / the evolved world
Ability to destroy evil
Ability to rule with righteousness / cosmic intellect or royalty
Sends avatars

(8 marks) AO1

- (b) *Explain Hindu attitudes to*
EITHER the created world
OR diet.

Target: Understanding of respect for the created world or diet

Levels of Response

0	Nothing relevant or worthy of credit.	0 marks
Level 1	A minimal application of knowledge and understanding.	1-2 marks
Level 2	Some application of knowledge and understanding.	3-4 marks
Level 3	A clear application of knowledge and understanding with some development.	5-6 marks
Level 4	A clear application and understanding with good development.	7 marks

Candidates may include some of the following:

The Created World

Brahma created the earth
Brahman lives in all creation
Rivers, trees and mountains are considered to be living deities
Animals have a soul or spiritual self
Animals have been humans in past lives
Animals can have divine status / act as vehicles for the gods
Damaging the environment can affect karma
Ahimsa affects karma

Diet

Hindu diet could well be the result of caste
 Brahmins tend to be vegans, while warriors tend to eat meat
Hindus might be vegetarians because
 Brahman lives in all creation
 Ahimsa means no harm to God's creation
 Expresses idea of sanctity of all living things
However, Hindus may not be vegetarians because
 Brahman created plants and trees as well as animals
 Plants should be respected in the same way as animals
 Mother Earth gives life to all and Brahman exists in all
Animals could be treated with care/killed in a humane way
Cow stands for gentleness and simplicity and is sacred
 Symbol of Mother Earth
 Gives freely but asks for very little in return
 It provides wholesome food - milk, butter, ghee, cheese and yoghurt
 Cow has an atman and could be a reincarnated relation

(7 marks) AO2

(c) “Hindus worship many gods, not just 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 worshipping one or many gods

Levels of Response

0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
Level 3	Opinion supported by one well-developed reason or two elaborated reasons.	3 marks
Level 4	Evidence of reasoned consideration of two different points of view.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view expressed coherently.	5 marks

Candidates may include some of the following:

For

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

Against

Hindus worship one God, Brahman
 Purely aspects of the one supreme reality
 Each aspect of Brahman is recognised and given a name
 Agni the god of fire
 Vishnu the preserver of life
 Brahman far too vast to worship on its own
 Worship of individual murti enables worshipper to concentrate on one aspect of Brahman
 Murti help the Hindu to focus during worship

***(5 marks)* AO3**