



## **General Certificate of Secondary Education**

# **Religious Studies 3063/3068** *Specification C*

## **Paper 3 Hinduism**

# **Mark Scheme**

*2008 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.

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## 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.

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## 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.

- |                |   |
|----------------|---|
| <b>3 marks</b> | 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. |
| <b>2 marks</b> | 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.           |
| <b>1 mark</b>  | 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.                |
| <b>0 mark</b>  | 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 Holi

(a) *What does the festival of Holi celebrate?*

**Target: Knowledge of Holi**

**Levels of Response**

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

Candidates may include some of the following:

- Celebrates the coming of Spring (new life) and Harvest (the bounty of the earth)
- Joyful celebration of the goodness of life
- Thankfulness for the gifts of the earth
- The story of Holika

**(2 marks) AO1**

(b) *How do Hindus celebrate the festival of Holi?*

**Target: Understanding of Holi**

**Levels of Response**

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

Candidates may include some of the following:

- Neighbourhood bonfire is made
- Bonfire is lit in the evening and offerings of coconuts and small coins thrown into the fire
- People walk around the bonfire
- Special foods for the festival are cooked and shared out
- New clothes are worn
- In villages in India special games are played
- Coloured water is thrown at everyone
- Reversal of roles between men and women, husbands and wives, and caste groups
- Various stories told about Krishna and his antics
- Celebration of the story of Prahlad who revealed his loyalty to Vishnu by walking over the flames
- In Britain, little opportunity for outdoor festivities no processions or parties.

**(3 marks) AO1**

**A2 The Role of Women****(a) How do Hindu mothers encourage their children to worship?****Target: Understanding of the role of women****Levels of Response**

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

Candidates may include some of the following:

- By setting an example / being a role model
- Maintains home shrine
- Washes statue / treats murti (form / image) as a real person
- Performs puja regularly with her children
- Offers the food she has prepared at the shrine before it is eaten
- Prepares for all Hindu festivals with her children
- Retells religious stories

**(2 marks) AO2****(b) Give two other roles women are expected to play in Hinduism.****Target: Knowledge of the role of women**

- Wife in charge of all the household arrangements and finance – like Parvati
- In charge of puja in the home
- Responsible for religious education of children – like Saraswati
- Ensures festivals are celebrated correctly
- Cares for the elderly in the family – daughter-in-law

One mark for each

**(2 marks) AO2****A3 Diet****Explain why many Hindus are vegetarians.****Target: Understanding of Hindu diet****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with sound development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks

Candidates may include some of the following:

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
- Hindu diet could well be the result of caste
- Brahmins tend to be vegans, while warriors tend to eat meat

**(4 marks) AO2**

## Part B

### B4 The Triad and the Created World

(a) ***Explain the role of Vishnu.***

**Target: Knowledge and understanding of Vishnu**

**Levels of Response**

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

Candidates may include some of the following:

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

**(2 marks) AO1**

(b) ***Explain why Shiva is worshipped.***

**Target: Understanding of Shiva**

**Levels of Response**

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

Candidates may include some of the following:

- Destroyer and re-creator
- Ability to control the powerful forces of the life giving waters of the River Ganges
- Ability to overcome evil
- The power of procreation or re-creation
- Responsible for fertility
- Responsible for the cycle of life
- Crushes ignorance and pride

**(3 marks) AO1**



**(c) Explain why Hindus show respect for the created world.****Target: Understanding of Hindu attitudes to the created world****Levels of Response**

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

Candidates may include some of the following:

- 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

**(3 marks) AO2****(d) 'Hindus worship many gods.'****Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.****Target: Evaluation of worshipping Brahman****Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

- Many murti (form / image) 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 who is Brahman
- Purely aspects of the one supreme reality
- Each aspect of Brahman is recognised and given a name e.g.  
Agni the god of fire  
Vishnu the preserver of life
- Brahman is 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**

**B5 Worship and Wealth**

- (a) *(i) At which festival do Hindus remember Rama and Sita?*

**Target: Knowledge and popular deities**

Diwali

- (ii) Which holy book tells their story?*

**Target: Knowledge and popular deities**

Ramayana

- (iii) What is the relationship between Rama and Sita?*

**Target: Knowledge and popular deities**

Husband and wife, or God and Goddess, or God and consort, or Prince and princess

**(3×1 = 3 marks) AO1**

- (b) *Lakshmi is the goddess of wealth. Explain Hindu attitudes to wealth.*

**Target: Understanding of Hindu attitudes to wealth**

**Levels of Response**

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

Candidates may include some of the following:

- Artha is the gaining of wealth by honest means
- Hindu law encourages Hindus to earn money so that, for example, a man can provide for his wife, children and extended family
- expected to give to charity
- certain occupations may be forbidden / they contribute to a bad karma – prostitute, butcher
- Hindu scriptures say that man may keep for himself what he needs to hoard what he does not need and deny its use by other people is a sin
- one should not be greedy since greed leads to evil
- should not use wealth to aid crime and corruption
- if someone keeps all that he accumulates for himself and does not give it to others, the hoarded wealth will eventually prove to be the cause of ruin

**(3 marks) AO2**

**(c) Describe how Hindus worship in a temple.**

**Target: Knowledge and understanding of nature of worship**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1 mark
<b>Level 2</b>	Some clear knowledge and understanding.	2 marks
<b>Level 3</b>	A clear knowledge and understanding with good development.	3 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
- Reciting mantras or meditation or chanting
- Darshan of the image in the inner shrine / worshipping statues
- Receiving parshad
- Singing bhajans / hymns
- Listening to sermons or special talks

**(3 marks) AO1**

(d) ***'Hindus worship at home and so do not need to visit 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 temples**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

- Hindus do worship three times daily in the home
- Not many mandirs in Britain, which shows the lack of necessity
- Hindus have to make long journeys to go to a mandir
- Many Hindus rarely visit mandirs

**Other Views**

- Temples can inspire devotion
- Festivals and marriages celebrated in temples
- Sense of belonging to a community comes from visiting temples
- Priests lead worship in mandirs
- Priests preach in mandirs
- Children can learn by attending classes in mandir

**(5 marks) AO3**

**Part C****C6 Hindu Scriptures and Caste****(a) Describe and explain the different kinds of Hindu scriptures.****Target: Knowledge and understanding of Hindu scriptures****Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	1-2 marks
<b>Level 2</b>	Some clear knowledge and understanding.	3-4 marks
<b>Level 3</b>	A clear knowledge and understanding with some development.	5-6 marks
<b>Level 4</b>	A clear knowledge and understanding with good development.	7-8 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
- Vedas is Shruti / other examples will be accepted
- Examples of how the Vedas are treated and used
- 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
- Bhagavad Gita is Smriti / other examples will be accepted
- Examples of how the Bhagavad Gita is treated and used

**(8 marks) AO1****(b) Explain how the teaching of the scriptures affects Hindu attitudes to the caste system.****Target: Knowledge and understanding of the caste system****Levels of Response**

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

Candidates may include some of the following:

- The Rig Veda teaches that Primal Man was divided into
  - The Brahmin (priest), who arose from his mouth  
has to maintain / preserve Hindu traditions / scriptures  
reads, prays, leads devotion
  - The Kshatriya (soldier) from his arms  
provides protection from injustice / prejudice  
ruling according to the scriptures
  - The Vaishya (merchant) from his thighs  
provides goods, services and wealth
  - The Shudra (artisan) from his feet  
manual work and serving the needs of the other Hindus
- The Bhagavad Gita says that the four varnas were created according to individual temperaments and work. It also says that following dharma is important
  - If one follows one's varnashramadharma it will ensure good rebirth / karma
  - It is a way of pleasing their gods
  - It is essential before any spiritual progress can be made
  - It ensures the order and harmony of society
  - The reward for following one's varnashramadharma is ultimately moksha
  - Laws of Manu describe the different duties of the varnas
  - All Hindus have an atman and are therefore equal
  - All have the same essential dharma

**(7 marks) AO2**

**(c) 'It was right to abolish the caste system.'**

***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 the practice of the caste system**

**Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

- Discrimination has been outlawed by the Indian constitution
- Outside India it is not appropriate as people are not restricted by caste
- Hindus in Britain are not restricted by caste
- Gandhi was highly critical of caste as it discredited Hindu tradition
- The caste system has been abolished

**Other Views**

- There is religious support for its existence in the Rig Veda and in the Bhagavad Gita
- Emphasises differences between human beings
- Skills of each trade were kept secret within families
- Very difficult for anyone to change from one occupation to another
- Marriage takes place within each group
- Varna has been the very foundation of Hindu society's structure for thousands of years
- impossible to eradicate overnight
- Hindus are taught that if they follow varnashramadharma they will produce good karma
- This is the only way to gradually attain moksha, release from this world
- It acknowledges people have differing strengths and weaknesses

**(5 marks) AO3**

**C7 Stages of Life**

**(a) Describe the Hindu ceremonies which take place when a baby is born.**

**Target: Knowledge and understanding of birth rites.**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	One or two accurate points.	1-2 marks
<b>Level 2</b>	Some clear knowledge and understanding.	3-4 marks
<b>Level 3</b>	A reasonable account covering most of the main areas,	5-6 marks
<b>Level 4</b>	A clear knowledge and understanding with good development.	7 marks

Candidates may include some of the following:

- The mother washes for the first time since the birth
- The father shaves for the first time since the birth
- The name of the child is determined by a horoscope cast by the priest
- The child is given two names; 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 written on a plate filled with rice grains
- Om symbol drawn on tongue with gold pen dipped in honey

**(7 marks) AO1**

(b) **Choose two of the following stages of life:**

**Brahmacharya (student stage)**  
**Grihastha (householder stage)**  
**Vanaprastha (retirement stage).**

**Explain how Hindus follow each of the two Stages you have chosen.**

**Target: Knowledge and understanding of the Stages of Life**

**Levels of Response**

<b>0</b>	Nothing relevant or worthy of credit.	0 marks
<b>Level 1</b>	A minimal application of knowledge and understanding.	1 mark
<b>Level 2</b>	Some application of knowledge and understanding.	2 marks
<b>Level 3</b>	A clear application of knowledge and understanding with some development.	3 marks
<b>Level 4</b>	A clear application of knowledge and understanding with good development.	4 marks (2×4 marks)

Candidates may include some of the following:

**Brahmacharya (student stage)**

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

**Grihastha (householder stage)**

- begins when the man marries
- it is the duty of a householder to have children
- arrange marriages for children
- the householder earns money by honest means, artha
- the householder carries out his caste duties
- wife produces a son
- educates children in Hinduism
- wife to cook
- wife to sort out financial household arrangements
- wife to organise religious festival celebrations

**Vanaprastha (retirement stage)**

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

**(2×4 marks) (8 marks) AO2**



**(c) 'There is no need for religious ceremonies at birth, marriage and death.'**

**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 the celebration of birth****Levels of Response**

<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Opinion supported by one elaborated reason or two or more simple reasons (for the same point of view).	2 marks
<b>Level 3</b>	Opinion supported by one well-developed reason or two elaborated reasons. N.B. Candidates who make no religious comment should not achieve more than Level 3.	3 marks
<b>Level 4</b>	Evidence of reasoned consideration of two different points of view, with reference to religion.	4 marks
<b>Level 5</b>	A well-argued response, with evidence of reasoned consideration of two different points of view and clear reference to religion.	5 marks

Candidates may include some of the following:

**Agree**

- Child cannot remember the celebration at birth
- It is simply an excuse for a party people cannot afford
- It is a means of parents begging for gifts for their child
- Marriages are for families to come together
- Funerals are for the disposal of bodies

**Other Views**

- It is important because the child has been given a name for the rest of its life
- It is an opportunity to thank God for the safe arrival of the child
- Even non-religious people create opportunities to celebrate the birth of a child
- For Hindus the writing on the tongue of Om creates a bond between the child and God
- People want to marry before God
- They feel that vows made before God are more important
- Funerals celebrate a person's religious life and beliefs
- Funerals give the mourners the opportunity to pray for the souls of the deceased
- They can commend the soul to God

**(5 marks) AO3**