



**General Certificate of Secondary Education  
June 2011**

**Religious Studies**

**405013**

**Specification A**

**Unit 13     *Hinduism***

**Final**

<b><i>Mark Scheme</i></b>
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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.

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

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

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

You should use your professional judgement to select the level that **best** describes the candidate's work. It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level.

If a 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.

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

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

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

## PART A

### A1 Personal Duties and Family Relationships

- (a) *Give two actions performed during a Hindu marriage rite.*

**Target: Knowledge of a Hindu marriage rite**

Any **two** of the following

Bridegroom is welcomed at the bride's house / bride and groom face each other with silk cloth between them / rice grains are distributed amongst guests who shower them with rice / songs of blessing are sung / Father asks groom to make various promises / sacred fire is lit and priest recites mantra in Sanskrit / taking of vows / bride steps on a stone / seven steps, reciting a prayer at each step / circumambulate the sacred fire / bride's brothers put barley into couples' hands / husband marks his wife's forehead with kum kum powder / viewing of the pole star.

**(2 marks) AO1**

- (b) *Explain what marriage means to Hindus.*

**Target: Knowledge and understanding of marriage in Hinduism**

Levels	Criteria	Marks
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

#### Religious aspects

It is a sacred union  
It is intended for life  
It is fulfilling dharma  
It is a way of ensuring the stability of society  
It is for the procreation of children  
It is part of one's karma

#### Social aspects

It is usually within the same caste  
It is part of the extended family system  
The bride becomes part of her husbands' household  
It is often arranged by the parents.

**(3 marks) AO1**

**(c) ‘Getting married is the most important rite of passage for Hindus.’**

***What do you think? Explain your opinion.***

**Target: Evaluation of the importance of the rite of passage of marriage in Hinduism**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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 developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

Marriage rite is essential for the continuation of the family line / for educating children in Hindu traditions / a moral and religious duty / becoming a mother main goal of Hindu women / unites families / creates a good community.

Other rites of passage are also important such as rites of childhood and sacred thread / death rites and cremation could be seen as most important to ensure a good rebirth.

**(3 marks) AO2**

- (d) ***When Hindus get married, they enter the householder stage of life. Describe briefly the duties of the householder.***

**Target: Knowledge and understanding of duties of householder stage of life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks

**Candidates may include some of the following points:**

To earn their living in an honest way / to create and bring up children with good moral values / to contribute to society / to help the needy / to look after parents in old age / to keep to the laws and pay taxes, etc.

**(2 marks) AO1**

- (e) ***'The Hindu way of life is based entirely around the family.'***

***What do you think? Explain your opinion.***

**Target: Evaluation of the role of family life within the Hindu way of life**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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 developed reason or two simple reasons.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons.	3 marks

**Candidates may include some of the following points:**

The Hindu way of life is lived out in family life / the understanding and adherence to Hindu moral values and customs is learnt in the family home / Puja is a daily act of worship in the family home / festivals and certain rites of passage are related to family life conducted in the home / Hindu dharma includes diet and family relationships.

Hindu way of life can also include temple worship, and pilgrimage to sacred sites. Renunciation of family life is expressed in the latter two stages of life. Following the spiritual path is highly regarded / the ultimate aim is to escape and be removed from the family life and become a homeless wanderer who 'dies' to his family life.

**(3 marks) AO2**

**A2 Worship****(a) Describe puja in the home.****Target: Knowledge and understanding of Hindu worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Washing and removing shoes / ringing bell / decorating the murti with flowers, or special powders / anointing the murti with oils / making offerings of food and flowers / lighting incense / lighting lamps and tea lights / performing the arti ceremony / chanting mantras / reciting the Gayatri mantra / receiving darshan the blessing of the deity / eating and distributing to others blessed food (prashad).

**(4 marks) AO1**



(b) ***‘The home is the most important place of worship for Hindus.’***

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

**Target: Evaluation of Hindu worship**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Puja is a daily event in the home and is integrated into daily life / most homes have a shrine for worship / is linked to domestic routines / the deity is considered to be a guest in the home / many rites of passage take place in the home as well as other ceremonies to bless the home and ensure prosperity.

**Other views**

Worship is incomplete without entering the special blessings received from the priests and deities in the temple / temples are at the heart of village life / worship in temples brings greater spiritual benefits / some aspects of worship can only be performed by Brahmin priests in the temple.

**(6 marks) AO2****A3 Festivals****(a) Explain why Lakshmi is worshipped during Divali.****Target: Knowledge and understanding of popular deity**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

She is the goddess of prosperity and Divali is the new year for accounts / she brings good fortune and happiness / Hindus worship her when they need help with money / she represents beauty, kindness and purity / she symbolises life's bounty and goodness.

**(3 marks) AO1**

**(b) Describe how Hindus celebrate Holi.****Target: Knowledge of the festival of Holi**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks

**Candidates may include some of the following points:**

Celebrated on the full moon in Hindu months of February and March / bonfire lit on eve of Holi / roasting of grains of popcorn, chickpeas and coconut as offerings to the fire / grains are called Holuk and linked to the story of Hoil / coloured powders are thrown at everybody / lots of fun and laughter / games / dressing up / changing of roles between men and women, students and teachers, workers and bosses / caste barriers broken down / family go for bathing / visit relatives / exchange sweets, presents and good wishes.

**(4 marks) AO1**

(c) ***‘For Hindus, festivals are more social occasions than religious celebrations.’***

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

**Target: Evaluation of Hindu festivals**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Most festivals include family and community get-togethers and reinforce social bonds / a central part of the festival is enjoyment and celebration of family life and the moral values which hold families and communities together / most festivals have a moral message for individual and social behaviour / most Hindus enjoy the social aspects of decorating the home and giving presents to family and friends as well as cooking special foods / for many Hindus the social celebrations and partying might be more important.

**Other views**

The religious meaning of the festival is celebrated or re-enacted through storytelling or theatre / home and temple worship is central to each festival / the stories and processions and religious rituals are ways of strengthening faith and commitment / festivals educate younger generations in Hindu dharma / the religious meaning often relates to Hindu beliefs about the deities bringing goodness and light into the world and celebration of festivals ensures the continuation of this goodness over evil.

**(6 marks) AO2****A4 Wealth and Poverty****(a) Describe the work of a Hindu organisation which helps the poor.**

**Target:** Knowledge and understanding of Hindu organisations which help the poor

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following:**

Hindu Aid, International Sai organisation (Sathyasai organisation), ISKON.

**ISKON:** Food kitchens within 10 miles of a temple provide 'open house' for visitors and needy people. Fund raising for projects to alleviate poverty in India.

**Sia Satya:** various projects mainly hospitals for free treatment and educational facilities – e.g. cataract operations, cleft palate treatment, schools and youth training schools.

**Hindu Aid:** Funding for village projects to develop home crafts and self sufficiency. Guidance on growing new crops, other food supplies.

**(3 marks) AO1**

**(b) Explain Hindu views about wealth.****Target: Knowledge and understanding of Hindu attitudes towards wealth**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

**Candidates may include some of the following points:**

One of the four aims in life is artha which means gaining wealth by honest means / in the householder stage a man has a responsibility to earn money to support his family and extended family / scriptures state that a man may keep for himself what his family needs but should not hoard more than he needs / if wealth is amassed it should also be given away in large amounts of generosity to those in need.

**(3 marks) AO1**

(c) ***‘The most important duty of a Hindu is to help the poor.’***

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

**Target: Evaluation of Hindu views on wealth and poverty**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Hindu teaching about the right way to live (dharma) requires those in the householder stage to support those in need in the local community / Hindus gain good karma by doing good deeds so this is an important duty / Hindu teaching on ahimsa (non harm) includes the duty to show generosity and compassion to all those in need / basic principles of Hindu dharma shows that they should relieve suffering of any kind / Hindu reform movements and Hindu saints and leaders such as Gandhi teach the message of the responsibility for all Hindus regardless of caste / they campaigned for the relief of suffering and degradation caused by poverty to be the main duty of Hindus.

**Other views**

There are many other duties which are more important / first duties are to families and close friends / the Hindu belief in karma explains why some people are less fortunate than others / the poor are in that state due to their own karma / poverty is their own fault and they should live with the consequences / the poor should get out of poverty by their own efforts.

**(6 marks) AO2**



**PART B****B5 Beliefs and sources of authority**

- (a) *Explain the Hindu understanding of Brahman and atman.*

**Target: Knowledge and understanding of Hindu understanding of God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

**Brahman:**

From the root 'brih', to grow increase and expand / the one basic and ultimate reality beyond material and physical existence / the eternal essence in all forms of life / the Supreme Being or godhead / the life force which animates the universe / the universal spirit which is eternal and indestructible / the indwelling spirit in all forms of life in the universe / the absolute transcendent reality / connected with and represented by the OM symbol which is the sacred utterance which brings life into being.

**Atman:**

The true inner spiritual self / separate from body, mind and emotions / the soul / the deepest eternal self within each living being / eternal indestructible essence / pure consciousness which never changes or evolves / it moves from the body after death and moves on to another body / identical with Brahman.

No more than Level 4 if only one aspect is fully dealt with.

**(6 marks) AO1**

(b) ***‘Popular deities are more important to Hindus than the concept of Brahman.’***

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

**Target: Evaluation of the concept of God**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Popular deities have human and animal features with many symbols and stories associated with them / these stories explain some deeper concepts about the nature of God / these stories and symbols make it more possible for Hindus to have a relationship with God / they enable Hindus to use emotions in worship and ritual rather than intellect / the stories and epics are widely known throughout India and the wider Hindu community / the personal deities are central to Hindu culture / they are integral to the Hindu way of life in the home and guests in the home / they are role models for moral behaviour and spiritual life.

**Other views**

From a more philosophical viewpoint these popular deities are merely channels for the spiritual power of the impersonal absolute Brahman and in that sense less important / the ultimate reality is Brahman and this can be known and realised without the intermediaries of personal deities / the worship of idols has been condemned and criticised by some Hindu reformers / most Hindus acknowledge the concept of Brahman through the OM symbol and this is just as much part of their spiritual life as the popular deities.

**(6 marks) AO2**

- (c) **Describe the different types of Hindu sacred texts. You may use examples in your answer.**

**Target: Knowledge and understanding of Hindu scriptures**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Shruti revealed or directly heard scriptures from the ancient sages and rishis. These are mainly the Vedas / the Vedas are the oldest scriptures and contain many types of religious literature / they are regarded as the highest source of knowledge and truth / the Vedas contain hymns of ancient Vedic gods and many verses and liturgy for vedic sacrifices / the most important book is the Upanishads in which some of the central concepts of Hinduism are found.

Popular religious literature known as smriti. These are remembered scriptures rather than directly heard / epics and stories of the gods which teach the ideals and values of the Hindu way of life / written in Sanskrit but translated into regional languages / examples, Mahabharata and Ramayana. Bhagavad Gita is the famous sacred text revealing the nature of Krishna and his teaching on karma and bhakti yoga.

Puranas: Popular stories about many deities and local gods.

No more than Level 4 if only shruti or smriti is dealt with

**(6 marks) AO1**

**(d) 'Faith in God is more central to Hinduism than understanding sacred texts.'**

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

**Target: Evaluation of the concept of God and sources of authority**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Most popular worship is centred on devotion to chosen deity / the many images of God and forms of God make it central to Hindu belief / the personal nature of God enables Hindus to have a strong relationship and dependency on their gods / the impersonal concept of God is the life force which is central to all life / Hindu beliefs centre on how to live in accordance with the life force through following dharma / they do not need sacred texts to know God / their moral life and behaviour is based on faith in God.

**Other views**

Hindus could not know about their gods without the popular religious stories and epics / they reveal the many aspects of God's nature to Hindus / they come to know God through listening to stories / the Vedas are a source of deep knowledge about the nature and purpose of human existence and destiny / important ultimate questions are more central to Hinduism / the concept of dharma and living life in accordance with dharma is central / karma and samsara could also be seen as central to Hinduism.

**(6 marks) AO2****B6 Respect for life****(a) Explain the principle of ahimsa.****Target: Knowledge and understanding of ahimsa**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points**

Non-harming self and others, physically, emotionally or mentally / no anger in speech or deeds / selfless attitude towards others and willingness to offer kindness and generosity / non-violence / harming others is really harming oneself / not returning violence or anger with the same / pacifism / becoming calm and peaceful person / means of maintaining the harmony between human, animal and natural worlds / includes vegetarianism and minimal consumption of natural resources and respect for the environment / ideal propagated by Gandhi to maintain peace and harmony in society and avoid war and conflict / an aspect of those who develop their higher nature rather than their lower nature / 'Ahimsa is the highest dharma. It is the highest purification. It is also the highest truth from which all dharma proceeds.'

**(6 marks) AO1**

**(b) 'Euthanasia shows no respect for life.'**

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

**Target: Evaluation of Hindu views on the issue of euthanasia**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

Euthanasia is deliberately taking and destroying life which shows no respect / the Hindu moral principle of ahimsa forbids harming any form or aspect of life / it makes human beings into killers / nature should be allowed to take its course / it will result in bad karma and produce a bad rebirth / it is separating the soul from the body before its natural time and disturbing the natural cycle of life, death and rebirth.

**Other views**

It prevents the degradation of human life which may occur with severe illness / it shows compassion for human suffering / it allows a person to die in dignity rather than unbearable pain or humiliation / it honours the life of the person / it is the exercise of free will in a good way / in Hindu culture may be practised to prevent unnecessary suffering but it is not approved of.

**(6 marks) AO2****(c) Explain Hindu attitudes to the environment.**

**Target: Knowledge and understanding of Hindu attitudes towards the environment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>
<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>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	6 marks

**Candidates may include some of the following points:**

Hindus regard the whole universe as a manifestation of God / God is the indwelling life giving spirit in rivers, trees and mountains / any harm or destruction of these is like destroying the life force / Hindus believe in the care and proper use of resources as a way of showing ahimsa to nature / Hindus believe that killing or harming animals for sport is wrong / Hindus regard all living creatures as sacred animals / Hindus believe they are the stewards of trees and plants, fish and birds, bees and reptiles and all animals / the attitudes towards the cow reveals attitudes to the whole environment regarding the earth as a nourisher of life / Mother earth is a goddess / many Hindus are committed to protecting the earth's diversity and resources to secure a sustainable environment.

**(6 marks) AO1**



**(d) 'Religious beliefs do nothing to protect the created world.'**

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

**Target: Evaluation of Hindu views on the environment**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The candidate's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	Opinion supported by simple reason.	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.
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	2 marks	
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons. <b>N.B. Candidates who make no religious comment should not achieve more than Level 3.</b>	3 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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	4 marks	
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 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.
<b>Level 6</b>	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**

People's respect for the environment is rooted in the scientific reasons for protecting the earth from such dangers as global warming / the immediate economic and environmental concerns have more influence on people's behaviour / for Hindus in India the issue of respect for the environment is bound up with concerns for economic development and better living conditions / it is difficult to be sure what motivates people's actions and behaviour / the immediate wellbeing of the local and global environment might have more influence.

**Other views**

For Hindus the religious beliefs about the nature of God and moral values such as ahimsa have great influence as they are linked to the belief in karma / the belief in karma determines their actions and behaviour as they will fear doing harm in case it affects the conditions of present and future existences / religious beliefs are tied in with past and future destiny and have more power / religious beliefs give a cosmological dimension and a vast perspective of the past and future / several environmental movements are inspired by religious beliefs about the nature of God and the sacredness of the earth which do have an impact on attitudes and behaviour.

**(6 marks) AO2**

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