



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Religious Studies (9RS0)
Paper 4C: Hinduism

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Summer 2025

Question Paper Log Number P78651

Publications Code 9RS0/4C 2506_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 4C: Hinduism – Mark scheme

Question number	Answer
1	8 marks AO1 AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question. Candidates may refer to the following. • Some Hindus regard jnana yoga as a way of attaining higher knowledge. • Arjuna was taught jnana yoga by Krishna. • Jnana yoga is an ancient form of yoga described in the Vedas. • It is regarded highly by those who are followers of Advaita Vedanta. • The aim of jnana yoga is to bring oneness with Brahman.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Answer
2	4 marks AO1, 8 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • Hindus believe that all genders are equal spiritually. • Hindus believe that the soul has no gender. • Traditional Hindu religious ideas recognise that women have different roles to men. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • Women are regarded as equally important to men within Hinduism. For most male Hindu deities there is an equally powerful female deity, and its worship is regarded equally significant. • Modern Hinduism has rejected some of the traditional Hindu practices as societal rather than religious, e.g. sati, and thus focuses on the dharma of an individual which may reflect gender, rather than ancient practices which may show sexual inequality. • Some Hindus feel that some scriptures outline the role of women, and their duties which show that they are not equal to men. These scriptures illustrate that the role of a woman is to ensure that men can complete their dharma and rituals. • Hinduism is multi-faceted. For this reason, there are many reasons why sexual equality may or may not be deemed important. However, in Global Hinduism, the roles and dharma of genders are regarded as equally important, and that sexual equality is important. Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	5–8	• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).

Level 3	9–12	- A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). - Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2).
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Level	Mark	Descriptor
		Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	10 marks AO1 AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question. Candidates may refer to the following. - Sanatani Hindus believe that Sanatana Dharma is the eternal law. - Some practices described as Hindu may not be part of Sanatani Hinduism. - Sanatani Hindus want a return to the Vedic Hinduism of scripture. - Sanatani Hindus work for a movement away from idol worship and towards social reform. - There is a connection between ancient scriptures and acceptable practice. - The author indicates there is a difference between Hinduism and Sanatana Dharma.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	- A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). - Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). - Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).
Level 2	4–6	- A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). - Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). - Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).

Level 3	7–10	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).
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Question number	Indicative content
3(b)	5 marks AO1, 15 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • Sanatana Dharma means that Hindus follow the ancient laws. • Sanatana Dharma provides an ethical code of behaviour. • There is a great emphasis on the control of the senses. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • Sanatana Dharma is often described as the real Hinduism. Therefore, most Hindus will try to follow the beliefs and practices identified as part of the universal law rather than traditional practice. • Sanatana Dharma focuses on the duties that apply to every Hindu, irrespective of their social standing, gender etc. As a result, there is an emphasis on actions that show ahimsa or satya. • Sanatana Dharma originates from the Hindu scriptures. Therefore, an individual will focus on what is described in the scriptures as required spiritually, rather than what might be required to succeed in society. • Some Hindus believe that Hindu belief and practice is more than Sanatana Dharma. There are additional beliefs and practices which some refer to as Hindu-dharma. As a result, they may feel that there is some influence of Sanatana Dharma on Hinduism, but it does not provide the full picture of Hinduism. • Some Hindus would argue that Sanatana Dharma has a significant impact on Hindu belief as the word Hindu is a word given to the religion by non-Hindus. For this reason, the use of the term Sanatana Dharma may be favoured as it stresses the eternal nature of the faith and its links to universal laws. • Some Hindus regard the use of the word Sanatana Dharma as an academic one used by more traditional Hindus. For this reason, such Hindus may regard Hinduism as a more encompassing term and believe that it includes the range of different beliefs and practices rejected by Sanatani Hindus. Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).
Level 2	5–8	• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	• A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content Evaluate the role of sacrifices and Agni in the development of Hinduism.
4	5 marks AO1, 25 marks AO2 AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below. Candidates may refer to the following in relation to AO1. • The concept of jati is a hierarchical organisation based on various categories. • Historically Hindus were treated differently according to the jati assigned. • Jati does not just refer to social class. It refers to groups of all beings e.g. plants, insects and celestial beings. AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding. Candidates may refer to the following in relation to AO2. • Many Hindus maintain that the jati distinctions recognised as caste are not scriptural. Therefore, they would argue that as the hierarchical distinctions are a societal feature rather than a religious one. • Some Hindus would argue that jati distinctions can be seen in Rig Veda 10.90.12 which says 'The Brahman was his mouth, of both his arms was the Rajanya made. His thighs became the Vaisya, from his feet the Sudra was produced.' For this reason, they may argue that jati are not only traditional they are religious and should be maintained today. • Some modern Hindus would argue that the distinctions seen in the quotation in Rig Veda shows that there is no hierarchy, they link the groups to a body which does not have any one more important part than another. For this reason, they may suggest that jati is not a concept that is part of the Hindu religion. • Jati is used by some Hindus to organise their religious lives – they believe that jati is linked to spiritual purity, that people of the same jati are of the same spiritual level. However, in 1948 distinction by jati or caste was banned in India, thus may not be regarded as important. • Some Hindus would argue that jati is not the same as caste, that there is greater flexibility within jati, so it is not as rigid as portrayed. For this reason, they would argue that jati is valid today and is part of eternal law unlike caste which they would argue is of British colonial origin. • Suffering that could be seen to be caused by jati, especially that linked to the caste system, has been opposed by several Hindus including Gandhi. (This shows links to Philosophy of Religion). • Many Hindus believe that jati is a way of organising people for their own benefit and they have roles and laws they must adhere to according to their jati. (This shows links to Religion)

	and Ethics). • Discrimination and arguments surrounding religious purity can be seen to be part of many religious cultures and are shown within Jesus's argument with some Pharisees. (This shows links to New Testament Studies). Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1. Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	• A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	• A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of some of the elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).

Level 4	19–24	• A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).
Level 5	25–30	• A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).
		• Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).