Mark Scheme (Results)

Pearson Edexcel GCSE in Religious Studies (5RS13/01)
Unit 13: Hinduism

June 2016
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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.

Although the assessment objectives are weighted separately, they are inter-related.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.
Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.

- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.

- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.

- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.

- Examiners should be prepared to award zero marks if the candidate’s response is not worthy of credit according to the marking criteria.

- When examiners are in doubt regarding the application of the marking criteria 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.

- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.

- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.

- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.

- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?
### Unit 13: Hinduism

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Partially Correct Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 1 (a) AO1       | • the eternal religion (Hinduism)  
• Hinduism  
• the eternal teaching  

Any alternative wording of the above points is acceptable. | • the Hindu way of life  
• Hindu teaching  

Any alternative wording of the above points is acceptable. | Answers which define a different key word | (2) |

| | | | | | (0) |

2 | 2 |
<table>
<thead>
<tr>
<th>Question Number</th>
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<tbody>
<tr>
<td><strong>1 (b) AO2</strong></td>
<td><strong>Indicative content</strong>&lt;br&gt;Answers which think that Krishna is the most important deity are likely to use such reasons as:&lt;br&gt;• many Hindus believe that Krishna is the true form of Brahman&lt;br&gt;• it is one of the key teachings of the Gita&lt;br&gt;• many Hindus find it easiest to relate to Krishna&lt;br&gt;Answers which do not think that Krishna is the most important deity are likely to use such reasons as:&lt;br&gt;• many Hindus think Shiva is the most powerful deity&lt;br&gt;• other religions have a different idea of deity&lt;br&gt;• all the deities are simply an example of Brahman&lt;br&gt;Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.&lt;br&gt;<strong>Award marks as follows:</strong>&lt;br&gt;For a personal response with:&lt;br&gt;• one brief reason (e.g. all the deities are simply an example of Brahman)&lt;br&gt;   <strong>1 mark</strong>&lt;br&gt;For a personal response with:&lt;br&gt;• two brief reasons&lt;br&gt;• or one developed reason (e.g. all the deities are simply an example of Brahman and Krishna only represents one aspect of Brahman)&lt;br&gt;   <strong>2 marks</strong>&lt;br&gt;For a personal response with:&lt;br&gt;• two reasons with one developed&lt;br&gt;   <strong>3 marks</strong>&lt;br&gt;For a personal response with:&lt;br&gt;• two developed reasons&lt;br&gt;   <strong>4 marks</strong></td>
<td>4</td>
</tr>
</tbody>
</table>
The quality of written communication will be assessed in this answer (strands i, ii and iii)

1 (c) AO1  The main reasons include:
- he is the remover of obstacles to progress in the Hindu way of life
- Hindus are encouraged to pray to Ganesha when they are about to undertake any major enterprise in their lives
- he shows the importance of maternal love
- he is give hope to those who struggle in life

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
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</table>
| 0     |      | Little understanding of the issue shown, typically by:  
|       |      | • giving a brief reason  
|       |      | • not explaining but only describing the issue.  
|       |      | The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |

| Level 1 | 1-2 | Basic understanding of the issue is shown typically by:  
|         |     | • using two brief reasons  
|         |     | • or a developed reason.  
|         |     | The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |

| Level 2 | 3-4 | A more developed understanding of the issue is shown typically by:  
|         |     | • using three brief reasons  
|         |     | • or a fully developed reason  
|         |     | • or two reasons with one developed.  
|         |     | The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |

| Level 3 | 5-6 | A clear understanding of the issue is shown typically by:  
|         |     | • using four brief reasons  
|         |     | • or two developed reasons  
|         |     | • or two reasons, one brief and one fully developed  
|         |     | • or three reasons with one developed  
|         |     | • or a comprehensive explanation using one reason only.  
|         |     | The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very |
few syntactical and/or spelling errors may be found. Excellent organisation and planning.

| Level 4 | 7-8 | Little understanding of the issue shown, typically by:  
|   |   | • giving a brief reason  
|   |   | • not explaining but only describing the issue.  
<p>|   |   | The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |</p>
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<tr>
<td>1 (d) AO2</td>
<td><strong>Indicative content</strong> Reasons for supporting this statement could be:</td>
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<td></td>
<td>• gaining good karma is essential to reach</td>
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<td></td>
<td>• if everyone tried to gain good karma then the world would be a better place</td>
<td></td>
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<tr>
<td></td>
<td>• the Hindu scriptures tell Hindus that gaining good karma is important</td>
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<td></td>
<td>Reasons for not supporting this statement could be:</td>
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<tr>
<td></td>
<td>• there is no such thing as karma</td>
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<td></td>
<td>• following one’s dharma is more important</td>
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<td></td>
<td>• personal worship is more important</td>
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<tr>
<td></td>
<td>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</td>
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**Award marks as follows:**

Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 mark for

• a simple reason

2 marks for

• a developed reason
• or two simple reasons

3 marks for

• three simple reasons
• or two developed reasons
• or a fully developed reason

(ii) Why some people may disagree with their opinion

1 mark for

• a simple reason

2 marks for

• a developed reason
• or two simple reasons

3 marks for

• three simple reasons
• or two developed reasons
• or a fully developed reason
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<tr>
<th>Question 1 (a, b, c, d)</th>
<th>Spelling, Punctuation and Grammar</th>
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<tbody>
<tr>
<td></td>
<td>0 marks</td>
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<tr>
<td></td>
<td>Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>Level 1 1 mark</td>
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<tr>
<td></td>
<td>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</td>
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<tr>
<td>Intermediate performance</td>
<td>Level 2 2-3 marks</td>
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<tr>
<td></td>
<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<tr>
<td>High performance</td>
<td>Level 3 4 marks</td>
</tr>
<tr>
<td></td>
<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>Question Number</td>
<td>Correct Answer</td>
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<td>-----------------</td>
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<tr>
<td>2 (a) AO1</td>
<td>• the ultimate reality (from which everything comes) • the impersonal absolute • God</td>
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<td>Question Number</td>
<td>Answer</td>
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<td>-----------------</td>
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<tr>
<td>2 (b) AO2</td>
<td><strong>Indicative content</strong>&lt;br&gt;Answers which think that avatars help people learn about God are likely to use such reasons as:&lt;br&gt;• they help to make God approachable for humans&lt;br&gt;• they show how to live in a way which reveals the true dharma&lt;br&gt;• they provide examples of personal deities&lt;br&gt;Answers which do not think avatars help people learn about God are likely to use reasons such as:&lt;br&gt;• not all avatars appear to be clearly part of the divine&lt;br&gt;• some of their actions are not easy to understand&lt;br&gt;• as there is no God, they cannot help people to understand&lt;br&gt;Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</td>
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<tr>
<td></td>
<td>Award marks as follows:</td>
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<td></td>
<td>For a personal response with:&lt;br&gt;• one brief reason (e.g. they show how to live in a way which reveals the true dharma)</td>
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<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• two brief reasons&lt;br&gt;• or one developed reason (e.g. they show how to live in a way which reveals the true dharma because they are sent to recall people to the eternal teachings)</td>
</tr>
<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• two reasons with one developed</td>
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<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• two developed reasons</td>
</tr>
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The quality of written communication will be assessed in this answer (strands i, ii and iii)

2 (c) AO1

The main reasons include:
- it supports the Hindu view that life is cyclical
- the ultimate aim for many Hindus is to escape samsara
- in samsara, people can control their own destiny
- it is the main barrier to moksha

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

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<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
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| **Level 1** | 1-2 | Little understanding of the issue shown, typically by:  
- giving a brief reason  
- not explaining but only describing the issue.  
The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |
| **Level 2** | 3-4 | Basic understanding of the issue is shown typically by:  
- using two brief reasons  
- or a developed reason.  
The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |
| **Level 3** | 5-6 | A more developed understanding of the issue is shown typically by:  
- using three brief reasons  
- or a fully developed reason  
- or two reasons with one developed.  
The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
| **Level 4** | 7-8 | A clear understanding of the issue is shown typically by:  
- using four brief reasons  
- or two developed reasons  
- or two reasons, one brief and one fully developed  
- or three reasons with one developed  
- or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
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| 2 (d) AO2       | **Indicative content**  
Reasons for supporting this statement could be:  
• it helps females to identify with God  
• shakti represents the power or energy of the divine  
• the female principle represents the active part of the divine  
Reasons for not supporting this statement could be:  
• it does not matter how God is depicted  
• God is represented as having both male and female principles  
• the underlying teaching is that God is nirguna, without form  
Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.  
**Award marks as follows:**  
Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).  
  
(i) Own opinion  
**1 mark** for  
• a simple reason  
**2 marks** for  
• a developed reason  
• or two simple reasons  
**3 marks** for  
• three simple reasons  
• or two developed reasons  
• or a fully developed reason  
(ii) Why some people may disagree with their opinion  
**1 mark** for  
• a simple reason  
**2 marks** for  
• a developed reason  
• or two simple reasons  
**3 marks** for  
• three simple reasons  
• or two developed reasons  
• or a fully developed reason |
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<td><strong>Threshold performance</strong></td>
<td><strong>Level 1</strong> 1 mark</td>
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<td><strong>Intermediate performance</strong></td>
<td><strong>Level 2</strong> 2-3 marks</td>
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<td>Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</td>
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<td><strong>High performance</strong></td>
<td><strong>Level 3</strong> 4 marks</td>
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<td>Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</td>
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<tr>
<td>Question Number</td>
<td>Correct Answer</td>
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<td>-----------------</td>
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</tbody>
</table>
| 3 (a) AO1       | • a spiritual teacher  
• a religious role model  
Any alternative wording of the above points is acceptable. | • a teacher  
• a religious leader  
• a monk  
• a (Hindu) mystic  
Any alternative wording of the above points is acceptable. | Answers which define a different keyword | 2 |
<table>
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<tr>
<td>3 (b) AO2</td>
<td><strong>Indicative content</strong>&lt;br&gt;Answers which think that Bhagavad Gita is the most important book for Hindus are likely to use such reasons as:&lt;br&gt;• it is the most widely read of all Hindu scriptures&lt;br&gt;• some groups / movements treat the book as the most important holy book&lt;br&gt;• it is accessible to everyone, you do not need a priest for guidance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Answers which do not think that the Bhagavad Gita is important are likely to use such reasons as:&lt;br&gt;• it is not a shruti text so is less important&lt;br&gt;• it is popular rather than authoritative&lt;br&gt;• other groups /movements follow the teachings of their own sacred text</td>
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<td>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</td>
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<td></td>
<td><strong>Award marks as follows:</strong></td>
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<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• one brief reason (e.g. it is the most widely read of all Hindu scriptures)</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• two brief reasons&lt;br&gt;• or one developed reason (e.g. it is the most widely read of all Hindu scriptures because it is easily accessible)</td>
<td>2 marks</td>
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<tr>
<td></td>
<td>For a personal response with:&lt;br&gt;• two reasons with one developed</td>
<td>3 marks</td>
</tr>
<tr>
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<td>For a personal response with:&lt;br&gt;• two developed reasons</td>
<td>4 marks</td>
</tr>
<tr>
<td>Question Number</td>
<td>Indicative content</td>
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<td>-----------------</td>
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<tr>
<td>3 (c) AO1</td>
<td>The main reasons include:</td>
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<td></td>
<td>• they are the people that keep the community together</td>
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<td></td>
<td>• they can help to identify the most auspicious time to start the householder stage</td>
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<td></td>
<td>• they are the people who understand how to perform rituals correctly</td>
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<td></td>
<td>• they are important role models</td>
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<td>• they provide spiritual guidance</td>
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Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

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<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>Level 1</td>
<td>1-2</td>
<td>Little understanding of the issue shown, typically by:</td>
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<tr>
<td></td>
<td></td>
<td>• giving a brief reason</td>
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<td></td>
<td>• not explaining but only describing the issue.</td>
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<td>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</td>
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<td>Level 2</td>
<td>3-4</td>
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<td></td>
<td>• or a developed reason.</td>
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<td></td>
<td>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</td>
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<td>Level 3</td>
<td>5-6</td>
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<td>• using three brief reasons</td>
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<td></td>
<td>• or a fully developed reason</td>
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<td></td>
<td>• or two reasons with one developed.</td>
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<td>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</td>
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| Level 4 | 7-8 | A clear understanding of the issue is shown typically by:  
|• using four brief reasons  
|• or two developed reasons  
|• or two reasons, one brief and one fully developed  
|• or three reasons with one developed  
|• or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and  
correct style of English with a correct use of specialist vocabulary  
where appropriate. The skills needed to produce convincing  
extended writing in place. Good organisation and clarity. Very  
few syntactical and/or spelling errors may be found. Excellent  
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<tr>
<td>3 (d) AO2</td>
<td><strong>Indicative content</strong>&lt;br&gt;Reasons for supporting this statement could be:&lt;br&gt;• they are accessible to all Hindus&lt;br&gt;• they deal directly with how to live in the modern world&lt;br&gt;• they are central to the religious lives of many Hindus&lt;br&gt;Reasons for not supporting this statement could be:&lt;br&gt;• there are many pathways in Hinduism that lead to moksha&lt;br&gt;• the shruti texts are ancient which means they deserve respect&lt;br&gt;• gaining good karma is more important than following any religious text&lt;br&gt;Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.&lt;br&gt;<strong>Award marks as follows:</strong>&lt;br&gt;Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).&lt;br&gt;(i) Own opinion&lt;br&gt;<strong>1 mark</strong> for&lt;br&gt;• a simple reason&lt;br&gt;<strong>2 marks</strong> for&lt;br&gt;• a developed reason&lt;br&gt;• or two simple reasons&lt;br&gt;<strong>3 marks</strong> for&lt;br&gt;• three simple reasons&lt;br&gt;• or two developed reasons&lt;br&gt;• or a fully developed reason&lt;br&gt;(ii) Why some people may disagree with their opinion&lt;br&gt;<strong>1 mark</strong> for&lt;br&gt;• a simple reason&lt;br&gt;<strong>2 marks</strong> for&lt;br&gt;• a developed reason&lt;br&gt;• or two simple reasons&lt;br&gt;<strong>3 marks</strong> for&lt;br&gt;• three simple reasons&lt;br&gt;• or two developed reasons&lt;br&gt;• or a fully developed reason</td>
<td>3</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Partially Correct Answer</td>
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<tr>
<td>-----------------</td>
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<td>--------------------------</td>
</tr>
</tbody>
</table>
| 4 (a) AO1       | • a religious leader honoured because they can control their senses  
• a spiritual teacher  
• a religious role model  
Any alternative wording of the above is acceptable | • a teacher  
• a religious leader  
• a monk  
• a (Hindu) mystic  
Any alternative wording of the above point is acceptable | Incorrect responses | (2) |
|                 |               |                          |        | (1)  |
|                 |               |                          |        | (0)  |

22
**Indicative content**

Answers which think that revealed scriptures are more important than remembered ones are likely to use such reasons as:

- the revealed scriptures define truth for Hindus
- remembered scriptures are popular rather than authoritative
- the revealed scriptures are the direct word of God

Answers which do not think revealed scriptures are more important than remembered ones are likely to use such reasons as:

- remembered scriptures are the most widely read of all the Hindu scriptures
- some groups / movements treat remembered scriptures as the most important holy book
- remembered scriptures are accessible to everyone

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**

For a personal response with:

- one brief reason (e.g. remembered scriptures are accessible to everyone)  
  
  1 mark

For a personal response with:

- two brief reasons
- or one developed reason (e.g. remembered scriptures are accessible to everyone, you do not need a priest for guidance)  
  
  2 marks

For a personal response with:

- two reasons with one developed  
  
  3 marks

For a personal response with:

- two developed reasons  
  
  4 marks
The quality of written communication will be assessed in this answer (strands i, ii and iii)

4 (c) AO1

The main reasons include:
- the system is outdated
- the system has led to many social and religious injustices
- it is a social construct
- all humans are part of Brahman and are therefore equal

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

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<tr>
<th>Level</th>
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<tbody>
<tr>
<td>0</td>
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<td>No rewardable material.</td>
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</table>
| Level 1 | 1-2 | Little understanding of the issue shown, typically by:  
- giving a brief reason  
- not explaining but only describing the issue.  
The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |
| Level 2 | 3-4 | Basic understanding of the issue is shown typically by:  
- using two brief reasons  
- or a developed reason.  
The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |
| Level 3 | 5-6 | A more developed understanding of the issue is shown typically by:  
- using three brief reasons  
- or a fully developed reason  
- or two reasons with one developed.  
The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
| **Level 4** | 7-8 | A clear understanding of the issue is shown typically by:  
- using four brief reasons  
- or two developed reasons  
- or two reasons, one brief and one fully developed  
- or three reasons with one developed  
- or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
### Question 4 (d) AO2

**Indicative content**

Reasons for supporting this statement could be:
- gaining good karma is far more important
- there are now many other sources of knowledge and guidance
- their teachings are not relevant to modern life

Reasons for not supporting this statement could be:
- they provide guidance on Hindu life
- they perform rituals that are essential for worship
- only they can teach the Vedic scriptures

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**
Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason

(ii) Why some people may disagree with their opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason
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</thead>
<tbody>
<tr>
<td>5 (a) AO1</td>
<td>• pilgrimage city on the Ganges (associated with death rituals)</td>
<td>• a Hindu city</td>
<td>Answers which define a different key word</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• one of the abodes of Lord Shiva</td>
<td>• a city on the Ganges</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a place of pilgrimage</td>
<td>• a city in India</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Any alternative wording of the above points is acceptable.</strong></td>
<td>• a place where ashes are scattered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>Answer</td>
<td>Mark</td>
<td></td>
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<tr>
<td>5 (b) AO2</td>
<td><strong>Indicative content</strong>&lt;br&gt;Answers which think that the Holi is important for Hindus are likely to use such reasons as:&lt;br&gt;• it removes barriers of prejudice&lt;br&gt;• it bring communities together&lt;br&gt;• it celebrates God’s creation&lt;br&gt;&lt;br&gt;Answers which do not think Holi is important for Hindus are likely to use such reasons as:&lt;br&gt;• it is purely an opportunity for fun&lt;br&gt;• other festivals are of greater importance&lt;br&gt;• some Hindus see no value in celebrating festivals</td>
<td>4</td>
<td></td>
<td></td>
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</tbody>
</table>

**Award marks as follows:**

For a personal response with:<br>• one brief reason (e.g. it is purely an opportunity for fun)<br>1 mark<br>For a personal response with:<br>• two brief reasons<br>• or one developed reason (e.g. it is purely an opportunity for fun; people throw paint, they don’t pray)<br>2 marks<br>For a personal response with:<br>• two reasons with one developed<br>3 marks<br>For a personal response with:<br>• two developed reasons<br>4 marks
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 (c)</strong></td>
<td>The quality of written communication will be assessed in this answer (strands i, ii and iii)</td>
</tr>
</tbody>
</table>
| **AO1**         | The main reasons include:  
|                 | • it is one of the most sacred sites of Hindu pilgrimage  
|                 | • it is on the banks of the river Ganges  
|                 | • it is the place that Krishna spent his childhood  
|                 | • to celebrate festivals connected to Krishna  
|                 | Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review. |

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<tr>
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<td></td>
</tr>
</tbody>
</table>
| **Level 1** | 1-2 | Little understanding of the issue shown, typically by:  
|         | • giving a brief reason  
|         | • not explaining but only describing the issue.  
|         | The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |
| **Level 2** | 3-4 | Basic understanding of the issue is shown typically by:  
|         | • using two brief reasons  
|         | • or a developed reason.  
|         | The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |
| **Level 3** | 5-6 | A more developed understanding of the issue is shown typically by:  
|         | • using three brief reasons  
|         | • or a fully developed reason  
|         | • or two reasons with one developed.  
|         | The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
| Level 4 | 7-8 | A clear understanding of the issue is shown typically by referring to two views:  
- using four brief reasons  
- or two developed reasons  
- or two reasons, one brief and one fully developed  
- or three reasons with one developed  
- or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
### 5 (d) AO2

**Indicative content**

Reasons for supporting this statement could be:
- it allows the people to concentrate on God
- it allows people to gain good karma
- temple worship with other believers can be very powerful

Reasons for not supporting this statement could be:
- people can concentrate on God in their own homes
- people do not need to visit a temple to gain good karma
- worship in temples can be very distracting

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**
Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason

(ii) Why some people may disagree with their opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason
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<tbody>
<tr>
<td>6 (a) AO1</td>
<td>• the fire/light ceremony when incense or lamps are offered to the deity</td>
<td>• part of puja</td>
<td>Answers which define a different</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• a welcoming ceremony which uses flame/light</td>
<td>• burning candles/lamps</td>
<td>key word</td>
<td></td>
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<td></td>
<td>Any alternative wording of the above points is acceptable.</td>
<td>• a ceremony performed morning and evening</td>
<td>(1)</td>
<td></td>
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<td></td>
<td></td>
<td>• a fire ceremony</td>
<td>(0)</td>
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</table>

Any alternative wording of the above point is acceptable.
<table>
<thead>
<tr>
<th>Question Number</th>
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<tbody>
<tr>
<td><strong>6 (b) AO2</strong></td>
<td>4</td>
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</tbody>
</table>

**Indicative content**

Answers which think that Navaratri is important for all Hindus likely to use such reasons as:
- it celebrates the destruction of evil
- every festival is important
- it is an occasion for celebrating the importance of energy

Answers which do not think that Navaratri is important for all Hindus are likely to use such reasons as:
- it is really only important in Bengal
- not all Hindus believe that festivals are important
- much of the ritual and celebration is particular to women

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**

- For a personal response with:
  - one brief reason (e.g. it celebrates the destruction of evil) 1 mark
- For a personal response with:
  - two brief reasons
  - or one developed reason (e.g. it celebrates the destruction of evil which results in gaining good karma) 2 marks
- For a personal response with:
  - two reasons with one developed 3 marks
- For a personal response with:
  - two developed reasons 4 marks
The quality of written communication will be assessed in this answer (strands i, ii and iii)

**6 (c) AO1**

The main reasons include:
- offerings express meaning beyond language
- offerings help the worshipper to focus
- offerings are a form of prayer
- offerings are a way of gaining good karma

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

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<td></td>
<td>• giving a brief reason</td>
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<td>• not explaining but only describing the issue.</td>
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<td>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing</td>
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<td>may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical</td>
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<td>and/or spelling errors.</td>
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<td><strong>Level 2</strong></td>
<td>3-4</td>
<td>Basic understanding of the issue is shown typically by:</td>
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<td>• using two brief reasons</td>
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<td></td>
<td>• or a developed reason.</td>
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<td>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of</td>
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<td>A more developed understanding of the issue is shown typically by:</td>
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<td></td>
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<td>• or a fully developed reason</td>
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<td></td>
<td>• or two reasons with one developed.</td>
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| Level 4 | 7-8 | A clear understanding of the issue is shown typically by:  
- using four brief reasons  
- or two developed reasons  
- or two reasons, one brief and one fully developed  
- or three reasons with one developed  
- or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
### Question Number 6 (d) AO2

**Indicative content**

Reasons for supporting this statement could be:
- It is celebrated throughout the Hindu world
- It relates directly to Rama
- It marks the beginning of the year for Hindus

Reasons for not supporting this statement could be:
- All festivals are equally important
- Other festivals also relate to God
- In some areas other festivals are more important

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**

Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 **mark** for
- A simple reason

2 **marks** for
- A developed reason
- Or two simple reasons

3 **marks** for
- Three simple reasons
- Or two developed reasons
- Or a fully developed reason

(ii) Why some people may disagree with their opinion

1 **mark** for
- A simple reason

2 **marks** for
- A developed reason
- Or two simple reasons

3 **marks** for
- Three simple reasons
- Or two developed reasons
- Or a fully developed reason
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</tr>
</thead>
</table>
| 7 (a) AO1       | • the second stage of life  
• the householder stage (of life)       | • a stage of life  
• one of the ashramas  
• being married  
• having a family | Answers which define a different key word | 2    |
<p>|                 | Any alternative wording of the above points is acceptable. (2)                 | Any alternative wording of the above point is acceptable. (1)  |                                                                      |      |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7 (b) AO2</td>
<td><strong>Indicative content</strong>&lt;br&gt;Answers which think that babies should have a naming ceremony are likely to use such reasons as:&lt;br&gt;• it is one of the samskars&lt;br&gt;• a name has important meanings for the family so it is important to mark this with a religious ceremony&lt;br&gt;• the ceremony conveys an important blessing on a child&lt;br&gt;Answers which do not think that babies should have a naming ceremony are likely to use such reasons as:&lt;br&gt;• naming is a family matter, not a religious matter&lt;br&gt;• not all Hindus believe that ceremonies are a way of gaining merit&lt;br&gt;• everyone should be able to make their own religious choices when they are old enough&lt;br&gt;Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.&lt;br&gt;<strong>Award marks as follows:</strong>&lt;br&gt;For a personal response with:&lt;br&gt;• one brief reason (e.g. it is one of the samskars) 1 mark&lt;br&gt;For a personal response with:&lt;br&gt;• two brief reasons&lt;br&gt;• or one developed reason (e.g. it is one of the samskars which gives merit at the beginning of life) 2 marks&lt;br&gt;For a personal response with:&lt;br&gt;• two reasons with one developed 3 marks&lt;br&gt;For a personal response with:&lt;br&gt;• two developed reasons 4 marks</td>
<td>4</td>
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</tbody>
</table>
The quality of written communication will be assessed in this answer
(strands i, ii and iii)

7 (c) AO1

The main reasons include:
- it is way to achieve good karma
- it is a way to achieve moksha
- it is part of the Hindu teaching to reduce himsa
- ancient Hindu traditions promote compassion and kindness

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

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<td>• not explaining but only describing the issue.</td>
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<td>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</td>
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<td><strong>Level 2</strong></td>
<td>3-4</td>
<td>Basic understanding of the issue is shown typically by:</td>
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<td></td>
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<td>• or a developed reason.</td>
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<td>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</td>
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<td>• or a fully developed reason</td>
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<td>• or two reasons with one developed.</td>
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<td>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</td>
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| Level 4 | 7-8 | A clear understanding of the issue is shown typically by:  
- using four brief reasons  
- or two developed reasons  
- or two reasons, one brief and one fully developed  
- or three reasons with one developed  
- or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
### Question Number: 7 (d) AO2

#### Indicative content

**Reasons for supporting this statement could be:**
- the world would be a better place
- everyone would gain good karma and get to moksha quicker
- using violence is against a universal moral principle

**Reasons for not supporting this statement could be:**
- it is not practical in a world which has violence
- sometimes you have to use force to ensure everyone is treated justly
- everyone must choose their own actions as they are accountable for their own karma

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

#### Award marks as follows:
Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

<table>
<thead>
<tr>
<th>1 mark for</th>
<th>2 marks for</th>
<th>3 marks for</th>
</tr>
</thead>
<tbody>
<tr>
<td>a simple reason</td>
<td>a developed reason</td>
<td>three simple reasons or two developed reasons or a fully developed reason</td>
</tr>
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</table>

(ii) Why some people may disagree with their opinion

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</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Partially Correct Answer</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 8 (a) AO1       | • the final Hindu samskar  
                    • burning the dead body (to release the soul)  
                    • the Hindu death ritual  
                    **Any alternative wording of the above points is acceptable.** (2) | • a samskar  
                    • a funeral  
                    **Any alternative wording of the above points is acceptable.** (1) | | 2 |
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
</table>
| 8 (b) AO2       | **Indicative content** Answers which think all Hindus should be involved in social and community cohesion are likely to use such evidence as:  
|                 | • dharma demands that they should  
|                 | • it brings good karma which is a central aim of Hinduism  
|                 | • Vivekananda and Gandhi, for example, taught Hindus to do this  
|                 | Answers which do not think all Hindus should be involved in social and community cohesion are likely to use such evidence as:  
|                 | • there are more important things for Hindus to do  
|                 | • it is an ideal, not an absolute imperative  
|                 | • Hindus are allowed to use their free will and decide whether or not to work for community cohesion  
|                 | Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.  
|                 | **Award marks as follows:**  
|                 | For a personal response with:  
|                 | • one brief reason (e.g. Vivekananda and Gandhi taught Hindus to do this)                                            | 1 mark |
|                 | For a personal response with:  
|                 | • two brief reasons  
|                 | • or one developed reason (e.g. Vivekananda and Gandhi, for example, taught Hindus to do this. Gandhi worked to bring Hindu and Muslim communities together) | 2 marks |
|                 | For a personal response with:  
|                 | • two reasons with one developed                                         | 3 marks |
|                 | For a personal response with:  
|                 | • two developed reasons                                                   | 4 marks |
The quality of written communication will be assessed in this answer (strands i, ii and iii)

8 (c) AO1

The main reasons include:
- cremation aims to secure the release of the soul from the body
- those who are cremated on the banks of the Ganges are believed to be liberated from samsara
- for those who have achieved enlightenment, the rituals are the final stage of moksha
- it is a required final rite of passage for many Hindus

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| **Level 1** | 1-2 | Little understanding of the issue shown, typically by:  
- giving a brief reason  
- not explaining but only describing the issue.  
The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors. |
| **Level 2** | 3-4 | Basic understanding of the issue is shown typically by:  
- using two brief reasons  
- or a developed reason.  
The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present. |
| **Level 3** | 5-6 | A more developed understanding of the issue is shown typically by:  
- using three brief reasons  
- or a fully developed reason  
- or two reasons with one developed.  
The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present. |
| Level 4 | 7-8 | A clear understanding of the issue is shown typically by:  
  • using four brief reasons  
  • or two developed reasons  
  • or two reasons, one brief and one fully developed  
  • or three reasons with one developed  
  • or a comprehensive explanation using one reason only.  
The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning. |
**Indicative content**

Reasons for supporting this statement could be:
- young people should be able to have fun and concentrate on gaining good merit later in life
- the householder path is considered the most important ashrama as it supports all of the other three ashramas.
- The brahmacharya does not last as long as other ashramas

Reasons for not supporting this statement could be:
- it is the basis for all the ashramas that follow
- it is how a person gains knowledge needed for the future
- every ashrama is equally important as no one knows how long their life time will last

Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.

**Award marks as follows:**

Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).

(i) Own opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason

(ii) Why some people may disagree with their opinion

1 mark for
- a simple reason

2 marks for
- a developed reason
- or two simple reasons

3 marks for
- three simple reasons
- or two developed reasons
- or a fully developed reason