
GCSE

Religious Studies A

Unit 13 / 405013 Hinduism

Mark scheme

4050

June 2015

Version/Stage: 1 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, 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 student 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, students' 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 students 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

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

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

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

Part A

A1 Worship

- (a) Describe briefly two main features of a Hindu mandir (temple).**

Target: Knowledge of two main features of a Hindu mandir (temple)

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include two of the following:

Shikara or tower or spire above the deity / or murti / murtis or statues of the deities / many shrines dedicated to various deities / Garbha griha inner shrine containing the main deity / mandapa pillared walkway / entrance with protective deity / Gopuram large gateway / flag / bell.

Max of Level 2 if only one feature described.

[3 marks] AO1

(b) Explain the purpose of two ceremonies performed in Hindu mandir (temples) as part of worship.

Target: Knowledge and understanding of the purpose of two ceremonies performed in Hindu temples as part of worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include two of the following:

Preparations

Circumambulation of temple / to show respect and prepare for worship personal cleansing to purify the body and mind / ring bell at entrance to awaken the deity.

Puja

Prostrations before chosen deity to show adoration and respect / offerings of fruit, flowers or money to show thankfulness to the deity / lighting arti lamp / waving arti lamp in front of murtis to show how the light of the deity can be received by the worshipper.

Darshan

Looking at and receiving a glance of the deity to receive the blessing of the deity.

Prashad

Receiving the blessings and food offerings from the deity to consume the divine blessings of the deity.

Havan and yajna

Fire sacrifices and associated rituals to make petitions of the deity and seek answers to questions and requests.

Candidates may cite rites of passages as ceremonies performed in the mandir.

Although these include worship, they are not strictly part of worship. So no more than level 2 for reference to rites of passage.

Level 3 max if only one ceremony covered.

[4 marks] AO1

(c) 'For Hindus, the mandir (temple) is the most important place of worship.'

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

Target: Evaluation of the relative importance of worship in the home and in the temple

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

Worship is incomplete without the special blessings received from deities in the temple / temples are at the heart of village life / worship in temples brings greater spiritual benefits / only temple priests who reside at temples are qualified to perform certain rituals / 'darshan', a sighting or vision of the deity is only possible at temples / temples are located in special places associated with certain deities or are shines to special saints / temples are gathering places for the whole community.

Other views

Most Hindus have shrine in the home and puja is a regular daily event / the deity is considered to be a guest in the home / worship in the home brings the family together / many rites of passage take place in the home as well as other ceremonies to bless the home and ensure prosperity / worship in the temple is optional.

[6 marks] AO2**A2 Pilgrimage and Festivals****(a) Describe how Hindus celebrate the festival of Holi.****Target: Knowledge of practices of the festival of Holi**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include some of the following:

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 / coloured powders are thrown at everybody / attend worship at the temple / 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 and exchange sweets, presents and good wishes.

[3 marks] AO1

(b) 'For Hindus, Holi is more about having fun than practising a religion.'**What do you think? Explain your opinion.****Target: Evaluation of whether for Hindus the festival Holi is more about having fun than practicing a religion**

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following:

Holi is particularly a time of fun and celebration due to the games played and atmosphere created / it is meant to be fun and joyful due to the nature of the celebrations / children especially see it as a time for fun and games.

The festival celebrates the triumph of good over evil which is a religious teaching / the religious story is retold and is appreciated for the truths and teachings it contains / Hindus can have fun whilst engaging in the religious festival of Holi.

[3 marks] AO2**(c) Explain why Varanasi is a holy city for Hindus.****Target: Knowledge and understanding of why the city of Varanasi is a holy place for Hindus**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include some of the following

There are many ashrams in Varanasi where people can go on retreat and learn from the teaching of well-known sadhus and philosophers / there are many temples here dedicated to different gods / pilgrims from all over the world come here / Varanasi is on the banks of the River Ganges, which is a sacred river / they can perform special rituals here to cleanse away bad karma / it is considered the best place to scatter ones ashes to ensure a good rebirth.

[3 marks] AO1

(d) 'For Hindus, festivals have more importance than pilgrimages.'

What do you think? Explain your opinion.

Target: Evaluation of whether festivals have more importance for Hindus than pilgrimages

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may include some of the following :

Agree

Every Hindu appreciates the importance of festivals as the Hindu stories and rituals are regularly enacted / everyone is involved in festivals / they are very effective in educating younger generations in the main teachings and practices of Hinduism / festivals strengthen family and community bonds / festivals are accessible for all / they are an integral part of the Hindu way of life.

Other views

Pilgrimages have more importance as they are highly significant and once in a lifetime experiences / Hindus go on pilgrimage with a special intention to make special requests, vows or promises to the deities / pilgrimages are very inspiring events and can be life-changing experiences / people from all over India gather at these sacred places which reinforces the faith / great spiritual merit can be gained due to travelling and hardship involved / festivals are more for fun and socialising.

[3 marks] AO2

A3 Personal Duties and Family Relationships**(a) Explain Hindu attitudes to the caste system.****Target: Knowledge and understanding of Hindu attitudes to the caste system**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may include two of the following:

Various attitudes / caste status is the result of karma and good and bad deeds in past life / caste is part of the natural order of society / caste is by birth into a caste and cannot be changed / marriage should be within the same caste / caste differences are not important and outdated in modern society / it is possible to overcome caste barriers to social mobility / there should be no discrimination against caste.

[3 marks] AO1**(b) Describe briefly the duties of the student stage of life.****Target: Knowledge of the duties of the student stage of life****Students may include two of the following:**

To remain celibate / to study the holy scriptures / to learn how to recite them in Sanskrit / to learn the rituals necessary for the two higher castes / to be obedient to their teacher or guru.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(c) Explain briefly the duties of the householder.

Target: Knowledge and understanding of the duties of the householder

Students may include two of the following:

To get married / to raise a family / to ensure the children are brought up with good moral values / an appreciation of the Hindu way of life / to fulfil religious duties and acts of worship in the home and the temple / to support elderly parents / to earn an honest living / to help those in need in society.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(d) 'It is the duty of all Hindus to be vegetarian.'

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

Target: Evaluation of whether it is the duty of all Hindus to be vegetarian

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

All Hindus believe in ahimsa which means their duty is not to harm any living being / many Hindus regards eating meat as having a bad effect on moral character as it requires killing animals / Hindus regard the cow as a sacred animal and it is their duty to ensure that cows are never be harmed or killed / Hindus believe that diet affects moral character and eating meat can make a person have an angry or violent temperament / pure and wholesome food will produce a kind and wholesome person / it is a characteristic of traditional orthodox Hindus to be vegetarian / it is the duty of all castes and stages of life to respect life and killing animals for food goes against this principle.

Other views

It is not compulsory for all Hindus to be vegetarian only certain castes and stages of life this is a personal choice / only brahmin priests and other holy men are required to be vegetarian / for the other castes vegetarianism is not required / some Hindus may need to eat meat eg poultry or fish due to the environment they live in when other kinds of food are not available / being vegetarian for Hindus is not a duty; it is a personal moral choice.

[6 marks] AO2**A4 Respect for Life****(a) Explain how Hindus might practise ahimsa in their lives.**

Target: Knowledge and understanding of how Hindus might practise ahimsa in their lives

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:

Not killing or harming any living being / being a vegetarian / not harming trees and plants / not 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 / never being violent / not returning violence or anger with the same / being a pacifist / becoming calm and peaceful person.

[4 marks] AO1

(b) 'It is never right to use violence.'

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

Target: Evaluation of whether or not it is ever right to use violence

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:

Agree

The Hindu principle of ahimsa is an absolute moral principle and violence in any form is always wrong / santanadharma is an eternal moral law in Hinduism in which ahimsa is the fundamental moral value / violence will never produce a good result; it will only provoke even more violence / violence does more harm than good / Hindu teachers such as Gandhi promoted non-violence as a positive action to overcome enmity / non-violence is more effective than violence in reaching a solution to conflict / violence in daily life, in family and community is harmful to harmonious living.

Other views

Violence in the form of taking up arms against an enemy is justified to protect the innocent and oppressed / the duties of the kshatriya is to be a fighter for justice and partake in war if necessary / these duties of the kshatriya are justified in the teachings of the Bhagavad Gita / self-defence may be necessary for any person.

[6 marks] AO2

Part B**B5 Worship and Beliefs and Sources of Authority****(a) Explain Hindu beliefs about karma and samsara (cycle of rebirth).****Target: Knowledge and understanding of the Hindu beliefs of karma and samsara**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:**Karma**

Is the law of cause and effect / it means actions or activity / it means all actions and intentions will have a good or bad effect according to the motivation and consequences of action / good karma is generated and accumulated through good deeds fulfilling the Hindu way of life based in moral values and duties / bad karma is generated by harmful deeds and will result in a bad rebirth.

Samsara

Is the cycle of life death and rebirth / Hindus believe they are trapped in samsara through the law of karma / Hindus aim to escape samsara by reaching spiritual liberation or moksha / samsara is escaped when the eternal inner spiritual self becomes one with the universal energy of Brahman.

Max Level 3 if only one belief explained.

[4 marks] AO1

(b) 'A belief in karma makes little difference to how Hindus live their lives.'

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 whether a belief in karma makes any difference to how a Hindu lives their life

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:

Agree

Some Hindus may not fully understand the complex teaching of karma but will live their lives following the duties and customs they have been taught / they may be more influenced by the prevailing culture, eg village or urban than a belief in karma / Hindus may be motivated to do good deeds and fulfil their duties because it produces harmony and happiness in the here and now / Hindus may have many other motivations for following the Hindu way of life / there are many other pressures and priorities in life such as maintaining a decent standard of living which may be more important than any religious beliefs.

Other views

Karrna is a fundamental and powerful belief which can instil a strong sense of responsibility / the fact that one's actions will determine one's future destiny can be a very strong influence on how one lives one's life / karma can explain present suffering and misfortune and act as an incentive to make life better in the future.

[6 marks] AO2

(c)(i) Explain the meaning of the Om symbol in Hindu worship.

Target: Knowledge and understanding of the meaning of the Om symbol in Hindu worship

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:

Om represents the reality of the supreme life force Brahman / it is the vibration and power of Brahman / it is uttered in worship to connect with the life giving energies of Brahman / it is a mantra or kind of prayer which when uttered with reverence and faith puts the person in touch with their inner spiritual nature / the three syllables of A U M represent the three aspects of Brahman as creator, maintainer and destroyer of creation / it is used in worship to express and acknowledge the three aspects of Brahman and the process of birth, life, death and rebirth / it can represent the trimurti Brahman, Vishnu and Shiva / it can mean that all individual deities are really one power or force / the Sanskrit symbol is painted onto the outside of temples and in decorative mandalas to show the presence of god or to denote it is a Hindu place of worship.

[4 marks] AO1

(c)(ii) Explain why Hindus worship Shakti.**Target: Knowledge and understanding of why Hindus worship Shakti**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:

Shakti is the female aspect of God / it is referred to in the Vedas as the creative energy which enables the male gods to exert their power / without creative energy of Shakti the universe would not be full of life / Shakti takes many forms as a goddess / there are many goddesses which are the focus for worship / Hindus worship Durga to protect them from evil and prevent harm coming to the weak and helpless / Kali has ferocious powers to overcome evil forces / Saraswati is worshipped to help Hindus gain knowledge and wisdom / as Lakshmi she is worshipped for prosperity and benevolence.

[4 marks] AO1

(d) 'Without religious symbols, Hindus would not be able to worship God.'

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 whether religious symbols are needed for Hindus to worship God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

Hindus use symbols in many forms in order to worship / the drawing, writing and uttering of the symbols brings into being the spiritual power of the deities / if the symbols are murtis or images of the deities, Hindus need these to relate in a personal way to the ultimate and impersonal reality of Brahman / Hindus cannot worship an impersonal energy so they need symbols to direct their minds and heart to God / bhakti yoga is the submission to a personal deity which is known through the image / this is seen by some Hindus as the highest form of worship.

Other views

Worship does not depend on symbols – it is helped by them / some Hindus develop a union with Brahman through meditation or jnana yoga / this is seen as a higher form of knowledge and superior to the worship of images of the deities / some Hindu reformers tried to abolish the use of idols as they claimed they got in the way of direct union with knowledge of God.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 Justice and Equality**(a) Explain Hindu attitudes to those who live in poverty.****Target: Knowledge and understanding of Hindu attitudes to those who live in poverty**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:

Hindus in the householder stage have a duty and responsibility to help those who are deprived of basic needs through poverty / the extended family means that Hindus will help family members who are less well-off / Hindus should have compassion for those who suffer in any way and help share resources with them / an aspect of the Hindu belief in respect for all forms of life is to show respect for those who live in deprived circumstances.

Some Hindus might regard poverty as a punishment for past misdeeds and a result of the law of karma in operation / an acceptance of the caste system means that some Hindus might believe that some people should be poor / those in poverty have brought this situation upon themselves as result of their bad character or bad karma / it is inevitable that in any society there will be rich and poor so not much can be done about it.

[4 marks] AO1

(b) 'The best thing to do in life is to give up all one's wealth and possessions.'

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 whether the best thing to do in life is to give up all one's wealth and possessions

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:

Agree

In Hinduism, the stage of life of homeless wanderer (sannyasin) is regarded as the highest and best way to complete and fulfil the Hindu way of life / the sannyasin gives up all his possessions in order to fully devote himself to the spiritual path / spiritual life is more important than material success / a life based on material gain is not likely to produce a good harmonious society / giving away one's goods shows non-attachment to the material world / it is an act of selflessness / giving up possessions frees one from involvement in material world and makes to goal of liberation or moksha really possible.

Other views

Wealth and possessions can be used for the betterment of society if rightly used and directed / giving up wealth might make one dependent on others and a burden on society / the best thing to do could be to live the householder life and make valuable contributions to society / the best thing in life would be to create wealth and then share it out to improve the lives of others / the path of the karma yoga is to engage with the world and fulfil ones duties in it which is seen as the best way in the Bhagavad Gita.

The reasons for giving up all one's possession have to be good ones otherwise it can be seen as a foolish and irresponsible act.

[6 marks] AO2

(c)(i) Explain Hindu views on racial discrimination.**Target: Knowledge and understanding of Hindu views on racial discrimination**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:

Hinduism has always encompassed a variety of races and cultures within itself / presence in India of scheduled tribes (aboriginals) usually darker skins who are given protection by law and positive discrimination with regards to education / race is sometimes linked to caste and there is also legislation to protect the rights of lower castes and give them equal opportunities / there is an awareness and varied acceptance of cultural differences between lighter-skinned northern Indians and darker-skinned peoples in the south eg Dravidians, Tamils, etc. / still preference for lighter-skinned people for marriage, etc. / Hindu attitude of non-harm and the universality of God in all beings / every soul is potentially divine so race and caste is transcended / the same god resides in every soul so we are all one soul and one race of people (Tagore).

[4 marks] AO1

(c)(ii) Explain Hindu views on religious prejudice.**Target: Knowledge and understanding of Hindu views on religious prejudice**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, eg two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level 	4 marks

Students may include some of the following:**Religious tolerance**

Hindus believe all religions are different paths to the same truth / Hinduism welcomes and values the diversity of different religious philosophies / Hindus worship figures such as Jesus Christ and Guru Nanak as able to accept the notion of incarnation easily / Hindus have some common saints from saint tradition of Muslim and Sikh saints / Hinduism has absorbed into itself many influences from other religions and some sects combine different beliefs / Hinduism does not claim exclusive possession of truth but acknowledges the various ways of reaching ultimate truth.

Religious discrimination

Many Hindu reformer like Gandhi taught that it was very harmful to social harmony to discriminate against other religions especially Muslims / there has been significant conflict and intolerance with Muslim culture / some groups of Hindus responsible for destroying Mosques and engaging in communal conflict in India / some criticism of Christianity and missions from some Hindus in 19th century / some tensions with Sikh community over Kashmir and reprisals against Sikhs after assassination of Indira Gandhi / all beings share the same universal soul which is the essence of God within them / thus all religions are one.

[4 marks] AO1

(d) 'Equality is impossible in Hindu society today.'

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

Target : Evaluation of whether equality is impossible in Hindu society today

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student 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.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student 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. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, ie one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	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.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following:**Agree**

Hindu society is very varied with very traditional ways of life in rural village areas as well as highly developed and progressive ways of life in the big cities / there is a big contrast between poverty and wealth which creates inequalities / traditional ways of life preserve attitudes of inequality towards women's rights / attitudes to widows is still unfair in some places / attitudes to caste differences is very prevalent in arranging marriages. Intolerance and conflicts with Muslims still strong with extreme militant groups.

Other views

Great tolerance of other faiths and cultures in Indian history / moral principle of ahimsa (non-harm or anger) should mean respect and openness to all castes and faiths / all beings have the same inner self 'atman' and no one is better than another / example of reformers like Gandhi campaigning against discrimination against untouchables / campaigns for equality for women, especially widows, and laws against sati / women have held high office and had more power and authority than in the past / Hindu society is constantly changing and evolving especially in the modern world due to economic changes / advances in equality are always very possible.

[6 marks] AO2**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students 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.	[4 marks]
Intermediate performance	Students 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.	[2-3 marks]
Threshold performance	Students 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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]