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GCSE

# Religious Studies A

Unit 13 / 405013 Hinduism

Mark scheme

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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](http://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, ie 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 eg 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.

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 Beliefs and Sources of authority and Worship**

**(a) According to Hinduism, which one of the following would Lakshmi not bring?**

**Target: Knowledge of the symbols associated with the popular deities**

Evil.

Award one mark for a correct answer.

**[1 mark] AO1**

**(b) Describe how Hindus show their devotion to Lakshmi.**

**Target: Knowledge of the ways in which Hindus show their devotion to Lakshmi**

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

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

Make offerings of flowers and food / have a puja dedicated to her / focus of worship in festival of Diwali / processions through streets of her image / decorate her image.

**[4 marks] AO1**

(c) ‘Goddesses are the most important form of god for Hindus.’

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 goddesses are the most important form of god for Hindus

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. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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 River Ganges is considered to be a female mother goddess and this is very important in Hindu belief and practice / India itself is regarded as a female goddess Bharat and is revered as a mother goddess / some Hindus have great devotion to certain goddesses / they are their main focus for worship, especially Kali and Durga / all the male gods have female consorts or counterparts and are incomplete without them / female goddesses have special powers or purposes which male gods do not have ie protection of children and curing of illnesses so cannot be any less important than male gods / without the female power of Shakti the male gods would be powerless.

**Other views**

The most important and central deities are male especially Krishna, Rama, Shiva / Ganesh and Hanuman are also important and are non-gender and related to animals forms / the ultimate reality of Brahman, the impersonal absolute is the most important form of God the deities are expression of different aspect of Brahman / female deities are secondary or in supportive roles to the male gods / the Hindu understanding and expression of god comes in many different forms including natural forces, mountain, trees and rivers so there is no one form that is more important than any other.

**[6 marks] AO2**



**A2 Respect for Life**

**(a) Explain Hindu attitudes towards animals, especially cows.**

**Target: Understanding of the Hindu attitude towards animals, especially cows**

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

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

All animals should be treated with respect as they all have souls (atman) / killing animals brings bad karma / animals are life-giving and nurturing so should never be harmed / harming animals is against the Hindu principle of ahimsa (non-harm) / the cow is a sacred animal for Hindus / the cow provides an endless supply of milk and dairy produce essential to life / anything which is life-giving and nurturing is considered to be sacred or a deity / the cow is a living creature and it is against Hindu principles to harm or kill living beings / in village life the cow provides both food and fuel in the form of dung / without the cows they would not survive / many deities have a cow as their vehicle.

**[3 marks] AO1**

**(b) Explain two reasons why Hindus believe that they should look after the environment.**

**Target: Knowledge and understanding of two reasons why Hindus believe they should look after the environment**

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

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

God dwells in all aspects of nature so it is wrong to harm it / the principle of ahimsa means no harm to all living beings / rivers and trees are life giving so it is like taking life to harm them by polluting rivers and cutting down trees / the balance of nature is intended by the creative powers of Brahman so humans should not interfere with the balance of nature / it will bring them bad karma / their faith is based on natural forces and energies so harming the environment is bringing bad fortune and bad consequences for everyone / a belief in the cycle of life of birth, death and rebirth means that bad deeds will have bad consequences, etc.

If only one reason given no more than three marks.

**[4 marks] AO1**

(c) 'The principle of ahimsa should apply only to humans.'

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 the principle of ahimsa should apply only to humans

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. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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**

Killing of any kind is destroying life which is forbidden in Hinduism / animals have a right to life and to be protected from harm just like humans / all animals and humans are considered to have equal status as they all have an inner soul / the taking of life is governed by the law of karma not human beings / all animals are part of nature which should be treated with respect and reverence / God is in all forms of nature and it is not the role of humans to destroy life / humans can be healthy without meat in their diet, etc.

**Other views**

The principle of ahimsa applies to all living beings especially humans / it would be right to kill wild and dangerous animals if they threatened human life / in some parts of the world there are no other viable forms of food for humans / the protein from animals is essential to a healthy diet / animals exist to provide essential food for humans / sometimes animals may be killed in experiments to improve human life in curing diseases / it may be necessary to take the life of animals if they are suffering great pain, etc.

**[6 marks] AO2**

**A3 Worship**

(a) Explain how the items on the puja tray are used in worship at a Hindu shrine.

**Target: Knowledge and understanding of how the items on the puja tray are used in worship at a Hindu shrine**

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"> <li>At least two relevant and accurate points</li> <li>One point with development</li> </ul>	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with one developed</li> <li>One well developed point</li> </ul>	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> <li>Two or more relevant and accurate points with development of at least two</li> <li>A single point that is exceptionally well-developed may reach this level</li> </ul>	4 marks

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

Offerings of flowers, food and holy water are placed on the tray / the items represent the five senses and the four elements, ie water (small pot), air (incense), fire (arti lamp) and earth (rice grains or items of food) / these essentials of life are offered to the deities to seek their favour and blessings / the arti lamp is waved in front of the deity to represent receiving the light of the deity within themselves / water is sprinkled over the images to purify the shrine / the bell is rung to awaken the deity, etc.

One mark for each action explained with a further mark to a developed point.

**[3 marks] AO1**

(b) 'For Hindus, daily puja in the home is the most important way 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 daily puja in the home is the most important way 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. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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**

Daily worship in the home is practised by most Hindus and is the most frequent and central form of worship / the home is the basis of life everyday and so this brings god into the everyday reality of life / it is a daily act which means that Hindus never forget the presence of god in their lives / it brings the family together in a common purpose to include spiritual dimension to their lives on a regular basis, etc.

**Other views**

Worship in the temples is more important as it is a special occasion and requires more commitment and devotion / the priests at the temple can confer special blessings / congregational worship is more powerful and a stronger expression of faith / worship in the home might become too routine and without full meaning / worship of god can be expressed through fulfilling duties and responsibilities in the world / moral actions are more important than worship in the home / meditation and dedication to spiritual life can be seen as more important, etc.

**[6 marks] AO1**

**(c) Explain briefly the meaning of the swastika symbol in Hinduism.**

**Target: Knowledge and understanding of the meaning of the swastika symbol in Hinduism**

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

The wheel of life / the sun / the life-giving energies of God / good fortune.

1 mark for a single point.

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

**[2 marks] AO1**

**(d) ‘Symbols are essential in Hindu worship.’**

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

**Target: Evaluation of whether or not symbols are essential in Hindu worship**

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

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

All the objects used in worship are symbols so could not be performed without them / symbols express aspects of the powers of god which Hindus cannot express in other ways / a symbol like OM has power when used in worship / symbols can be actions as well as objects and are essential to worship.

Symbols may not be essential but helpful to worship / some forms of worship like meditation and chanting do not require symbols / it is the intention of the worshipper, not the use of symbols, which is essential, etc.

NB Two sided answers are creditable but not required.

**[3 marks] AO2**



**A4 Justice and Equality****(a) Explain Hindu attitudes towards wealth.****Target: Knowledge and understanding of the Hindu attitudes towards wealth**

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

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

One of the four aims in life is to gain wealth by honest means / in the householder stage of life there are many duties and responsibilities about appropriate use of income and wealth / it is traditionally expected that the man must be a good provider for his immediate and extended family / scriptures state that a householder must only keep for himself and his family what he needs but should not hoard money / if wealth is accumulated, it is a duty to give to those in need and to practise generosity / some may see wealth and the comfort, enjoyment and security it brings as a reward for good deeds in the past, etc.

**[4 marks] AO1**

**(b) Describe the work of one Hindu organisation that helps people in need.**

**Target: Knowledge of one Hindu organisation that helps people in need**

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

**Students may use any Hindu-related organisation for example:**

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

**International Sai Sathya** (Sathyasai organisation) founded by Sai Baba various projects related to health, education and economic uplift, most notably hospitals with free treatment for cataract operations, cleft palate treatment, new schools and youth training schemes.

**ISKCON** Supplies food kitchen of free food for those within a 10 mile radius of their temples. Charitable projects for the homeless.

**[3 marks] AO1**

(c) ‘For Hindus, the best way of helping people in need is to give them money.’

What do you think? Explain your opinion.

**Target: Evaluation of whether or not for Hindus, the best way of helping people in need is to give them money**

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

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

Giving money to provide essential supplies will help those in need / money can solve problems of poverty by building hospitals and schools / money can provide capital for setting up small industries / sometimes service and voluntary help are more effective in solving problems.

Those in poverty need to learn the skills to help themselves / sometimes service and voluntary help is more effective in solving problems / developing self-reliance and independence with help from others is more effective than receiving money.

Two sided answers are creditable but are not required.

**[3 marks] AO2**

**PART B****B5 Festivals and Pilgrimage and Beliefs and Sources of Authority****(a) Explain the importance of Divali for Hindus.****Target: Knowledge of the importance of Divali for Hindus**

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

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

It celebrates the victory of light over darkness / victory of good over evil / it re-enacts a central story and myth about Rama and Sita and the overcoming of the demon Ravanna / it provides the opportunity to show devotion to the goddess Lakshmi / It is celebrated by business men as the start of the new financial year / it is a joyous occasion which brings the Hindu society together.

**[4 marks] AO1**

**(b)(i) Describe what religious actions Hindus perform when they go on pilgrimage.**

**Target: Knowledge of the actions performed by Hindus on pilgrimage**

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

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

Bathe in the river / perform special rituals and pujas / visit holy men (sadhus) for advice and teachings / make petitions to the deities / visit ashrams for meditation and yoga / visit temples and perform circumambulations and special pujas / fulfill vows / go on processions with holy men / meet with and congregate with other Hindus for prayer offerings and companionship / undergo austerities, etc.

**[4 marks] AO1**

**(b)(ii) ‘For Hindus, the River Ganges is the most sacred place on earth.’**

**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 or not the River Ganges is the most sacred place on earth for Hindus**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> 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**

For all Hindus this is the most sacred place as it is a living deity 'Ganga' which is life giving / it is associated with the creative and destructive powers of the deity Shiva as the power of the river flowed through his heavy locks of hair in Hindu mythology / the source of the Ganges is a very sacred site as associated with Hindu creation myths / many holy men live in various places along the river / most of the ashrams for spiritual retreats are found along this river at Rishikesh and Hardwar / it is the source of spiritual life and guidance for people all over the world / Hindus believe that if their ashes are scattered here, they will be guaranteed a better rebirth, etc.

**Other views**

This place is only important and sacred for Hindus and those who have faith in it / even for Hindus it is one of many sacred places in India / Hindus in south India have many other holy temple complexes and sacred sites / in Hinduism sacredness can be found in thousands of different places and they are all equally important to the people who visit them / the Ganges is just larger and more spectacular but this does not mean it is more sacred than other places / it is only sacred to those who believe it to be so, etc.

**[6 marks] AO2**

**(c) Explain the meaning of the aims in life of artha and kama.**

**Target: Knowledge and understanding of the aims in life of artha and kama for Hindus**

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

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

**Artha**

Honest living / appropriate use of wealth / giving to charity / creating a sound material basis for life.

**Kama**

Enjoying the pleasures and beauties of life / in marriage, enjoyment of sexual union / appreciation of good food, music and all forms of pleasures of the senses / sense of happiness and gladness for the gift of life.

**[4 marks] AO1**



(d) ‘All Hindus should aim for liberation (moksha).’

**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 all Hindus should aim for liberation (moksha)**

Levels	Criteria	Quality of Written Communication & Guidance	Marks
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> 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**

Moksha is the most important aim as it is complete liberation of physical form and material life which is the ultimate aim for all Hindus / moksha focuses on the spiritual life which is eternal and indestructible, unlike the material world which is only temporary and always changing / it is the highest aim for a human being as it gives the deepest spiritual insights and freedom from the law of karma / even if it is not possible to pursue moksha in this lifetime, it can be a goal in a future one / the vanaprasta and sannyasin stages of life Hindus are preparing for moksha, etc.

**Other views**

Not all Hindus can aim for moksha due to a variety of reasons / Hindus are free to choose what their main aim in life is to be / some may choose not to attain moksha but rather aim for a better rebirth / renouncing the world is not always the most important aim in life for Hindus / other goals are more important at different stages in life such as brahmacharya (student) and grihasta (householder) / most notably fulfilling one's own dharma of moral and religious duties / service to the family and community and living the Hindu way of life in all its aspects are more important, etc.

**[6 marks] AO2**

**B5 Spelling, punctuation and grammar**

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	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 and Personal Duties and Family Relationships**

**(a) Explain the importance of the Hindu rite of marriage.**

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

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

**Students may refer to some of the following**

It is the union of two families / it makes marriage a sacred and spiritual union as well as a physical one / it initiates the couple into the householder stage of life / it brings the blessings of the deities on the marriage / it expresses the vows and commitments made by the couple to each other / it is considered to be a life-long union, etc.

**[4 marks] AO1**

**(b)(i) Explain Hindu attitudes towards divorce.****Target: Knowledge and understanding of Hindu attitudes towards divorce**

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

**Students may refer to some of the following**

Mainly negative attitude due to the solemnity and public nature of the vows made / since marriage is the joining of two families, divorce is complex and affects several of the family members / it contravenes the dharmic duties of the householder stage and so brings negative karmic consequences / marriage is regarded as a sacred union and so can be regarded as an immoral act / since marriages are arranged rather than love matches, divorce offends and affects the whole family / not all Hindus are against divorce and it is allowed and accepted when the suffering of the parties involved is clearly evident / more liberal and modern attitudes prevail in urban and developed areas, etc.

**[4 marks] AO1**

**(b)(ii) ‘The family is the most important aspect of the Hindu way of life.’**

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

**Target: Evaluation of whether or not the family is the most important aspect of the Hindu way of life**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	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
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, with slight development of one. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> 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
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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
<b>Level 6</b>	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	<b>Level 6 Guidance</b> 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 family is the basis of the Hindu way of life as the home is the centre of worship and the nurturing of Hindu values and duties / the extended family is essential to the wellbeing of all family members and is a means by which each individual is valued and cared for / responsibilities are shared and maintained in the family setting / it is only possible to fulfil the duties of the Grihastha stage in the family setting / the jati system of carrying on the same occupation through various generations is linked to the caste system and is central to the social organisation of Hindu culture, especially in rural areas, etc.

**Other views**

Three of the stages of life are not dependent on the family context / brahmacharya stage requires son to leave home to study with a guru / vanaprastha stage requires some withdrawal from family life although grandparents have still have a role to play / some regard the sannasini stage of becoming a homeless wanderer as the highest way and most important aspect of the Hindu way of life and this requires the abandonment of the family / the role of the family, especially the extended family, is less important in modern society / the Hindu way of life can be expressed through individual moral action and personal devotion to deities, etc.

**[6 marks] AO2**

**(c) Describe the role of women in Hindu society.****Target: Knowledge of the role of women in Hindu society**

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

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

Roles refer to duties as a daughter, sister, mother and grandmother / role of mother is given very high status in Hinduism as she is a bringer of life into the world / the mother goddess is part of worship in Hinduism / the mother goddess represents the qualities of protection, goodness and the ability to destroy evil / Sita is a role model of faithfulness and devotion to duty / as a mother the Hindu woman is responsible for the education of the children in the home / marriage is important and even essential to women as providing sons is necessary for the performance of certain religious rituals, especially the death rites / various views in Hinduism about the role of women – some traditional some more liberal / the traditional role of the woman is to fulfil the duties of the householder and create a loving and nurturing home for her husband, their children and his parents / more liberal views advocate education and professional careers for women and equality in the workplace / as a daughter, the woman is expected to be very respectful of her parents and follow her father's advice and look after elderly members of the family, etc.

**[4 marks] AO1**

- (d) 'In Hindu society, it will always be difficult for women to have equal status with men.'

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 or not it will always be difficult for women to have equal status with men in Hindu society

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. <b>NB Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	<b>Level 4 Guidance</b> 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.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> 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.	<b>Level 6 Guidance</b> 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**

Traditional views tend to predominate, especially in more rural areas of India / the duties of the Grihastha stage of life require women to be more home-based than independent and having careers outside the home / men can follow the solitary life of a holy man which is more difficult for women / negative attitudes to widows still prevail / sati (self-immolation) of widows is illegal but reports indicate it is sometimes practised / sons are more highly regarded as they guarantee parents' care in their old age and do not require dowries / in modern times when parents can choose the gender of their child, sons are always preferred / examples in contemporary media of discrimination and disrespect for women, etc.

**Other views**

Hindu society in diaspora outside of India will follow the cultural norms of the prevailing society which may advocate more equality / Hindu society in India is rapidly changing and women are accepted in high offices of state / role models such as Indira Gandhi inspire women to achieve high levels of success outside the home / modern Hindu reformers such as Ram Mohun Roy set up educational establishments to ensure the upliftment of women, which changed attitudes towards women and placed them in important positions in local and national communities / in modern times women have made a valuable contribution to Hindu society in many areas of life, which is testimony to their equality with men / equality of men and women is an ideal for all cultures and in a future perspective nothing is impossible, etc.

**[6 marks] AO2**

**B6 Spelling, punctuation and grammar**

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

<b>High performance</b>	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]
<b>Intermediate performance</b>	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]
<b>Threshold performance</b>	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]
<b>Below Threshold</b>	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]