
GCSE RELIGIOUS STUDIES 8062/14

HINDUISM

Mark scheme

Additional specimen

V1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

01 BELIEFS

Qu	Part	Marking guidance	Total marks
01	1	Which one of the following is one of the Tri-murti? A Atman. B Ganesha. C Krishna. D Shiva. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Answer: D Shiva.	1
01	2	Give two of the four Hindu aims of life. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. One mark for each of two correct points. Dharma (following one's duties)/artha (honest living)/kama (enjoyment of the senses)/moksha (liberation from material existence).	2

01	3	Explain two ways in which a belief in karma influences the way Hindus live their lives. Target: AO1:2 Knowledge and understanding of religion and belief: influence on individuals, communities and societies. First way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks Second way Simple explanation of a relevant and accurate influence – 1 mark Detailed explanation of a relevant and accurate influence – 2 marks Students may include some of the following points, but all other relevant points must be credited: • they will try to give a life filled with good deeds/this is to avoid the bad karmic consequences/it will motivate them to develop a spiritual dimension to life to ensure a good rebirth, etc • it will give them an explanation of the suffering on the world/it will make them more compassionate, eg giving to the poor, etc • they will keep up with their commitment to religious traditions and way of life/they will adhere to the duties and responsibilities of their caste and stage in life, eg a man in the householder stage will care for his family, etc.	4
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01	4	Explain two Hindu teachings about the origin of the world. Refer to sacred writings or another source of Hindu belief and teaching in your answer. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. First teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks Second teaching Simple explanation of a relevant and accurate teaching – 1 mark Detailed explanation of a relevant and accurate teaching – 2 marks Relevant and accurate reference to sacred writing – 1 mark Students may include some of the following points, but all other relevant points must be credited: • the teaching about Brahman as the ultimate reality/from which Brahman brings into being and animates all the material and physical universe/all life emanates from Brahman, etc • the belief in the Tri-murti includes the role of Brahma as the creative aspect of Brahman/he is considered to be a creator god/the myth relating to this, etc • the Rig Vedic hymn 10/129 describes the origin of the universe/it portrays a vision of nothingness, void and darkness/into this emptiness the ONE (Brahman) breathed/and through its thought and will power brought being into existence/thus mind preceded matter/final part of this hymn questions whether the whole process of creation can ever be understood by humans. 'Who knows for certain...the gods were born after this world's creation'/'None knoweth whence creation has arisen', etc.	5
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01	5	'Sanatana dharma rules the lives of all Hindus.' Evaluate this statement. In your answer you should: • refer to Hindu teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence. <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited: Arguments in support • sanatana dharma are the fundamental moral principles of ahimsa, truthfulness and purity/which guide all moral intentions and actions • sanatana dharma contains absolute eternal moral laws/applicable to all situations/and life circumstances of caste and stage in life	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
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	• adherence to these laws ensures the building up of good karma/ which brings progress towards moksha and fortunate rebirth, etc. Arguments in support of other views • varnashrama dharma dominates the life of Hindus more than sanatana dharma/as the laws and customs of varnashrama dharma relate to caste and stage in life which are more relevant and applicable to everyday life/the abstract principles of Sanatana dharma affect Hindus but do not dominate their lives. • the absolute principles of Sanatana dharma sometimes conflict with the relativist laws of varnashrama dharma, eg in relation to warfare and the responsibilities of the kshatriya caste/as expressed in the Bhagavad Gita. • the life of Hindus is more dominated by the social customs and mentality related to caste/rather than the more philosophical concepts, etc. SPaG 3 marks	
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02 PRACTICES

Qu	Part	Marking guidance	Total marks
02	1	Which one of the following is a Hindu festival? A Darshan. B Diwali. C Puja. D Varanasi. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. Answer: B Diwali.	1
02	2	Give two places of Hindu worship. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. One mark for each of two correct points. The home shrine/the temple/by rivers/sacred places in nature such as mountains and the source of rivers/in the heart.	2

02	3	Explain two contrasting paths towards yoga (union with the divine). Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs. First contrasting path Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks Second contrasting path Simple explanation of a relevant and accurate contrast – 1 mark Detailed explanation of a relevant and accurate contrast – 2 marks Students may include some of the following points, but all other relevant points must be credited: • Bhakti yoga involves constant devotion to a personal deity/this is through prayers mantras and a wide range of devotional acts/it develops a personal relationship of love and surrender based on profound faith, etc • Karma yoga is based on selfless actions/it entails following the duties of caste and stage of life/it is based on moral integrity and acting responsibly in all worldly actions/it is totally selfless seeking no reward for oneself but a selfless service to God, etc • Jnana yoga is directed towards the impersonal Brahman rather than personal deity/it develops deep spiritual insights and wisdom/through meditation and study of the scriptures/it requires separation from worldly activities and even a homeless life of the sannyasin/astanga yoga can be combined with jnana yoga/it focuses on change of consciousness through meditation rather than worship or social action, etc.	4
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02	4	Explain two reasons why the festival of Holi is important for Hindus. Refer to sacred writings or another source of Hindu belief and teaching in your answer. Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority. First reason Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks Second reason Simple explanation of a relevant and accurate way – 1 mark Detailed explanation of a relevant and accurate way – 2 marks Relevant and accurate reference to sacred writing – 1 mark Students may include some of the following points, all other relevant points must be credited: • the meaning of this festival is the celebration of the coming of Spring/it celebrates the fertility of the earth/and new life, etc • it expresses the theme of good overcoming evil/this is through the story of Holika and Pralad which is found in popular scriptures/ Pralad kept his promise to God and was not deterred by the tyranny of an evil king/it reveals the rewards of loyalty and devotion to God, etc • it also celebrates the legend of the ogress Dhundhi/she was killed because she made the lives of small children intolerable/it celebrates the victory of good over evil, etc.	5
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02	5	'Going on pilgrimage is the most important act that Hindus will perform in their lifetime.' Evaluate this statement. In your answer you should: • refer to Hindu teaching • give reasoned arguments to support this statement • give reasoned arguments to support a different point of view • reach a justified conclusion. Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence. <table><tr><th>Levels</th><th>Criteria</th><th>Marks</th></tr><tr><td>4</td><td>A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.</td><td>10–12</td></tr><tr><td>3</td><td>Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.</td><td>7–9</td></tr><tr><td>2</td><td>Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.</td><td>4–6</td></tr><tr><td>1</td><td>Point of view with reason(s) stated in support.</td><td>1–3</td></tr><tr><td>0</td><td>Nothing worthy of credit.</td><td>0</td></tr></table> Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited. Arguments in support • going on pilgrimage is a life-changing experience and a once in a lifetime for Hindus/as it demonstrates the total commitment to their faith/some pilgrimages like Kumbh Mela are so powerful that they	Levels	Criteria	Marks	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6	1	Point of view with reason(s) stated in support.	1–3	0	Nothing worthy of credit.	0	12
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		can be a transforming religious experience • the austerities involved, sacrifices made and actions performed will enable a Hindu to have a good rebirth/make progress towards moksha/fulfil promises and petitions made to personal deities • pilgrimage to the River Ganges and the rituals performed will ensure final liberation/this is the ultimate goal for all Hindus, etc. Arguments in support of other views • not all Hindus are able to go on pilgrimage/they may not be able to afford it/distance may be an issue/they may not have the physical and mental stamina • other actions are more important and meaningful such as daily worship in the home/this deepens the individual's spiritual life/and has a lasting effect/whereas the effect of pilgrimage might wear off • living in accordance with dharma is more important for Hindus/this is performed everyday throughout their lives/pilgrimage is optional, etc.	
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