



GCSE MARKING SCHEME

SUMMER 2016

**RELIGIOUS STUDIES
SPECIFICATION A**

**UNIT 6 - HINDUISM
4446/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

Assessment Objectives

The questions test the candidate's ability to:

- AO1** Describe, explain and analyse, using knowledge and understanding of the specification content.

- AO2** Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

It is not always appropriate or desirable to produce a clear cut, rigid, universally applicable mark scheme. Those questions which are designed to assess larger areas of knowledge or the skills of understanding and evaluation require a marking scheme which is more sophisticated and flexible. This marking scheme that follows will allow examiners to take into account the different levels of response that candidates may offer to a question.

Those different levels are as follows overleaf:

Level of Response Grid

AO1

Questions (a) – (c)

Level	Level Descriptor	Mark Total
0	<p>Either: Offers no relevant information or explanation.</p> <p>Or: Makes no link between beliefs and practices.</p>	0
1	<p>Either: An elementary statement of information or explanation which is limited in scope or content.</p> <p>Or: A simple link between beliefs and practices</p>	1
2	<p>Either: An accurate account of information or an appropriate explanation of a central teaching, theme or concept.</p> <p>Or: An explicit link between beliefs and practices. Limited use of religious language.</p>	2
3	<p>Either: An account or explanation indicating knowledge and understanding of key religious ideas, practices, explanations or concepts. Uses and interprets a range of religious language and terms.</p> <p>Or: Analysis showing some awareness and insight into religious facts, ideas, practices and explanations. Uses and interprets a range of religious language and terms.</p>	3
4	<p>A coherent account, explanation or analysis showing awareness and insight into religious facts, ideas, practices and explanations.</p> <p>Uses religious language and terms extensively and interprets them accurately.</p>	4

AO2

Question (d)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view.	0
1	A simple, appropriate justification of a point of view.	1
2	<p>Either: An expanded justification of one point of view, with appropriate example and /or illustration which includes religious teaching.</p> <p>Or: A second, simple, appropriate justification of a viewpoint of view possibly linked to evidence or example.</p>	2
3	An expanded justification of one point, with appropriate examples and/or illustration, which includes religious teaching and a second appropriate justification of a point of view.	3
4	An expanded justification of two viewpoints, incorporating the religious and moral aspects at issue and their implications for the individual and the rest of society.	4

Question (e)

Level	Level Descriptor	Mark Total
0	Makes no relevant point of view, e.g. yes.	0
1	Communicates clearly and appropriately Either: A simple, appropriate justification of a point of view, possibly linked to evidence or example and making a simple connection between religion and people's lives. Or: Two simple appropriate justifications of a point of view.	1 - 2
2	Communicates clearly and appropriately using limited specialist language Either: An expanded justification of one point of view, with appropriate example which includes religious teaching and /or illustration AND either a second simple appropriate justification Or: Two appropriate justification of a point of view linked to evidence or example, which includes religious teaching.	3 - 4
3	Communicates clearly and appropriately using and interpreting specialist language an expanded justification of one point of view, with appropriate examples which includes religious teaching and/or illustration, There is also adequate recognition of an alternative or different point of view, using relevant evidence and religious teaching /or moral reasoning to formulate judgements.	5 - 6
4	Communicates clearly and appropriately using specialist language extensively a thorough discussion, including alternative or different views of the religious and moral aspects at issue and their implications for the individual and the rest of society.	7 - 8

Assessment of spelling, punctuation and the accurate use of grammar

The grid below is for use when marking question 1(e) only.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 – 3 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 4 – 5 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Special Guidance for Examiners

*Please note carefully **and** apply consistently:*

- There is a policy of ‘positive marking’ employed in this Specification.
- This means that the exemplars in the mark scheme are only meant as **helpful guides**.

*Therefore any other acceptable or suitable answers **should be credited** even though they are not actually stated in the mark scheme.*

- Words **merely copied** from the stimulus without further comment or addition, or **mere descriptions** of what is in visual stimulus, **should not gain full credit**.

Rules for Marking

1. Differentiation will be achieved on the basis of candidates' responses.
2. The purpose of the levels of response grids is to help achieve consistency among examiners and avoid 'penny-point' marking. To avoid Centres misinterpreting the way scripts have been marked ticks must NOT be used when marking.
3. The whole answer, or part answer, must be read and then, taking everything into account, allocated to the level 'best fit' using the level descriptors above. Where there are two marks assigned to a level, the higher mark will be given where all or most of the descriptor is satisfactorily met. The lower mark will be given where the answer barely matches the descriptor.
4. Correct and relevant material should be indicated by a "L1", "L2", etc. (showing achievement of the criteria in the level description). This should be at the end of the answer next to the right hand margin. The mark should be written immediately to its right, just inside the examiner's column. No comments should be added.
5. Marks for each part question should be clearly written in the column provided, and the total for the whole question clearly written in the box provided at the end of the question. The statement of the Level of Response should be written alongside (to the left) the total marks– not in the marks column.
6. Where an examiner feels that a response is particularly weak, and has not achieved even the lowest level of response, "0" should be written in the mark column, and "LO" written alongside.
7. No mark scheme can ever anticipate or include every possible detail or interpretation; examiners should use their professional judgement to decide whether a candidate's particular response answers the question in relation to the particular assessment objective
8. Candidates will express their ideas in language different from that given in any mark scheme or outline. Positive marking therefore, on the part of examiners, will recognise and credit correct statements of ideas, valid points and reasoned arguments irrespective of the language level employed. Credit should also be given for answers that are acceptable even if they are not referred to in the mark scheme.

Please remember to total marks for each question.

Seeking Advice

If Assistant Examiners have any doubts concerning the awarding of any marks on the paper, they should consult with the Principal Examiner for that examination paper immediately.

**GCSE RELIGIOUS STUDIES MARK SCHEME
UNIT 6 - HINDUISM**

SUMMER 2016

Q.1. (a) Describe the features of a mandir (temple).

Answers could refer to:

- Symbol of the universe
- Most prominent building in the village
- Inner sanctum – housing the murti
- Shikhara – spire
- Mandapa – pillared hallway
- Guardian of the deity at the entrance
- Elaborate decorations on the outside

AO1 [4]

(b) Explain the importance of bhakti in Hinduism.

Answers could refer to:

- Helps Hindus to show their devotion to God – deep, intense and personal
- Helps Hindus to develop their relationship with God
- Bhakti being an act of love – loving devotion
- Caste differences often disregarded during bhakti

AO1 [4]

(c) Explain how a Hindu might practice yoga.

Answers could refer to:

- Exercise involving various positions
- Some meditation
- Requires strong commitment and great self-discipline
- At least four ways of performing yoga
- Karma yoga
- Bhakti yoga
- Jnana yoga
- Raja yoga

AO1 [4]

- (d) **‘Hindus should fast.’**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Accept any relevant reasons which might include:

- Help Hindus on their spiritual journey
- Helps create an attunement with Absolute
- Creates harmony between body and soul
- Way of affirming religious beliefs, of showing and of expressing one's religious identity
- Shows self-discipline
- Helps Hindus feel sympathy towards the destitute
- It is a personal choice and some Hindus do not fast
- Other ways of showing commitment and identity

AO2 [4]

- (e) **‘All Hindus must visit a mandir regularly.’**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Accept arguments such as:

- Attending the mandir shows commitment
- Congregational puja in the mandir is important to many Hindus
- Hindu festivals centred on the mandir
- Helps the worshipper to withdraw from the outside world and look into the inner self and the divine nature within
- Some Hindus do not live near a mandir
- Some Hindus would argue that the home is more important than the mandir
- Home is central to many aspects of Hinduism
- Home shrine and daily puja in the home is to many Hindus the most important act of worship
- Householder is one of the Hindu ashramas
- Children taught Hindu beliefs and practices in the home

AO2 [8]

Q.2 (a) Describe the duties of the householder stage of life.

Answers could refer to:

- Graihastha ashrama - marry and reproduce
- Support the family by fair and honest means
- Pursue pleasure
- Worship the gods
- Be charitable and hospitable
- Take care of the elderly relatives

AO1 [4]

(b) Explain why pilgrimage is important to many Hindus.

Answers could refer to:

- Bathing in a holy river can wash away the bad karma or sins of this life and past lives
- Some Hindus go on pilgrimage to seek forgiveness of wrongdoings
- Some Hindus go on pilgrimage to seek a cure for an illness
- Fulfilment of vow or promise
- Seek spiritual liberation or moksha

AO2 [4]

(c) Explain how men might fulfil their roles in a Hindu family.

Expect answers to refer to:

- Men responsible for making money
- Men responsible for performing sacrifice and observing religious rituals
- Men responsible for protecting and nourishing family members
- Men responsible for teaching children spiritual values

AO1 [4]

- (d) 'Getting married is not a duty.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- Marriage should be a choice
- The main reason for marriage should be love
- Part of varnashramadharma
- Some Hindus might choose not to marry
- Duty to family and starting a family very important in Hinduism

AO2 [4]

- (e) 'Varnashramadharma is the most important teaching in Hinduism.'**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- It is linked to the idea of harmony and order in the universe as opposed to evil and falsehood
- Cosmic order depends on everyone fulfilling their dharma accordingly to their ashrama and varna
- It is linked to the law of karma - nothing happens by accident
- Hindus believe that by following their dharma (duty) according to their varna and ashrama their lives will be based in goodness and have good consequences for themselves and others
- It refers to all the laws and rules that must be followed by everyone to provide a happy, well ordered and harmonious world to live in
- Other teachings important in Hinduism - reincarnation, varna, karma
- It could be argued that all teachings in Hinduism are of equal importance
- Religion must be taken as a whole

AO2 [8]

Q.3 (a) Describe the Trimurti.

Expect answers to refer to:

- The three main gods of Hinduism
- Brahma the creator - four heads facing in four different directions
- Vishnu the preserver - blue in colour
- Shiva the destroyer and re-creator - shown in several different forms
- Reference could be made to the various objects held

AO1 [4]

(b) Explain why Krishna is important to many Hindus.

Expect answers to refer to:

- Most popular Avatar of Vishnu
- Power to overcome evil
- Represent the never-ending love of God for his devotees
- An example of devotion
- Full of fun, lovable and very wise

AO1 [4]

(c) Explain Hindu attitudes to marrying outside one's caste.

Expect answers to refer to:

- Caste rules forbid marriage between different castes
- Many Hindus believe it is important to marry within the same caste
- Marrying a person from lower caste is regarded by some Hindus as degrading
- Influenced by ideas of purity and pollution
- Today many Hindus see the caste system as out of date

AO1 [4]

- (d) 'Divorce is always wrong.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Accept any relevant reasons which might include:

- Breaking the marriage vows through any kind of unfaithfulness is socially unacceptable in Hindu society
- Indian national law permits divorce but there are strong community pressures against it
- Sometimes there is no other choice than divorce - e.g. in cases of abuse
- Regarded by some Hindus as showing disrespect to parents
- Accepted by many Hindus and second marriage arranged

AO2 [4]

- (e) 'Navaratri is the most important Hindu festival.'**
Do you agree? Give reasons for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Credit arguments such as:

- Celebrate the goddess of Durga
- Stresses the importance of the Ramayana
- Its importance is shown in the fact that it is celebrated twice each year
- It stresses the importance of women in Hinduism
- Other festivals more important in Hinduism
- Divali - virtues of Rama and Sita
- Holi - good over evil
- Could be argued that all festivals are of equal importance

AO2 [8]

Q.4. (a) Describe Hindu belief about reincarnation.

Expect answers to refer to:

- Samsara – the cycle of life, death and reincarnation
- Karma as the force which drives the cycle
- Karma as determining the level of reincarnation
- The Aim of breaking this cycle and achieving Moksha

AO1 [4]

(b) Explain why vegetarianism is important in Hinduism.

Expect answers to refer to:

- Brahman lives in all creation
- Ahimsa means no harm to God's creation
- Expresses idea of sanctity of all living things
- Hindu diet could well be the result of caste
- Brahmins tend to be vegans, while warriors tend to eat meat

AO1 [4]

(c) Explain how Hindus might use sacred texts.

Expect answers to refer to:

- To teach beliefs
- As a guide to life
- As a source of advice, strength, comfort
- In worship
- To exemplify different virtues

AO1 [4]

- (d) 'The Ramayana is the most important Hindu text.'**
Do you agree or disagree? Give two reasons for your answer.
(You must include reference to religious beliefs in your answer.)

Arguments could include:

- Teaches important Hindu values - love, loyalty, friendship
- Has two of the most popular characters in Hinduism - Rama and Sita
- Gives role-models for the relationship between husband and wife
- Shows good overcoming evil
- Other texts and stories equally important
- Bhagavad Ghita could be argued to be more important - Krishna the most popular avatar

AO2 [4]

- (e) 'Belief in life after death is important. '**
Do you agree? Give reasons or evidence for your answer showing that you have considered more than one point of view.
(You must include reference to religious beliefs in your answer.)

Credit arguments such as:

- Many believe that there is no meaning to this life if there is no other life e.g. justice
- Hindus believe in samsara
- Importance of karma and reincarnation in Hinduism
- Religious teaching on life after death no longer accepted by many
- Many believe that it is this life that is important not the next
- People do not accept life after death as there is no proof
- Religious virtues are important in themselves in this life without having to be supported by a reward in the next life

AO2 [8]