

Mark Scheme (Results)

GCSE Religious Studies (5RS06/01)

Unit 6: Religion and Life Based on a Study of Hinduism

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt re.g.arding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 6

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> • something which seems to break a law of science (and makes you think only God could have done it) • something only God can do • an extraordinary event that surpasses all human powers • wonders performed by supernatural powers • an example of a miracle <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • an extraordinary event <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>1 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think unanswered prayers prove God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> • an all loving God would answer prayers • an all powerful God could answer prayers • an all knowing God would answer prayers <p>Answers which do not think unanswered prayers prove God does not exist are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people may not be praying for the right things • God might answer the prayer but not in the way people expect • God may not interfere with natural law by answering prayers <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. an all loving God would answer prayers) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. an all loving God would answer prayers for example, he would have stopped the flood in Pakistan.) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
1 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • the Bhagavad Gita declares itself to be the word of God • Krishna gives clear teachings on human destiny beyond death • Krishna reveals his own nature in Chapter 11 • a clear route to moksha is set out for all people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief way • or two developed ways • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	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.
Intermediate performance	Level 2	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.
High performance	Level 3	4 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.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
2 (a) AO1	<ul style="list-style-type: none"> • religious duty • that which sustains one's existence • religious rules • the way Hindus should live <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p>	<ul style="list-style-type: none"> • rules <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p>	<p>Answers which define a different key word</p> <p style="text-align: right;">(0)</p>	2

Question Number	Answer	Mark
<p>2 (b) AO2</p>	<p>Indicative content Answers which think that miracles have happened, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • miracles are recorded in Hindu sacred texts • Swamis and gurus have verified them • there are many examples of miracles recorded in the media <p>Answers which do not think that miracles have happened, are likely to use such reasons as:</p> <ul style="list-style-type: none"> • miracles can often be explained • science will eventually be able to explain all 'miracles' • miracles are the result of delusions <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. miracles can often be explained) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. miracles can often be explained, for example, the creation of Ganesha by Parvati could be allegorical) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
2 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • sacred symbols call upon Hindus to consider their meaning • Murtis may make a Hindu consider their nature and importance • climbing steps to reach the inside of the mandir suggests entering a sacred space • the height of the buildings gives a sense of divine power <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief ways • or two developed ways • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary</p>

		where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p>2 (d) AO2</p>	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • documentaries about Hinduism can explain religious ideas • the media can explain religious ideas in a way that is attractive to people • the media can bring religion to many people at the same time <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • the media can be biased against Hinduism • the media can explain religious ideas in an incorrect way • the media cannot help people in the same way that physically being in a place of worship can <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question 1 (a, b, c, d)	Spelling, Punctuation and Grammar		
		0 marks	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold performance	Level 1	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.
Intermediate performance	Level 2	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.
High performance	Level 3	4 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.

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
3 (a) AO1	<ul style="list-style-type: none"> the removal of a foetus from the womb (before it can survive) the termination of a pregnancy (by the removal of the foetus resulting in its death) expulsion of a foetus before it is viable ending a baby's life before it is born <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> the removal of a baby from the womb <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>3 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that life after death is impossible are likely to use such reasons as:</p> <ul style="list-style-type: none"> • once the body dies you are dead • no one can reliably remember previous lives • there is no evidence of reincarnation <p>Answers which do not think that life after death is impossible are likely to use such reasons as:</p> <ul style="list-style-type: none"> • evidence from the paranormal • near death experiences • remembered previous lives <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. near death experiences) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. near death experiences share visions of bright lights and hearing voices so there must be life after death) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
3 (c) AO1	<p>Indicative content The main reasons include:</p> <ul style="list-style-type: none"> • some people regard euthanasia as murder • euthanasia goes against ahimsa • it might lead to misuse by people who want inheritances • doctors might face increased ethical dilemmas • the person might change their mind when it is too late for them to say so • some Hindu texts condemn it while others appear not to do so <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or three reasons with one developed• or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>3 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • what religions say is only for the benefit of religious followers • by criticising Hindu attitudes the media could cause conflict • the media may be biased against Hinduism <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • media has the right of free speech • by criticising what religions say the media can educate people • the media should point out contradictions in what religions say <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
4 (a) AO1	<ul style="list-style-type: none"> unexplained things which are thought to have spiritual causes (e.g. ghosts, mediums) something that is supernatural <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> examples of the paranormal things that break the laws of science <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>4 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think belief in life after death should affect the way Hindus live their lives are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they want to escape the cycle of reincarnation • it should cause them to do good • they want to have a favourable reincarnation <p>Answers which do not think belief in life after death should affect the way Hindus live their lives are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Hindus should concentrate on what they are doing now • Hindus should do good things because they are taught to • Hindus have many more important things to think about <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it should cause them to do good) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it should cause them to do good, because they believe that good people will attain moksha) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
4 (c) AO1	Indicative content The main reasons include: <ul style="list-style-type: none"> • killing a body does not affect the atman • it can be the most loving thing to do • it can be the lesser of two evils • it is allowed legally Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	Little understanding of the issue shown, typically by: <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.
Level 2	3-4	Basic understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.
Level 3	5-6	A more developed understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.
Level 4	7-8	A clear understanding of the issue is shown typically by: <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing

		extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p>4 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is against the concept of ahimsa • it is against the teachings of some sacred texts • it may be abused <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it could be the most loving thing to do • killing the body does not affect the atman • it might prevent suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
5 (a) AO1	<ul style="list-style-type: none"> • the seven steps taken at the wedding • steps relating to marriage vows • walking around the fire at a wedding <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • a ritual at a Hindu wedding <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p>	<p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>5 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think mandirs help with the upbringing of children are likely to use such reasons as:</p> <ul style="list-style-type: none"> • members of the mandir may give advice about parenting • families with financial problems may get help at the mandir • the shared cultural experience may be beneficial <p>Answers which do not think mandirs help with the upbringing of children are likely to use such reasons as:</p> <ul style="list-style-type: none"> • problems should be dealt within the family unit • being a member of a mandir does not qualify anyone as a family counsellor • attending the mandir may cause family conflict <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. members of the mandir may give advice about parenting) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. members of the mandir may give advice about parenting which will enable the parents to identify and deal with specific family problems) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
5 (c) AO1	<p>Indicative content The main reasons include:</p> <ul style="list-style-type: none"> • many legal barriers to divorce have been removed • there are fewer financial barriers • women are less dependent on their husbands • women are now less likely to accept inequality within marriage • demographic changes mean that people live longer <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by referring to two views:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary</p>

	where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
5 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is against the teachings of the Laws of Manu • it can lead to unwanted pregnancies • it is against the brahmacharya dharma <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it allows partners to become closer • it is acceptable to some modern Hindus • it is a way of finding out if you are sexually compatible <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	3

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
6 (a) AO1	<ul style="list-style-type: none"> • mother, father and children living as a unit • parent(s) and children living together <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • a small family • mum, dad and children • an example of a nuclear family, e.g. The Simpsons <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
<p>6 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that all Hindus should accept homosexuality are likely to use such reasons as:</p> <ul style="list-style-type: none"> • some Hindus accept homosexuality so why not all? • homosexuality is legal • homosexuality has been shown by science to be natural <p>Answers which do not think that all Hindus should accept homosexuality are likely to use such reasons as:</p> <ul style="list-style-type: none"> • homosexual sex is not procreative • homosexuals cannot marry • some Hindus teach against homosexuality <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. homosexuality is le.g.al) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. homosexuality is legal, Hindus should accept what society has decided is acceptable.) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
6 (c) AO1	<p>The main Hindu reasons include:</p> <ul style="list-style-type: none"> • contraception can improve a family's standard of living • contraception protects the health of the mother • contraception can be used if the couple are not at the correct stage of life • contraception can be used to prevent suffering <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason. <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>

Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief reasons • or two developed reasons • or three reasons with one developed • or a comprehensive explanation using one reason only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>6 (d) AO2</p>	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • divorce is still frowned upon • counselling is expected before people are allowed to divorce • some Hindus do not accept divorce <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • divorce is now socially accepted • it is now much easier to get a divorce • divorce is now accepted by more Hindus <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
7 (a) AO1	<ul style="list-style-type: none"> discriminating against people because of their gender (being male or female) treating people badly because of their sex <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> thinking women/men are less important <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
<p>7 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think multi-faith societies cause problems for religious families are likely to use such reasons as:</p> <ul style="list-style-type: none"> • children may be confused • the parents might be of different faiths • the children may wish to convert <p>Answers which do not think multi-faith societies cause problems for religious families are likely to use such reasons as:</p> <ul style="list-style-type: none"> • all religions are taught as equal • such societies value religion • it creates greater tolerance <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. the parents might be of different faiths) <p>1 mark</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. the parents might be of different faiths which causes arguments over what religion to teach the children.) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
7 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • they set up multi-faith groups • they hold joint services • they invite each other to their festivals • religious charities help all people • some religions set up centres to help people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed. <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief way • or two developed ways • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few</p>

		syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p>7 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • prejudice can be overcome by making it illegal • schools now have to teach about cohesion • all religions, including Hinduism, teach against prejudice <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • people will pass on their prejudices to their children • prejudice is natural • the people making the rules in the UK are, on the whole, white and middle class and so rules are prejudiced against minorities <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p>3</p> <p>3</p>

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
8 (a) AO1	<ul style="list-style-type: none"> • marriage where the husband and wife are from different religions • marriage between partners of different religions • people marrying when they are different faiths to each other <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • an example of interfaith marriage • mixing faiths <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
8 (b) AO2	<p>Indicative content</p> <p>Answers which think religious people should try to convert other people to their religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • Hindus want others to follow the correct faith • it will help people get closer to the truth • it should improve the way people behave towards one another <p>Answers which do not think religious people should try to convert other people to their religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • people should be allowed to believe whatever they want • it shows a lack of respect towards another's beliefs • Hinduism allows religious freedom <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. Hinduism allows religious freedom) <p>1 mark</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. Hinduism allows religious freedom because all religions contain eternal truths) <p>2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p>3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p>4 marks</p>	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)	
8 (c) AO1	<p>The main ways include:</p> <ul style="list-style-type: none"> • prejudice between groups might lead to conflict • any discrimination and/or prejudice might lead to alienation of some groups • if the education system is prejudiced it will result in inequality • some alienated groups might become political extremists • There may be inequality in income and opportunity at work <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2	<p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p>
Level 2	3-4	<p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 3	5-6	<p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p>
Level 4	7-8	<p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using four brief way • or two developed ways • or three ways with one developed • or a comprehensive explanation using one way only. <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary</p>

		where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.
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Question Number	Answer	Mark
<p>8 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • all religions, including Hinduism, teach against prejudice and discrimination • if everyone showed love for their neighbour then community cohesion could be achieved • if all religious followers taught against prejudice then communities would be joined together <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • prejudice and discrimination are too strong for religion to overcome • religious people do not hold positions of power to help achieve cohesion • there are too many faiths, which is divisive <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Hinduism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason 	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p>

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