

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE in 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 regarding 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: Religion and Life Based on a Study of Hinduism

Question Number	Correct Answer	Partially Correct Answer	Reject	Mark
1 (a) AO1	<ul style="list-style-type: none"> • things that cause suffering that have nothing to do with humans • suffering that is caused by natural disasters • evil not caused by humans <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • evil that is not moral evil • natural disasters • examples of natural evil <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
1 (b) AO2	<p>Indicative content</p> <p>Answers which think that everyone should have a religious upbringing are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it leads to belief in God • it provides moral structure • it gives life purpose <p>Answers which do not think that everyone should have a religious upbringing are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it is brainwashing • children should have the freedom to choose • some parents are not religious <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. children should have the freedom to choose) <p style="text-align: right;">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. children should have the freedom to choose, otherwise it is brainwashing) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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"> • numinous experience would provide evidence for the existence of God • they could show that God is able to act in the world • an answered prayer would prove to a person that God listens to them • mystical experience would make a person feel the presence of God <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 two ways, one brief and one fully developed• 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 syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>1 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • God should be powerful enough to end suffering • God could make a world free of suffering • God would show his love by preventing suffering <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • suffering is due to negative karma • suffering is part of God's plan • it is humans that cause 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 (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 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"> • an attempt to contact God (usually through words) • communication with God • the act of talking to God • asking God for something • worshipping God <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • communication • an example of a prayer <p>Any alternative wording of the above points is acceptable. (1)</p>	<ul style="list-style-type: none"> • someone who prays <p>Answers which define a different key word (0)</p>	2

Question Number	Answer	Mark
<p>2 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that the search for meaning and purpose in life may lead to belief in God are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the search for truth may lead to belief in God • teachings from God might lead to purpose in life • the search might lead to questions answered by belief in God <p>Answers which do not think that the search for meaning and purpose in life may lead to belief in God are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the search for truth may lead to atheism/agnosticism • the search may lead to a political response rather than a religious one • the search may lead to confusion and doubt rather than belief <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 search may lead to confusion and doubt rather than belief) <p style="text-align: right;">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 search may lead to confusion and doubt rather than belief as Hindu beliefs appear very complex to some) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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"> • they might make a person think about God in a positive way • they might make a person think that God is a fantasy • they might give information which confirms belief in God • they may portray belief in God as irrational <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 way <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 two ways, one brief and one fully developed• 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 syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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Question Number	Answer	Mark
<p>2 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • some people think God does not exist so miracles cannot happen today • miracles cannot happen today as they can be explained by science • a miracle is something that breaks the laws of science and this cannot happen <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • God can do anything including miracles • an example of a modern day miracle • miracles happened in the Bhagavad Gita so they can still happen today <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 (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 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"> • release from the process of rebirth (liberation or salvation) • escape from samsara • uniting with Brahman <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • liberation • freedom <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
3 (b) AO2	<p>Indicative content</p> <p>Answers which think that all Hindus should be against abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life starts at conception • it goes against the teaching on ahimsa • all life is holy <p>Answers which do not think that all Hindus should be against abortion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • life begins when the baby is born • Hindus should try to prevent suffering • people have free will to make these decisions <p>Other approaches are impossible 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. Hindus should try to prevent suffering) <p style="text-align: right;">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. Hindus should try to prevent suffering; a child born with no quality of life would suffer) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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	Indicative content The main reasons include: <ul style="list-style-type: none"> • it reduces suffering • everyone has free will • everyone is responsible for their own karma • it is legal in some countries <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	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	<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 two reasons, one brief and one fully developed• 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"> • it is part of the teachings of the Bhagavad-Gita • it is part of the cycle of life • there is no proof that death is the end <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • there is no evidence for life after death • life after death is an idea made up to comfort people • science has proved that the body is only material <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"> ending life painlessly when someone in great pain asks for it when someone who is suffering asks and receives help to end their life <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> ending life painlessly when someone is in great pain helping to end someone's life an example of voluntary euthanasia <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 the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the media encourage 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>Answers which do not think the media should be allowed to criticise what religions say about matters of life and death are likely to use such reasons as:</p> <ul style="list-style-type: none"> • what religions say is only for the benefit of religious followers • by criticising religions the media could cause conflict • the media may be biased <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 media may be biased) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. the media may be biased and make beliefs about heaven appear irrational) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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	<p>Indicative content The main ways include:</p> <ul style="list-style-type: none"> • they will try to gain positive karma • they understand that their future is in their own hands • they will try to follow religious guidelines • they will show devotion to God • they may live a simple life to avoid rebirth <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 way <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 way • 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 two ways, one brief and one fully developed• 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 syntactical and/or spelling errors may be found. Excellent organisation and planning.</p>
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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 the woman's right to choose • it should be allowed as people make mistakes • it is better than having an unwanted child <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • abortion may cause negative karma • abortion is regarded as sinful by some Hindus • abortion can be seen as murder <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 (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"> • where two sets of children(stepbrothers and stepsisters) become one family after their (divorced) parents marry each other • the joining of two adults by marriage who have had previous relationships and children from them • a family where there are children from previous relationships • a family containing step-siblings <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • when divorced people are married to new partners • a family with children who are not related • examples of re-constituted families <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 sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it gives a couple the chance to get closer to each other • pre-marital sex is acceptable in society • some couples cannot marry, yet wish to have sex <p>Answers which do not think sex outside marriage is acceptable are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it breaks up families • it is contrary to the principles of the Grihastha Ashrama • it can lead to 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>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it can lead to suffering) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it can lead to suffering as a person might contract an STI) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<p>4</p>

Question Number	Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii)
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5 (c) AO1	<p>Indicative content</p> <p>The main reasons include:</p> <ul style="list-style-type: none"> • it may produce negative karma • the couple should stay together throughout the householder stage of life • in working through problems a couple will gain positive karma • divorce may cause suffering
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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 two reasons, one brief and one fully developed• 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>5 (d) AO2</p>	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the purpose of marriage is to have children • it interferes with natural karma • only God should decide when life is created <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it allows a couple to plan when they have children • it can protect the health of the couple • people have free will to make such decisions <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 Hinduism in (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
6 (a) AO1	<ul style="list-style-type: none"> • a sexual act between a marriage person and someone other than their marriage partner • extramarital sex • a married person having sex with someone other than their marriage partner <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • sex with a married person • sex outside marriage <p>Any alternative wording of the above point is acceptable. (1)</p>	<p>Answers which define a different key word (0)</p>	<p>2</p>

Question Number	Answer	Mark
6 (b) AO2	<p>Indicative content</p> <p>Answers which think that attitudes towards homosexuality have changed are likely to use such reasons as:</p> <ul style="list-style-type: none"> • homosexuality is regarded as normal • civil partnerships are legal • celebrities are able to be openly homosexual <p>Answers which do not think that attitudes towards homosexuality have changed are likely to use such reasons as:</p> <ul style="list-style-type: none"> • homosexuality goes against the laws of Manu • some Hindus teach that homosexual activity is not acceptable • homosexuals are unable to fulfil the householder stage in life <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. civil partnerships are legal) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. civil partnerships are legal and equal to married relationships in the eyes of the law) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks 	<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 reasons include:</p> <ul style="list-style-type: none"> • raising a family is the main purpose of the householder stage • some contraceptives work by causing early abortions • it could interfere with the cycle of life • it could encourage promiscuity <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 two reasons, one brief and one fully developed• 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 can cause conflict in families • it can lead children to be unhappy • divorce separates the family <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it might lead to less conflict in the family • it might be the lesser of two evils • some Gurus teach that it can be better for families <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: 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
7 (a) AO1	<ul style="list-style-type: none"> • the right to practise your religion and change your religion • being able to practise your religion • being able to change your religion • the freedom to worship <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p>	<ul style="list-style-type: none"> • doing/thinking what you want within your religion <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
7 (b) AO2	<p>Indicative content</p> <p>Answers which think men and women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they are equal in all other areas of life • all souls are part of Brahman and are therefore equal • it is discrimination to treat women differently <p>Answers which do not think men and women should have equal rights in religion are likely to use such reasons as:</p> <ul style="list-style-type: none"> • women are made differently to men • traditionally women have different rights • religious scriptures show men and women should have different rights <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. religious scriptures show men and women should have different rights) <p style="text-align: right;">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. religious scriptures show men and women should have different rights; for example the laws of Manu) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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 reasons include:</p> <ul style="list-style-type: none"> • they try to follow the example of Mahatma Gandhi who fought against racism • racism is against the principle of ahimsa • their leaders promote racial harmony • they are all part of Brahman <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 two reasons, one brief and one fully developed• 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
7 (d) AO2	<p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • if everyone was the same religion it would prevent conflict • some Hindus are taught it is their duty to convert others • some religious people believe theirs is the only true religion <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it could cause conflict to try and convert others • no one should try and force another person to believe in a certain faith • most Hindus believe there are many paths to God <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 (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"> • believing some people are inferior or superior without even knowing them • a feeling that you are better or worse than someone • a preconceived preference or idea • an opinion formed without full examination of the facts • judging someone before you've met them <p>Any alternative wording of the above points is acceptable. (2)</p>	<ul style="list-style-type: none"> • judging someone • pre-judging • any example of prejudice <p>Any alternative wording of the above points is acceptable. (1)</p>	<p>Definitions/examples of discrimination</p> <p>Answers which define a different key word</p> <p>(0)</p>	2

Question Number	Answer	Mark
<p>8 (b) AO2</p>	<p>Indicative content</p> <p>Answers which think that living in a multi-ethnic society reduces racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> • a multi-ethnic society gives people the opportunity to become educated about different cultures • mixing with people of other races means people are more likely to understand each other • children raised in a multi-ethnic societies will not be aware of racial differences <p>Answers which do not think that living in a multi-ethnic society reduces racism are likely to use such reasons as:</p> <ul style="list-style-type: none"> • different races have different cultures which can cause friction • different ethnic groups have different expectations which can be difficult to live with and can lead to racism • the UK is multi-ethnic and there is still racism <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. different races have different cultures which can cause friction) <p style="text-align: right;">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. different races have different cultures which can cause friction, for example, there have been race riots) <p style="text-align: right;">2 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed <p style="text-align: right;">3 marks</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons <p style="text-align: right;">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 reasons include:</p> <ul style="list-style-type: none"> • it may cause problems choosing a religious place to marry • it may cause conflict about the religious upbringing of the children • it may cause divisions within/between families • it may cause anxiety about what will happen after death <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 two reasons, one brief and one fully developed• 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>8 (d) AO2</p>	<p>Indicative content Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • the government needs to make more laws to promote community cohesion • the government needs tougher punishments for those who disturb community cohesion • the government needs to work at local level to solve problems in communities <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • problems are cultural and cannot be altered • Hindu religious leaders are better at this type of work • it is not possible to force people to work together <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 (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>

