
AS
RELIGIOUS STUDIES
7061/2C

2C: HINDUISM

Mark scheme

2017 Specimen

Version 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Levels of Response Marking

In AS Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, ie decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

LEVEL DESCRIPTORS

Levels of Response: 15 marks AS-Level – AO1

- | | |
|--------------------------------|--|
| Level 5
13-15 | <ul style="list-style-type: none">• Knowledge and understanding is accurate and relevant and is consistently applied to the question• Very good use of detailed and relevant evidence which may include textual/scriptural references where appropriate• The answer is clear and coherent and there is effective use of specialist language and terminology |
| Level 4
10-12 | <ul style="list-style-type: none">• Knowledge and understanding is mostly accurate and relevant and is mostly applied to the question• Good use of relevant evidence which may include textual/scriptural references where appropriate• The answer is mostly clear and coherent and specialist language and terminology is used appropriately |
| Level 3
7-9 | <ul style="list-style-type: none">• Knowledge and understanding is generally accurate and relevant and is generally applied to the question• Some use of appropriate evidence and/or examples which may include textual /scriptural references where appropriate• The answer is generally clear and coherent with use of specialist language and terminology |
| Level 2
4-6 | <ul style="list-style-type: none">• Knowledge and understanding is limited and there is limited application to the question• Limited use of appropriate evidence and /or examples which may include textual /scriptural references where appropriate• Limited clarity and coherence and limited use of specialist language and terminology |
| Level 1
1-3 | <ul style="list-style-type: none">• Knowledge and understanding is basic• Isolated elements of accurate and relevant information• Basic use of appropriate subject vocabulary |
| 0 | <ul style="list-style-type: none">• No accurate or relevant material to credit |

Levels of Response: 15 marks AS-Level – AO2

- Level 5**
13-15
- A very well-focused response to issues raised
 - Reasoned and evidenced chains of reasoning supporting different points of view with critical analysis
 - Evaluation is based on the reasoning presented
 - The answer is clear and coherent and there is effective use of specialist language and terminology
- Level 4**
10-12
- A well-focused response to issues raised
 - Reasoned and evidenced chains of reasoning, with some critical analysis, supporting different points of view
 - Evaluation based on some of the reasoning
 - The answer is largely clear and coherent with specialist language and terminology used appropriately
- Level 3**
7-9
- A general response to issues raised
 - Different points of view supported by evidence and chains of reasoning
 - The answer is generally clear and coherent with use of specialist language and terminology
- Level 2**
4-6
- A limited response to issues raised
 - A point of view relevant to the issues with limited supporting evidence and chains of reasoning
 - Limited clarity and coherence and limited use of specialist language and terminology
- Level 1**
1-3
- A basic response to the issues raised
 - A point of view is stated with some evidence or reasons in support
 - Isolated elements of accurate and relevant information, and basic use of appropriate subject vocabulary.
- 0**
- No accurate or relevant material to credit

Hinduism

Question 01

0 1 . 1 Explain the influence of belief in reincarnation on Hindu individuals and communities.

Target: AO1:2 Knowledge and understanding of influences of beliefs, teachings and practices on individuals communities and societies.

The influence of this belief may be evidenced in many ways including art, lifestyle and values, and the lives of significant individuals.

The emphasis in the answer should be on the link between the belief and its expression – the student should apply understanding of the belief, a presentation of it is not required.

There may be reference to a diversity of understandings of the belief.

Students may include some of the following points, but all other relevant points must be credited:

- Process driven by karma leads to emphasis on karma production.
- Stress on purity and right way of life, dharma and worship
- Reincarnation undesirable, this may lead to a devaluing of present life.
- Respect for all forms of life, since all inter-related, all humans may have been related in the past and all living things part of same continuum.
- Expressions of the beliefs in funeral rituals

For answers that present the belief(s) but make no link to influences - Max level 2
Answers above level 3 must refer to the influence on both individuals and communities.

[15 marks]

AO1

0 1 . 2 'As a goal of life, reincarnation is more important to Hindus than Moksha (liberation from life).'

Assess this view.

Target: AO2: Analysis and evaluation of aspects and approaches to religion and belief: significance.

Students may include some of the following points, but all other relevant points must be credited:

- The final stage of life is fully focused on achieving Moksha so at this stage it is more important, however many Hindus do not enter this final stage, eg their focus may stay on carrying out their duties as householder.
- A better reincarnation is seen as achievable and as a realistic goal to pursue. Moksha is seen by many as unobtainable in the present life and only a possibility for future lives. However the pursuit of Moksha is the goal of Hindu living.
- Moksha is only one of the four goals of Hindu living, the others may be seen as more relevant to daily life whereas every part of life affects reincarnation so it is relevant at all times. However, the pursuit of those goals for their own sake is rejected in scripture. All performance of dharma is for Moksha, not for material gain.

[15 marks]

AO2

Question 02**0 2 . 1 Explain the nature of the Vedas and their authority for Hindus.**

Target AO1:1 Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching

Students may include some of the following points, but all other relevant points must be credited.

Nature

- For Hindus, the Vedas as sruti scriptures 'what is heard'. They include the earliest scriptures of Hinduism but were composed over a very long period. Orthodox Hindus see them as the revelations given to seers.
- There are four Vedas, each with different strata or levels; they include different types of literature including: hymns to gods; myths; sacrificial formula; phrases with musical notations and melodies; hymns; magical recipes; explanation of rituals; mystical teachings; philosophical teachings in the Upanishads seen as reflecting on what has gone before.

Authority

- Belief in the authority of the Vedas is considered an essential part of Hindu identity, but they are not well known among Hindus; the Bhagavad Gita is considered to be more important by some and the Ramayana is another very popular source of authority.
- The authority of the Vedas lies in the experience of the sages, such experiences continue today giving authority to new figures; questioning the teaching is sanctioned by the scriptures themselves.

Answers above level 3 must refer to both nature and authority.

[15 marks]**AO1**

0 2 . **2** **‘Good moral conduct is the most important aspect of the Hindu way of life.’**

Assess this view.

Target: AO2: Analysis and evaluation of aspects and approaches to religion and belief: significance.

Students may propose, analyse and evaluate some of the following arguments. All valid arguments must be credited.

- It may be argued that since varna and ashrama are such important parts of Hindu identity and have codes of moral conduct associated with them, that this must be the case. There is greater emphasis in Hinduism on common practice rather than common belief. However, actions are important because of the karma they generate, and that depends on intention not on the outward action.
- The different paths of yoga are seen as being suited to particular types of character, and good moral conduct is only one path. That suggests that the other paths are equally important as ways to liberation, for example bhakti yoga, worship. However good moral conduct applies all the time, not just to time specially set aside from daily life so may be more important.
- Faith in the Vedas is considered essential by some. It is not enough to do good works, because many non-Hindus will do them as well.

[15 marks]

AO2