

**General Certificate of Secondary Education**  
**Religious Studies A (World Religion(s))**  
**Hinduism 2 (Worship, Community and Family, Sacred Writings)**  
**Specimen Paper**

**B576**

Time: 1 hour

Candidates answer on the question paper.  
**Additional materials:** none

Candidate  
Forename

Candidate  
Surname

Centre  
Number

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Candidate Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **51**.
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly.
- You will be assessed on the quality of written communication in your answer to the following: parts d and e of all questions. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

<b>FOR EXAMINER'S USE ONLY</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

This document consists of **9** printed pages and **3** blank pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

1 (a) What is Varnashramadharma?

..... [1]

(b) Name two ashramas.

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.....  
..... [2]

(c) How might following Varnashramadharma affect the life of a Hindu?

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(d) How does a Hindu wedding ceremony symbolise Hindu beliefs about marriage?

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2 (a) What are Samskaras?

..... [1]

(b) What are Hindu beliefs about life after death?

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..... [2]

(c) How might these beliefs affect the life of a Hindu?

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(d) Explain how a Hindu funeral might comfort the friends and family of the person who has died.

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3 (a) What does Smrti mean?

..... [1]

(b) Name two sacred texts whose status is Smrti.

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..... [2]

(c) Give three ways in which sacred writings might be used by Hindus.

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(d) Explain how the contents of the Ramayana might affect the life of a Hindu.

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**RELIGIOUS STUDIES A (WORLD RELIGION(S)) J620**

Unit B576: Hinduism 2 (Worship, Community and Family,  
Sacred Writings)

**Specimen Mark Scheme**

The maximum mark for this paper is **51**.

## INSTRUCTIONS TO EXAMINERS

### General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed,, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

## Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

**SPaG is now assessed in part (e) of each question. Please refer to the grid below when awarding the SPaG marks.**

### Spelling, punctuation and grammar (SPaG) Assessment Grid

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use 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.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use 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.

## AO1 part (d) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-2	<p>A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> <li>• A small amount of relevant information may be included</li> <li>• Answers may be in the form of a list with little or no description/explanation/analysis</li> <li>• There will be little or no use of specialist terms</li> <li>• Answers may be ambiguous or disorganised</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 3-4	<p>A <b>satisfactory</b> answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> <li>• Information will be relevant but may lack specific detail</li> <li>• There will be some description/explanation/analysis although this may not be fully developed</li> <li>• The information will be presented for the most part in a structured format</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 5-6	<p>A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> <li>• A fairly complete and full description/explanation/analysis</li> <li>• A comprehensive account of the range and depth of relevant material.</li> <li>• The information will be presented in a structured format</li> <li>• There will be significant, appropriate and correct use of specialist terms.</li> <li>• There will be few if any errors in spelling, grammar and punctuation</li> </ul>




## AO2 part (e) question


Level 0 0	<b>No evidence submitted or response does not address the question.</b>
Level 1 1-3	A <b>weak</b> attempt to answer the question. Candidates will demonstrate little understanding of the question. <ul style="list-style-type: none"> <li>• Answers may be simplistic with little or no relevant information</li> <li>• Viewpoints may not be supported or appropriate</li> <li>• Answers may be ambiguous or disorganised</li> <li>• There will be little or no use of specialist terms</li> <li>• Errors of grammar, punctuation and spelling may be intrusive</li> </ul>
Level 2 4-6	A <b>limited</b> answer to the question. Candidates will demonstrate some understanding of the question. <ul style="list-style-type: none"> <li>• Some information will be relevant, although may lack specific detail.</li> <li>• Only one view might be offered and developed</li> <li>• Viewpoints might be stated and supported with limited argument/discussion</li> <li>• The information will show some organisation</li> <li>• Reference to the religion studied may be vague</li> <li>• Some use of specialist terms, although these may not always be used appropriately</li> <li>• There may be errors in spelling, grammar and punctuation</li> </ul>
Level 3 7-9	A <b>competant</b> answer to the question. Candidates will demonstrate a sound understanding of the question. <ul style="list-style-type: none"> <li>• Selection of relevant material with appropriate development</li> <li>• Evidence of appropriate personal response</li> <li>• Justified arguments/different points of view supported by some discussion</li> <li>• The information will be presented in a structured format</li> <li>• Some appropriate reference to the religion studied</li> <li>• Specialist terms will be used appropriately and for the most part correctly</li> <li>• There may be occasional errors in spelling, grammar and punctuation</li> </ul>
Level 4 10-12	A <b>good</b> answer to the question. Candidates will demonstrate a clear understanding of the question. <ul style="list-style-type: none"> <li>• Answers will reflect the significance of the issue(s) raised</li> <li>• Clear evidence of an appropriate personal response, fully supported</li> <li>• A range of points of view supported by justified arguments/discussion</li> <li>• The information will be presented in a clear and organised way</li> <li>• Clear reference to the religion studied</li> <li>• Specialist terms will be used appropriately and correctly</li> <li>• Few, if any errors in spelling, grammar and punctuation</li> </ul>

Question Number	Answer	Max Mark
1(a)	<p><b>What is Varnashramadharma?</b> Obligation to position in life and stage of life.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• a description of the main features of dharma as it applies to ashrama and varna;</li> <li>• a discussion of the extent to which the ashramas or varnas were ever followed as described in the Vedas;</li> <li>• how the expectations of Hindus in each stage or varna might affect their lives in terms of marriage, food, profession, socioeconomic status, sexual activity and so on;</li> <li>• some mention of the extent to which varnashramadharma does or does not impact on the life of Hindu women.</li> </ul>	[1]
1(b)	<p><b>Name two ashramas.</b></p> <ul style="list-style-type: none"> <li>• Celibate Student;</li> <li>• householders;</li> <li>• hermit/forest dweller;</li> <li>• renouncer.</li> </ul>	[2]
1(c)	<p><b>How might following Varnashramadharma affect the life of a Hindu.</b></p> <ul style="list-style-type: none"> <li>• How the expectations of Hindus in each stage or varna might affect their lives in terms of marriage, food, profession, socioeconomic status, sexual activity and so on;</li> <li>• some mention of the extent to which varnashramadharma does or does not impact on the life of Hindu women.</li> </ul>	[3]
1(d)	<p><b>How does a Hindu wedding ceremony symbolise Hindu beliefs about marriage?</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• correct information taken from any Hindu tradition;</li> <li>• a description of the preparations for marriage;</li> <li>• the main features of a typical wedding such as the propitiation of Ganesh, the havan kund, the seven steps, the wife being shown the pole star and placing her foot on a stone and so far;</li> <li>• an explanation of the significance of these points to Hindus and how they relate to the dharmic expectations of men and women within a family.</li> </ul>	[6]
1(e)	<p><b>'Varnashramadharma cannot be followed in the modern world.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer.</b></p>	




Question Number	Answer	Max Mark
1(e) cont'd	<p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• a discussion of the impracticality of leaving home to live with a guru or of renouncing family commitments to become a renunciate;</li> <li>• whether it is still practical to live as a renunciate in the modern world particularly for Hindus outside India;</li> <li>• the perceived social and economic injustices of the varna system and a discussion of whether it is outdated;</li> <li>• the observation that in fact some Hindus do follow the system in the modern world;</li> <li>• a discussion of whether or not varnashramadharma has ever been followed in its entirety.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG</b> [3]


Question Number	Answer	Max Mark
2(a)	<p><b>What are Samskaras?</b></p> <ul style="list-style-type: none"> <li>Rites of passage.</li> </ul>	[1]
2(b)	<p><b>What are Hindu beliefs about life after death?</b></p> <ul style="list-style-type: none"> <li>A description of the ideas of reincarnation, samsara, karma and moksha.</li> </ul>	[2]
2(c)	<p><b>How might these beliefs affect the life of a Hindu?</b></p> <ul style="list-style-type: none"> <li>The relationship between karma and dharma;</li> <li>the ways in which these beliefs might affect the life of a Hindu, for example by trying to follow their dharma at all times.</li> </ul>	[3]
2(d)	<p><b>Explain how a Hindu funeral and might comfort the friends and family of the person who has died.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>descriptions of funerals taken from any Hindu tradition;</li> <li>an account of the main features of a typical funeral including the significance of the River Ganges, the role of the eldest son, the main prayers and rituals during and following after a funeral;</li> <li>a discussion of the ways in which funerals may be different outside India and the impact this might have;</li> <li>the ways in which the funeral displays Hindu beliefs about life after death which mourners would find comforting.</li> </ul>	[6]
2(e)	<p><b>‘A good reincarnation is the most important aim in life.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>discussion about the comparative merits of moksha and reincarnation as life goals within Hinduism;</li> <li>the status of moksha as one of the “life goals” of Hinduism;</li> <li>the fact that following dharma leads to karma and a good reincarnation shows the importance of the idea of reincarnation;</li> <li>the question of whether or not moksha is a realistic goal for the majority of Hindus;</li> <li>a discussion of whether life should be lived and enjoyed for its own sake without reference to any possible future life.</li> </ul>	[12]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	SPaG [3]

Question Number	Answer	Max Mark
3(a)	<p><b>What does Smrti mean?</b></p> <ul style="list-style-type: none"> <li>• Remembered;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• tradition.</li> </ul>	[1]
3(b)	<p><b>Name two sacred texts whose status is Smrti.</b></p> <ul style="list-style-type: none"> <li>• Mahabharata;</li> <li>• Ramayana.</li> </ul>	[2]
3(c)	<p><b>Give three ways in which sacred writings may be used by Hindus.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• some texts may be read as part of private or public worship;</li> <li>• some texts may form the basis of ritual actions and festival celebrations;</li> <li>• texts may be recited in public;</li> <li>• texts may form the basis of meditation;</li> <li>• texts may be studied to increase knowledge and understanding of the faith.</li> </ul>	[3]
3(d)	<p><b>Explain how the contents of the Ramayana might affect the life of a Hindu.</b></p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• the story shows the triumph of good over evil which encourages Hindus towards good behaviour and moral conduct;</li> <li>• the story emphasises devotion and dharma or duty which supports the Hindu in performing the dharma associated with their life;</li> <li>• the marriage of Rama and Sita is considered to be the perfect example to be followed by Hindus.</li> </ul>	[6]
3(e)	<p><b>‘Telling a story is the best way in which to get a religious or moral truth across to people.’</b></p> <p><b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Hinduism in your answer</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• stories have a natural interest and rhythm which lets the message come through without much preaching;</li> <li>• stories are more memorable and more easily understood than philosophical arguments;</li> <li>• stories may be written in poetic form and therefore be easy to recollect especially in a culture where literacy is not common;</li> </ul>	

Question Number	Answer	Max Mark
3(e) cont'd	<ul style="list-style-type: none"> <li>• stories such as the Ramayana, are open to several interpretations which means that the guidance for the believer may be ambivalent and unclear;</li> <li>• stories are a very slow and cumbersome way of expressing ideas. Rational argument is better;</li> <li>• the point or moral of a story may not always be clear and may be lost in the general interest in the tale;</li> <li>• beliefs which are conveyed in stories which are quite trivial or mythological may themselves be considered trivial or irrelevant in 21st Century culture.</li> </ul>	<b>[12]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 3.	<b>SPaG [3]</b>
<b>Paper Total:</b>		<b>[51]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>SPaG*</b>	<b>Total</b>
<b>1(a)</b>	1			<b>1</b>
<b>1(b)</b>	2			<b>2</b>
<b>1(c)</b>	3			<b>3</b>
<b>1(d)</b>	6			<b>6</b>
<b>1(e)</b> 		12	3	<b>12</b>
<b>2(a)</b>	1			<b>1</b>
<b>2(b)</b>	2			<b>2</b>
<b>2(c)</b>	3			<b>3</b>
<b>2(d)</b>	6			<b>6</b>
<b>2(e)</b> 		12	3	<b>12</b>
<b>3(a)</b>	1			<b>1</b>
<b>3(b)</b>	2			<b>2</b>
<b>3(c)</b>	3			<b>3</b>
<b>3(d)</b>	6			<b>6</b>
<b>3(e)</b> 		12	3	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>3</b>	<b>51</b>

\* Questions marked with a pencil () will carry 3 additional marks for spelling, punctuation and grammar. Where there is more than 1 question assessing spelling, punctuation and grammar the highest mark will count.

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