



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In Religious Studies (8RS0/4C)
Paper 4: Study of Religion
Option 4C: 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.

**Paper 4: Study of Religion, Option 4C: Hinduism Mark Scheme
- 2018**

Question number	Indicative content
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge and understanding using specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Shakti is the 'vital force' of Lord Shiva and other male deities. • Shakti is sometimes referred to as the Mother Goddess. • She is central to much Tantric thought and worship. • Her power is represented in the consorts of the gods. • She can be worshipped as a deity in her own right.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
2	<p data-bbox="397 241 767 264">3 marks AO1, 6 marks AO2</p> <p data-bbox="397 304 1418 472">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="397 512 1334 575">Candidates who assess only belief or practice cannot normally proceed beyond Level 2.</p> <p data-bbox="397 616 1251 645">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="405 651 1329 748" style="list-style-type: none"> <li data-bbox="405 651 1329 680">• The concept of a 'right order' in the universe appears in the Veda. <li data-bbox="405 687 1114 716">• Cosmic order is often called rta or rita in Sanskrit. <li data-bbox="405 723 1091 752">• Maintaining cosmic order is the basis of dharma. <p data-bbox="397 792 1318 920">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="397 960 1251 990">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="405 996 1422 1473" style="list-style-type: none"> <li data-bbox="405 996 1422 1093">• Having observed apparent order in nature Vedic thinkers therefore considered that a preordained order must pervade the cosmos, the gods and humanity. <li data-bbox="405 1099 1406 1196">• This is significant because it led to the belief in Hinduism that there is a social and ethical order which should be respected and adhered to, lest the evil which is disorder might prevail. <li data-bbox="405 1202 1382 1330">• The religious consequences of such thinking have led to the idea that offerings, prayers and rituals must be repeated regularly, by priests, because this will maintain and protect the cosmic order, and that the gods play a pivotal role in this process. <li data-bbox="405 1337 1422 1473">• The social and ethical consequences can be seen to have profound effects on Hindu social order in the observance of the demands of karma and the varnashramadharmā system because this maintains and complies with the cosmic order. <p data-bbox="397 1514 1366 1576">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3	<p data-bbox="411 271 783 297">3 marks AO1, 6 marks AO2</p> <p data-bbox="411 338 1533 472">AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p data-bbox="411 510 1267 537">Candidates may refer to the following in relation to AO1.</p> <ul data-bbox="416 546 1513 680" style="list-style-type: none"> <li data-bbox="416 546 1023 573">• Moksha is the fourth aim of the Hindu life. <li data-bbox="416 580 1334 607">• It is liberation from samsara and union of the jiva with Brahman. <li data-bbox="416 613 1513 680">• Co-union with God, or mukti, is an alternative understanding of the destiny of the jiva beyond samsara. <p data-bbox="411 719 1522 815">AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p data-bbox="411 853 1267 880">Candidates may refer to the following in relation to AO2.</p> <ul data-bbox="416 889 1538 1330" style="list-style-type: none"> <li data-bbox="416 889 1538 985">• Some Hindu schools might consider that in moksha the individual atman/jiva is entirely subsumed into Brahman and that this such identity with 'God' is faithful to revelation and is therefore the ultimate destiny beyond death. <li data-bbox="416 992 1513 1126">• Many bhakti groups would suggest that with absolute unity with the divine the ability of the self/soul to retain its individuality and to continue to experience the grace and love of God is lost in a monistic void, therefore making mukti a more attractive destiny. <li data-bbox="416 1133 1497 1229">• For bhaktins the idea of attaining mukti gives hope and purpose to life inside samsara because this promises an attractive reward for living according to one's dharma and expressing devotion to God. <li data-bbox="416 1236 1528 1330">• However, there are, within Hinduism, other ideas concerning the afterlife which have equal validity, such as the separation of purusha and prakriti in Samkhya or the various 'heavenly' states believed in at village level. <p data-bbox="411 1406 1538 1473">Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
4(a)	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Shruti texts are considered to be directly revealed universal truths. • Shruti texts traditionally comprise the four Vedas, the Brahmanas, the Aranyakas and the Upanishads. • Smriti texts are those which are remembered, and traditionally include the epics, such as the Mahabharata and the Ramayana, and law books. • Shruti texts are usually thought of as being more authoritative as they have divine origin whereas smriti texts are of human origin. • There has been much debate about the authority of various texts in Hinduism.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Indicative content
4(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The Upanishads are shruti texts which seek to interpret the revelations of the Vedas. • The wide variety of thought in the Upanishads has been the foundation of many different schools of thought within Hinduism. • The Upanishads had a profound effect on the Vedanta schools. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • The Upanishads are significant because they contain the statements of truth, the Mahavakyas, which have become the foundation of much Hindu thinking. • The Upanishads are significant because they underpin the thinking of both monistic and theistic Vedanta. • The Upanishads are significant because they are trying to understand and analyse the nature of atman and Brahman and how they relate to one another through karma, dharma and reincarnation. • It is considerably easier to use the Upanishads as a source of wisdom than the original Veda Samhitas because their thinking is more developed, relevant to the task and more coherent. • The Upanishads are significant to later schools of thought because they have the authority of being Shruti revelation and contain wisdom which is communicated in a sophisticated form. • The fact that the Upanishads give a variety of answers to central metaphysical problems while retaining a basic conviction that some sort of constant underlies the world of multiplicity and change makes them therefore an ideal basis for Vedantic speculation and dogma. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues may be selected (AO2). • Makes basic connections between a limited range of elements in the question. • Judgements are supported by generic arguments (AO2). • Judgements are made with no attempt to appraise evidence (AO2).
Level 2	6–10	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements made with little or no attempt to appraise evidence (AO2).
Level 3	11–15	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made. • Judgements are supported by an attempt to appraise evidence (AO2).
Level 4	16–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question. • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

