

Religious Studies

Advanced Subsidiary GCE

Unit **G576**: Buddhism

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Level one – to be used at the end of each part of the response in the margin.
	Level two – to be used at the end of each part of the response in the margin.
	Level three – to be used at the end of each part of the response in the margin.
	Level four – to be used at the end of each part of the response in the margin.
	Level five – to be used at the end of each part of the response in the margin.
	Highlighting a section of the response that is irrelevant to the awarding of the mark.
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

Subject-specific Marking Instructions

Handling of unexpected answers

If you are not sure how to apply the mark scheme to an answer, you should contact your Team Leader.

NOTE: AO2 material in AO1 answers must not be cross-credited and vice-versa.

AS Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

AO2: Sustain a critical line of argument and justify a point of view.

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives; in Advanced Subsidiary, the questions are in two parts, each addressing a single topic and targeted explicitly at one of the Objectives.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary/Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates’ answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Levels of Response: the descriptions are cumulative, ie a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Question		Answer	Marks	Guidance
1	(a)	<p>Candidates might explore the concept of kamma as a natural system of cause and consequences, affected by intention. Candidates should be aware that kamma does not operate in such a way that good actions cancel out bad actions.</p> <p>Candidates might explore the concept of samsara as the cycle of rebirth. Whilst some discussion of the realms of rebirth might be appropriate a detailed exploration of each realm is not necessary. Rather an exploration of the causes of samsara and its nature as a cycle might be more appropriate.</p> <p>Candidates should explore the relationship between kamma and samsara, for example the way in which kamma might affect the realm in which a being is reborn. Some understanding of the development of thought patterns or habits might be considered.</p>	25	
1	(b)	<p>Candidates might argue that a belief in causes and consequences provides such a strong incentive to behave it could be seen as forcing people to behave. They could also consider that the 'punishments' are so severe as to impose good behaviour.</p> <p>Candidates might argue that although belief in kamma provides an incentive to behave it cannot be said to force people to behave as this would remove the free-will which is often emphasised in Buddhism.</p> <p>Some candidates might argue that the fact that Mt am Buddhists behave well is evidence which contradicts the statement</p>	10	

Question		Answer	Marks	Guidance
2	(a)	<p>Candidates might explain the Four Noble Truths in some detail. The notion of dukkha, and the three poisons as the cause of dukkha, could be explored. The idea that tanha or avidya can be removed and dukkha ceased through the development of the eightfold path should also be considered.</p> <p>Candidates might explain the different types of dukkha which might be experienced as part of the first noble truth. They might also explore the exact nature of nirodha. Some exploration of the concepts underpinning each of the truths would be appropriate.</p> <p>In order to explain the path candidates will need to show how these truths interlink, or perhaps show how they can be used, rather than simply describe each truth.</p>	25	
2	(b)	<p>Candidates might argue that the third noble truth is the 'cure' which all Buddhists are trying to seek, and thus is the most important truth in that it provides the motivation for the Buddhist path. They might argue that without this concept there would be no purpose to the path and nothing to aim for.</p> <p>Candidates could equally well argue that the first noble truth is the factor which motivates people to begin their search for an answer, and thus the most important, or that the fourth noble truth is the path without which the third would not be reached.</p> <p>Candidates are likely to argue that all of the truths are equally important, hence their being revealed together, and that they operate in conjunction with each other.</p>	10	

Question		Answer	Marks	Guidance
3	(a)	<p>Candidates might explore the Buddha's lifestyle as a wandering ascetic, travelling for most of the year, and only settling in one place for the rainy season. They might consider how this pattern was followed by other members of the monastic sangha.</p> <p>Candidates could explore the donations of land and buildings by the laity in order to support the early monastic sangha, and the ways in which these became more important as the Buddha attracted more followers.</p> <p>Candidates might explore how, as numbers grew, some members of the sangha became more settled in particular locations, whilst others maintained their wandering lifestyle.</p> <p>Candidates might also consider how the vinaya rules developed in response to individual issues found within the early monastic sangha, though this should not be the main focus of the answer.</p>	25	Some candidates might consider the purpose of the early Buddhist councils. Where this is clearly related to the development of the early sangha this is appropriate and should be credited.
3	(b)	<p>Candidates might argue that the monastic lifestyle most closely matches that followed by the Buddha, and in so far as he is the exemplar of Buddhist practice it must represent the ideal lifestyle. They might demonstrate how the modern monastic lifestyle imitates that of the Buddha.</p> <p>Candidates might also explore how life in the monastic sangha provides a balance between greed and asceticism, or allows time for meditation and study without the need for activities which might distract the bhikkhus. They might explore how this mirrors the requirements of the eightfold path.</p>	10	

Question		Answer	Marks	Guidance
		Some candidates might consider whether the monastic lifestyle was appropriate in particular times and places, and might now be less ideal as society changes.		
4	(a)	<p>Candidates might outline the arhat path in contrast to the bodhisattva path, but there is no expectation that they will do so, and extended discussion of the bodhisattva path is unnecessary.</p> <p>Candidates are likely to focus on the Noble Eightfold Path, perhaps describing some of its aspects, and explaining how these may aid the path to nibbana. A detailed exploration of every part of the path is not necessary. However some aspects are likely to be explored in more detail in order to explain the nature of the arhat path.</p> <p>Some candidates might explore claims that the path can be followed at two levels. They could also explore how the Noble Eightfold Path might represent the middle way.</p>	25	
4	(b)	<p>Candidates are likely to argue that the Theravada path only allows for one Buddha at a time, and therefore the bodhisattva path is only for a few, and not all, Theravada Buddhists. They might also consider that bodhisattvas are not enlightened whereas arhats are.</p> <p>Candidates might argue that if a Buddhist wishes to follow the bodhisattva path then they should be a Mahayana Buddhist rather than a Theravada Buddhist. A few might consider whether it is in fact motivation which determines the path followed rather than the tradition one is born into.</p> <p>Some candidates might recognise the implicit criticism here, and explore Mahayana claims that the bodhisattva path is the only path to nibbana.</p>	10	

APPENDIX 1

Level	Mark /25	AO1	Mark /10	AO2
0	0	absent/no relevant material	0	absent/no argument
1	1–5	almost completely ignores the question <ul style="list-style-type: none"> • little relevant material • some concepts inaccurate • shows little knowledge of technical terms <p style="text-align: right;"><i>L1</i></p>	1–2	very little argument or justification of viewpoint <ul style="list-style-type: none"> • little or no successful analysis • views asserted with no justification <p style="text-align: right;"><i>L1</i></p>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6–10	A basic attempt to address the question <ul style="list-style-type: none"> • knowledge limited and partially accurate • limited understanding • might address the general topic rather than the question directly • selection often inappropriate • limited use of technical terms <p style="text-align: right;"><i>L2</i></p>	3–4	a basic attempt to sustain an argument and justify a viewpoint <ul style="list-style-type: none"> • some analysis, but not successful • views asserted but little justification <p style="text-align: right;"><i>L2</i></p>
Communication: some clarity and organisation; easy to follow in parts - spelling, punctuation and grammar may be inadequate				
3	11–15	satisfactory attempt to address the question <ul style="list-style-type: none"> • some accurate knowledge • appropriate understanding • some successful selection of material • some accurate use of technical terms <p style="text-align: right;"><i>L3</i></p>	5–6	the argument is sustained and justified <ul style="list-style-type: none"> • some successful analysis which may be implicit • views asserted but not fully justified <p style="text-align: right;"><i>L3</i></p>
Communication: some clarity and organisation; easy to follow in parts - spelling, punctuation and grammar may be inadequate				
4	16–20	a good attempt to address the question <ul style="list-style-type: none"> • accurate knowledge • good understanding • good selection of material • technical terms mostly accurate <p style="text-align: right;"><i>L4</i></p>	7–8	a good attempt at using evidence to sustain an argument <ul style="list-style-type: none"> • some successful and clear analysis • some effective use of evidence • views analysed and developed <p style="text-align: right;"><i>L4</i></p>
Communication: generally clear and organised; can be understood as a whole - spelling, punctuation and grammar good				
5	21–25	A very good/excellent attempt to address the question showing understanding and engagement with the material <ul style="list-style-type: none"> • very high level of ability to select and deploy relevant information • accurate use of technical terms <p style="text-align: right;"><i>L5</i></p>	9–10	A very good/excellent attempt to sustain an argument <ul style="list-style-type: none"> • comprehends the demands of the question • uses a range of evidence • shows understanding and critical analysis of different viewpoints <p style="text-align: right;"><i>L5</i></p>
Communication: answer is well constructed and organised - easily understood; spelling, punctuation and grammar very good				

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