

Religious Studies

Advanced Subsidiary GCE

Unit **G577**: Hinduism

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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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		Indicative Content	Marks	Guidance
1	(a)	<p>Candidates are likely to explore the notion of samsara as the cycle of birth, death and rebirth. They may explore the realms of rebirth, or the caste system, though extended discussion of these is not necessary. Some exploration of the use of the karma, bhakti or jnana paths as a way of reaching moksha could be appropriate.</p> <p>Candidates are likely to explore the notion of moksha as liberation from the cycle of samsara. Many candidates are likely to give a generic description of moksha, though some may explore moksha from a particular Hindu perspective. Any valid interpretation of this should be credited.</p> <p>Candidates will need to explore the relationship between the two, for example how samsara can be 'escaped' and moksha reached, and whether there is any connection between those in moksha and those in samsara.</p>	25	
	(b)	<p>Candidates might argue that moksha is the most important Hindu concept, as all Hindus are seeking liberation in some sense. They might also explore whether other concepts such as karma or bhakti have any purpose if moksha is not seen as important.</p> <p>Candidates might equally point to the different ways in which moksha is understood and reached, and claim that such diversity makes it hard to see as the most important concept.</p> <p>Candidates might also consider whether the concepts of karma or dharma have a more direct effect on the life of a Hindu on a daily basis, and thus could be considered more important. They might also explore whether concepts such as varnashramadharma have more relevance to the daily life of a Hindu.</p>	10	

Question		Indicative Content	Marks	Guidance
2	(a)	<p>Some description of the puja ceremony is appropriate; however, candidates will need to move beyond mere description if they are to access the higher levels. An exploration of the offerings made and prayers used could however be relevant.</p> <p>Candidates might explain the importance of the actions within the ceremony, for example darshan, to address the question more specifically. This would allow them to explore the purpose of worship more effectively.</p> <p>Candidates might also consider the purpose of worship, such as developing a relationship with God or showing generosity. They might also make appropriate links to the bhakti or karma paths.</p>	25	
	(b)	<p>Candidates are likely to argue that for those on the bhakti path, puja might be considered the most important practice. It is this act which demonstrates their devotion to God, and is thus the main focus of their chosen path.</p> <p>Candidates might also consider that for those on other paths this may not be the case. Those on the jnana path might consider study for example to be more important. They might also consider whether following dharma is more important for a wider variety of Hindus.</p> <p>Some candidates might consider the motivation behind the action to determine its importance. They might argue that unthinking acts of puja are less important than a heart-felt prayer, for example.</p>	10	

Question		Indicative Content	Marks	Guidance
3	(a)	<p>Candidates might consider the way in which the Aryans entered India. Some discussion of the invasion versus cultural migration theories may be appropriate, but they must link to the question for higher levels to be achieved.</p> <p>Candidates are likely to explore the possible development of the caste system and the ways in which the Aryans may have influenced or even caused this. A discussion of the term varna might be appropriate here.</p> <p>Candidates might also explore the Vedas, and the influence of these on the attitudes to the deities.</p> <p>Although there is some debate on this issue, candidates are not expected to discuss or evaluate this debate, but to explain the possible influences of the Aryans.</p>	25	
	(b)	<p>Candidates are likely to argue that the caste system, which is probably connected to the Aryans, has had a profound and long lasting influence on Hinduism. They could explore the continuing use of the caste system in present day Hinduism.</p> <p>Candidates might also point to the continued use of the Vedas, and their importance in many Hindu traditions. Again they could explore the extent to which the Vedas might be attributed to the Aryans.</p> <p>Candidates might consider that it is hard to assess the full impact of the Aryans, as their early history is still uncertain. With this in mind any considered discussion of the difficulty of determining the exact influence of the Aryans should be credited.</p>	10	

Question		Indicative Content	Marks	Guidance
4	(a)	<p>Candidates might explore the role of Rama as an avatar of Vishnu, as well as consider the story of the Ramayana. Some description of Rama's appearance or hagiography would be appropriate, but candidates will need to go beyond mere description to access the higher levels.</p> <p>Candidates are likely to explore Rama's importance as a role model depicting the ideal behaviour of a husband to a wife. They might also consider the nature of loyalty to ones family and/or country.</p> <p>Candidates might also explore the importance of an avatar in showing Vishnu's protection of humanity, depicted in the defeat of demons.</p>	25	
	(b)	<p>Candidates might argue that Rama's very perfection is what makes him worthy of worship and respect from his followers. They could consider whether any less perfect being would be worthy of worship.</p> <p>Candidates might also consider whether such perfection is daunting, and other deities (for example Krishna) might be more approachable, especially for those who find it harder to be perfect themselves.</p> <p>As always, it is the quality of the discussion which is important, rather than the conclusion reached.</p>	10	

APPENDIX 1 – AS Levels of Response

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 selection often inappropriate might address the general topic rather than the question directly 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 with 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 to sustain an argument <ul style="list-style-type: none"> some effective use of evidence some successful and clear analysis considers more than one view point <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				

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

