

Religious Studies

Advanced GCE

Unit **G587:** Hinduism

Mark Scheme for January 2013

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
	Level 1 – to be used at the end of each part of the response in the margin
	Level 2 – to be used at the end of each part of the response in the margin
	Level 3 – to be used at the end of each part of the response in the margin
	Level 4 – to be used at the end of each part of the response in the margin
	Level 5 – 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 eg where part of an answer is at the end of the script

Subject-specific Marking Instructions

If you are unsure how to apply the mark scheme to an answer you should contact your team leader

A2 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.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

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 A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which ‘must contribute to the assessment of Religious Studies at AS and A level’.

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.

Synoptic skills and the ability to make connections: these are now assessed at A2 as specification, due to the removal of the Connections papers.

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		<p>AO1 Candidates are likely to outline the three gunas, though this must move beyond mere description to access the higher levels.</p> <p>Sattva might be seen as the inclination for purity, and connected with intelligence and understanding. Rajas might be seen as the inclination for passion leading to action or movement.</p> <p>Tamas might be seen as the inclination towards torpor leading to inertia.</p> <p>Candidates might also explain key features in the samkyha system for example prakriti and purusa.</p> <p>AO2 Candidates might argue that there is no need to understand the three gunas in order for purusa to escape prakriti and achieve liberation.</p> <p>Candidates are likely to argue that it is an imbalance of the gunas which leads the purusa to associate itself with prakriti and not understand its own nature.</p> <p>Understanding the three gunas can lead the practitioner to focus on qualities associated with sattva and thus become better able to discriminate the true nature of the purusa.</p> <p>As always the quality of the discussion is more important than the conclusion reached.</p>	35	

Question		Indicative Content	Marks	Guidance
2		<p>AO1 Candidates are likely to provide some description of Gandhi's life and teachings, and perhaps the context in which he lived, though this will need to be focused on the question in order to access higher levels.</p> <p>Candidates might explain the changes which Gandhi sought, perhaps especially the status (and renaming) of the harijans. They might also explore Gandhi's emphasis on satyagraha and ahimsa and the nature of his protests.</p> <p>Any relevant examples should be credited, and reference to Gandhi's action and teachings is appropriate.</p> <p>AO2 Candidates are likely to argue that Gandhi's actions, and the changes these effected, still have an impact on the lives of Hindus today, and thus the statement is false.</p> <p>Candidates might also argue that the continued reverence for Gandhi amongst many Hindus shows that Gandhi is of importance, and continuing influence on modern Hindus.</p> <p>Candidates might explore the continuing impact of some of Gandhi's teaching, and the limited impact of others - for example ahimsa – before reaching a conclusion.</p> <p>Candidates could argue that Gandhi is no longer of importance to modern Hindus, who need to find their own path and faith.</p>	35	

Question		Indicative Content	Marks	Guidance
3		<p>AO1</p> <p>Candidates are likely to explain the main teachings and concepts of the Vishishtadvaita system, but will need to focus this on the question to access the higher levels.</p> <p>Candidates might explain the concept of bhakti as loving devotion to God. They are likely to explain Ramanuja's experiences in relation to bhakti.</p> <p>Candidates might consider the purpose of bhakti in achieving moksha and the form that this takes in the Vishishtadvaita system.</p> <p>AO2</p> <p>Candidates might argue that bhakti is simply one of several important concepts in the Vishishtadvaita system. Other concepts which might be mentioned are the relationship between atman and Brahman and the nature of the world as the body of God.</p> <p>Candidates are likely to argue that bhakti is extremely important as the prime means of establishing a relationship with God, which is crucial in achieving moksha.</p> <p>Some candidates might explore how belief in the jiva can illustrate the importance of bhakti.</p>	35	

Question		Indicative Content	Marks	Guidance
4		<p>AO1</p> <p>Candidates are likely to explore the structure and the main content of the Vedas, though this will need to move beyond mere description to access the higher levels.</p> <p>Candidates might explore any parts of the Vedas they are familiar with, though no particular parts of the text are expected to be known in detail.</p> <p>Candidates are likely to explore the nature of the Vedas as a form of shruti literature, and might explain the nature of shruti texts.</p> <p>AO2</p> <p>Candidates are likely to argue that as the earliest texts, the Vedas provide the closest possible insight into the nature of the ultimate reality.</p> <p>Candidates might explore how, as shruti literature, the Vedas are authoritative, and seen as the basis for most Hindu teachings.</p> <p>Candidates might consider how the teachings in the Vedas are used in later texts, and are used in Hindu practices today.</p>	35	

APPENDIX 1 – A2 Levels of Response

Level	Mark /21	AO1	Mark /14	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. <i>L1</i>	1–3	very little argument or justification of viewpoint <ul style="list-style-type: none">• little or no successful analysis• views asserted with no justification. <i>L1</i>
Communication: often unclear or disorganised; can be difficult to understand; spelling, punctuation and grammar may be inadequate				
2	6–9	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. <i>L2</i>	4–6	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. <i>L2</i>
Communication: some clarity and organisation; easy to follow in parts – spelling, punctuation and grammar may be inadequate				
3	10–13	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. <i>L3</i>	7–8	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. <i>L3</i>
Communication: some clarity and organisation; easy to follow in parts – spelling, punctuation and grammar may be inadequate				
4	14–17	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. <i>L4</i>	9–11	a good attempt at using evidence to sustain an argument holistically <ul style="list-style-type: none">• some successful and clear analysis• some effective use of evidence• views analysed and developed. <i>L4</i>
Communication: generally clear and organised; can be understood as a whole – spelling, punctuation and grammar good				
5	18–21	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. <i>L5</i>	12–14	A very good/excellent attempt which uses a range of evidence to sustain an argument holistically <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. <i>L5</i>
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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Head office
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Facsimile: 01223 552553

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