

Religious Studies

Advanced Subsidiary GCE

Unit **G577**: Hinduism

Mark Scheme for June 2011

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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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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.

Practical application of the Marking Scheme

General administrative information and instructions are issued separately by OCR.

Apart from preliminary marking for standardisation purposes, which must be carried out in pencil, the first marking of a script should be in red ink. There should be a clear indication on every page that it has been read by the examiner, and the total mark for the question must be ringed and written in the margin at the end of the script; at A2 the two sub-marks for the AOs must be written here as well. Half-marks may not be used.

To avoid giving the impression of point-marking, ticks should not be used within an answer. Examiners should not write detailed comments on scripts; the marks awarded make the assigned Levels of Response completely explicit.

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, i.e. 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.

AS LEVELS OF RESPONSE – G571-G579

Band	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 a.c.i.q	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 v lit arg
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 b att	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 b att
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 sat att	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 sust / just
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 g att	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 g att
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 vg/e att	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 vg/e att
Communication: answer is well constructed and organised; easily understood; spelling, punctuation and grammar very good				

1 (a) Explain the importance of the varnashramadharma system in Hinduism.

Candidates are likely to outline the four ashramas - student, householder, retiree and sannyasin, and explore their relationship.

Candidates are likely to outline the four varnas - sudra, vaishya, kshtriya and Brahmin. They might also explore those outside the caste system, for example women and outcastes.

Candidates might explore the origins of the varnashramadharma system in the Purusha Sukta, though this is not expected.

[25]**1 (b) 'Varnashramadharma does not work today.' Discuss.**

Candidates might argue that varnashramadharma is an all encompassing system, covering every aspect of a Hindu's life, and is still of relevance for Hindus today.

Candidates might argue that the system is rapidly becoming outmoded in big cities where modern working and transport practices make many aspects of the system impossible to implement.

Candidates might explore whether the system is likely to remain important for just some groups within Hinduism or whether some aspects of the system may remain (e.g. marriage practices) whilst others die out.

[10]

2 (a) Explain the Hindu concepts of atman and rebirth.

Candidates should be able to explain the terms 'atman' and 'samsara' in some detail.

Candidates might explore the nature of atman, particularly the eternal and unchanging nature of the atman.

Some candidates might explore the connection between the atman and Brahman, the nature of moksha, and the role of karma in the process of rebirth.

Candidates might explore whether the eternal nature of the atman means it has any real connection with the being that houses it, and in what sense reincarnation and samsara occur.

[25]

2 (b) To what extent does the belief in rebirth make sense?

Candidates might analyse the nature of the atman, and what happens when moksha is achieved, before reaching a conclusion about the value of rebirth.

Candidates might argue that if the atman is unchanging then the process of samsara makes no sense, since the atman cannot grow or be perfected prior to moksha.

Candidates might also consider the scientific evidence which could be used to argue that belief in rebirth is inconsistent with scientific beliefs.

[10]

3 (a) Explain why Hinduism is sometimes considered to be monotheistic.

Candidates are likely to explore the term 'monotheistic', drawing out the idea of a belief in one God who is responsible for everything. Candidates might refer to Brahman and explore whether Brahman is God or not.

Some candidates could explore the concept of polytheism, drawing out the idea of a belief in many deities, each with their own areas of responsibility.

Candidates might consider the plethora of deities within Hinduism, and the practices of some Hindus, which seem to indicate a belief that each is unique and separate.

Candidates might also explore the attitudes of some Hindus, for example Saivites, who appear to worship just one deity.

[25]**3 (b) 'All Hindus worship many gods.' Discuss.**

There are many possible approaches to this question.

Candidates are likely to present the common Hindu explanation that all deities are aspects of Brahman, and therefore what appears polytheism is actually monotheism. Evidence from the Saivite and Vaisnavite traditions could be used to support this view.

Candidates might explore whether the above is a rationalisation which is not supported by the practices seen within Hinduism, where deities do appear to be worshipped as separate beings.

Some candidates might explore the monist tradition within Hinduism, or the forms of Hinduism who do not worship a God at all.

[10]

4 (a) Explain the importance of Lakshmi for Hindus.

Candidates might explore the peaceful and calm nature of Lakshmi. They might refer to the ways by which she is worshipped, pointing to the use of vegetarian offerings.

Candidates might refer to the stories of Lakshmi connected with Divali, and her role as a benefactress, which appeals to business people.

Whilst retelling relevant stories might receive some credit, understanding and explanation of them will be required to access the higher levels.

[25]**4 (b) 'Lakshmi is not an important goddess.' Discuss.**

Candidates might argue that, since Lakshmi is seen as peaceful and calm, it might be easier to empathise with her, and thus to worship her.

They might also argue that there is more tangible benefit to worshipping Lakshmi owing to her role as a goddess of wealth.

Some candidates might explore the value of her 'role' compared with the roles of other deities, and the quality of the discussion in doing so will be important.

Some candidates might consider whether all deities are as important as each other in that they all represent Brahman.

[10]

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