

Religious Studies

Advanced Subsidiary GCE

Unit **G577**: 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 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

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 questions should 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 describe Ganesha's main features and role; however they will need to move beyond mere description in order to access the higher levels.</p> <p>Candidates might explore the 'why' aspect of the question with reference to Ganesha's role as a remover of obstacles. They might give specific examples or more generic reasons for worshipping Ganesha. They may also refer to the idea of creating a relationship with the deity.</p> <p>Candidates might address the 'how' aspect of the question by describing acts of puja, or referring to different paths of worship such as karma or jnana. References to puja might be generic or refer to a specific act.</p>	25	
	(b)	<p>Candidates might argue that Ganesha is a minor deity in terms of his role in comparison with the gods of the Trimurti. They might also consider whether he is minor in terms of his involvement in the world in comparison with the avatars of Vishnu. This may or may not however indicate that he is not worthy of worship.</p> <p>Candidates might also explore whether Ganesha is considered a minor deity in terms of the number of people who worship him, or the role he plays in removing obstacles from people's lives.</p> <p>Some candidates might consider Ganesha's popularity and role as the deity worshipped before worshipping other deities to develop their response.</p> <p>Some candidates might directly address what it is which makes a deity worthy of worship before reaching their conclusion.</p>	10	

Question		Indicative Content	Marks	Guidance
2	(a)	<p>Candidates are likely to focus on those discoveries in the Indus Valley which might be seen as having connections with modern Hinduism.</p> <p>They might explore the Great Bath and the connection with water and purity. This could be related to the importance of ritual washing in modern Hinduism. The proto-Siva seal and the possible connection with Rudra-Siva could be explored. The multiplicity of goddess images could also be considered, and connected with the importance of the Goddess in modern Hinduism.</p> <p>Candidates might also approach the question more generally, considering how the habitation and desertion of the Indus Valley might give Hindus some understanding of their early history.</p>	25	
	(b)	<p>Candidates might argue that it is important for religions to know their history. They could argue that understanding the origins of the religion provides a context in which to place teachings and practices and thus better understand their message and purpose.</p> <p>Candidates could argue that the way the religion is practised today is what is important, not the history of the religion. They could explore the importance of the connection with God, and the personal feelings of the worshipper in the current context.</p> <p>Candidates might also explore whether it is possible to know the origins of a religion, especially one formed as long ago as Hinduism.</p> <p>Candidates might choose to compare Hindu approaches with those of other religions; however, this is not required.</p>	10	

Question		Indicative Content	Marks	Guidance
3	(a)	<p>Candidates are likely to explain the nature of the bhakti path as that of showing loving devotion to a personal God. They might refer to specific traditions or scriptures to illustrate this understanding of bhakti.</p> <p>Candidates might describe the practices of puja. Whilst this is valid candidates will need to explain why these are important in order to access the higher levels.</p> <p>Candidates might refer to the importance of darshan in forming a personal connection with God. They might also refer to the need to perform puja in order to show respect or obedience to God. Candidates might also demonstrate how meditating on the murti can help a worshipper to understand and worship God successfully.</p>	25	
	(b)	<p>Candidates might argue that for those on the bhakti path puja is an essential aspect of the path, allowing them to develop a connection with God and show respect for God. Candidates might however argue that following the bhakti path does not require puja as worship can be demonstrated in other ways.</p> <p>The natural contrast is likely to be with those following the jnana path. Candidates might argue that those following the jnana path have no need to perform puja, as they develop their understanding of the ultimate through study of the scriptures.</p> <p>Some candidates might explore whether those following the karma path need to perform puja, and if so whether this is done for similar or different purposes.</p>	10	

Question	Indicative Content	Marks	Guidance
4 (a)	<p>Candidates are likely to describe karma and moksha in order to answer this question. They need however to go beyond mere description and explore the relationship between the two in order to access the higher levels. Candidates can answer from any tradition they have studied. Some candidates might consider the relationship between atman and Brahman within different traditions as a way of exploring the relationship between karma and moksha. This is a valid approach, but is not required.</p> <p>Candidates are likely to explain that certain actions lead to positive or negative karma, and that this affects the realm of rebirth. The common perception therefore is that developing good karma will lead to moksha.</p> <p>Some candidates might explore whether in certain cases there is a need to be akarmic to achieve moksha, or whether moksha is achieved in other ways (scripture/God's mercy) and therefore has a more limited connection to karma.</p>	25	
(b)	<p>Candidates might argue that all Hindus are aiming for moksha regardless of the path taken, and that this is the ultimate aim for all Hindus. This might be supported by reference to any valid scripture or tradition.</p> <p>Candidates might equally argue that most Hindus accept that moksha is a distant aim and that in this lifetime aiming for a better rebirth is a more realistic option.</p> <p>Candidates might consider whether moksha actually comprises a better rebirth as the culmination of the cycle of samsara, particularly in those traditions where moksha is seen as a form of life after death.</p> <p>Some candidates might discriminate between interim and ultimate aims before reaching a conclusion.</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				

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