

GCSE (9-1)

Examiners' report

RELIGIOUS STUDIES

J625

For first teaching in 2016

J625/05 Summer 2019 series

Version 1

Contents

Introduction	3
Assessment structure change	4
Paper 5 series overview	5
Question 1 (a)	6
Question 1 (b)	7
Question 1 (c)	7
Question 1 (d)	8
Question 1 (e)	9
Question 2 (a)	11
Question 2 (b)	12
Question 2 (c)	13
Question 2 (d)	13
Question 2 (e)	14

DOC



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Assessment structure change

Following feedback from teachers and examiners, we are replacing the 6-mark combined assessment objective questions in GCSE Religious Studies J625. These changes will make our assessment more straightforward for students, teachers and examiners. We have also made a minor change to a level of response descriptor in the mark scheme. These changes will be introduced for the 2020 exam series.

What has changed?

- For Components 01–05 (Beliefs and teachings and Practices) the 6-mark question which was previously assessed using a combination of AO1 and AO2, is being replaced by a 6-mark question which will be assessed using **AO1 only**.
- For Components 06–10 (the religion, philosophy and ethics papers) there are two 6-mark questions. One will continue to be assessed using AO1, and the other which previously used a combination of AO1 and AO2, will now be assessed using **AO2 only**.
- In our levels of response descriptors we have changed 'adequate but underdeveloped' to 'satisfactory'.
- We **haven't** changed 15 mark questions which are assessed using a combination of AO1 and AO2, or made any changes to the specification content.

How are we supporting you?

We have updated the sample assessment materials to reflect these changes for '**Christianity** Beliefs and teachings and Practices', 'Religion, philosophy and ethics in the modern world from a **Christian** perspective', so you can see what our new question papers and mark schemes will look like. These can be found under the assessment tab on the GCSE Religious Studies qualification pages. We will update the sample assessment materials for the remaining components ready for teaching in September 2019.

In September we are hosting a webinar which will add further clarification to this update, and answer any questions which this might raise. Look out for more information on how to book your space on this in the next few weeks.

In September we will also provide a candidate exemplar resource, which will provide more details about these changes to help your students become familiar with the knowledge and skills needed in our qualification.

If you would like further information please contact the Religious Studies Subject Advisor on 01223 553998 or email religious.studies@ocr.org.uk.

Paper 5 series overview

GCSE Religious Studies Paper 5 is the Hinduism-Beliefs, Teachings and Practices paper. It assesses both candidates' knowledge and understanding of key elements which are part of Hinduism as it is practiced in the contemporary world and the ability to discuss and evaluate the impact of Hindu belief and practice on different groups of Hindus.

All questions and sections of questions are compulsory, and the majority of candidates at least attempted the entire paper, with 2 (d) the section most commonly left unattempted. No wholly blank scripts were observed. In comparison to the previous year this was a substantial improvement, with candidates appearing more confident in their recognition and use of technical language.

Candidates who did well on the paper tended to be well prepared in terms of exam skills. They were aware of the different requirements for different types of question, offering focused and succinct response to short answer questions rather than talking around the question. Most candidates were also aware that more than a few lines offering a personal opinion would be required to deal adequately with the (e) parts.

With regards to part (e) questions, while candidates have been successfully encouraged to include a range of views on an issue, these are often presented as additional knowledge rather than being engaged with discursively. Since the level descriptors explicitly limit the marks available for pure knowledge to 3 out of 15, and the AO2 descriptors expressly require developed discussion and analysis for the higher levels simply adding more views does not automatically equate to higher level marks. Overall the most common form taken by responses to (e) part questions is that of blocks of knowledge which may include some justified viewpoints, but which are discursive only in that they describe different perspectives on the stimulus - they neither relate to one another nor analyse the views contained in them. Candidates using this approach therefore struggle to demonstrate the 'comment on' and/or 'comparison of' elements required for the highest level AO2 marks.

Question 1 (b)

(b) Describe **one** Hindu belief about the nature of the atman.

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [3]

Most candidates addressed this question well. All seemed to be aware of the concept of the atman and the most common response was to describe it in terms of an eternal soul.

Question 1 (c)

(c) Describe what Hindus mean when they use the term 'liberation'.

.....
.....
.....
.....
.....
.....
.....
.....
..... [3]

Most candidates were able to offer a creditable response to this question, writing about the end of samsara and/or freedom from karma. However, a substantial minority of candidates appeared to be under the impression that Question 2 (b) (Outline what Hindus mean by the term 'detachment'.) was asking them about the same concept specified in this question.

In Bhagavan form, which means they believe [6]
 that Brahman is a ~~life~~ life form in a different
 world.

Many Hindus also believe in Brahman through
 antaryami form. They believe that Brahman
 is in the hearts of everyone and is reflected
 in the world through nature and humans.

Exemplar 2 demonstrates a response which gained full marks, clearly addressing both what Hindus might believe about the nature of Brahman and why/how differences in these understandings lead to different views about Brahman's connection to the world. It is useful to note that the knowledge and understanding displayed is sufficient for full marks even though the candidate has misapplied the term 'dualists' to their account of nirguna Brahman and Advaita (unnamed) - the chosen word is wrong, but the understanding of the concept they wish to communicate is clear and adequate.

Question 1 (e)

(e) 'People have no control over their future rebirths.'

Discuss this statement. In your answer, you should:

- Analyse and evaluate the importance of points of view, referring to common and divergent views within Hinduism
- Refer to sources of wisdom and authority. [15]

 Spelling, punctuation and grammar [3]

The most common approach to this question was to take the view that people have control over the karma they create in their current lifetime even if they do not know and/or cannot change the karma built up from previous births. Some candidates also considered detachment from karma as relevant to this question. Overall most candidates presented a fairly simplistic understanding of good karma as leading directly to moksha and so concluded that if a person were good enough over a succession of lifetimes they would be able to control and ultimately end their rebirths. It was interesting to note that many candidates who did understand selfish/selfless karma, as required for Question 1 (a), did not translate that understanding into these more extended discussions of the concept.

Exemplar 3

✍ Spelling, punctuation and grammar [3]

Some could believe that a person doesn't have control over their rebirths due to them being reborn as one of the four realms; an animal, a human, a demon or a god. If you are reborned as an animal or human it is somewhat easier to control your chance of reaching Moksha, however as a god or demon, this takes longer, making it harder to reach Moksha. It is also hard to determine what lives you will have in the future as no one can know how much good karma and bad karma they have by the end of their life.

However, some could argue that by following varnashramadharma you can have control over your life. To follow this means you are carrying out the duty that is yours. This belief is explained by the story of Prince Arjun not wanting to kill his cousins in a war. His chariot driver, Krishna, - an agent of Vishnu, told him that as a soldier of war, his duty in life was to kill and him killing his cousins was his duty. Hindus would use this to carry out their role in life, allowing them control over their rebirths as it wouldn't matter because doing what is designed for them is right. For example, if you were reborned as a tiger the right thing to do would be kill and hunt and mate because that is what a tiger does.

Question 2 (e)

(e)* 'Dharma is the only thing that really matters.'

Discuss this statement. In your answer, you should:

- Analyse and evaluate the importance of points of view, referring to common and divergent views within Hinduism
- Refer to sources of wisdom and authority.

[15]

Most candidates took the approach of arguing that since there are concepts in Hinduism besides dharma it cannot be the only important thing. This perspective does imply a limited understanding of the concept of dharma and its relationship to other aspects of Hinduism but it allowed for a degree of discussion by proposing an alternative candidate to be the only thing that matters - karma was the most common choice.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification: www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

