

GCE

Religious Studies

H173/06: Developments in Buddhist thought

AS Level

Mark Scheme for June 2022

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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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Indicative content – Responses might include:	Guidance
<p>1. To what extent was the Buddha's teaching a product of its time?</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • the socio-cultural background to the Buddha's teachings and Buddhism, the change in social structure with new urban centres and the rise in the merchant caste • the importance of Brahminism in the Buddha's contemporary culture and the Buddha's use and criticisms of its ideas • the Buddha's experience of <i>Sramana</i> movements and teachers • the Buddha's use and adaptation of the <i>Sramana</i> ideas • the historical Buddha and his teaching being part of this changing religious picture in India and the ways in which the cultural context affects the development of ideas. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p> <ul style="list-style-type: none"> • Some candidates might argue that the Buddha's teaching is a product of its time because: <ul style="list-style-type: none"> ○ the teachings of the Buddha seem to fit in with these changing ideas within India ○ the Buddha seems to accept the ideas of meditation and rebirth ○ the Buddha rejects the notion of an eternal soul or an all-powerful God ○ the rise in the influence of the ruling caste in matters of religion at this time as this made the rise of movements such as Buddhism possible ○ Buddhism seemed to appeal to people at the time and grew rapidly, suggesting that it met the needs of people in that time. • Some candidates might argue that the Buddha's teaching is not a product of its time because: <ul style="list-style-type: none"> ○ Buddhism is significantly different to other religions either before or since the time of the Buddha ○ the teaching on <i>anatta</i> (no self) is significantly different from any other religious tradition ○ the ideas of caste and male superiority were also rejected by the Buddha ○ the idea that Buddhism has historically continued to develop in different times and cultures since it began 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">○ Buddhism seems to accept and agree with many of the modern scientific views of the nature of the universe and the interconnectedness of all life on earth○ Buddhist ideas around mindfulness and meditation have not changed for over 2000 years but are just as relevant to today as in the time of the historical Buddha. <ul style="list-style-type: none">● Some candidates may combine these views and argue that: the teachings of the Buddha reflect the historical age in which they were produced and first explained but they are the eternal teachings and so they fit all historical ages and cultures.	

Indicative content – Responses might include:	Guidance
<p>2. Discuss the view that <i>anatta/anatman</i> (no self) is the most important of the Three Marks of Existence.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • <i>anatta</i> means no self or not self and teaches that there is no immortal soul. • the Buddha taught that <i>anatta</i> (no self) means that nothing exists because of or by itself, everything exists because of and with everything else • <i>anatta</i> is linked to the concept of dependent origination (<i>paticcasamuppada</i>) in that all things are interconnected and nothing exists without everything else • <i>anatta</i> (no self) is one of the Three Marks of Existence, the other two being <i>dukkha</i> (suffering) and <i>anicca</i> (impermanence). <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p> <ul style="list-style-type: none"> • Some candidates might argue that <i>anatta</i> (no self) is the most important of the Three Marks of Existence because: <ul style="list-style-type: none"> ○ <i>anatta</i> (no self) is the basic underlying belief in Buddhism and one of the Buddha's earliest and most frequent teachings ○ it shows that suffering is caused by craving and that craving stems from the misunderstanding about the true nature of reality i.e. that there is an inherent self ○ <i>dukkha</i> (suffering) and <i>anicca</i> (impermanence) only make sense in terms of their relationship with <i>anatta</i> (no self). ○ without understanding <i>anatta</i> (no self) it is impossible to attain enlightenment. ○ all forms of Buddhism agree on this basic teaching. • Some candidates might argue that <i>anatta</i> (no self) is not the most important of the Three Marks of Existence: <ul style="list-style-type: none"> ○ <i>anatta</i> (no self) only makes sense in terms of <i>anicca</i> (impermanence) ○ <i>anicca</i> (impermanence) provides the intellectual basis to suggest that there is no inherent self because everything is impermanent ○ understanding <i>dukkha</i> (suffering) is more important than <i>anatta</i> (no self) because suffering is the characteristic of all life ○ the Buddha taught that overcoming <i>dukkha</i> (suffering) is the path to gaining enlightenment rather than overcoming the concept of self. 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none">• Candidates may combine these views and suggest that <i>anatta</i> (no self) is as important as the other two Marks of Existence:<ul style="list-style-type: none">○ the Three Marks of Existence are co-existing concepts which rely on each other to make sense of reality both on a conventional level and at an ultimate level, therefore one is no more important than any of the others.○ each of the Three Marks only truly make sense in the context of all three.	

Indicative content – Responses might include:	Guidance
<p>3. 'When following the Eightfold Path, meditation is more important than ethics.' Discuss.</p> <p>AO1 Candidates may demonstrate knowledge and understanding through the use of some of the following ideas:</p> <ul style="list-style-type: none"> • ethics and meditation form two of the three aspects of the Eightfold Path, the third being wisdom • meditation is the fundamental practice by which a Buddhist can train the mind sufficiently to overcome craving and gain enlightenment • meditation is the characteristic feature of most forms of Buddhism • ethical behaviour is based on right speech, right action and right livelihood • ethical behaviour is seen as an important part of overcoming craving. <p>AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments.</p> <ul style="list-style-type: none"> • Some candidates might argue that when following the Eightfold Path, meditation is more important than ethics because: <ul style="list-style-type: none"> ○ meditation enables a practitioner to focus the mind so that they can overcome the three fires/poisons of greed, hatred and ignorance, which cause and are caused by craving. This leads to enlightenment ○ a mind that has been calmed by meditation can focus on moral behaviour, but acting morally is almost impossible without control of the mind ○ a controlled mind is needed to overcome the five defilements, which stop any spiritual progress ○ there is a far greater range of meditative practices than there are ethical rules ○ ethics is more about skilful behaviour than following a set of moral laws. • Some candidates might argue that when following the Eightfold Path, meditation is not more important than ethics because: <ul style="list-style-type: none"> ○ meditation is impossible without ethical behaviour or the mind will be consumed by bad <i>kamma</i> (<i>karma</i>), wrong views or guilt for past actions 	

Indicative content – Responses might include:	Guidance
<ul style="list-style-type: none"> ○ right action, right speech and right livelihood (from which The Five Precepts are drawn) are the basic ethical principles for any Buddhist society and society could not function without them ○ the focus on which actions cause <i>kamma (karma)</i>, which do not, and how this links to karmic fruit, shows the importance of ethical considerations in everyday practice ○ the importance of the idea of <i>samsara</i> and the associated ideas in Buddhist everyday practice also show the importance of ethical considerations in everyday practice <ul style="list-style-type: none"> ● Candidates may combine these views and suggest that meditation is equally important as ethics because: <ul style="list-style-type: none"> ○ they are both part of the Eightfold Path along with wisdom, and this path is not a step by step list but an interlinked and co-existing set of principles that support and develop each other. ○ wisdom is actually more important than meditation and ethics because without it one could not truly see and understand the nature of the Buddha's teachings or the path to enlightenment. 	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 1 (AO1) <i>Demonstrate knowledge and understanding of religion and belief, including:</i> <ul style="list-style-type: none"> • <i>Religious, philosophical and/or ethical thought and teaching</i> • <i>Approaches to the study of religion and belief</i> 	Note: The descriptors below must be considered in the context of all listed strands of Assessment Objectives 1 (AO1) and the indicative content in the mark scheme.
5 (13–15)	A very good demonstration of knowledge and understanding in response to the question : <ul style="list-style-type: none"> • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
4 (10–12)	A good demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding 	
3 (7–9)	A satisfactory demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success	
2 (4–6)	A basic demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. A limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success	
1 (1–3)	A weak demonstration of knowledge and understanding in response to the question: <ul style="list-style-type: none"> • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding 	
0 (0)	No creditworthy response	

Level (Mark)	Levels of Response for AS Level Religious Studies: Assessment Objective 2 (AO2) <i>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</i>	Note: The descriptors below must be considered in the context of all elements of Assessment Objective 2 (AO2) and the indicative content in the mark scheme.
5 (13–15)	<p>A very good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • clear and convincing argument • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
4 (10–12)	<p>A good demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation <p>Assessment of Extended Response: <i>There is a well-developed line of reasoning which is clear, relevant and logically structured</i></p>	
3 (7–9)	<p>A satisfactory demonstration of analysis and/evaluation in response to the question:</p> <ul style="list-style-type: none"> • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success <p>Assessment of Extended Response: <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
2 (4–6)	<p>A basic demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success <p>Assessment of Extended Response: <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
1 (1–3)	<p>A weak demonstration of analysis and evaluation in response to the question:</p> <ul style="list-style-type: none"> • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation <p>Assessment of Extended Response: <i>The information is communicated in a basic/unstructured way.</i></p>	
0 (0)	No creditworthy response	

MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN

June 20xx

H173, H573 AS and A Level Religious Studies

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the messaging system, or by email.
5. Crossed Out, Rubric Error (Optional Questions) and Multiple Responses.

Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the additional pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then

add a tick to confirm that the work has been seen. The 'link page' check box should be used on RM Assessor to link candidate responses in additional objects to the corresponding question number.

- a. Where additional objects are present, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- b. Where no response is given by a candidate on a whole page the 'BP' annotation **must** be applied.
- c. Where generic answer booklets are used, all pages must contain an annotation, or RM Assessor will not allow you to submit the script.
- d. Where structured answer booklets are used, the 'BP' annotation **must** be applied to all pages where no response is given by a candidate.

7. Award No Response (NR) if:

- there is nothing written in the answer space.

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the messaging system, or e-mail.









9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. 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.
	(H573 only) Level six - 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

H173, H573 AS and A Level Religious Studies

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Lead Marker and Team Leaders.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study the Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

The Mark Scheme contains a description of possible/content only; all legitimate answers and approaches must be credited appropriately. Learners are expected to make use of scholarly views, academic approaches and sources of wisdom and authority to support their argument.

The Levels of Response must be used in conjunction with the outlined indicative content.

Assessment Objectives

Two Assessment Objectives are being assessed in all questions:

AO1 (Demonstrate knowledge and understanding of religion and belief) and

AO2 (Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study).

Responses are credited for **AO1** for selection, detail and accuracy of the knowledge and understanding of religion and belief deployed.

Responses are credited for **AO2** for how well the response addresses the question, for candidates using their knowledge and understanding to draw, express and support conclusions in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the clarity and success of their argument.

Levels of Response

Questions in this paper are marked using a levels of response grid. When using this grid examiners must use a **best fit** approach. Where there are both strengths and weaknesses in a particular response or particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance.

Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme. Where a candidate does not address all of the Assessment Objective strands listed, the candidate cannot achieve the top level of response.

Assessment of Extended Response

The GCE General Conditions of Recognition state that:

GCE 5.1 In designing and setting the assessments for a GCE qualification which it makes available, or proposes to make available, and awarding organization must ensure that, taken together, those assessments include questions or tasks which allow Learners to -

- a) provide extended responses

As such, the quality of extended responses are assessed in all questions. While marks are not specifically given for this, descriptors for extended responses can be found in the AO2 Levels of Response *in italics*.

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