



Oxford Cambridge and RSA

GCSE

Religious Studies

J625/04: Buddhism beliefs and teachings & practices

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking.*
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

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% (traditional 40% Batch 1 and 100% Batch 2) 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 RM Assessor messaging system, or by email.
5. **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.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

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 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.
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.

- The RM Assessor **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 RM Assessor messaging system, or e-mail.
- 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.
- For answers marked by levels of response:
 - To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Noted
	Benefit of Doubt
	Tick
	Cross
	Level 1
	Level 2
	Level 3
	Level 4

12. Awarding Spelling, Punctuation and Grammar to scripts with a coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point 1 above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point 1 above.
- d. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

12. Subject Specific Marking Instructions

General points

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

[3] mark questions are assessed via points-based marking. For all other questions, your first task is to match the response to the appropriate level of response according to the generic levels of response given after the indicative content. Only when you have done this should you start to think about the mark to be awarded. **Please note – the bandings for Assessment Objectives are not dependent; there is no requirement for a response to be awarded in the same band for AO2 as has been awarded in AO1.**

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive; it does not provide 'correct' answers, and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written - do not assume that the candidate knows something unless they have written it.

The levels of response start with one from the following list of flag words:

Weak, Limited, Satisfactory, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word 'good' must not be interpreted as the best possible response. It will be what is judged to be 'good' according to the generic levels of response, although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication, Spelling, Punctuation and Grammar

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, i.e. no reference is made at this stage to the quality of the written communication;
- the quality of Spelling, Punctuation and Grammar must **never** be used to move an answer from the mark band of one level to another;
- accept any reasonable alternative spelling of transliterated words from non-Roman alphabets in learners' responses.

SPaG is now assessed in e) part of the first question. Please refer to the grid overleaf when awarding the SPaG marks.

The Regulator now requires GCSE Religious Studies to assess the quality of extended responses by candidates. Marks are not specifically given for this assessment however. This assessment takes place in e) part of the second question. The levels descriptors for these are embedded in the Levels of Response, specifically AO2, and are *italicised for clarity*.

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
<i>Intermediate performance 2 marks</i>
Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
<i>Threshold performance 1 mark</i>
Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate
<i>0 marks</i>
The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

INFORMATION AND INSTRUCTIONS

- Practice scripts provide you with examples of the standard of each band. The marks awarded for these scripts will have been agreed by the Principal Examiners, Senior Team Leaders and Team Leaders and provide you with ‘benchmark’ examples of the approach to marking.
- The specific task-related indicative content for parts d) and e) of each question will help you to understand how the band descriptors may be applied. However; this indicative content is not an exhaustive list of ‘correct’ responses: it is material that candidates might use, grouped according to each assessment objective tested by the question. This needs to be used in close conjunction with the relevant Levels of Response marking grid, which is positioned below the indicative content. The guidance column on the right of the mark scheme will provide further exemplification and support as to the interpretation of answers, where required. **Levels of Response marked responses should be read holistically before applying the relevant Levels of Response.**

Assessment objectives (AO)

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and their beliefs.
AO2	Analyse and evaluate aspects of religion, including their significance and influence.

Question	Indicative content	Marks	Guidance
1	<p data-bbox="259 236 304 268">(a)</p> <p data-bbox="342 236 887 268">State three forms of Buddhist worship.</p> <p data-bbox="342 309 680 341">Responses might include:</p> <ul data-bbox="342 349 663 692" style="list-style-type: none"> • meditation • chanting • puja • devotional ritual • mantra • malas • offerings • worship in the home • worship in a temple. 	<p data-bbox="1599 236 1644 268">3</p> <p data-bbox="1581 276 1662 308">AO1</p>	<p data-bbox="1686 236 2029 268">1 mark for each response.</p>
1	<p data-bbox="259 735 304 767">(b)</p> <p data-bbox="342 735 819 767">Describe one of the Three Jewels.</p> <p data-bbox="342 809 680 841">Responses might include:</p> <ul data-bbox="389 849 1541 1152" style="list-style-type: none"> • The Buddha, which means the enlightened or awakened one. Siddhartha Gotama is said to be the most recent buddha, but there have been buddhas before and there will be more to come. • The Dharma, which means the teaching, which is the teachings of the Buddha. For Theravada Buddhists the Dharma is collected together into the Pali Canon. Universal teachings uncovered by the Buddha at his enlightenment. • The Sangha, which means the community. It means the community of those who have attained enlightenment. It also refers to the community of monks and nuns who work towards their own enlightenment and will help others to attain enlightenment. 	<p data-bbox="1599 735 1644 767">3</p> <p data-bbox="1581 775 1662 807">AO1</p>	<p data-bbox="1686 735 2029 911">Marks should be awarded for a statement supported by any combination of development and exemplification.</p>
1	<p data-bbox="259 1204 304 1236">(c)</p> <p data-bbox="342 1204 931 1236">State three Buddhist beliefs about rebirth.</p> <p data-bbox="342 1278 680 1310">Responses might include:</p> <ul data-bbox="342 1351 1532 1447" style="list-style-type: none"> • Buddhists believe that when someone dies, they will be reborn again as something else. What they are reborn as depends on their actions (kamma/karma) in their previous life. • The cycle of rebirth (samsara) as a continuous cycle of life, death and rebirth. 	<p data-bbox="1599 1204 1644 1236">3</p> <p data-bbox="1581 1244 1662 1276">AO1</p>	<p data-bbox="1686 1204 2029 1236">1 mark for each response.</p>

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none">• Humans go through an unknown number of cycles of rebirth over many lifetimes.• There is no soul which is reborn in a different body, instead kamma/karma causes a new body to exist.• Skilful actions/ good deeds lead to good kamma/karma and a good rebirth and unskilful actions lead to bad kamma/karma and a bad rebirth.• Some Buddhists believe that a person can be reborn into one of the Six Realms. Buddhists believe that the human realm is the best one to be in if they want to reach enlightenment.• Through good actions, such as ethical conduct, and by developing concentration and wisdom, Buddhists hope to either gain enlightenment or to ensure a better future for themselves.		

Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Buddhism • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues
2 (3-4)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Buddhism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues
1 (1-2)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Buddhism • Weak knowledge and understanding of the influence on individuals, communities and societies
0 (0)	No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
1	<p data-bbox="248 236 293 268">(d)</p> <p data-bbox="322 236 931 268">Describe the aim of mindfulness meditation</p> <p data-bbox="322 316 931 347">Learners might consider some of the following:</p> <p data-bbox="322 387 1458 419">The aim of meditation is to stop the aimless stream of thoughts in order to still the mind.</p> <p data-bbox="322 419 1525 483">Mindfulness meditation is a way of taking control of the mind so that it becomes peaceful and focused.</p> <p data-bbox="322 483 1559 547">The aim of mindfulness meditation is to allow the meditator to become more fully aware of what they are experiencing in all aspects of their life.</p> <p data-bbox="322 547 1563 611">According to the Buddha, when a Buddhist understands their mind and emotions they can think, speak and act in a way that leads to their own and other people's well-being and happiness.</p> <p data-bbox="322 611 1559 675">The Buddha suggested that in order to cultivate mindfulness, there are four things to be mindful of:</p> <ul data-bbox="367 691 1429 818" style="list-style-type: none"> • what the senses are perceiving about the body right now • how we feel about those perceptions. • what emotional reactions and thoughts is the mind experiencing based on this • what is the nature of these emotional responses <p data-bbox="322 818 1541 882">The aim of this is to understand the impermanent and interconnected nature of these thoughts and phenomena.</p> <p data-bbox="322 882 1559 914">Right mindfulness is one of the steps of the Noble Eightfold Path, which leads to enlightenment.</p> <p data-bbox="322 962 1496 1058">While all meditation is inherently mindful, candidates will need to refer to 'mindfulness meditation' as a specific type of meditation (Buddhist or secular) in order to gain the higher marks.</p>	<p data-bbox="1615 236 1675 268">6</p> <p data-bbox="1615 276 1675 308">AO1</p>	<p data-bbox="1727 236 2040 339">Examiners should mark according to AO1 descriptors.</p> <p data-bbox="1727 387 2051 531">Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Buddhism • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10–12)	<p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Buddhist groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Buddhist groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion
2 (2)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Buddhism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7–9)	<p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Buddhist groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion
1 (1)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints 	2 (4–6)	<p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Buddhist groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus

	<p>within Buddhism</p> <ul style="list-style-type: none"> Weak knowledge and understanding of the influence on individuals, communities and societies 		<ul style="list-style-type: none"> Little evidence of judgement on the issue in the stimulus
		<p>1 (1–3)</p>	<p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> A single viewpoint may be stated with little or no support or justification or views may be stated as a list Response may be simplistic, purely descriptive and/or very brief <p>No attempt to offer judgement on the issue in the stimulus</p>
<p>0 (0)</p>	<p>No response or no response worthy of credit</p>	<p>0 (0)</p>	<p>No response or no response worthy of credit</p>

Question	Indicative content	Marks	Guidance
	<p>However, some might suggest that the Buddha did use the term 'luminous mind'. He used it to describe the subtle, basic consciousness present in all sentient beings, or the potentiality for enlightenment that exists everywhere.</p> <p>The luminous mind is mentioned in the Pali Canon 'Luminous, monks, is the mind. And it is defiled by incoming defilements.' (Anguttara Nikaya)</p> <p>Learners might suggest that in Mahayana Buddhism Buddha-nature is an important concept. They could use the Nirvana Sutra as a source of wisdom and authority because it contains teachings about Buddha-nature and was influential in the development of Buddhist ideas in China. This suggests that all beings have Buddha-nature and can experience this when they overcome thoughts connected to the idea of self.</p> <p>They could also use the Lotus Sutra because it contains a parable about a precious jewel that is sown inside the coat of a homeless person. This parable shows that all beings have Buddha-nature, but do not realise it.</p> <p>Learners might suggest that there is some debate about whether Buddha-nature is the essential nature of the mind or just the potential of the mind. This could be used to question whether all beings do have Buddha-nature or just the potential for it.</p>		

Question	Indicative content	Marks	Guidance
2	<p data-bbox="259 253 304 285">(a)</p> <p data-bbox="344 253 1021 285">Outline the story of the Buddha’s defeat of Mara.</p> <p data-bbox="344 325 680 357">Responses might include:</p> <ul data-bbox="344 365 1532 708" style="list-style-type: none"> <li data-bbox="344 365 1386 397">• Mara (an evil demon) tried to stop the Buddha from achieving enlightenment <li data-bbox="344 405 994 437">• Mara sent his daughters to seduce Siddhartha <li data-bbox="344 445 938 477">• Mara sent his armies to attack Siddhartha <li data-bbox="344 485 1005 517">• Mara offered Siddhartha control of his kingdom <li data-bbox="344 525 904 557">• Mara tried to attack Siddhartha himself <li data-bbox="344 564 1532 628">• Mara claimed that there was no-one to witness Siddhartha’s enlightenment so he would not be believed <li data-bbox="344 636 1532 708">• Siddhartha touched the earth and called upon it to be a witness. When the earth shook Mara fled, defeated. 	<p data-bbox="1603 253 1648 285">3</p> <p data-bbox="1603 293 1666 325">AO1</p>	<p data-bbox="1711 253 2047 549">Marks should be awarded for a statement supported by any combination of development and exemplification. OR Three statements outlining key elements from the story</p>
2	<p data-bbox="259 751 304 783">(b)</p> <p data-bbox="344 751 1442 783">State three ways in which a Buddhist might celebrate Lama Tsong Khapa Day.</p> <p data-bbox="344 823 680 855">Responses might include:</p> <ul data-bbox="389 863 1330 1091" style="list-style-type: none"> <li data-bbox="389 863 1039 895">• reciting a special prayer to Lama Tsong Khapa <li data-bbox="389 903 1039 935">• reciting special praises to Lama Tsong Khapa <li data-bbox="389 943 1196 975">• making many offerings of food, incense, lights and flowers <li data-bbox="389 983 904 1015">• offering puja to Lama Tsong Khapa <li data-bbox="389 1023 1330 1054">• reciting some of Lama Tsong Khapa’s favourite mantras and prayers <li data-bbox="389 1062 1263 1094">• remembering Lama Tsong Khapa’s holy deeds and parinirvana 	<p data-bbox="1603 751 1648 783">3</p> <p data-bbox="1603 791 1666 823">AO1</p>	<p data-bbox="1711 751 2047 783">1 mark for each response.</p>
2	<p data-bbox="259 1131 304 1163">(c)</p> <p data-bbox="344 1131 949 1163">Describe one function of a Buddhist retreat.</p> <p data-bbox="344 1203 680 1235">Responses might include:</p> <ul data-bbox="344 1243 1442 1378" style="list-style-type: none"> <li data-bbox="344 1243 1442 1307">• A retreat can either be a time of solitude or a community experience away from a person’s normal daily life <li data-bbox="344 1315 1218 1347">• Spiritual retreats allow time for reflection, prayer and meditation <li data-bbox="344 1355 1308 1378">• It can be a time of learning through talks, study groups and workshops 	<p data-bbox="1603 1131 1648 1163">3</p> <p data-bbox="1603 1171 1666 1203">AO1</p>	<p data-bbox="1711 1131 2047 1315">Marks should be awarded for a statement supported by any combination of development and exemplification.</p>

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none">• They have been a common practice since the Vassa, or rainy season retreat, was established by the Buddha as a time of reflection, meditation and study• Retreats can be of any length and are an opportunity to practise meditation or to deepen a Buddhists understanding of a particular Buddhist teaching or practice.		

Level (Mark)	<u>AO1</u>
3 (5-6)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed description • Good knowledge and understanding of different viewpoints within Buddhism • Good knowledge and understanding of the influence on individuals, communities and societies • Good knowledge and understanding of the breadth and/or depth of the issues
2 (3-4)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial description • Satisfactory knowledge and understanding of different viewpoints within Buddhism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies • Satisfactory knowledge and understanding of the breadth and/or depth of issues
1 (1-2)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge and understanding of different viewpoints within Buddhism • Weak knowledge and understanding of the influence on individuals, communities and societies
0 (0)	No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
2 (d)	<p>Describe how following the Eightfold Path can help Buddhists achieve enlightenment</p> <p>Learners might consider some of the following:</p> <p>The Fourth Noble Truth is the cure to suffering It is the path to overcome craving and achieve enlightenment It contains practices which help a Buddhist to develop good moral behaviour, effective meditation techniques and wisdom Some recognition of the threefold division or the eight elements would demonstrate a higher level of knowledge and understanding. It is the Buddha's central teaching for overcoming suffering and is found throughout the Pali Canon Both Theravada and Mahayana Buddhists agree that this is the foundation of the Buddha's teachings Following the path leads to acting in a way that generates good rather than bad kamma/karma, which means Buddhists would act in a helpful rather than harmful way. Following the path helps to overcome thoughts of self and negative emotions, it helps to focus on your own thoughts and feelings and the effect those have on the world around you Following the path helps to overcome greed, hatred and ignorance which allows you to achieve the wisdom necessary for enlightenment.</p>	6 AO1	<p>Examiners should mark according to AO1 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	<p>A good demonstration of knowledge and understanding in response to the question:</p> <ul style="list-style-type: none"> • Good understanding of the question shown by appropriate selection of religious knowledge • Selection of appropriate sources of wisdom and authority with detail and/or developed explanation • Good knowledge and understanding of different viewpoints within Buddhism • Good knowledge and understanding of the influence on individuals, communities and societies 	4 (10–12)	<p>A good attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • A variety of viewpoints explored with good use of reasoned argument and discussion • Good analysis and evaluation of the significance and/or influence of the issue on different Buddhist groups • Evidence of critical evaluation including comment on, and comparison of, arguments from different Buddhist groups • Evidence of judgement on the issue in the stimulus and a balanced conclusion to the discussion <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>
2 (2)	<p>A satisfactory demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Satisfactory understanding of the question shown by some use of religious knowledge • Selection of appropriate sources of wisdom and authority with superficial explanation and/or description • Satisfactory knowledge and understanding of different viewpoints within Buddhism • Satisfactory knowledge and understanding of the influence on individuals, communities and societies 	3 (7–9)	<p>A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different viewpoints offered with some evidence of reasoned argument and/or discussion • Satisfactory analysis and evaluation of the significance and/or influence of the issue on some Buddhist groups • Evidence of comment on, and comparison of, arguments • Evidence of judgement on the issue in the stimulus and some conclusion to the discussion <p><i>There is a line of reasoning presented which is mostly relevant and has some structure.</i></p>
1 (1)	<p>Limited/weak demonstration of knowledge and/or understanding in response to the question:</p> <ul style="list-style-type: none"> • Limited understanding of the question shown by factual errors or generalised responses with little connection to the question • Points may be listed and/or lacking in relevant detail related to the issues • Weak knowledge understanding of different viewpoints within Buddhism 	2 (4–6)	<p>A limited attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> • Different views may be stated but with little or no development • Limited analysis and/or evaluation of the significance and/or influence of the issue on some Buddhist groups • Response may contain some inaccuracies or misunderstanding of the issue in the stimulus

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
	<ul style="list-style-type: none"> Weak knowledge and understanding of the influence on individuals, communities and societies 		<ul style="list-style-type: none"> Little evidence of judgement on the issue in the stimulus <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
		1 (1–3)	<p>A weak attempt to respond to the stimulus, demonstrating some or all of the following:</p> <ul style="list-style-type: none"> A single viewpoint may be stated with little or no support or justification or views may be stated as a list Response may be simplistic, purely descriptive and/or very brief No attempt to offer judgement on the issue in the stimulus <i>The information is communicated in a basic/unstructured way.</i>
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

Question	Indicative content	Marks	Guidance
	<p>manner in which it is celebrated can vary considerably depending on the region and this might be a reason why it is less significant (because there is no consistent practice).</p> <p>Learners might suggest that this is a Japanese practice and it is not found outside of Japan. Whereas others might suggest that similar ceremonies are found in China, Vietnam, Korea and India although these may have limited significance for Buddhists.</p> <p>Learners might also argue that this is not a Buddhist ritual at all because there is nothing specifically Buddhist about it and could even argue that it encourages people to cling to the memories of the deceased relatives. Whereas others might suggest that it reminds Buddhists about the Buddha's teachings on impermanence and therefore is a very significant festival.</p> <p>Candidates might compare Obon with other rituals associated with death in Buddhism, and might suggest that practices that take place at the point of death (such as reading the Bardo) are more important as they have a direct impact on the journey of the Buddhist to nirvana or rebirth</p> <p>They might argue that what is most important depends on where the Buddhist is based, as Tibetan rituals have evolved to suit that environment and belief system as have those in Japan.</p> <p>Candidates might argue that death rituals are not important at all as they do not affect the Buddhist that has died, although they might help family and friends to deal with their grief.</p>		

AO Grid

Question	AO1	AO2	SPaG	Total
1a	3			3
1b	3			3
1c	3			3
1d	6			6
1e*	3	12	3	18
2a	3			3
2b	3			3
2c	3			3
2d	6			6
2e*	3	12		15
Total	36	24	3	63

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