

GCSE

Religious Studies

J625/04: Buddhism beliefs and teachings & practices

General Certificate of Secondary Education

Mark Scheme for June 2024

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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.

8. 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.
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
	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>
<p>Learners spell and punctuate with consistent accuracy</p> <p>Learners use rules of grammar with effective control of meaning overall</p> <p>Learners use a wide range of specialist terms as appropriate</p>
<i>Intermediate performance 2 marks</i>
<p>Learners spell and punctuate with considerable accuracy</p> <p>Learners use rules of grammar with general control of meaning overall</p> <p>Learners use a good range of specialist terms as appropriate</p>
<i>Threshold performance 1 mark</i>
<p>Learners spell and punctuate with reasonable accuracy</p> <p>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall</p> <p>Learners use a limited range of specialist terms as appropriate</p>
<i>0 marks</i>
<p>The learner writes nothing</p> <p>The learner's response does not relate to the question</p> <p>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</p>

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	(a)	<p>Describe one of the three poisons/fires.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Lobha – attachment, desire, greed or passion. This is linked to craving, the desire for more sense pleasures, more wealth, power or possessions. Represented by a cockeral • Dosa – aversion/aggression, anger or hatred. This can be caused by greed and ignorance. If we cannot get what we want, we may get angry or we may hate those who have what we want. Represented by a snake. • Moha – ignorance, confusion or delusion. This is ignorance of the cause and nature of suffering. Craving is said to be rooted in ignorance. Represented by a pig. • Candidates will not need to give the Pali names in order to gain the marks. 	<p>3 AO1</p>	<p>Marks should be awarded for a statement supported by any combination of development and exemplification.</p>
1	(b)	<p>State three ways in which a Buddhist might celebrate Paranirvana day.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Reading the Mahaparanirvana Sutra • Reading other sutras • Meditating at home • Joining others to perform puja at a temple or monastery • Going on a retreat • Going on a pilgrimage • Releasing 	<p>3 AO1</p>	<p>1 mark for each response.</p>

1	(c)	<p>Describe what is meant by the term enlightenment.</p> <p>Responses might include:</p> <ul style="list-style-type: none">• When the Buddha understood the true cause and nature of suffering and when the Buddha gained release or freedom from suffering/craving.• To gain release or freedom from samsara and achieve nibbana.• To 'awaken', this can refer to the awakening of the intellect.• Understanding how to end craving or desire.• Understanding how to overcome the three fires/poisons.	3 AO1	Marks should be awarded for any combination of statements, development and exemplification.
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Level (Mark)	AO1
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 (d)	<p>Outline the importance of the Deer Park at Sarnath for Buddhists.</p> <p>Learners might consider some of the following:</p> <p>Learners might suggest that this is an important place for Buddhists because it is the site of the Buddha's first teaching as stated in the Pali Canon.</p> <p>Learners might suggest that the Deer Park is important because they could focus on the life of the Buddha and better understand his teachings.</p> <p>They might suggest that it is also where the sangha began, and this is an important part of keeping the dharma alive in the world today. They might comment that this is more likely to be the case for Theravada Buddhists than for Mahayana Buddhists.</p> <p>They might suggest that it makes the teachings more real to see where they happened. Some might suggest that it is important to be with other Buddhists who also want to feel closer to the teachings of the Buddha.</p> <p>Learners might suggest that it helps them to see that enlightenment is possible.</p> <p>Learners might also suggest that visiting the place where the Buddha first taught means that they could go there to feel closer to the Buddha and the Dharma.</p> <p>Some might suggest that visiting places like the Deer Park are skilful actions which bring good karma.</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
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 within Buddhism • Weak knowledge and understanding of the influence on individuals, communities and societies 	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 • Little evidence of judgement on the issue in the stimulus

		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 <p>No attempt to offer judgement on the issue in the stimulus</p>
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
1	<p data-bbox="253 236 297 268">(e)</p> <p data-bbox="331 236 1120 268">‘Becoming a bodhisattva is the goal for all Buddhists.’</p> <p data-bbox="331 308 1008 339">Discuss this statement. In your answer, you should:</p> <ul data-bbox="331 379 1529 475" style="list-style-type: none"> Analyse and evaluate the importance of points of view, referring to common and divergent views within Buddhism Refer to sources of wisdom and authority. <p data-bbox="331 515 952 547">Learners might consider some of the following:</p> <p data-bbox="331 587 1478 683">AO1: Learners might outline what a bodhisattva is and why it might be an important aspect of Mahayana Buddhism.</p> <p data-bbox="331 722 1500 882">They might also outline what an Arahant/ Arhat is and the differences between them. For example, an Arahant might work towards their own enlightenment whereas a Bodhisattva might put off their own enlightenment in order to help all other sentient beings gain enlightenment. Or that the Bodhisattva path involves developing six virtues unlike the Arahant path which is focused on the number of rebirths left before enlightenment.</p> <p data-bbox="331 922 1512 1018">Learners might suggest that a bodhisattva takes a vow to not attain enlightenment until the last sentient being has gained enlightenment. This means that they put the spiritual welfare of all other sentient beings above their own.</p> <p data-bbox="331 1058 1512 1121">Some may even outline the belief in Amida Buddha and the Pure Land. Which would suggest that rebirth in the Pure Land would be a preferable goal to becoming a Bodhisattva.</p> <p data-bbox="331 1161 1512 1289">AO2: Learners might suggest that this is important because it means that all sentient beings will be saved from the cycle of samsara/ the three fires. Therefore, this should be the goal for all Buddhists because it replicates the compassionate actions of the Buddha.</p> <p data-bbox="331 1329 1512 1393">They might argue that this may be the goal for Mahayana Buddhists but not for Theravada Buddhists. They might suggest that that the Arahant/ Arhat path is similar in that it</p>	<p data-bbox="1585 236 1630 268">15</p> <p data-bbox="1585 316 1630 347">3</p> <p data-bbox="1574 355 1641 387">AO1</p> <p data-bbox="1585 395 1630 427">12</p> <p data-bbox="1574 435 1641 467">AO2</p> <p data-bbox="1585 579 1630 611">3</p> <p data-bbox="1574 619 1641 651">SPaG</p> <p data-bbox="1574 659 1641 691">(✓)</p>	<p data-bbox="1686 236 2049 347">Examiners should mark according to AO1 and AO2 descriptors.</p> <p data-bbox="1686 387 2060 531">Please refer to the Level of Response grid above when marking this question.</p> <p data-bbox="1686 571 2027 643">Please refer to the SPaG response grid on page 9.</p>

Question	Indicative content	Marks	Guidance
	<p>develops the Brahma vihara or virtues of loving kindness, compassion, sympathetic joy and equanimity (which are not very different to the six perfections on the Bodhisattva path).</p> <p>Some might suggest that developing the key virtues (the Brahma vihara or the six perfections) is the goal instead and that they both lead to enlightenment, so they are both essentially the same thing.</p> <p>Learners might suggest that some Pure Land Buddhists would aim to be reborn in the Pure Land of Amida Buddha, and therefore this is a very different goal to that of the Bodhisattva. Some might argue that simply trying to live a life as a good Buddhist without getting too much negative karma/ kamma is the goal for most lay Buddhists.</p>		

Question		Indicative content	Marks	Guidance
2	(a)	<p>Describe one form of Buddhist meditation.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Samatha meditation calms the mind, helps the mind become more restful and tranquil and develops deeper levels of concentration. • Maitri or metta bhavana involves cultivating a feeling of loving kindness towards yourself, a friend, a neutral person, a difficult person and then all beings. • Vipassana meditation develops insight. It involves developing an understanding of the nature of reality. • Zen meditation develops an awareness of the present moment through the use of a koan or the focus on breathing. • Mindfulness meditation focuses on the experience of breathing which calms the mind and develops greater levels of concentration. • Visualisation involves imagining or seeing an object in the mind. This could be a thangka or mandala, a Buddhist deity or the Buddha himself. 	3 AO1	Marks should be awarded for a statement supported by any combination of development and exemplification.
2	(b)	<p>State three of the twelve links (nidanas).</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Ignorance (avijja) • Mental formations (sankhara) • Consciousness (vinanna) • Mind and Matter (namarupa) • Six senses (salayatana) • Contact (phassa) • Feeling (vedana) • Craving (tanha) • Clinging (upadana) • Becoming (bhava) • Birth (jati) • Decay and death (jaramarana) • Candidates will not need to give the Pali names in order to gain the marks. 	3 AO1	1 mark for each response.

Question		Indicative content	Marks	Guidance
2	(c)	<p>State three Buddhist beliefs about the monastic sangha.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The sangha is a place of refuge for Buddhists • Buddhism would not survive without the sangha • The sangha provides spiritual support for Lay Buddhists • The sangha is a place of teaching and learning the dhamma • The sangha generates good kamma which is shared with the local community • Many believe that supporting the sangha brings good kamma • The dhamma only survives because of the sangha 	<p>3</p> <p>AO1</p>	<p>1 mark for each response.</p> <p>Candidates will be credited for correct information/facts about the monastic sangha.</p>

Level (Mark)	AO1
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 Buddhist beliefs about the causes of suffering.</p> <p>Learners might consider some of the following:</p> <p>Learners might suggest that understanding the causes of suffering is the basic form of the Four Noble Truths, as stated by the Buddha and recorded in the Pali Canon.</p> <p>They might suggest that suffering is caused by craving (tanha). Craving is caused by and causes greed, hatred and ignorance. These are the three fires/ poisons.</p> <p>Learners might suggest that ignorance in this sense is ignorance of the impermanence of all things and the desire to have permanence. This also causes suffering.</p> <p>Learners might suggest that knowing that suffering is caused by craving means that it is possible to work out a way of ending craving and therefore bring suffering to an end.</p> <p>Learners might suggest this is how the Buddha achieved enlightenment and it is the way that all beings will eventually be able to achieve enlightenment.</p> <p>Learners might suggest that this is a fundamental part of the Buddha's teaching and all of Buddhism including all different forms of Buddhism stem from this understanding.</p>	<p>6 AO1</p>	<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 • Little evidence of judgement on the issue in the stimulus <p><i>There is a line of reasoning which has some relevance and</i></p>

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 		<i>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 <p><i>The information is communicated in a basic/unstructured way.</i></p>
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
2 (e)	<p>‘Worship (puja) does not help to overcome suffering.’</p> <p>Discuss this statement. In your answer, you should:</p> <ul style="list-style-type: none"> Analyse and evaluate the importance of points of view, referring to common and divergent views within Buddhism Refer to sources of wisdom and authority. <p>Learners might consider some of the following:</p> <p>AO1: Learners might describe some forms of worship such as offering incense, candles, flowers and food to a statue of the Buddha. They might suggest that puja involves prayer, prostration, reciting Buddhist texts, making promises and meditation. Learners might say that puja is a ceremony that includes reflection, chanting and offerings that deepen appreciation of The Buddha and his teachings recorded in the Pali Canon.</p> <p>AO2: Learners might suggest that worship is an important part of Buddhism because it shows respect to the Buddha and gives thanks for his teachings.</p> <p>Some might suggest that puja is time to focus on a person's own spiritual development. For example, offering incense symbolises purity and helps a Buddhist to focus on practicing pure thoughts, speech and conduct. Offering flowers reminds Buddhists that everything is impermanent. Offering light symbolises wisdom and drives away ignorance.</p> <p>Learners might suggest that this helps to overcome suffering because practising puja reminds a Buddhist of the teachings of the Buddha such as the Four Noble Truths and the Noble Eightfold Path. This helps them to overcome suffering.</p> <p>Learners might also say that puja is not that useful in overcoming suffering.</p> <p>Learners might also suggest that it is the Four Noble Truths and the Noble Eightfold Path that lead to overcoming suffering. They might suggest that meditation is more important because meditation helps to focus the mind so that a Buddhist can get rid of all craving which will lead to the end of suffering.</p>	<p>15</p> <p>3 AO1</p> <p>12 AO2</p>	<p>Examiners should mark according to AO1 and AO2 descriptors.</p> <p>Please refer to the Level of Response grid above when marking this question.</p>

Question	Indicative content	Marks	Guidance
	<p>They might say that moral behaviour is more important because moral behaviour helps to remove ignorance and defilements like greed and hatred. These cause craving and this causes suffering. Learners might suggest that it is not one thing that helps to overcome suffering it is all of the different Buddhist practices working together that overcome suffering. A Buddhist needs to perform puja, meditate and behave morally in order to overcome suffering.</p> <p>Learners might suggest that Puja maybe more important in Theravada Buddhism whereas in Mahayana Buddhism meditation, chanting or visualisation practices maybe used more often to overcome suffering rather than puja.</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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