

Religious Studies A: World Religion(s)

General Certificate of Secondary Education **B569**

Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)

Mark Scheme for June 2010

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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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INSTRUCTIONS TO EXAMINERS

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.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

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 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

Half marks must never be used.

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.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, 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 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

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;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and depth of relevant material. • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation

AO2 part (e) question

Level 0 0	No evidence submitted or response does not address the question.
Level 1 1-3	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms • Errors of grammar, punctuation and spelling may be intrusive
Level 2 4-6	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail. • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation
Level 3 7-9	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly • There may be occasional errors in spelling, grammar and punctuation
Level 4 10-12	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly • Few, if any errors in spelling, grammar and punctuation

		Mark Scheme	Mark	Rationale/Additional Guidance
Answer any two questions, you must answer all parts (a-e) of the questions that you choose.				
1	a	<p>What is the Dhamma?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The teachings of the Buddha, one of the Three Refuges <p>1 mark for response.</p>	1	
1	b	<p>How is the Dhamma used by Buddhists?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • As guidance for how to reach Nibbana • Recited or listened to in order to gain kamma • To spread the ideas and teachings of the Buddha <p>1 mark for each response.</p>	2	
1	c	<p>State the Three Universal Truths (Marks of Existence).</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Anicca (non-permanence) • Anatta (no enduring self) • Dukkha (suffering or unsatisfactoriness) <p>1 mark for each response.</p>	3	A mark will be given for each correct term (in Pali or English) regardless of anything else that has been written, even if it is incorrect.
1	d	<p>Explain how following the Dhamma might affect the way a Buddhist lives.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The ways in which following the Dhamma might directly influence a</p>	6	Many candidates have talked about what the Dhamma is, or what Buddhists believe about it rather than how it affects the life of a Buddhist. These candidates have generally achieved level 1.

		<p>Buddhist's life, specifically through the Noble Eightfold Path. Ways in which the different components of the Noble Eightfold Path could influence a Buddhist, for example the ways that Right Employment would affect a Buddhist's choice of job; or Right Speech might discourage a Buddhist from lying or harmful gossip.</p> <p>The idea that for some Buddhists following the Dhamma fully might involve joining the Sangha and the effect this might have on a Buddhist through renunciation or accepting the Ten Precepts.</p> <p>The idea that meditation might become a major part of a Buddhist's life in response to the Dhamma and the effect that this might have on their lifestyle and on their spiritual life. The Buddhist might develop qualities such as compassion, and that they make progress towards enlightenment.</p>		
1	e	<p>“It is not possible to follow the Dhamma in the modern world.”</p> <p>Discuss this statement. Include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The idea that the Dhamma was only meant to be a guide or “raft” and that it should be adopted or rejected as necessary in the personal quest for enlightenment as the Buddha himself suggested.</p> <p>The idea that many Buddhists do in fact follow the Dhamma in the modern world so it must be possible to do so. This could include a discussion if the differences in the ways that Buddhism, and in particular the Dhamma is interpreted in the West and the East.</p>	12	

	The suggestion that the Dhamma can only be properly followed by members of the monastic Sangha. This may lead to a discussion of the role of the Sangha in the modern world.		
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2	a	<p>What do Buddhist monks do on Uposatha days?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Meet together to recite the Patimokka (227 monastic rules) <p>1 mark for response.</p>	1	
2	b	<p>When are Uposatha days celebrated?</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • New Moon, Full moon and days in between • 1st, 8th, 15th, and 23rd days of lunar month <p>1 mark for each response.</p>	2	
2	c	<p>State three things a Buddhist might do during a festival.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • Listen to the Dhamma being recited at a vihara • Give danna to the monks or to other causes • Temporarily take on the full Ten Precepts <p>1 mark for each response.</p>	3	General answers about festivity and celebration have been credited.
2	d	<p>Explain why celebrating a festival might be important for a Buddhist.</p> <p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The idea that festivals provide an opportunity to gain kamma or merit through reciting or listening to the Dhamma or giving</p>	6	

		<p>danna to the monastic Sangha.</p> <p>The idea that the chance to reflect on the life of the Buddha, particularly during Wesak, might give Buddhists the opportunity to make progress towards enlightenment.</p> <p>The idea of community worship and teaching as a way of encouraging each other and sharing ideas and encouragement.</p> <p>Time away from the distractions of everyday life might lead to more time spent in contemplation or meditation which might develop spiritual life or help the Buddhist on their route to enlightenment.</p>		
2	e	<p>“Festivals are only for children.”</p> <p>Discuss this statement. Include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The fact that festivals in general are often particularly orientated towards children together with examples of this from any religions.</p> <p>The idea that festivals can be used as a way of passing on religious teachings and stories to children and as a way of encouraging them in the religion through fun and community.</p> <p>The idea that festivals are useful to all ages as they can bring communities and families together and strengthen bonds.</p>	12	

	<p>The fact that compared to some religions Buddhist festivals might not always be very “child friendly” being more austere affairs where the emphasis is on teaching and kamma rather than celebration.</p> <p>The benefits of festivals to adults in terms of progress towards enlightenment.</p>		
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3	a	<p>Which school of Buddhism includes the idea of the arhat? Responses might include:</p> <ul style="list-style-type: none"> • Theravada <p>1 mark for response.</p>	1	
3	b	<p>What is an arhat? Responses might include:</p> <p>Someone who has</p> <ul style="list-style-type: none"> • completed the Noble Eightfold Path and • achieved enlightenment during their life time <p>1 mark for each response.</p>	2	
3	c	<p>Give three examples of Theravadan Buddhist beliefs. Responses might include:</p> <ul style="list-style-type: none"> • The importance of the monastic Sangha • The importance and centrality of the Dhamma, particularly the Four Noble Truths and the Noble Eightfold Path • The doctrine of the arhat and the idea that enlightenment in this life is achievable but rare, and best achieved in the monastic Sangha <p>1 mark for each response.</p>	3	
3	d	<p>Explain how a Buddhist might try to become enlightened Examiners should mark according to the AO1 descriptors. Candidates may consider some of the following:</p>	6	

		<p>The idea that it is far easier to become enlightened as a part of the monastic Sangha, away from the distractions of family life and with the opportunity to spend time in meditation and contemplation and to develop mental discipline.</p> <p>The importance of a moral life style for those who wish to become enlightened, through sila (moral conduct) bhavana (meditation) and danna (charity and compassion). The importance of compassion. There may be an explanation of what moral or “skilful” actions mean to a Buddhist.</p> <p>The idea of the transference of merit.</p>		
3	e	<p>“All Buddhists should believe the same things”. Discuss this statement. Include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates may consider some of the following:</p> <p>The fact that the Buddha taught that his teachings are meant as a guide not as an end in themselves and that they should be changed and modified as needed in order to help people to achieve enlightenment.</p> <p>The question of whether something with as many variations as modern Buddhism could reasonably be described as a single religion; and of whether one variety of Buddhists are “right” while others are “wrong”.</p> <p>The fact that conditions in different times and places arguably make it necessary to adapt Buddhism to suit different situations.</p>	12	
			Total	[48]

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