

General Certificate of Secondary Education
Religious Studies A (World Religion(s))
Buddhism 1 (Beliefs, Special Days,
Divisions and Interpretations)
Specimen Paper

B569

Time: 1 hour

Candidates answer on the question paper.

Additional materials: none

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer any **TWO** questions; you must answer all parts (a-e) of the two questions that you choose.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **48**.
- Quality of written communication is assessed in parts d and e of all questions
- Should you need more space to write your answers there is an extra page at the end of the paper.
- If you need to use this extra page you must number your answers clearly

| FOR EXAMINER'S USE ONLY | |
|-------------------------|--|
| 1 | |
| 2 | |
| 3 | |
| TOTAL | |

This document consists of **9** printed pages and **3** blank pages.

Answer **TWO** questions (parts a, b, c, d and e should be answered for **each** question).

1 (a) What is samsara?

..... [1]

(b) What affects how a person is reborn?

.....
.....
..... [2]

(c) What are the goals of samsara and how are they achieved?

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..... [3]

(d) Explain how believing in kamma might affect the life of a Buddhist.

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..... [6]

SPECIMEN

2 (a) What is Wesak?

..... [1]

(b) When does Wesak take place?

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.....
..... [2]

(c) Give three ways in which some Buddhists celebrate Wesak.

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..... [3]

(d) Why might celebrating festivals be important to Buddhist communities?

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SPECIMEN

3 (a) What is a Bodhisattva?

..... [1]

(b) Which school of Buddhism teaches the path of the Bodhisattva and the perfections?

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.....
..... [2]

(c) Name the three perfections.

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..... [3]

(d) Explain how a Buddhist might try and develop the perfections of the Bodhisattva Path.

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Unit B569: Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)

Specimen Mark Scheme

The maximum mark for this paper is **48**.

SPECIMEN

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

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|------------------|--|
| Level 0 0 | No evidence submitted or response does not address the question. |
| Level 1 1-3 | A weak attempt to answer the question. Candidates will demonstrate little understanding of the question. <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 | A limited answer to the question. Candidates will demonstrate some understanding of the question. <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 | A competant answer to the question. Candidates will demonstrate a sound understanding of the question. <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 | A good answer to the question. Candidates will demonstrate a clear understanding of the question. <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 |

| Question Number | Answer | Max Mark |
|---------------------------|--|-------------|
| 1(a) | <p>What is samsara?</p> <ul style="list-style-type: none"> • the wheel of rebirth; <p>OR</p> <ul style="list-style-type: none"> • daily life. | [1] |
| 1(b) | <p>What affects how a person is reborn?</p> <ul style="list-style-type: none"> • Kamma; • Attitude at the moment of death. | [2] |
| 1(c) | <p>What are the goals of samsara and how are they achieved?</p> <ul style="list-style-type: none"> • Enlightenment • Nibbana <p>They are achieved by rejecting worldly concerns.</p> | [3] |
| 1(d) | <p>Explain how believing in kamma might affect the life of a Buddhist.</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • the concept of kamma as a system of actions and consequences; • how believing that every action has a consequence might lead to more moral behaviour; • how belief in kamma might lead Buddhists to react to experiences of suffering. | [6] |
| 1(e) | <p>‘The realms of rebirth in samsara are not real.’</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • some Buddhists see the realms as existing in reality, and that we have no right to question this as outsiders; • the realms are a mythological way in which to represent psychological states, rather than physical places; • explore whether psychological states could be considered as real physical places, and therefore the realms could be considered to represent psychological states and yet still be real. | [12] |
| Question 1: Total: | | [24] |

| Question Number | Answer | Max Mark |
|---------------------------|---|-------------|
| 2(a) | <p>What is Wesak?</p> <p>Buddhists celebrate Wesak to remember the Buddha's birth, death and enlightenment.</p> | [1] |
| 2(b) | <p>When does Wesak take place?</p> <ul style="list-style-type: none"> • Full moon in the lunar month of Vesakha • usually in April/May | [2] |
| 2(c) | <p>Give three ways in which some Buddhists celebrate Wesak.</p> <ul style="list-style-type: none"> • Decorating houses; • pantomimes; • displays of paintings of the Buddha's life. | [3] |
| 2(d) | <p>Why might celebrating festivals be important to Buddhist communities?</p> <p>Candidates might explain their answer with reference to particular festivals they have studied. To achieve higher levels they will need to explain why the festival is important, rather than just describe what happens at the festival.</p> <p>Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> • how festivals bring the community together in shared activities; • how activities during festivals remind the Buddhist community of their religious teachings. | [6] |
| 2(e) | <p>'All Buddhists should celebrate festivals.'</p> <p>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</p> <p>Candidates might point to the evidence cited in part a or b to show why festivals should be celebrated by Buddhists. This evidence should be expanded and should be relevant to the question.</p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> • the more limited roles played by bhikkhus during festivals; • the isolation of forest-dwelling monks; • as evidence that not all Buddhists view taking part in festivals as important. | [12] |
| Question 2: Total: | | [24] |

| Question Number | Answer | Max Mark |
|-----------------|---|-------------|
| 3(a) | <p>What is a Bodhisattva? A being dedicated to attaining perfect enlightenment.</p> | [1] |
| 3(b) | <p>Which school of Buddhism teaches about the path of the Bodhisattva and the perfections? Mayayana Buddhism</p> | [2] |
| 3(c) | <p>Name three perfections. Candidates may give any three:</p> <ul style="list-style-type: none"> • charity; • morality; • patience; • vigour; • meditation; • wisdom. | [3] |
| 3(d) | <p>Explain how a Buddhist might try and develop the perfections of the Bodhisattva Path. Candidates are not expected to list or describe all 6/10 perfections. Candidates may respond with some of:</p> <ul style="list-style-type: none"> • examples to show how the perfections might be developed in daily life; • how the perfection of generosity could be developed through the use of offerings, for example; • accounts of particular Bodhisattvas. | [6] |
| 3(e) | <p>'There is no difference between Theravada and Mahayana Buddhism.' Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer. Candidates may respond with:</p> <ul style="list-style-type: none"> • differences between Theravada and Mahayana beliefs and practice, for example the Bodhisattva Path, arguing that they are patently different. • whether the surface differences are of any real importance; • whether ultimately all Buddhists are aiming at the same goal. • Theravada and Mahayana Buddhism are both seeking enlightenment, so in this key respect are not different. | [12] |
| | Question 3: Total: | [24] |
| | Paper Total: | [48] |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | Total |
|-----------------|------------|------------|--------------|
| 1(a) | 1 | | 1 |
| 1(b) | 2 | | 2 |
| 1(c) | 3 | | 3 |
| 1(d) | 6 | | 6 |
| 1(d) | | 12 | 12 |
| 2(a) | 1 | | 1 |
| 2(b) | 2 | | 2 |
| 2(c) | 3 | | 3 |
| 2(d) | 6 | | 6 |
| 2(e) | | 12 | 12 |
| 3(a) | 1 | | 1 |
| 3(b) | 2 | | 2 |
| 3(c) | 3 | | 3 |
| 3(d) | 6 | | 6 |
| 3(e) | | 12 | 12 |
| Totals | 24 | 24 | 48 |

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