

**General Certificate of Secondary Education  
Religious Studies A (World Religion(s))  
Buddhism 2 (Worship, Community and  
Family, Sacred Writings)  
Specimen Paper**

**B570**

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**

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>TOTAL</b>	

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

















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Unit B570: Buddhism 2 (Worship, Community and Family, Sacred Writings).

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



## AO2 part (e) question

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

Question Number	Answer	Max Mark
1(a)	<p><b>Name a Buddhist Place of Worship.</b></p> <p>1 mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Temple</li> <li>• Stupa</li> <li>• Vihara</li> </ul>	[1]
1(b)	<p><b>Give two features of the place of worship that you have chosen.</b></p> <p><b>Temple:</b></p> <ul style="list-style-type: none"> <li>• shrine room / image hall</li> <li>• accomodation for monks and nuns</li> </ul> <p><b>Stupa:</b></p> <ul style="list-style-type: none"> <li>• meeting/preaching hall</li> <li>• meditation hall</li> <li>• Bodhi-tree</li> <li>• library</li> <li>• administrative buildings</li> <li>• contains holy relics</li> </ul> <p><b>Vihara:</b></p> <ul style="list-style-type: none"> <li>• monastery</li> <li>• shrine room / image hall.</li> <li>• accomodation for monks and nuns.</li> </ul>	[2]
1(c)	<p><b>What is the significance of the two features that you have chosen?</b></p> <p>This depends on which feature the candidate has chosen. For example:</p> <ul style="list-style-type: none"> <li>• the Bodhi-tree is a symbol of enlightenment</li> <li>• the shrine room houses images of the Buddha</li> <li>• holy relics symbolise the Buddha and his Pari nibbana</li> </ul>	[3]
1(d)	<p><b>Explain how Buddhists might worship at home.</b></p> <p>Candidates will need to explain why Buddhists worship at home to access the higher levels. Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• meditation practices;</li> <li>• practice of a puja at a shrine;</li> <li>• how worshipping at home can be more frequent and convenient than going to the temple;</li> <li>• the purpose of worship in engendering the right qualities to enable a practitioner to 'see the world as it really is'.</li> </ul>	[6]

Question Number	Answer	Max Mark
1(e)	<p><b>'You can be a Buddhist without going to a temple.'</b>  <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• going to a temple enables Buddhists to fully participate (or take refuge) in the fourfold sangha, and is therefore important to Buddhist practice.</li> <li>• the core of Buddhist practice is meditation, which is essentially a solitary activity, and does not need to be done at a temple.</li> <li>• the lack of a formal priesthood in some Buddhist traditions, and therefore question the value of seeking support at the temple.</li> </ul>	<b>[12]</b>
<b>Question 1: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
2(a)	<p><b>What is the Monastic Sangha?</b> The community of Bhitthus and Bhitthunis.</p>	[1]
2(b)	<p><b>Name two ways in which the Laity might support the Monastic Sangha.</b> Candidates may choose any two of the following:</p> <ul style="list-style-type: none"> <li>• providing food;</li> <li>• providing robes;</li> <li>• building shelters.</li> </ul>	[2]
2(c)	<p><b>Give three reasons for this support.</b></p> <ul style="list-style-type: none"> <li>• Merit-making or gaining kamma in the hope of a better rebirth;</li> <li>• cultural expectations;</li> <li>• unity of the fourfold sangha.</li> </ul>	[3]
2(d)	<p><b>How might Buddhist beliefs affect the work a Buddhist chooses to do?</b> Candidates may respond with some of:</p> <ul style="list-style-type: none"> <li>• the five precepts or the eightfold path;</li> <li>• the principle of ahimsa;</li> <li>• provide examples of jobs which would be unsuitable because they cause himsa, for example butchery, jobs in the gambling industry;</li> <li>• injunction against intoxicants, and provide the jobs of brewers and publicans as unsuitable occupations.</li> </ul>	[6]
2(e)	<p><b>'Buddhist teachings make it impossible to work.'</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b> Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• to follow the Buddhist teachings of non-attachment, or the extensive meditation practices, fully then working would be impossible, and point to the lifestyles of the bhikkhus as support;</li> <li>• the large number of Buddhists who do work, and argue that although work may be restricted it is not impossible, as long as your attitude to work is appropriate;</li> <li>• it depends upon the extent to which you follow the teachings, or the level at which you are practising the Buddhist Path.</li> </ul>	[12]
<b>Question 2: Total:</b>		<b>[24]</b>

Question Number	Answer	Max Mark
3(a)	<p><b>Which school of Buddhism does the Pali Canon belong to?</b> Theravada.</p>	[1]
3(b)	<p><b>Name two divisions of the Pali Canon.</b></p> <ul style="list-style-type: none"> <li>• Rules for the order (Vihasama), Sermons (Suttas);</li> <li>• further teachings (Abhidhamma).</li> </ul>	[2]
3(c)	<p><b>Why is the Pali Canon important?</b></p> <ul style="list-style-type: none"> <li>• A source of information about the Buddha;</li> <li>• teachings of the Buddha;</li> <li>• illustrating the attitudes Buddhists should be aiming to develop.</li> </ul>	[3]
3(d)	<p><b>Explain how bhikkhus might use the Pali Canon.</b></p> <p>Candidates are not expected to know the vinaya rules in detail. Candidates may respond with explanations of:</p> <ul style="list-style-type: none"> <li>• how the vinaya rules within the Pali Canon inform the lifestyle of the monks;</li> <li>• the pattimokkha ceremony, and explain its role in ensuring the conformity and reputation of the monastic sangha;</li> <li>• other parts of the Pali Canon, for example the sutta-pitaka, and explain how these are used by the monks.</li> </ul>	[6]
3(e)	<p><b>‘There are too many Buddhist scriptures.’</b> <b>Discuss this statement. You should include different, supported points of view and a personal viewpoint. You must refer to Buddhism in your answer.</b></p> <p>Candidates may respond with:</p> <ul style="list-style-type: none"> <li>• the plethora of Buddhists scriptures leads to confusion and contradiction;</li> <li>• the range of Buddhist scriptures allows a wider range of people to access them, and follow the Buddhist path in a way which suits them;</li> <li>• the Buddhist scriptures promote the same essence of Buddhism, and therefore the number available is irrelevant.</li> </ul>	[12]
<b>Question 3: Total:</b>		<b>[24]</b>
<b>Paper Total:</b>		<b>[48]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	1		<b>1</b>
<b>1(b)</b>	2		<b>2</b>
<b>1(c)</b>	3		<b>3</b>
<b>1(d)</b>	6		<b>6</b>
<b>1(d)</b>		12	<b>12</b>
<b>2(a)</b>	1		<b>1</b>
<b>2(b)</b>	2		<b>2</b>
<b>2(c)</b>	3		<b>3</b>
<b>2(d)</b>	6		<b>6</b>
<b>2(e)</b>		12	<b>12</b>
<b>3(a)</b>	1		<b>1</b>
<b>3(b)</b>	2		<b>2</b>
<b>3(c)</b>	3		<b>3</b>
<b>3(d)</b>	6		<b>6</b>
<b>3(e)</b>		12	<b>12</b>
<b>Totals</b>	<b>24</b>	<b>24</b>	<b>48</b>