

Religious Studies

Advanced GCE **2776**

Eastern Religions 2

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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A2 Preamble and Instructions to Examiners

The purpose of a marking scheme is to ‘... enable examiners to mark in a standardised manner’ [CoP 1999 25.xiv]. It must ‘allow credit to be allocated for what candidates know, understand and can do’ [xv] and be ‘clear and designed to be easily and consistently applied’ [x].

The **Religious Studies Subject Criteria** [1999] define ‘what candidates know, understand and can do’ in terms of two Assessment Objectives, weighted for the OCR Religious Studies specification as indicated:

All candidates must be required to meet the following assessment objectives.

At A level, candidates are required to demonstrate their knowledge and understanding, and their ability to sustain a critical line of argument in greater depth and over a wider range of content than at AS level.

Knowledge, understanding and skills are closely linked. Specifications should require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

AO1: Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. *Weighting: 65% [A2]*

AO2: Sustain a critical line of argument and justify a point of view. *Weighting: 35% [A2]*

The requirement to assess candidates’ quality of written communication will be met through both assessment objectives.

In order to ensure the marking scheme can be ‘easily and consistently applied’, and to ‘enable examiners to mark in a standardised manner’, it defines Levels of Response by which candidates’ answers are assessed. This ensures that comparable standards are applied across the various units as well as within the team of examiners marking a particular unit. Levels of Response are defined according to the two Assessment Objectives. In A2, candidates answer a single question but are reminded by a rubric of the need to address both Objectives in their answers. Progression from Advanced Subsidiary to A2 is provided, in part, by assessing their ability to construct a coherent essay, and this is an important part of the Key Skill of Communication which ‘must contribute to the assessment of Religious Studies at AS and A level’.

Positive awarding: it is a fundamental principle of OCR’s assessment in Religious Studies at Advanced Subsidiary / Advanced GCE that candidates are rewarded for what they ‘know, understand and can do’ and to this end examiners are required to assess every answer by the Levels according to the extent to which it addresses a reasonable interpretation of the question. In the marking scheme each question is provided with a brief outline of the likely content and/or lines of argument of a ‘standard’ answer, but this is by no means prescriptive or exhaustive. Examiners are required to have subject knowledge to a high level and the outlines do not attempt to duplicate this.

Examiners must **not** attempt to reward answers according to the extent to which they match the structure of the outline, or mention the points it contains. The specification is designed to allow teachers to approach the content of modules in a variety of ways from any of a number of perspectives, and candidates’ answers must be assessed in the light of this flexibility of approach. It is quite possible for an excellent and valid answer to contain knowledge and arguments which do not appear in the outline; each answer must be assessed on its own merits according to the Levels of Response.

Practical application of the Marking Scheme

General administrative information and instructions are issued separately by OCR.

Apart from preliminary marking for standardisation purposes, which must be carried out in pencil, the first marking of a script should be in red ink. There should be a clear indication on every page that it has been read by the examiner, and the total mark for the question must be ringed

and written in the margin at the end of the script; at A2 the two sub-marks for the AOs must be written here as well. Half-marks may not be used.

To avoid giving the impression of point-marking, ticks should not be used within an answer.

Examiners should follow the separate instructions about annotation of scripts; remember that the marks awarded make the assigned Levels of Response completely explicit.

Key Skill of Communication: this is assessed at both Advanced Subsidiary and A2 as an integral part of the marking scheme. The principle of positive awarding applies here as well: candidates should be rewarded for good written communication, but marks may not be deducted for inadequate written communication; the quality of communication is integral to the quality of the answer in making its meaning clear. The Key Skill requirements in Communication at Level 3 include the following evidence requirements for documents about complex subjects, which can act as a basis for assessing the Communications skills in an examination answer:

- Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

*

Synoptic skills and the ability to make connections: these are not explicitly required in units 2781-2790, as their assessment is focused in the Connections units 2791-2795, but any evidence should be taken into account when matching the work to a level.

Levels of Response: the descriptions are cumulative, i.e. a description at one level builds on or improves the descriptions at lower levels. Not all the qualities listed in a level must be demonstrated in an answer for it to fall in that level (some of the qualities are alternatives and therefore mutually exclusive). There is no expectation that an answer will receive marks in the same level for the two AOs.

Levels of Response descriptors for A2 Units 2771 – 2780

The abbreviations marked in blue below may be used instead of writing out the full trigger line. Examiners may however choose to write out the full trigger line if they choose. Examiners should choose the comment that most reflects the reason for the awarding of the mark. This will usually be the trigger line, in some cases it may be another line from the levels of response. In these cases examiners should choose the appropriate comment and write it beside the final mark awarded.

Band	Mark / 29	AO1	Mark / 16	AO2
0	0	absent / no relevant material	0	absent / no argument
1	1-6	has a little knowledge of the topic (lk) <ul style="list-style-type: none"> a little relevant material some accuracy Communication: often unclear or disorganised	1-3	states a point of view (pov) <ul style="list-style-type: none"> shows minimal or no analysis/justification Communication: often unclear or disorganised
2	7-11	has some knowledge of the topic and a little understanding of the question (sk/litu) <ul style="list-style-type: none"> some relevant material some concepts accurate shows a little knowledge of technical terms Communication: often unclear or disorganised	4-6	a little argument or justification of viewpoint (lit arg) <ul style="list-style-type: none"> some analysis, but not always successful Communication: often unclear or disorganised
3	12-15	focuses on the general topic rather than directly on the question (gen top) <ul style="list-style-type: none"> knowledge limited and partially accurate limited understanding selection of material sometimes inappropriate limited use of technical terms Communication: some clarity and organisation	7-8	an attempt to sustain an argument or justify a viewpoint (att sust/just) <ul style="list-style-type: none"> some analysis, but not always successful views asserted but not successfully justified Communication: some clarity and organisation
4	16-19	a satisfactory attempt to address the question itself (sat att) <ul style="list-style-type: none"> some accurate knowledge appropriate understanding some successful selection of relevant material some accurate use of technical terms Communication: some clarity and organisation	9-10	an argument is sustained and justified (sust/just) <ul style="list-style-type: none"> some successful analysis which may be implicit Communication: some clarity and organisation
5	20-23	a good attempt to address the question (g att) <ul style="list-style-type: none"> mostly accurate knowledge good understanding good selection of relevant material mostly accurate use of technical terms Communication: generally clear and organised	11-12	a good attempt at using evidence to sustain an argument (g att) <ul style="list-style-type: none"> some successful and clear analysis might put more than one point of view Communication: generally clear and organised
6	24-26	a very good attempt to address the question (vg att) <ul style="list-style-type: none"> accurate knowledge very good understanding substantial selection of relevant material accurate use of technical terms Communication: answer is well constructed and organised	13-14	a very good attempt at using different evidence to sustain an argument (vg att) <ul style="list-style-type: none"> successful and clear analysis considers more than one point of view Communication: answer is well constructed and organised
7	27-29	an excellent response to the question showing understanding and engagement with the material (exc rep) <ul style="list-style-type: none"> very high level of ability to select and deploy relevant information accurate use of technical terms Communication: answer is well constructed and organised	15-16	an excellent response which uses a range of evidence to sustain an argument (exc rep) <ul style="list-style-type: none"> comprehends the demands of the question shows understanding and critical analysis of different viewpoints Communication: answer is well constructed and organised

Alternative A Buddhism

- 1 'The Lotus Sutra is more important than the Pali Canon for Mahayana Buddhists.' Discuss.**

AO1

Candidates might outline the main contents of the Pali Canon, for example the teachings of the Buddha, the Vinaya rules, and the philosophical speculations in the Abhidhamma pitaka

Candidates might also consider the main concepts elaborated in the Lotus Sutra, such as ekayana, upaya, and the multiplicity of Buddhas.

Candidates might explore how the scriptures are used in Mahayana Buddhism, for example the recitation of the Lotus Sutra.

AO2

Candidates might argue that without the teachings in the Pali Canon as a basis for the faith then Mahayana Buddhism would not exist, therefore the Pali Canon is of prime importance.

Candidates might argue that the teachings in the Lotus Sutra have superceded those in the Pali Canon, and thus are of more importance for Mahayana Buddhism, as evidenced by their widespread use.

Some candidates might assess whether the position will vary according to the school of Mahayana being considered.

2 Assess the importance of meditation for Zen Buddhists.**AO1**

Candidates might explore the use of different kinds of meditation within Zen Buddhism, such as koans, zazen and practical forms of meditation such as martial arts.

Candidates might explore Zen teachings, to the extent that they explore the importance or methods of meditation.

Some candidates might explore the different practices within the Soto and Rinzai positions, but this is not expected.

AO2

Candidates might argue that meditation is the defining feature of Zen, as evidenced by its name, and the range of different meditation practices within Zen.

Candidates might explore whether the practice of meditation is sufficient on its own to achieve the aims of Zen or whether it must be combined with other practices.

Some candidates might explore whether meditation poorly performed, or undertaken without guidance is of any value to Zen Buddhists.

3 'Without the bodhisattva path Mahayana Buddhism would be identical to Theravada Buddhism.' Discuss.

AO1

Candidates could describe the stages of the bodhisattva path, though would need to use this to address the question directly to achieve higher levels.

Candidates might explore other Mahayana concepts, such as upaya, ekayana, sunyata and the multiplicity of Buddhas.

Candidates might explore concepts of importance to Theravada and Mahayana Buddhism, such as nibbana and meditation.

AO2

Candidates might argue that there are too many other concepts unique to Mahayana to make it identical with Theravada, such as upaya, ekayana, sunyata and the multiplicity of Buddhas.

Candidates might argue that, in essence, Theravada and Mahayana Buddhism are identical, for example in aiming for nibbana.

Some candidates might argue that the bodhisattva path is implicit within Theravada, and only developed more fully in Mahayana, thus the two could be considered identical even in relation to the path.

- 4 Assess the view that the five precepts offer no practical advice to Buddhists about how they should behave in the modern world.**

AO1

Candidates should be able to outline the five precepts in some depth.

Candidates might explore how the five precepts could be used to provide ethical advice for Buddhists.

Candidates might provide examples of the modern ethical issues which were not present at the time of the Buddha to help them address the question.

AO2

Candidates might argue that the five precepts are too general and unspecific to offer practical advice for Buddhists.

Candidates might argue that the five precepts give clear advice, which continues to be practical in the modern world.

Some candidates might explore whether ethical issues have changed over time, or whether the essence of the individual issues remains the same regardless of time period.

Alternative B Hinduism**1 'Without the Samkhya system the practice of Yoga would be pointless.' Discuss.****AO1**

Candidates might explore the practices of yoga, especially those used by Patanjali.

Candidates should be able to explore some key teachings of Samkhya, such as purusa and prakriti and the three gunas.

Candidates might explore the relationship between Yoga and the Samkhya system.

AO2

Candidates might argue that the practice of Yoga has no meaning if not connected to specific teachings.

Candidates might argue that the practices of Yoga are enough by themselves to reveal the nature of the ultimate, and therefore need not be connected to any teachings.

Some candidates might consider whether other systems might offer the same meaning to Yoga as that offered by the Samkhya system.

- 2 Assess the view that the four purushartas offer no practical advice to Hindus about how they should behave in the modern world.**

AO1

Candidates should be able to outline the four purushartas in some depth.

Candidates might explore how the four purushartas could be used to provide ethical advice for Buddhists.

Candidates might provide examples of the modern ethical issues which were not present in early Hinduism to help them address the question.

AO2

Candidates might argue that the four purushartas are too general and unspecific to offer practical advice for Buddhists.

Candidates might argue that the four purushartas give clear advice, which continues to be practical in the modern world.

Some candidates might explore whether ethical issues have changed over time, or whether the essence of the individual issues remains the same regardless of time period.

3 Assess how far the Arya Samaj movement was merely a reaction to the west.**AO1**

Candidates might explore the historical background of the arrival of the British in India, but this should be directly related to the question.

Candidates might explore the foundations of the Arya Samaj.

Candidates might explore the teachings and reforms of the Arya Samaj in order to help them trace any connections to the teachings and developments brought by the British.

AO2

Candidates might argue that without the British empire there would have been no impetus for change within Hinduism.

Candidates might argue that Hinduism was ripe for reform, and has a long history of development, and thus the reforms may have occurred anyway.

Some candidates might explore which teachings and reforms appear to be more directly linked to ideas and challenges from the west, and which are a reaction to internal Hindu issues.

- 4 'Varnashramadharma is of no relevance to those who follow the bhakti path.'
Discuss.**

AO1

Candidates might outline the system of varnashramadharma.

Candidates might outline the main aims and methods of the bhakti path.

Candidates might explore the teachings of the Bhagavad Gita, and its exploration of the relationship between dharma, karma and bhakti, though this is not required.

AO2

Candidates might argue that worship of God is enough for those following the bhakti path, and dharma can be ignored.

Candidates might argue that varnashramadharma is of prime importance to all Hindus as the social foundation of Hinduism, regardless of the path they follow.

Candidates might explore how following varnashramadharma might be seen as a way of demonstrating their worship of God.

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