



GCSE

Religious Studies

J625/04: Buddhism beliefs and teachings & practices

General Certificate of Secondary Education

Mark Scheme for June 2023

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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

High performance 3 marks
Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
Intermediate performance 2 marks
Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark
Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder overall Learners use a limited range of specialist terms as appropriate
0 marks
The learner writes nothing The learner’s response does not relate to the question The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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 • 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)	State three forms of Buddhist worship. Responses might include: • meditation • chanting • puja • devotional ritual • mantra • malas • offerings • worship in the home • worship in a temple.	3 AO1	1 mark for each response.
1	(b)	Describe one of the Three Jewels. Responses might include: • The Buddha, which means the enlightened or awakened one. Siddhartha Gotama is said to be the most recent buddha, but there have been buddhas before and there will be more to come. • The Dharma, which means the teaching, which is the teachings of the Buddha. For Theravada Buddhists the Dharma is collected together into the Pali Canon. Universal teachings uncovered by the Buddha at his enlightenment. • The Sangha, which means the community. It means the community of those who have attained enlightenment. It also refers to the community of monks and nuns who work towards their own enlightenment and will help others to attain enlightenment.	3 AO1	Marks should be awarded for a statement supported by any combination of development and exemplification.
1	(c)	State three Buddhist beliefs about rebirth. Responses might include: • Buddhists believe that when someone dies, they will be reborn again as something else. What they are reborn as depends on their actions (kamma/karma) in their previous life. • The cycle of rebirth (samsara) as a continuous cycle of life, death and rebirth.	3 AO1	1 mark for each response.

Question		Indicative content	Marks	Guidance
		• Humans go through an unknown number of cycles of rebirth over many lifetimes. • There is no soul which is reborn in a different body, instead kamma/karma causes a new body to exist. • Skilful actions/ good deeds lead to good kamma/karma and a good rebirth and unskilful actions lead to bad kamma/karma and a bad rebirth. • Some Buddhists believe that a person can be reborn into one of the Six Realms. Buddhists believe that the human realm is the best one to be in if they want to reach enlightenment. • Through good actions, such as ethical conduct, and by developing concentration and wisdom, Buddhists hope to either gain enlightenment or to ensure a better future for themselves.		

Level (Mark)	<u>AO1</u>
3 (5-6)	A good demonstration of knowledge and understanding in response to the question: • 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)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • 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)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • 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)	Describe the aim of mindfulness meditation Learners might consider some of the following: The aim of meditation is to stop the aimless stream of thoughts in order to still the mind. Mindfulness meditation is a way of taking control of the mind so that it becomes peaceful and focused. The aim of mindfulness meditation is to allow the meditator to become more fully aware of what they are experiencing in all aspects of their life. According to the Buddha, when a Buddhist understands their mind and emotions they can think, speak and act in a way that leads to their own and other people’s well-being and happiness. The Buddha suggested that in order to cultivate mindfulness, there are four things to be mindful of: • what the senses are perceiving about the body right now • how we feel about those perceptions. • what emotional reactions and thoughts is the mind experiencing based on this • what is the nature of these emotional responses The aim of this is to understand the impermanent and interconnected nature of these thoughts and phenomena. Right mindfulness is one of the steps of the Noble Eightfold Path, which leads to enlightenment. While all mediation is inherently mindful, candidates will need to refer to ‘mindfulness meditation’ as a specific type of meditation (Buddhist or secular) in order to gain the higher marks.	6 AO1	Examiners should mark according to AO1 descriptors. Please refer to the Level of Response grid above when marking this question.

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A good demonstration of knowledge and understanding in response to the question: • 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)	A good attempt to respond to the stimulus, demonstrating some or all of the following: • 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)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • 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)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: • 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)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • 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	2 (4–6)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: • 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

	within Buddhism Weak knowledge and understanding of the influence on individuals, communities and societies		Little evidence of judgement on the issue in the stimulus
		1 (1–3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: - 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
0 (0)	No response or no response worthy of credit	0 (0)	No response or no response worthy of credit

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Question		Indicative content	Marks	Guidance
		However, some might suggest that the Buddha did use the term ‘luminous mind’. He used it to describe the subtle, basic consciousness present in all sentient beings, or the potentiality for enlightenment that exists everywhere. The luminous mind is mentioned in the Pali Canon ‘Luminous, monks, is the mind. And it is defiled by incoming defilements.’ (Anguttara Nikaya) Learners might suggest that in Mahayana Buddhism Buddha-nature is an important concept. They could use the Nirvana Sutra as a source of wisdom and authority because it contains teachings about Buddha-nature and was influential in the development of Buddhist ideas in China. This suggests that all beings have Buddha-nature and can experience this when they overcome thoughts connected to the idea of self. They could also use the Lotus Sutra because it contains a parable about a precious jewel that is sown inside the coat of a homeless person. This parable shows that all beings have Buddha-nature, but do not realise it. Learners might suggest that there is some debate about whether Buddha-nature is the essential nature of the mind or just the potential of the mind. This could be used to question whether all beings do have Buddha-nature or just the potential for it.		

Question		Indicative content	Marks	Guidance
2	(a)	Outline the story of the Buddha's defeat of Mara. Responses might include: • Mara (an evil demon) tried to stop the Buddha from achieving enlightenment • Mara sent his daughters to seduce Siddhartha • Mara sent his armies to attack Siddhartha • Mara offered Siddhartha control of his kingdom • Mara tried to attack Siddhartha himself • Mara claimed that there was no-one to witness Siddhartha's enlightenment so he would not be believed • Siddhartha touched the earth and called upon it to be a witness. When the earth shook Mara fled, defeated.	3 AO1	Marks should be awarded for a statement supported by any combination of development and exemplification. OR Three statements outlining key elements from the story
2	(b)	State three ways in which a Buddhist might celebrate Lama Tsong Khapa Day. Responses might include: • reciting a special prayer to Lama Tsong Khapa • reciting special praises to Lama Tsong Khapa • making many offerings of food, incense, lights and flowers • offering puja to Lama Tsong Khapa • reciting some of Lama Tsong Khapa's favourite mantras and prayers • remembering Lama Tsong Khapa's holy deeds and parinirvana	3 AO1	1 mark for each response.
2	(c)	Describe one function of a Buddhist retreat. Responses might include: • A retreat can either be a time of solitude or a community experience away from a person's normal daily life • Spiritual retreats allow time for reflection, prayer and meditation • It can be a time of learning through talks, study groups and workshops	3 AO1	Marks should be awarded for a statement supported by any combination of development and exemplification.

Question		Indicative content	Marks	Guidance
		• They have been a common practice since the Vassa, or rainy season retreat, was established by the Buddha as a time of reflection, meditation and study • Retreats can be of any length and are an opportunity to practise meditation or to deepen a Buddhists understanding of a particular Buddhist teaching or practice.		

Level (Mark)	<u>AO1</u>
3 (5-6)	A good demonstration of knowledge and understanding in response to the question: • 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)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • 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)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • 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)	Describe how following the Eightfold Path can help Buddhists achieve enlightenment Learners might consider some of the following: The Fourth Noble Truth is the cure to suffering It is the path to overcome craving and achieve enlightenment It contains practices which help a Buddhist to develop good moral behaviour, effective meditation techniques and wisdom Some recognition of the threefold division or the eight elements would demonstrate a higher level of knowledge and understanding. It is the Buddha’s central teaching for overcoming suffering and is found throughout the Pali Canon Both Theravada and Mahayana Buddhists agree that this is the foundation of the Buddha’s teachings Following the path leads to acting in a way that generates good rather than bad kamma/karma, which means Buddhists would act in a helpful rather than harmful way. Following the path helps to overcome thoughts of self and negative emotions, it helps to focus on your own thoughts and feelings and the effect those have on the world around you Following the path helps to overcome greed, hatred and ignorance which allows you to achieve the wisdom necessary for enlightenment.	6 AO1	Examiners should mark according to AO1 descriptors. Please refer to the Level of Response grid above when marking this question.

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
3 (3)	A good demonstration of knowledge and understanding in response to the question: • 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)	A good attempt to respond to the stimulus, demonstrating some or all of the following: • 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 <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>
2 (2)	A satisfactory demonstration of knowledge and/or understanding in response to the question: • 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)	A satisfactory attempt to respond to the stimulus, demonstrating some or all of the following: • 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 <i>There is a line of reasoning presented which is mostly relevant and has some structure.</i>
1 (1)	Limited/weak demonstration of knowledge and/or understanding in response to the question: • 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)	A limited attempt to respond to the stimulus, demonstrating some or all of the following: • 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

Level (Mark)	<u>AO1</u>	Level (Mark)	<u>AO2</u>
	Weak knowledge and understanding of the influence on individuals, communities and societies		Little evidence of judgement on the issue in the stimulus <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>
		1 (1–3)	A weak attempt to respond to the stimulus, demonstrating some or all of the following: - 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 <i>The information is communicated in a basic/unstructured way.</i>
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)	Obon is the most important Buddhist death ceremony. Discuss this statement. In your answer, you should: - Analyse and evaluate the importance of points of view, referring to common and divergent views within Buddhism - Refer to sources of wisdom and authority. Learners might consider some of the following: AO1: Learners might describe the rituals and ceremonies associated with Obon. Obon is a festival where people welcome the spirits of their ancestors back home. Obon is generally observed during the four days between August 13 and 16. Members of the family take their time to go to the temples, pray for their ancestors' souls, clean their loved ones' graves. It is believed that during Obon celebrations, the spirits of the dead go to their old homes and visit their family's altars. To guide the spirits, most houses hang paper lanterns on their front doors. The family should also prepare food offerings in their household altar or the temples where their family members are laid to rest. Others float lanterns down rivers. In many regions, young and old, men and women gather at temples and shrines wearing yukata (casual kimono) to perform Obon dances, or Bon Odori. AO2: Learners might suggest that Obon is considered Japan's most significant occasion next to New Year. They might say that this is because most companies close down operations during this period. They might also use some of the celebrations or rituals practiced to show the significance of the festival such as praying for the ancestors souls so that they gain a better rebirth. Learners might suggest that the Obon celebration is one of the most important customs for the Japanese because it is a holiday that brings the family together and reunites them with the dead. Learners might suggest that although Obon is observed nationwide, the customs followed and the	15 3 AO1 12 AO2	Examiners should mark according to AO1 and AO2 descriptors. Please refer to the Level of Response grid above when marking this question.

Question		Indicative content	Marks	Guidance
		manner in which it is celebrated can vary considerably depending on the region and this might be a reason why it is less significant (because there is no consistent practice). Learners might suggest that this is a Japanese practice and it is not found outside of Japan. Whereas others might suggest that similar ceremonies are found in China, Vietnam, Korea and India although these may have limited significance for Buddhists. Learners might also argue that this is not a Buddhist ritual at all because there is nothing specifically Buddhist about it and could even argue that it encourages people to cling to the memories of the deceased relatives. Whereas others might suggest that it reminds Buddhists about the Buddha’s teachings on impermanence and therefore is a very significant festival. Candidates might compare Obon with other rituals associated with death in Buddhism, and might suggest that practices that take place at the point of death (such as reading the Bardo) are more important as they have a direct impact on the journey of the Buddhist to nirvana or rebirth They might argue that what is most important depends on where the Buddhist is based, as Tibetan rituals have evolved to suit that environment and belief system as have those in Japan. Candidates might argue that death rituals are not important at all as they do not affect the Buddhist that has died, although they might help family and friends to deal with their grief.		

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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