

**GCSE
RELIGIOUS STUDIES (SHORT COURSE)
8061/1**

Section 1: Buddhism

Mark scheme

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (ie levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../.. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../..) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • 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 	3
Intermediate performance	<ul style="list-style-type: none"> • 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 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • 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 	0

0 1 . 1

Which one of the following is the Buddhist term for impermanence?

[1 mark]

- A Dharma
- B Anicca
- C Dukkha
- D Anatta

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B Anicca

0 1 . 2

Give two things which happened to Siddhartha Gautama during his enlightenment.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

If students provide more than two responses only the first two should be considered for marking.

Students may include two of the following points, but all other relevant points must be credited:

Mara, the evil one appeared / Mara tempted Siddhartha / he tried to stop Siddhartha from achieving enlightenment / Mara tried a number of tactics / notably he sent his daughters to seduce Siddhartha / he sent his armies to attack Siddhartha / he offered Siddhartha control of his kingdom / Mara himself tried to attack Siddhartha / Siddhartha stayed focused on his meditation / arrows directed at him turned to flowers / Siddhartha touched the earth / called upon the earth to witness his enlightenment / the earth shook to acknowledge his right to sit under the peepul tree and become enlightened / Siddhartha dispensed with fear, lust and pride as well as other negative emotions / during the night he experienced three important realisations (known as the three 'watches' of the night) / these were gaining knowledge of all his previous lives; understanding the cycle of births, deaths and rebirths and thirdly, why suffering happens / during his enlightenment, he realised the middle way (magga), etc.

0 1 . 3

Explain two ways in which understanding the Second Noble Truth about the causes of suffering (samudaya) influences Buddhists today.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a ‘detailed explanation’ the ‘influence’ of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- The second Noble Truth is about the causes or origins of suffering so understanding why people suffer / can influence people on decisions about how they can reduce suffering.
- Buddhists could get rid of craving from their lives / Buddhists will want to rid themselves of craving / they will want to stop craving to have a happier life.
- Buddhists could get rid of ignorance from their lives / by fully understanding the Dhamma (Dharma).
- Buddhists may want to follow the Eightfold Path / kindness in their speech and actions to prevent suffering.
- Buddhists may want to practise metta and karuna / giving to charity / showing kindness.
- Not wanting to feel embarrassed about making a mistake / accepting when decisions are made.
- Becoming less attached / understanding that all things are impermanent / understanding that everything changes.
- Realising that craving just leads to greed, hatred and ignorance / the Poisons that lead to suffering is relevant to greed, hatred and ignorance
- Aspects of the Wheel of Life make reference to paticcasamuppada as the causes of suffering, etc.

0 1 . 4 Explain two of the Six Perfections that Mahayanan Buddhists try to develop.

Refer to sacred writings or another source of Buddhist belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Second teaching

Simple explanation of a relevant and accurate teaching – 1 mark
Detailed explanation of a relevant and accurate teaching – 2 marks

Relevant and accurate reference to sacred writing or another source of Buddhist belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

Students can discuss any two of:- generosity; morality; patience; energy; meditation and wisdom.

- The first perfection is concerned with the cultivation of giving / this giving could be material goods such as food, giving protection from fear ie helping those in trouble and to give the dhamma to help people become enlightened.
- The second perfection concerns the cultivation of morality / to keep to the five moral precepts; not to kill or harm others, not to steal, not to commit sexual immorality, not to lie and not to take intoxicants / it could also include not praising oneself or speaking ill of others, not being stingy, not being angry.
- The third perfection is patience / being tolerant of others, learning to endure personal hardship, practising compassion for others / accepting the First Noble Truth and helping others to endure it.
- The fourth perfection is energy / the cultivation of mental energy and strength to put as much effort in as one can to practise the Dhamma; look after one's health and study the Buddha's teachings.
- The fifth perfection is meditation / to develop a still and calm mind and become more focused; gain a deeper insight to reality and the Buddha's Dhamma, bringing compassion to others and achieving enlightenment.
- The sixth perfection is wisdom / this is a combination of the first five and establishing a true understanding of the nature of reality and the Buddha's Dhamma; developing the right approach and outlook to following the Noble Eightfold Path, etc.

NB if students use different language for some of the perfections, they can still receive credit ie if they gave a response which included aspects of the Eightfold Path about right action and it included a reference to caring generously for others, it may be relevant.

Possible teachings might include:

- ‘Skilful virtues have freedom from remorse as their purpose, Ananda, and freedom from remorse as their reward.’ Kimattha Sutta
- ‘The sterling qualities distinguishing the man of virtue are generosity, truthfulness, patience, and compassion.’ Dhammapada (223)
- Dana paramita: generosity, giving of oneself; Sila paramita: virtue, morality, discipline, proper conduct; Kṣanti paramita: patience, tolerance, forbearance, acceptance, endurance Vīrya paramita: energy, diligence, vigour, effort; Dhyana paramita: one-pointed concentration, contemplation; Prajna paramita: wisdom, insight [as listed in the Prajnaparamita sutras, the Lotus Sutra and a large number of other Mahayana texts], etc.

0 1 . 5 ‘For Buddhists, it is easy to follow the Five Moral Precepts.’

Evaluate this statement.

In your answer you should:

- refer to **Buddhist teaching**
- give **reasoned arguments to support this statement**
- give **reasoned arguments to support a different point of view**
- reach a **justified conclusion.**

[12 marks]
[SPaG 3 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- The Five Moral Precepts are principles that Buddhists voluntarily practise so no punishment by a god or external power for not following them.
- They are all about a basic standard of behaviour so should not be too demanding.
- Buddhists will want to ‘cease to do evil, do only good; purify the mind.’ Dhammapada verse 183; so will be keen to practise this skilful behaviour.
- Buddhists want to achieve enlightenment and following the five moral precepts are part of the path to enlightenment.
- A Buddhist will want to avoid causing suffering so keeping to the five moral precepts is just an accepted part of this process.

- Following the five moral precepts is all part of the accepted bigger picture of morality in Buddhism, ie showing karuna (compassion) and metta (loving kindness), etc.

Arguments in support of other views

- Buddhists may struggle with how they balance one precept against another; being truthful may lead to harm.
- Sometimes, it may be more ethical to lie, particularly if this lie is motivated by genuine kindness.
- Being a meat eater would acknowledge that harm comes to animals in the process.
- Lying or gossiping may be difficult to avoid in a media driven world.
- The third moral precept is often debated in Buddhism with no consensus view so difficult to follow in terms of sex before marriage; sex outside of marriage; same sex relationships; unprotected sex.
- Keeping to the fifth precept is difficult in a modern world that involves the social side of drinking alcohol, etc.