



**General Certificate of Secondary Education
June 2012**

Religious Studies

405012

Specification A

Unit 12 *Buddhism*

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.
5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.

6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

Marking should be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks must be directly related to the marking criteria.

You should use your professional judgement to select the level that **best** describes the student's work. 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 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.

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

Levels 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.

Assessment of Quality of Written Communication

Where students are required to produce extended written material in English, they will be assessed on the quality of written communication.

Students will be required to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in 6-mark AO2 questions. In awarding marks to these responses the Religious Studies content is the driver. Quality of Written Communication is secondary. If you are hesitating between two levels, the quality of written communication may help you to decide.

Students will be given credit for reference to diversity in belief and practice within Buddhism.

PART A

A1 The Dhamma (Dharma)

(a) Explain briefly the Buddha’s teaching on any two of the Four Noble Truths.

Target: Knowledge and understanding of the Buddha’s teaching on the Four Noble Truths

Students can offer any version of the Buddha’s teaching on any **two** of the Four Noble Truths but it is generally accepted that the Buddha taught: that there is suffering (dukkha) / suffering has a cause or causes (samudaya) / remove the cause and you can remove suffering (nirodha) / the way to remove the cause is to follow the Eightfold Path (magga).

N.B. 2 marks to be awarded per Noble Truth, one mark for stating the Noble Truth and one mark for explaining the Noble Truth.

(4 marks) AO1

(b) Explain the Buddha’s teaching on anatta.

Target: Knowledge and understanding of the Buddha’s teaching on anatta

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

There is no permanent self or soul in Buddhism / which makes it unique amongst world religions / ‘Sabbe dhamma anatta’ / realising that there is no permanent self can lead to a realisation of anicca (impermanence) and a removal of dukkha.

(3 marks) AO1

(c) *'The Buddha's teaching on suffering is gloomy.'*

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the Buddha's teaching on suffering

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

To focus so much on suffering is gloomy and many people do not seem to experience much happiness in their lives / it depends on your situation as to how you judge your life, but everyone suffers at some point so clearly this is looking at the negative side of life / the Buddha focused so much on suffering as a concept that it is difficult for some to see anything else within his teachings.

Other views

The Buddha taught that this is simply the way things are / it is a realistic teaching because suffering incorporates anxiety, loneliness, loss, heartache as well as physical pain such as headaches, broken limbs and heart attacks / it can also include war, rape and murder and be global rather than localised / this was not all of his teaching / he taught the remedy for suffering / the Middle Way is not gloomy / the Buddha taught sukka (happiness) also.

(6 marks) AO2

A2 Attitudes to Life**(a) Explain the meaning of the two moral precepts above.****Target: Knowledge and understanding of two of the Five Precepts**

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:**Do not misuse the senses**

Though the moral standards are different in different countries and at different times, rape, adultery and other abnormal sexual behaviour that involve physical and mental injury to others should be prohibited / it is also a matter of respect for people and personal relationships / sexual desire is one of the main causes of rebirth in the Six Paths / if Buddhists wish to end the birth and death cycle, they should not indulge in sexual misconduct or any other abnormal form of sexual relationship / the effect of sexual misconduct can be to have many enemies, being always hated, and experiencing a union with undesirable wives and husbands.

N.B. Award up to 1 mark on misuse of the senses if taken more generally.

Do not take intoxicants that cloud the mind

Buddhism emphasises wisdom / taking intoxicants will descend and lose the seed of wisdom. Intoxicants, such as drugs, alcohol, smoking, etc., are harmful to health / it might seem that taking intoxicants is not hurting others; however, if we are drunk and lose our consciousness, we may easily commit evil deeds and hurt others / therefore, one who breaks this precept will tend to break all other precepts along with it / this fifth precept is based on respect for mental health / it guards against the loss of control of one's mind / it is particularly important to those who meditate because, by refraining from taking intoxicants, they can more easily cultivate awareness, attention and clarity of mind / thus the observance of the fifth precept not only contributes to happiness in the family and peace in society, it also prepares a person for the practice of Mental Development.

Maximum Level 3 if only one precept covered.

(4 marks) AO1

(b) **‘A Buddhist should never agree with abortion.’**

What do you think? Explain your opinion.

Target: Evaluation of whether Buddhists should agree with abortion or not

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

In agreement with the statement a Buddhist could argue that the first precept states that all life is valuable and sacred and should not be harmed and we could take this to include unborn life / it seems to go against everything the Buddha taught about suffering and the Four Noble Truths and the Eightfold Path / the Buddha himself stressed the importance of the family and children.

That said, the suffering of the mother should be considered / what about if the mother’s life were to be in danger if she continued with the pregnancy? / to say ‘never’ presupposes that there is a hard and fast rule and life is just not like that.

(3 marks) AO2

(c) ***‘It is impossible for Buddhists always to show karuna (compassion).’***

What do you think? Explain your opinion.

Target: Evaluation of karuna

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons.	3 marks

Students may include some of the following points:

Showing fully would include each and every circumstance and situation and this is impossible to judge / the Buddhist view of compassion is unrealistic / everyone has their own situation to think about and cannot always do what they do for the benefit of others.

Karuna is a well-known teaching and if you subscribe to the Buddhist way you subscribe to all the Buddha’s teachings / compassion is a positive ethic and all should be striving to achieve it / there is no reason why people cannot show compassion for others in all that they do.

(3 marks) AO2

A3 The Sangha

(a) ***Describe how Buddhist monks and nuns live their lives.***

Target: Knowledge and understanding of how Buddhist monks and nuns live their lives

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks

Students may include some of the following points:

Early meditation / chanting / alms round / confession between the monks / work in the monastery / prayers / teaching to the novices / teaching outside the monastery / projects in the local community / services of thanks / ‘engaged Buddhism’ in the community.

(4 marks) AO1

(b) Explain the term ‘engaged Buddhism’.

Target: Knowledge and understanding of the term ‘engaged Buddhism’

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Buddhism that is concerned about people and the way that they live / engages to try and improve their life for them / bringing Buddhist values and spiritual qualities to all areas of life / to allow compassion to be manifested before acting / in Britain there is a network of Engaged Buddhists who are involved in social action / getting involved with those who are dying, poor, homeless and those who are in prison / the Dalai Lama speaks of the universal responsibility of Buddhists and this is ‘engaged Buddhism’ / the actions of groups of people, organisations and nations all create kamma (karma) / there is no conflict between developing inner spiritual qualities and social action.

(3 marks) AO1

(c) ***‘Men and women are equal in Buddhism.’***

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of equality in Buddhism

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Students could argue that there are both monks and nuns in the monastic tradition and in Japanese Buddhism, for example, there is no distinction between the two / women are as active in the practices and ceremonies in Buddhism as men are / the home is centred around a joint family venture where one gender is not considered more important or significant than the other / the Buddha himself allowed women into the order which was far ahead of his time.

Other views

Women are still second class citizens in Theravada monasteries where even a male novice is considered as more senior / the Buddha stated that if he let women into his order Buddhism would collapse 500 years before it should / men are not allowed to touch women suggesting a hierarchy in the monastery / the vinaya (rules) are all of male monastic restraint and do not give women equal importance / it is likely that a woman would have to be reborn as a monk to have even a chance of enlightenment in the Theravada tradition.

(6 marks) AO2

A4 Worship and Festivals

(a) Describe how Buddhists might worship in the home.

Target: Knowledge of how Buddhists worship in their homes

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Buddhists perform personal puja; they might look inwardly at home in front of a shrine to the Buddha and bow before the shrine / reflect on the qualities of the Buddha / confessing faults and saying 'thank you' / wishing someone well in front of a home shrine / forms of meditation (samatha and vipassana) and progress through the 8 jnanas / coloured disc or kasinas might be placed as a focal point near a home shrine / chanting towards an image of the Buddha / reflect on a picture, have vegetation like flowers and evergreens on the home shrine, small pot of water, candle, incense and fruit / a bell is used to indicate beginning and end of worship / use of mala beads and prayer wheels in some Buddhist traditions.

(3 marks) AO1

(b) Describe ways in which Buddhists celebrate Wesak.

Target: Knowledge of how Buddhists celebrate Wesak

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks

Students may include some of the following points:

Light is used as a symbol of all three aspects of Wesak (birth, enlightenment and death) / festival goers light lanterns and carry them through the streets and hang them outside houses / great processions take place in the towns and villages / there are brightly lit floats everywhere / donations are made to bhikkhus / some take on the extra five precepts / attendance at temples to lectures and chanting from religious texts / stupas are lit up / families walk around them / stalls are set up to give away food and drink to passers-by.

(3 marks) AO1

(c) ***‘Temples are not important for Buddhists.’***

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the importance of Buddhist temples

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Buddhists can worship anywhere / meditation as the central practice for all Buddhists can be done collectively or on one's own but does not have to be done in a temple / some Buddhists have no access to a temple, depending on where they live / the Buddha himself taught that the dhamma (dharma) is the most important thing to focus on / 'engaged Buddhism' in the modern world suggests that Buddhists need to be amongst communities and in towns and villages to live the message of Buddhism.

Other views

It is a focus for worship / lay people can worship with the bhikkhus and bhikkunis / faces east where the Buddha became enlightened / community meeting place (sala) where business is conducted / many have cemeteries where people can pay their respects to the dead / shows the Buddha at the centre of a person's life / contains a hall used for religious ceremonies / stores precious Buddhist scriptures / houses a relic of the Buddha in many temples / houses Buddhist treasures in the Mahayana tradition.

(6 marks) AO2

PART B

B5 Global Issues and the Dhamma (The Dharma)

(a) ***Explain Buddhist attitudes to race and religion.***

Target: Knowledge and understanding of Buddhist attitudes to race and religion

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Race:

The Buddha got rid of ideas of caste and race inequality in his faith / bhikkhus and bhikkhunis are encouraged to become so from all races / racist remarks would be breaking the fourth precept / it is not wise speech or behaviour to treat other races unfairly / everyone has no self or soul (anatta) so all are equal.

Religion:

Social inequality existed in the caste system and the Buddha discouraged his followers from supporting this / he did not want women to form a separate Sangha / all have access to Buddha nature / Buddhists do not favour one religion over another, i.e. if a monk leaves the Sangha for another religion, he is given food, clothing, money and a blessing / tolerance of all faiths and sects.

Maximum Level 4 if only one aspect dealt with.

(6 marks) AO1

(b) ‘Buddhists should never speak falsehoods (tell lies).’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Buddhist teaching in your answer.

Target: Evaluation of one of the Five Precepts

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

It is against the fourth precept and clearly significant / it is part of right or perfected speech on the Noble Eightfold Path / Buddhists should be accurate and sincere in what they say and speak in a way that promotes harmony between people / being kind and gentle when speaking along with valuing silence are clearly wholesome in thought / slander, gossip, speaking harshly or unfairly involves being dishonest with people and is not the Buddhist way.

Other views

Sometimes in life, a white lie can protect others / if it is the lesser of two evils, it may be necessary to lie / if it is for the greater and common good then it should not be a problem / there are far more important moral codes than the one the Buddha gave about telling falsehoods / in the real world it is impossible to go through your life and not tell a lie, therefore unrealistic.

(6 marks) AO2

(c) Explain Buddhist teachings about nibbana (nirvana).

Target: Knowledge and understanding of Buddhist teachings about nibbana (nirvana)

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

The point at which all craving ceases / the goal of the Buddhist faith / the Buddha is said to have achieved this state at his enlightenment / a person who has achieved nibbana (nirvana) may still carry on living, eating, having relationships with other people (as the Buddha did for 45 years after his enlightenment), but his or her actions would be done from a selfless motive / nibbana is not the same as extinction nor does it mean by removing from life that you lose connection with it and feel nothing / it describes a state of peace and happiness by extinguishing the three fires (akusala) of greed, hatred and delusion / those that have achieved nibbana (nirvana) still experience things that others see as pain or pleasure but they do not respond to them in the same way / living the middle way may help a person achieve nibbana (nirvana).

(6 marks) AO1

- (d) ***‘Buddhists should be more concerned about the environment than about reaching nibbana (nirvana).’***

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of whether attitudes to the environment are more important than nibbana (nirvana)

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Buddhists do not see the natural environment as being separate from themselves / human beings are part of nature / the relationship is a karmic one insofar as actions made to damage the environment come back to harm Buddhists / equally the opposite applies if Buddhists look after the environment / some Japanese Buddhists call this 'esho funi' which means 'humanity and the environment are two but not two' / the first precept guides against harming living things / ahimsa or extended metta (loving kindness) / Buddhists try to apply the principles of the Middle Way which means as far as possible they use natural resources only to satisfy the basic needs of shelter, food, clothes and medicine, and this is more crucial today than reaching enlightenment.

Other views

Clearly if you do not believe in the goal of the faith you are following, you cannot be said to be a true believer / however abstract the concept might appear to be, a person should still have a belief that it is attainable / it is the culmination of following all the Buddha's teachings and in particular, the Eightfold Path so naturally follows on as the goal / it is the point of the central practice in Buddhism of meditation.

(6 marks) AO2

B6 The Life of the Buddha and the Dhamma (Dharma)

(a) Explain the significance of the birth stories of the Buddha.

Target: Knowledge and understanding of the significance of the birth stories of the Buddha

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

Stories tell of his miraculous birth / place of pilgrimage for many Buddhists / shows the importance of Hindu tradition in the Buddhist story, a dream, the nature of horoscopes and predictions / Asita's prediction that the child would be holy and achieve perfect wisdom / experience of suffering as his mother died soon after his birth / seven steps towards each quarter of heaven and the springing up of lotus flowers as he walked is all very symbolic for Buddhists / declaration by Siddhartha that he would have to experience no more rebirths / he would now 'pluck out by the roots the sorrow caused by birth and death'.

Maximum Level 3 for a purely narrative response.

(6 marks) AO1

(b) ***‘The most important part of the Buddha’s life is when he saw the four signs.’***

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: Evaluation of the most important part of the Buddha’s life

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

The four signs are iconic to Buddhists and triggered off the ascetic life the Buddha led and ultimately the enlightenment process / without the four signs being witnessed, would there be any Buddhism at all? / gave the Buddha examples of suffering which formed the basis for his teachings / once he had seen the facts about life and the scope of human suffering, he felt compelled to do something about it / the Sadhu or Holy Man encourages Siddhartha to 'seek the truth'.

Other views

Life in the palace showed him the other extreme in life and, if he hadn't been born into this, his life would have been very different / enlightenment under the Bodhi tree is clearly the most important aspect of his life / all aspects of the Buddha's life contributed to his teachings, one is not more important than the other / his teaching on morality and how to live your life owed very little to the four signs.

(6 marks) AO2

(c) Explain the importance of the Tipitaka (the Three Baskets) for Buddhists.

Target: Knowledge and understanding of the importance of the Tipitaka for Buddhists

Levels	Criteria	Marks
0	Nothing relevant or worthy of credit.	0 marks
Level 1	Something relevant or worthy of credit.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	2 marks
Level 3	Sound knowledge and understanding.	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis.	4 marks
Level 5	A detailed answer with some development and / or analysis.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	6 marks

Students may include some of the following points:

The Buddha's teachings form the writings that are still special for Buddhists today / the Buddha suited his teachings to the capabilities of his pupils so they are very important for grasping the meaning of his teachings / they were kept intact and authentic by being chanted for some 500 years / in the form of lists they are easy to remember / rules the Buddha gave in the Tipitaka became increasingly important as the Sangha developed / the third part of the Tipitaka became important as time went by and the Buddha's original meaning had the potential to be lost / importance of recitation / they are all agreed by the original Sangha / the vinaya is very important as for each new situation that occurred a rule was needed / the Sutta pitaka is very important as it is used as a teaching aid today / the Abhidhamma pitaka is important as it shows explanations of the Buddha's more difficult teachings in order that all Buddhists may access them.

(6 marks) AO1

(d) ***‘Following the example of the Buddha is more important than studying the scriptures.’***

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Buddhism in your answer.

Target: Evaluation of the significance of what the Buddha did

Levels	Criteria	Marks	Quality of Written Communication
0	Unsupported opinion or no relevant evaluation.	0 marks	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.
Level 1	Opinion supported by simple reason.	1 mark	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks	
Level 3	Opinion supported by one well developed reason or several simple reasons. N.B. Students who make no religious comment should not achieve more than Level 3.	3 marks	The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.
Level 4	Opinion supported by two developed reasons with reference to religion.	4 marks	
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	5 marks	The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	6 marks	

Students may include some of the following points:

Agree

Clearly Buddhism is known for its practical assessment of situations, often from the Buddha's own experience, and this is of paramount importance to Buddhists if they are to act as the Buddha did and achieve nibbana / the analogy of the arrow in the man's eye / the story of the Buddha picking up a woman and taking her across the river even though men were not allowed to touch women / the Buddha and Kisagotami with the mustard seed all show how practical Buddhism is and do not need to rely on the scriptures.

Other views

Without what is in the scriptures how would Buddhists know what to do, how to behave and how to achieve the goal of the religion? / the scriptures document everything for a Buddhist / scriptures were not written down for 500 years after the death of the Buddha as Buddhists chanted; their scriptures carry great authenticity because of this / still used as teaching aids today / they are a foundation of faith.

(6 marks) AO2

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