



**General Certificate of Secondary Education  
June 2013**

**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](http://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. 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

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

Levels 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.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

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.)

Levels are tied to specific skills. 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.

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.

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. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

## Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

### Assessment of Spelling Punctuation and Grammar

The assessment of Spelling, Punctuation and Grammar (SPaG) is a new requirement for 2013 and examiners need to award up to an additional 4 marks, based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	(4 marks)
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	(2-3 marks)
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	(1 mark)

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

**PART A**

**A1 The Dhamma (Dharma)**

- (a) Explain briefly what Buddhists mean by samsara.**

**Target: Knowledge and understanding of the term samsara**

**Students may include some of the following:**

Samsara is the world of suffering / features on the Tibetan Wheel of Life / Realms on the wheel are not permanent and people move between them constantly / movement depends on kamma (karma) / one thing arises because of another and this explains to Buddhists why the wheel of samsara keeps moving around / the wheel is held by Yama, the mythical Lord of Death but there is a chance for Buddhists to break the wheel of samsara and escape endless suffering, life, death and craving.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**(2 marks) AO1**

- (b) Explain briefly what Buddhists mean by nibbana (nirvana).**

**Target: Knowledge and understanding of the term nibbana (nirvana)**

**Students may include some of the following:**

Enlightenment / one of the goals of the Buddhist faith / to literally 'extinguish' / 'getting rid' (of all cares and troubles) / the harbour of refuge / the cool cave / the home of ease / the place of bliss / a state of nothingness.

N.B. Some students may have been taught 'Buddhist heaven' which can be credited.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**(c) Explain the Buddha's teaching on dukkha (suffering).****Target: Knowledge and understanding of the Buddha's teaching on dukkha**

<b>Levels</b>	<b>Criteria</b>	<b>Comments</b>	<b>Marks</b>
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following:**

Dukkha is unsatisfactoriness or 'all is ill' / it is the problem we need to overcome and a universal truth of life / it is a mark of existence or sign of being / dukkha has a cause (or many causes) / there is a way to overcome dukkha by getting rid of the cause / the magga (way or path) has eight stages to perfect to overcome dukkha / students could give examples both contemporary and from the Buddha's life such as Devadatta and the shooting of the swan, the ploughing match and the four signs the Buddha saw.

NB: No credit is for simply stating that dukkha is suffering as it is in the question.

**(3 marks) AO1**

**(d) 'If people suffer, it is their own fault.'**

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

**Target: Evaluation of suffering in Buddhism**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks



**Students may include some of the following points:**

**Agree**

In terms of Buddhism, people may not fully understand the Buddha’s teaching / people could get rid of the ‘three fires’ of greed, hatred and delusion and then they would suffer less / Buddhism teaches that our lives are down to us and therefore we alone can do something about our situation if we are suffering, etc.

**Other views**

Some suffering people experience is clearly out of their hands / some suffering is indiscriminate and disproportionate and people can do nothing about this / fate deals a hand and people might suffer accordingly, etc.

**(6 marks) AO2**

**A2 Worship**

**(a) Explain the importance of worship for Buddhists.**

**Target: Knowledge and understanding of the importance of worship for Buddhists**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following:**

Buddhist worship is called ‘puja’ which means investigating the true nature of life in order to reveal enlightenment / there are three aspects to puja, each important to Buddhists – looking inwards; development; extension / worship is important to express metta (loving kindness) and karuna (compassion) / meditation which is a central worship practice is essential to Buddhism / chanting as part of puja also invokes ideas and beliefs about rebirth and nibbana.

**(3 marks) AO1**

**(b) Explain why stupas are important to some Buddhists.**

**Target: Knowledge and understanding of why stupas are important to some Buddhists**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks

**Students may include some of the following:**

They are said to house the Buddha's remains following his cremation and rulers who received them built stupas as objects of veneration / stupas are still built today over the relics of great Buddhist teachers / the stupa is a feature common to all viharas and temples no matter what country Buddhism is practised in / representation of the three treasures by circumambulating the stupa / it is a way for a person to make a mindful connection with his or her own buddha nature / in Thailand the stupa is known as a chedi which has a parasol on top symbolic of honour and the stupa itself is a symbol that the Buddha should be at the centre of a person's life / some chedis have cemeteries attached to them where ashes of deceased Buddhists are kept / in Japan they are called pagodas which can contain photographs and other memorabilia of the deceased / in Tibet they are called chortens which are also used for visual aids as they have eyes and symbolise the elements / they represent the elements and importance of the elements to some Buddhists.

**(3 marks) AO1**

(c) **'To reach enlightenment, Buddhists need to spend most of their time in a temple.'**

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

**Target: Evaluation of whether a Buddhist needs to spend most of their time in a temple to be enlightened**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The idea of the Sangha's origination was so like-minded Buddhists could worship and meditate as a central practice towards enlightenment in the temple within a monastery / makes sense for a Buddhist to spend most of their time here as some believe it is a sure route to enlightenment / Buddhists have a communal spirit of harmony one could only gain in a temple / emotional and spiritual support comes from within the temple for the practice of Buddhism as well as the goal / a place of social gatherings and meeting people very central to a Buddhist's life that can only happen in a temple and can only aid a Buddhist in their endeavours to reach enlightenment, etc.

**Other Views**

A Buddhist could easily have a shrine in their house and do all the things necessary to be reach enlightenment outside of the temple environment / Buddhists could work, read and study which aids enlightenment in some Buddhist traditions without being in a temple / Buddhism puts no emphasis on going to a place of worship in order to become enlightened / Buddhists can meditate towards enlightenment wherever it is convenient to them / a major part of becoming enlightened for many Buddhists is to lead the Buddhist lifestyle and be moral, not necessarily spend time in a temple, etc.

**(6 marks) AO2**

**A3 The Life of the Buddha**

- (a) ***Two of the four signs the Buddha saw were an old man and a sick man. Give the other two signs.***

**Target: Knowledge of two of the four signs the Buddha saw**

1. Dead man or corpse
2. Holy man or ascetic

Award one mark for each correct answer.

**(2 marks) AO1**

(b) ***'The most important stage in the Buddha's life was when he saw the four signs.'***

***What do you think? Explain your opinion.***

**Target: Evaluation of the most important stage in the Buddha's life**

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

**Students may include some of the following:**

After seeing the signs, the Buddha lost his taste for life and wanted to find the answer as to why people suffer / these signs fashioned his teaching after his enlightenment / he left home for good, having seen the four signs / he only felt compelled to do something about suffering, having seen the four signs.

The enlightenment of the Buddha is the defining moment of Buddhism / the enlightenment gave rise to the Buddha's teachings for the next 45 years / his life in the palace and his subsequent ascetic life hold more importance than the four signs for the Buddha's teaching, etc.

**(3 marks) AO2**

**(c) Describe how the Buddha became enlightened at Bodh Gaya.**

**Target: Knowledge of how the Buddha became enlightened at Bodh Gaya**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks

**Students may include some of the following:**

The Buddha sat under a Bodhi tree / Mara, the god of the underworld brought his daughters and army to tempt the Buddha away from enlightenment / the Buddha meditated throughout the night / he remembered his past lives / he saw the lives of the Buddhas yet to come / he saw how all created things are dependent on previous causes / he became liberated from all desire, greed and ignorance / at dawn he entered into non – conscious ecstasy from which he emerged as a Buddha / he continued to meditate under the bodhi tree for another week.

**(4 marks) AO1**

**(d) Explain briefly what the Buddha meant by ‘the Middle Way’.**

**Target: Knowledge and understanding of the Buddha’s teaching on ‘the Middle Way’**

**Students may include some of the following:**

The way between sensuality and asceticism or self mortification and indulgence / the way between all luxuries and an austere life / the Eightfold Path / the Fourth Noble Truths / the path to enlightenment / it is the path of moderation.

1 mark for a superficial comment or a single point.  
2 marks for a developed answer or more than one point.

**(2 marks) AO1**

**A4 The Sangha**

- (a)
- Explain how living as a monk may help a Buddhist to achieve nibbana (nirvana).***

**Target: Knowledge and understanding of an aspect of the life of a monk**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks

**Students may include some of the following:**

It is the highest religious attainment for many and easier to gain a position of enlightenment from / belonging to the Sangha is one of the three jewels or treasures / monastic life gives more of a chance of being ethical and achieving nibbana / monks have to follow the vinaya so more disciplined / it is giving up one's whole life to follow the path / it is a way of following the Buddha's beliefs and teachings more closely / it is clearly the best route to enlightenment according to Theravada beliefs.

**(3 marks) AO1**

- (b)
- 'It is right that Buddhist monks and nuns keep more precepts than lay people.'***

***What do you think? Explain your opinion.*****Target: Evaluation of the significance of the precepts in Buddhism**

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

**Students may include some of the following:**

In Theravada Buddhism they are seen as the hierarchy / it helps towards enlightenment which only the ordained can achieve in Theravada Buddhism / they should follow more precepts as they are there to set an example to the others / it is the spiritual journey in the footsteps of the Buddha followed more directly.

All can achieve enlightenment according to Mahayana so monks and nuns are no more special than lay people / the Buddha gave a way or path to suit all and that all could achieve / monks and nuns are people, there is really no distinction / all Buddhists have to practise morality, not just the monastics, etc.

**(3 marks) AO2**

(c) ***‘Becoming a Buddhist monk or nun is just an escape from real life.’***

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

**Target: Evaluation of the monk's life in Buddhism**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks



**Students may include some of the following points:**

**Agree**

A monastic life is cut off from the real world / living in a monastery is escapist / monks cannot know what is going on in the world so cannot be of any help to others / monastic life is centred on the monastery so very insular / meditation is a central practice and for Theravadan monks they are treading their own path to enlightenment, etc.

**Other Views**

Monks do so much more than live in a monastery, e.g. run drug rehabilitation centres in Thailand, teach English in schools, produce informative radio programmes in the Far East / many people enjoy the spiritual guidance monks provide for their lives / each to their own. It is the choice made by an individual and who are we to say it is a pointless life? Some monks very aware of outside world e.g. engaged in politics, etc. / 'engaged Buddhism' ideal would suggest being a Buddhist monk or nun is not an escape from real life.

**(6 marks) AO2**

**PART B****B5 Global Issues****(a) Explain Buddhist attitudes to the environment.****Target: Knowledge and understanding of Buddhist attitudes to the environment**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following:**

Buddhists would prefer social action to being practically involved in caring for the environment / it is wrong to destroy the planet with pollution / unselfishness and metta (loving kindness) to the environment should be the guiding principles for a Buddhist / Buddhists have a commitment to non-violence (ahimsa) / everything that lives on earth is interdependent and the result of collective kamma (karma) / Zen Buddhism use the term 'esho funi' which means 'humanity and the environment are two but not two' / Right Viewpoint and Right Intention (the first two stages of the Noble Eightfold Path) are clearly connected with a Buddhist's attitude to the environment / in living the 'Middle Way' Buddhists are trying to use natural resources only to satisfy the basic needs of shelter, food, clothes and medicine.

**(6 marks) AO1**

**(b) 'All Buddhists should be vegetarians.'**

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

**Target: Evaluation of whether Buddhists should be vegetarians or not**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Buddhists are encouraged to be vegetarian / the Buddha himself gave up eating meat / it shows respect for the animal kingdom and the natural environment to not eat meat / monks should set an example to others by not eating meat, etc.

**Other Views**

There is no requirement for Buddhists to be vegetarian / monks and nuns should eat whatever goes into their alms' bowl as they have to rely on donations and cannot be choosy if they want to survive / on alms round years ago, fresh vegetables and fruit was not always available / concern for the environment can be shown in many more ways other than giving up the eating of meat, etc.

**(6 marks) AO2**

**(c) Explain the work of one Buddhist organisation that is concerned about poverty.**

**Target: Knowledge and understanding of a Buddhist organisation that is concerned about poverty**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following:**

*BSDA – Buddhism for Social Development Action* – is a Non-Government Organization supporting the poorest of the poor in and around Kampong Cham province, Cambodia. Its focus is on reaching street children and orphans, educating them for a brighter future. BSDA offers language, computer and vocational training as well as scholarships to help directly the youth in need. BSDA tries to educate farmers, improve public schools and help reduce the threat of HIV / AIDS.

*Buddhist Global Relief* operates by raising funds for food relief and related projects from both private donors and philanthropic organisations. It works in partnership with agencies, institutions, and relief organisations already operating on the ground. In countries stricken by long-term poverty and under-development, it supports projects aimed at developing better long-term methods of food production and management to ensure its beneficiaries a constant supply of food.

*Amitabh Buddhist Society's* main objective is to serve humanity as per teachings of Lord Buddha. They wish to open a new world in rural region. Their intention is to work in rural regions to spread socialism, to provide educational base, protection of environment and spiritual development as per the teaching of Lord Buddha. They wish to provide job opportunities, business openings as well as to develop a good infrastructure for good commutation in rural regions. They wish to reduce the difference between rural and urban regions.

NB Students can use any Buddhist-related organisation.

Credit **one** organisation only.

**(6 marks) AO1**

(d) **‘A rich Buddhist is a happy Buddhist.’**

**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 Buddhist attitudes to wealth**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

All people need money to live as they wish and Buddhists are no different / a Buddhist can do much with wealth i.e. earn good kamma (karma) by giving to others / if a Buddhist is rich, they can donate to keep monasteries going and the monastic life to its full capacity / the Buddha lived a life of material possessions for some 29 years and living with riches emulates this early life of the Buddha / being rich Buddhists can make offerings to the Buddha, developing generosity, etc.

**Other Views**

Buddhists should live the Middle Way and being rich is not the middle way / Buddhists often live in poorer countries so being rich is alien to them / material wealth is impermanent anyway / if rich, it will soon lead to greed which is one of the three fires the Buddha taught people to extinguish / reference to the Wheel of Life will show that people consumed by greed because of their wealth will end up in one of the hell realms / Buddhists try to live lives of moderation, etc.

**(6 marks) AO2**

**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>

**B6 Attitudes to Life****(a) Explain the importance of any two of the five moral precepts.****Target: Knowledge and understanding of the five moral precepts**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>two simple points</li> <li>one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>three or more simple points</li> <li>two points with slight development of one</li> <li>one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed. A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made. Two or three points with some development of two would reach this level. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured with good development. Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students can choose any two to comment on from**

To abstain from killing  
 To abstain from stealing  
 To abstain from sexual misconduct  
 To abstain from false speech  
 To abstain from taking any intoxicants

Students are expected to discuss any two in depth, perhaps relating to gaining good kamma (karma) and following what the Buddha taught / modern day issues could be discussed and how the two chosen precepts apply / depending on the precepts chosen, students could discuss war, abstinence, abortion, euthanasia, punishment, gossip and slander, drug abuse, prostitution and adultery amongst others.

NB. Maximum Level 4 if only one precept addressed.

**(6 marks) AO1**



**(b) ‘Sometimes taking life is the only way to solve a problem.’**

**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 whether taking life is sometimes the only way to solve a problem**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

Overcome injustice and evil / fighting for your beliefs might claim reasonable to use violence / Thich Quang Duc burnt himself to death as a protest against religious persecution by the Government of South Vietnam in 1963 / Ahimsa is out-dated and out-moded in today's violent world / non-violence does not help those suffering humiliation and pain and is not effective in the face of strong military opposition / fight like with like / some Buddhist monks have disrobed and gone to war against injustice and persecution, etc.

**Other Views**

Buddhism is a peace-loving religion / violence between individuals can never be justified / Buddhists should act as peacemakers / everything the Buddha said and did following his enlightenment was rooted in non-violence / leads to bad kamma (karma) / ahimsa is a principle which should be followed / true battles are against the illusion of the self and the ego and violence has no place here, etc.

**(6 marks) AO2**

**(c) Explain Buddhist attitudes to euthanasia.****Target: Knowledge and understanding of Buddhist attitudes to euthanasia**

Levels	Criteria	Comments	Marks
<b>0</b>	Nothing relevant or worthy of credit.		0 marks
<b>Level 1</b>	Something relevant or worthy of credit.	One simple point.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> <li>• two simple points</li> <li>• one point with slight development.</li> </ul>	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> <li>• three or more simple points</li> <li>• two points with slight development of one</li> <li>• one well developed point</li> </ul>	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development and / or analysis	This could include a single point that is exceptionally well-developed.  A list of simple points would be capped at Level 3.	4 marks
<b>Level 5</b>	A detailed answer with some development and / or analysis	This implies several points have been made.  Two or three points with some development of two would reach this level.  A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
<b>Level 6</b>	A full and coherent answer showing good development and / or analysis.	The main difference between Level 5 and Level 6 is coherence.  Level 6 answers will be well-structured with good development.  Quality – v – quantity: Level 6 responses do <b>not</b> have to be very long. A concise, well-argued response could be awarded Level 6.	6 marks

**Students may include some of the following:**

Fulfils the conditions of an unskilful killing / if intentional, it breaks the first precept / if voluntary euthanasia, it is carried out at the request of the dying person and may be seen by Buddhists as compassionate behaviour / metta is the love for all life so could be argued both for and against euthanasia / Buddhists are concerned about feeling compassion for all who suffer / Buddhists believe that it is possible for people to overcome suffering whilst the patient is still alive / Nichiren wrote 'Life is the most precious of all treasures. Even an extra day of life is worth more than ten million bags of gold' / ultimately, if a person is definitely going to die and has virtually become a vegetable, and prolonging his existence is only going to cause difficulties and suffering for others, the termination of his life may be permitted according to Buddhist ethics.

**(6 marks) AO1**

(d) ***‘Religious people find it easier than non – religious people to decide what is right and what is wrong.’***

***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 whether religious people find it easier to decide what is right or wrong than non – religious people**

<b>Levels</b>	<b>Criteria</b>	<b>Quality of Written Communication &amp; Guidance</b>	<b>Marks</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
<b>Level 2</b>	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
<b>Level 3</b>	Opinion supported by one well developed reason or several simple reasons, e.g. three simple reasons would reach this level. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	<b>Levels 3 and 4 QWC</b> 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.	3 marks
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	<b>Level 4 Guidance</b> A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
<b>Level 5</b>	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	<b>Levels 5 and 6 QWC</b> 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. <b>Level 5 Guidance</b> Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
<b>Level 6</b>	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.	<b>Level 6 Guidance</b> The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

**Students may include some of the following points:**

**Agree**

The Buddhist faith has lots to say on making ethical decisions / meditation helps Buddhists achieve the right outcomes on deciding right and wrong outcomes / Buddhism has a long tradition of passing on the ethical tenets of the faith to the next generation so grounding in good ethical decision-making has a long, shared and sustained history, etc.

**Other Views**

Many Buddhists are nominal followers and have a good ethical stance without belonging to the faith particularly / it could be argued that some aspects of Buddhism in terms of ethics are idealistic rather than practical and it needs a non-believer's 'eye' on decision making to make a common sense based decision / what do monks and nuns know about everyday life and making ethical decisions that really count and matter? etc.

N.B If no reference to Buddhism made. Award only up to Level 3.

**(6 marks) AO2**

**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

<b>High performance</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
<b>Intermediate performance</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
<b>Threshold performance</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>