

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

For Examiner's Use

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405012)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 12 BUDDHISM**

**SPECIMEN PAPER**

**For this paper you must have:**

- an insert containing Part B questions (enclosed).

Time allowed: 1 hour 30 minutes

**Instructions**

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **five** questions.  
Part A Answer **all** questions in Part A in the spaces provided in this booklet.  
Part B Answer **either** Question B5 **or** Question B6. Write your answer to **either** Question **B5 or** Question **B6** on pages 10 to 16 of this booklet.
- Do all rough work in this booklet. Continuation sheets are provided for this purpose on pages 15 and 16.
- You must answer the questions in the spaces provided. Answers written in the margins or on blank pages will not be marked.
- If you use any additional answer sheets, tie them loosely to the back of this booklet.
- Do **not** write on the insert. Any work on the insert will **not** be marked.
- Do **not** place the insert into the answer booklet at the end of the examination.
- You must **not** use a Bible.

**Information**

- The maximum mark for this paper is 76.
- Four of these marks are for Spelling Punctuation and Grammar.
- Spelling, Punctuation and Grammar will be assessed in Questions B5 and B6. The marks available for Spelling, Punctuation and Grammar (**SPaG**) are shown in *italics* for each question.
- You will be marked on your ability to use English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

**PART A**

Answer **all** questions in this part in the spaces provided.

**A1 Personal Duties**

Look at the photograph below.



(a) Describe **one** method of Buddhist meditation.

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*(2 marks)*

(b) Explain why Buddhists meditate.

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*(3 marks)*

(c) 'Meditation is too difficult for most Buddhists.'

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

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*(6 marks)*

**Turn over ►**

## A2 Worship and Festivals

Look at the photograph below.



(a) Describe **two** ways in which a Buddhist might worship in a temple.

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(2 marks)

(b) 'It is better to worship in a temple than at home.'

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.

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(6 marks)

(c) 'Wesak has little importance for Buddhists.'

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

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(6 marks)

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**A3 The Life of the Buddha and the Four Noble Truths**

Look at the photograph below.



- (a) Explain the importance of the four signs that the Buddha saw when he was a young man.

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*(4 marks)*

(b) Give the Four Noble Truths.

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- 3.....  
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- 4.....  
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(4 marks)

(c) 'Buddhism is a miserable religion because it focuses so much on suffering.'

What do you think? Explain your opinion.

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(3 marks)

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#### A4 The Sangha

Look at the photograph of Buddhist monks and nuns below.



- (a) Describe the ordination (initiation) ceremony for monks and nuns.

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*(3 marks)*

(b) 'Men and women are treated equally in Buddhism.'

What do you think? Explain your opinion.

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(3 marks)

(c) Explain how lay Buddhists help to support the Sangha.

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(6 marks)

**Turn over ►**

**GENERAL CERTIFICATE OF SECONDARY EDUCATION  
JUNE**

**RELIGIOUS STUDIES (SPECIFICATION A) (405012)  
RELIGIOUS STUDIES (SPECIFICATION A) (SHORT COURSE)**



**UNIT 12 BUDDHISM**

**INSERT**

M/Jun/INSERT TO Unit 12

## PART B

Do **not** write on the insert. Any work on the insert will **not** be marked.

Do **not** place the insert into the answer booklet at the end of the examination.

Answer **either** Question **B5** or Question **B6** on pages 10 to 16.

There are 28 marks available.

Four of these marks are for spelling, punctuation and grammar.

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### EITHER

#### B5 Global Issues

(a) Explain Buddhist attitudes to racial and religious prejudice. (6 marks)

(b) 'For Buddhists, animals should be just as important as humans.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

(c) Explain **two** ways in which Buddhists might show respect and concern for the poor. (6 marks)

(d) 'You cannot live in today's world and avoid greed and desire.'

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. (6 marks)

SPaG 4 marks

**TOTAL MARKS FOR THIS QUESTION: (28 marks)**

**OR**

**B6 Respect for Life**

(a) Explain the importance of the five moral precepts for Buddhists today. (6 marks)

(b) 'Adoption is always preferable to abortion.'

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. (6 marks)

(c) Explain Buddhist attitudes to euthanasia. (6 marks)

(d) 'The Buddha's teachings are not relevant to life in the 21<sup>st</sup> century.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6 marks)

SPaG 4 marks

**TOTAL MARKS FOR THIS QUESTION: (28 marks)**

**END OF QUESTIONS**

**Pages 10 to 16 of the question paper answer booklet will be lined pages**

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Question A4      Source Lonely Planet Images EMEA / Richard l'Anson



**General Certificate of Secondary Education**

**Religious Studies**  
**Full or Short Course**  
*Specification A*

**Unit 12    Buddhism**

**Specimen Mark Scheme**  
*June series*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 candidates, 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 candidate 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, candidates' 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 candidates 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

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of candidates' 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 candidate 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 candidate's response.

Levels of response mark schemes include either **examples** of possible candidates' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that candidates 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 candidates 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 candidate 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.

In addition, marks for spelling, punctuation and grammar will be awarded in Questions B5 and B6.

### Assessment of Spelling Punctuation and Grammar

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>	Candidates 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>	Candidates 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>	Candidates 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>

**PART A**

**A1 Personal Duties**

- (a) Describe one method of Buddhist meditation.

**Target: Knowledge of one form of Buddhist meditation**

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

**Samatha meditation**

Mind-stilling and encouraging metta / different breathing techniques.

**Vipassana meditation**

Insight and wisdom meditation that purifies the mind / leads to understanding of how mind works and detachment from worldly concerns / liberation from suffering / leads ultimately to nibbana.

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 why Buddhists meditate.

**Target: Understanding of reasons for Buddhist meditation**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

To control the mind and increase concentration / become enlightened / relieve stress and calm the mind / develop metta and karuna / gain awareness and knowledge of what 'the self' means / become a better person through reflection on actions and motivations / eliminate greed, hatred and delusion or ignorance / increase mindfulness and concentration / understand the Dhamma / show respect to the Buddha.

**(3 marks) AO1**

**(c) 'Meditation is too difficult for most 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 accessibility of meditation for all Buddhists**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Requires more time for development of techniques than most people in our busy world have time for / pressures of life make the concentration involved very difficult to attain / many do not have a space for quiet in the home or the neighbourhood.

**Other views**

All must develop it as a way of moving towards nibbana / people can make time and space / existence of retreat houses in the UK / can be taught how to develop the technique.

**(6 marks)**

**AO2**

**A2 Worship and Festivals**

- (a) Describe two ways in which a Buddhist might worship in a temple.**

**Target: Knowledge of Buddhist worship****Candidates may include some of the following points:**

Bow down in front of the Buddha image / sit quietly chanting some sutras / use their Mala beads to help guide them in prayer / meditate / spin a prayer wheel (common in Tibet) / put offerings on the shrine, e.g. flowers, fruit or other offerings of food.

Any two ways for two marks.

**(2 marks)****AO1**

- (b) 'It is better to worship in a temple than at home.'**

**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 worship in a temple or at home**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

The idea of the Sangha originally being set up was so that like-minded monks and nuns could worship and meditate and pray together in a communal spirit of harmony and devotion to the Dhamma / the temple is also a place of social gatherings and meeting people, which you would not ordinarily get at home / enables the laity to feel a part of the Sangha.

**Other views**

A Buddhist might quite easily have a shrine in the house where they work, read, study and meditate as Buddhism is part of everything he does in life, so in this sense he does not need to go to the temple and make any offerings or meditate, etc. / often fresh flowers are kept on shrines at home and perhaps even a dedication to a lost loved one.

**(6 marks)**

**AO2**

**(c) 'Wesak has little importance 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 Wesak**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Seeking enlightenment is a continual process and not something that can be tied to one day / no one day should be seen as an occasion for extra effort and devotion, as all days should be lived in this way / sending cards, decorating streets, etc. can be a distraction from what matters.

**Other views**

It is important to remember the Buddha's birth, enlightenment and death / a special day like this helps to revitalise faith / religious ceremonies are at the heart of this festival / it is an opportunity for laity to join in with the celebrations of the monks and nuns, so it stresses the unity of the fourfold Sangha.

**(6 marks) AO2**

**A3 The Life of the Buddha and the Four Noble Truths**

- (a) **Explain the importance of the four signs that the Buddha saw when he was a young man.**

**Target: Understanding the importance of the four signs**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

The sight of suffering and death an eye-opener to Gautama / contrast with his past / marked a turning point in his life / led to him becoming an ascetic for a while / sick man / old man / dead man (corpse) / holy man (ascetic, priest).

N.B. Candidates may approach this in more than one way. They may consider the importance of the four signs separately or comment on them globally. There need not be full discussion of all four signs for full marks.

**(4 marks) AO1**

**(b) Give the Four Noble Truths.**

**Target: Knowledge of the Four Noble Truths**

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

**Dukkha** – all is ill / there is suffering.

**Samodaya** – suffering (evil) is caused by craving (tanha) and ignorance (avija).

**Nirodha** – to cease suffering (dukkha) we must cease craving and ignorance.

**Magga** – the way to do this is the Eightfold Path.

One mark for mentioning each of the Four Noble Truths.

**(4 marks)**

**AO1**

**(c) ‘Buddhism is a miserable religion because it focuses so much on suffering.’**

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

**Target: Evaluation of Buddhist focus**

<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

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

Dukkha at heart of Buddhist teachings and ideas surrounding rebirth and samsara / the Dhammapada reveals how fragile life is / ‘The body is decaying! A nest of diseases, a heap of corruption, bound to destruction, to dissolution. All life ends in death’ / the Buddha’s four signs / his life as an ascetic.

The Buddha taught happiness / nibbana as the goal of Buddhism is a positive view of mankind / rebirth suggests life as much as death / the Eightfold Path is a Middle way and gives a path to liberation from decay and death.

**(3 marks)**

**AO2**

**A4 The Sangha****(a) Describe the ordination (initiation) ceremony for monks and nuns.****Target: Knowledge and understanding of Buddhist ordination ceremonies**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development or analysis.	4 marks

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

Follows on from the Buddha's ordination of his first disciples at Sarnath, when he said, 'Come bhikkhu!' / means taking up the mendicant way of life / idea of 'going out' as a monk or nun / those to be ordained are already novices / brown or saffron robes made for candidate/takes place in a special place and carried out by a senior monk / candidate recites the Patimokkha / bound by the monastic 227 rules and the ten precepts.

**(4 marks)****AO1****(b) 'Men and women are treated equally in Buddhism.'****What do you think? Explain your opinion.****Target: Evaluation of the status of women in Buddhism**

<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

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

The Buddha ordained women to the Sangha / he taught that women were equally capable of achieving enlightenment and said to a king, 'A woman child...may prove an even better offspring than a male' / women played an important part in the spread of early Buddhism as lay disciples and Bhikkhuni / modern books and teachings stress women's equality with men and many are now teachers and leaders, e.g. Tenzin Palmo.

The Buddha showed some reluctance in ordaining women / no nuns in some Buddhist countries, but this a cultural rather than religious issue / in those cultures where the ideal woman is seen primarily as a good wife and mother, it is a case of men and women having different roles and not of women being inferior.

**(3 marks)****AO2**

**(c) Explain how lay Buddhists help to support the Sangha.**

**Target: Understanding of the fourfold Sangha**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

Generally expressing dana (giving), e.g. it may be with their time in working in a monastery or organising retreats for the wider community / maintenance work around the vihara / assisting in the organisation of festival days in the monastery / handling money for monks and nuns / performing any meritorious actions in the monastery / offering of food on the alms round / offering of robes to the monks / showing hospitality to monks and nuns.

**(6 marks)**

**AO1**

**PART B****B5 Global Issues****(a) Explain Buddhist attitudes to racial and religious prejudice.****Target: Understanding of Buddhist attitudes to racial and religious prejudice**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

Buddhists should try and eliminate the six delusions from their lives, i.e. ignorance, greed, anger, pride, doubt and delusion, because all forms of prejudice, including nationalism and racism, come from these delusions of the mind / negative feelings towards others do not cause happiness and ultimately karma / the practice of equanimity, which ensures we are all equal, helps to overcome the fetters of pride, anger and greed / Bodhicitta or Buddha heart is what Buddhists should cultivate so that they show loving kindness to all / His Holiness the Dalai Lama states that, 'Kindness alone is enough', implying that all acts of aggression towards our fellow man are wrong / one of the key steps in the Eightfold Path is the stage of Right Action, i.e. acting in a way that is considerate to others and treating all beings equally / Geshe Kelsang Gyatso stated that, 'If we think of all living beings as one body, one in wishing to be free from suffering, we will not hesitate to alleviate their sufferings..' / the law of karma encourages all to live good and wholesome lives and clearly this will include how Buddhists treat other groups of people.

**(6 marks)****AO1**

**(b) 'For Buddhists, animals should just be as important as humans.'**

**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 animals**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Commitment to non-violence / 1<sup>st</sup> Precept extends to animals / interdependence of all in natural world / all creatures are part of cycle of rebirth/importance of metta and karuna in relation to all living beings / fact that many are vegetarian and Buddhist opposition to animal experimentation points to animals as having same value as humans / strainer one of Theravadan monks' five possessions.

**Other views**

Not all are vegetarian – monks may eat meat, though they may not perform the slaughter / Tibetan wheel of life has human realm about animal realm / could argue that humans are on higher level of existence / importance of caring for humans / showing metta and karuna, etc. may mean humans take priority over animals in some circumstances / particular responsibilities of care for family.

**(6 marks) AO2**

- (c) Explain two ways in which Buddhists might show respect and concern for the poor.**

**Target: Understanding of ways in which Buddhists might show respect and concern for the poor**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

Donating money / taking part in sponsored events / campaigning for fair treatment of poor (e.g. debt relief) / ridding oneself of greed and materialistic desires and encouraging others to do so.

**(6 marks) AO1**

**(d) 'You cannot live in today's world and avoid greed and desire.'**

**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 Buddhist attitudes to greed and desire in today's world**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Today's world can be seen as a decadent society that Buddhists would find difficult to practise the magga within / the Buddhist way is one of moderation and the image we get of today's world is often a very materialistic one / our society is consumed with the idea of progress being linked solely with financial gain / the Buddha taught the opposite to this.

**Other views**

There is a spiritual side to all of us / the best things in life are free / there is more to life than material possessions and if one's faith is strong enough (in this case Buddhism) then nothing should detract from following the middle way or magga / some people live simply, even in today's world, avoiding greed and desire.

**(6 marks)**

**AO2**

**B5 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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>	Candidates 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>	Candidates 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 the five moral precepts for Buddhists today.****Target: Knowledge and understanding of Buddhist attitudes to Planet Earth**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks
<b>Level 4</b>	A clear knowledge and understanding with some development.	4 marks
<b>Level 5</b>	A detailed answer with some analysis, as appropriate.	5 marks
<b>Level 6</b>	A full and coherent answer showing good analysis, as appropriate.	6 marks

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

No taking of life – harming others shows a lack of metta and karuna / no taking what is not given – theft harms others and it is greed / no sensuous misconduct – this results from craving and builds up bad kamma / no lying – honesty is central to good relationships / no intoxicants – drugs cloud the mind and prevent those who achieving right mindfulness and right concentration.

N.B. Responses that just list the five moral precepts are no more than Level 3 at best.

**(6 marks)                      AO1**

**(b) 'Adoption is always preferable to abortion.'**

**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 adoption and abortion**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Breaks First Precept / aborting a foetus is to take a life, even though not independent / abortion on demand or as form of contraception morally wrong / mentioned in vinaya pitaka as gave offence / according to Buddhist laws, life cycle of sentient being begins when consciousness enter the womb (i.e. at conception) / giving child for adoption an act of metta and karuna to childless couples.

**Other views**

A personal decision / sometimes abortion the best thing, e.g. where maternal health severely at risk, in cases of rape, severe disability / Dalai Lama said circumstances to be taken into account / adoption might cause problems later for adoptive parents and child.

**(6 marks) AO2**

**(c) Explain Buddhist attitudes to euthanasia.**

**Target: Understanding of Buddhist attitudes to euthanasia**

<b>Levels</b>	<b>Criteria</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.	1 mark
<b>Level 2</b>	Elementary knowledge and understanding, e.g. two simple points.	2 marks
<b>Level 3</b>	Sound knowledge and understanding.	3 marks

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

The awareness and acceptance of death as a natural part of life is an important aspect of the Buddhist teachings on anicca, suffering and karma / people should contemplate death and impermanence as a chance to value their precious human rebirths, and to understand the nature of samsara / the karma involved in taking the decision to end someone's life also depends on the motive / generally speaking, by following the guidelines within Right Livelihood, Buddhists avoid causing harm to others even in a situation in which they have to participate for the sake of survival / because of a belief in rebirth and their view of death and dying, some Buddhists choose to work with the terminally ill (perhaps as a preparation for the next life) / many candidates might comment on the section on morality (sila) from the Eightfold Path as a relevant teaching and of prime significance.

**(6 marks) AO1**

**(d) 'The Buddha's teachings are not relevant to life in the 21<sup>st</sup> century.'**

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

**Target: Evaluation of the relevance for today of the Buddha's teachings**

<b>Levels</b>	<b>Criteria</b>	<b>Marks</b>	<b>Quality of Written Communication</b>
<b>0</b>	Unsupported opinion or no relevant evaluation.	0 marks	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.
<b>Level 1</b>	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.
<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. <b>N.B. Students who make no religious comment should not achieve more than Level 3.</b>	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.
<b>Level 4</b>	Opinion supported by two developed reasons with reference to religion.	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.	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.
<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.	6 marks	

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

**Agree**

Many religious teachings are out of date today because they were set in a time that was very different to today, especially with Buddhism being 2500 years old / times have changed significantly enough for these teachings to actually lose their merit and worth / new moral issues and insights that were not available in the time of the Buddha / there is no god in Buddhism so the laws for living have not come from a divine source.

**Other views**

The law of karma still holds true and Buddhists would not want to go against the Buddha's teachings for fear of achieving an unfavourable rebirth / the need for a return to the ethical standards and values that Buddhism is so often seen to offer to make the world a better place for its inhabitants / although society has changed, etc. people are still the same and have the same basic needs.

**(6 marks) AO2**

**B6 Spelling, punctuation and grammar**

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

<b>High performance</b>	Candidates 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>	Candidates 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>	Candidates 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>

**Assessment Objectives Grids: GCSE Religious Studies Specification A Unit 12 Buddhism**

Question	Assessment Objectives		Specification Section	Marks
	AO1	AO2		
1a	2		2 - Meditation	2
1b	3		2 - Meditation	3
1c		6	2 - Meditation	6
2a	2		4 – Worship	2
2b		6	4 – Worship	6
2c		6	4 – Wesak	6
3a	4		1 – The Life of the Buddha	4
3b	4		2 – The Four Noble Truths	4
3c		3	2 – The Dhamma	3
4a	3		3 – The Sangha	3
4b		3	3 – The Sangha	3
4c	6		3 – The Sangha	6
<b>Either</b>				
5a	6		6 – Prejudice and Discrimination	6
5b		6	6 – Status of Animals	6
5c	6		6 – Wealth and Poverty	6
5d		6	6 – Global Issues	6
<b>Or</b>				
6a	6		5 – The Five Moral Precepts	6
6b		6	5 – Abortion	6
6c	6		5 – Euthanasia	6
6d		6	5 – Attitudes to Life	6
<b>Total</b>	<b>36</b>	<b>36</b>		
			<b>SPaG</b>	4
			<b>TOTAL</b>	76

**Mark Allocation: Assessment Objectives**

<b>Assessment Objectives</b>	<b>Section/Part A</b>	<b>Section/Part B</b>	<b>Totals</b>
<b>AO1</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>AO2</b>	<b>24</b>	<b>12</b>	<b>36</b>
<b>Total</b>	<b>48</b>	<b>24</b>	<b>72</b>

**Mark Allocation: Specification Section**

<b>Specification Section</b>	<b>Part A</b>	<b>Part B</b>	<b>Totals</b>
<b>1 The Life of the Buddha</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>2 The Dhamma</b>	<b>18</b>	<b>0</b>	<b>18</b>
<b>3 The Sangha</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>4 Worship and Festivals</b>	<b>14</b>	<b>0</b>	<b>14</b>
<b>5 Attitudes to Life</b>	<b>0</b>	<b>24*</b>	<b>24*</b>
<b>6. Global Issues</b>	<b>0</b>	<b>24*</b>	<b>24*</b>
<b>SPaG</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>48</b>	<b>28</b>	<b>76</b>

\*Candidates make a choice between Questions 5 and 6 and this influences the Specification section from which the marks are drawn.