

Examiners' Report  
June 2019

GCSE Religious Studies 1RB0 1D

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# Introduction

GCSE (9-1) Religious Studies

Religious Studies B - Beliefs in Action

Paper 1: Area of Study 1 – Religion and Ethics

Option 1D – Buddhism

This paper contributes to 50% of the overall award. The paper includes four questions, each covers a section of the specification, candidates are expected to answer all four questions. There is no element of choice on the paper. The details of the assessment content is provided in the specification. Centres are expected to use the Edexcel specification rather than other published resources when planning and teaching the course content. The examination is set from the specification.

This paper allows an in depth study of Buddhism as a lived religion within the United Kingdom, and its beliefs and teachings on life, specifically within families and with regard to matters of life and death. This unit engages the interest of young people, as it addresses many Buddhist beliefs and teachings in addition to some issues affecting young people today.

## Question 1 (a)

Candidates were assessed on Section One: Buddhist Beliefs

Bullet point 1.8 - Buddhist ethical teachings

The question asked was: Outline **three** of the Five Precepts.

It assesses Assessment Objective One and has 3 marks.

The candidates needed to provide any three of the Five Precepts; most candidates knew these although some answered in the form of a list.

This candidate was awarded 2 marks.

1 (a) Outline **three** of the Five Precepts.

(3)

One of the five precepts is refrain from harming any living being. Another one of the five precepts is refrain from sexual misconduct. Another one of the five precepts is to avoid the three poisons.



The candidate outlined two of the Five Precepts.

Refrain from harming any living being (1)

Refrain from sexual misconduct (1)

The candidate's final sentence is not one of the Five Precepts and thus is incorrect.



Candidates should make sure they clearly answer the question set.

This candidate was awarded 3 marks.

The candidate provides three of the Five Precepts. The answers are given as 3 sentences, therefore can gain the maximum of 3 marks.

It does not matter that the candidate has inserted a number to indicate a bullet point at the beginning of each sentence.

1 (a) Outline **three** of the Five Precepts.

(3)

- 1) Do not kill. You must not harm or take the life of another being.
- 2) Do not steal. You must not take another's belongings without asking them first.
- 3) No sexual misconduct. There ~~is~~ must be no sexual misconduct towards another person.



The candidate outlined three of the Five Precepts.

Do not kill (1)

Do not steal (1)

No sexual misconduct (1)



Candidates should make sure they learn all the special terms used in the specification.

## Question 1 (b)

Candidates were assessed on Section One: Buddhist Beliefs

Bullet point 1.1 – The life of the Buddha

The question asked was: Explain **two** reasons why the Four Sights are important for Buddhists.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, in this question two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must link to the reason given and to the question asked.

This question proved straightforward for candidates: they knew the Four Sights and most were able to link them to Buddhist beliefs.

b) items are point marked – Two reasons are required. The candidate is awarded 1 mark.

(b) Explain **two** reasons why the Four Sights are important for Buddhists.

(4)

The four sights are important to buddhists as they show to always have love and kindness in what we do and to also dont just settle for what we have like Siddharther everything changes so dont resist or fight it. We should accept and allow death, change, pain. just as Siddharther did.



The candidate gives one reason Reason One – Everything changes so don't resist (1) The extra information does not answer the question about For Sights, so it cannot be credited.



Candidates must ensure they follow the requirements of the question which asks for 2 reasons; this candidate gave lots of information which could not be credited.

The candidate is awarded 4 marks

Reasons are identified correctly and development using extra information which linked to both the question and the reasons identified.

(b) Explain **two** reasons why the Four Sights are important for Buddhists.

(4)

Death shows how everything is impermanent which highlights the importance of ~~on~~ Anicca, and how resisting change is bad for us.

Disease reveals how we can suffer through and portrays the existence of Dukkha and how we can minimise it through the 4 noble truths



The candidate gives two developed reasons. Reason One – death shows everything is impermanent (1) Development One – anicca... resisting change is bad for us (1) Reason Two – Disease reveals how we can suffer (1) Development One – minimise through 4 noble truths (1)



Candidates should ensure they do not use the same information twice; they will only be rewarded once for a specific piece of information.



## **Question 1 (c)**

Candidates were assessed on Section One: Buddhist Beliefs

Bullet points 1.3, 1.4, 1.5 and 1.6 – Noble Truths

The question asked was:

Explain **two** reasons why the Four Noble Truths are important for Buddhists today.

Candidates are asked to 'Explain **two**' on (c) items: therefore two reasons were required, and both needed to be developed for 4 marks, a source of wisdom is required at some point in the answer; however this needs to link to one of the reasons for a fifth mark.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must relate to the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom'; this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

The candidate is awarded 2 marks.

(c) Explain **two** reasons why the Four Noble Truths are important for Buddhists today.

In your answer you must refer to a source of wisdom and authority.

(5)

They are important for them today because  
it makes them a better person and  
also it is if buddhists follow  
the four noble truths they can  
it will make it a lot easier  
for them to become enlightened  
and after the for the four noble  
truths can help them when they buddhists  
want to complete the eight fold path.

~~\*Don't~~ Accurate  
Reasons = Craving



The candidate gives two accurate reasons.

Reason One - make them a better person (1) Reason Two - a lot easier for them to become enlightened (1)



Candidates must learn sources of wisdom and be able to use them accurately and in context.

The candidate is awarded 5 marks. The candidate gives two accurate reasons; they are both developed and there is an accurate source of wisdom.

(c) Explain **two** reasons why the Four Noble Truths are important for Buddhists today.

*Pubbha Tanha Nirodha  
magga*

In your answer you must refer to a source of wisdom and authority.

(5)

The four noble truths are important for modern day Buddhists as it outlines and defines the nature of suffering, allowing Buddhists to escape from suffering by assuring them that Nirvana can happen to get rid of suffering.

It is important to recognise that suffering is caused by Tanha - or craving, therefore by resisting craving you can become enlightened. In the life of the Buddha, this is shown when Mara tried to tempt Siddhartha with his daughters, but Siddhartha had rid himself of several cravings and could reach enlightenment.



Reason One - it outlines and defines the nature of suffering (1)  
Development One - allowing Buddhists to escape from suffering (1)

Reason Two - suffering is caused by Tanha (1) Development Two - by resisting craving you can become enlightened (1)

Source - 'paraphrase of temptation by Mara' (1)

5 marks



Candidates should not attempt to 'shoehorn' in random quotes as sources of wisdom; they must use them appropriately.

## Question 1 (d)

The focus of the marking changes from AO1 to AO2 on the d items. The candidates are being assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. AO2 constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, restricting students' progression to the higher levels.

d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

Candidates were assessed on Section One: Buddhist Beliefs

Bullet point 1.6– Fourth Noble Truth

The question asked:

'The Eightfold Path should be the only guide for living.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- reach a justified conclusion.

Please note that, neither in the bullet point, nor on the question, are candidates required to give a non-religious response. They were however asked to refer to different Buddhist points of view.

d) items are level marked; they are not point marked. The d) items are marked by reading the whole answer then deciding the level by using the level descriptors. After a level is decided by best fit then the mark within the level is decided.

\* (d) "The Eightfold Path should be the only guide for living."

LOA: ~~Answer~~

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to different Buddhist points of view
- reach a justified conclusion.

(15)

The Eightfold Path should not be the only guide for living as the Buddha taught us to find our own path to enlightenment.

Some may counter by saying that the Buddha reached enlightenment by following the Eightfold Path, and as the Buddha is a being who has reached Nibbana, we should follow him as an example. However, this is not a strong argument, as the Buddha encouraged us to find our own path to Nibbana in the Mahaparinibbana Sutta by saying "be a refuge unto yourself". This is more convincing as it is the direct words of the Buddha, an enlightened being who knows the truth, so we should follow his words, meaning the Eightfold Path should not be the only guide for living.

The Eightfold Path should not be the only guide for living as one must have a personal connection to the Dhamma to reach enlightenment, meaning we should understand the Dhamma in our own personal way. <sup>Such as the lay people not being monastic like the monks</sup> Some may counter by saying that the Eightfold Path on its own provides the easiest way to reach Nibbana by teaching one how to act in life. However,

This is not a good argument, as the Buddha explicitly said in the Mahaparisuddhara sutta "Seek your own path to enlightenment". This is more convincing as the Buddha is an enlightened being who knows how to reach nibbana, meaning the Eightfold Path should not be the only guide for living.

In conclusion, while the Eightfold Path can allow you to reach enlightenment, the Buddha, who is a role model for all Buddhists, said to seek your own path to enlightenment, meaning the Eightfold Path should not be the only guide for living.



The candidate gains 12 marks in total - The candidate has reached level 3 and was awarded 9 marks and 3 marks for SPaG

There is accurate religious information among many of the elements reasons for and against, using specialist information although this is not sustained.

Level 3 not level 2 as there are some judgements supported by good appraisal of the argument.

Not level 4 as there is not a comprehensive appraisal of the arguments.

9 marks in the top of the mark range for level 3 awarded.

SPaG was awarded 3 marks, in this example, because

- The candidate spells and punctuates with consistent accuracy.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriate.





Candidates must ensure they address all the bullet points in the question.

This item assessed the candidates' ability to evaluate statements about whether the Eightfold Path is all a Buddhist should refer to a guide to life.

d) items are level marked, they are not point marked. The d) items are marked by reading the whole answer then deciding the level by using the level descriptors. After a level is decided by best fit then the mark within the level is decided.

\*d) "The Eightfold Path should be the only guide for living."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to different Buddhist points of view
- reach a justified conclusion.

(15)

This statement does hold some ground ~~therefore~~ as things like right action, right speech and right intentions are always important ~~to~~ and should be followed, these values should come naturally to anyone not just Buddhists and I can see why they follow these 8 simple instructions as they may generate positive karma.

On the other hand some may believe there is an easier way to live life just by having metta or Karuna, which is loving kindness and compassion for example if someone were to steal bread to feed their starving family it might not be "the right action" but it certainly had the right intention behind it. So if you were to take that example and compare it with the value of metta it might be the most loving thing to do, and therefore the right thing.



The candidate gains 7 marks in total – level 2 – 4 marks plus 3 marks for spag

Level 2 - 4 marks

There is limited information among a limited range of elements, almost isolated ideas.

Level 2 not level 1 as the elements of understanding are not isolated; there is the beginnings of chains of logical reasoning.

Not level 3: there are very short chains lacking specialist information, conclusion does not consider the quality of the arguments (appraisal); it repeats information and provides reasoning.

4 marks: the bottom of the mark range for level 2 awarded. Better level 2 would be more precise and contain more evidence.



Candidates should spend time planning their argument so that it flows coherently.

## Question 2 (a)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.4– Support for the family in the sangha.

The question asked was:

Outline **three** ways the sangha tries to support the family.

The candidates needed to provide any possible way the family might be supported by the sangha: either the monastic sangha or the community was acceptable.

This candidate clearly had some understanding but wrote in a list within a sentence rather than as three sentences. Lists can only be awarded one mark.

2 (a) Outline **three** ways the sangha tries to support the family.

(3)

sangha means community therefore, they can offer guidance.  
they can read blessings and offer refuge.



This candidate is awarded 1 mark. - they can offer guidance, they can lead blessings and offer refuge (1)

One mark for a list albeit in one sentence.



An outline must be more than one word, or item of knowledge.

This question was very wide; any possible ways were accepted.

This candidate is awarded 3 marks.

2 (a) Outline **three** ways the sangha tries to support the family.

(3)

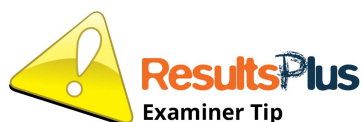
One way the sangha supports the family is by providing marriage counselling.  
Another way they support the family is by providing meditation classes.  
A third way they support the family is by teaching the dhamma.



This candidate is awarded 3 marks.

Award one mark for each point identified: One way... providing marriage counselling (1) Another way... meditation classes (1) A third way... teaching the dhamma (1)

The last part of the last 2 outlines are required so that the answer is about artificial contraception rather than sex.



It helps candidates and examiners if candidates record each way on a separate line.

## Question 2 (b)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.8 – Buddhist teachings and attitudes about gender prejudice and discrimination

The question asked was:

Explain **two** reasons why Buddhists oppose gender prejudice.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must link to the reason given and to the question asked.

In this question we are assessing the candidate's knowledge from bullet 2.8 in the specification about gender prejudice. Teachers should use the wording and specialist terminology in the specification to assist candidates' understanding of questions.

The candidate was awarded 2 marks.

(b) Explain **two** reasons why Buddhists oppose gender prejudice.

(4)

one reason why Buddhists oppose gender prejudice is because of paticcasamupada. This means that we are all interconnected.



The candidate gives one developed reason.

Reason One – One reason is... paticcasamupada (1)

Development One – we are all interconnected (1)



Learning specialist words used in the specification will ensure candidates are able to access all the questions easily.

In this question we are assessing the candidate's knowledge from bullet 2.8 in the specification about gender prejudice. Teachers should use the wording and specialist terminology in the specification to assist candidates' understanding of questions.

(b) Explain **two** reasons why Buddhists oppose gender prejudice.

(4)

One reason Buddhists oppose gender prejudice is that the concept of *anatta* meaning there is no fixed self. This means that gender is irrelevant to Buddhism so one should not be prejudiced based on gender.

A other reason Buddhists oppose gender prejudice is the concept of *paticcasamupada*, meaning interconnectedness. This means that ~~one should not be~~ all things are linked and equal, meaning one should not be prejudiced.



b) items are point marked

The candidate is awarded 4 marks. The candidate gives two developed reasons: Reason One – there is no fixed self (1) Development One - gender is irrelevant (1) Reason Two – *paticcasamupada* meaning interconnectedness (1) Development Two - all things are linked (1)



It helps to write answers which divide into 2 paragraphs, each containing a reason and a development.

## Question 2 (c)

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.6 – Buddhist teachings about divorce

The question asked was:

Explain **two** Buddhist teachings about divorce.

Candidates needed to answer giving teachings specifically about divorce; these did not need to be scriptural teachings but any teaching a Buddhist may follow.

Candidates are asked to 'Explain **two**' on (c) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks. They must also correctly use a source of wisdom in their answer which must be identifiable, relevant and linked to the way given in the answer so they can then be awarded 5 marks.

The candidate is awarded 2 marks.

The candidate gives one developed teaching.

(c) Explain **two** Buddhist teachings about divorce.

In your answer you must refer to a source of wisdom and authority.

(5)

Buddhists believe marriage is personal. ~~and~~  
They also believe that divorce should be  
allowed if it is for the best as well as  
getting married or starting a new family.



The initial information is about marriage, not divorce.

Teaching One – should be allowed (1) Development one - if it is for the best (1)





Any source used must be relevant and used as part of the candidate's reasoning.

The candidate is awarded 5 marks.

The candidate gives two teachings these are developed and uses an accurate source of wisdom.

(c) Explain **two** Buddhist teachings about divorce.

In your answer you must refer to a source of wisdom and authority.

(5)

One Buddhist teaching about divorce is that it is acceptable because of impermanence (anicca). This means that ~~nothing is the so~~ relationships cannot last forever and so they accept the termination of them.

Another Buddhist teaching about divorce is that it is not acceptable because it can cause dukkha to the children. The dhammananda says that "if (one) follows the advice of the Buddha such unfortunate occurrences w (divorce) will not occur." This confirms that divorce is not seen as ideal and Buddhists should try and avoid it by following the Buddha.



Teaching One – it is acceptable (1) Development One – Because of impermanence... relationships cannot last forever (1)

Teaching Two – It is not acceptable (1)

Development Two – it can cause dukka to the children (1)

Source – if one follows the advice of the Buddha such unfortunate occurrences will not occur (1)



Candidates must study the whole breadth and depth of the specification in order to achieve higher grades. It is best to check that materials used to teach cover the specification.

## Question 2 (d)

The focus of the marking is AO2 on the d items. As explained in the specification this means:

Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall mark.

The question asks candidates to '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments restricting students' progression to the higher levels.

d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

Candidates were assessed on Section Two: Marriage and the Family

Bullet point 2.2 – Sexual relationships

The question asked:

'Sex outside marriage should be allowed'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to non-religious point of view
- reach a justified conclusion.

Please note that candidates are required to give a non-religious response; the bullet 2.2 clearly mentions the requirement to make a study of non-religious attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality.

The candidate gains 4 marks.

The candidate has reached level 2 and was awarded 4 marks which is the bottom of level 2.

show meta learning, no cause suffering  
(d) "Sex outside of marriage should be allowed."  
strengthen bonds in community sexual misconduct against

- Evaluate this statement considering arguments for and against.
- In your response you should:
- refer to Buddhist teachings
  - refer to non-religious points of view
  - reach a justified conclusion.
- Satisfies craves or moral precepts.  
(tanha) reduce suffering.

(12)

Some Buddhists would disagree with this statement as they believe it can cause sexual misconduct which goes against the four moral precepts and causes suffering which prevents enlightenment as you are not practicing sex in a karmically suitable way.

On the other hand other buddhists may agree that it can reduce tanha (craving) which reduces suffering therefore leading to enlightenment which is considered the main aim in a buddhists life.

Non-religious people may believe that sex before marriage shows is an act of love and enables a couple to understand if they have a physical attraction before marriage and this prevents divorce and adultery later on in life. Therefore would agree with statement

Other non religious views may disagree with the statement as they believe a relationship should be based on love of personality and not based on physical attraction.

Another Buddhist view would be that sex before marriage shows Metta (loving kindness) and therefore should be accepted.

Overall, in conclusion, I would agree with the statement because sex before marriage can prevent suffering running down the line and prevent craving.



d) items are level marked; they are not point marked. This question does not have SPaG marks. There is limited information among a limited range of elements, almost isolated ideas with very short chains of reasoning (some are not in chains at all).

Level 2 not level 1 as the elements of understanding are not isolated; there is the beginnings of chains of logical reasoning.

Not level 3: there are very short chains lacking specialist information, conclusion does not consider the quality of the arguments (appraisal); it repeats information and provides reasoning.

4 marks: the bottom of the mark range for level 2 awarded. Better level 2 would be more precise and contain more evidence.



There are many different ways to answer d) items and gain marks; a template will not assure good marks, in fact it may distract the candidate and affect the coherence of the answer.

The candidate gains 8 marks. The candidate has reached level 3 and was awarded 8 marks which is the middle of level 3.

(d) "Sex outside of marriage should be allowed."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to non-religious points of view
- reach a justified conclusion.

humanism ← may show metta. 

7	12
	Sangerakshita
	3rd precept

(12)

Arguably, sex outside of marriage should not be allowed, because it goes against a multitude of Buddhist teachings.

Sex outside of marriage should not be allowed as it can be regarded as breaking the third precept. This is because many Buddhists believe that sex outside of wed-lock is a breaking of the third precept, or an act of sexual misconduct. This would therefore be going against Buddhist vows such as *Nancha Sila* which states "I undertake to refrain from sexual misconduct", showing that sex outside of marriage is not allowed. Yet, many Buddhists would contradict this by arguing that in fact sex outside of marriage is accepted, as long as it does not cause *dukkha* or harm. This is because ~~the Buddha argued a~~ ~~state~~ ~~or~~ ~~Shannhande~~ ~~argued~~ stated that the 'Buddha never argued against married life, he merely pointed out the problem with it'. This shows that sex outside of marriage is accepted, as ~~it~~ the Buddha never argued for nor against marriage. Humanists would also agree with this point of view as they believe that we are free to act however we wish, as long as we do not cause harm to anyone. Yet, this is not



Compelling as it ~~does not state~~ the issue fails to acknowledge the fact that sex outside of marriage can be regarded as an act of desire and a breaking of the third precept, and also a committing to the three poisons (Greed/Desire, Hatred, Ignorance), showing that sex outside of marriage should not be allowed.

Some may argue against this, however, by arguing that pre-marital ~~or~~ sex or sex outside of wedlock is accepted, because can be regarded as an act of metta and karuna, <sup>with</sup> which most humanists and atheists would agree with. The importance of metta (meaning loving kindness) and karuna (compassion) can be seen in the Karaniya Metta Sutta where it states "let him radiate boundless love towards the entire world". On the other hand, many would see sex outside of marriage as wrong, because Buddhists often regard celibacy (refraining from all sex) as an ideal this is seen through Sanga rebhita, a Buddhist teacher, who argued that sexual relationships "need to be kept in the periphery of one's life", showing sex should be completely ignored. This is convincing as not only does it show that sex outside of marriage is wrong, but also argues that all sex is wrong and we should focus on enlightenment. Therefore, sex outside of marriage should not be allowed.

To conclude, whilst many will argue that sex outside of marriage should be allowed as it can show metta, this essay has demonstrated that it should not be allowed. The strongest reason for this view is that it breaks the third precept.

(Total for Question 2 = 24 marks)



Level 3 - 8 marks

There is religious information among many of the elements; they gave reasons for and against.

Level 3 not level 2 as there are some judgements supported by some appraisal of the argument in the conclusion.

Not level 4: the accuracy is not sustained so can't get L4.

8 marks in the middle of the mark range for level 2 awarded. Better level 3 would be more precise and contain more appraisal of the evidence.



Appraisal shows:

The value of the evidence provided / the strength of the answer / the validity of the chains in the answer/ a consideration of what is written in order to answer the questions (rather than which side they agree with) / a measurement of which side is more logical / an assessment of which is the more compelling argument / an understanding of which argument is more convincing or rational or cogent.

## Question 3 (a)

Candidates were assessed on Section Three: Living the Buddhist Life

Bullet point 3.4 – Features of Buddhist places of worship

The question asked was:

Outline **three** ways Buddhist places of worship are used.

The candidates needed to provide ways the places are used, not provide reasons for its use. Answers could include a number of ways.

This candidate is awarded 1 mark.

3 (a) Outline **three** ways Buddhist places of worship are used.

(3)

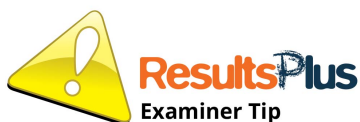
One way Buddhist places of worship are used is to worship. Another way is to honour the Buddha.



This candidate answered using the wording of the question which does not provide a creditable way (are used to worship)

One way given. To honour the Buddha (1)

Whilst honour and show devotion were accepted, worshipping the Buddha was not credited.



Three separate sentences are a good idea.

This candidate is awarded 3 marks.

Three ways were required.

3 (a) Outline **three** ways Buddhist places of worship are used.

(3)

One way places of worship are used is that it is a place for the sangha to come together. Another way places of worship are used is by people Buddhists coming to meditate in peace. Another way places of worship are used



a) items are point marked – Outline requires three outlined points.

Some candidates may answer using a list which is not an outline and thus can only receive 1 mark according to the mark scheme. This candidate is awarded 3 marks. Award one mark for each example outlined - a place for the sangha to come together (1) - coming to meditate in peace (1)

This last way was out of clip and had to be marked separately. (1)

If a candidate cannot complete their answer on the lines allocated they should write the answer either in separate paper or elsewhere in the booklet - But **must** indicate they have done in the the lined space allocated to the question.



Teachers should be familiar with the requirements of the specification, not purely rely on published teaching materials. Examinations are set from the specification alone.

## Question 3 (b)

Candidates were assessed on Section Three: Living the Buddhist Life

Bullet point 3.6 – Puja

The question asked was:

Explain **two** features of puja performed in the vihara.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two reasons are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must link to the reason given and to the question asked.

If the feature given was clearly in the home this was not credited as the question states 'in the vihara'.

The candidate was awarded 1 mark.

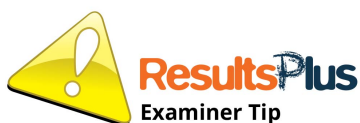
Unless the answer indicated they were referring to puja in another place it was assumed candidates were referring to puja in the vihara.

(b) Explain **two** features of puja performed in the vihara.

(4)  
in the vihara (a Buddhist temple) one feature of puja is performed  
in the shrine room where there is a shrine dedicated ~~to the~~  
to the Buddha and his teachings.



The candidate gives one feature Feature One – performed in the shrine room where there is a shrine (1)



Examples linked to the feature given are a good form of development.

The candidate is awarded 4 marks.

(b) Explain **two** features of puja performed in the vihara.

(4)

A feature of puja performed in a vihara is giving offerings.

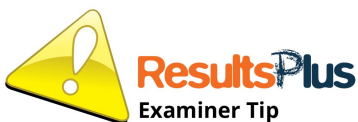
Flowers are given to Buddhas or Bodhisattvas as a symbol of anicca (impermanence), reminding that ~~reminding~~ all ~~was~~ <sup>reminding</sup> <sup>that</sup> components on this earth are permanent.

Another feature of puja performed in the vihara is ~~giving~~ presenting the Buddha with fruits. The fruits represent the worshippers realisation of the Dhamma and the Buddha's teachings.



The candidate gives two developed features:

Feature One – giving offerings (1) Development One - flowers are given (1) then there is further development Feature Two –presenting the Buddha with fruits (1) Development Two - realisation of the Dhamma (1)



Writing reasons in separate paragraphs like this candidate is a good idea, it ensures the candidate is meeting the requirement of two reasons.

### Question 3 (c)

Candidates were assessed on Section Three: Living the Buddhist Life

Bullet point 3.7 – Death and Mourning rituals

The question asked was:

Explain **two** reasons why death rituals are important for Buddhists.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed. Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom'; this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

The candidate is awarded 2 marks.

(c) Explain **two** reasons why death rituals are important for Buddhists.

In your answer you must refer to a source of wisdom and authority.

(5)

Death rituals allow friends and family to say goodbye so they aren't crawling ~~back~~ <sup>there</sup> life leading to suffering which prevents enlightenment and ~~reach~~ Nirvana (when greed, hatred and ignorance are eradicated)

In the Pali canon it states the three marks of conditioned existence  
Dukkha, Tanha, Nirvana





The candidate gives one developed reason then adds some information which is not linked to their answer.

Reason One – Death rituals allow family to say goodbye (1)  
Development One – so they aren't craving (1)

The rest of the information is further development, the source mentioned could have been credited if it was linked / used as part of the answer, rather than tagged on at the end.



Sources can be paraphrased; however, they must be recognisable and used as part of the reasoning.

c) items are point marked c) items provide marks for five points, 2 for reasons, 2 for the development of each reason and one for an accurate source that relates to the reason given. The candidate is awarded 5 marks.

(c) Explain **two** reasons why death rituals are important for Buddhists.

In your answer you must refer to a source of wisdom and authority.

(5)

One reason death rituals are important for Buddhists is that they allow to transfer good karma to the deceased. This is believed because the Tibetan Book of the Dead states that "please guide all beings from this swamp of cyclic existence". This means that by transferring good karma to the dead, one can guarantee them a better rebirth or a better chance of escaping the cycle of samsara.

Another reason death rituals are important for Buddhists is that they allow one to focus on anicca and the impermanence of life. This allows one to gain greater understanding of the Dhamma and get closer to reaching nibbana.



The candidate gives two reasons: these are developed and there is an accurate source of wisdom used appropriately. Reason One – transfer good karma to the deceased (1)

Source - guide all living beings from this swamp of existence (1)

Development One – better chance of escaping the cycle of samsara (1)

Reason Two – allow one to focus on anicca (1)

Development Two – greater understanding of the Dhamma (1)



Ensure the question is clearly addressed.

## Question 3 (d)

Candidates in d) items are assessed on AO2:

Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers, giving reasons for and against but failed to evaluate the credibility of the argument. Formulas and writing frames restricted the flow of the arguments, restricting students' progression to the higher levels.

d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

Candidates were assessed on Section Three: Living the Buddhist Life

Bullet point 3.8 – Festivals and retreats

The question asked:

'Uposatha days are the most important Buddhist celebration.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to different Buddhist points of view
- reach a justified conclusion.

This question assessed the candidates' awareness of all of the Buddhist celebrations and especially focused on their knowledge and understanding of Uposatha Days. Candidates were expected to evaluate different Buddhist understandings of the importance of Uposatha days especially, however a number of candidates do not have a detailed understanding of the purpose of the days and had a tendency to go down a limited route of saying 'It is not...' and discussing a different celebration. This led to limited answers; they were one-sided at best and at worst if they failed to mention Uposatha days it did not answer the question. Candidates must be taught the entire specification as questions can come from any part of the specification.

The candidate gains 5 marks in total - The candidate has reached level 1 and was awarded 2 marks + then 3 marks for SPaG.

\*d) "Uposatha days are the most important Buddhist celebrations."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to different Buddhist points of view
- reach a justified conclusion.

(15)

Some Buddhists believe that Uposatha days are the most important Buddhist celebrations however some Buddhists don't agree with this.

Many Buddhists believe that Wesak is the most important Buddhist celebration. Wesak symbolises the Buddha's birthday. Buddhists believe that by faithfully believing that Wesak is that the most important Buddhist celebrations can ~~pro~~ create positive karma and can show metta and karuna towards the Buddha which will have a positive impact on their future lives.

Overall I believe that Wesak is the most important Buddhist celebration because it symbolises the Buddha's birthday. By them shaving respect to the Buddha can have a positive impact on their future lives.



Level 1 - 2 marks SPaG 3

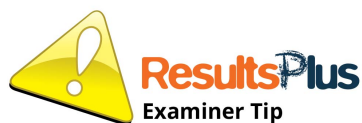
This candidate has provided a little information on religion and belief which it is not entirely incorrect.

Not level 2: insufficient accurate information.

2 marks middle of the mark range for level 1 awarded.

SPaG was awarded 3 marks because:

The candidate spells and punctuates with consistent accuracy.



Candidates can write on the exam paper to plan and cross out the elements required as they complete them.

The candidate gained a total of 10 marks level 3, 7 marks SPaG 3.

\*(d) "Uposatha days are the most important Buddhist celebrations."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to different Buddhist points of view
- reach a justified conclusion.

Y	N
• everyone involved	• Vassa
• times clear + re-forward	• Wesak
	• none

(15)

It is more common to wish that there is not just one day festival that is important to Buddhists as they all celebrate & practice different things.

Uposatha days are the most important Buddhist celebrations to some Buddhists. This is because they are days where Buddhists clear and refocus their mind on what is important (enlightenment), and set themselves on the right path. This is easily accessible to every Buddhist and is not just specific to some therefore it is important. However, Vassa is also important as it tests monks and deepens their knowledge of the dharma. This festival celebrates when the Buddha and his monks travelled through rain forests in the monsoon season to teach the dharma to people in villages. Monks stay in monasteries for three months to learn the dharma more and meditate so they too, can teach the dharma to lay people. Arguably, this is more important than Uposatha days as it has more value and meaning and it commemorates the Buddha. However, both are important as one is for lay people and one is for monks and both festivals deepen our insights into the dharma, therefore Uposatha days are not the only important Buddhist celebrations.

Uposatha days are the most important Buddhist celebrations as they happen often, which shows that they are significant. They are days in which Buddhists admit their faults and work to be better people. Some may argue that Parhiyasa day is more important as it is the only day to celebrate the Buddha's passing into enlightenment, whereas Uposatha days should be something a Buddhist does everyday in privacy of their own home. Parhiyasa day is a festival which all Buddhists celebrate and can commemorate and respect the Buddha through ~~prayer~~ whilst this is enjoyable most, it is more worrying to argue that no festivals are so important as they cause attachment as they are annual and potential desire. These distract one from enlightenment therefore the Uposatha days are not the most important Buddhist celebrations, none other more.

Whilst some argue that Uposatha days are the most important Buddhist celebrations ~~due~~ because they provide a reminder of their purpose, it is more ethical to argue that no festivals are so important as they are not distractions, as should be the case. Buddhists should remain calm and focused at all times.





Level 3 – 7 marks

This answer just makes it into level 3; it has accurate religious information, identifying Uposatha days correctly, includes reasons for and against, and it uses specialist information although this is not sustained.

Level 3 not level 2 as there are some judgements supported by some appraisal of the argument.

Not level 4 as there is not a comprehensive appraisal of the arguments. Answers need to say more than 'the point made is very strong' and give reasoning; they need to analyse the strength of the arguments they have provided.

7 marks the lowest of the mark range for level 3 awarded. More logical chains of reasoning would improve the answer and gain a higher mark in the level.

SPaG was awarded 3 marks in this example because:

- The candidate spells and punctuates with consistent accuracy.
- Candidate uses rules of grammar with effective control of meaning overall.
- Candidate uses a wide range of specialist terms as appropriate.



AO2 needs to be evidenced in d) items; candidates must use their knowledge and understanding to put forward arguments for and against and then they must assess the validity of their argument.

## Question 4 (a)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.1 – Buddhist teachings about the origins and value of the universe.

The question asked was:

Outline **three** Buddhist beliefs about the origins of the universe.

It needed to be answered in three outlines / sentences.

The candidate is awarded 1 mark.

4 (a) Outline **three** Buddhist beliefs about the origins of the universe.

(3)

One Buddhist belief about the origins of the universe is that we shouldn't focus on how we got here.



Award one mark for each point identified - we shouldn't focus on how we got here (1)



Candidates should provide 3 full sentences to answer an a) item

This candidate is awarded 3 marks.

4 (a) Outline **three** Buddhist beliefs about the origins of the universe.

(3)

Some Buddhists tacitly agree with the Big Bang theory.

~~Some~~ Some Buddhists believe that the universe is cyclical.

Some Buddhists believe we should not ponder the origins of the universe as it does not help us become enlightened.



Award one mark for each point identified - agree with the Big Bang theory(1) - the universe is cyclical (1)

- should not ponder the origins of the universe (1)



Candidates should read the questions carefully to discern what is required in their answers.

## Question 4 (b)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.8 – Buddhist responses to issues in the natural world

The question asked was

Explain **two** Buddhist responses to global warming.

Candidates are asked to 'Explain **two**' on (b) items. Therefore, two responses are required, and both need to be developed to be awarded 4 marks.

Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must be of the response given and to the question asked.

Most candidates were familiar with the term global warming but some were unsure what the Buddhist response was beside use of the First Precept.

The candidate is awarded 1 mark.

(b) Explain **two** Buddhist responses to global warming.

(4)

*The Buddhists are taught to believe in Global Warming and it reinforces the teaching of Anicca, as that is everything changes - nothing stays the same.*



The candidate gives one response. Response One – reinforces the teaching of anicca (1) (then there is repetition of this point)



Candidates should try to vary their answers as much as possible to avoid overlapping material.

b) items are point marked – Two beliefs developed are required.

b) items provide marks for four points, 2 for reasons and 2 for the development of each reason. The candidate is awarded 4 marks.

(b) Explain **two** Buddhist responses to global warming.

(4)

Some Buddhists believe that ~~we~~<sup>we</sup> should try to help with global warming because ~~we~~ we use Earth for resources. This means that we should take ~~care~~ care of it as we are dependent on it.

Some Buddhists believe that it is unskillful not to help with global warming as it does not provide the same opportunities for future Buddhists. This means that they will suffer more and it will be harder for them to reach enlightenment.



The candidate gives two developed responses. Response One – help with global warming(1) Development One - because we use the Earth for resources (1) Response Two – it is unskillful not to help (1) Development Two - it does not provide opportunities for future Buddhists (1)



Candidates should ensure they read the secondary command word in each question. In this case it is response.

## Question 4 (c)

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.3 – Buddhist responses to scientific and non-religious explanations about the origins and value of human life

The question asked was:

Explain **two** Buddhist responses to scientific explanations of evolution.

Candidates are asked to 'Explain two' on (c) items. Therefore, two reasons are required, and both need to be developed. Development consists of a piece of extra information, a reference to a source of wisdom, quotes or examples. The development must link to the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom'; this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

This item was straight off the specification almost using the exact wording and yet it caused some candidates difficulty; it is important for teachers and candidates to be familiar with the wording of the specification.

The candidate is awarded 2 marks.

(c) Explain **two** Buddhist responses to scientific explanations of evolution.

In your answer you must refer to a source of wisdom and authority.

(5)

Buddhist do not support it or deny it as they believe there is no such thing as a creator but they do see why scientists believe in evolution because of how humans adapt from our apes as we have similar features such as arms, hands and legs etc. Buddhists also think that science is always changing and that there are always going to be different discoveries of how humans came to be.



The candidate gives one developed response then includes lots of irrelevant information rather than giving a second response linking to Buddhism.

Response One - neither support or deny it (1)

Development One – but see why scientists believe in evolution (1)



Candidates should be encouraged to write as concisely as possible and to focus on the command words given.

c) items provide marks for five points, 2 for response, 2 for the development of each response and one for an accurate source that relates to one of the responses given. The candidate is awarded 5 marks.

(c) Explain **two** Buddhist responses to scientific explanations of evolution.

In your answer you must refer to a source of wisdom and authority.

(5)

In the Pali Canon it states that if we are not enlightened we are born back into the wheel of life which is forever changing (samsara). This idea can be clearly linked <sup>to</sup> ~~with~~ the idea of evolution. The world was constantly changing to become more adapted. Buddhists however would neither agree or disagree with the idea of evolution. Instead they would be more concerned about stopping suffering during their life, not worrying about where everything started. This idea is reflected in the parable of the poison arrow - if you were shot you wouldn't worry about where the arrow came from you would worry about stopping the pain.



The candidate gives two responses; these are developed and there is an accurate source of wisdom. Response One - we are born... which is forever changing (1) Development One - constantly changing to become more adapted (1) Response Two - neither agree nor disagree with the idea (1) Development Two - not worry about where everything started (1)

Source - linked into a paraphrase of the Parable of the Poison Arrow (1)





Paraphrases can be used as a source but they must be identifiable and linked into the reasoning of the answer.

## Question 4 (d)

In a d) items candidates are assessed on AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

AO2 constitutes 50% of the overall marks on this paper.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the validity of the arguments used / appraisal to gain the higher grades. Many candidates produced excellent answers giving reasons for and against but failed to evaluate the credibility of the argument. The increased use of formulas and writing frames this year had the counter-effect expected by teachers, restricting the flow of the arguments which became stilted and in conforming to a scaffolding restricted the candidates' progression to the higher levels.

d) items are marked using levels and awarding is carried out using 'best fit' according to the level descriptors.

Candidates were assessed on Section Four: Matters of Life and Death

Bullet point 4.7 – Implications of Buddhist teachings about the value and sanctity of life for the issue of euthanasia.

The question asked:

'There is nothing wrong with euthanasia.'

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to non-religious points of view
- reach a justified conclusion.

Please note that as required in the bullet point in the question candidates required to give a non-religious point of view. The specification bullet point states 'non-religious... arguments surrounding its use', thus it is possible to ask this in the question. Candidates do not have to identify atheist or humanist views specifically.

Candidates were able to give knowledge and understanding of this issue, sometimes at length, but very few were analytical in their approach; some missed out the non-religious point of view and limited themselves to level 2.

The candidate reached level 2 and was awarded 5 marks.

(d) "There is nothing wrong with euthanasia."

1st precept

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to non-religious points of view
- reach a justified conclusion.

(12)

Some Buddhists may disagree with this statement due to euthanasia breaking the first precept, therefore breaking one of the Buddhist teachings. Which can ~~negatively~~ bring negative karma to oneself, which will negatively affect their rebirth in the afterlife. Breaking a Buddha's teaching - Dharma, is also seen as disrespectful and an unskillful act to commit. They may believe everyone suffers and it is inevitable, also believing suffering can be overcome through the 4 noble truths. However, other Buddhists may agree with this statement due to it not ending a life with no pain or harm. It is the consuming of medication which puts a living being to sleep eternally. ~~It is seen as~~ Euthanasia can be used on an individual or animal ~~to p~~ in order to stop their suffering from an illness or extreme pain or in the journey to death. It is viewed by some Buddhists as loving, metta, and karuna, compassion, due to being seen as a considerate, empathetic and understanding

way to die. Some Buddhists may view it as the most loving (metta) and compassionate (karuna) way to die.

However, a non-religious individual may view euthanasia as an acceptable act, when needed by a living being which is suffering from pain, illness or journey to death. They view it as the most loving, caring and understanding way to die and to end a life.

The wording "nothing wrong", is seen by the Buddhists as incorrect due to the breaking of the first precept - therefore breaking <sup>the</sup> Buddha's teaching.

In conclusion, most Buddhists will disagree with the statement, due to the wording 'nothing being wrong', is incorrect. Believing that euthanasia breaks the first precept of 'thou shalt not kill any living being'. Also, non-religious views will oppose their view to Buddhists believing it is the most loving way to die.

(Total for Question 4 = 24 marks)



Level 2 - 5 marks

There is limited information among a limited range of elements (reasons for and against) and some irrelevant material.

Level 2 not level 1 as the elements of understanding are not isolated there is the beginnings of chains of logical reasoning.

Not level 3: there is no appraisal of the arguments given. The conclusion does not consider the quality of the arguments (appraisal); it repeats information and provides reasoning.

5 marks in the middle of the mark range for level 2 awarded. Better level 2 would be more precise and hint at appraisal.



Candidates should be familiar with the requirements in the levels' mark schemes.

This question does not have SPaG marks – it is out of 12.

The candidate gains 7 marks.

(d) "There is nothing wrong with euthanasia."

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Buddhist teachings
- refer to non-religious points of view
- reach a justified conclusion.

For  
• Metta + karuna  
• Right intention  
• Tanha

Against  
• 1st P  
• Unethical in some respect.

(12)

Some Buddhists would agree with the statement to a certain extent due to their belief in metta and karuna. ~~The Dhamma~~ A ~~Dhamma~~ key aim of Buddhism is to cease dukkha so if a person is suffering then the compassionate thing would be to end their life. A Buddhist sutta does teach that if done with the right intention and is an action that is not driven by tanha then euthanasia can be acceptable. While this is a strong point in favour of the statement, Buddhists still believe that assisted suicide is to some degree wrong and should be avoided unless it physically cannot be.

Many Buddhists would however disagree with the statement due to their belief in the First Precept and in the concept of ahimsa. The First Precept teaches that nobody should take the life or harm any other ~~living~~ living being so euthanasia would break the precept. ~~But~~ Mahayana Buddhists also believe in the concept of Buddha-nature so they would see euthanasia to be morally wrong as it deprives a human being of the chance to reach enlightenment. The people assisting with the act would also generate bad kamma and would be more likely to be reborn in a realm where they cannot achieve enlightenment. This

is a very strong point in the Buddhist belief as although they believe dukkha should be ended, they believe this should be done by following the Eightfold Path, not through an action that ~~is done~~ can be driven by tanha.

An atheist might agree with this last point as they may view the termination of a life, albeit voluntary, to be unethical and immoral. This is because other than terminating a life, the people who assist with the action may result to have trauma and ~~trauma~~ ~~as~~ a cause of it.

Having considered all the arguments, I conclude that although euthanasia can be done ~~without~~ showing metta and karuna, it is never not wrong for Buddhists to terminate a life as it breaches many beliefs that they hold regarding the importance of human life. For an atheist as well, euthanasia can be viewed to be morally wrong although necessary in some circumstances.



Level 3 - 7 marks

There is accurate religious information among many of the elements; they gave reasons for and against. Some gaps in logic present. Some attempt at appraisal.

Level 3 not level 2 as there are some judgements supported by the beginnings of appraisal of the argument.

Not level 4: the accuracy is not sustained and there is not a comprehensive appraisal of the evidence used.

7 marks, the bottom of the mark range for level 3, is awarded. Better level 3 would be more precise and contain more appraisal of the evidence.



Candidates fail to really appraise if they use the phrase 'this is a stronger argument' to introduce more reasoning, rather than to assess the reasons for the strength of the argument. This is a case of being taught a format/scaffolding without really understanding the requirements of the marking levels.



## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Answer a) items in outlines, i.e. full sentences
- Provide 3 sentences for a) items, each on a separate line
- b) items should have 2 developed reasons, not more than 2
- development may be 1) examples 2) quotes 3) extra relevant material
- development must link to the reason given and still answer the question set
- c) items are similar to b) items but should also use a source as a fifth element
- the source of wisdom may be a paraphrase but should be identifiable
- the source of wisdom must be linked to the reason given
- d) item responses must show AO2 skills to get high marks
- d) items must show an appraisal of the argument, not simply rely on a set format
- Level descriptors should be used to mark d items, not point marking.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



