



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 3: Area of Study 3 – Religion, Philosophy
and Social Justice

Option 3D: Buddhism

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Summer 2022

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Buddhists believe that all life involves suffering (1) • By relieving the suffering of others, Buddhists believe they will gain merit (1) • Suffering is reduced if a person follows the Middle Way (1) • Suffering is seen as a problem to be solved (1) • Suffering is the First Noble Truth of Buddhism (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
1(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Sunyata allows Buddhists to make sense of experiences (1) without bringing their own prejudgements (1) • It allows a person to be objective (1) avoiding personal feelings clouding a person's judgement (1) • It enables a person to disassociate themselves from labels such as 'I' or 'mine' (1) which can avoid stress and suffering (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Second Noble Truth is important because it describes human nature as clinging to things (1) and clinging causes stress in life (1). The Buddha explained 'the noble truth of the origination of stress: the craving that makes for further becoming — accompanied by passion & delight, relishing now here & now there' (Dhammacakkappavattana Sutta) • Buddhists teach the Second Noble Truth explains what causes suffering (1) this is desire (1) 'All phenomena are rooted in desire' (Mula Sutta) (1) • Buddhists believe overcoming this desire is the only way to overcome suffering (1) 'Those chained by desire, bound by becoming's allure, aren't easily released' (Guhatthaka Sutta) (1) and the way to overcome it is the Middle Way (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	(5)

Question number	Indicative content	Mark
1(d)	<p data-bbox="367 415 764 449">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="367 495 1295 688">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="367 735 431 768">AO2</p> <p data-bbox="367 772 805 806">Arguments for the statement:</p> <ul data-bbox="367 810 1312 1243" style="list-style-type: none"> <li data-bbox="367 810 1312 961">• Had Siddhartha Gautama not achieved enlightenment, it would have brought into question all of his teachings. People would not aspire to his example and Buddhism as a belief system may not have existed <li data-bbox="367 966 1253 1083">• The Buddha's enlightenment cemented many of the central teachings of Buddhism. It was when he learnt the truth about samsara and kamma <li data-bbox="367 1087 1312 1243">• His enlightenment allowed the Buddha to teach others the way to enlightenment, enabling others to escape dukkha and samsara. The impact of his shared wisdom makes this the most important event in his life. <p data-bbox="367 1289 870 1323">Arguments against the statement:</p> <ul data-bbox="367 1327 1312 1759" style="list-style-type: none"> <li data-bbox="367 1327 1312 1444">• The Four Sights may have been more important, as these are what set the Buddha on his path to find a way of ending suffering and ultimately seek enlightenment <li data-bbox="367 1449 1312 1600">• Adopting the Middle Way may have been a more significant event as it showed people that the path to enlightenment was something within reach of all Buddhists, not just those capable of the ascetic life <li data-bbox="367 1604 1237 1759">• It is wrong to try to identify any single event as the most important in the life of the Buddha. His enlightenment was achieved through his dedication and hard work. This is what Buddhists should focus on, not just the end result. <p data-bbox="367 1806 812 1839">Accept any other valid response.</p>	(15)

	Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • The Realm of Gods represents a state of happiness (1) • It is a temporary state (1) • It is the most pleasure-filled realm (1) • Those in the realm are too intoxicated with pleasure to follow the Dhamma (1) • A Buddhist cannot achieve nibbana from the Realm of Gods (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • A Buddhist upbringing will teach children Buddhist beliefs (1) knowing the beliefs is the first step to holding them for themselves (1) • There is an expectation within Buddhism to train children as good Buddhists (1). The role of the parent in Buddhism is linked to the role of teacher (1) • Children are likely to want to follow the example of their parents (1), if children's experience is to have parents who are happy and satisfied because of their belief (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
2(c)	<p>AO1 5 marks</p> <p>Award one mark for each belief. Award further marks for each development of the belief up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Enlightenment is the main goal of the Buddhist way of life (1). Following the Buddha’s teachings can help other Buddhists achieve it (1) “I entered and remained in the first jhana: rapture & pleasure born from seclusion, accompanied by directed thought & evaluation...’ Then following on that memory came the realisation: 'That is the path to Awakening.'" (Maha-Saccaka Sutta) (1) • Many Buddhists believe the path to enlightenment requires great personal sacrifice (1) following the Buddha’s example, many Buddhists leave family and home in search of it (1) ‘Before my Awakening, when I was still an unawakened Bodhisatta, the thought occurred to me: 'Household life is confining, a dusty path... It isn't easy, living in a home, to practice the holy life totally perfect, totally pure, a polished shell.' (Maha-Saccaka Sutta) (1) • All Buddhists are capable of enlightenment (1) if they follow The Middle Way (1) ‘It is the middle way because it steers clear of two extremes, two misguided attempts to gain release from suffering.’ (Bhikkhu Bodhi <i>The Noble Eightfold Path - The Way to the End of Suffering Ch1</i>) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated belief/ development • Development that does not relate both to the belief and to the question • Reference to a source of wisdom that does not relate to the belief given. 	(5)

Question number	Indicative content	Mark
2(d)	<p data-bbox="367 296 561 327">AO2 12 marks</p> <p data-bbox="367 373 1295 569">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="367 615 431 646">AO2</p> <p data-bbox="367 653 805 684">Arguments for the statement:</p> <ul data-bbox="367 690 1308 1125" style="list-style-type: none"> <li data-bbox="367 690 1308 806">• Some Buddhists do not believe visions are real, and so do not see them as important. They may see them as an indication of a person’s mental health, rather than evidence of spiritual insight <li data-bbox="367 812 1308 963">• Some Buddhists would look for alternative explanations of any account of visions. They reject the idea of a deity, so will not accept visions as having come about through the intervention of a divine being <li data-bbox="367 970 1308 1125">• Those who are non-religious are likely to consider visions as unimportant, believing there to be a natural explanation for all accounts of visions, for example, hallucinations, exaggerations and misunderstandings, or mental illness. <p data-bbox="367 1171 870 1203">Arguments against the statement:</p> <ul data-bbox="367 1209 1308 1682" style="list-style-type: none"> <li data-bbox="367 1209 1308 1360">• Many Buddhists will believe visions to be important, recognising the importance of the visions of the Buddha on his own path to enlightenment, such as when he received a vision of the daughters of Mara <li data-bbox="367 1367 1308 1518">• For some Buddhists these are very significant events, considering them to be transcendental visions of the Buddha, directing their spiritual life and providing extra knowledge of the realms of existence <li data-bbox="367 1524 1308 1682">• Many Buddhists consider visions to be important, believing that any knowledge received in a vision provides evidence which should be shared with others. They see value in the encouragement of faith which a vision provides. <p data-bbox="367 1728 813 1759">Accept any other valid response.</p>	(12)

	Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • Buddhism does not oblige people to worship in one way (1) • It allows them to mark different times in their life (1) • They can exhibit mindfulness through meditation (1) • Namo Buddhaya allows them to pay homage to the Buddha (1) • It allows for a variety of items to be used as an offering (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
3(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Shrines provide a focal point for Buddhist worship (1) enabling Buddhists to develop their beliefs (1) • Shrines generally include an image of the Buddha (1) which is a reminder to them of his teachings (1) • Large shrines gather people together (1) providing a community of support to each other in the Buddhist way of life (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/development • Development that does not relate both to the reason given and to the question. 	(4)

Question number	Answer	Reject	Mark
3(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • Meditation helps empty the mind of all distractions (1) allowing Buddhists a fuller understanding of the truth (1) 'The ocean of true and universal knowledge of all the Buddhas derives its source from one's own mind and thought. Therefore you should apply your thought with an undivided attention to a careful meditation on... the Holy and Fully Enlightened One' (Amitāyus Meditation Sutra II:17) (1) • The practice of meditation has always been part of Buddhism (1) the scriptures offer guidance on how to best practise the discipline (1) 'You should sit down properly, looking in the western direction, and prepare your thought for a close meditation on the sun; cause your mind to be firmly fixed on it so as to have an unwavering perception by the exclusive application of your mind' (Amitāyus Meditation Sutra II:9) (1) • The Buddha achieved enlightenment through meditation (1) he encouraged others to follow his example (1) 'Even the gods envy those awakened and mindful ones who are intent on meditation, wise, delighting in the peace of the absence of desire' (Dhammapada 14) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	<p style="text-align: right;">(5)</p>

Question number	Indicative content	Mark
<p>3(d)</p>	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • The presence of a Buddharupa is what makes a room a shrine, whether at home or in the vihara. The presence of a Buddharupa is a reminder to Buddhists of their obligation to worship • Buddharupas form part of the most common method of worship in Buddhism. They will be familiar to all Buddhists and act as a reminder that they are part of a community of worshippers • They serve as a target point for worship. This will support a Buddhist as they focus their devotion on the image, enabling them to make offerings e.g. with flowers. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Worship in Buddhism is varied without specific obligations; it can be done in many ways. Therefore a Buddharupa cannot be described as essential • Meditation is the central form of worship in Buddhism. A Buddhist is encouraged to do this in any way which is helpful. The Buddha found being with nature, under a Bodhi tree the most effective • Many different activities which do not use Buddharupas may form part of Buddhist worship. Some well-established examples vary from the discipline of martial arts, to mantra recitation and tea ceremonies. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<p>(15)</p>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7-9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10-12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.

SPaG

Marks		Descriptors
0 marks	No marks awarded	<ul style="list-style-type: none">• The candidate writes nothing• The candidate's response does not relate to the question.• The candidate's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
1 mark	Threshold performance	<ul style="list-style-type: none">• Candidates spell and punctuate with reasonable accuracy.• Candidates use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Candidates use a limited range of specialist terms as appropriate.
2 marks	Intermediate performance	<ul style="list-style-type: none">• Candidates spell and punctuate with considerable accuracy.• Candidates use rules of grammar with general control of meaning overall.• Candidates use a good range of specialist terms as appropriate.
3 marks	High performance	<ul style="list-style-type: none">• Candidates spell and punctuate with consistent accuracy.• Candidates use rules of grammar with effective control of meaning overall.• Candidates use a wide range of specialist terms as appropriate.

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> • In a multi-faith society Buddhists will be able to openly practise their beliefs (1) • Society is likely to be more tolerant of differences between people (1) • There are more opportunities to teach loving kindness to others (1) • It can highlight to the world that those with religious differences can live in harmony (1) • There are more opportunities to encourage others to become Buddhist (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	(3)

Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> • Buddhists may support charities like the Karuna trust (1) a Buddhist charity working for social justice in India and Nepal (1) • Buddhists work to support those in prison (1) by teaching mindfulness and meditation (1) • Buddhists work with people recovering from drug and alcohol addiction (1) sharing methods of self-discipline to support rehabilitation (1). 	<ul style="list-style-type: none"> • Repeated way/development • Development that does not relate both to the way given and to the question. 	(4)

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
4(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> Human rights are supported by aspects of the Five Precepts (1). The human right of not to be tortured would be supported by the Buddhist precept to not harm any living thing (1) as 'Buddhist concepts recognise the inherent dignity and the equal and inalienable rights of all human beings' (Declaration of the International Network of Engaged Buddhists: Towards A Buddhist Culture of Non-Violence and Human Rights (May 1998)) (1) Upekkha supports the equality and balance of humanity (1). Breaking a person's human rights would result in bad kamma, therefore a Buddhist would avoid breaching human rights, on the path to enlightenment (1) as 'All ethical systems encourage people to respect each other, and discourage killing, violence and so on' (Declaration of the International Network of Engaged Buddhists: Towards A Buddhist Culture of Non-Violence and Human Rights (May 1998)) (1) Buddhist teachings seek to reduce suffering, (1) human rights also try to reduce suffering by ensuring justice for all, so Buddhists would support them (1) this is clearly shown in Declaration of the 	<ul style="list-style-type: none"> Repeated reason/development Development that does not relate both to the reason and to the question Reference to a source of wisdom that does not relate to the reason given. 	(5)

	<p>International Network of Engaged Buddhists: Towards A Buddhist Culture of Non-Violence and Human Rights (May 1998) (1).</p> <p>Accept any other valid response.</p>		
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Question number	Indicative content	Mark
4(d)	<p>AO2 12 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2 Arguments for the statement:</p> <ul style="list-style-type: none"> • The Five Precepts of Buddhism teach that people should not harm others, or use harmful speech, which shows that any form of discrimination is unacceptable • Every Buddhist should try to develop loving kindness. Racial discrimination leads to suffering, so Buddhists should work to end it as they meet it • Buddhism teaches that everyone is equal, as everyone is welcome in the Sangha. To allow behaviour that denies this, will lead to bad kamma, so racial discrimination must be challenged. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Buddhists would say that positive discrimination can have the intention of promoting opportunities for minority groups, to bring about an end to suffering caused by established stereotypes in society • The Five Precepts show that a person should not discriminate, but there is no obligation to work to end discrimination shown by others. A Buddhist's priority should be their own practice of dhamma • Some Buddhists will never be in a situation where racial discrimination will be an issue. Within a Buddhist community, the teaching is to love everyone, so there will be no need to challenge racial discrimination. 	(12)

	<p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4–6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
Level 3	7–9	<ul style="list-style-type: none"> Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question. Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question. Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.