



GCSE RELIGIOUS STUDIES A 8062/11

Paper 1: Buddhism

Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different creditable answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as creditable or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../...) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence
- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

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

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

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

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

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	3
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0

Buddhism: Beliefs

0 1 . 1 Which one of the following terms means ‘no fixed soul or self’ in Buddhism?
[1 mark]

- A** Anatta
- B** Dukkha
- C** Samadhi
- D** Tanha

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A Anatta

0 1 . 2 Give two of the Three Poisons.
[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

- Delusion / ignorance (moha).
- Greed (lobha).
- Hatred (dosa).

0 1 . 3 Explain two ways in which the Three Marks of Existence influence Buddhists today.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a 'detailed explanation' the 'influence' of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

- Dukkha: understanding that suffering is a natural part of life / suffering comes in many forms / learn to stop greed, hatred and ignorance and then suffering will stop / prevent people from suffering from dissatisfaction in life.
- Anicca: understanding that nothing ever stays the same / all things are impermanent / learn to let go / less attached to material possessions / realising that loved ones will die and when this happens there is less suffering for a person affected as they have learned to let go.
- Anatta: less reliance on the ego / learning not to be attached / learning that people are just a combination of ever changing mental and physical forces / people are just the Five Skandhas / stop labelling things, etc.

NB: Students can take each mark of existence separately or all three as a whole in their response.

0 1 . 4 Explain two of the Five Aggregates (skandhas).

Refer to sacred writings or another source of Buddhist belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First aggregate

Simple explanation of a relevant and accurate aggregate – 1 mark
Detailed explanation of a relevant and accurate aggregate – 2 marks

Second aggregate

Simple explanation of a relevant and accurate aggregate – 1 mark
Detailed explanation of a relevant and accurate aggregate – 2 marks

Relevant and accurate reference to sacred writing or another source of Buddhist belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- Form or rupa / the physical body / matter manifesting in the four elements – earth, air, fire, and water / material or physical objects / the organs that make up a person's body.
- Sensations or vedana / the feeling or sensation that occurs when someone comes into contact with things / they can be physical (such as a sensation of pain when someone trips over), or emotional (such as a feeling of joy when meeting up with a family member).
- Perception or sanna (samjna) / perception of sense objects / reference to how people recognise or perceive what things are / recognition of things based on previous experiences / recognition of happiness for example because you have previously seen this or what a car is because you have seen one before.
- Mental formations or sankharas / a person's thoughts and opinions / how people respond mentally to the things that they experience / people experience likes and dislikes / attitudes to different things.
- Consciousness or vijnana / a person's general awareness of the world around them / awareness of others, etc.
- Sacred writings might include: 'Mind precedes all mental states. Mind is their chief; they are all mind-wrought. If with an impure mind a person speaks or acts suffering follows him like the wheel that follows the foot of the ox.' Dhammapada ch.1, v.1.
- 'Mind precedes all mental states. Mind is their chief; they are all mind-wrought. If with a pure mind a person speaks or acts happiness follows him like his never-departing shadow.' Dhammapada ch.1, v.2, etc.

0 1 . 5 'The Eightfold Path (magga) is the most important of the Four Noble Truths.'

Evaluate this statement.

In your answer you should:

- refer to Buddhist teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]
[Plus SPaG 3 marks]

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- It is the cure for suffering or dukkha / it is known as the middle way so has easy to recognise stages Buddhists can work through.
- These involve three trainings of wisdom, ethics and meditation / the different steps do not have to be followed in a linear sequence but can be practised at the same time which could help Buddhists.
- A greater understanding of the Buddha's teaching comes from following the Eightfold Path.
- It overcomes craving and ignorance / the mind is trained as well as the body, etc.

Arguments in support of other views

- There are Four Noble Truths, not just one, so they act as a collective; one is no more important than the other.
- The Buddha taught that a realisation of all four is important to alleviate suffering.
- Some argue the first two Noble Truths are more important as Buddhists will recognise suffering and that suffering has a cause / identifying the problem in the first place is far more important than knowing a cure.
- The First Noble Truth is the cardinal symptom of all life and this needs recognising first before anything else can progress.
- All four together show the essence of the Buddha's teaching not just the Eightfold Path'
- The doctor or physician analogy would suggest that all four are equally important, etc.

[Plus SPaG 3 marks]

Buddhism: Practices

0 2 . 1 Which one of the following terms means ‘loving kindness’?

[1 mark]

- A** Karma
- B** Metta
- C** Vihara
- D** Wesak

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: B Metta

0 2 . 2 Give two aims of meditation.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

1 mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

Samatha (concentration and tranquility) meditation / vipassana (insight) meditation / visualisation / achieve enlightenment / develop a still, calm and focused mind / develop greater awareness of the Buddha’s teachings / gain a deeper insight into the nature of reality / develop deeper compassion for others / some forms of Mahayana Buddhist meditation involve visualising and sometimes praying to a Bodhisattva and/or Buddha(s) / in Tibetan Buddhism, the aim is to analyse the meaning behind parts of scripture / let go of ill will and resentment / create a sense of positivity and calmness, etc.

0 2 . 3 Explain two contrasting ways in which Buddhists can develop the six perfections within themselves.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting way

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Students may include some of the following points, but all other relevant points must be credited:

- The six perfections are: generosity / giving (dana), morality (sila), patience (ksanti), vigour / energy or effort (virya), meditation / concentration (dhyana) and wisdom (prajna).
- Intention behind giving is very important / Buddhists should give without expecting anything in return / develops awareness of motives behind an action / purifies a motive, etc.
- Restraint from doing immoral things / great deal of self-discipline involved / compassion and concern for others / accept the first Noble Truth / looking after one's own health / deepen different aspects of their practice such as meditation / developing a full understanding of the nature of reality, etc.

NB: They may choose any two of the six perfections to comment on or treat the question holistically. They may consider one way being the development of mental or spiritual qualities and the other way of actually carrying out actions which put these into practice. Each is credit worthy.

0 2 . 4 Explain two reasons why Parinirvana Day is important for Buddhists.

Refer to sacred writings or another source of Buddhist belief and teaching in your answer.

[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Buddhist belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

- A Mahayana festival to remember the Buddha's passing into Parinirvana / an opportunity for Buddhists to reflect on the fact of their own future death / to remember friends and family who have recently passed away / to remember that all things are impermanent (anicca) which is a central Buddhist teaching / passages are read from the Mahaparinirvana Sutra that describe the Buddha's last days reflecting on anicca or impermanence / reading and meditating at home or joining others for puja in the temple keeps the focus on the importance of scriptures in some Buddhists' lives.
- An opportunity to go on a Buddhist retreat for quiet reflection and meditation / a traditional day for pilgrimage so Buddhists may visit the special Buddhist sites such as Bodh Gaya or Kushinagar where the Buddha is said to have died, etc.
- Sacred text references may include: - 'Now, monks, I declare to you: All conditioned things are of transient nature; Strive on untiringly with diligence.' The Buddha's last words.
And the Venerable Ananda spoke to the Venerable Anuruddha, saying: 'Venerable Anuruddha, the Blessed One has passed away'
'No, friend Ananda, the Blessed One has not passed away. He has entered the state of the cessation of perception and feeling' From the Maha-parinibbana Sutta, etc.

0 2 . 5 'For Buddhists, it is easy to follow the Five Moral Precepts.'

Evaluate this statement.

In your answer you should:

- refer to Buddhist teaching
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- reach a justified conclusion.

[12 marks]

Target: AO2:1a and 1b Analyse and evaluate aspects of religion and belief, including significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
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2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

- They are reasonable and common sense and form the basis of the Buddhist moral code, so everyone should abide by them.
- They purify the mind of greed, hatred and delusion, which is not difficult.
- Buddhists practise the Precepts voluntarily as the Buddha did; if he can, they can.
- Many societies' laws are based around the Five Precepts, so they must be attainable.
- They are guidelines rather than rules so they are to be worked towards, and this is not impossible.
- Many Buddhists feel that they can make the world a better place to live in by following the precepts, so strive to be skilful in their actions, etc.

Arguments in support of other views

- To not harm or kill any living thing is impossible in today's world, even if a Buddhist is a vegetarian or vegan.
- It is difficult to avoid manipulating or taking advantage of others in the competitive world in which we live.
- It is difficult to not indulge in the sense pleasures as people are bombarded with these through various media.
- To aim to never lie or gossip about other people is not always possible due to family circumstances or part of our human nature.
- We live in an alcohol-related society and world which is impossible to avoid.
- There is a balancing act to do. For example, what if being truthful may lead to harm? It may sometimes be more ethical to lie if this is motivated by genuine kindness, etc.