

GCSE

RELIGIOUS STUDIES A

Unit 12/405012 Buddhism

Mark scheme

4050
June 2014

Version: 1.0 Final

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 Assessment Writer.

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

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

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

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

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

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

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

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

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

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

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

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

Assessment of Spelling Punctuation and Grammar

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

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

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

PART A

A1 The Life of the Buddha

- (a) Describe what happened at the birth of the Buddha.**

Target: Knowledge of what happened at the birth of the Buddha

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

Students may include some of the following:

Miraculous birth / his mother, Queen Maya had a dream / a white elephant with six tusks and a head the colour of rubies entered her side / Asita, a seer predicted the child would be holy and achieve perfect wisdom / he was born under a sala tree in Lumbini Grove where the tree bent down as the Queen took hold of it / he could walk straight away and took seven steps towards each quarter of heaven / he spoke immediately saying 'no more rebirths have I to endure' / lotus flowers sprang up where his first steps trod, etc.

[3 marks] AO1

- (b) Explain briefly how Siddhartha Gautama lived as an ascetic.**

Target: Knowledge and understanding of how Siddhartha lived as an ascetic

Students may include some of the following:

Siddhartha went to two religious teachers and trained in meditation / he joined a group of ascetics in the forest / he spent the next six years travelling / Siddhartha reduced his physical needs to the bare minimum / he developed extreme discipline and self-control / he survived on one grain of rice a day (some traditions say three sesame seeds a day) / tradition says he could feel his back bone through his stomach, etc.

1 mark for a superficial comment or a single point.

2 marks for a developed answer or more than one point.

[2 marks] AO1

(c) ‘Stories of the Buddha’s enlightenment are just made up.’

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

Target: Evaluation of whether stories of the Buddha's enlightenment are made up

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

Students may include some of the following points:

Agree

It seems unlikely that someone would sit under a Bodhi tree and meditate for 40 days and nights / the idea of the devil Mara appearing and tempting the Buddha seems far-fetched / how can people reach complete wisdom and understanding if they are just a human being? / how can someone be free from the ties of this world, it is impossible / how can the mind become completely pure and free? / there is no such thing as enlightenment as no one has ever claimed to have experienced it, etc.

Other Views

Buddhism has a following of nearly half a billion people all believing that the goal is achievable / there was a clear shift of thought and position after the Buddha became enlightened – he felt a great love and compassion for all beings; something must have happened / Mara could have appeared in the Buddha’s mind, not in the literal sense / his teachings which have stood the test of time for some 2500 years are all based on his enlightenment experience, etc.

[6 marks] AO2

A2 Attitudes to Life

- (a) **Explain briefly what Buddhists mean by the precept: ‘Do not take what is not given.’**

Target: Knowledge and understanding of one of the five precepts

Do not steal / do not exploit for your own gain / do not misappropriate i.e. take something that you perceive to be belonging to someone else.

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

[2 marks] AO1

- (b) **Explain briefly what Buddhists mean by the precept: ‘Do not take intoxicants that cloud the mind.’**

Target: Knowledge and understanding of one of the five precepts

Do not drink alcohol / do not take drugs / these substances can control the mind and take Buddhists away from their central practice of meditation which should be done with a clear mind.

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

[2 marks] AO1

(c) 'It is never right for Buddhists to tell lies.'

What do you think? Explain your opinion.

Target: Evaluation of whether it is right for Buddhists to ever tell lies

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Buddhists should be truthful and avoid speaking negatively so this sits well with the fourth precept / lying, slandering, gossip, speaking harshly or unfairly can all constitute lying as far as Buddhism is concerned so would have an effect on the kamma a Buddhist earned and their future rebirth, etc.

It may be best to lie sometimes to protect others (parable of the burning house from the Lotus Sutra) / white lies may be told to save someone or because you love someone; this would not be bad kamma / it could cause greater damage by telling the truth than by keeping something from someone / misappropriation of an item could be for the better, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(d) ‘For Buddhists, abortion always creates bad kamma (karma).’

What do you think? Explain your opinion.

Target: Evaluation of whether abortion always creates bad kamma (karma) for Buddhists

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

It is against Buddhist precepts to take a life or harm any living thing / there can be no situation for a Buddhist when taking life would be justified and they would give up their own lives rather than take another / it goes against all Buddhist teaching / it never solves the problem of dukkha, etc.

There may be situations where an abortion can save a life (a mother) / it could be in the interest of the welfare of others, then this would be deemed a good deed by some Buddhists / sometimes an abortion cannot be avoided, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(e) Describe Buddhist customs associated with mourning.

Target: Knowledge of Buddhist mourning customs

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

Students may include some of the following:

Pictures of the deceased are kept on a table with lights and incense / fresh flowers and food are put in bowls for the deceased / photographs of relatives who have died are placed in temples / relatives may give gifts to the monks and nuns / they ask that merit they gain in doing this should be shared with the person who has died / Buddhists look after graves after burial during a period of mourning / at festivals every year there are ceremonies to ‘pass on’ merit to the person who has died, etc.

[3 marks] AO1

A3 The Sangha**(a) Describe how a Buddhist monk or nun is ordained.****Target: Knowledge of how a Buddhist monk or nun is ordained**

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

Students may include some of the following:

A person may request ordination into the Sangha / the ordinand's family provide a meal for the bhikkhus or bhikkhunis of the vihara their son or daughter will join / young boys are dressed up as the young Prince Siddhartha and led on horseback around the vihara / boys or girls have their hair shaved and their eyebrows shaved / members of their family cut off bits first, and then bhikkhus or bhikkhunis shave their heads completely / the ceremony then takes place in a bot / each ordinand asks a senior bhikkhu to ordain him / he or she takes refuge in the three treasures and undertakes the ten precepts / the senior monk promises that he will be the preceptor / the bhikkhu is given saffron robes and an alms bowl and the bhikkhuni is given a brown robe and an alms bowl / he or she declares that they are healthy, solvent and free / he or she declares that they have their parents' permission.

N.B. This is the Theravadan ordination on which the specification is mostly based but students can use any tradition they have studied.

Preparation for ordination should also receive some credit.

[3 marks] AO1**(b) Explain briefly how a Buddhist monk might show metta (loving kindness).****Target: Knowledge and understanding of how a Buddhist monk might show metta****Students may include some of the following:**

Buddhist monks might meditate to try and develop loving kindness / offer teachings to those who desire it / educate the young in society / assist other monks and nuns with tasks in the monastery.

1 mark for a superficial comment or a single point.

2 marks for a developed comment or more than one point.

[2 marks] AO1

(c) 'A Buddhist monk lives a selfish life.'

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

Target: Evaluation of whether a monk's life is a selfish one

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

Students may include some of the following:

Agree:

By definition, a bhikkhu is cut off from all attachments and does not go out to work / it can be seen as a life reliant on others / monks are reliant on others charity for food and provisions / they don't pay tax / they do not have to help or assist in society / they are leaving family behind / they do not get married / monks are celibate so they do not have children / they spend most (some all) of their time in monasteries / some take a vow of silence / they learn about the dhamma (dharma) and do very little else / they are striving for their own enlightenment in Theravada Buddhism.

Other views:

The word 'bhikkhu' means 'sharesman' which does not suggest being selfish / monks do a lot of good in communities educating people, teaching English in schools in Sri Lanka and Thailand / the concept of 'engaged Buddhism' shows that Buddhists have moved beyond prayer and meditation to act practically in the world e.g. Buddhist monks setting up drug rehabilitation centres in Thailand with a phenomenal success rate / offer guidance to lay people / work hard in the monastery with chores and repairs / offer meditation classes/ engaging with projects that protect the environment and further the promotion of the Five Precepts / some Japanese Buddhist priests run temples in towns and cities and conduct weddings, funerals and memorial services.

[6 marks] AO2

A4 The Sangha and Global Issues**(a) Explain Buddhist views on the role and status of women.****Target: Knowledge and understanding of Buddhist views on the role and status of women**

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

Students may include some of the following:

In the time of the Buddha women were considered and often treated as inferior to men / some would say being a woman was the result of bad kamma / Tibetan Buddhists argue that everyone has been the mother of everyone else in previous lifetimes / Buddhism teaches that everyone deserves equal respect / during the Buddha's lifetime, the first Buddhist nuns were admitted to the Sangha / the Buddha agreed to an all-encompassing Sangha including women / women have a special role to play in family life, etc.

[3 marks] AO1

(b) Explain Buddhist views on prejudice and discrimination.

Target: Knowledge and understanding of Buddhist views on prejudice and discrimination

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> • Two or more relevant and accurate points with development of at least two • A single point that is exceptionally well-developed may reach this level. 	4 marks

Students may include some of the following:

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

[4 marks] AO1

(c) ‘Caring for the environment is more important than caring for the poor.’

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

Target: Evaluation of whether Buddhists believe that caring for the environment is more important than caring for the poor

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

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

Engaged Buddhism shows a concern for the natural world / everything that lives on earth is interdependent and a result of collective karma / if they live in it then it is their creation / for some people who have created good karma, Buddhists would say this is a pure land (as in aspects of Chinese Buddhism) / some Buddhists are most concerned in their lives with social action intended to protect the environment / clearly the Buddhist belief in ahimsa or non-violence to all living things is important / collectively many Buddhists say we need to “heal the wounded world” / care and concern for the environment are at the heart of the Buddhist philosophy of our existence / Buddhists use terms such as karuna (compassion) and dana (giving) as a way of their response to the environment / Japanese Buddhists use the term “esho funi” which means “humanity and the environment are two but not two” meaning that although humanity might appear to be distinct from the environment in which they live, they are in fact, connected, not distinct and detached / the Holy Island project seeks to promote Buddhist attitudes to environmental care, etc.

Other Views

Both are equally important as engaged Buddhism also encourages projects aimed at relieving poverty / if the problem of global poverty is dealt with then less harm would be done to the environment as there would be less perceived need for cutting down forests and there would be fewer military conflicts which are a major cause of environmental damage / justice for the poor is a priority / making the poor continue to suffer on the grounds that environmental preservation should take priority just intensifies the injustice / helping the poor is a way of giving merit / and is an expression of loving-kindness (metta) and compassion (karuna) / giving to the poor enables Buddhists to avoid greed (tanha) / and alleviates the suffering (dukkha) experienced by the poor / generosity is one of the six perfections / right viewpoint, right intention and right action are fulfilled through selfless caring for others / saving life through caring for the poor fulfils the 1st moral precept etc.

[6 marks] AO2

PART B**B5 Worship and Festivals****(a) Describe how a Buddhist might worship in the home.****Target: Knowledge and understanding of how a Buddhist might worship in the home**

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

Students may include some of the following:

Worship is called puja in Buddhism and there are three aspects to it: 1. Looking inwards for those qualities that are worthy of respect, love and admiration; 2. Development of these qualities to make them stronger and bring them to the surface; 3. Extension to spread these positive feelings so that they reach all human beings / puja involves movement, sound, colour and artefacts such as kasinas (coloured discs) / Buddhists will set up a shrine in their homes / they bow three times to the shrine for the Buddha, the Dhamma and the Sangha / puja consists of meditation and chanting / Buddhists may set up bhavana or self-development sessions as part of their worship in the home / they practice samatha meditation and vipassana meditation / the shrine will have a statue of the Buddha to focus on, flowers too to show impermanence, a small pot of water as a symbol of pure respect, a candle to symbolise enlightenment, incense and fruit / Buddhists may pray to the dead relatives they have and have a photo of them by the shrine / they may chant from a scripture such as the Pali Canon the Lotus Sutra / the use of mala beads during the puja to help concentration is important, etc.

N.B. Students, depending on the traditions they have studied, may bring in different aspects of worship such as the vajra or handle representing the whole of reality in Tibetan Buddhism / prayer wheels too as well as prayer flags and the roles these play.

[6 marks] AO1

(b) 'For Buddhists, worshipping at home is more important than visiting a temple.'

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

Target: Evaluation of whether worshipping at home is more important than visiting a temple for a Buddhist

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

Students may include some of the following points:

Agree

The Buddha himself did not recommend visiting a temple / it is much more important to meditate and focus on your practice at home as a Buddhist than visit a temple / temples are sometimes places that are associated with theistic faiths so it makes little sense for a Buddhist to visit one / what can be achieved by visiting a temple that cannot be achieved at home? Very little for a Buddhist / even kamma (karma) is not achieved through visiting a temple as it is not a moral act / there are more important things for a Buddhist to focus on in the world and visiting a temple seems indulgent rather than worldly, etc.

Other Views

A temple is at the heart of the Buddhist community / it is the main focus for a Buddhist to worship / the sacred texts are housed in a temple / the lay people can worship with the bhikkhus and bhikkhunis / it is the place where offerings can be made to earn merit / there are stupas Buddhists can circumambulate, showing the Buddha to be at the centre of their faith / many wats (temples) have cemeteries attached where Buddhists can visit the dead / religious ceremonies such as ordination take place there / it is a good meeting place / some have a library which helps to further the literacy and education of Buddhists, etc.

[6 marks] AO2

(c) Explain why Buddhists celebrate events in the Buddha’s life.**Target: Knowledge and understanding of why Buddhists celebrate events in the Buddha’s life**

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

Students may include some of the following:

Events in the Buddha’s life have special significance and this is why they are celebrated / a chance for the lay community to share in some aspect of puja with the monks and nuns / one way of bringing the four components of the Sangha together / they are a way of making merit / they are a way of accumulating good kamma (karma) / they provide opportunities for Buddhists to reflect on their faith and renew their commitment / it is good to commemorate the Buddha’s birth, enlightenment and death as he is the founder of the faith / the coming of the enlightened one is seen as a rare and special event and so should be remembered / the start of the Vassa at Asalha gives a chance for monks and nuns to meditate and Pavarana Day allows for monks to confess their sins during the rainy season, etc.

[6 marks] AO1

(d) 'All Buddhists should visit Bodh Gaya.'

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

Target: Evaluation of whether all Buddhists should visit Bodh Gaya

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

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

Some Buddhists will try to visit places the Buddha went to in order to receive inspiration for their own training, particularly at Bodh Gaya where the Buddha was enlightened / it is an opportunity to reflect on what happened at this site and learn from them / pilgrimage to Bodh Gaya means a Buddhist can learn more about the dhamma (dharma) / spiritual discovery can come out of earthly experiences / pilgrimage is a way of gaining merit in some Buddhist traditions / stupas are at Bodh Gaya which help a Buddhist reflect on the impermanence of things and other Buddhist teachings, etc.

Other Views

Meditation is the most important duty of a Buddhist and this should be done rather than visit Bodh Gaya / some argue that 'engaged Buddhism' is the most important duty for a Buddhist to get out into the world and do what they can and not bother going on a pilgrimage / the Buddha never suggested that visiting Bodh Gaya would be important for the faith or his followers / a key practice for Buddhists is the five precepts rather than craving to go to Bodh Gaya / some argue that Bodh Gaya glorifies the Buddha and this is not what Buddhism is about / Theravadan Buddhists focus on their own practice often to the exclusion of visiting places of pilgrimage, etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 The Dhamma (Dharma)**(a) Explain the meaning of kamma (karma) and samsara for Buddhists.****Target: Knowledge and understanding of kamma (karma) and samsara**

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

Students might include some of the following:

Kamma (karma)

What we do shapes our future / it is the law of cause and effect / what goes around comes around / actions have consequences / a person's kamma (karma) is the accumulated effects of his or her actions / Buddhists' lives at the moment are the effect of their actions in the past / positive actions create positive effects and negative actions create negative effects / kamma is not fixed, it is constantly changing.

Samsara

The wheel of births, deaths and rebirths / it is the world we live in / it is the world of suffering and death according to Buddhist traditions / it shows that life is a constant process of change / samsara has at its heart the three fires or poisons (akusala) of greed, hatred and delusion / it has the six realms beings can be born into / it has the 12 nidanas or dependent origination (paticcasamuppada) that keep people bound to this world, etc.

N.B. Students could write more about one than the other but still achieve full marks. However, if students only cover one aspect of the question then max. Level 4 should be awarded.

[6 marks] AO1

(b) 'No one wants another life on earth so rebirth is pointless.'

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

Target: Evaluation of the concept of rebirth.

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

Students may include some of the following points:

Agree

All it does is give people more suffering which Buddhists are trying to alleviate / no one wants to be on the endless cycle of samsara / if people have not enjoyed their current lives, they will not want another one / it seems a false belief to believe in rebirth as no one has come back to say what a future life might hold / each new rebirth depends on a person's previous existence which can be worrying for some people / been there and done that scenario, etc.

Other Views

A person could have a better future life than the one they have now and who would not want that? / it is part of a Buddhist belief system so Buddhists should just accept it / people could have lived a very good life and built up good kamma and now want the reward from that / the ideas of rebirth are at the heart of Buddhism and people need to address it, etc.

[6 marks] AO2

(c) Explain what the Buddha taught on anicca and anatta.

Target: Knowledge and understanding of what the Buddha taught on two of the Three Universal Truths

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

Students may include some of the following:

Anicca

Impermanence operates on three main levels; the animate, the inanimate and the mind / nothing ever stays the same / all things that exist did not exist at one time, and all will eventually cease to exist / during their existence they are constantly changing / everything is interdependent and interacts with everything else and so affects change in other things, etc.

Anatta

Nothing has a fixed or final identity / no self / no soul / the chariot analogy (or a modern version of) / your identity is an illusion / you are made up of the 5 skandhas / you have no separate self, etc.

Maximum Level 4 if only one of the two Truths is explained.

[6 marks] AO1

(d) ‘Buddhists cannot avoid greed and desire in today’s world.’

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

Target: Evaluation of whether Buddhists can live in today's world and avoid greed and desire

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

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

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

Other Views

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

[6 marks] AO2**B6 Spelling, punctuation and grammar**

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

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>