

Mark Scheme (Results)

Summer 2014

GCSE Religious Studies (5RS15/01)
Unit 15: Buddhism

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Summer 2014

Publications Code UG039869

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General Marking Guidance

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

Although the assessment objectives are weighted separately, they are inter-related.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Unit 15: Buddhism

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|--|--|--|------|
| 1 (a) AO1 | <ul style="list-style-type: none"> • actions which affect this and future lives • the law of cause and effect • What goes around comes around <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • actions <p>Any alternative wording of the above point is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>1 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think meditation is important for all Buddhists are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it is the best way to get beyond the distractions of the world • it is the only way to achieve enlightenment • it is a practice proposed by the Buddha himself <p>Answers which do not think meditation is important for all Buddhists are likely to use such evidence as:</p> <ul style="list-style-type: none"> • few people have the spiritual proficiency to use meditation well • following the pansils is more important • good actions are better than meditation <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it is the only way to achieve enlightenment) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it is the only way to achieve enlightenment which is the goal of the Buddhist way of life) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 1 (c) AO1 | <p>The main features include:</p> <ul style="list-style-type: none"> • the Tipitaka is the source of all the Buddha's teachings • the Tipitaka shows the example of the Buddha • the Tipitaka includes stories that the Buddha told • the Abhidhamma includes answers to questions raised by Buddhists • the vinaya contains rules for monks and nuns • it is split into three baskets <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a feature <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief features • or a developed feature <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief features • or a fully developed feature • or two features with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief features• or two developed features• or two features with one fully developed• or three features with one developed• or a comprehensive explanation using one feature only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|------------------------------------|---|-------------------|
| <p>1 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • prajna is the first part of the Noble Eightfold Path • prajna helps people realise the Four Noble Truths • prajna enables every other aspect of the Eightfold Path to find fulfilment <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • prajna has to be combined with meditation to be effective • living the middle way takes action not just wisdom • there are other paths to enlightenment <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

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| Question 1 (a, b, c, d) | Spelling, Punctuation and Grammar | | |
| | | 0 marks | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question. |
| Threshold performance | Level 1 | 1 mark | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
| Intermediate performance | Level 2 | 2-3 marks | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| High performance | Level 3 | 4 marks | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|--|---|---|----------|
| 2 (a) AO1 | <ul style="list-style-type: none"> • the continual round of birth, death and rebirth • the universe of time and space • the cycle of rebirth <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • rebirth • cycle <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p> | <p>2</p> |

| Question Number | Answer | Mark |
|------------------------------------|--|----------|
| <p>2 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think the way of morality (sila) is important for all Buddhists are likely to use such evidence as:</p> <ul style="list-style-type: none"> • moral actions bring good kamma • it leads to good relationships with everybody. • it is a means of developing compassion <p>Answers which do not think the way of morality (sila) is important may use such evidence as:</p> <ul style="list-style-type: none"> • good actions are only one way to gain nibbana • Buddhism is about the search for enlightenment rather than good actions • some Buddhists are not moral people <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. moral actions bring good kamma) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. moral actions bring good kamma which in turn will lead to good rebirth) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 2 (c) AO1 | <p>The main features include:</p> <ul style="list-style-type: none"> • it contains sayings attributed to the Buddha himself • it contains spiritual insights which assist one on the path to Nibbana • it outlines basic Buddhist beliefs such as kamma • parts of it give guidance on how to live in peace • it describes the aim of following the middle way <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a feature <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief features • or a developed feature <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief features • or a fully developed feature • or two features with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief features• or two developed features• or two features with one fully developed• or three features with one developed• or a comprehensive explanation using one feature only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|------------------------------------|---|-------------------|
| <p>2 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • in the major traditions of Buddhism all Buddhists are considered to be part of the sangha • all Buddhists are able to participate in the monastic community • the Western Buddhist Order has no division between lay and ordained <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • some see the laity as less important • the Buddha selected only certain people to be members of the sangha • only those Buddhists who live in the community are essential to the sangha <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion 1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>3 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think that the founding of the sangha marks the beginning of Buddhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it marked the beginning of the spread of the Buddha's teaching • without the founding the Buddha would have garnered no followers • in the sermon the Buddha outlined the crucial things a person should do <p>Answers which do not think that the founding of the sangha marks the beginning of Buddhism are likely to use such evidence as:</p> <ul style="list-style-type: none"> • the Buddha's enlightenment was the beginning of Buddhism • it only formalised the Buddha's teachings which would have existed anyway • Buddhism might be seen to begin with the birth of Buddha <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. the Buddha's enlightenment was the beginning of Buddhism) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. the Buddha's enlightenment was the beginning of Buddhism and the founding of the sangha was only based on that event) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 3 (c) AO1 | <p>The main reasons include:</p> <ul style="list-style-type: none"> • it is a state of peace and happiness the Buddha reached when he died • he achieved it by following the Noble Eightfold Path • he escaped from the cycle of samsara • it is the fulfilment of his teaching on nibbana <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue. <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|------------------------------------|---|---|
| <p>3 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • each type of Buddhism is 'real' to its adherents • the essence of all Buddhism is to remove suffering, as this is the goal of the WBO it must be real Buddhism • it follows the teachings of the Buddha so must be 'real' <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it could be seen to reinterpret some of the rules of Buddhism • it has changed its organisation to fit western society • it does not require a vow of poverty of any of its members <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|--|--|--|------|
| 4 (a) AO1 | <ul style="list-style-type: none"> • the way of the elders • the type of Buddhism mainly found in South East Asia. <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • a school of Buddhism • a Buddhist group <p>Any alternative wording of the above point is acceptable.</p> <p style="text-align: right;">(1)</p> | Answers which define a different key word. | 2 |

| Question Number | Answer | Mark |
|------------------------------------|---|----------|
| <p>4 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think following Mahayana Buddhism is the easiest way to gain enlightenment are likely to use such evidence as:</p> <ul style="list-style-type: none"> • it utilises bodhisattvas to help towards enlightenment • there are more examples of how to achieve enlightenment • it is about realising a person's own Buddha nature <p>Answers which do not think following Mahayana Buddhism is the easiest way to gain enlightenment are likely to use such evidence as:</p> <ul style="list-style-type: none"> • there are no easy ways to gain enlightenment • even with a teacher it is a difficult process to gain enlightenment • it teaches that enlightenment should be put off so it's actually a longer way <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it utilises bodhisattvas to help towards enlightenment) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it utilises bodhisattvas to help towards enlightenment for example, the Dalai Lama for some Buddhists) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

| | | |
|----------------------|---|---|
| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 4 (c) AO1 | <p>The main reasons include:</p> <ul style="list-style-type: none"> • it led to his enlightenment • it encourages Buddhists to meditate • it shows meditation can overcome evil • it means the bodhi tree is a focus of mediation in most viharas <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
|------------------------------------|--|-------------------|
| <p>4 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • meditation is more important than what the vihara looks like • an ostentatious vihara may provide distractions • uniformity is not important in Buddhism <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it should provide space for monks and nuns • features such as the bodhi tree remind people of the Buddha • it should have a library to help people learn about Buddhism <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|--|---|--|------|
| 5 (a) AO1 | <ul style="list-style-type: none"> • a cloth wall-hanging of a Buddha or bodhisattva • a wall hanging illustrating important Buddhist themes <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> • a cloth wall hanging • a picture of the Buddha • an example of a thanka <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
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| <p>5 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think all types of meditation are the same are likely to use such evidence as:</p> <ul style="list-style-type: none"> • they all have the same goal • vipassana mediation is just a continuation of samatha • they utilise many of the same techniques <p>Answers which do not think all types of meditation are the same are likely to use such evidence as:</p> <ul style="list-style-type: none"> • vipassana is a very difficult form of meditation • different types of Buddhists practice different forms of meditation • some meditation uses objects as a focus while others do not <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. different types of Buddhists practice different forms of meditation) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. different types of Buddhists practice different forms of meditation for example Zen Buddhism follows a very particular form of discipline) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 5 (c) AO1 | <p>The main reasons include:</p> <ul style="list-style-type: none"> • it provides an opportunity for personal worship • it provides an opportunity to worship without distractions • it helps people progress further along the path to enlightenment • it provides the worshipper with good merit <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
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| <p>5 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • lay people are only really involved with the first and last day of Vassa • it is a time for monks and nuns to focus on intense meditation • some Mahayana Buddhists have moved away from the celebration of Vassa <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is a time for the laity to gain good kamma through making offerings to the monks and nuns • some lay Buddhists enter the monastery for the period of Vassa • it is a time of reflection for all Buddhists <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|---|--|--|------|
| 6 (a) AO1 | <ul style="list-style-type: none"> insight meditation meditation taught by a master <p>Any alternative wording of the above points is acceptable.</p> <p>(2)</p> | <ul style="list-style-type: none"> meditation <p>Any alternative wording of the above points is acceptable.</p> <p>(1)</p> | <p>Answers which define a different key word.</p> <p>(0)</p> | 2 |

| Question Number | Answer | Mark |
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| <p>6 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think that puja should only take place in the vihara are likely to use such reasons as:</p> <ul style="list-style-type: none"> • viharas are places of much deeper spiritual importance • viharas provide the best atmosphere for meditation • there are bhikkus and bhikkunis at viharas to provide guidance <p>Answers which do not think that puja should only take place in the vihara are likely to use such reasons as:</p> <ul style="list-style-type: none"> • sincere worship is the same anywhere • home may provide a better atmosphere for meditation than a busy vihara • the home is a more practical place to worship <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g.viharas provide the best atmosphere for meditation) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g.viharas provide the best atmosphere for meditation, the vihara is a place of retreat so Buddhists can seek enlightenment without distraction) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 6 (c) AO1 | <p>The main reasons include:</p> <ul style="list-style-type: none"> • by training the mind a Buddhist can replace bad thoughts with good • by training the mind a Buddhist will then habitually think in positive ways • it will help them to become more aware of themselves and others • it will help them to respond to others' needs <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
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| <p>6 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is centered on the vihara where the community gathers • it is a large Buddhist festival that most Buddhists celebrate • it remembers the central events of the Buddha’s life drawing the community together <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is about the Buddha not the community • it can be celebrated individually • not all Buddhists feel it is important to celebrate Wesak <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|---|---|---|----------|
| 7 (a) AO1 | <ul style="list-style-type: none"> • a feeling of pity which makes one want to help the sufferer (compassion) • compassion <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • feeling sorry for someone • feeling of pity <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p> | <p>2</p> |

| Question Number | Answer | Mark |
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| <p>7 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think a Buddhist organisation should try to relieve poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it fulfils the principle of metta • it is an example of right action • it would put karuna into practice <p>Answers which do not think a Buddhist organisation should try to relieve poverty are likely to use such reasons as:</p> <ul style="list-style-type: none"> • it does not help a person gain enlightenment • poverty is part of the true nature of life • the Buddha taught people how to overcome suffering rather than alleviate it <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it is an example of right action) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it is an example of right action which a Buddhist organisation should practice as part of the eightfold path) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 7 (c) AO1 | <p>The main reasons include:</p> <ul style="list-style-type: none"> • its main purpose is to provide a communal place of worship • it serves as a focal point for the sangha • it is a place to receive advice/counselling • it provides a library where books on Buddhism can be read and loaned <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a brief reason • not explaining but only describing the issue <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief reasons • or a developed reason <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief reasons • or a fully developed reason • or two reasons with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief reasons• or two developed reasons• or two reasons with one fully developed• or three reasons with one developed• or a comprehensive explanation using one reason only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
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| <p>7 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it is based on the teaching of the Buddha which only has authority for Buddhists • it might not be so important in other religions • the goal of metta is to help towards enlightenment which only Buddhists seek <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is a universal quality that people may desire • other religions may teach of its importance • its application by all would make a more harmonious world <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

| Question Number | Correct Answer | Partially Correct Answer | Reject | Mark |
|----------------------------|--|--|---|------|
| 8 (a) AO1 | <ul style="list-style-type: none"> • becoming a monk or nun • a celebration when a person become a bhikku or a bhikkuni <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(2)</p> | <ul style="list-style-type: none"> • being a monk or a nun <p>Any alternative wording of the above points is acceptable.</p> <p style="text-align: right;">(1)</p> | <p>Answers which define a different key word.</p> <p style="text-align: right;">(0)</p> | 2 |

| Question Number | Answer | Mark |
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| <p>8 (b) AO2</p> | <p>Indicative content</p> <p>Answers which think the five additional pansils are impossible for everyone to follow are likely to use such reasons as:</p> <ul style="list-style-type: none"> • the not touching of money would mean the world economy would stop • it would not enable the monks and nuns to be supported by the laity • they are only intended for use by monks and nuns <p>Answers which do not think the five additional pansils are impossible for everyone to follow are likely to use such reasons as:</p> <ul style="list-style-type: none"> • they would not have been given if they were impossible • they help towards enlightenment so must be possible • so everyone should be able to, monks and nuns are able to keep to them <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>For a personal response with:</p> <ul style="list-style-type: none"> • one brief reason (e.g. it would not enable the monks and nuns to be supported by the laity) 1 mark <p>For a personal response with:</p> <ul style="list-style-type: none"> • two brief reasons • or one developed reason (e.g. it would not enable the monks and nuns to be supported by the laity, as they provide food and clothing for the monks and nuns) 2 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two reasons with one developed 3 marks <p>For a personal response with:</p> <ul style="list-style-type: none"> • two developed reasons 4 marks | <p>4</p> |

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| Question Number | Indicative content The quality of written communication will be assessed in this answer (strands i, ii and iii) | |
| 8 (c) AO1 | <p>The main ways include:</p> <ul style="list-style-type: none"> • by teaching people the four noble truths may help community cohesion • by providing companionship so that a person is not alone and feels as though someone cares • by helping people meditate to gain perspective and peace • by using right speech, they will be honest and deal fairly with others <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| Level 1 | 1-2 | <p>Little understanding of the issue shown, typically by:</p> <ul style="list-style-type: none"> • giving a way • not explaining but only describing the reference <p>The answer is likely to be in basic English. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and/or spelling errors.</p> |
| Level 2 | 3-4 | <p>Basic understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using two brief ways • or a developed way <p>The candidate is likely to express understanding with a limited command of English and little use of specialist vocabulary. The range of skills needed to produce effective writing is likely to be limited. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| Level 3 | 5-6 | <p>A more developed understanding of the issue is shown typically by:</p> <ul style="list-style-type: none"> • using three brief ways • or a fully developed way • or two ways with one developed <p>The candidate is likely to express understanding in a clear style of English and some use of specialist vocabulary. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and/or spelling errors are likely to be present.</p> |

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| Level 4 | 7-8 | <p>A clear understanding of the issue is shown typically by:</p> <ul style="list-style-type: none">• using four brief ways• or two developed ways• or two ways with one fully developed• or three ways with one developed• or a comprehensive explanation using one way only <p>The candidate is likely to express understanding in a clear and correct style of English with a correct use of specialist vocabulary where appropriate. The skills needed to produce convincing extended writing in place. Good organisation and clarity. Very few syntactical and/or spelling errors may be found. Excellent organisation and planning.</p> |
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| Question Number | Answer | Mark |
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| <p>8 (d) AO2</p> | <p>Indicative content</p> <p>Reasons for supporting this statement could be:</p> <ul style="list-style-type: none"> • it really only serves the needs of Buddhists • supporting the monks is not a priority for non-Buddhists • it is a place of worship for Buddhists <p>Reasons for not supporting this statement could be:</p> <ul style="list-style-type: none"> • it is a place to receive advice/counselling • it is a place to be taught about Buddhism • it may act as an interest free bank <p>Other approaches are possible and must be marked according to the levels. If you are unsure of the validity of an answer, it must be sent to review.</p> <p>Award marks as follows:</p> <p>Candidates who do not refer to Buddhism in either (i) or (ii) cannot go beyond 3 marks for the whole of (d).</p> <p>(i) Own opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason <p>(ii) Why some people may disagree with their opinion</p> <p>1 mark for</p> <ul style="list-style-type: none"> • a simple reason <p>2 marks for</p> <ul style="list-style-type: none"> • a developed reason • or two simple reasons <p>3 marks for</p> <ul style="list-style-type: none"> • three simple reasons • or two developed reasons • or a fully developed reason | <p>3</p> <p>3</p> |

