



GCSE

Religious Studies A

Unit 12 / 405012 Buddhism

Mark scheme

4050

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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.

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, ie 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 eg 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.	[4 marks]
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.	[2-3 marks]
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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

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

PART A

A1 The Life of the Buddha and the Dhamma (Dharma)

- (a) Explain briefly how the Buddha lived as an ascetic.**

Target: Knowledge and understanding of how the Buddha lived as an ascetic

Reduced his physical needs to the absolute minimum / exchanged his robes for beggar's clothes / gave up eating properly / one grain of rice or three sesame seeds a day / never washed / focused all his efforts on meditation and the spiritual life, 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

- (b) Give two of the four signs that the Buddha saw.**

Target: Knowledge of the four signs that the Buddha saw

Old man (aged man) / sick man (ill man) / dead man (corpse) / holy man (guru or ascetic) etc.

Credit any two of the four signs given.

[2 marks] AO1

(c) ‘The life of the Buddha is not as important as the scriptures (Tipitaka) for Buddhists.’

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 the life of the Buddha is as important as the scriptures (Tipitaka) for Buddhists

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. NB 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, ie 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

Scriptures have the Buddha's teachings, the rules and explanations of the Buddha's teachings as guidance for all Buddhists / Buddhists still live by these today / they were originally chanted so many Buddhists claim authenticity of the Tipitaka (Tripitaka) / the Vinaya Pitaka is vital as they emphasise the rules that are grounded in the realities of life / the Sutta Pitaka is important as 'sutta' means 'thread' and these set out the Dhamma (Dharma) as the Buddha himself taught it / the Abhidhamma Pitaka gives a complete account of Buddhist principles.

Other Views

Nothing can be as important as the Buddha for Buddhists as he is the founder of the faith they follow today / he spent some 45 years teaching so is a great source of authority for Buddhists, more so than the scriptures / he saw the four signs which set him on the path to discover enlightenment / he achieved enlightenment under the Bodhi tree, giving hope to others that they too could achieve it / his legacy is some 300 million followers worldwide, this has to be significant / he offers people a path to the truth of their existence / he is the ultimate role model / he is an example of how to live the Middle Way / he demonstrated the enlightened qualities of compassion, courage and wisdom, etc.

[6 marks] AO2

A2 Attitudes to Life and The Dhamma (Dharma)

(a) Explain two of the five moral precepts.

Target: Knowledge and understanding of two of the five moral precepts

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, eg 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

Marks will be awarded for **explanation of any two** of the five moral precepts.

Students may include some of the following points:

The Five Precepts are:-

Do not harm any living thing;

Do not take what is not given

Do not engage in sexual misconduct

Do not bear false witness

Do not take intoxicants

Students should exemplify on each one for full marks eg harming living things means more than killing / taking the not given also means misappropriation as well as theft / sexual misconduct can range from adultery to rape / not bearing false witness means perjury, protective lies as well as lies / not taking intoxicants means that the mind will be free to meditate, etc.

[4 marks] AO1

(b) Explain briefly what is meant by karuna.

Target: Knowledge and understanding of what is meant by karuna

Students may include some of the following points:

Compassion / one of the six paramitas and one of the five positive moral qualities a Buddhist should try and perfect / not feeling sorry for someone but feeling the suffering of others as your own / can be active helping people who are distressed mentally, emotionally or physically / a frame of mind or an attitude towards others that motivates compassionate behaviour / a desire to relieve others of their troubles, 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) ‘No one can overcome suffering.’

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 it is possible for anyone to overcome suffering

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. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	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. NB 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, ie 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

Suffering is a fact of life / suffering is part of the human condition / everyone will suffer at some point / it would not matter about a particular mind-set, humans will always experience hurt and pain and loss / suffering will continue after someone dies for those left behind / though we might never be able to overcome suffering, we can find ways of coming to terms with it / the Tibetan Wheel of Life teaches that suffering is constant and will ultimately happen again, even if a person is enlightened, etc.

Other Views

Clearly the Buddha's main message is that suffering can be overcome / if people believe in the Buddha's teaching on anatta, then suffering is an illusion / it is the goal of the Buddhist faith to alleviate suffering and if their religion is not based on a false premise, suffering can be eradicated / the Buddha had clearly changed once he had become enlightened, suggesting that he was suffering no more / mind over matter is a powerful medium so why shouldn't people be able to overcome suffering? / most suffering is temporary, so it does end, even if we then suffer for something else, etc.

[6 marks] AO2

A3 Worship and Festivals

(a) What happened at Bodh Gaya?

Target: Knowledge of what happened at Bodh Gaya

The Buddha's enlightenment.

1 mark for the correct response.

[1 mark] AO1

(b) Describe how Buddhists might worship at a temple.**Target: Knowledge of how Buddhists might worship at a temple**

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, eg 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 points:

Buddhists perform puja by looking inwards, followed by development and then extension / reflect on the qualities of the Buddha by facing a statue of the Buddha / direct thoughts towards a shrine / meditate / chanting / offerings such as vegetation, water, a candle, incense and fruit / a bell is used to indicate the beginning and end of various stages of puja / photographs placed at a shrine of great Buddhist teachers, relations or friends / recite the scriptures / mala beads to help direct prayers / use of prayer wheels and prayer flags in Tibetan Buddhism / speak with monks / fortune telling / listen to teachings / seek blessings, eg on marriage, for a child / seek religious advice for daily life, etc.

[4 marks] AO1

(c) Describe what religious things a Buddhist might do at the Deer Park at Sarnath.

Target: Knowledge of what religious things Buddhists might do at the Deer Park in Sarnath

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, eg 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 points:

Visit the Theravadan temple / read the important scriptures in the library at the temple / circumambulate the one remaining stupa / meditate / chant / recite the Dhamma (dharma) / offer prayers / accept or receive a blessing from a monk / listen to teachings / buy relics, mementos, religious aids / chanting of the suttas especially the 'turning of the wheel' of dhamma sutta, etc.

[3 marks] AO1

(d) ‘Visiting Buddhist holy places is essential for Buddhists today.’

What do you think? Explain your opinion.

Target: Evaluation of whether visiting holy places is essential for Buddhists today

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

Students may include some of the following points:

A way of making merit / receive inspiration to progress to enlightenment / reflection on what key event has happened at a pilgrimage site / learn more about the Dhamma (dharma) / spiritual discovery is vital for a Buddhist / Buddhists can reflect on the impermanence of all things at pilgrimage sites / following his death, the Buddha’s disciples encouraged the veneration of the Buddha at pilgrimage sites so that his memory would not be lost.

Alternatively, the Buddha himself never encouraged any veneration at shrines, stupas or holy places / the Buddhist practice is about an inward journey, not visiting holy sites on a pilgrimage / it is how you live that matters, not where you go / pilgrimage sites do not aid meditation / there are better things Buddhists can do with their time / there is more kamma (karma) to be earned in helping others, etc.

[3 marks] AO2

(e) **'Wesak is just an excuse for Buddhists to have a good time.'**

What do you think? Explain your opinion.

Target: Evaluation of whether or not Wesak is just an excuse for Buddhists to have a good time

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

Students may include some of the following points:

It is exciting to reflect on the birth, enlightenment and death of the Buddha / lots of parties are held in the streets and homes in Buddhist countries / presents are given / special food is cooked / processions of lanterns and brightly – lit floats have nothing to do with Buddhism, etc.

The coming of a Buddha is a rare event and the donations that people make far outweigh any party atmosphere / Wesak is just an opportunity to make good kamma (karma) and nothing more / many people visit temples and conduct puja with the monks and nuns / many learn religious texts / it is an opportunity to bring all the Sangha together, etc.

[3 marks] AO2

A4 The Sangha

(a) Explain how ‘engaged’ Buddhism might be put into practice.

Target: Knowledge and understanding of how ‘engaged’ Buddhism might be put into practice

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, eg 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 points:

Involvement in a range of social issues, in particular the homeless and poor / visit prisons / visit hospices / set up drug rehabilitation centres which is interacting with social issues / teach English as a second language through the radio to give better opportunities to the populace / offer counselling / help ‘untouchable’ Buddhists in India through petitions and governmental change / students could mention various specific Buddhist groups such as the Karuna Trust, Friends of the Western Buddhist Order and Soka Gakkai International or people such as the Dalai Lama, Thich Nhat Hanh and Geshe Kelsang Gyatso.

[3 marks] AO1

(b) Explain why the laity are important to the monks and nuns in Buddhism.

Target: Knowledge and understanding of why the laity are important to the monks and nuns in Buddhism

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, eg 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 points:

Lay people provide food in daily alms round / lay people provide money / lay people provide practical support for monks re: monastic buildings and services / lay people able to practise generosity and merit – making through support of the monastery / there is a notion of dependency / some may argue that the monastic Sangha would not survive without the laity input / the lay community organise festivals and rites of passage rituals.

[3 marks] AO1

(c) 'Men and women are equal in Buddhism.'

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 or not men and women are equal in Buddhism

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. NB 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, ie 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

Buddhism believes and teaches that human beings are equal in terms of their social position /all beings are equal regardless of class, colour, religion, nationality, ethnicity or sex / every being is connected with each other but one is not 'higher' than another / the Buddha did not want women to form a separate order, they should be a part of the full Sangha / men can be reborn as women and women can be reborn as men / the leader of Zen Buddhism in the west is a woman, etc.

Other views

The Buddha seemed reluctant to allow women into the Sangha / the Buddha was concerned about the effect women would have on the men in the monastery / the number of nuns has dwindled over the years which might suggest an inferior status to men / women ordained as nuns have to take on extra precepts / there is still a tradition in some Buddhist countries that women should be at home bringing up children, etc.

[6 marks] AO2

PART B**B5 Global Issues**

- (a) **Explain Buddhist attitudes to conservation. Refer to Buddhist beliefs and teachings in your answer.**

Target: Knowledge and understanding of Buddhist attitudes to conservation

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, eg 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 points:

Buddhists expect nature to sustain them so there is a need to conserve / esho funi suggests that nature and human beings are one so it would be foolish not to conserve the environment / Buddhists feel they have a duty of care to the environment, particularly as monks and nuns rely on the environment so much / Right View and Right Intention, the first two stages on the Eightfold Path, suggest a healthy attitude to preserving things and conservation / ignorance is one of the three fires or poisons (akusala) and this applies to the environment if Buddhists do not engage in conservation projects / 'engaged Buddhism' projects in the field of conservation acknowledge that there is a move beyond meditation and prayer to act to preserve the environment / the law of kamma (karma) suggests it would be prudent to conserve the environment / Pure Land Buddhists strive today for a 'Pure Land' on earth as well as in the afterlife so it is important to protect and conserve the environment / if one takes things from nature which are required by future generations, this might well be seen as taking the not-given (ie breaking the second precept) / consuming beyond one's own immediate needs whilst taking resources that later generations will need is not taking resources that they have actually laid a claim to as yet, but it is depriving them of their needs, etc.

[6 marks] AO1

(b) ‘Caring for people is more important than caring for the environment.’

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 caring for people or caring for the environment is more important to Buddhists

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. NB 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, ie 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 first precept clearly states not to harm living things and there is no mention of the environment as such in this precept / metta or loving kindness suggests absolute care for others / karuna (compassion) is for humans rather than the environment / it is human beings that acquire good or bad kamma (karma) to enjoy a favourable rebirth / it is humans who are trying to achieve enlightenment so helping humans is of paramount importance to all Buddhists, etc.

Other views

Buddhists recognise if they do not care for the environment, then people will suffer anyway / esho funi suggests humans and the environment are inextricably linked anyway / rebirth could be as an animal rather than a human and potentially closer to the environment / Buddhists try to alleviate ignorance and it would be ignorant to not consider the environment as one with humans rather than humans as distinct / the Buddha himself in his ascetic life saw the importance of living off the land and the environment, etc.

[6 marks] AO2

(c) Explain the work of one Buddhist organisation that is concerned about poverty.

Target: Knowledge and understanding of one Buddhist organisation that is concerned about poverty

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, eg 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 use any Buddhist-related organisation for example:

BSDA – Buddhism for Social Development Action – is a Non-Government Organization supporting the poorest of the poor in and around Kampong Cham province, Cambodia. Its focus is on reaching street children and orphans, educating them for a brighter future. BSDA offers language, computer and vocational training as well as scholarships to help more directly the youth in need. BSDA tries to educate farmers, improve public schools and help reduce the threat of HIV / AIDS.

Buddhist Global Relief operates by raising funds for food relief and related projects from both private donors and philanthropic organisations. It works in partnership with agencies, institutions, and relief organisations already operating on the ground. In countries stricken by long-term poverty and under-development, it supports projects aimed at developing better long-term methods of food production and management to ensure its beneficiaries a constant supply of food.

Amitabh Buddhist Society's main objective is to serve humanity as per teachings of the Buddha. They wish to open a new world in rural regions. Their intention is to work in rural regions to spread socialism, to provide the educational base, protection of the environment and spiritual development as per the teaching of Lord Buddha. They wish to provide job opportunities, business openings as well as to develop a good infrastructure for good commutation in rural regions. They wish to reduce the difference between rural and urban regions.

NB Students may not name an organisation but if the work of an organisation is clearly explained, then credit the response.

Credit **one** organisation only.

[6 marks] AO1

(d) **‘No Buddhist should be rich.’**

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 or not any Buddhists should be rich

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. NB 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, ie 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

If a Buddhist is rich, others may be suffering / Buddhists should follow the example of monks and nuns who cannot possess money in Theravada / riches will bring more dukkha / riches cannot buy a better level of health, children or family / there are more important things to focus on such as meditation / being rich could lead to being greedy, which will keep a Buddhist locked in samsara, possibly earning bad kamma (karma) / practice through meditation should be away from craving and desire which presupposes riches too, etc.

Other views

The Buddha never required his followers to be poor or not have riches / the Middle Way the Buddha taught is between luxury and asceticism / anyone can become a Buddha in Mahayana and money is no object to the spiritual life / provided they can provide for their family, there is no reasons why lay Buddhists should not be rich / the Middle Way says nothing about amassing wealth / a key element of Buddhism is what people do with their riches, not being rich in itself / it would give an opportunity to give to others if a Buddhist was rich / a lot of good can be done with a lot of money / in Buddhism, attitude is all important, 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.	[4 marks]
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.	[2-3 marks]
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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]

B6 The Dhamma (Dharma) and Attitudes to Life

(a) Explain the Three Universal Truths (the Three Marks of Existence).

Target: Knowledge and understanding 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, eg 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 points:

Dukkha: – ‘all is ill’ / suffering exists in many forms (dukkha – dukkha; viparinama – dukkha and samkhara – dukkha) / all life is unsatisfactory.

Anicca: – impermanence that operates on three main levels; the animate, the inanimate and the mind / nothing ever stays the same / all things did not exist at one time, and all will eventually cease to exist / during their existence they constantly change / everything is interdependent.

Anatta: – nothing has a fixed and final identity / there is no separate self or soul / explained through the chariot analogy with Nagasena and the Greek King Milinda (Menander) / everyone is made up of five skandhas.

Students could do a generalised answer.

[6 marks] AO1

(b) 'The law of kamma (karma) makes people behave well.'

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 the law of kamma (karma) makes people behave well

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. NB 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, ie 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

If people live a good life, they will receive a favourable rebirth so it makes sense to do so / people generally want to better themselves and good kamma (karma) is a way of doing this / people know they will be punished for doing bad deeds as kamma (karma) is believed to be a natural law by Buddhists / 'Mind foreruns all conditions...they are mind made. If one speaks or acts with a wicked mind, because of that, pain follows on. If one speaks or acts with a good mind, because of that, happiness follows on.' (The Dhammapada vv. 1 and 2.) / earning good kamma (karma) can lead to nibbana (nirvana), etc.

Other views

There may be no such thing as kamma (karma) and therefore there is no point in thinking that what people do in this life constitutes how they will be reborn in the next / kamma (karma) is imagined and people should and will lead their own lives as they see fit / people do not always think of the consequences of a bad deed as they go through life / people can and do seem to get away with a bad deed so kamma (karma) cannot exist for them, etc.

[6 marks] AO2

(c) Explain the significance of Buddhist ceremonies of death and mourning.**Target: Knowledge and understanding of the significance of Buddhist ceremonies of death and mourning**

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, eg 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 points:

Cremation is common and in the case of monks, ashes are deposited in a stupa after cremation explaining why there are so many stupas near Buddhist monasteries / when approaching death, a Buddhists' final thoughts are important so sacred texts may be read / the name of the dying may be written along with the words 'may he find peaceful bliss in nirvana' / some Buddhists believe that consciousness continues for three days after death so Tibetans read from the Book of the Dead in a ceremony / in Pure land Buddhism chants are significant to call upon Amitabha's name when a person has died / in Theravada countries, there are twelve days of chanting and the transference of merit to the dead person in the hope of ensuring a good rebirth / as a symbol, they pour water into bowls placed inside one another and during the burial, chanting continues until the body is finally buried / monks speak about anicca during a funeral / gifts of clothes are given and draped over the dead body to look upon death as part of the natural cycle of life / monks and nuns can pray for a favourable rebirth / a sky burial suggests the impermanence of life / a sky burial allows people to confront the reality of death / Kisa Gotami and the mustard seed is read to show that everyone experiences suffering and death at some point, etc.

[6 marks] AO1

(d) ‘Euthanasia is always wrong.’

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 Buddhists believe euthanasia is always wrong

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. NB 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, ie 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 first precept is not to harm living things / all life is precious / importance of longevity of life to maximise kamma (karma) / a person's death affects so many others so life on earth, even for a day extra is vital / the path to enlightenment can take a long time to achieve so the more time on earth in this life, the better / euthanasia only alleviates suffering temporarily so is pointless / doctors should not be asked to do this – goes against a Buddhist commitment not to harm / patients could lose confidence and think that doctors will not do all they can to keep them alive / slippery slope arguments, etc.

Other views

People are kept alive far longer than is natural – it is this that goes against Buddhist views of dukkha / keeping someone alive when they want to die is cruel and lacks the Buddhist principle of karuna / keeping someone alive when there is no hope of recovery is pointless for Buddhists, given that there is rebirth / another day just postpones the suffering / the Buddhist belief in rebirth means that another day on earth is immaterial to many / people may want to be reborn as soon as possible to alleviate the suffering they have in this life / the Buddha did not place a great deal of value on stretching out a person's current life, 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.	[4 marks]
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.	[2-3 marks]
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.	[1 mark]
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	[0 marks]