



GCSE

Religious Studies A

8062/11-Paper 1: Buddhism

Mark scheme

June 2018

Version/Stage: 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

Level of response marking instructions

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

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

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

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

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

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

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

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 Lead Examiner.

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

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

Spelling, Punctuation and Grammar (SPaG)

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

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

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

0 1 **Buddhism: Beliefs**

0 1 . 1 **Which one of the following means impermanence in Buddhism?**

[1 mark]

- A Anatta**
- B Dharma**
- C Dukkha**
- D Anicca**

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

Answer: D: Anicca

0 1 . 2 **Give two reasons why Siddhartha Gautama rejected his ascetic life.**

[2 marks]

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

One mark for each of two correct points.

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

He was no closer to the truth of why people suffer / he was no closer to the truth of how to get rid of suffering / no closer to enlightenment / it wasn't working / there was no cure for suffering through asceticism / he became really ill and weak / he was near death / it is an extreme way of living which contradicts the middle way that he taught / he heard a man who was teaching and playing a sitar; he said that if you make the strings too tight, it will not play and if you loosen them too much it will not play also, etc.

0 1 . 3 Explain two ways in which the Four Sights influenced the Buddha's teachings.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

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

Second way

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

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

- Old man and sick man reminded the Buddha of impermanence
- Sick man reminded the Buddha about dukkha
- Dead man reminded the Buddha of anatta
- Holy man influenced the Buddha that the Eightfold Path was vital to overcome suffering and meditation might be the answer to this, etc.
- Siddhartha Gautama was shocked by the four sights as it was his first real experience of old age; he saw illness as a reality of life. If someone was born they would go through a process which would involve growing older, illness, suffering and death. There was no escape, even for kings, etc.

Students could approach this either by choosing two of the four sights and explaining just these OR by considering how the four sights together have influenced the Buddha's teaching. Also credit examples that discuss aspects of the Buddha's teachings such as karuna and metta.

0 1 . 4 Explain two stages of the Eightfold Path.

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

[5 marks]

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

First stage

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

Second stage

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

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

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

The stages are right understanding or viewpoint / thought or intention / speech / action / livelihood or job / effort / mindfulness or meditation / concentration

- Right Understanding is all about understanding the Buddha's teachings and in particular the Four Noble Truths
- Right Thought is about having the right approach and outlook to following the Eightfold Path; being determined to follow the Buddhist path with a sincere attitude
- Right Speech is speaking truthfully in a helpful, positive way; avoiding lying or gossiping about others
- Right Action is behaving in a peaceful, ethical way, avoiding acts such as stealing, harming others, or overindulging in sensual pleasures
- Right Livelihood is earning a living in a way that doesn't harm others; for example not doing work that exploits people or harms animals
- Right Effort means putting the effort into meditation, in particular thinking positively and freeing yourself from negative emotions and thoughts
- Right Mindfulness means becoming fully aware of yourself and the world around you; having a clear sense of your own feelings and thoughts
- Right Concentration means developing the mental concentration and focus that is required to meditate, etc.

Credit interpretation of the stages as the Threefold Way: wisdom, ethics, meditation. Accept Pali or Sanskrit words for each stage if they are used.

Only award 1 mark (globally) if candidates just mention one or two of the stages and offer nothing else.

0 1 . 5 ‘The Four Noble Truths are the most important Buddhist teaching.’

Evaluate this statement.

In your answer you should:

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

[12 marks]

[Plus SPaG 3 marks]

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

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

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

Arguments in support

- The Four Noble Truths are said to contain the essence of the Buddha’s teachings
- They were discovered by the Buddha while he searched for enlightenment
- They were amongst the first teachings he gave to the five ascetics during his first sermon in the Deer Park at Sarnath
- They seek to explain why people suffer and how they can end suffering so are the most important teachings for all Buddhists
- It is the one teaching Buddhists aim to come to a complete understanding of through study, reflection, meditation and other activities

- For Theravada Buddhists, understanding the Four Noble Truths is the most important goal for achieving enlightenment, etc.

Arguments in support of other views

- Other teachings are equally important or some argue more so; in Mahayana Buddhism, whilst the Four Noble Truths are important, they also emphasise other teachings equally such as the development of compassion (karuna) as being central to the experience of enlightenment
- The three marks of existence could arguably be said to be more important than the Four Noble Truths for recognising the human condition
- The Eightfold Path is the most and only important teaching in Buddhism as a pathway to overcoming suffering
- Meditation being the central aspect of Buddhist practice could be said to be more important than theorising about the Four Noble Truths as it is the practical aspect of the Buddhist faith, etc.

[Plus SPaG 3 marks]

0 2 **Buddhism: Practices**

0 2 . 1 **Which one of the following is a Buddhist monastery?**

[1 mark]

- A Mala**
- B Vihara**
- C Rupa**
- D Mandala**

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

Answer: B: Vihara

0 2 . 2 **Give two of the six perfections in the Mahayanan tradition.**

[2 marks]

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

One mark for each of two correct points.

- Generosity or giving (dana)
- Morality (sila)
- Patience (kshanti)
- Energy (virya)
- Meditation (samadhi)
- Wisdom (prajna)

NB. Do not accept compassion which could be linked to morality but isn't and do not accept mindfulness which could be linked to meditation but isn't.

0 2 . 3 Explain two contrasting Buddhist meditation practices.

[4 marks]

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

First contrast

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

Second contrast

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

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

Samatha meditation

This is a calming meditation; a type of meditation that involves calming the mind and developing deeper concentration / it is generally acknowledged that anyone can perform samatha without a teacher or a guide / during samatha meditation, there is a focus on one object which is a preparation for developing wisdom and understanding the nature of reality / samatha is more of a preparation for vipassana because it is about a mindfulness of breathing.

Vipassana meditation

The main difference between vipassana and samatha is sometimes seen in the objects used, not necessarily the techniques or methods used / in vipassana everything can be explored objectively including things that are personal to the meditator whereas this does not happen with samatha meditation / for example, in vipassana, there might be a reflection on the body and how people can become attached to their bodies.

Visualisation of Buddhas and Bodhisattvas

The meditator can visualise an object in their mind / they might first look at an object to gain inspiration / they get rid of the image and simply imagine it in their mind / they will try to hold a detailed picture of the object in their mind for as long as possible.

Deity visualisation

Tibetan Buddhists will often visualise a 'deity' when they meditate / this is not a god but a being who has become fully enlightened such as a Buddha or Bodhisattva / they will focus on what the deity looks like, the qualities and characteristics to awaken the meditator's own Buddha nature eg meditate on the medicine Buddha or Avalokiteshvara.

Thangkas, mandalas and scriptures

Sometimes Buddhists use patterns or paintings to help them visualise a deity / a detailed painting of the Buddha (thangka) would help them do this / a mandala might be used which is an intricate, colourful, circle shaped pattern / sacred diagrams are used or even pieces of scripture to help the meditator focus on gaining enlightenment, etc.

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

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

[5 marks]

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

First reason

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

Second reason

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

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

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

- Wesak is probably the best known and most significant festival for Buddhists as it is the most important one. It commemorates three important events in the Buddha's life; his birth, his enlightenment and his passing into Parinirvana (the final state of nirvana).
- It is a festival to honour and remember the Buddha as well as his teachings and has been celebrated since the early 20th century.
- It is an opportunity for Buddhists to make offerings to the Buddha, light lanterns, give gifts such as food, candles and flowers to the monks in the local monastery.
- It is an opportunity for monks to lead meditation, chant from the Buddhist scriptures and give sermons about the Buddha's enlightenment. Caged birds and / or animals can be released in some countries and this is important for people to see the loving kindness and compassion of Buddhists for others.
- Passages are read from the Avatamsaka Sutra – a Mahayana Buddhist scripture which reveals how reality appears to an enlightened being, and Wesak celebrates the Buddha's enlightenment.
- All Buddhists live by the Five Moral Precepts, and these are chanted and meditated on during Wesak / bodhicitta is also chanted.
- Hymns are sung in praise of the three jewels or treasures (the Buddha, his teachings and his disciples); reference could also be made to the symbolism of the lotus flower, bathing of the Buddha image, etc.

0 2 . 5 'It is impossible for Buddhists to always act with compassion (karuna).'

Evaluate this statement.

In your answer you should:

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

[12 marks]

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

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

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

Arguments in support

- It is always difficult to love an enemy or someone who has done you wrong or harm
- When compassion is encouraged by Buddhism for the sufferings of everyone in the world, this can seem like too much of an impossible and worldly task that could never be accomplished
- It is difficult to develop compassion without wisdom and not everyone has wisdom
- Compassion or karuna is one of the four sublime states and considered difficult to master even for Buddhist monks and nuns so too far reaching for the ordinary Buddhist, etc.

Arguments in support of other views

- The Buddha showed compassion and Buddhists should follow his example. As he taught with realism, compassion is a realistic quality to achieve
- If a person wants to be free from suffering they must practice compassion for others too so this is always achievable
- It is a natural emotion to feel for others and show compassion rather than being impossible
- Everyone needs to share the identical need of compassion and love as it suggests the commonality of humankind. As the Dalai Lama said, ‘...if we are to protect this ‘home’ of ours, each of us needs to experience a vivid sense of universal compassion and this is not beyond anybody...’
- The concept of the bodhisattva in Mahayana Buddhism raises compassion to the same level as wisdom, therefore it should be absolutely attainable for all, etc.