



GCSE RELIGIOUS STUDIES A 8062/11

Paper 1: Buddhism

Mark scheme

June 2019

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 Examiner.

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

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 terms describes all the teachings of the Buddha?**
[1 mark]

- A Anatta**
- B Dhamma (Dharma)**
- C Anicca**
- D Dukkha**

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

Answer: B: Dhamma (Dharma)

0 1. **2** **Give two reasons why Siddhartha Gautama gave up his life of luxury.**
[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 gave it up because he saw the Four Sights.
- Siddhartha realised he wouldn't find the answers to the problem of suffering by living his life of luxury.
- He was being prepared to be a king, which he rejected / he wanted to seek the religious or holy life.
- He fulfilled the prophecy of Asita by leaving the palace.
- He would not have been able to show his compassion for humankind by staying in the palace.
- He was discontented / he was not at peace.
- He was curious about the outside world, etc.

0 1 . 3 Explain two ways in which belief in Bodhisattvas influences Buddhists today. **[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:

- To become a Bodhisattva is the spiritual goal of Mahayana Buddhism so Buddhists see a Bodhisattva as a role model, to guide, help and teach others.
- Buddhists will want to be compassionate in order to help other beings with their problems in life.
- Bodhisattvas combine being compassionate with being wise / so Buddhists will want to be the same.
- Buddhists will want to live their lives following the six paramitas (perfections). (generosity; morality; tolerance or patience, energy; meditation and wisdom)
- Buddhists will pray to Bodhisattvas for guidance on their own paths to enlightenment.
- Buddhists will live out the Bodhisattva vow:- ‘However innumerable sentient beings are, I vow to save them; however inexhaustible the defilements are, I vow to extinguish them.’
- Buddhists will also want to ‘go forth for the welfare of the many’.
- Sometimes Buddhists use patterns or paintings / to help them visualise Buddha or a Bodhisattva.
- Images of Bodhisattvas function as more than reminders of their spiritual qualities / some Buddhists see the images as actually possessing the spirit and power of the beings they represent.
- Bodhisattvas can be male or female encouraging Buddhists’ belief in the equality of all, etc.

0 1 . 4 Explain two Buddhist beliefs about the Pure Land.

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 belief

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

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 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:

- Pure Land is based on faith in Amitābha.
- There is the hope of being reborn in the paradise where Amitābha lives.
- Pure Land Buddhists can simply call on the name of Amitābha to gain rebirth in the sukhāvātī / heaven / Western Paradise.
- Amitābha created this paradise out of compassion and love for all beings.
- Pure Land Buddhists believe that if they are reborn in this land / they will be taught by Amitābha himself.
- They will therefore have a much better chance of attaining Buddhahood (becoming a Buddha).
- Chanting of the Nembutsu (Nien Fo).
- In the Pure Land there is no suffering / there are none of the problems that stop people in our own world from attaining enlightenment, etc.

From the Pure Land Sutras: ‘Bodhisattvas hear about the Buddha Amitābha and call him to mind again and again in this land. Because of this calling to mind, they see the Buddha Amitābha. Having seen him they ask him what dharmas it takes to be born in the realm of the Buddha Amitābha. Then the Buddha Amitābha says to these bodhisattvas: “If you wish to come and be born in my realm, you must always call me to mind again and again, you must always keep this thought in mind without letting up, and thus you will succeed in coming to be born in my realm.”

0 1 . 5 'It is not easy to achieve enlightenment.'

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]
[SPaG 3 marks]

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

- In Theravada, you have to be a monk to achieve enlightenment / and those in the monastic communities are expected to lead a life based on the study of Buddhist doctrine / the discipline may prove difficult for some / some Buddhist traditions believe that only males can gain enlightenment.
- Enlightenment is a real experience and it takes time, dedication and effort to experience it (witness the Buddha's own life) / only by becoming ordained can a person 'go within', an internal path into one's own consciousness through meditation and contemplation, etc.
- No one can fully overcome suffering / no one can fully extinguish greed, hatred and delusion which is what enlightenment is all about.
- It is too abstract a concept for people to understand / it is unrealistic to think that the goal of a

religion can be achieved in this present life.

- Suffering is a fact of life, we just have to live with it / suffering is a major part of human nature so it does not matter about a different mind-set, such as enlightenment, people will always experience hurt and pain.
- The Tibetan Wheel of Life teaches that suffering is constant / so how can enlightenment be the goal?
- Today, in the Western world, temptation is a part of human nature etc.

Arguments in support of other views

- The Buddha did, so others can / the Buddha would not have identified a path to enlightenment if he didn't think people could reach it.
- In many branches of Buddhism such as Zen, it is believed all can achieve enlightenment as they already have Buddha nature in them / Pure Land Buddhists through their chanting might suggest that enlightenment is easy to attain.
- A Bodhisattva helps in the Mahayana tradition towards enlightenment.
- This sets up the Four Noble Truths as a profound teaching / and establishes the Buddha as a physician for all the ills of the world / as he identifies the problem and gives a diagnosis in the first two Noble Truths.
- Anyone can experience selflessness, followed by certain changes in outlook / as the experience usually involves intensive meditation / and follows study of the Four Basic Truths of Buddhism / so enlightenment is possible for all / it is up to the individual and their commitment to the goal of Buddha, etc.

[Plus SPaG 3 marks]

0 2 **Buddhism: Practices**

0 2. **1** **Which one of the following terms means ‘compassion’ in Buddhism?** **[1 mark]**

- A Metta**
- B Karma**
- C Zazen**
- D Karuna**

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

Answer: D: Karuna

0 2. **2** **Give two religious practices performed at a Buddhist temple.** **[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:

- Meditation / chanting / mantra recitation / offerings (flowers / light / food / water) / prayer to Buddha’s and Bodhisattvas / bowing / bending three times in front of a shrine to recall the three refuges / visualisation of Buddha’s and Bodhisattvas / perform puja / reading sacred texts /using mandalas, etc.

0 2 . 3 Explain two contrasting ways in which Buddhists mourn the dead in Japan and Tibet.

[4 marks]

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

First contrasting way

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

Second contrasting way

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

If similar ways are given, only one of them may be credited up to 2 marks.

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

Tibetan

- The dead are given a sky burial in / which a body is left high on a mountain as a gift to the vultures.
- Giving away a body is seen as a practical and generous act.
- Sometimes the body is burnt / the remains are placed in a chorten (a memorial structure like a stupa) to become a site to worship.
- There are ceremonies that involve prayers / ceremonies that involve offering yak butter lamps / which are made every seven days for forty nine days after the death of a loved one
- Read the Tibetan Book of the Dead, etc.

Japanese

- In Pure Land traditions / the coffin may be placed with the head pointing west.
- The chant 'Namo Amida Bu' or 'butso' may occur / during which Buddhists process around the body of the deceased.
- In the Nichiren tradition / funerals include readings from the Lotus Sutra.
- Relations could gather after the cremation / to pick out the bones from the ashes using chopsticks / the remains may be kept for up to forty nine days after cremation / and prayers offered on the seventh day / given a dharma name.
- Obon or just Bon festival / custom of honouring the spirits of one's ancestors / return to ancestral home / visit and clean their ancestors graves / dance the traditional Bon Odori dance, etc.

NB. Students may give two contrasting ways from just **one** of the traditions.

0 2 . 4 Explain two reasons why meditation 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:

- Meditation is the central practice of the Buddhist faith.
- Through meditation, Buddhists may gain a deeper compassion for others and reduce suffering / leading eventually to enlightenment.
- Meditation develops a still, calm and focused mind (samatha) / 'Resolutely train yourself to attain peace.' – The Utthana Sutta of the Sutta Nipata.
- It controls the mind, increases concentration and develops mindfulness; this is developed primarily through the last three stages of the Noble Eightfold Path.
- Meditation can help to develop a deeper insight into the nature of reality (vipassana).
- It develops loving kindness (metta) and compassion (karuna).
- Meditation allows people to gain some awareness and knowledge of what 'the self' means / visualisation.
- It can help to eliminate greed, hatred, delusion and desire / Dhammapada verse 181: 'Even the gods envy those awakened and mindful ones who are intent on meditation, wise, delighting in the peace of the absence of desire.' / Dhammapada, verse 39: 'There is no fear for one whose mind is not filled with desires' – the Buddha.
- It allows the development of insight into Buddhist teachings / and understanding of the Dharma / wisdom / 'Meditation brings wisdom; lack of meditation leaves ignorance. Know well what leads you forward and what holds you back, and choose the path that leads to wisdom.' – Buddha, from the first sermon in the Deer Park at Sarnath, etc.

0 2 . 5 'For Buddhists, worship in the temple is more important than worship in the home.'

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 their 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

- A temple is at the heart of a Buddhist community and has the combined 'strength' of the monastic and lay communities together as a support mechanism.
- A designated meditation hall is vital for Buddhists both in its structure and use of natural products for its creation; using the temple grounds for meditation..
- Temples are important centres for a Buddhist religious life.
- Buddhists can study, meditate and practise together, give offerings to a monk as well as hear teachings from a monk, which is much easier at a temple.
- Talks given by Buddhist monks as part of puja have more outreach at a temple.
- Shrines in a temple are a major focal point for more Buddhists
- Celebrate festivals together in a temple, etc.

Arguments in support of other views

- The regularity of Buddhist worship can be done at home.
- Meditation practice can be done individually as it could be done as a solitary practice, and home is best to do this.
- Most Buddhists worship before a shrine in their own homes / and the shrine will have a statue of the Buddha, vases of flowers, and bowls of water, incense, candles and a tray for offerings of food which are placed in front of the image / so there is everything a Buddhist needs at home to pay homage to the Buddha.
- Many countries in the West do not have a temple within easy reach.
- Time is spent kneeling before the image in silent meditation and this could only be done at home / less distractions at home / less travel time than to a temple.
- Parts of the sacred texts may be recited and this means much more at home, etc.