

Religious Studies A: World Religion(s)

General Certificate of Secondary Education

Unit **B570**: Buddhism 2 (Worship, Community and Family, Sacred Writings)

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
BOD	Benefit of the doubt
NBOD	Benefit of the doubt not given
tick	Tick
Cross	Cross
?	Unclear
AL	Accurate Language
AE	Attempts evaluation
DEV	Development
IRRL	Significant amount of material that does not answer the question
TV	Too vague

Subject-specific Marking Instructions**General points**

It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Reward candidates for what they know, understand and can do. Be positive. Concentrate on what candidates can do, not on what they cannot do.

For all parts of each response your first task is to match the response to the appropriate level of response according to the generic levels of response given below. Only when you have done this should you start to think about the mark to be awarded.

There are different ways of reaching a high level. Some candidates will go straight to the higher levels. Other candidates will gradually climb their way there by working their way through lower levels first.

The mark scheme for each paper will list responses which a candidate might offer. The list will not be exhaustive and where a candidate offers a response which is not listed, examiners will be expected to use their knowledge and discretion as to whether the response is valid. Examiners who are in any doubt should contact their Team Leader immediately.

Specific points

Half marks must never be used.

Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.

Mark what the candidate has written, do not assume that the candidate knows something unless they have written it.

Depending on the objective being assessed the levels of response start with one from the following list of flag words:

AO1 Weak, Satisfactory, Good

AO2 Weak, Limited, Competent, Good

During the standardisation process, examples of work at each level will be used to define the meaning of these flag words for the examination. In particular the word good must not be interpreted as the best possible response. It will be what is judged to be although better responses could be offered.

Remember that we are trying to achieve two things in the marking of the scripts:

- (i) to place all the candidates in the correct rank order
- (ii) to use the full range of marks available – right up to the top of the range; ‘Good’ means a good response *from a GCSE candidate* and can therefore be awarded the highest marks.

This means that it is imperative you mark to the agreed standard.

Written communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level according to the RS assessment objectives, ie no reference is made at this stage to the quality of the written communication;
- when answers have been placed into the appropriate level, examiners should then consider quality of written communication in the placing of the answer towards the top or bottom of the level;
- the quality of written communication must **never** be used to move an answer from the mark band of one level to another.

AO1 part (d) question

Level 3 5-6	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • A fairly complete and full description/explanation/analysis • A comprehensive account of the range and depth of relevant material • The information will be presented in a structured format • There will be significant, appropriate and correct use of specialist terms. • There will be few if any errors in spelling, grammar and punctuation.
Level 2 3-4	<p>A satisfactory answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Information will be relevant but may lack specific detail • There will be some description/explanation/analysis although this may not be fully developed • The information will be presented for the most part in a structured format • Some use of specialist terms, although these may not always be used appropriately • There may be errors in spelling, grammar and punctuation.
Level 1 1-2	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • A small amount of relevant information may be included • Answers may be in the form of a list with little or no description/explanation/analysis • There will be little or no use of specialist terms • Answers may be ambiguous or disorganised • Errors of grammar, punctuation and spelling may be intrusive.
Level 0 0	<p>No evidence submitted or response does not address the question.</p>

AO2 part (e) question

<p>Level 4 10-12</p>	<p>A good answer to the question. Candidates will demonstrate a clear understanding of the question.</p> <ul style="list-style-type: none"> • Answers will reflect the significance of the issue(s) raised • Clear evidence of an appropriate personal response, fully supported • A range of points of view supported by justified arguments/discussion • The information will be presented in a clear and organised way • Clear reference to the religion studied • Specialist terms will be used appropriately and correctly. <p>Few, if any errors in spelling, grammar and punctuation</p>	<p>Level 2 4-6</p>	<p>A limited answer to the question. Candidates will demonstrate some understanding of the question.</p> <ul style="list-style-type: none"> • Some information will be relevant, although may lack specific detail • Only one view might be offered and developed • Viewpoints might be stated and supported with limited argument/discussion • The information will show some organisation • Reference to the religion studied may be vague • Some use of specialist terms, although these may not always be used appropriately. <p>There may be errors in spelling, grammar and punctuation</p>
<p>Level 3 7-9</p>	<p>A competent answer to the question. Candidates will demonstrate a sound understanding of the question.</p> <ul style="list-style-type: none"> • Selection of relevant material with appropriate development • Evidence of appropriate personal response • Justified arguments/different points of view supported by some discussion • The information will be presented in a structured format • Some appropriate reference to the religion studied • Specialist terms will be used appropriately and for the most part correctly. <p>There may be occasional errors in spelling, grammar and punctuation</p>	<p>Level 1 1-3</p>	<p>A weak attempt to answer the question. Candidates will demonstrate little understanding of the question.</p> <ul style="list-style-type: none"> • Answers may be simplistic with little or no relevant information • Viewpoints may not be supported or appropriate • Answers may be ambiguous or disorganised • There will be little or no use of specialist terms. <p>Errors of grammar, punctuation and spelling may be intrusive</p>
		<p>Level 0 0</p>	<p>No evidence submitted or response does not address the question.</p>

Question		Answer	Marks	Guidance
1	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A building containing relics of the Buddha • A building containing relics of an important Buddhist religious figure. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Wheel of life/Dhamma • Thankas • Eyes of the Buddha • Vajras • Rupas • Images of Bodhisattvas. <p>1 mark for each response.</p>	2	<p>If a candidate draws a symbol then credit this. Accept mandala</p> <p>Do not accept prayer wheels or other artefacts unless it is phrased in a symbols way.</p>
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Samatha • Vipassana • Metta bhavana • Walking Meditation. <p>1 mark for each response.</p>	3	Credit concentration

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might discuss the idea that puja or worship is different in Buddhism than in other religions since many Buddhists do not worship deities as such. Puja can help a Buddhist to focus on the life of the Buddha and so make it easier to understand his teachings and so imitate him and reach enlightenment. Buddhists might draw inspiration from the Buddha.</p> <p>Several of the artefacts used in puja have symbolic meanings which might help a Buddhist to make spiritual progress. For example using an image of a Bodhisattva might help a Buddhist to consider the areas of their personality which they need to concentrate on in order to improve.</p>	6	<p>Nothing on puja (i.e. meditation only) capped at Level 2.</p> <p>If candidate also discusses why puja is <u>not</u> important, this is to be credited.</p>
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In favour of the statement candidates might refer to the benefits of meditation and suggest that because of these points meditation is necessary to achieving enlightenment. Since achieving enlightenment is central to Buddhism they may agree that meditation is the most important part of Buddhism. Candidates might discuss the fact that some schools of Buddhism, particularly Zen, emphasise meditation to the exclusion of all else and so clearly see it as absolutely central. Candidates might point out that since the Buddha is not a god and does not intercede in the lives of Buddhists puja is a waste of time and shows superstition and lack of understanding.</p> <p>Against the statement, candidates may point out that some schools of Buddhism, such as Pure Land, have abandoned meditation all together as being of no use, and that some other schools do not give it a central role. Pure land Buddhism emphasises the soteriological role of a semi-divine Buddha and in this context puja is extremely important and it is meditation which may be seen as a waste of time. Some may suggest that meditation is ultimately a selfish occupation since it is concerned only with one's own enlightenment and that puja is of more importance as it is undertaken in a community and can reinforce the community.</p>	12	

Question		Answer	Marks	Guidance
		Some candidates might argue that both are of equal importance sine both are part of the religion and so help on the path to enlightenment.		
2	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • A Buddhist nun • A female member of the Monastic Sangha. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Handling money • Working on the monastery land • Giving danna in the form of food to support the monks • Sending their sons to study at the vihara. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • To gain an education • To avoid distractions of everyday life • To commit more fully to following the Dhamma • To have a better chance of gaining enlightenment • As a temporary stage in their religious life • To find out more about Buddhism. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Candidates may point out that members of the Monastic Sangha are not allowed to handle money as this can lead to attachment and tanha which can impede progress towards enlightenment. Money is a potential danger since it can lead to attachment and to greed which is one of the Three Poisons which chain people to samsara, however it is not evil in itself and can be used to achieve good. Mahayana Buddhists in particular would not see money in itself as an impediment to enlightenment. Candidates may talk about the Noble Eightfold Path and in particular Right Livelihood meaning that money should be acquired in an ethical way. Candidates may also talk about skilful and unskilful action as it might relate to the use of money and to compassion as a guiding principle of Buddhist ethics, which might lead a Buddhist to engage in charitable activities.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In favour of the statement candidates might discuss the idea of 'Right Livelihood' and what it means in application to real life. They might consider the First Precept and how many occupations might indeed cause harm to others. Some may give a list of jobs that 'cannot' be done whilst others may consider that even apparently harmless jobs might be connected with corporations that do not uphold the Five Precepts. For example, working as a journalist might make 'Right Speech' harder, and even if you were working for an innocuous magazine, the publishing company might also own porn magazines that would not be in keeping with the Precept about sexual misconduct. Candidates might argue that the teachings are so complex that any conceivable job is suspect and that arguably the only option is to join the Sangha and avoid money and employment entirely.</p> <p>Against the statement, candidates might point out that there are no 'rules' in Buddhism, only guiding principles and the ideas of skilful and unskilful actions and that ultimately issues of employment are up to the conscience of the individual. Others might take the view that compassion is a key teaching of Buddhism and that some jobs clearly show compassion and so could not be problematic. Few would argue that teaching or becoming a doctor go against Buddhist teachings.</p>	12	

Question		Answer	Marks	Guidance
3	(a)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Pali Canon • Vinaya Pitaka • Sutta Pitaka • Abhidhamma Pitaka • Tipitaka • The Questions of King Milinda. <p>1 mark for response.</p>	1	
	(b)	<p>Responses might include:</p> <ul style="list-style-type: none"> • Information about the life of the Buddha (examples might be given) • The Dhamma (The Four Noble Truths, Noble Eightfold Path) • How to behave in certain circumstances • How and why to meditate • Rules for living in a monastic community • About the Six Realms of Rebirth and what happens to someone after they die • How to reach enlightenment. <p>1 mark for each response.</p>	2	
	(c)	<p>Responses might include:</p> <ul style="list-style-type: none"> • To chant in order to gain karma • To read to learn about the Dhamma • To help them to become enlightened • To maintain discipline in the vihara • As an object of meditation. <p>1 mark for each response.</p>	3	

Question	Answer	Marks	Guidance
(d)	<p>Examiners should mark according to the AO1 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>Because the Council accepted only the Pali Canon leading some Buddhists to break away and establish an alternative authority.</p> <p>Some believe they have access to a secret authentic tradition of teachings going back to the Buddha which are unknown to Theravada Buddhists; these would include Zen Buddhists who believe in an alternative line of transmission through oral sources.</p> <p>Some believe that the Buddha continues to inspire authentic teachings so not only the teachings he gave whilst alive are accepted as being authoritative. In Tibetan Buddhism, for example, the canon is not considered to be closed.</p>	6	
(e)	<p>Examiners should mark according to the AO2 descriptors.</p> <p>Candidates might consider some of the following:</p> <p>In favour of the statement candidates may suggest that it is important to keep scriptures in the original language since translation always changes meaning at least a little bit and the more a sacred writing is translated the more likely it is that the original meaning will be changed, or at least misinterpreted. Some may suggest that hearing the scriptures recited in the original language has a supernatural power of its own which can lead to gaining merit. They might also consider the point that since the sacred writings are the words of the Buddha, changing or adding to them in any way will dilute the Dhamma and make it more difficult for people to reach enlightenment. Candidates might also argue that changing the Dhamma does not show proper respect for the writings. If they were true then, then they are true now and there is nothing to be gained from changing them in any way.</p> <p>Against the statement it could be argued that if the scriptures are translated then Buddhism can be spread to far more people than would otherwise be the case, and that the message is more important than the words or the original language. If the meaning is slightly changed it is not that important since religions develop and adapt to new times and cultures. They might point out that the Buddha himself said that the scriptures were no more than a means to an end and so were valuable only so far as they were useful. If people since the Buddha have had useful experiences or insights then these too should be added to the canon as they can make it easier for people to reach enlightenment.</p>	12	

Question			Answer	Marks	Guidance
			Some Buddhists believe that the Buddha continues to inspire scriptures even up to the present day and that these scriptures should carry at least as much authority as earlier ones.		
			Total	48	

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