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## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In Religious Studies B (1RB0)

Paper 1: Area of Study 1 – Religion and Ethics

Option 1D: Buddhism

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Summer 2022

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## General Marking Guidance

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

Question number	Answer	Reject	Mark
<b>1(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• The Five Precepts are five things a Buddhist should avoid (1)</li> <li>• In their positive form they list the qualities a person should develop (1)</li> <li>• They are also known as panca sila (1)</li> <li>• They help Buddhists to overcome the Three Poisons (1)</li> <li>• They are not commanded but suggested (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>1(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The Wheel of Life represents the cycle of samsara (1) and the idea that people can escape it (1)</li> <li>• Each part of the wheel represents a particular feature of life (1) and how these are connected to each other (1)</li> <li>• It shows the significance suffering has on people (1). The Three Poisons are represented at the centre of the wheel (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/development</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
1(c)	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Anicca is one of the Three Marks of Existence (1), it highlights that the soul is not fixed and is always changing (1) as shown in the story of Nagasena and the Chariot (Milinda Panha) (1)</li> <li>• Impermanence infuses all aspects of life (1), it is a continual reminder of the frailty of human beings (1) "All conditioned things are impermanent" – when one see this with wisdom, one turns away from suffering' (Maggavagga 277) (1)</li> <li>• It is a teaching of the Buddha so must be important to Buddhists (1). The Buddha taught that attaining Nibbana is the only way to escape anicca (1). The Buddha's final words 'Decay or anicca is inherent in all component things, work out your own salvation with diligence' (Maha-paranibbana) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• The Buddha himself accepted the rapidly growing nature of desire, once saying that all occurrences are rooted in desire. He explained to his followers 'The Dhamma-wheel is set in motion in the instant Koṇḍañña sees the realities pointed out by the Buddha' (Dhammacakkappavattana Sutta)</li> <li>• Within all human beings is the desire for happiness, which leads to want, which is another desire. This want helps a person overcome feelings of limitation which is part of human nature</li> <li>• For Buddhists the only thing not rooted in desire is Nibbana, for it is the end of all phenomena. The desire to seek enlightenment is not wrong and does not need to be overcome.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Buddhists believe that it is possible to overcome desire and this can be done by achieving enlightenment; they seek to attain it through their spiritual life. If it was possible for the Buddha it is possible for all Buddhists</li> <li>• The Buddha spoke of ending pain resulting from desire 'for the spiritually ennobled ones, is the true reality which is the way leading to the cessation of pain' (Dhammacakkappavattana Sutta)</li> <li>• By following the Eightfold Path, Buddhists believe they can free themselves from desire and break the cycle of Samsara. This is a spiritual aim of Buddhism.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	(15)

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

**SPaG**

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



Question number	Answer	Reject	Mark
<b>2(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Buddhists do not consider marriage to be a religious commitment (1)</li> <li>• Buddhists may believe that marriage is important for offering stability to a family (1)</li> <li>• Buddhists may view marriage as important to avoid the suffering of loneliness (1)</li> <li>• Buddhism recognises that marriage may help to prevent sexual misconduct (1)</li> <li>• Marriage may help to release selfishness (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• The sangha provides opportunities for families to worship together (1) to ensure Buddhism is at the heart of the family (1)</li> <li>• It brings people together to celebrate rites of passage and festivals (1) helping families have a shared experience of Buddhism (1)</li> <li>• It supports couples experiencing difficulties in their marriage (1) which can help prevent family breakdown (1).</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated way/□development</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>(4)</b>

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
<b>2(c)</b>	<p>AO1 5 marks</p> <p>Award one mark for each teaching. Award further marks for each development of the teaching up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• The Buddha taught that gender should not set people apart (1) it is a person's actions that set them apart (1) 'What difference does being a woman make when the mind's well-centered, when knowledge is progressing, seeing clearly, rightly, into the Dhamma' (Soma Sutta 5:2) (1)</li> <li>• Buddhism teaches that there is no fundamental difference between all human beings (1) so it regards men and women as equally valued (1) 'All those who take refuge in the Buddha, Dhamma, and Sangha become members of the Buddha's four-fold assembly of followers: monks, nuns, male lay devotees, and female lay devotees' (Thanissaro Bhikkhu, Refuge, An Introduction to the Buddha, Dhamma, &amp; Sangha) (1)</li> <li>• Discrimination causes people to suffer (1), to cause this can lead to negative kamma (1). 'We consider that the purpose of life is to develop compassion for all living beings without discrimination and to work for their good, happiness, and peace' (The World Buddhist Sangha Council 1966) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated teaching/ development</li> <li>• Development that does not relate both to the teaching and to the question</li> <li>• Reference to a source of wisdom that does not relate to the teaching given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
2(d)	<p data-bbox="365 258 560 289">AO2 12 marks</p> <p data-bbox="365 338 1295 527">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="365 575 430 606"><b>AO2</b></p> <p data-bbox="365 617 803 648"><b>Arguments for the statement:</b></p> <ul data-bbox="365 659 1307 1121" style="list-style-type: none"> <li data-bbox="365 659 1307 848">• Buddhism holds great respect for the unconditional love of parents for their children. It teaches of mothers that 'Even as a mother protects with her life her child, her only child, So with a boundless heart should one cherish all living beings' (Karaniya Metta Sutta 1:8)</li> <li data-bbox="365 858 1307 963">• The Buddha instructed that family life could help people achieve well-being and happiness in this and future lives in a spiritually meaningful way. Having a loving family will produce good kamma</li> <li data-bbox="365 974 1307 1121">• In Buddhist societies families often worship and visit the temple together. This may encourage children to adopt the Buddhist way of life and in turn support the sangha, thus it is important for the faith that all Buddhists raise a family.</li> </ul> <p data-bbox="365 1173 868 1205"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1215 1307 1562" style="list-style-type: none"> <li data-bbox="365 1215 1307 1320">• Buddhism is not particularly family centred. The greater focus is on detachment and personal responsibility for one's own behaviour, rather than raising children</li> <li data-bbox="365 1331 1307 1436">• Buddhists believe that the Buddha detached himself from family life to seek an understanding of why people suffer and to seek enlightenment. They may follow his example</li> <li data-bbox="365 1446 1307 1562">• Buddhists do not believe they have a duty to have children. They accept that the use of contraception is an acceptable choice if a Buddhist does not wish to have a child.</li> </ul> <p data-bbox="365 1614 812 1646">Accept any other valid response.</p> <p data-bbox="365 1688 1266 1793">Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	(12)

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Reject	Mark
<b>3(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Chants are a continuation of the teachings of the Buddha (1)</li> <li>• They bring peace and calmness to people (1)</li> <li>• They are a method of gaining mental concentration (1)</li> <li>• Chanting is an expression of devotion (1)</li> <li>• It can lead to people living happier lives (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Buddhists celebrate to remember the death of the Buddha (1) where he achieved freedom from the cycle of rebirth (1)</li> <li>• The celebration reminds Buddhists that, like the Buddha, they can achieve nibbana (1) which will encourage them to follow the dhamma (1)</li> <li>• It is a time to reflect on the lives of those who have recently died (1) and to remember that death is a part of all lives (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/□ development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(4)</b>

Question number	Answer	Reject	Mark
<b>3(c)</b>	<p>AO1 5 marks</p> <p>Award one mark for each reason. Award further marks for each development of the reason up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>• Puja can be a way of expressing thanks and respect for the Buddha (1) highlighting how significant he is in the life of a Buddhist (1) 'associate with the wise, and honour those who are worthy of honour; this is Blessing Supreme' (Mangala Sutta) (1)</li> <li>• It is a way of focusing on the teachings of the Buddha without distraction (1) this will help a person to reflect on their own understanding of teachings (1) 'Self-control, living a noble life, realising the Noble Truths... this is Blessing Supreme.' (Mangala Sutta) (1)</li> <li>• Devotion services help generate faith and energy to maintain commitment (1). Puja means honour, worship and devotional attention (1) 'He whose mind does not waver, by contact with worldly contingencies, sorrowless, stainless and secure; this is Blessing Supreme.' (Mangala Sutta) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development</li> <li>• Development that does not relate both to the reason and to the question</li> <li>• Reference to a source of wisdom that does not relate to the reason given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
<b>3(d)</b>	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p><b>AO2</b></p> <p><b>Arguments for the statement:</b></p> <ul style="list-style-type: none"> <li>• Viharas include places where people can study and meditate. Teaching meditation within the Shrine room will provide opportunities for the community to gather for worship</li> <li>• Some viharas contain relics of the Buddha or a bodhisattva. The closeness to these relics may enable the worshipper to feel a closer connection to them, enabling a better focus on worship</li> <li>• A vihara will contain statues of the Buddha in the shrine room, but also in the rest of the complex. These will act as a constant aid to the process of reflection, supporting worship.</li> </ul> <p><b>Arguments against the statement:</b></p> <ul style="list-style-type: none"> <li>• Buddhist worship does not need to take place in any specified place. It can happen wherever a person feels they are able to concentrate and a vihara may be full of distractions</li> <li>• A home shrine may be a more important place to worship as this is where a Buddhist will most easily make time for worship and therefore be used most frequently</li> <li>• Some viharas have become important cultural centres with lots of visitors, many of whom are not there for worship. This can negatively impact on the on the atmosphere for worshippers.</li> </ul> <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	<b>(15)</b>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>



**SPaG**

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

Question number	Answer	Reject	Mark
<b>4(a)</b>	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three.</p> <ul style="list-style-type: none"> <li>• Buddhists believe that people should respect the habitat of all lifeforms (1)</li> <li>• People should respect the natural cycle and balance in the environment (1)</li> <li>• People should protect the environment for future generations (1)</li> <li>• Many Buddhists try to live skilfully (1)</li> <li>• Buddhists can use natural resources, but not abuse them (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Lists (maximum of one mark)</li> </ul>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>4(b)</b>	<p>AO1 4 marks</p> <p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four.</p> <ul style="list-style-type: none"> <li>• Hospice care alleviates physical suffering in patients (1) this is important to Buddhists as it contributes to the alleviation of any spiritual suffering experienced at the end of life (1)</li> <li>• The nature of hospice care allows for rituals to take place at the deathbed (1). Buddhists believe these will promote a favourable rebirth (1)</li> <li>• Hospice care promotes care for those grieving (1); although Buddhists believe in rebirth, when death does come, those grieving still need compassion comfort and support (1).</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated reason/development</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(4)</b>

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
<b>4(c)</b>	<p>AO1 5 marks</p> <p>Award one mark for each response. Award further marks for each development of the response up to a maximum of four marks. Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> <li>Some Buddhists would respond by saying that the belief in life after death is not based on fraudulent accounts (1) instead it is based on the experience of the Buddha, and his teachings (1). That a lack of understanding of life after death comes from 'the feeling of those who are immersed in craving' (Brahmajala Sutta 4) (1)</li> <li>Buddhists would reply to arguments that there is no evidence for life after death and say that there is evidence (1). The teaching of the Buddha provides evidence that there is life after death (1). The Buddha taught 'At the break-up of the body, after death, one who gives, who is master of giving, reappears in a good destination, the heavenly world' (Siha Sutta 5:34) (1)</li> <li>They would argue that belief in rebirth is not just a source of comfort it is a reality (1) that the nature of impermanence means that it is possible for them to be reborn to a more difficult existence (1) 'Forms are inconsistent, changeable, of a nature to become otherwise' (Dvaya Sutta) (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated response/ development</li> <li>Development that does not relate both to the response and to the question</li> <li>Reference to a source of wisdom that does not relate to the response given.</li> </ul>	<b>(5)</b>

Question number	Indicative content	Mark
4(d)	<p data-bbox="365 300 560 331">AO2 12 marks</p> <p data-bbox="365 373 1295 569">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="365 615 430 646"><b>AO2</b></p> <p data-bbox="365 653 803 684"><b>Arguments for the statement:</b></p> <ul data-bbox="365 695 1307 1161" style="list-style-type: none"> <li data-bbox="365 695 1258 846">• The First Precept of Buddhism is the value and sanctity of life. Many Buddhists believe that life begins at conception. The Buddha stated that the taking of human life would lead to negative kamma</li> <li data-bbox="365 852 1307 1003">• The foetus should be protected as it is has the same right to life as any human being. Its conception has come about as a result of kamma acquired in the person’s previous life and should be protected</li> <li data-bbox="365 1010 1226 1161">• Buddhism emphasises that there are consequences to the choices people make. By taking a negative view of abortion, Buddhists are reminded that they are responsible for their actions.</li> </ul> <p data-bbox="365 1209 868 1241"><b>Arguments against the statement:</b></p> <ul data-bbox="365 1251 1291 1682" style="list-style-type: none"> <li data-bbox="365 1251 1274 1402">• Avoiding suffering may make an abortion the right choice. The Dalai Lama said, ‘it depends on the circumstances... If the birth will create serious problems for the parent, these are cases where there can be an exception’</li> <li data-bbox="365 1409 1291 1560">• Some Buddhists argue that the aborted life will lead to a rebirth. Abortion is therefore not murder or a permanent ending of life, so should be not be seen as wrong if there are good reasons for it</li> <li data-bbox="365 1566 1291 1682">• Situation Ethics argues that each circumstance should be judged on its own merit and that sometimes to allow an abortion is the more loving response and therefore the right response.</li> </ul> <p data-bbox="365 1724 844 1755"><b>Accept any other valid response.</b></p>	(12)

	Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Information/issues are identified and make superficial connections among a limited range of elements in the question, underpinned by isolated elements of understanding of religion and belief.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by an accurate understanding of religion and belief. Connections are made among many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. These are underpinned by a sustained, accurate and thorough understanding of religion and belief. Connections are made among the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>