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**GCSE  
RELIGIOUS STUDIES (SHORT COURSE)  
8061/1**

Section 1: Buddhism

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**Mark scheme**

June 2023

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject examiners. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners 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.

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## Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

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

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

### Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (ie levels of response grid).

### Themes papers guidance (Specification A & Short Course)

In questions where students may choose religions from which to illustrate their answer, there may be some general Content, ie credible comments which students will make which could be applied to any religion or perhaps to a secular viewpoint as well. Where these are appropriate they are usually given first. The Mark Scheme will also include, under separate headings, Content sections for each of the six religions allowed within the Specifications.

### General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

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.

### **1 mark multiple choice questions**

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

### **2 mark short answer questions**

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

### **4 and 5 mark answer questions**

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

### **12 mark answer questions**

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

## Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level 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.)

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.

Level 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. If examiners have any doubt about what level to award a response, they should consult their team leader.

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 examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

### 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.

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.

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

0 1

**Buddhism: Beliefs**

0 1 . 1

**Which one of the following is the Buddhist concept of ‘dependent arising’?**

**[1 mark]**

- A Skandha**
- B Patikkasamuppada**
- C Sunyata**
- D Bodhisattva**

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

Answer: B Patikkasamuppada

0 1 . 2

**Give two examples of how the Buddha lived during 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.

**If students provide more than two responses only the first two should be considered for marking.**

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

Rejected anything that would give him pleasure / Practised extreme self-discipline / Met and studied with various holy men / Practised meditation / Used pain and hardship to discipline his mind / Ignored his appetite / Fasted for long periods of time / Became increasingly hungry and weak / Stories say that his body became so thin that his legs were like bamboo sticks / his backbone was like a rope / his chest was like an incomplete roof of a house / his eyes sank into his skull, like stones in a deep well / Looked like a living skeleton / Lived in dangerous and hostile forests which were too hot during the day and freezing at night / Slept on a bed of thorns / tradition states that the Buddha ate one grain of rice a day or three sesame seeds / and gave up sleep / shaved or cut off all his hair, etc.

**0 1 . 3 Explain two ways in which belief in rebirth 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

**To be a ‘detailed explanation’, the ‘influence’ of the way must be included.**

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

- Buddhists complete intentional actions that earn good karma (kamma).
- Develop concentration and wisdom.
- Being born as a human is seen by Buddhists as a rare opportunity to work towards escaping this cycle of samsara.
- Once Nirvana is achieved, and the enlightened individual physically dies, Buddhists believe that they will no longer be reborn.
- Buddhists may not fear death.
- When they die, many Buddhists believe that their five aggregates (skandhas) transfer to a new body.
- Buddhists may only try and complete skilful actions and wholesome actions.
- Buddhists develop repeated good habits to sow seeds of a future rebirth.
- Buddhists want to be reborn in one of the heavenly worlds from the Tibetan Wheel of Life.
- Cultivating skilful mental states and actions can lay the ground for a favourable rebirth.
- Belief in rebirth may encourage Buddhists to adhere to the five moral precepts.
- Some Buddhists may want to join the monastic sangha to foster favourable conditions for a positive rebirth, etc.

NB reference to Arhat in the Theravada tradition and Bodhisattva in the Mahayana tradition in relation to rebirth should be credited.



**0 1 . 4 Explain two beliefs of Pure Land Buddhism.**

**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.**

It is part of Mahayana Buddhism based on belief in Amitabha Buddha / Amitabha Buddha is worshipped by Pure Land Buddhists / Sukhavati is the paradise where Amitabha lives / Sukhavati is where Pure Land Buddhists aim to be reborn / Amitabha was a king who renounced his throne to become a monk / Sukhavati Pure Land heaven is on the edge of the western paradise / perfect paradise was created by Amitabha out of his compassion and love for all beings / from the Pure Land, Buddhists believe that they will have a much better chance of attaining Buddhahood (becoming a Buddha) / in the Pure Land, there is no suffering and none of the problems that stop people in our own world from attaining enlightenment / Pure Land Buddhists follow five types of religious practice: reciting scriptures, meditating on Amitabha and his paradise, worshipping Amitabha, chanting his name, and making praises and offerings to him / Pure land Buddhists believe that the most important practise is to chant Amitabha's name / faith in Amitabha is more important than good actions etc.

NB references to aspects of Buddhist morality are creditworthy though only within the context of Pure Land Buddhism.

**Sources of authority might include:**

'Even a bad man will be received in Buddha's land, how much more a good man?'  
 Honen (12<sup>th</sup> century Japanese Pure Land teacher)

'Even a good man will be received in Buddha's land, how much more a bad man?'  
 Shinran (a student of Honen)

'Sukhavati is rich in a great variety of flowers and fruits adorned with jewel trees, which are frequented with flocks of birds with sweet voices... And all beings who are born.... In this Buddha field, they are all fixed on the right method of salvation, until they have won nirvana. For

this reason, that world system is called the 'Happy Land'. The larger Sukhavatvyuha Sutra, sections 16–24.

**Accept all other sources of authority that correctly support the beliefs given.**

**0 1 . 5** 'The Four Noble Truths are the most important teaching for Buddhists.'

**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 significance and influence**

| <b>Level</b> | <b>Criteria</b>  | <b>Marks</b> |
|--------------|--|--------------|
| 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.<br><b>References to religion applied to the issue.</b>  | 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.<br><b>Clear reference to religion.</b>  | 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.<br>OR<br>Recognition of different points of view, each supported by relevant reasons/evidence.<br><b>Maximum of Level 2 if there is no reference to religion.</b> | 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 were discovered by the Buddha while he was meditating so naturally they are the most important teaching / they are the fundamental basis of Buddhism / they allow escape from suffering.

- They are often said to contain the essence of the Buddha's teaching / they were the first teachings that the Buddha gave to the five ascetics / they were the first teachings in his sermon at the Deer Park in Sarnath.
- The Four Noble Truths are the teaching that established the Buddha as a great teacher / the Four Noble Truths are the first and foremost teaching all Buddhists strive to master an understanding of through meditation, reflection and study.
- For Theravada Buddhists, understanding the four truths is the most important goal for achieving enlightenment.
- The Four Noble Truths contain the teachings of the arising of dukkha, the cause of dukkha and the cure for dukkha and nothing is more important than this teaching in the Buddhist faith.
- The fourth Noble Truth in particular tells a Buddhist how they should live their lives and as a practical faith to be experienced for oneself, this is vital, etc.

### **Arguments in support of other views**

- Mahayana Buddhists emphasise the element of compassion (karuna) as being just as important and central to the experience of enlightenment.
- The Buddha's teachings cannot be seen in isolation; it is equally important to recognise the three marks of existence and the three poisons (akusala) for example too.
- Practice is vital in Buddhism and meditation is taught as the central practice.
- Recognising karma and rebirth teachings are as important as the Noble Truths as they will directly affect a Buddhist's life.
- Becoming an Arhat as the spiritual goal of Theravada Buddhism is so very important too.
- Living a correct and moral life as a member of the sangha is as important as knowing the Four Noble Truths, etc.