



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCSE
In Religious Studies B (1RB0/3D)
Paper 3: Area of Study 3- Religion, Philosophy
and Social Justice
Option 3D Buddhism

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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.

Paper 3: Religion, philosophy and Social justice 3D - Buddhism Mark Scheme

Question number	Answer	Reject	Mark
1(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • The dhamma is the teaching of the Buddha (1) • The dhamma is the truth (1) • It can be found within the Dhammapada (1) • Life involves suffering (1) • Everything in life is impermanent (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark). 	3

Question number	Answer	Reject	Mark
1(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 marks.</p> <ul style="list-style-type: none"> • The Buddha's life shows believers that it is important to accept change (1), his experiences as a rich young man, an ascetic and a teacher show this (1) • The life of the Buddha sets an example for believers (1) and this shows how people can overcome difficulties (1) • The life of the Buddha shows the path to enlightenment (1). Buddhists can follow his dhamma (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason given and to the question. 	4

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"> • Sila teaches how to live a good life (1) and enlightenment only comes with good actions (1) 'Avoiding both of these extremes, the middle way realised by the Tathagata' (Dhammacakkappavattana Sutta) (1) • It gives precise details of skilful actions (1) rather than the more generalised teaching of the Four Noble Truths (1) 'By effort and heedfulness ... let the wise one make for himself an island which no flood can overwhelm' (Dhammapada 25) • It teaches believers to act in ways that are good for others (1) this means that they will not cause harm to any living being (1) 'The righteous live happily both in this world and the next' (Dhammapada 169) (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
1(d)	<p data-bbox="357 367 751 398">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="357 443 1305 629">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="357 678 424 710">AO2</p> <p data-bbox="357 714 791 745">Arguments for the statement:</p> <ul data-bbox="357 750 1318 1133" style="list-style-type: none"> <li data-bbox="357 750 1318 898">• The Buddha taught that suffering is due to the desire people have to hold onto things that will not last and that will change or decay. If people break this habit then there will be less suffering and their life will be better <li data-bbox="357 902 1318 1016">• Sometimes suffering is caused by just generally being unhappy with life. By cultivating a positive acceptance of the life the believer has, they will be able to avoid suffering and their life will be good <li data-bbox="357 1021 1318 1133">• If a believer learns how to avoid suffering over many lives they build up good kamma which means they will be able to enter the peace of nibbana. <p data-bbox="357 1178 855 1209">Arguments against the statement:</p> <ul data-bbox="357 1214 1318 1597" style="list-style-type: none"> <li data-bbox="357 1214 1318 1328">• Suffering is part of existence and cannot be escaped. The Four Sights taught the Buddha that pain, bereavement and suffering come to everyone <li data-bbox="357 1332 1318 1447">• Sometimes it is living through bad, difficult and painful times that enable the believer to grow in wisdom. If this is so, then it would be impossible for them to lead a good life without having suffered <li data-bbox="357 1451 1318 1597">• The Buddha taught that suffering would always exist and he advocated ways to escape from suffering. He taught a way to escape from suffering. This implies that a good life is only born out of the wisdom obtained from suffering. <p data-bbox="357 1641 798 1673">Accept any other valid response.</p> <p data-bbox="357 1718 1241 1830">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

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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.
Level 3	7-9	<ul style="list-style-type: none"> 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. 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.
Level 4	10-12	<ul style="list-style-type: none"> 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. 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.

SPaG

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

Question number	Answer	Reject	Mark
2(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Buddhists do not worship a personal God (1) • Buddhists reject the idea of being in a relationship with a deity (1) • The concept of a personal God would lead to attachment (1) • Buddhists believe in a personal search for enlightenment (1) • The universe is an endless cycle so does not need a God of any kind (1). 	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
2(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a response. Award a second mark for development of the response up to a maximum of four marks.</p> <ul style="list-style-type: none"> • A Buddhist would reject religious experiences as coming from God (1), this is because most Buddhists do not believe in God (1) • They do accept that sometimes wisdom can come from a religious experience (1) for example when the Buddha meditated under the Bodhi tree (1) • Buddhists may experience a special revelation during meditation (1) this may be of the Buddha or his teachings (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated response/ development • Development that does not relate both to the response given and to the question. 	4

Question number	Answer	Reject	Mark
2(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"> • In the Sigalovada Sutta the Buddha shows the importance of parents (1) he shows them as an equal relationship to that of a religious teacher and pupils (1) 'they train them in their best discipline' (Sigalovada Sutta) (1) • A religious upbringing ensures that children are taught Buddhist beliefs (1) which lays the basis for the search for enlightenment (1) 'This is the only path; there is none other for the purification of insight' (Dhammapada 274) (1) • A Buddhist upbringing is directed towards the growth of wisdom (1), it would therefore be irresponsible not to bring children up as good Buddhists (1) 'This is the only path; there is 	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

	none other for the purification of insight' (Dhammapada 274) (1).		
	Accept any other valid response.		

Question number	Indicative content	Mark
2(d)	<p data-bbox="360 371 549 398">AO2 12 marks</p> <p data-bbox="360 450 1302 629">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="360 680 421 707">AO2</p> <p data-bbox="360 719 791 745">Arguments for the statement:</p> <ul data-bbox="360 757 1302 1133" style="list-style-type: none"> <li data-bbox="360 757 1302 864">• The first thing the Buddha did after his enlightenment was to teach others how to achieve it. This makes it very clear that he believed enlightenment was for everyone <li data-bbox="360 875 1302 1021">• In Buddhism there is no discrimination because of gender, race or sexual orientation. This means that enlightenment would be possible for anybody who is prepared to follow the teachings and example of the Buddha <li data-bbox="360 1032 1302 1133">• The Buddhist idea of kamma and samsara suggest that enlightenment must be for everyone. If not, then people would not be given the chance to be reborn. <p data-bbox="360 1184 855 1211">Arguments against the statement:</p> <ul data-bbox="360 1223 1302 1637" style="list-style-type: none"> <li data-bbox="360 1223 1302 1330">• To become enlightened requires hard work and continual effort. There are some people who would be unprepared to make that effort and so would not be able to be enlightened <li data-bbox="360 1341 1302 1449">• Non-religious people may say that the Buddhist concept of enlightenment is illogical because once a person dies that is the end, thus enlightenment is not possible for anyone <li data-bbox="360 1460 1302 1637">• Many Buddhists would only partially agree with the statement. Their argument would be that it can take many lives of success and failure before enlightenment is reached. They would therefore argue that enlightenment is eventually possible, but that it is not possible within one lifetime. <p data-bbox="360 1688 791 1715">Accept any other valid response.</p> <p data-bbox="360 1767 1246 1868">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	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 1	1-3	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. 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.
Level 2	4-6	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Connections are made among many, but not all, of the elements in the question. 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.
Level 3	7-9	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Connections are made among the full range of elements in the question. 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.
Level 4	10-12	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.

Question number	Answer	Reject	Mark
3(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • There is a shrine containing a buddharupa (1) • There is a library containing Buddhist scriptures (1) • There may be a room set aside for meditation (1) • There may be a garden for reflection (1) • There may be sleeping quarters for monks and nuns (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

Question number	Answer	Reject	Mark
3(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 marks.</p> <ul style="list-style-type: none"> • Om mani padme hum is chanted (1) which spreads kammic power throughout the universe • Padme is used to symbolise wisdom (1) and can lead a person to become an enlightened being (1) • They are used as the basis for mantras (1) which can help people to focus during devotion (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated way/ development • Development that does not relate both to the way given and to the question. 	4

Question number	Answer	Reject	Mark
3(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"> • It is one of the oldest times of reflection and retreat (1) and was instigated by the Buddha (1). The Buddha said 'monks, I am content with this practice... I will remain right here at Savatthi through the White Water-lily month' (Anapanasati Sutta) (1) • It is a rite of passage (1) as at the end of this retreat monks receive their new robes (1) it was here the Buddha told them 'you have exclusive right to Sanghika robes' (Vinaya Pitaka) (1) • Taking time to undertake this retreat shows commitment (1) It symbolises how the whole Sangha are prepared to work through the hard times (1) and the Vinaya Patika shows how the Buddha's followers were rewarded having suffered on their journey to see him (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated reason/ development • Development that does not relate both to the reason and to the question • Reference to a source of wisdom that does not relate to the reason given. 	5

Question number	Indicative content	Mark
3(d)	<p data-bbox="359 367 751 398">AO2 12 marks, SPaG 3 marks</p> <p data-bbox="359 443 1305 629">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="359 678 424 710">AO2</p> <p data-bbox="359 714 791 745">Arguments for the statement:</p> <ul data-bbox="359 752 1315 1137" style="list-style-type: none"> <li data-bbox="359 752 1299 864">• By having a shrine at home and by worshipping in the house, it would mean that there is always a visual reminder of the believers' requirement to worship <li data-bbox="359 871 1273 983">• It would mean that the whole family can be involved and share in the worship together, as well as being a way of teaching younger members of the family how to take part in religious worship <li data-bbox="359 990 1315 1137">• In western countries where temples or worship centres may be very far away it means that worship can be carried out easily and regularly, and this might help the believers to maintain their religious beliefs and their practising of the Buddha's teachings. <p data-bbox="359 1180 855 1211">Arguments against the statement:</p> <ul data-bbox="359 1218 1294 1637" style="list-style-type: none"> <li data-bbox="359 1218 1273 1330">• Buddhism is a community religion – hence the Sangha – so many Buddhists would feel that it is better to worship as a community group rather than as a small isolated group <li data-bbox="359 1337 1294 1485">• A temple or vihara will have not only a library but also trained holy people to help and advise. This would mean that the family would be more supported than trying to deal with religious or moral problems on their own <li data-bbox="359 1491 1267 1637">• Some Buddhists would say that having a shrine and performing puja is merely symbolic, and that the best way to worship and to honour the Buddha would be to follow his teachings and treat others with compassion and loving kindness. <p data-bbox="359 1682 798 1713">Accept any other valid response.</p> <p data-bbox="359 1760 1241 1868">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

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> 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. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, underpinned by a limited understanding of religion and belief. 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.
Level 3	7-9	<ul style="list-style-type: none"> 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. 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.
Level 4	10-12	<ul style="list-style-type: none"> 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. 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.

SPaG

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

Question number	Answer	Reject	Mark
4(a)	<p>AO1 3 marks</p> <p>Award one mark for each point identified up to a maximum of three marks.</p> <ul style="list-style-type: none"> • The Buddha taught the importance of kindness and compassion (1) • It is important for Buddhists to try to make the world as just and fair as they can (1) • Buddhists are taught to treat everyone fairly (1) • The Middle Way implies that all people should be treated equally (1) • The Buddha taught his followers to work together as a community (1). 	<ul style="list-style-type: none"> • Lists (maximum of one mark) 	3

	Accept any other valid response.		
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Question number	Answer	Reject	Mark
4(b)	<p>AO1 4 marks</p> <p>Award one mark for providing a teaching. Award a second mark for development of the teaching up to a maximum of four marks</p> <ul style="list-style-type: none"> • Buddhist teaching is that people are free to choose how to live (1) this means that they may follow other faith systems (1) • Buddhism is about the development of the self and one's own wisdom (1) Buddhists would therefore understand and accept that other religions may do this (1) • Buddhism teaches respect (1) and so they may not try to convert people of other religions to Buddhism (1). <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching given and to the question. 	4

Question number	Answer	Reject	Mark
4(c)	<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 wisdom or authority.</p> <ul style="list-style-type: none"> • Inequality is contrary to the Buddha's teaching (1) therefore it would be an unskillful action to treat others unequally (1). 'Walking upon this path you will make an end of suffering' (Dhammapada 275) (1) • Buddhists would say that it is important to use wealth for the benefit of others (1) This can be shown in the living of the Middle Way (1) 'for the sake of the Dharma, I renounce the royal position... announcing my search for Dharma in the four directions' (Lotus Sutra 12) • Buddhists are taught that everyone can escape samsara (1), there is no inequality in 	<ul style="list-style-type: none"> • Repeated teaching/ development • Development that does not relate both to the teaching and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	5

	<p>the quest for knowledge (1) 'for the sake of living beings everywhere he diligently sought the great law taking no heed for himself' (Lotus Sutra 12) (1).</p> <p>Accept any other valid response.</p>		
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Question number	Indicative content	Mark
4(d)	<p>AO2 12 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>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Buddhists would say that removing suffering is vital and the only way to do this may be through supporting human rights, this will then ensure that people are protected from abuse • The Buddhist teaching of Karuna means that Buddhists should understand the rights of others and work in order to protect them • Non-religious people would suggest that human rights should be applied in all situations as they recognise the basic dignity of each individual regardless of differences. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • There are some human rights that may conflict with Buddhist principles as freedom of speech may cause harm to some people which is against the First Precept • Buddhists should be more concerned with their personal enlightenment and the development of good kamma than the rights of others • Some non-religious people might argue that some people such as murderers do not deserve certain human rights as their actions undermine society. <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>	12

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
Level 2	4-6	<ul style="list-style-type: none"> Superficial connections are made among many, but not all, of the elements in the question, with a limited understanding of religion and belief, including relevant philosophical and/or ethical arguments. 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.
Level 3	7-9	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Connections are made among many, but not all, of the elements in the question. 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.
Level 4	10-12	<ul style="list-style-type: none"> 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, including any relevant philosophical and/or ethical arguments. Connections are made among the full range of elements in the question. 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.