

**Collins**

Key Stage 3

# Buddhism

# Teacher Material

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# Introduction

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*Knowing Religion* provides an overview of the origins and development of religions over the course of history, as well as how they are lived and the challenges they face in the modern world. The books are designed to build students' thinking from the bottom up, with subject knowledge providing a gateway to a rich and rewarding understanding of religion and religions.

Recent work by cognitive scientists has shown that students need to have a large amount of subject knowledge stored in their long-term memory in order to become competent at any subject. Students are far more capable of thinking critically when faced with topics they know and understand. For this reason, *Knowing Religion* is designed to teach about religions in a clear and cumulative way, where content knowledge is secured before complex tasks are undertaken.

Like all subjects, religion is best understood by relating new information to prior knowledge. For example, students will better understand the significance of Constantine's conversion to Christianity if they have previously learnt about the persecution faced by Christians in the first three centuries. Therefore, it is useful to recap information and vocabulary from previous topics before each new one is introduced.

The *Teacher Guide* suggests a range of activities designed to consolidate and enhance learning from the Student Books. It includes evaluative tasks and those intended to provide both additional support and extra challenge to allow for differentiation in the classroom. Resources are suggested to support some specific activities, and some general resources are provided in addition to these, which may be useful for a range of activities and scenarios to support learning. These have been carefully chosen to seize students' interest and complement the material in the Student Book.

In each topic, a core narrative or set of ideas is presented. For ease of reference, in the Student Books key content is collected in a 'Knowledge organiser' at the end of each unit. Knowledge organisers allow students to test themselves. They also allow teachers to design quick factual recall tests, ensuring that all students master important knowledge at an early stage. To assist in this, the key vocabulary and key people are reproduced in the *Teacher Guide* too.

*Knowing Religion* provides an essential framework for students to learn about religions, but it does not pretend to be exhaustive. It should be complemented with as many activities and texts from other sources that you – the teacher – see fit.

## Lesson structure

The recommended lesson structure for teaching from *Knowing Religion* is based on cognitive science and research into highly effective teachers, adapted for use in the RE classroom. It follows a structure of **recap, pre-teach, read, condense, apply, review**.

**1 RECAP previous learning:** Start lessons with a short review of previous learning. This serves two purposes:

- Frequent review of subject content strengthens its place in students' long-term memory and helps make the recall of words, people, events and concepts automatic.
- It brings to the front of students' minds the relevant prior knowledge that they need to draw upon to understand the new content. This may come from the immediately preceding topic, or from earlier in the book. For the benefit of teachers who have not covered all the previous topics, essential knowledge and key words are noted in this guide.

Recap material could be covered through a starter activity, a short quiz or oral question and answer.

**2 PRE-TEACH difficult new material:** Before reading the text, you may want to 'pre-teach' any particularly challenging new material. This could include key terms, complicated geography or a difficult concept.

**3 READ new material:** Each topic is around 800 words. You may wish to ask students to read sections of the text independently or choose to read it as a whole class. Along the way, make sure that you are continually asking questions, illustrating important points and explaining anything that students may be confused about.

**4 CONDENSE new material into an easily understood format:** Students should then reproduce the information in a new format that will aid their understanding. This can be something as simple as answering comprehension questions, but activities could also include annotating maps, images or pieces of text.

These activities should be followed by a whole-class check, to ensure that students have completed the task correctly and to clarify any confusion that may have arisen. This can be done through self-assessment, peer-assessment or simple question and answer.

**5 APPLY new knowledge:** Having acquired new knowledge, it is then time to apply it. This could take place at the end of the lesson or during a following lesson. Ways to apply new knowledge include:

- further reading: once students have mastered the basic concepts of a topic in *Knowing Religion*, you may want to introduce a more complex or detailed text. This could include a passage from a holy text, an article from a newspaper or magazine, an extract from a book or from a reputable online source.
- extended writing: answering a well-designed question encourages students to think more deeply about the content they have studied. The five 'Check your understanding' questions at the end of each topic can be used as a basis for such questions. Extended writing should encourage students to make links between different religions they have studied, building increasingly complex networks of understanding.

**6 REVIEW material learnt:** Lessons should be interspersed with quick diagnostic checks, to ascertain the level of understanding that students have achieved. The quiz questions included in the *Teacher Guide* (20 per unit) can help with this. Such activities are crucial in helping to strengthen student memory: the more students rehearse and review information, the stronger their memory becomes.

**End of unit essays:** You may want to end each unit with a piece of extended writing, answering a question that draws upon knowledge from all the topics or scatter these through the 16 topics. The fifth 'Check your understanding' question regularly provides students with opportunity and flexibility to do this.

### **Further reading**

Daniel T. Willingham, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works*, 2009

Peter C. Brown (*et al*), *Make It Stick: The Science of Successful Learning*, 2014

Barak Rosenshine, 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know' in *American Educator*, 2012

Shaun Allison and Andy Tharby, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*, 2015

# Knowing Religion Teacher Guide

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## Buddhism

### Activities

- 1 To develop students' evaluative writing, discursive statements are frequently used in the fifth 'Check your understanding' question in each topic. These can form the basis of paired/class debate as well as offering an opportunity to work on students' extended writing and prepare them for the demands of evaluative questions asked at GCSE. To add support, it might be useful to show students sample paragraphs of model answers with different elements of the paragraph (e.g. point, evidence, evaluation, link to question) colour coded so that students can see how good paragraphs are structured or formed. You could support students by providing sentence starters and examples of subject-specific vocabulary to be used in answers, as well as non-subject specific vocabulary – for example, give them different connectives that could be used in writing. After completing essays, photocopy the best answer for all students to read through. Annotate strengths and weaknesses as a class so that students can see how to improve their work.
- 2 Students who have studied religions other than Buddhism in the *Knowing Religion* series will be able to draw comparisons between them on various issues. This could form the basis of discussion or written activities. For example, students could write the script of a discussion/debate between followers of two or more religions on questions such as:
  - What is God like?
  - What happens when we die?
  - Why is there suffering in the world?
  - Should religions adapt over time or stay the same?
  - Does gender matter?
  - Is it ever right to fight?

Alternatively, they could do the same activity looking at different perspectives on a topic within one religion – for example:

- Are Theravada and Mahayana Buddhists really so different?
- Are Buddhists who join the Sangha 'better' than Sikhs who choose not to?

This will help develop students' understanding of diversity within religion and religions, and enhance their skills in evaluating differing views.

### Resources

<https://www.youtube.com/channel/UCVWtejv2BR2cblbiEoSO7oA>

**Buddha Bits:** This is an excellent Buddhist YouTube channel that explains the basics of Buddhism. Each video is about five minutes long and they would make a good introduction to class teaching, or they could be set as homework.

- 3 Using one or both of the book's Knowledge organisers, create a crossword to test students' knowledge of key vocabulary and people. Crosswords can be made by entering the words into an online crossword-maker and writing appropriate hints for each word/person to reflect student ability.
- 4 To add greater challenge, give students extracts to read from other texts / news sources / online sources to build on and deepen their understanding of the topics covered in the book. For example:
  - **Topic 1.1:** To help students understand Buddhist philosophy, ask them to read the first part of the Dhammapada. Reading Chapter 1 is essential for students trying to understand the teachings of the Buddha. This is useful for gathering quotations to use in essays too!
  - **Topic 1.3:** Show students further examples of stories from the Buddhist tradition and discuss how they inform Buddhist thinking.
  - **Topic 2.1:** To help students understand Buddhist philosophy of the Bodhisattva, encourage them to read from the Bodhisattvacharyavatara. Chapter 3 is particularly accessible for KS3 students.
  - **Topic 2.7:** Ask students to undertake further research into the life and work of Thich Nhat Hanh.

### Resources

<http://www.insightflorida.org/uploads/dhammapada.pdf>

A free and accessible translation of the Dhammapada.

<http://open.ed.ac.uk/stories-from-buddhist-traditions/>

An excellent resource from the University of Edinburgh School of Divinity, including stories from Buddhist tradition (some well-known; others less so), along with teaching resources, questions and images.

<http://www.abuddhistlibrary.com>

Search for Bodhisattvacharyavatara on the Buddhist Library website to find an online copy.

<http://plumvillage.org/>

The Plum Village website, with more information about Thich Nhat Hanh.

- 5 To add greater support, after reading the text, you could give students a printout of a shorter, simplified version of it, with key information missing. They could fill in the gaps by finding the information in the book.

To add greater challenge and help students distil key learning from a topic, ask them to sum up a topic in a set number of words, for example, 50, 20 and then 10.

- 8 Fast-paced, whole-class recap questioning at the start of lessons will inject energy and focus, and help students commit prior knowledge to memory. Regularly setting revision of key vocabulary definitions and key people descriptions as homework also helps students remember what they have learned. This can be monitored by quick quizzes at the start of lessons. These quizzes could contain ten questions, with difficulty levels adapted to match class abilities. A quick and efficient way to do these quizzes is as follows:

- Give students half a piece of lined paper when they arrive at the lesson and ask them to write their name and the numbers 1–10 on it. (Alternatively, you can give students a printed copy of questions.)
- Read out each question twice. Questions with one or two short, clear answers are better than those with a variety of possibilities that students will want to check.
- Ask them to peer mark in a different colour pen. (Silently swapping papers with someone who is not sitting next to them will help avoid talking/disputes!)
- Whilst marking, students should correct any wrong answers. This will reinforce the answers and help students remember for future quizzes.
- Students can stick their quizzes in a book and record their scores with a date in a table at the back. You can also collect scores. The whole process should take no longer than 10 minutes.

Another way of doing this is to give students a list of key words with definitions missing, or vice versa, and ask them to fill in the gaps. To add greater support, give students both the key words and definitions and ask them to match the key words with the correct definitions.

### **General resources**

<https://www.truetube.co.uk/>

Videos designed for use in RE lessons on a range of issues relating to Buddhism.

<http://www.bbc.co.uk/religion>

A range of articles relating to Buddhism from the BBC.

<http://www.bbc.co.uk/timelines/zg8c9j6> (Life of the Buddha)

<http://www.bbc.co.uk/guides/zsd8d2p> (What's so Noble about Buddhism's Four Noble Truths?)

<http://www.bbc.co.uk/guides/zqrx34j> (Why do Buddhists meditate?)

BBC iWonder guides on various aspects of Buddhism, designed to challenge more able students.

# Quizzes

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## Unit 1: History and belief

- 1 Approximately how long ago did Buddhism begin?
- 2 Approximately how many people in the world are Buddhists?
- 3 On what continent do 99 per cent of Buddhists live?
- 4 What happened in Queen Maya's dream when she was pregnant with Siddhartha?
- 5 Name one relative of Siddhartha other than his mother.
- 6 What four sights did Siddhartha see after leaving the palace?
- 7 What did Siddhartha achieve under the Bodhi tree?
- 8 What did Siddhartha do under the Bodhi tree in order to achieve this?
- 9 What is the name of the evil being that tried to distract Siddhartha whilst he was sitting under the Bodhi tree?
- 10 What is dukkha?
- 11 What is an ascetic?
- 12 What is the name of the four teachings of Siddhartha that form the basis of Buddhism?
- 13 Siddhartha gave eight instructions for people to follow in order to achieve enlightenment. What are they known as?
- 14 What is the name given by Buddhists to a lifestyle between luxury and having nothing?
- 15 What is the dharma?
- 16 What is the Sangha?
- 17 Name two rules that a monk must follow.
- 18 What would you find in a stupa?
- 19 What is meant by parinirvana?
- 20 Who was the Indian emperor who converted to Buddhism?

## Unit 2: Buddhism in the modern world

- 1 What is a Bodhisattva?
- 2 Which school of Buddhism believes in Bodhisattvas?
- 3 What is a mandala?
- 4 Who is the leader of Tibetan Buddhism?
- 5 Name two objects that a Buddhist might focus on when meditating.
- 6 What is a mantra?
- 7 What do Tibetan monks make mandalas from?
- 8 What do the monks do after displaying the mandala?
- 9 What is the bhavacakra?
- 10 What would a statue of the starving Buddha teach Buddhists?
- 11 Why is the Buddha often portrayed with long earlobes?
- 12 What is remembered at Wesak?
- 13 What happens at Kathina?
- 14 Name two places a Buddhist might go on pilgrimage.
- 15 Why would Buddhist pilgrims go to these sites?
- 16 In which country did Pol Pot become dictator?
- 17 Who was Maha Ghosananda?
- 18 Who is Thich Nhat Hanh?
- 19 What is the Thai Forest Tradition?
- 20 Approximately how many Buddhists live in the UK?

# Key vocabulary

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## Unit 1: History and belief

- ascetic** Someone who lives a life of simplicity and self-denial
- bhikkhu** A Buddhist monk; nuns are called bhikkhunis
- Bodh Gaya** The holiest site in Buddhism, where Siddhartha meditated under a Bodhi tree and became the Buddha
- Brahmins** Priests in ancient India who interpreted Queen Maya's dream when she was pregnant with Siddhartha
- Buddha** The awakened or enlightened one
- caste system** A series of social classes that determine someone's job and status in society
- Dhammapada** A Buddhist scripture that contains the teachings and sayings of the Buddha
- Dharma** The Buddha's teachings
- dukkha** The suffering or dissatisfaction of all living beings
- Eightfold Path** Eight instructions taught by the Buddha to help people overcome suffering and reach enlightenment
- enlightenment** The state of being awakened to the truth about life
- Five Precepts** Five rules that all Buddhists are expected to follow
- Four Noble Truths** The basis of the Buddha's teachings: all creatures suffer; suffering is caused by selfish desires; suffering can be ended; the way to end suffering is to follow the Eightfold Path
- Four Sights** Four things seen by Siddhartha when leaving the royal grounds – old age, sickness, death and a holy man
- karma** The forces that influence peoples' fortune and future rebirth

- laity** Buddhists who are not monks or nuns
- meditation** The practice of focusing the mind
- Middle Way** A lifestyle between luxury and having nothing at all
- missionaries** People who spread a religious message to different countries
- nirvana** A state of bliss experienced by those who have found enlightenment
- Pali Canon** The main sacred text for many Buddhists which contains the teaching of the Buddha, rules for monks and nuns and the philosophy of Buddhism; also known as the Tipitaka
- parable** A story used to teach a moral or spiritual lesson
- parinirvana** A state of complete bliss, entered into by souls that are not reborn
- pilgrimage** A journey taken for religious reasons
- samsara** The continual process of life, death and rebirth
- Sangha** The community of Buddhist monks and nuns
- Sanskrit** An ancient Indian language
- scriptures** Religious texts
- sermon** A speech given by a religious leader
- stupa** A place where the remains of the Buddha were buried
- Three Jewels** Buddha, dharma, Sangha; also known as the Three Refuges
- Three Poisons** Greed, hatred and delusion
- ## Unit 2: Buddhism in the modern world
- bardo** A state of being that exists between death and rebirth

**bhavacakra** A particular Tibetan Buddhist mandala depicting the cycle of samsara

**Bodhisattva** A person who has found enlightenment but is reborn to help others

**Dalai Lama** The leader of Tibetan Buddhism, believed to be an incarnation of the Bodhisattva Avalokitesvara

**jhana** A state of absorption – a stage on the path to nirvana through meditation

**Kathina** A festival of gratitude to the Sangha

**lama** A senior monk or teacher in Tibetan Buddhism

**lotus** A flower and key symbol in Buddhism; also used to describe a position used in meditation

**Mahayana** A school of Buddhism that believes in Bodhisattvas and that the term 'Sangha' applies to all Buddhists

**mandala** A circular pattern that has symbolic meanings and is used to help people meditate

**mantra** A sacred phrase that is chanted during meditation

**Thai Forest Tradition** A form of Theravada Buddhism that encourages monks and nuns to retreat into the forest to practise meditation in complete solitude

**thangkas** A Tibetan Buddhist painting on cotton or silk

**Theravada** A school of Buddhism that views the Sangha as very important

**Vassa** The period of the rainy season, when monks stay in their monasteries

**Wesak** A festival to commemorate the Buddha's birth, enlightenment and death; also known as Buddha Day

# Key people

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## Unit 1: History and belief

**Ashoka** An Indian emperor who ruled 272–31 BCE and became the first Buddhist ruler

**the Buddha** The name given to Siddhartha Gautama, an Indian prince born in 563 BCE, after he achieved enlightenment; the central figure of Buddhism

**Channa** Siddhartha's servant

**Devadatta** Siddhartha's cousin

**Mara** The demon lord who tries to prevent Siddhartha from achieving enlightenment under the Bodhi tree

**Maya** Siddhartha's mother

**Rahula** Siddhartha's son

**Siddhartha Gautama** An Indian prince born in 563 BCE, who became the Buddha; he died in 486 BCE

**Yashodhara** Siddhartha Gautama's cousin and wife

## Unit 2: Buddhism in the modern world

**Dalai Lama** The spiritual leader of Tibetan Buddhism

**Maha Ghosananda** A senior monk in Cambodia who helped rebuild the country after war

**Thich Nhat Hanh** A famous Vietnamese monk who now lives in France

# Answers to ‘Check your understanding’ questions

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## 1.1 What is Buddhism?

### 1 How many Buddhists are there in the world and where do they live?

There are approximately 550 million Buddhists in the world. Most live in Asia.

### 2 When and where did Buddhism begin?

In the sixth century BCE in Lumbini, an area of ancient India that is now in Nepal.

### 3 Explain who Siddhartha Gautama was and how both a historian and a Buddhist might view the events of his life.

Siddhartha was a prince who went on to achieve enlightenment. He then travelled around India sharing what he had learned. He became known as the Buddha, meaning the ‘awakened one’. Most historians would agree that someone who became known as the Buddha existed. Evidence about the Buddha was put together years after he died, so historians might look at the various early sources and check for similarities and differences. Many Buddhists would say that the message of the Buddha’s life is more important than debating whether particular events definitely took place.

### 4 Explain Buddhist beliefs about samsara.

Buddhists believe that we are travelling through a continual cycle of birth, death and rebirth, called samsara. Buddhists believe that when someone dies, they are reborn. People can attain a better or worse rebirth depending on the karma they have stored up. Good actions in life store up good karma, bad actions store up bad karma. Buddhists aim to escape samsara by achieving enlightenment. This can be achieved through meditation, wisdom and living a good life. Buddhists believe that people who escape samsara enter into a state of complete bliss called parinirvana.

### 5 Explain why there might be debate over whether Buddhism is a religion.

Many people debate about whether Buddhism is a religion, a philosophy or a way of life. Buddhists do not believe in a creator God and the Buddha never claimed to be a god. However, Buddhism certainly contains many of the features that define a religion. Buddhists have sacred texts, holy buildings, festivals and rituals. They also believe in samsara and the law of karma which affects your birth.

## 1.2 The early life of Siddhartha Gautama

### 1 How did the Buddha describe his childhood when he looked back on it as an adult?

The Buddha says he was brought up in luxury. He was protected from the Sun and given three ponds, each with different colour lotus flowers.

### 2 What does the story of the swan tell us about Siddhartha’s character?

The story of the swan shows us that the Siddhartha valued compassion and loving kindness to all beings.

### 3. What lesson did Siddhartha learn by watching the ploughing festival?

Siddhartha realised that all beings suffer.

### 4 Who were Yashodhara and Rahula?

Yashodhara is Siddhartha’s wife and mother to his son Rahula.

**5 Explain why the king did not want Siddhartha to leave the palace grounds and how he tried to prevent it.**

Siddhartha’s father did not want his son to become a holy man as the Brahmin priest had suggested. He wanted him to inherit the kingdom and become a great and powerful ruler. He made sure that Siddhartha was brought up in luxury and received the best education.

**1.3 The Four Sights and the Great Departure**

**1 What were the four sights?**

Siddhartha saw old age, sickness, death and a holy man.

**2 What did the four sights make Siddhartha realise?**

The four sights made him realise that his life up to that moment had not been real. His father had hidden the truth from him.

**3 What did Siddhartha decide to do after encountering all four sights?**

He decided to leave the palace and his family behind.

**4 Explain the meaning of Siddhartha’s words to Channa about the birds and clouds.**

Siddhartha’s words to Channa show that everything in life is temporary and that things change. Even if that brings sadness and suffering, it is a fact of life that must be faced.

**5 ‘Siddhartha did the right thing by leaving his life in the palace.’ Discuss this statement.**

Answers could include the following arguments:

<b>For</b>	<b>Against</b>
He was fulfilling the prophecy that he would go on to become a holy man.	Abandoning his wife and child without explaining why is selfish.
His father had deceived him and he needed to go and find out more about the true nature of the world.	Legend says he sneaked out, which shows he knew what he was doing was wrong.
As Professor Keown says, the story is a parable and so the meaning is more important than whether it actually happened.	He was abandoning not only his family but his whole kingdom.

**1.4 The path to enlightenment**

**1 Why did Siddhartha become an ascetic?**

Siddhartha and other ascetics believed that by punishing the body they could find peace and wisdom.

**2 Describe the methods of self-denial that Siddhartha tried.**

Siddhartha’s asceticism included holding his breath for longer and longer periods and severe fasting, eating only a single grain of rice a day.

**3 What is the Middle Way?**

The Middle Way is a life of moderation – not having too much or too little of anything.

**4 Explain two different ways in which the story of Mara can be interpreted.**

a) A literal interpretation: some Buddhists believe it is a historical fact that Mara sent demons to torment Siddhartha.

b) A symbolic interpretation: other Buddhists disagree and say that Mara is a symbolic character and represents the physical and mental temptations Siddhartha needed to overcome in his search for enlightenment.

**5 Explain how Siddhartha achieved enlightenment.**

Siddhartha achieved enlightenment by sitting down, cross-legged, under a Bodhi tree and meditating. Through deep meditation he gained the ability to remove all craving, hatred and ignorance.

**1.5 The Four Noble Truths**

**1 What is meant by dharma?**

Dharma is the name that Buddhists give to the laws or truths that Buddha discovered.

**2 Why is the symbol of the wheel important to Buddhists?**

The wheel is an important symbol in Buddhism because it signifies that all life is constantly in motion, passing through the cycle of birth, death and rebirth. The only way to escape this cycle is by following and understanding the dharma.

**3 What are the Four Noble Truths?**

The Four Noble Truths are the foundation teachings of Buddhism given by the Buddha in his first sermon at Sarnath.

**4 Explain each of the Four Noble Truths in your own words.**

Answers should credit any correct summary or interpretation. For example:

All creatures suffer.	The first noble truth is that all life contains suffering. The Buddhist term for this is dukkha.
Suffering is caused by selfish desires.	We suffer because we want things we cannot have and we have things we want to last forever that we will lose.
Suffering can be ended.	Because our minds create suffering through our desires and attachments we can train our minds so as to eliminate suffering.
The way to end suffering is the Eightfold Path.	Following the teaching and instruction of the Buddha is the only way to end suffering and find enlightenment.

**5 Explain how the analogy of the doctor helps explain the Four Noble Truths.**

A doctor will (1) see what the problem is, (2) understand its cause, (3) decide on a cure and (4) prescribe a way of making you better. This is why Buddhists sometimes think the Buddha is like a doctor whose mission is to help remove suffering from the world.

**1.6 The Eightfold Path**

**1 What is the Eightfold Path?**

The Eightfold Path is eight steps taught by the Buddha to help people overcome suffering and reach enlightenment.

**2 How does a wheel symbolise the Eightfold Path?**

The symbol of the wheel in Buddhism contains eight spokes, one for each step on the path.

**3 Explain each step of the path in your own words.**

Answers should credit any correct summary or interpretation. For example:

1 Right Understanding	To see the world as it really is. To understand the teachings of the Buddha.
2 Right Thought	To think well. To focus your mind on good thoughts and remove bad thoughts.
3 Right Speech	To speak well. To say things which are kind and compassionate. To refrain from speaking harmful or hurtful things.
4 Right Action	To act in a way that is compassionate and avoids causing harm to all living beings.
5 Right Livelihood	To work in a way that encourages kindness and compassion.
6 Right Effort	To dedicate oneself to train the mind.
7 Right Mindfulness	To be aware of ones thoughts and actions and be mindful of others.
8 Right Concentration	To learn and practise meditation.

**4 Explain how following the Eightfold Path is different to following a set of rules in another religion that you know about.**

Students might begin by saying that the Eightfold Path is not a set of rules that people must follow in order to please an almighty god (Buddhists do not believe that their actions are judged by a god). They may contrast the path with the Judeo-Christian Ten Commandments and say that the path is more like a set of guidelines or steps rather than strict rules. Some students might compare the path to the Five Pillars of Islam.

**5 ‘The Buddha should be remembered as a great religious leader.’ Discuss this statement.**

Answers could include the following arguments:

For	Against
He founded a major world religion that has millions of followers today.	The Buddha’s philosophy is too negative and focuses too much on suffering.
Buddhism encourages followers to be calm, kind and compassionate.	The Buddha did not lead the life of a great religious leader, e.g. he was selfish to abandon his royal duties and his family.

<b>For</b>	<b>Against</b>
Meditation is proven to help improve mental health. The Buddha was ahead of his time in understanding this.	The Buddha's philosophy is unscientific. There is no evidence that we are reborn after we die.
Controlling desire can be a positive thing.	The accuracy of sources about his life and teachings are disputed.
His focus on self-development is better than a focus on worshipping a god or gods.	The Buddha's message is impractical.

## 1.7 What is the Sangha?

### 1 What is the Sangha?

The Sangha is the community of Buddhist monks and nuns.

### 2 What are the Three Jewels?

The Three Jewels are the Buddha, dharma and Sangha (also known as the Three Refuges).

### 3 Why did the Buddha disagree with the caste system?

The Buddha felt that caste and social hierarchy were irrelevant – all beings are part of the same cycle of samsara.

### 4 What are the Five Precepts?

All Buddhists are expected to follow the Five Precepts, which means observing the rules:

- not to take the life of any living being
- not to take what is not given
- not to take part in sexual misconduct
- not to speak falsely
- not to take drugs that cloud the mind.

### 5 Explain why members of the Sangha have to live by stricter rules than other Buddhists. Use examples in your answer.

The Sangha is seen as the living representation of the Buddha's teachings and so its members lead a strict and disciplined life. The only possessions a monk could have were their robes, a bowl to collect food in and a razor to shave with. The Sangha have to follow strict rules including:

- not to eat after midday
- not to sing, dance or play music
- not to wear perfume or jewellery
- not to sit on high chairs or sleep on a soft bed
- not to accept or use money.

These rules ensure that the Sangha can focus their lives on the dharma and by doing so support each other and the wider Buddhist community.

## 1.8 The spread of Buddhism

### 1 Describe the death of the Buddha.

The Buddha is said to have lay down on his right side, rested his head on his hand and put one leg over the other. He then fell into a meditative trance and finally achieved parinirvana. The 'earth quivered like a ship struck by a storm' and beautiful flowers blossomed on the trees above where the Buddha had laid down, showering his body with their petals.

### 2 Who was Emperor Ashoka?

Ashoka was an Indian emperor in the third century BCE.

### 3 Explain why Ashoka became a Buddhist.

Ashoka converted to Buddhism after a violent battle. His army captured around 150,000 people and made them slaves; they killed 100,000 more. When Ashoka heard of this he was horrified by his role in the bloodthirsty affair. He decided that he would no longer follow in the violent footsteps of his father and grandfather. Instead, he would rule his empire according to the Buddhist principles of non-violence and compassion that he had learned from a Buddhist monk.

### 4 Why is Ashoka such a respected ruler? Give examples.

He built hospitals, schools and dug wells to provide water for thirsty travellers. He banned the killing of animals. He ordered that pillars and rocks be engraved with encouragement for people to behave in a humble, honest and generous way. He insisted on religious tolerance throughout his empire.

### 5 How did Buddhism spread beyond India? Include the word 'missionary' in your answer.

Ashoka sent missionaries to spread the Buddhist message. These missionaries travelled as far as Egypt, Syria and Macedonia. However, they were most successful in Sri Lanka.

## 2.1 What are the schools of Buddhism?

### 1 What are the two major schools of Buddhism and where are they found?

Theravada Buddhism can mainly be found in Sri Lanka, Thailand, Burma, Laos and Cambodia. Mahayana Buddhism is most popular in China, Taiwan, Japan, Korea and Tibet.

### 2 Describe what life is like for a monk.

Buddhist monks live in monasteries and leave their families behind. Their lives are strictly governed. Monks are only allowed specific personal items:

- an outer robe
- an inner robe
- a thicker robe for winter
- an alms bowl for gathering food
- a razor
- a needle and thread
- a belt
- a water strainer.

### 3 Explain why Theravada Buddhism places great emphasis on the Sangha.

The monks offer people the opportunity to do good things and thus earn good karma for their next life.

### 4 What role do 'householders' play in Theravada Buddhism? Give examples.

Householders support the Sangha in a variety of ways, including making offerings (alms) to the monks of food, clothes and even money. Householders are also required to provide the monks with the eight personal items they are allowed.

## 5 How does Mahayana Buddhism differ from Theravada?

Mahayana Buddhists feel that the term 'Sangha' applies to all Buddhists and that everyone has an equal chance of achieving enlightenment. Mahayana Buddhists may also emphasise the Bodhisattva vow and can choose to take the vow.

## 2.2 What is Tibetan Buddhism?

### 1 When did Buddhism reach Tibet?

Buddhism was brought to Tibet by Indian missionaries in the mid-seventh century CE.

### 2 What is Shamanism?

Shamanism is an ancient spiritual belief. A Shaman is someone who believes they can control evil spirits and heal the sick.

### 3 Explain Tibetan Buddhist teachings about rebirth. Include a quotation from the Tibetan Book of the Dead in your answer.

In between death and rebirth people spend time in a state called bardo. This is described in the Tibetan Book of the Dead (Bardo Thodol), which explains how after someone dies their mind can still experience sights, sounds, smells and tastes. It is this attachment to the senses that causes people to be reborn rather than reach nirvana. The book also describes how, after death, people come to stand before Yama, King of the Dead. Yama holds up a mirror, showing them all the actions of their life. The Bardo Thodol says 'The mirror in which Yama seems to read your past is your own memory, and also his judgement is your own. It is you who pronounce your own judgement, which in turn determines your next rebirth.'

### 4 Why does the current Dalai Lama live in India and not Tibet?

In the 1950s, China invaded and occupied Tibet. Fearing capture, the Dalai Lama fled to Dharamsala in India. He still lives there as the head of a Tibetan government and people in exile.

### 5 Why is the Dalai Lama an important religious leader? Give examples to support your points.

Tibetan Buddhists believe the Dalai Lama is the fourteenth reincarnation of a Bodhisattva who originally became enlightened in the fourteenth century. He travels around the world to meet Buddhist and world leaders. He writes books and gives sermons on spiritual issues. He communicates with his followers through social media and the internet.

## 2.3 Buddhist meditation

### 1 What is meditation?

Meditation is the training and controlling of one's mind to find peace.

### 2 Why might some people say that meditation is not worship?

Some people would argue meditation is not worship as Buddhists are not praying to a God.

### 3 Describe how a Buddhist might practise meditation.

Most meditation begins with simply being still and becoming aware of oneself. If possible, a Buddhist will find a quiet place where they can adopt a comfortable posture. Many will sit cross-legged on the floor with their back straight and their arms lightly resting upon their knees or in their lap (the lotus position).

### 4 Describe how the lotus symbol helps explain the importance of meditation to Buddhists.

The lotus flower is seen to represent the states of mind that the Buddha taught. The flower grows in muddy water, which represents the cloudy or troubled mind. However, the lotus flower blossoms above the water, and this represents the mind reaching enlightenment.

## **5 Describe the jhanas and why some people might struggle to explain them.**

The word jhana means 'state of absorption'. The Buddha taught that there are different stages of meditation and that in each stage, the meditator becomes more and more absorbed. The jhanas are broken down into the following stages:

**1** pleasant feelings

**2** joy

**3** contentment

**4** peace

**5** moving beyond the senses into the infinity of time and space

**6** exploring the infinity of the mind

**7** nothingness

**8** neither perception nor non-perception.

The last four stages of the jhanas are difficult to describe. Buddhists believe that it takes years of training to reach them. Even those who are very close to finding enlightenment often struggle to describe what they have experienced. Many Buddhists believe that the only way to fully understand meditation is to practise it for yourself.

## **2.4 Buddhist art**

### **1 How did early Buddhist art depict the Buddha?**

Early Buddhists carved scenes from the life of the Buddha into stone and on to cave walls. They believed that it would be disrespectful to show him as a human, so often the Buddha is represented by an empty seat. His teachings may be symbolised by a wheel, footprints containing lotus flowers or a royal umbrella.

### **2 Explain two symbolic ways that the Buddha is represented.**

Two from:

**a)** The Buddha is sometimes shown to be starving, which reminds Buddhists that Siddhartha did not find enlightenment through asceticism.

**b)** Many statues show him with extremely long earlobes. This may be a reference to Siddhartha's life of luxury as a prince. Wealthy people wore jewellery such as heavy earrings filled with precious stones. These stretched the earlobes, so in early Indian society, long earlobes suggested royalty and riches. Statues of the Buddha with long earlobes symbolise the Buddhist teaching of the Middle Way and the rejection of luxury.

**c)** One of the most famous depictions of the Buddha shows him lying down, or reclining. This reminds Buddhists of the Buddha's death and entry into parinirvana.

### **3 What is the bhavacakra?**

Bhavacakra is a particular Tibetan Buddhist mandala that depicts the cycle of samsara.

### **4 Explain the meaning of the Bhavacakra.**

It is the wheel of life. The being holding the wheel is thought to be Yama, the King of the Dead. The main divisions on the wheel represent the realms into which people can be reborn, including as an animal or a ghost. In the centre are three animals chasing each other in a circle. These represent the Three Poisons of greed, hatred and delusion. In the top right, the Buddha sits in the lotus position outside the wheel, showing that he has achieved nirvana and escaped the cycle of birth, death and rebirth.

### **5 Explain why Tibetan monks destroy mandalas after they have made them.**

It is a symbolic act, demonstrating the Buddhist belief that everything is impermanent.

## 2.5 Buddhist festivals

**1 What three events in the Buddha’s life are celebrated at Wesak?**

His birth, enlightenment and death.

**2 When is Wesak celebrated?**

There is no fixed date for Wesak and it is celebrated at different times in different countries. In most Asian countries, it happens on the first full moon in May.

**3 Explain why some Buddhists mark Wesak by pouring water over a statue of the Buddha.**

Some Buddhists mark Wesak by pouring water over a statue of the Buddha. This symbolises the washing away of one’s past misdeeds and also the dousing of the Three Poisons (greed, hatred and delusion).

**4 What story from the life of the Buddha is remembered at Kathina?**

A group of monks were travelling to spend the ‘rains retreat’ with the Buddha. However, the heavy rains began before they had finished their journey, so the monks stayed where they were for three months. After this, they went to see the Buddha. To reward them, the Buddha gave them some cloth and told the travellers to turn it into a robe. The Buddha said that they should then decide who amongst them deserved it. By doing this, the Buddha enforced the idea that monks are not allowed possessions and even their robes must be donated. The story also encourages monks to be self-sufficient by making their own clothes and to show generosity by giving clothes to each other.

**5 How do the laity show gratitude to the Sangha at Kathina?**

They take cloth to the monks. Usually, one or two monks will accept the cloth on behalf of the rest. As well as cloth, items such as food, basic sanitary supplies and even money are given. These gifts sustain the monks over the coming year.

## 2.6 Places of pilgrimage

**1 What four sites did the Buddha tell his followers they should visit after his death?**

The sites of his birth, his enlightenment, his first teaching and his death.

**2 Which of the four sites is the most important? Explain why this is.**

The most important site is Bodh Gaya, where the Buddha achieved enlightenment. Pilgrims believing that by visiting this site they will be helped in their own search for enlightenment.

**3 Why might Buddhist pilgrims walk around the Dhamekh Stupa three times?**

One for each of the Three Jewels.

**4 What are relics and why are they kept?**

Relics are the remains of holy people. Some Buddhist pilgrimage sites are said to contain relics of the Buddha including his teeth and hair. These objects prove to Buddhists that the Buddha really existed and are a way of connecting with his life and teachings.

**5 ‘All Buddhists should go on pilgrimage.’ Discuss this statement.**

Answers could include the following arguments:

For	Against
The Buddha told his followers to make pilgrimage to the four holy places just before he died.	Many people may not be able to afford to travel to these places.

There are many monasteries and temples located at these famous sites that Buddhists would get a feeling of peace and contentment from visiting.	As the Dalai Lama says real understanding of Buddhism can be found within one's self, one's heart.
The sites connect Buddhists to the life and person of the Buddha.	At Bodh Gaya, there is no way of telling if the revered tree is the same tree the Buddha meditated under.

## 2.7 Inspirational leaders

### 1 Where is Cambodia?

Cambodia is a country in Southeast Asia, bordering Thailand, Vietnam and Laos.

### 2 What happened in Cambodia between 1975 and 1979?

In 1975, Cambodia was taken over by a group called the Khmer Rouge, led by the dictator Pol Pot. They evacuated the cities and sent the people on forced marches to work on special projects in the countryside. Their aim was to rebuild the country from scratch. They discarded Western medicine, and attempted to rid the country of Buddhism by destroying temples, monasteries and libraries. Doctors, teachers, monks, those who spoke a foreign language and anyone who wore glasses were executed. It is estimated that at least two million Cambodians, out of a total population of eight million, died from torture, executions, overwork, starvation and disease. By the time the Khmer Rouge regime collapsed in 1979, nearly every Buddhist monastery and temple in Cambodia had been destroyed. The Sangha had nearly been wiped out.

### 3 Explain how Maha Ghosananda helped to re-establish Buddhism in Cambodia.

Upon his return to Cambodia, Ghosananda re-established the Sangha. He made contact with monks who had gone into hiding or fled overseas and he organised the rebuilding of temples. He became particularly famous for leading an annual 125-mile 'peace walk'. He devoted the rest of his life to encouraging people of different religions to talk to one another and try to understand and respect one another's beliefs.

### 4 Explain what Maha Ghosananda meant in the quote on this page.

The poem quoted explains that from deep suffering results deep compassion. If people respond to evil and suffering with compassion then that can bring inner peace and eventually lead to peaceful families, communities and a peaceful world.

### 5 Why was Thich Nhat Hanh nominated for the Nobel Peace Prize?

Thich Nhat Hanh was nominated for the Nobel Peace Prize for his work calling for a non-violent solution to the Vietnam war.

## 2.8 Buddhism in the UK

### 1 How did interest in Buddhism begin in Britain?

British people first began taking an interest in Buddhism in the late 1800s, when government workers were sent to work overseas in Buddhist countries. Some of these civil servants translated Buddhist texts such as the Pali Canon into English.

### 2 What is the Buddhist Society and what does it do?

The Buddhist Society is an organisation set up in 1924. It runs courses and hosts lectures on many different forms of Buddhism. It also has a library containing important Buddhist texts.

**3 Describe the workings of the Buddhist monastery at Chithurst.**

The monastery emphasises following the Five Precepts and the monastic code while living in a community. The monastery is part of what is known as the Thai Forest Tradition and has a lot of woodland containing huts where monks and nuns can retreat and practise meditation in complete silence and solitude. There are also two houses, one for men and one for women. Men and women tend to stay separate from each other as part of the monastic rules. These houses are used for eating, teaching and accommodating guests who visit the monastery. The monks and nuns live under a strict code. For example, they are forbidden from accepting or even handling money. Like monks in Thailand and Cambodia, a few members of the community go to the local towns and villages to gather donations of food.

**4 How did Tibetan Buddhism come to Scotland?**

Tibetan monks who had fled the Chinese invasion of their homeland established the Kagyu Samye Ling monastery in the 1960s.

**5 Explain the practical work of the Samye Ling community in putting Buddhist beliefs into practice.**

Buddhists at Samye Ling try to help the wider community. In 1980, the head monk, Akong Rinpoche, started the ROKPA charity. ROKPA is a Tibetan word meaning to help or serve. The charity helps the poorest people in Nepal, especially children. During the 2015 earthquake in Nepal, ROKPA gave emergency supplies and shelter to victims of the earthquake.