



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCSE

In Religious Studies (1RB0/3D)

**Paper 3: Area of Study 3 – Religion, Philosophy and
Social Justice**

Option 3D: Buddhism

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Summer 2018

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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 - 2018

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"> • Sila encourages followers to speak truthfully (1) • It encourages followers to avoid acts that harm others (1) • It encourages followers to earn a living in the right way (1) • It shows followers the correct way to behave (1) • It gives followers a guide to life (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 Five Khandas make up a person's identity and personality (1) as they interact with each other (1) • The Five Khandas makes Buddhists aware that their actions and feelings are not permanent (1) as the Khandas themselves are impermanent (1) • The Khandas of perception allows people to recognise others and their feelings (1) as it is through the Five Khandas that people interact with the world (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 teaching. Award further marks for each development of the teaching up to a maximum of four marks.</p> <p>Award one further mark for any relevant source of wisdom or authority.</p> <ul style="list-style-type: none"> • The Buddha taught that no-one in life will avoid suffering (1) it is part of the cycle of samsara (1) and the Buddha learnt this himself: 'birth is suffering, gaining is suffering, illness is suffering' (The Sermon at Benares) (1) • The Buddha taught that nothing is permanent (1) and people suffer because they try to hang onto things. (1) 'It is this craving... accompanied delight and lust, seeking delight here and there' (The Sermon at Benares) (1) • The Three Poisons of ignorance, greed and anger cause suffering (1) so it is only by reaching enlightenment that suffering will end: (1) 'It is the cessation of that same craving, the giving up and relinquishing of it, freedom from it, non-reliance on it' (The Sermon at Benares) (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 and to the question • Reference to a source of wisdom that does not relate to the teaching given. 	5

Question number	Indicative content	Mark
1(d)	<p>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • A Buddhist hopes that in each existence they are a better person, and part of becoming a better person is being compassionate, so in that way life is about compassion • A follower who has been reborn many times may find it much easier to be compassionate so making that the purpose of life • Some put off enlightenment and choose to remain on earth as bodhisattvas in order to help other people. This is a highly compassionate thing to do, so in their case their entire purpose is to be compassionate. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Buddhists would disagree and say that the purpose of life is to follow the teachings of the Buddha such as the five precepts and the Eightfold Path • Other Buddhists would say that it is wisdom that brings compassion. So, to be compassionate it is more important to develop wisdom • Others would say that it is wrong to focus simply on compassion as being the aim of Buddhists. They would point out that it is only one of the four states and the Buddha taught that all these qualities should be developed, not just one. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition or non-religious viewpoints (as instructed in the question) cannot achieve marks beyond Level 2.</p>	15

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"> • People may have visions while meditating (1) • Some people believe chanting will bring them into direct contact with visions of the Buddha (1) • They believe that if visions happen the things they learn should be shared with others (1) • Some believe that visions can be an encouragement in their beliefs (1) • Some Buddhists do not believe they are real (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
2(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"> • Enlightenment helps followers to see the truth about existence (1), it enables them to see that all is changing and nothing remains the same (1) • The search for enlightenment can help them escape from the cycle of samsara (1) as they now understand that life involves suffering (1) • Buddhists wish to reach nibbana (1), this is not possible without achieving enlightenment (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. 	4

Question number	Answer	Reject	Mark
2(c)	<p>A01 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"> • Many stories of the life of the Buddha include what can be described as miracles (1) for example when Mucalinda king of the serpents protects the Buddha from the rain (Mucalinda Sutta) (1) Meditation can enable a Buddhist to develop some extraordinary powers (1) • Some Buddhists believe miracles can only be done by good people (1) as they have to be done with the right intention (1) this can be seen in the story of Devadatta that evil or selfish people cannot do miracles (1) • The Buddha taught the important 'miracle of instruction' (1) which was the effect that his teachings had on people who followed them (1) 'Whether miracles are performed or not, my purpose in teaching the Dhamma is to lead whoever practices it to the complete freedom of suffering' (Kevatta Sutta) (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 teaching given. 	5

Question number	Indicative content	Mark
2(d)	<p>A02 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"> • For some Buddhists prayers can be part of puja and enable them to relate more closely to the Buddha's teachings. This means that for them prayers are a form of radiating loving kindness to all living beings • In Tibetan Buddhism prayers are going on most of the time. These prayers are often based on the recitation of mantras. They believe the repeated phrases can open up the mind to a consciousness beyond words and thoughts • In Japan many millions of Buddhists pray to Amida Buddha. They believe he has created a Pure Land in the west and those who have faith and pray to him will go there. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Buddhists would argue that prayers are not needed as there is no God to pray to. They would not consider what they do in puja to be prayer, but rather to be reflection • Whilst Buddhists would respect the importance of prayers in other religious traditions, they would feel that following a skilful life is a better way of changing or helping the world • Some Buddhists would believe that practical efforts to improve the world would be of more use than praying. This would be a far more useful way of spreading metta. <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. 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.

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"> • It is a way of showing devotion (1) • It is way of gaining mental concentration (1) • It can help to bring joy from meditation (1) • It may help a person understand the teachings of the Buddha (1) • It may bring the follower peace and calmness (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 reason. Award a second mark for development of the reason up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Temple puja is a chance for followers to remember the Buddha's life (1) and to do so as a community rather than as an individual (1) • It allows followers to express their thanks to and respect for the Buddha (1) and can be a way of showing how important he is in their lives (1) • It is a way of focusing on the Buddha's teachings without distractions (1) and this may help them understand the teachings more clearly (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
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"> • The libraries will contain the teachings of the Buddha (1) this means that they can be available to all (1) so they can 'both recollect and follow the Dhamma and its meaning' (Kimsila Sutta) (1) • Buddhism is best taught by learning from a teacher (1) the library provides books by good teachers (1) to show the follower how to find 'a sense of how to recollect and follow the Dhamma' (Kimsila Sutta) (1) • The library is the place where the trainee monks learn about Buddhism. (1) Having a library maintains the tradition of educating the sangha: (1) for those 'who delight in the doctrines taught by the noble ones are unexcelled in word, action and mind' (Kamsila Sutta) (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>AO2 12 marks, SPaG 3 marks</p> <p>Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>AO2</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • It is the most important as it celebrates the Buddha's passing into parinibbana which is a matter of rejoicing and also the ultimate aim of all Buddhists. It therefore provides a focus for Buddhist worship. • It is also important in that it gives followers of Buddhism an opportunity to think about their own death, how they have lived their lives so far and how they might change • By thinking about death and the different rebirths a Buddhist has to go through to reach nibbana, it is an important reminder of the central Buddhist teaching that all things are impermanent. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Parinibbana Day is a Mahayana festival rather than one which applies to all Buddhists traditions and as such it could be argued that it might not be considered important by some Buddhists from other traditions • Some might argue that Wesak is the most important festival due to the fact that it does not only celebrate the Buddha's passing into parinibbana but also his birth and his enlightenment. Therefore, as it celebrates all three, it is of greater importance than Parinibbana Day • Other Buddhists might say that celebrating any festival is an artificial event and that people would be far better off concentrating on the practical side of life and doing good for other people rather than waste money on festivals. <p>Accept any other valid response.</p> <p>Candidates who do not consider different viewpoints within the religious tradition (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

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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"> • Buddhists believe in metta which is central to human rights (1) • Human rights may reduce suffering (1) • Human rights show compassion for others (1) • Human rights reflect the teaching of Right Action (1) • Human rights reflect the teaching to not harm any living thing (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
4(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"> • Most Buddhists believe workers should be paid a reasonable wage (1) and not to do so goes against taking what has not been freely given (1) • Many Buddhists will promote Fair Trade (1) and they will try to avoid buying things from companies that treat their workers badly (1) • Dana is a basic Buddhist virtue (1) therefore Buddhists would gladly help those in poverty (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 and to the question. 	4

Question number	Answer	Reject	Mark
4(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 wisdom or authority.</p> <ul style="list-style-type: none"> • Suffering is an inevitable part of life (1) in Lotus Sutra 12 it is taught that all humans can be equal (1) therefore Buddhists will try to help people escape from inequality (1) • Compassion and generosity are important Buddhist principles (1) and so Buddhists should express these in society: (1) 'you should address suffering: the suffering within yourself and the suffering around you' (Thich Nhat Hanh – founder of Engaged Buddhism)(1) • Buddhists wish to create a caring society (1) therefore Buddhists work for a more equal society. (1) 'To be aware that you are still alive, that you are walking on this beautiful planet – that is a form of enlightenment' (Thich Nhat Hanh) (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
4(d)	<p>A02 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 A02 descriptors.</p> <p>A02</p> <p>Arguments for the statement:</p> <ul style="list-style-type: none"> • Buddhism teaches that a person's worth does not depend upon how much wealth they have, all one needs is to earn enough to enable them to have time to concentrate on leading a skillful Buddhist life so no one should have more than their fair share • Greed is one of the Three Poisons, which are the major causes of suffering, according to the teachings of the Buddha. It is important, therefore, that wealth is shared fairly – as that is the only way that true happiness can be achieved • The life of the Buddha shows that he was brought up in a world of great wealth, but that he gave it all up to seek enlightenment but found that extreme poverty was not good either. The Buddhist teaching of the Middle Way, with a fair sharing of resources, is therefore something that Buddhists strive for. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Buddhism does not teach that money is bad, rather it is the use it is put to. In that case, they would believe that there is nothing wrong with some people having a great deal of money, as long as it is put to good use • There is nothing in Buddhism that says a follower cannot use wealth for their own enjoyment and that they should be entitled to keep what they earn. But it would also say that the use that they put it to should not cause themselves or others suffering • Situation ethics would say that being wealthy is not a problem, as long as the wealth is used where it will cause the greatest good. It would only be wrong if it was being used selfishly. <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.
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