



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE
In Religious Studies B (3RB0/1D) Short Course
Paper 1: Area of Study 1- Religion and Ethics
Option 1D Buddhism

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June 2019

Publications Code 3RB0_1D_1906_MS

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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 1: Religion and Ethics 1D – Buddhism Mark Scheme Short Course - 2019

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.</p> <ul style="list-style-type: none"> • Buddhists must abstain from taking life (1) • They must abstain from taking what is not freely given (1) • They must abstain from sexual misconduct (1) • They must abstain from wrong speech (1) • They abstain from intoxicants (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"> • They show how Siddhartha Gautama became enlightened (1) and so explain the background to his teachings (1) • They show that suffering will be part of everyone's life (1) just as it was for the Buddha (1) • The Four Sights show the impermanence of life (1) and so they can help people learn not to cling to things and so avoid suffering (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"> • The Four Noble Truths explain the problems of life (1) and by following them believers can free themselves from suffering (1) 'There are these two extremes that are not to be indulged in by one who has gone forth' (Dhammacakkappavattana Sutta) (1) • The Buddha explained that human problems are caused by suffering (1) and the Four Noble Truths can help free the believer from that suffering (1) 'separation from what is pleasing is suffering, not to get what one wants is suffering' (Dhammacakkappavattana Sutta) (1) • They help a believer understand the Three Poisons (1) and it is these that keep the cycle of samsara happening (1) 'There is no fear for one whose thought is untroubled, whose thought is unagitated, who is freed from good and evil, who is awake' (Dhammapada 39) (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>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"> • The Buddha told his followers to follow the Eightfold Path to free themselves from suffering. Therefore if they follow the Path they will achieve that, so it should be the only guide that they need. • The eight steps of the path give guidance on how to behave. By following all eight requirements a believer would only be able to do good actions, so the Eightfold Path would be all that is needed. • The Eightfold Path is a way of overcoming ignorance and achieving wisdom. This is the central aim of Buddhism, so the Eightfold Path should be all that is needed. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The Eightfold Path is only one of many teachings in Buddhism. If it was the only thing needed then the Buddha would not have given people any other teaching • Whilst the Eightfold Path in principle is all that a believer might need, in reality the help of others such as teachers is necessary if the believer is to follow the path to the best of their ability • The Eightfold Path is a teaching of the Buddha. Without the Buddha there would not be the Eightfold Path, so it could be argued that it is in fact only the Buddha that is needed. <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.</p> <ul style="list-style-type: none"> The sangha supports the family by providing opportunities to worship together (1) The sangha supports the family by bringing everyone together to celebrate festivals (1) They enable families to celebrate rites of passage (1) The sangha can provide counselling (1) They teach Buddhist principles (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"> Both men and women can become enlightened (1). There is no gender discrimination in the Buddha's teachings (1) Prejudice against the opposite sex would be against Buddhist teachings (1) as Buddhists believe there is no fundamental difference between any human being (1) Prejudice can lead to discrimination (1) this can lead to negative kamma (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
2(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 source of wisdom or authority.</p> <ul style="list-style-type: none"> • There is no law in Buddhism saying that a couple cannot divorce (1) so if it would cause them suffering then staying together would be wrong (1) 'instead of leading a miserable life and harbouring more jealousy, anger and hatred, they should have the liberty to separate' (A Happy Married Life: Ven K. Sri Dhammananda) (1) • If a couple no longer loved each other to stay together would be a lie (1) as this would be a breach of the fourth precept 'to abstain from false speech' (pancha sila) (1) Marriage is supposed to be a relationship of love (1) • If there is violence in the relationship it would be wrong to stay together (1) this is because Buddhism is a religion of peace (1) 'One who does not oppress with violence other beings who also desire happiness, will find happiness hereafter' (Dhammapada 132) (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
2(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"> • Buddhist teachings state that there is no shame or embarrassment in sex and so it does not place restrictions upon when a believer may wish to have sex • As long as the fourth precept is followed, then marriage is not necessary for a couple to have sex. It would also not matter if the couple are of the same sex • Non-religious people may say that sex should take place within a loving relationship and that love is more important than the marital status of the couple. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • The teaching of ahimsa suggests that sex outside marriage such as adultery may cause emotional harm to those involved and would therefore be wrong • Many Buddhists believe that sex involves commitment and that commitment can only be found within the bounds of marriage as 'in the ideally happy married life, both love and sex are inseparable' (A Happy Married Life: Ven K. Sri Dhammananda) • Some Buddhists believe that homosexual acts are wrong, and so would not accept a same sex relationship inside or outside of a marriage. <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.