



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In Religious Studies (9RS0)
Paper 4A Buddhism

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Paper 4A: Buddhism – June 2024 paper
Mark scheme

Question number	Answer
1	<p>8 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge, understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Buddhists believe that it contains the teachings of the Buddha. • It contains the rules that monks and nuns must follow. • It provides guidance for how Buddhists should live. • Buddhists use it to explain existence and the inevitability of samsara. • Some Buddhists would argue that it describes Buddhism in its purest form.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies (AO1). • Provides a superficial understanding of key religious ideas and beliefs (AO1).
Level 2	3–5	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs (AO1). • Develops key religious ideas and beliefs to show a depth of understanding (AO1).
Level 3	6–8	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs (AO1). • Comprehensively develops key religious ideas and beliefs to show a depth of understanding (AO1).

Question number	Answer
2	<p>4 marks AO1, 8 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • Mahayana Buddhist believe there are six perfections that need to be followed to become a bodhisattva. • Mahayana Buddhists believe they must follow the Bodhisattva path to achieve enlightenment and then help others do the same. • In Theravada Buddhism bodhisattva is part of the path to Buddhahood. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Mahayana Buddhists would understand that Buddha Gautama shows the path that all must follow. Therefore, they aim to help others as a bodhisattva whilst on the path to personal enlightenment. • Within Mahayana Buddhism, the first stage of becoming a bodhisattva is to recognise that a person wishes to begin the path, this is described as bodhicitta and is recognised as being in all. However, they recognise that this is not the path that everyone can follow. • Mahayana Buddhists believe there are four causes in the awakening of the bodhicitta. Therefore, they spend time in meditation on the Buddha, compassion and wisdom. • Most Theravada Buddhists believe that becoming an arhat is their greatest spiritual aim and will lead to enlightenment. However, Mahayana Buddhism teaches that focus on becoming a bodhisattva will lead to Buddhahood. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Judgements are supported by generalised arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues which lead to a simplistic chain of reasoning (AO2). • Judgements of a limited range of elements in the question are made (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1).

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2).

Question number	Indicative content
3(a)	<p>10 marks AO1</p> <p>AO1 will be used by candidates to demonstrate knowledge and understanding and specialist language and terminology when responding to the question.</p> <p>Candidates may refer to the following.</p> <ul style="list-style-type: none"> • Meditations helps a person understand the dhamma of the Buddha. • Meditation helps a Buddhist fully recognise the importance of the Four Noble Truths. • Buddhists will be able to experience serenity when they apply the dhamma fully which includes meditation. • A Buddhist will only be able to perceive truth after meditation. • Without meditation the dhamma remains intangible.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Knowledge and understanding of key religious ideas and beliefs is superficial (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs with some inaccuracies that are not directly linked to the extract (AO1).
Level 2	4–6	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed, however it is not fully developed (AO1). • Knowledge and understanding addresses a narrow range of key religious ideas and beliefs and are linked in most cases to reference from the extract (AO1).
Level 3	7–10	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Knowledge and understanding of key religious ideas and beliefs is detailed and fully developed (AO1). • Knowledge and understanding addresses a broad range of key religious ideas and beliefs and are fully linked to references from the extract (AO1).

Question number	Indicative content
3(b)	<p>5 marks AO1, 15 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The third part of the eight-fold path is meditation or samadhi. • Meditation is seen as the last part of the eight-fold path. • Some Buddhists feel that meditation enables all the parts of the eight-fold path to take place. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Meditation is an integral part of the eight-fold path in the Deer Park Sermon the Buddha said, 'The Noble Eightfold Path is nourished by living mindfully'. Therefore, it can be regarded as the most important action within the path. • Meditation can help a Buddhist focus on the other elements of the eight-fold path. Therefore, it can be assumed that it will help motivate full engagement with each part of the eight-fold path. • Right mindfulness is the element of the eight-fold path which is specifically about the application of meditation. For this reason, it could be said that the practice of meditation is essential in Buddhist life. • Meditation helps Buddhists focus on what is real. When meditating they will awaken their understanding of their body and mind. For this reason, right mindfulness cannot be achieved without meditation. • It can be argued that meditation is not only essential for right mindfulness as you cannot focus fully on right action or right effort without engaging in meditation. However, it could be argued that it is important to focus on each of the eight parts of the eight-fold path separately otherwise they cannot be accomplished. • Some people may argue that meditation is a practice that is not limited to the eight-fold path or even to Buddhism and thus it cannot be regarded as important within the path. However, most Buddhists would argue that it is important in the path, explicitly in right mindfulness and more generally, as a way to focus the mind enabling them to achieve the other parts. <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are selected (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2).
Level 2	5–8	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made with little or no attempt to appraise evidence (AO2).
Level 3	9–12	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simple chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of a limited range of elements in the question are made, which are supported by an attempt to appraise evidence (AO2).
Level 4	13–16	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question, which are supported by the appraisal of some evidence (AO2).
Level 5	17–20	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question, which are fully supported by the comprehensive appraisal of evidence (AO2).

Question number	Indicative content
4	<p>5 marks AO1, 25 marks AO2</p> <p>AO1 will be used by candidates to underpin their analysis and evaluation. Candidates will be required to demonstrate knowledge and understanding using specialist language and terminology when responding to the question, and in meeting AO2 descriptors described below.</p> <p>Candidates may refer to the following in relation to AO1.</p> <ul style="list-style-type: none"> • The five precepts or panca sila are rules that Buddhists follow, the first is to abstain from taking life. • The Buddhist understanding of the First Precept includes showing respect to all living things. • Some Buddhists may regard the First Precept as a command to show loving kindness. <p>AO2 requires candidates to develop their answers showing analytical and evaluative skills to address the question. Such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may refer to the following in relation to AO2.</p> <ul style="list-style-type: none"> • Some Buddhist understandings of the First Precept are in line with Western understanding of not ending a life / killing. Therefore, they will follow this precept and apply it by not ending the life of other things e.g. by being vegetarian. • Some Buddhists believe that the concept of life is an illusion as it makes distinctions which are not part of reality. As a result, these Buddhists would argue that compassion is an important part of this precept and it is more important to practice loving kindness. • Some Buddhists including Zen would focus on the precept and discuss the meaning of killing, that it is to nurture life. Glassman points out 'The powerful irony at the heart of Zen practice is that the strongest way to follow this precept of non-killing is by killing the self!' As a result, it can be argued that the precept of non-killing may cause issues in a wider Buddhist understanding of ending life. • Some Buddhists would argue that the precept is a guideline that needs to be understood in context. As a result, there are occasions when although the action may end a life, for example to protect others, here the motivation behind it is non-violent and compassionate. • Some Buddhists would argue that the ending of life is dependent on the motivation. The 14th Dalai Lama is on record as saying that the leaders of genocide e.g. Mao or Hitler could be killed as long as it was not done in anger. However, there are some Buddhists who would argue that there is no justification for this kind of killing as violence would always be involved. • Teachings about the concept of self and links to the soul and immortality can be discussed regarding the ending of life and the application of the First Precept. (This shows links to the Philosophy of Religion). • There are Buddhist teachings surrounding whether the ending of life can be justified in any way for example in war or in abortion. (This shows links to Religion and Ethics). • The concept of non-violence is studied in the New Testament,

	<p>the person of Jesus is seen as a pacifist and yet acts in a violent manner in the Temple. (This shows links to New Testament Studies).</p> <p>Candidates who show achievement only against AO1 will not be able to gain marks beyond the top of Level 1.</p> <p>Candidates who do not show links with another area of their course of study will not be able to gain marks beyond the top of Level 4.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). • Information/issues are identified (AO2). • Makes basic connections between a limited range of elements in the question (AO2). • Judgements are supported by generic arguments (AO2). • Judgements made with no attempt to appraise evidence (AO2). • Conclusions are provided but are simplistic and/or generic (AO2).
Level 2	7–12	<ul style="list-style-type: none"> • A limited range of knowledge, specialist language and terminology are selected, some of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues (AO2). • Makes connections between a limited range of elements in the question (AO2). • Judgements of a limited range of elements in the question are made (AO2). • Judgements made with little or no attempt to appraise evidence (AO2). • Conclusions are provided, which loosely draw together ideas but with little or no attempt to justify (AO2).
Level 3	13–18	<ul style="list-style-type: none"> • A range of knowledge, specialist language and terminology are selected most of which are used appropriately with some inaccuracies (AO1). • Deconstructs religious information/issues, which lead to a simplistic chain of reasoning (AO2). • Makes connections between many but not all of the elements in the question (AO2). • Judgements of some of the elements in the question are made (AO2). • Judgements are supported by an attempt to appraise evidence (AO2). • Conclusions are provided, which logically draw together ideas and are partially justified (AO2).
Level 4	19–24	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected, most of which are used appropriately and accurately throughout (AO1). • Deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between a wide range of elements in the question (AO2). • Constructs coherent and reasoned judgements of many but not all of elements in the question (AO2). • Reasoned judgements are supported by the appraisal of some evidence (AO2). • Convincing conclusions are provided which fully and logically draw together ideas and are partially justified (AO2).
Level 5	25–30	<ul style="list-style-type: none"> • A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). • Critically deconstructs religious information/issues leading to coherent and logical chains of reasoning (AO2). • Makes connections between the full range of elements in the question (AO2). • Constructs coherent and reasoned judgements of the full range of elements in the question (AO2). • Reasoned judgements are fully supported by the comprehensive appraisal of evidence (AO2).

		<ul style="list-style-type: none"> • Convincing conclusions are provided which fully and logically draw together ideas and are fully justified (AO2).
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