



Mark Scheme (Results)

June 2019

Pearson Edexcel GCSE

In Religious Studies A (1RA0/2D)

Paper 2: Area of Study 2- Study of Second Religion

Option 2D Buddhism

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 2: Second Religion 2D – Buddhism Mark Scheme 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"> • The form of physical objects (1) • The feelings when coming into contact with things (1) • The way things are perceived (1) • The thoughts that are formed (1) • The consciousness of the surrounding world (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 founding of the sangha marks the time where the Buddha gained his first followers (1) enabling the message of Buddhism to be spread (1) • It is the time where the Buddha first taught the dhamma (1) enabling people to understand how to attain enlightenment (1) • In the sermon the Buddha outlined things which a person should do to live the Middle Way (1) which shows the importance of having a teacher (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"> • When a believer understands suffering then they can find the cure (1). This understanding can be achieved by following the teachings of the Buddha (1) "This is the middle way realised by the Tathagata that – producing vision, producing knowledge – leads to calm" (Dhammacakkappavattana Sutta 56:11) (1) • It shows that suffering is a natural part of existence (1) this may reduce the effect of suffering (1) that comes when things do not last: 'when with wisdom one discerns transience of conditioned things' (Dhammapada 273) (1) • It helps Buddhists understand that there is a problem to be solved (1) as identified by the Buddha in the Four Sights (1) of the old man, sick man, dead man and holy man (Buddhavamsa XXVI) (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"> • Focusing on one object helps believers to develop a calm and concentrated mind. This is most important for Buddhists as it can stop suffering, which is an aim of Buddhism • As the Four Noble Truths teach how to overcome suffering, and as meditation is one way of bringing about the calm, then it must be the most important aspect of Buddhism • The Eightfold Path talks about right concentration and understanding. Samadhi can produce both so is most important for understanding and practising Buddhism. <p>Arguments against the statement:</p> <ul style="list-style-type: none"> • Some Buddhists would say that living a life of good actions is the most important part of Buddhism as it gains punna kamma and ultimately leads to nibbana • Whilst we know the Buddha practised and encouraged meditation, it is the example of his whole life and teaching that helps believers understand Buddhism • Others would say that, although it is part of many teachings, it is only when all the teachings are followed and understood that believers can truly understand Buddhism, therefore no one aspect can be the most important. <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 3.</p> <ul style="list-style-type: none"> • Candles are lit (1) • Incense is burnt (1) • A buddharupa is the focus of worship (1) • Fruit is given as an offering (1) • Flowers are presented at the shrine (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"> • Namo Buddhaya is a mark of respect (1) and so shows how important the Buddha's teachings are in a believer's life (1) • It can help to focus on the Buddha's life (1) and so help a believer to focus more deeply upon his teachings (1) • It is the first part of the Three Refuges (1) and so this can also help a believer realise how important the other two parts are (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 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"> • Death rituals are important as they can help believers realise the unpredictability of life and death (1) and so can help them not to cling to things: (1) 'death is real. It comes without warning and it cannot be escaped' (Tibetan Book of the Dead) (1) • It is believed that the chanting of monks at the death of the believer releases good energies (1) and guides them to Amitabha (1) This consists of a mystic chant containing directions for the spirit of the deceased (Tibetan Book of the Dead) (1) • They are important as they help the lingering spirit of the dead person (1) as the Tibetan Book of the Dead teaches that the family and friends will feed the monks (1) This creates good 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 and to the question • Reference to a source of wisdom that does not relate to the reason given. | 5 |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 2(d) | <p data-bbox="363 279 542 306">AO2 12 marks</p> <p data-bbox="363 348 1321 489">Candidates must underpin their analysis and evaluation with knowledge and understanding. Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p data-bbox="363 531 423 558">AO2</p> <p data-bbox="363 569 764 596">Arguments for the statement:</p> <ul data-bbox="412 606 1321 888" style="list-style-type: none"> <li data-bbox="412 606 1284 705">• As a vihara is the dwelling place of monks and nuns who have devoted their lives to Buddhism, it is bound to be the best place to worship <li data-bbox="412 716 1321 774">• As there is a long tradition of Buddhist worship in such places it could be felt that worship there has more power there than elsewhere <li data-bbox="412 785 1263 888">• There may be relics of the Buddha in the vihara. If so, then the believers would feel themselves closer to the Buddha and so in a better place to worship. <p data-bbox="363 930 816 957">Arguments against the statement</p> <ul data-bbox="412 968 1321 1283" style="list-style-type: none"> <li data-bbox="412 968 1295 1066">• Many Buddhists would believe that a specific place is not needed to worship as it is more important to follow the Buddha's teachings practically and create good actions <li data-bbox="412 1077 1321 1176">• Many Buddhists have shrines in their own homes and would feel that worshipping there would have the same effect as worshipping in a vihara <li data-bbox="412 1186 1279 1283">• Worshipping at the vihara may have a negative effect as it might cause a follower to believe they are not as good as the monks and nuns. <p data-bbox="363 1325 769 1352">Accept any other valid response.</p> <p data-bbox="363 1394 1289 1493">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. |
| 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. |