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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**RELIGIOUS STUDIES (ROUTE A) COMPONENT 3  
OPTION 1 - BUDDHISM  
C120U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## COMPONENT 3

### MARK SCHEME

#### General Marking Instructions for Examiners

The mark scheme defines what can be reasonably expected of a candidate in response to questions asked.

#### 1. Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes that is accurate and relevant, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme. Errors should be ignored, not penalised.

#### 2. Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains a range of marks.

#### 3. Two-mark questions

Banded mark schemes are not suitable for low tariff questions. Instructions for the awarding of marks are given with the indicative content.

#### Using the banded mark scheme

##### Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptor for that band. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

##### Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

Indicative content is also provided for banded mark schemes. It is extremely important to note that **indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.** Where a response is not creditworthy, i.e. that is contains nothing of any significance to the mark scheme, or is entirely irrelevant to the question, or where no response has been provided, no marks should be awarded.

### **Assessment Objectives**

The questions test the candidate's ability to:

- AO1 Demonstrate knowledge and understanding of religion and belief\*, including:
  - belief, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and belief
  
- AO2 Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious belief as appropriate to the subject content requirements.

**Question (a)**

See instructions provided with indicative content.

**Question (b)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>3</b>	<p>An excellent, coherent answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>4 – 5</b>
<b>2</b>	<p>A good, generally accurate answer showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.</p>	<b>2 – 3</b>
<b>1</b>	<p>A limited statement of information about the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language and terms and/or sources of wisdom and authority in a limited way.</p>	<b>1</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (c)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>4</b>	<p>An excellent, highly detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>7 – 8</b>
<b>3</b>	<p>A very good, detailed explanation showing knowledge and understanding of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.</p>	<b>5 – 6</b>
<b>2</b>	<p>A good, generally accurate explanation showing some knowledge and understanding of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority generally accurately.</p>	<b>3 – 4</b>
<b>1</b>	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way.</p>	<b>1 - 2</b>
<b>0</b>	No relevant information provided.	<b>0</b>

**Question (d)**

<b>Band</b>	<b>Band Descriptor</b>	<b>Mark Total</b>
<b>5</b>	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	<b>13 – 15</b>
<b>4</b>	<p>A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.</p>	<b>10 – 12</b>
<b>3</b>	<p>A good, generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies.</p> <p>Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>7 – 9</b>
<b>2</b>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies.</p> <p>Uses limited religious/specialist language and terms and/or few sources of wisdom and authority.</p>	<b>4 – 6</b>
<b>1</b>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Little or no attempt made to demonstrate how belief influences individuals, communities and societies.</p> <p>Poor use, or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<b>1 – 3</b>
<b>0</b>	No relevant point of view stated.	<b>0</b>

**EDUQAS GCSE RELIGIOUS STUDIES (ROUTE A) COMPONENT 3  
OPTION 1 - BUDDHISM**

**SUMMER 2018 MARK SCHEME**

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

**1. Beliefs and Teachings**

**(a) What do Buddhists mean by '(s)kandhas'?** [2]

- The five elements/**aggregates** that make up a human being: form, sensation, perception, mental formations and consciousness.

**Refer to the marking bands for question (b).**

**(b) Describe how the Buddha became enlightened after he had seen the Four Sights.** [5]

- Renunciation – gave up family and wealth. He cut his hair and put on a simple robe.
- He sought out teachers who practised extreme asceticism and various forms of meditation.
- He almost starved himself until he became so thin you could see his backbone through his stomach.
- He realised his body needed strength to meditate and so practised a way between the extremes of excess and starvation.
- He sat beneath a Bodhi tree for 49 days.
- He experienced Enlightenment on a full moon night in May.

**Refer to the marking bands for question (c).**

**(c) Explain how a Buddhist might avoid samsara.** [8]

- Cultivating merit through wholesome karma and neutralising actions that generate no karmic weight.
- Cultivating compassion (karuna) and loving kindness (metta) towards all sentient beings as an expression of Buddha nature.
- Following ethical teachings such as the five precepts (panchasilā).
- Through following the Eightfold Path as either a monastic or a lay person.
- Ultimately through advanced meditation and experience of nirvana.
- Mahayana Buddhism would extend this to acceptance of merit from bodhisattvas.



**Refer to the marking bands for question (d).**

**(d) 'The Three Marks of Existence are the most important truths.'** [15]

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

- The Three Marks are the basis of all Buddhist teachings and so are crucial
- The idea of impermanence fits in with modern science and recognises change
- The idea of frustration aptly describes the human condition and fits in with modern psychology
- Ignorance of the Three Marks is the cause of suffering and attachment and a person needs to be aware of them before they can progress any further on the Buddhist path
- Buddhism is not just about teachings and knowing something
- Buddhism requires application of knowledge and understanding
- The Buddha taught the Four Noble Truths and the Eightfold Path as central to really understanding how the world works
- There are other important truths in life for others e.g. the existence of God, evolution
- The idea of 'truths' tends to be relative

**Please note: the mark scheme is not a checklist. Other valid points must be credited.**

**For all (a) questions, credit 1 mark for a very simple definition and 2 marks for a developed definition and/or an example.**

## **2. Practices**

**(a) What do Buddhists mean by ‘mettabhavana’? [2]**

- The development of loving kindness, usually through meditation.

**Refer to the marking bands for question (b).**

**(b) Describe how Buddhists may make offerings. [5]**

- Offerings are made in front of a statue or image of the Buddha or Bodhisattva in a Buddhist vihara or temple
- Buddhists will offer:
  - Flowers
  - Food/fruits
  - Water
  - Lights
- The practice of dana (giving) also takes place in a place of worship
- Dana can be given in the form of money to the place of worship (vihara or temple) but also to administrators on behalf of the monks
- Dana can be offered in the form of time given over to helping out at the vihara or temple e.g. cooking or in the form of domestic labours such as cleaning and maintenance

**Refer to the marking bands for question (c).**

**(c) Explain why many Buddhists practise meditation. [8]**

- Meditation is the way to Enlightenment and the culmination of the Eightfold Path
- The Buddha taught the path of meditation
- The practice of Buddhism in monasteries and in lay groups is centred around the practice of meditation to help each other on the Buddhist path
- Meditation aids mental health and wellbeing and has many benefits in general to make a person more aware (mindful) of reality and how life works
- Specific meditation has a specific focus e.g. samatha, vipassana, mettabhavana
- It helps focus on the Buddha and his achievement or on the compassion of the bodhisattvas
- Meditation can take on a more devotional tone through the use of malas, mantras and mandalas

**Refer to the marking bands for question (d).**

- (d) "Chanting the Triratna (Three Jewels) is the most important Buddhist practice". [15]**

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.)

- A Buddhist takes refuge in Buddha, Dharma and Sangha. This is seen as a way of declaring oneself Buddhist
- It is the one act that is universal for all Buddhists no matter what tradition
- Without refuge a Buddhist could not advance to follow the Buddhist path of meditation.
- A Buddhist is inspired (the Buddha), directed (Dhamma) and nurtured (Sangha) and so each aspect is vital for Buddhism
- Meditation is very important and some would say it is the most important practice as it leads to Enlightenment
- Cultivating morality as indicated by the Eightfold Path is also important
- Some would say that chanting is only the beginning for focus and what happens after this is much more important in how a Buddhist lives (Dhammapada 190)