

Examiners' Report
June 2012

GCSE Religious Studies 5RS03 01

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Introduction

The Edexcel GCSE Religious Studies specification continues to be a very popular course as teachers and schools recognise the benefits of an examinable course that both interests and educates young people. The variety of choice within the new specification allows teachers to teach the course that most suits their students.

Unit 3 covers Roman Catholic Christianity, and this unit continues to be a popular unit, addressing many moral and spiritual issues affecting young people today. It is pleasing to note that for the second year running the number of candidates taking this unit has substantially increased.

Question 1 (a)

The majority of candidates clearly understood the difference between natural and moral evil.

Write your answer here:

(a) Natural evil is evil that happens but isn't a result of something a human has done.



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Examiner Comments

This is a clear example of a correct definition using alternative wording.

Write your answer here:

(a) Natural evil means when something like an earth quake causes you to either lose your house or family members



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Examiner Comments

This is an example of a candidate who gave an example rather than the meaning and so lost a mark on this question. In an (a) question an example will only gain full marks if it is asked for.



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Examiner Tip

It is important that candidates learn the glossary definitions.

Question 1 (b) (c) (d)

Part (b) focussed on the effect of the media on a person's attitude to God. Whilst many candidates were able to give two reasons to support their opinion, some candidates found it difficult to develop their reasons. Many candidates gave reasons for and against, and this is acceptable provided they make it clear that they are unsure about what they think and then explain their reasons why. The best responses gave well-developed reasons, often using specific examples from the media for development.

Part (c) was well answered by many candidates, who were able to give a good account of how Roman Catholics respond to the problem of unanswered prayers. Some candidates simply listed various examples of unanswered prayers as the main explanation for why some people no longer believe in God. The best responses gave examples of a variety of ways in which Roman Catholics respond.

Part (d) asked candidates to evaluate a statement about whether a person should be an atheist. Some candidates found it difficult to find reasons why people should not be atheists, but most were able to give reasons to support both sides of the issue, recognising the link between free will and the freedom to believe or not.

(b) Yes, television can have positive affects on someone's attitude to a belief in God. This is seen in the programme, 'Songs of Praise,' where you learn about the Christian faith. It can strengthen belief as viewers can interact with the hymns through subtitles which allows them to participate in worship without having to go to mass. The tales from Christians on the show can make you feel part of a larger community and so can strengthen your beliefs. However, it can also have a negative affect, this is also shown in, 'Songs of Praise', as some people may find it boring and uninspiring and so may lose faith from the programme.



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Examiner Comments

This response gives two developed reasons, using the example of 'Songs of Praise' to show both a positive and negative effect of a television programme on a person's attitude to belief in God.

(c) Roman Catholics respond to unanswered prayers by ~~believ~~ believing and teaching that ^{reaven}

Some prayers are selfish for e.g. someone may pray ~~to~~ to win the lottery which is careless and thinking of themselves. Also if God answered all prayers that were to win the lottery, ~~the~~ in the long term circumstances it would be worse as the ~~country~~ country would be bankrupt.

Another reason is that some prayers are not answered as it's better for that person for e.g. someone's got a very important meeting and prays for their car to work and it doesn't. God has a very good reason for not letting it work as ~~that~~ that day there could of been a collision and that person could of died, God could of known this as he is omni-scient.



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Examiner Comments

In part (c) this candidate has given two developed reasons:

1. Some prayers are selfish, developed by the example of the lottery
2. God has a very good reason (because it is better for the person), developed by the example of the car not working

- (d) (i) Roman Catholics will ~~disagree~~^{agree} with this statement.
They believe everyone should be a Roman Catholic. They believe ~~the~~ God made the Earth in 6 days and rested on the 7th. So they believe everyone should believe in God.
- (ii) Some Christians may agree that we should be atheists, because God gave us free will. He gave us the choice to be what we want. What we want to say and do.
So some Christians believe we should be atheists.



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Examiner Comments

Part (d)(i) requires the candidate to say whether they agree or disagree with the statement. In this example the candidate has simply said 'Roman Catholics will agree...'; and therefore has not stated their own opinion. Answers to (d)(i) such as this which do not contain ownership of the opinion by the candidate cannot be awarded any marks.

In part (d)(ii) the question asks why people disagree so this does not need ownership and is therefore marked according to the mark scheme.



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Examiner Tip

In part (d)(i) answers the best way to show that it is your opinion is by starting your answer with 'I agree' or 'I disagree'.

Question 2 (a)

Part (a) was very well answered by candidates; most candidates who attempted it gained full marks.

Question 2 (b) (c) (d)

For part (b) most candidates were able to state their own opinion and then give a reason for it, the most frequent responses referring to miracles, answered prayers and the numinous.

Part (c) was well answered by those candidates who knew the design argument, with the example of Paley's watch being used by many. However, some candidates misunderstood the question and simply addressed the issue of whether God created the universe. Others used the argument from causation in their response, which gained no marks.

Part (d) evoked some good responses from candidates who clearly understood ways in which evil and suffering can be responded to positively, either through direct action or through accepting the redemptive nature of suffering. The inconsistent triad argument for evil and suffering was used effectively by many candidates to argue either for or against the statement.

(b) I do think that religious experiences prove that God exists because if somebody ~~is~~ has a numinous experience and they feel that ~~God is with them~~ there is someone greater than them, the only explanation is God. ~~Also if somebody experiences a miracle or hears of a mi~~
Also, if someone prays for their child to be ^{cured} healed of a disease and they are the person who prayed will believe in God

(c) The argument of design may lead to belief in God because Paley's theory shows that everything needs a designer for example, a watch needs a designer. The universe is

is so intricate than a watch, thus, it must also have a designer. The only possible designer for the universe is God as the world is so intricate, for example DNA. This could only be explained by an omnipotent God. Thus, this could lead to belief in God.

The Earth is so beautiful that it must have a designer, just as a beautiful piece of art needs an artist.

(d) (i) I do not think there is a solution to evil and suffering as God allows evil and suffering as a preparation for paradise. Also, God allows evil and suffering ~~per~~ ~~become~~ to see how people react. Evil and suffering can make Catholics better people as in the parable of the 'good samaritan' and the 'sheep and the goats' Jesus taught that if we help those suffering we will have eternal life after death in heaven. This is why many Catholics get jobs in caring professions. Also, it is people's own free will that can cause evil and suffering.

(ii) Others may believe that there is a solution to evil and suffering as a God that is omni-benevolent would not want to see people suffer. Also, a God that is omni-potent would be able to prevent evil and suffering and a omni-scient God would know everything that is going to happen so would prevent it. Also, people may believe that the solution to evil and suffering is to use our freewill as God intended and not to take the wrong path.



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Examiner Comments

In part (b) there are two reasons with one developed:

1. If someone has a numinous experience the only explanation is God - developed by "they feel there is someone greater than them".
2. An answered prayer will lead to belief in God.

In part (c) the candidate gives a comprehensive explanation, with Paley's watch clearly outlined supported by the example of DNA.

In (d)(i) 3 correct reasons are given in support of the statement:

1. Suffering is a preparation for paradise.
2. It is given by God 'to see how people react'.
3. It is caused by free will (meaning it can therefore not be ended).

NB: The section about caring is saying there IS a solution, and so cannot be credited in (d)(i).

In (d)(ii) there are 3 reasons supporting the opposite point of view:

God can end suffering because:

1. God is omni-benevolent.
2. God is omnipotent.
3. God is omniscient.

Note - the candidate does not need the final reason to gain 3 marks.



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Examiner Tip

In (b) questions, starting your second reason on a separate line makes it easier to identify where your second reason begins.

Question 3 (a)

The responses to part 3 (a) were mixed. Candidates who had clearly learnt the definition answered well. Some candidates confused it with sanctity of life. Thorough learning of key words would prevent this confusion.

Write your answer here:

(a) Quality of life means ends life or killing them



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Examiner Comments

This is clearly an incorrect response.

Candidates need to know the key words not only because of the part (a) questions but also because the other sub-questions may use the words within their questions. If candidates do not know the key words they may not understand the meaning of some of the other questions.



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Examiner Tip

The best way to get full marks for an (a) question is by learning the glossary definition.

Question 3 (b) (c) (d)

Part (b) was generally answered well, and many candidates were able to give two developed reasons either for or against the complete banning of abortion. It was pleasing to see that a number of candidates had read the question carefully and addressed the specific issue of abortion being banned completely.

Part (c) was answered well by many candidates, with some excellent well-developed responses giving a clear and thorough outline of the work carried out by CAFOD, although some candidates had difficulty going beyond general statements which could have applied to any voluntary agency. There were some candidates who had not read the question carefully, and gave reasons why CAFOD does its work, resulting in some otherwise excellent answers not going beyond level 1.

In part (d) it was clear that most candidates had learnt the arguments for and against euthanasia, but few directly addressed the question of euthanasia being the same as murder.

(b) I think that abortions should ~~not~~ be completely banned because I am a Catholic and I believe that life begins at conception. Therefore abortion is murder. This is banned in the Ten Commandments and all Christians must follow this in order to live a good life.

I also believe that it should be banned because I believe in the sanctity of life. I believe that life is sacred and so only God can be the one to take life. Therefore, we cannot make life and death decisions instead of God so abortion should be completely banned.

(c) CAFOD is trying to end world poverty by giving to charity, and raising money. This charity and money is used to help the poor and people living in poverty. For example, the money can be used to buy

them food and shelter.

CAFOD helps people to help themselves. For example, they may teach others how to make something or how to cook. This teaching will always stay with them, which means they are helped afterwards when they are on their own. This helps to reduce poverty.

CAFOD also tries to end poverty by building certain things for people. For example, they may build a well nearby so people don't have to walk several miles to reach water. This helps to end poverty as it saves lives as CAFOD is giving them clean water.

~~It~~ In addition to this, CAFOD helps to raise awareness of poverty ~~it~~ through the use of posters, leaflets and websites. This makes more people aware of those in need, which will lead to raising more money. This will increase the chance to end world poverty.

(d) (i) I agree that euthanasia is the same as murder because I am a Catholic and I believe that helping to end someone's life is murder, because they are killing them. I believe in the sanctity of life that life is sacred and belongs to God. Only God can make life and death decisions and is the only one who can take life. Therefore, anyone other than God who takes a person's life is committing murder.

(iii) Alternatively, some people may ^{disagree} ~~argue~~ with the statement because they believe that it is not murder as the person has asked for death. It is the person's choice when to die and they have the right to decide this. Therefore asking someone to help them die as they are too weak to do it alone is not murder.



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Examiner Comments

This is an example of a response by a strong candidate who has fully understood the requirements of the question and given clear answers.

In part (b) there are two correct reasons developed:

1. Life begins at conception, developed with therefore abortion is murder (which is banned in the Ten Commandments).
2. Sanctity of life developed with only God should take life.

In part (c) 4 ways are given:

1. Buy them food and shelter (emergency aid).
2. Teach them how to cook (long term educational development).
3. Building wells (long term aid).
4. Raising awareness through posters, leaflets and websites.

In (d)(i) the candidate gives 3 simple reasons for their opinion:

1. Helping to end someone's life is murder because you are killing them.
2. Life is sacred and belongs to God, only God can decide.
3. Anyone other than God is committing murder.

In (d)(ii) they give 1 simple and 1 developed reason :

1. Not murder as the person has asked for death.
2. They have the right to decide developed by therefore you are helping them as they are too weak to do it alone.



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Examiner Tip

Make sure you have read the question carefully, and in part (c) questions check whether the question is asking WHY or HOW

Question 4 (a)

Part 4 (a) was well answered by most candidates.

Question 4 (b) (c) (d)

For part (b) candidates were usually able to state their own opinion and then give at least two reasons for this opinion, with many contrasting Church teaching on the sanctity of life with the freedom to choose. Candidates who did less well were those who interpreted the question to be simply referring to suicide. Stronger candidates frequently gave well developed reasons.

Part (c) was well answered by many candidates, with the best responses being able to clearly show how Roman Catholic beliefs about life after death might affect the way Roman Catholics lead their lives. Weaker responses frequently gave no more than a general reference such as 'by following the Commandments' to how their lives might be affected. A significant number misread the question and explained Roman Catholic beliefs about life after death, without showing how these affected people's lives.

Part (d) was generally well answered, with candidates being able to give good reasons either way.

(b) I do not believe everyone has the right to die when they want as I am Catholic and believe in Sanctity of life, therefore no one has the right to take life apart from God. Also, the Bible forbids suicide, therefore people should not as it goes against Christianity. The Catechism forbids it, official teaching of Roman Catholic Church should be accepted by all Catholics.

(c) The belief about life after death affects the way Roman Catholics live their lives because in order to gain entry to heaven one must follow the two main teachings of Jesus: love of God and love of

neighbour. These are bound to affect the way people treat others and why they go to church. Also, in order to gain an eternal life one must follow the Golden rule, 'treat others in the way you would like to be treated', this affecting how Catholics act in social situations. Catholics have to follow the teachings of Jesus and fight 'evil and suffering', this in turn explaining existence of Catholic Charities and debate on the

career paths of the Catholics (e.g. Doctors).
Furthermore, the Catholic Church teaches to gain entry to heaven Catholics must be free of sin, unborn offspring people to get children baptised to wash away Original sin.

(d) (i) I do not agree 'abortion should always be allowed' as I am Catholic and follow the Catechism which condemns it. Also I believe in Sanctity of life, therefore only God can take life. Furthermore, Catholics believe life starts at conception, therefore abortion is murder which is banned by ten Commandments, 'Thou shall not murder'. There are other alternatives such as adoption; therefore so good can come. Believe an unborn baby has more rights than the mother.



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Examiner Comments

In part (b) the candidate has given two developed reasons.

In part (c) they have given several reasons, with some of them developed, any of which could have been credited.

Part (d)(i) is another example of a response which has more than 3 valid reasons, again with some of them developed.

Part (d)(ii) contains 3 valid reasons.



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Examiner Tip

Candidates should read through their work after they have completed it to check that they have written what they meant to write and that they cannot add anything else to their answers.

Question 5 (a)

Part 5 (a) was well answered, with many candidates gaining full marks.

Question 5 (b) (c) (d)

In part (b) most candidates were able to state their own opinion about whether all Christians should accept the use of contraception. While many agreed with the statement, there were some very good responses that referred to Church or Papal teachings to argue against this. Some chose to both agree and disagree with the statement. As long as the candidate clearly indicated that both opinions were their point of view they could be credited.

In part (c) many candidates showed a good knowledge of the ways in which Roman Catholic parishes help with the upbringing of children, giving detailed answers explaining a variety of ways. Some candidates did not realise that the question asked about what parishes do and gave general answers about Catholic upbringing, but in most cases these gave examples of activities which by their nature would involve the parish, and so were able to gain marks.

In part (d) many responses were related to marriage in general and did not address the specific issue of it being the best way to begin family life.

(b) I think that all Christians should accept the use of contraception. Sex should not only be used for the procreation, as Roman Catholics believe, but it should also be used for enjoyment and for the strengthening of a marriage / relationship. This will lead to better marriages.

Contraception also gives women better health as it can prevent sexually transmitted diseases from being transferred from person to person. It is a lot safer for people and can help protect against diseases such as HIV / AIDS.

(c) Roman Catholics help with the upbringing of children by having children's liturgies and youth clubs. This teaches them about God and it also gets them off of the streets. It also gives them something to do. This can provide the children with emotional stability as they are involved in a community.

giving them a sense of belonging.

Roman Catholic Parishes also help with the upbringing of children by having links to primary schools and secondary schools. This teaches the children right from wrong which is very important in a child's early life. It also gives the child morals. Again, it teaches the children about God and their faith which leads them to believe in God.

(d) (i) Marriage is the best way to start family life. It gives the children a stable upbringing which keeps them emotionally stable and mentally stable. This means that the children will not be affected too badly by bad morals as they grow up. Also in a family, the children will learn right from wrong and good morals. This will lead them to be a good person in the future.

Finally, the family was created by God as the basis of society. This means that everyone should grow up in a family as it was God's intention. Of course, the Catholic family is more important which is why priests, bishops and so on leave their families to worship God. These are the views of the Roman Catholic Church.

(iii) Some people may disagree. They say that marriage is not needed to have a best start to family life: as long as the family love each other and live together, they can have just as good a start without marriage. Also, they say that families with no marriage live a good life as those with it. This is evidence showing that family is not needed. Finally, they say that the love for their children is unaffected by marriage, meaning that their love is ~~conditional~~ unconditional. Parents and children love each other unconditionally.



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Examiner Comments

This response is an example of a candidate who has done more than is necessary to achieve the highest levels in each part. It is also an example of how high levels can be achieved through writing concisely.

In part (b) the candidate gives two correct developed reasons in support of the statement.

1. Sex is also for enjoyment and the strengthening of the marriage, developed by 'this will lead to better marriages'.
2. It can give women better health, developed by 'as it can help prevent the spread of STDs'.

The part (c) response achieves level 4 by giving one comprehensive explanation - children's liturgies and youth clubs fully developed by: teaches about God, gets them off the streets and gives them something to do, provide them with emotional stability through a sense of belonging.

(The second paragraph gives a further way - schools - which would have ensured level 4 even if the first paragraph had not been such a full response.)

Note - This is an example of how Level 4 can be achieved by a concise answer.

In (d) (i) two correct reasons are given with one developed:

1. Marriage gives children a stable upbringing developed by "not affected too badly by bad morals".
2. Children learn right from wrong in a family.

There is a further developed reason which cannot be credited, as there is a maximum of 3 marks available.

Part (d) (ii) contains 3 correct reasons why marriage is not needed:

1. As long as they love each other.
2. Families with no marriage have as good a life.
3. Love is unaffected by marriage, this love is unconditional.

Question 6 (a)

Part 6(a) was well answered, with most candidates knowing the glossary definition.

Write your answer here:

(a) It's when two families come as one. E.g. a mother and her daughter start a family with another father and his son.



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Examiner Comments

This candidate has used alternative wording, but clearly knows what is meant by a re-constituted family.

Question 6 (b) (c) (d)

In part (b) most candidates agreed that faithfulness within marriage is important, with good answers including references to the Commandment on adultery, and how unfaithfulness can damage trust and lead to divorce. Weaker candidates were unable to develop simple reasons, with the variety of reasons being fairly limited, whereas stronger responses argued effectively with well-developed reasons.

Part (c) was well answered by many of the candidates, who were able to clearly explain why some Christians allow divorce, although few were able to attribute this to specific Christian denominations. Too often, though, candidates gave answers explaining why people get divorced or why people accept divorce, without reference to Christians, thereby not gaining the marks they could have. Candidates must read questions carefully.

Part (d) caused very few problems for candidates; most were able to give three reasons backing their view in part (d)(i) and three reasons for an alternative view in part (d)(ii). More able candidates used examples and quotations to support their opinion. Some candidates did not refer to Roman Catholic Christianity and therefore could not be awarded more than 3 marks in total for part (d).

(b) I do think faithfulness within marriage is important because in the wedding vow you promise yourself to each other and that promise shouldn't be broken through unfaithfulness. Also adultery is a sin as it is said in the ten commandments so faithfulness within marriage is extremely important.

(c) Some Christians allow divorce because Jesus said that the most important thing is love so if a married couple was to fall out of love, it would be unfair for them

to continue in a loveless marriage. The Church of England believe that divorce may be the best thing to do if someone was being abused or treated unfairly in the marriage, it would be wrong to make them stay together. Some Christians allow divorce because it may be the 'lesser of two evils' meaning that although divorce is a bad thing it may be better if the couple were to divorce in the case of extreme circumstances. In addition God is forgiving and always forgives people's sins so getting a divorce wouldn't be that bad because God would forgive you.

(d) (i) I agree with the statement because as a Roman Catholic I believe that ~~at~~ everyone should be treated fairly and with respect and that people are known for being attracted to the same sex and there is nothing wrong with homosexual thoughts. Also Jesus said that the most important thing is love so we should ~~interpret that by~~ and generalise that to all ~~sexuality~~ sexualities. Also everyone is

equal in the eyes of God and it doesn't matter what sexuality you are, God loves everyone the same ^{and no} ~~one~~ should others.

(ii) Some may disagree because in the old & testament it says that no man should love another man and that it is disgusting so not everyone should accept homosexual relationships. Procreation is the most important thing and homosexuality doesn't allow this to happen so should therefore not be allowed. God created Adam and Eve for women and men to be together so homosexuality is wrong and shouldn't have to be accepted by everyone.



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Examiner Comments

In part (b) the candidate has given two developed reasons:

1. In the wedding vows you promise to be together developed with unfaithfulness breaks the wedding vows.
2. Adultery is a sin developed with it is said in the Ten Commandments.

In part (c) there are 4 reasons:

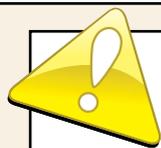
1. Jesus said that the most important thing is love – it would be unfair for them to continue in a loveless marriage.
2. Abuse.
3. Lesser of two evils.
4. God will forgive.

In part (d)(i) the candidate gave 3 reasons to support the statement:

1. Everyone should be treated fairly and with respect.
2. Nothing wrong with homosexual thoughts.
3. Most important thing is love - this should be generalised to all sexualities.

Part (d)(ii) also gave 3 reasons:

1. Old Testament says that homosexuality is wrong.
2. Homosexuality doesn't allow for procreation.
3. God created Adam and Eve (man and woman) to be together.



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Examiner Tip

Make sure that you have shown clearly whether you agree or do not agree with the statement by starting (d) (i) 'I agree...' or 'I disagree...' as shown in this answer.

Question 7 (a)

Question 7 was more popular than question 8, and was the most popular question overall this year.

It was noticeable that many of questions 7 and 8 were not complete; candidates should be advised to spend about twenty minutes on each question so that they do not run out of time.

In part 7(a), whilst many candidates knew the glossary definition or were able to give a good alternative wording, a significant number confused community cohesion with being either multi-faith or multi-ethnic. It is important that candidates learn the glossary definitions if they are to have the best chance of gaining full marks in the part (a) questions.

Write your answer here:

(a) Community cohesion means lots of faiths and cultures living together in one society, an example is lots of muslims living with lots of other religions etc.



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Examiner Comments

This response does not include any element of harmony or groups getting on well together, and so is only partially correct.



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Examiner Tip

The easiest way to get full marks for the (a) questions is to learn the glossary definitions.

Question 7 (b) (c) (d)

Stronger candidates recognised that part (b) was a question asking about the change in attitudes to the roles of men and women, and were able to support their point of view by referring to changes in the law on sex discrimination and equal pay, together with the acceptability of men in traditionally women's roles and vice versa. Many candidates simply explained how women now do things they did not do 'before the war', without linking them to any change in attitude.

In part (c), stronger candidates were able to answer this question well, with many giving clear reasons to achieve level 4. However, there was the usual confusion between multi-faith and multi-ethnic. Candidates need to be made fully aware that multi-ethnic reasons cannot be used to support a question on a multi-faith topic, and that only reasons which are clearly linked to faith will gain marks.

In part (d), most candidates were able to respond to the quote with responses giving reasons for and against the acceptance of inter-faith marriages, but many responses were very general in nature, citing the freedom to love who you want and the confusion caused to the children in the marriage as reasons on either side of the argument.

Marks were lost by those candidates who did not refer to Roman Catholic Christianity. In part (d) questions candidates should check that they have included a reference to Roman Catholic Christianity. Some otherwise excellent responses gained only 3 marks in total for part (d) as a result of this omission.

(b) I think the 'roles' of men and women have changed in the UK as:

through the sex discrimination act any person no matter ~~was~~ what gender can get a job. Today both men and women have similar or the same jobs compared to 100 years ago where only men worked.

Also, as women can get jobs in this present day, they do not stay at home maintaining the house again unlike 100 years ago. This means both men and women earn money and are treated as equals.

(c) there are benefits of living as a multi-faith society due to the fact:

people learn more about one another's religions, cultures and traditions resulting in a greater depth of understanding between religions and therefore respect.

Also, as it means in society there is a far greater range and variety of food, music and entertainment in terms potentially leading to better lives.

Additionally, it means by seeing other people ~~practice~~ practise their religions, people can think more carefully about how much they practise their own religion.

finally, it ~~means~~ results in some people considering their own beliefs far more seriously due to the fact they ~~see~~ learn about other religions' beliefs, this may lead to conversion. therefore greater freedom of religion.

(d) (i) Everyone should accept interfaith marriages due to the following:

If two people of different religions fall in love they can't help who they love and it comes from this that they should be able to marry in order to live their lives together.

Also, as it can bring two families of different religions more respect for one another. Finally, as the liberal protestant and reformed Jewish suggest ~~you~~ in an interfaith marriage you should bring children up in both religion, as a result no problems deciding.

(ii) Some people may disagree with me due to the fact:

The Catholic Church teaches to be married the couple must be of the same religion, an interfaith marriage goes against this so as a result is wrong.

Additionally as having children in an interfaith marriage would be hard as whose religion of the parents would they grow up in?

Finally as it can cause family issues as parents of inter-faith married couples feel betrayed.



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Examiner Comments

Part (b) has 2 developed reasons which are clearly distinguished, not only by starting each on a separate line but also by leaving a line between them.

The reasons are:

1. Both men and women can do the same jobs developed by the reference to the sex discrimination act (Note - the development comes before the reason).
2. Both men and women can go out to work developed with this means women can earn money and are treated as equals.

In part (c) the candidate has given 3 reasons with one of them developed, thus achieving level 4.

The reasons are:

1. People learn more about one another's religions developed by greater understanding and respect between religions.
2. People can think more carefully about how they practise their own religion.
3. It results in some people considering their own beliefs more seriously.

Note – the reason given in the second main paragraph relates solely to multi-ethnic and so cannot be credited in this question. This candidate had answered sufficiently in the rest of their response to reach level 4.

In part (d)(i) there are 2 reasons with one of them developed:

1. People can't help who they love developed by they should therefore be free to marry.
2. It can bring respect between the families.

In part (d)(ii) there are 2 correct reasons in the second and third paragraphs. However, the statement in the first paragraph about what the Catholic Church teaches is incorrect so cannot be accepted as a valid reference to Roman Catholic Christianity. If the candidate does not make any (valid) reference to Roman Catholic Christianity they cannot go beyond 3 marks for the whole of part (d). Consequently, in this response part (d)(ii) cannot be awarded any marks as 3 marks have already been awarded to part (d)(i).



ResultsPlus

Examiner Tip

Remember in part (d) that your reference to Roman Catholic Christianity must be correct for it to count.

Question 8 (a)

Most candidates knew the glossary definition for prejudice. However, some candidates gave examples, which were only partially correct, or confused it with discrimination, which gained no marks.

Write your answer here:

(a) Prejudice is ^{treating} ~~being~~ somebody different due to their ethnicity, race, skin colour, nationality, sex or, beliefs or many other things.



ResultsPlus

Examiner Comments

This candidate has given a definition of discrimination not prejudice

Question 8 (b) (c) (d)

In part (b) most candidates were able to state their own opinion as to whether living in a multi-ethnic society helps to reduce racism and then give reasons for it. Many candidates saw it as positive and gave examples from personal experience. However some candidates confused multi-ethnic with multi-faith and did not answer the question set and so gained few marks.

Part (c) proved difficult for many candidates, with few gaining full marks. The question asked for one issue from section 4 (Religion and Community Cohesion) and how it had been presented in one form of the media. Consequently, some candidates lost marks for different reasons – referring to more than one issue, referring to an issue from a different section, referring to more than one form of the media. Candidates need to be made aware that they need to read the question fully in order to respond to the question asked.

Part (d) was generally well answered, though few candidates achieved full marks. Some did not realise that, unlike in part (b), this question concerned multi-faith not multi-ethnic and did not answer the question set.

Once again, marks were lost by those candidates who did not refer to Roman Catholic Christianity. It needs to be emphasised that in part (d) questions candidates should check that they have included a reference to Roman Catholic Christianity.

(b) I believe so. Firstly because it helps others understand different ~~at~~ cultures and way of life. A hundred years ago we didn't understand many others way of life, but socialising in a multi ethnic society gives people the chance to see others cultures, why they believe in it and how it affects their life. This understanding can reduce discrimina-

ation as they see through the differences

Another reason is that living within a multi ethnic community can make people more 'used' to different races and cultures so that they feel no need to be racist as they know besides perhaps a skin colour or preference of food we are still all human beings and have equal rights.

(c) An issue that is constantly presented in the news is ~~is~~ racism. Only a few weeks ago an American male was shot by a neighbour simply because he was black. The media is against ~~the~~ ^{most}

forms of racism and reports most racial topics with sensitivity and disgust at the same time. The EDL group and other racist groups feature at times in my local groups claiming white ^{supremacy} ~~superiority~~ and to make 'Britain back British'. Unbeknown to them, most of us descend from Irish immigrants anyway, so this is a foolish ~~statement~~ statement. However Muslims seem to be the most unfavoured group of society in the media. In my local area there are complaints of a new mosque being built. BNP party members also feature in the news about ~~is~~ how we should get rid of foreigners even though they help our society in many ways. However in the cases of the Stephen Lawrence and other racially motivated cases and crimes, ~~the~~ the accused are usually reported on as being cruel human beings and with disdain. Football tries to reduce racism and

Suarez of Liverpool was shamed by many when he refused to shake Enza (whom he racially abused) hand. To conclude, racism is portrayed as a bad thing by the media, but in some instances it still leaks through to the news.

*and Jesus was an immigrant when he fled to Egypt

(d) (i) I disagree if anything, multi-faith societies benefit religious families. It allows them to understand and see others religion and respect it, so that tension is avoided and religious freedom is permitted. Children can make friends with other religion-based people, which will broaden the way they see things and give them an accurate view on their own religions. It helps provide community cohesion and also gives people the right to coexist and do their own preferences without being discriminated against.

(ii) It can be argued. Multi-faith societies usually always have a dominant religion, and this can cause tension between other religions in the community. Many people believe they must convert others to their religion, which causes problems when everyone tries to convert one another

which may cause anger. Also, some may disagree strongly with elements of another's religion and be prejudiced against them, causing problems and defeating the object of coexisting together and respecting each other's beliefs.



ResultsPlus

Examiner Comments

This response is an example of a candidate who has fully grasped the requirements of the question, but who has lost marks through a simple oversight.

In part (b) the candidate has given 2 developed reasons why living in a multi-ethnic society helps to reduce racism:

1. It helps to understand different cultures and ways of life, developed by the final sentence in the paragraph.
2. It can make us more 'used' to different races developed by knowing we are all human beings and have equal rights.

In part (c) the candidate identifies the issue of racism and how it is reported in the news media, explaining four ways in which it is reported:

1. With sensitivity and disgust at the same time.
2. Muslims seem to be the most 'unfavoured' group of society.
3. The accused in cases of racially motivated crime are reported as being cruel and with disdain.
4. Racism is portrayed as a bad thing but it still 'leaks through' to the news.

Part (d) is an example of a candidate who clearly has the knowledge required to give a full marks answer, and does so in part (d)(i), giving 3 correct reasons to disagree with the statement:

1. It allows them to understand and respect another person's religion.
2. Children can make friends with children from other religions.
3. It helps promote community cohesion.

Unfortunately, while they give 3 correct reasons against their own point of view, they do not make any reference to Roman Catholic Christianity, so cannot be awarded more than 3 marks for the whole of part (d).



ResultsPlus

Examiner Tip

Make sure you read through your work after you have completed it to check that you have written what you meant to write and that you cannot add anything else to your answers.

Paper Summary

Candidates produced some very interesting answers to the questions posed. Candidates had not only studied the topics but, importantly, had linked them to their everyday lives and the society around them.

Teachers and candidates should note these general points:

- There is a choice of two questions per section; each of these has four sub questions. Candidates can either attempt the sub-questions in the top questions (odd numbers) or the sub-questions in the bottom question (even numbers). Candidates who choose questions from a mixture of the top and bottom questions will not receive marks for all their responses and as such are at a clear disadvantage.
- Candidates are asked to indicate which question they have answered by putting a cross in the appropriate box at the top of the paper. Some candidates did not do this and they should be reminded to do this as part of examination preparation.
- The number of lines given on the question paper are more than adequate for candidates to achieve maximum marks. Candidates who need extra space can use that space allocated to other questions as long as they clearly indicate on their paper that this is what they have done.
- A number of candidates did not complete the final section due to timing difficulties. Candidates should be encouraged to spend about twenty minutes per question leaving ten minutes to check through work at the end of the paper.

In addition some general points can be made on answering the various question types:

- Maximum marks on the part (a) questions are easily gained by learning the glossary definitions and this is a constant feature throughout the paper.
- Only the candidate's point of view can be credited in part (b) questions. Candidates should concentrate on stating their opinion and writing two separate reasons for it, each in a distinct paragraph. They should then develop each of the reasons with an example or a quotation.
- Candidates can gain the higher mark within the level in part (c) by writing coherently as outlined in the Quality of Written Communication descriptor in the mark scheme.
- Many of the part (d) questions produced interesting responses. However, candidates should ensure that they start by stating their own view and reasons for it in part (d)(i) and state reasons why someone might hold a different view in part (d)(ii), rather than confusing the two halves. At least one of the reasons given in either part (d)(i) or part (d)(ii) must refer in some way to Roman Catholic Christianity to go beyond 3 marks.

Grade Boundaries

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