

Examiners' Report/ Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE in Religious Studies (5RS05)

Unit 5: Religion and life based on a study of Judaism

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015
Publications Code UG042470
All the material in this publication is copyright
© Pearson Education Ltd 2015

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

Unit 5 Religion and Life Based on a Study of Judaism

There were a relatively small numbers of candidates who sat this paper. In general the candidates scored well. The candidates were able to respond well to questions b and d, giving their own developed reasons as well as taking into consideration alternative views in the d question as well as considering Judaism.

It is still important to note in question b the candidates must state what their opinions are and developed reasons for their point of view to gain full marks. In question d candidates must give reasons to support their point of view and reasons why others may disagree with their opinion, including a reference to religion and or Judaism to gain the highest marks. The overall knowledge in the c questions was most encouraging reflecting the good teaching and learning standards in this unit. Stronger candidates were aware of the key words and could give their meaning accurately although some specific Judaism terms were occasionally muddled.

In section one the questions were evenly split in terms of popularity. In question 1d most candidates could usually give their opinions about whether suffering proves the Almighty does not exist, but in question 1c there was a little confusion about religious experiences and religious events.

In question 2b some candidates were not clear about the difference between design, creation and causation etc thus limiting their marks.

In question 2c most candidates explained well how different elements of the media affected a person's belief in the Almighty using a wide range of material.

In section two the candidates were evenly split, however several candidates struggled with a clear definition of voluntary euthanasia. Candidates in question 3b gave clear Jewish reasons about why they would be against abortion. In question 4b there were some clear opinions about the media and matters of life and death. In question 4c the knowledge about Jewish beliefs about life after death was mixed and in weaker candidates slightly muddled.

In section three candidates were evenly split. Most knew the key words. In question 5c the majority of candidates could give clear views on why some Jewish people do not accept divorce and in question 6c why some Jewish people are against contraception with good use of quotations.

In section four again the questions were evenly split. In question 7b there were some good answers about equal rights in religion. Question 8c was answered well regarding problems which could arise in interfaith marriages. In question 8d there were a few problems with the term 'community cohesion' including answers which were about Israel rather than Great Britain.