

Examiners' Report
June 2014

GCE Religious Studies 6RS02 1A

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Introduction

Expressing annual praise for the quality of candidates' work is a delight because, once again, the Investigations paper evoked excellent studies drawn from an inspiring range of topics within a wide range of varied academic fields. The high standard of work evidenced in June 2014 was no exception to historical high standards as candidates demonstrated a very high level of independent enquiry which clearly demonstrated engagement with their chosen area of investigation. Candidates showcased their knowledge of a particular academic field in the way they identified a line of enquiry, clearly expressed their view, analysed key concepts and deployed evidence with coherent understanding of their task whilst fluently evaluating a wide range of source material that they had at their disposal. The enthusiasm for and knowledge of the chosen topic was clearly conveyed in many answers that were truly academic in their approach. Some centres continue to focus on the same or similar topics for all their candidates, whereas other centres permitted considerable choice for individual candidates. Candidates were very well prepared for the examination and it was evident that centres used their specialist resources and interests to encourage candidates to research in depth a particular area of study. It is important to stress again that the 'Investigations' unit has a definite academic purpose. The aim is to involve candidates as active participants pursuing open-ended enquiries with an emphasis on independent learning. Questions were designed to be inclusive of all possible approaches to various topics and all valid answers were considered.

Whilst most centres had entered their candidates for the correct option there were still a few entries for particular Areas of Study where consideration regarding entry for a different Area of Study may have been beneficial to the candidate. It is important to ensure candidates know which area of their investigation is the best fit for the question they answer on the paper. There was evidence of candidates choosing a different question on the paper to the question they had clearly prepared for before the examination. In some of these cases the candidate was using material suitable for Question 1 to answer Question 3 (or vice versa) and not really grappling fully with the demands of the question. This practice does not always work to the best effect as the candidate might end up answering neither question as fully as possible. It must be noted that each question was written for ONE of three topics within each particular Area of Study. Candidates were not penalised if correct entries were not made or a cross was put in a box that did not match the answer or if no box was ticked at all. However, evidence shows that candidates have decided that the question for a topic that they clearly had not prepared for looked more inviting and selected that question but that did not necessarily mean they were best prepared to answer that question. More candidates in this session answered a question they had not prepared for and may need to be reminded which question their material is best directed at and be advised to answer that question. Centres should ensure that candidates are entered for the option that matches their Area of Study and that candidates are clear about which question they have been prepared for on the paper. There is still evidence of centres studying Papers 1B and 1F being entered for 1A. This might be an oversight regarding filling out the form – centres must choose 6RS02 and then identify which of the seven papers from 1A to 1G is the specific entry.

Variation in achievement was related to the two assessment objectives. These objectives should receive prominent attention in the process of the investigation. Importantly there must be explicit attention to both objectives in the examination answer and also to the question that is intended to focus the answer. Each question consistently referred to the assessment objectives with the trigger word 'Examine' for AO1 and 'Comment on' for AO2. These dictated the structure of the question and helped candidates to plan their answers. It would be advisable for candidates to pay regular attention to the level descriptors for these assessment objectives as a way of monitoring their development and progress during their investigations. The phrase 'with reference to the topic you have investigated' will always appear in the question to ensure that the generic question can be answered with material

from any appropriate investigation. The mark scheme itself is generic to all questions but the answer itself is not necessarily generic as candidates are expected to use their material to answer the question. The purpose of the question is to challenge candidates to adapt their material so that at the highest levels they may demonstrate a coherent understanding of the task based on the selection of their material. Widely deployed evidence/arguments/sources were evident in well-structured responses to the task whereby a clearly expressed viewpoint was supported by well-deployed evidence and reasoned argument. There was skilful deployment of religious language in many answers and the fluency of good essays showed command over the material; such command makes for high outcomes and rewards the amount of hard work done by the candidate. Many candidates had clearly learned much in the process and their overall grasp of the issues involved and command over their material was highly commendable.

Less able candidates struggled with the demands of the question. In preparation for this examination some candidates may find it useful to write up their investigation under exam timed conditions to a variety of different possible questions. They might build up a number of different essay plans to different possible questions. The important point in these activities is to enable candidates to develop their management of material such as how to best structure their content to answer the specific question. However, success can be undermined by writing up a rote-learned answer which was not adapted to the question set or by answering a question that has been written for a topic they have not studied. There was evidence of rote learned answers using the same structure and material inclusive of quotes; whilst much information was relevant to the topic and consequently was awarded in terms of AO1, there was a significant lack of engagement with the specific demands of the question and consequently marks for AO2 were low, with only generic evaluation provided. This approach is contrasted with another form where candidates were trained to answer the question; arguably, this is evidence of good practice but at the lower end some candidates thought it was sufficient to simply use the question stimulus at the end of each paragraph. The more able answers were those which were guided by the statement as opposed to simply *'tagging it on'* to content that they were already anticipating to write about. A balanced approach to the question that meets the highest levels of achievement according to both assessment objectives is obviously desirable and the generic question accommodates many possible routes to success whereby any valid approach to the question was credited.

Candidates are strongly advised to develop their practical handwriting skills and then practice writing under timed conditions. Centres are assured that much time was invested in attempting to decipher illegible answers but there is always the risk that a badly written word/phrase/paragraph could be misinterpreted and it is best to avoid the chances of this occurring. Examiners understand the time constraints that candidates are writing under but this problem regarding illegible handwriting seems to be on the increase. Centres need to address this issue because the current format for examinations requires candidates' ability to sustain handwriting and academic standards under examination pressure.

That said, the excellent work of centres and candidates in 6RS02 bears testimony to the academic potential of candidates that is a joy to behold when it is fully realised.

Question 1

RELIGION AND SCIENCE

The study of the interface between religion and science attracted a wide range of responses to this question. Some candidates examined the historical interaction between religion and science and focussed on the dialogue between Christianity and the natural sciences. Intriguingly, Ian Barbour's four models of the relationship between religion and science featured much less prominently despite Barbour's death this academic year. The shaping of western culture through this interaction was noted by some candidates who very ably marshalled a range of works of proven value for their exploration of the field. Issues in religion were discussed with reference to a range of scientific and religious accounts of the origins of the universe; most notably the creation and evolution debate that is not without its own controversy. The more able answers adapted their material to the question, or set up their approach clearly with reference to the question and offered a thorough discussion as to whether conflict between religion and science is a thing of the past. Key themes were addressed through a variety of models of relationship between religion and science which answered the thrust of the question very well. Good mention was made in some answers to the methodology of both disciplines, and the usage of language within the two systems but other more 'straightforward' approaches also did extremely well in many cases because they did not ignore the question. A good range of material was used in the majority of cases with appropriate scholarship but the less able answers lacked supporting or illustrative material of a suitably academic nature. Answers at this level confined themselves to offering a descriptive narrative with little focus on the wording of the question.

Overall there was good material on science but sometimes weaker on the distinctive discipline of religion. The more able candidates were well versed in the debate from a scientific and religious perspective and were up to date with their account of it. There was good analysis of key terms and drawing out of their significance. Effective use was made of material which candidates had studied in 6RS01 such as the design argument and process theology, although a few less able answers relied on 'Design Argument' type approaches without demonstrating any further knowledge of the religion and science debate. It must be stressed again that the demands of the Investigations paper are different to the Foundations paper and this Area of Study is not exclusively about the existence of God. It is also worth noting that some answers echoed of fundamentalism and whilst any point of view can be argued for it is important to be able to substantiate an individual view with balanced knowledge of both sides of the debate.

Many candidates managed to move beyond a purely Dawkinian critique towards a balanced reflection on the question.

An increasing number of candidates answered the question by examining arguments for the existence of God and the scientific theories/observation used to refute them in a formulaic way which suggested they had prepared an essay which they then adapted to answer the question, some more successfully than others. A considerable number used Dawkins and Harris to support the conflict model again, some candidates were clearly more comfortable with their knowledge of Dawkins' views than they were with other scholars within religious studies.

The candidate in the following essay extract engaged immediately with the question and selected from a wide range of material to support the view suggested in the question. The first paragraph ends with a quote that is not merely 'tacked on'; the quote elucidates the opening discussion and the candidate clearly has fluent control over their material. As the essay progressed the candidate was able to demonstrate competent knowledge of the religion and science debate; the discussion was clearly brought together in the conclusion where the argument is discernible through a valid answer to the question.

Some people say that science answers the question 'how?' and that religion answers the question 'why?'. One theory to support this view is the theory of NOMA or non-overlapping magisteria proposed by Stephen Jay Gould. This is the idea that religion and science are indeed separate fields of enquiry in that science answers questions of empirical fact, religion questions of ultimate meaning. This can be summed up by a quote from Galileo in rock of the ages, "religion studies how to go to heaven, science studies how the heaven's go."



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Examiner Comments

The candidate selected from a range of material and responded with immediacy to the question. The question was answered and the reader was left to consider the candidate's thoughtful conclusion.



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Examiner Tip

Answer the question. Know your argument and then you will have no trouble establishing your view. It also helps to write legibly.

The candidate in this essay demonstrated coherent understanding of the task; based on selection of material to demonstrate emphasis and clarity of ideas. This was a well-structured, fluent response to the task that was expressed cogently through skilful deployment of religious language. The argument was substantiated and clearly reasoned. A very impressive piece of work that shows exemplary control over the topic.

However, scientific strengths such as induction and falsification can be flawed as they rely on the laws of physics as to what is most likely but not what is definite. David Hume used the idea that just because you see white swans everyday, it doesn't mean black swans don't exist, it just means ^{you're} more likely to see white swans. This shows that Science has its flaws when trying to dismiss religion as it can't ~~be~~ definitely prove God doesn't exist.

In conclusion, science often answers 'how?' questions and religion answers 'why?' questions. We can see this from the theories of both NOMA and consonance. Science

looks at how the world came about whereas religion looks for why and searches for ultimate meaning. As the consonance theory suggests they both seek to define the same world and so should complement each other by putting their ideas together. However, the idea of intelligent design suggests religion also looks at how things come about and the fact both religion and science are so similar also suggests that there are many overlaps and there isn't a specific question either one answers. Ultimately, science answers how and religion answers why. They both complement each other.

other in different ways and are both needed in order to explain the world. This can be summed up by referring to Einstein's quote: "Religion without science is blind, science without religion is lame."



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Examiner Comments

This piece of work spoke for itself. The candidate clearly knew the debate and navigated a clear pathway towards a conclusion that was intelligible and creditworthy.



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Examiner Tip

Know your stuff. There is no substitute for clear knowledge of your topic.

Question 2

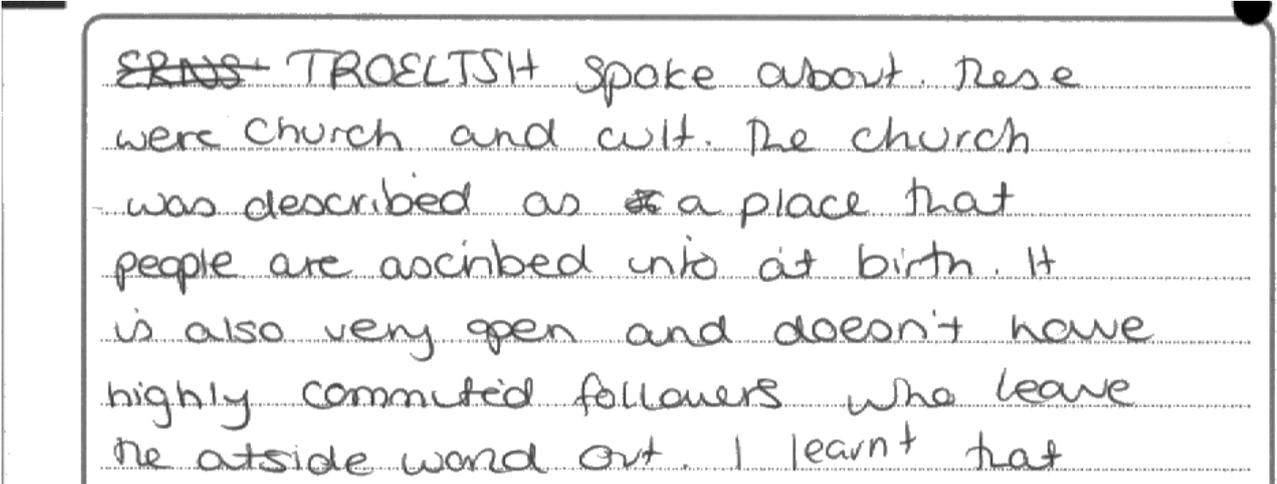
ANTHROPOLOGY/SOCIOLOGY/PSYCHOLOGY of RELIGION

There was evidence of improvement in the approach to this question for candidates investigating the psychology of religion. Many answers investigating Freud were particularly well done and this remains one of the most popular choices of topic. With regard to this question, these able candidates focused on, for example, those Freudian ideas pertinent to an understanding of religion. It is not essential, but some candidates knew the distinctive ideas in some of Freud's primary texts and were able to draw on specific textual data. If candidates know this type of material it is to their credit to draw on this expertise. The level of scholarship was most impressive at the higher end of achievement in all topics with much evidence of skilful interaction with the question; candidates presented a coherent discussion regarding the contribution of their chosen thinker/discipline to the study of religion. Most candidates used mainly the psychological or sociological disciplines, but a significant number included thinkers from both disciplines, most commonly Durkheim, Marx, Nietzsche, Freud and Jung.

Generally, in AO1 most candidates presented the core, basic details about the main ideas with a proficient use of terms. Less able candidates were content with a straightforward exposition of the key ideas without much acknowledgement of the question. More able candidates selected and adapted their work to the demands of the question. AO2 tended to be well answered with a consideration of a range of debate and controversy ending in a conclusion that decisively argued for or against the question. There were some examples of Freud and Jung contrasted against each other and these essays worked very well, as candidates clearly understood the distinctive differences in their works.

Other approaches included a comparison and analysis of sociologists of religion and an assessment of the validity of those views in the light of the quotation and some focused on Dawkins' critique of religion and evaluated that viewpoint well. The same points made about Freud apply in terms of the crucial importance of managing the content so as to focus on the question. Some candidates attempted to cover a breadth of several academic disciplines such as psychology, sociology and anthropology within an essay. There is nothing to prohibit this but there is no requirement that such breadth of material is essential and in the time available it is a daunting task to attempt such breadth. Studies on cults were very well executed and some candidates showed evidence of original research that is to be highly commended.

The following essay did not possess the same fluidity as the previous essay. The candidate capitalised the names of scholars and had clearly learned a sound body of material but engaged in a thought process that slowed down the pace of the essay. It was not essential to state: 'I have learned...' or 'I have investigated...' to show confidence in your study.



~~ERAS~~ TROELTSCH spoke about. Rese
were Church and cult. The church
was described as ~~a~~ a place that
people are ascribed into at birth. It
is also very open and doesn't have
highly committed followers who leave
the outside world out. I learnt that

a ~~er~~ cult is more closed. There is no fixed doctrine and they tend to have ~~follower~~ members.

Stark and Bainbridge spoke about the different types of cults. These were world-affirming, world-rejecting and world-accommodating. These are all to do with different types of cults. World-rejecting is the most extreme as this doesn't allow much contact with the outside world and it also has a lot to do with spiritual & supernatural beings.

Although these were also successful in answering the question about different types of cults, it was debated that religion is something that is too "fluid" to categorise and fit



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Examiner Comments

The introduction is full of redundant phrases that do not add anything to already good material. Time is precious in the exam and this practice might prevent a candidate who has learned more good material from presenting it. Understanding of the significance of the material helps to structure a response that answers the question.



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Examiner Tip

Have confidence in what you have studied. Avoid unnecessary expressions that add nothing to your essay. Know your way through the topic but learn to express this knowledge with a style that takes less time in the exam.

The following essay demonstrated a clear answer to the question where the candidate possessed a strong command of relevant technical vocabulary and sound knowledge of a wide range of scholars in relation to cults and new religious movements. The approach was thorough and the candidate accurately accounted for the extent to which religious questions may/may not have been debated with success for centuries. Each page was packed full of insightful comment which informed the candidate's response to the question.

Sociology is the study of society which aims to comprehend human behaviour in social situations. I studied sociology with reference to cults and new religious movements (NRMs) and through my investigation, I believe that religious questions have been debated without success for centuries.

Religious questions have been debated without success for centuries because there are many different definitions of religion. These definitions have been split into functional, the purpose of religion, and substantive, the content of religion.

Many sociologists debate the definition of religion with little success, showing that religious questions have been debated without success.

However, BERGER says that no definition of religion can be true or false, right or wrong, therefore there is no need for religion definitions.

One functionalist thinker is EMILE DURKHEIM. He talked about the idea of totemism which was developed from his studies of Australian aborigines. He noticed that Australian aborigines clans have a totem which they worship, suggesting that they are worshipping society rather than God.

DURKHEIM also mentioned the collective conscience which is the idea of shared moral beliefs and values within society. He stated that this was essential in society because it strengthens bonds. Therefore, ~~because~~ religion questions have been debated for centuries with success as sociology shows in Durkheim's view of religion.

Another functionalist thinker is BRONISLAW MALINOWSKI. He believed that religion is an essential part of society because religion rituals surround events which cause emotional stress such as births and deaths. Malinowski suggested that rituals help to reduce anxiety and allow the social group to unite.

TALCOTT PARSONS supports the ideas of Malinowski at a more modern time. He states that religion rituals surround events which are unforeseeable and uncertain because religion provides answers to people. It promotes

core values such as social solidarity. Therefore, religion questions, such as the definition of religion, have been debated for centuries with little success because there is still no one set definition for everyone to follow.

KARL MARX, a famous sociologist, gave another definition of religion. He stated that "religion is the opium of the people" - it dulls the pain of oppression found in society. Marx also mentioned the idea of a false state of consciousness. This is the

idea that religion justifies social inequality and allows for poverty in the world. He believed that religion acts as social control, it forces people to obey orders, and acts as compensation, it provides hope for of an after life for the poor. Therefore, religious questions have been debated for centuries with little success because Marx's views disagree with the views of other functionalist thinkers. However, many criticize the ideas of Marx because other religion can act as impetus for change, for example Gandhi used religion to make a difference.

The Religious questions have been debated for centuries with little success because there are

many different types of religion. ERNST TROELTSCH classified religion organization into 4 types: Church, denominations, sects and cults. He defined a church as an organization with a clear hierarchy that is universal and identifies with state whilst his definition of a denomination is a "watered down Church" that does not identify with the state. He claimed that a sect was opposed to the world, society and the state. Therefore, sociology has shown that religious questions have been debated for centuries without success because of the varying types of organization.

STARK and GAINBRIDGE later defined 2 cult and split their definition into 3 types of cults: audience cult, cult movements and client cults. They defined an audience cult as a large group where members do not know each other and contact is maintained through the media, for example Astrological groups. A client cult offers a service to its members, for example Scientology. When I watched a Perseus documentary: Scientology and Me, I learnt that Scientology offers the service to clear engrams from metens.

Roy WALLIS also gave definitions of types of NRMs.

He split his definition into world accommodating, world affirming and world rejecting. He defined world accommodating NRMs as groups where members live conventional lives outside the group and they only come together to worship, for example Neo Pentecostalism.

His world-rejecting definition stated that there is often a communal lifestyle as members are expected to withdraw from society and so they are opposed to society. This suggests that these groups are harmful and opposed to the world but when I visited the Hare Krishna temple in Watford, I felt welcomed and accepted. The Hare Krishnas help society by supporting charities and offering free meals. Therefore religious questions have been debated without success for centuries because there are many different

definitions of types of organisations and it is subjective as to whether a group fits the criteria.

One question frequently debated is why people join religious groups. There are many different suggestions showing it has had little success.

One reason why people join religious groups is because of deprivation theory. This was developed by CHARLES BLOOM and he gave 5 forms of deprivation: financial, social, emotional, physical and

organismic. He believed that religion acts as compensation for these obstacles faced in life.

KNUSDEN later added a sixth form, existential.

However, the majority of members of a Church are middle class who suggest little deprivation would have occurred in their life.

Another reason why people join is socialisation theory.

This states that people as children have role models, parents and other adults, who they look up to and follow their actions. This suggests that people who follow their parents actions to religious parents are more likely to have religious children.

However, DENNIS HONG asks what is human, we just conform and follow each other.

The search for meaning and belonging is another reason why people join religious groups. This states that people need to feel involved and integrated in a community and religion allows for this. WEBER said that community and the idea of belonging is much more important than feeling evil.

Therefore, religious questions have been debated for centuries with little success because sociology shows us many reasons why people join a religion.

Celebrities are also used to attract people to a religious group. Some groups target specific celebrities that they believe will reach a larger audience. When I watched a YouTube video about Scientology I learnt that John Travolta and Tom Cruise were Scientologists. I read an article from the Independent in January 2012 which showed John Travolta helping in Haiti after the earthquake. They were providing aid which suggests celebrities can help other people.

However, some believe that John Travolta and Scientology in Haiti were exploited as vulnerable through healing techniques. Therefore, celebrities are a modern reason why people join religious groups. Showing that this question has been debated for centuries with little success, because there are many reasons.

EILEEN BARKER gave 6 benefits of NRMs and positive things that people might remember. One of these was an improved career which NRMs allow because they teach self-improvement methods which result in more success in careers. Another is improved health because religion also focuses on your mental and spiritual health instead of just

physical health. This can lead to a longer life as you may become more happy. Therefore, BARKER gives positive effects of being in a religious group. There might also just focus on the negative effects.

The Anti-Cult Movement was developed in the 1970s and provides advice and support for parents, whose children were in religious groups, and also gives information on cults.

Deprogramming is the process of making someone see past the lies they've been told by their cult leader. One form of this is "mapping" developed by Ted Patrick. When I read 'mapping' by Ted PATRICK I learnt that he asks victims challenging questions which encourage them to think for themselves. He said that mapping was the moment they turn from a state of unconsciousness to consciousness as they see past the lies. The ACM and deprogramming suggest that cults are violent and negative, such as Peoples Temple where 918 people were killed, whereas

Bender believes there are positives. Therefore the positive and negative effects of cults have been debated with little success, because there are both positives and negatives.

The idea of an ideal recruit for cults suggests that some people are specifically targeted. From the Cult Information Centre website I learnt that cults target women aged 20-25 years who are in higher education and are going through a personal crisis. This is supported by the cult the Manson Girl - when I watched a YouTube video called 'Manson' I learnt that all the members of his cult were female and aged 18-24.

However many cults are also made up of men which shows that this has been debated.

The recruitment methods used have also been debated. Many NRMs and cults use hypnosis to recruit new members. When I read "The Brainwashing Controversy", I learnt that MARGARET SAVOER gave criteria which allowed hypnosis to occur. She believed that the person needs to be kept unaware and in a controlled environment. At the old behavior needs to be suppressed and new behavior instilled. When I heard Isa Hazzan ^{from the Cult Information Centre} Atzlik, he claimed that he had been 'brainwashed' 16 times over 4 days when he was in a cult. This shows how serious hypnosis can be and suggests that cults recruit new members

immorally.

The ideas of secularization are also widely debated. The 2001 census showed that 7.7 million have no religion and 390000 claimed they were Jedi. This shows that it is easy to mark religion and that people no longer require religion. However, Evangelical ministers have a growth rate of 5% annually and almost 70% of new members joined after 1975. This implies that religion is still necessary and little success has been made on this question of debate of secularization.

In conclusion, I believe that religious questions have been debated without success because there are no set definitions or reasons. There are many different functionalist definitions of religion and also many reasons to suggest why people join religions and how they are recruited. To these questions have been debated with limited success; there is no one set either that applies to all and therefore I believe that sociology shows that religious questions, ~~have been~~ ~~debated~~ ~~without~~ ~~success~~, especially regarding cults and NRMs, have been debated without success.



ResultsPlus Examiner Comments

The essay was neatly written. The candidate capitalised the names of scholars and underlined key terms. This signposting technique supported the clarity of discussion and indicated the extent of detail that followed in this essay.



ResultsPlus Examiner Tip

Know your way through the topic. Understanding of the significance of your material will help you to structure a response that answers the question.

Question 3

CREATIVE EXPRESSIONS IN RELIGIOUS LIFE

There is so much originality and real research in this Area of Study that it is a shame that entry numbers for this question are still fairly low. Nonetheless, the range of topics covered was still impressive and there is real flair in the way candidates combine other subjects like Art, English Literature, Drama, Film, Architecture, History, and Music in order to extrapolate religious themes from these creative expressions that contribute to or are manifest experiences of religious life. There were examples of studies that covered a very wide range of material covering various art forms across different historical periods. Some of the best works this year focussed on C S Lewis' spiritual journey evidenced in his famous works, Gerard Manley Hopkins poems and finally a study on the undesirable eschatological outcome of Hell within the Christian tradition using a contrast between Virgil's Aeneid, Milton's Paradise Lost and Dante's Inferno. This last mentioned study reflected the best spirit of the Investigations paper which allows for a creative approach to topic choice, independent research and substantive study of religious themes. Any choice of topic demands more than a cursory understanding of the work and how it may be applied to understanding the nature of the holy. The more able candidates engaged with religious ideas that were creatively expressed and had no difficulty with showcasing their understanding of the work in question and what it has to offer religious life.

There is a growing interest in Film and Art and some candidates drew on both expressive forms to study creative expressions in religious life. Many of these studies were highly independent studies. The individual interest in this area of study is often evidenced by very high quality work where candidates possess fluent knowledge of the religious themes studied. However, this is the topic that was evidenced by some of the best and worst answers. There was an improvement in the quality of essays that used the film 'Dogma' as a basis for the essay but there is still room for more substantial development of the religious ideas discussed in relation to some of the film choices.

This year a small number of candidates considered video games as a creative expression in religious life. These studies struggled because the ideas drawn from these games were only tenuously linked to theological themes. Candidates would be well advised to adopt a subject for study where a more substantial range of religious themes may be drawn upon to develop depth and detail of approach. Essays on different creative expressions that studied a single religious idea seemed better able to pursue it at incredible depth, all backed up with scholarly viewpoints. These essays were passionate about the topic and were subsequently beautifully crafted and executed.

This essay demonstrated the need to not only know the content of the three films under discussion but to be able to examine with some substance the religious themes that were apparent. The introduction began with a detailed outline of what creative expressions might enable one to achieve and this page was promising. At a later stage in the essay the themes drawn out from the films were described in a narrative of many short paragraphs that indicated a less substantive grip on these themes. The candidate knew the films very well but struggled to elucidate in more detail the religious themes that emanated from them and would have done better to support these themes with reference to other religious works and/or teachings. The approach in the introduction was not sustained and the essay of less than five pages suggested a certain shortage of material to discuss. The detailed introduction of one and a quarter pages contained no mention of the films studied. These appeared on the second page and three films were outlined in the remaining essay.

Creative expression enables one to achieve a clear insight into religion and religious teachings/ views from various perspectives, this enables us to gather information of religion and the different forms in which it is expressed; to make a clear and solid conclusion of religion from our own own point of view and our own feelings or towards religion. To be able to achieve such comprehension it is vital for one to have a basic outline of religion and what it stands for, to have a foundation to be able to build upon, from a basic understanding to find ones own beliefs from interpreting many forms of creative expression of religion, this enables us to gain a well grasped understanding of how religion is portrayed through creative expression. Creative expression of religion can come in many forms such, film, art, literature and music. These forms of creative expressions are usually based upon the persons own beliefs and views but can also allow us to unlock our own beliefs through a broader spectrum of knowledge on religion and thus enabling us to gather our own opinions and views.

'Creative expressions in religious wise enrich our understanding of nature of the holy, the creative expressions ~~enrich~~ enrich our understanding of the holy, of these expressions, are views from

the person ^{conducting} ~~the~~ expression, so this could be a more insightful view into religion and therefore it can be better to see religion from a personal ^{level} ~~view~~ rather than from an institutional one.

Creative expressions such as film allow the writer etc to ^{state} ~~show~~ their beliefs of God and religion, through the way they see, for example God could be seen in a comical way or a cynical way or ~~brotherly~~ ^{brotherly} but he is portrayed in the bible.



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Examiner Comments

The candidate introduced the study by examining in some detail the link between creative expressions and beliefs and values. Whilst the introduction was promising the material in the body of the essay fell short of the good beginning.



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Examiner Tip

Research the religious themes in your topic with some depth. The introduction must be linked to your actual study.

This extract from the body of the essay shows where the candidate discussed one of three films studied. The outline of important ideas and themes through short paragraphs needed more detail and the essay would have benefitted from a more in-depth analysis. This essay began with a much more detailed introduction and the candidate could have sustained this style to improve achievement.

Creative expressions of God can also be seen in the Superman film, ^{Man} ~~Man~~ of Steel; the film in fact almost mirrors the life of Christ, this enables us to have an enriched sense of understanding ^{of} God in a more modernly expressed way which can lead to a deeper level of understanding.

Joker, Superman's ^{creator's} ~~creator's~~ ^{name} ~~name~~ when translated to Hebrew actually means God, so therefore this symbolises God's relationship with the Jewish people or him being one of them.

As stated earlier, Superman's life journey, mirrors that of Christ, as Superman, like Jesus, was sent by his father from a better place to earth, somewhere less ^{greater} ~~perfect~~, in order for him to change the world. As Joel says, 'he will be a god to them' much as Jesus was ^{far} ~~far~~ greater than any other human, this highlights the almighty power of the Lord.

Jesus is seen as self-repelling and out-looking much as Superman is, Superman sees persecution ~~from~~ the human race ~~historically~~ much how Jesus faced persecution from the Romans, the mirroring continues, and the emphasis of Jesus' out-looking nature is expressed ~~is~~ through Superman where he seeks to save the humans even though they gave him up, the same showing the out-looking nature of Jesus ~~is~~ expressed through Superman.



ResultsPlus

Examiner Comments

The candidate understood how creative expressions can enrich religious life as this theme was introduced in detail. The level of detail was not sustained as the essay progressed on to the main focus of research.



ResultsPlus

Examiner Tip

Engaging with religious ideas is important in this topic. Researching and expressing these ideas carefully will add substance to your study. Your study needs enough detail to warrant higher achievement.

Paper Summary

Based on their performance, candidates are offered the following advice:

- do not ignore the question
- a generic question is not best answered with a generic answer. The question is made up of two parts. The question itself and the generic phrase 'Examine and comment with reference to the topic you have investigated.' Answer the question
- use appropriate sources and, if possible, include recent scholarship
- well deployed material will show how well you understand your topic and how you are using your material to answer the question
- do not forget to comment on your material in relation to the question
- use your evidence to substantiate your argument
- comment on alternative views if you know them
- express your viewpoint clearly
- practice writing under timed conditions as part of your preparation
- do not spend too much time on your essay plan to the detriment of the essay itself
- write legibly.

Grade Boundaries

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

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