

Examiners' Report

June 2016

GCSE Religious Studies 5RS02 01

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Introduction

The Edexcel GCSE specification continues to be a very popular course as teachers and schools recognise the benefits of an examinable course that both educates and engages young people. The variety of choice within this specification allows teachers to teach the course that most suits the needs of their candidates.

5RS02 is still a popular unit of study and offers the first part of the full GCSE if centres require this. It offers a study of Christianity; many centres have found that this can be delivered in a reduced amount of time as much of the background Christian teaching can be covered at Key stage three in preparation. The course addresses many moral and spiritual issues affecting young people today.

The candidates have achieved a wide range of performance levels as would be expected from an examination with many whole cohort entries. It is clear from the marking that the majority of schools are teaching students the necessary examination skills and content of the specification. However, it is also evident when questions are not following the patterns, for example, in Question 1a, that these schools may not be teaching the breadth and depth expected of the specification.

Question 1 (a)(b)(c)(d)

In Section One of the examination 'Believing in God', question two was more popular than question one.

Candidates are required to demonstrate knowledge and understanding of the content; this includes the key words which are at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet point:

- The argument from design and how it may, or may not, lead to belief in God.
- How Christians respond to scientific explanations of the origins of the world.
- How Christians respond to the problem of evil and suffering. Candidates are required to demonstrate knowledge and understanding of the content; this includes the key words which are at the beginning of each section of the specification content.

The candidate was assessed on their response to

(a) Give two examples of moral evil.

Overall candidates did well on this question. Where candidates did not they mainly gained one mark for a definition.

(b) Do you think Christians should agree with the scientific explanations of the origins of the universe? Give two reasons for your answer.

Candidates responded positively to this question and many gave developed reasons. Where it was answered less well, candidates had a lack of understanding of the alternative points of view held by different Christian groups.

(c) Explain how Christians respond to the problem of evil and suffering.

This question was generally answered well by candidates. The majority were able to give ways that Christians respond. Weaker candidates used practical examples such as prayer and charity work.

(d) "The design argument proves that God exists"

(i) Do you agree? Give reasons for your opinion.

(ii) Give reasons why some people may disagree with you.

Candidates struggled with this question; many confused causation with design and did not answer the question. Some candidates outlined the design argument but failed to explain how this lead to belief in God.

Candidates are given a mark out of four for spelling, punctuation and grammar (SPAG).

(a) moral evil is an act of evil committed by humans
for example, committing murder or stealing

(b) Yes, I do think all Christians should agree
^{my first reason is} because these things have been proven and are
not just theories, they are facts and that should
be accepted by all including Christians. There
is no other proven explanation. My
Second reason is that the ~~set~~ scientific
explanations for the world do not disprove
the existence of God, therefore Christians
have no valid reason for disagreeing
with these ideas, the idea of evolution
could even be the 7 days of creation
as Christians do see that time
may move differently for God.

(c) Christians respond to the world's suffering
in different ways. Firstly they have
organisations like Christian Aid
and CAFOD which aim to help those

suffering and in poverty. They do this because they are taught to be kind and care for those in need. Christians also respond to moral evils by helping with reform programs and assisting victims. Christians often donate to charities in an aim to help those who are suffering, as well as helping those closer to them such as assisting a local elderly person or childminding for someone working long hours.

* cancer or other horrible illnesses

- (d) (i) No I do not agree. I do not think the design argument proves God exists because the world has been in existence for millions of years and has had time to carefully evolve correctly into the intricate planet it currently is, it did not just appear in an instant or short time as the design argument suggests, as well as this cells were formed by microscopic bacteria and chemical reactions, lots of evolution was by chance and trial and error rather than design. Finally If ~~God~~ God had designed the planet he wouldn't have left such as *
- (ii) However, some such as Christians may disagree, they may argue that time moves differently for God, as well as this they may argue that things such as the perception of beauty cannot be an evolutionary trait as it is unnecessary, and therefore it must have been created by God. Finally they may argue that diseases were left to keep the population under control and to remind us of our humanity.



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Examiner Comments

(a) Two examples are given here. There were many acceptable examples; humans cause a lot of suffering! This candidate was awarded 2 marks for a fully correct answer.

(b) The candidate gives a personal opinion supported by two reasons with one developed reason. The candidate's first reasons states that the 'origins of the universe have been proven'. This is incorrect and therefore is not given any marks. The first valid reason is found at 'do not disprove the need for the existence of God' and the second reason is given at 'the idea of evolution' developed with 'time may move differently for God'. According to the mark scheme two reasons with one developed reason can be awarded 3 marks.

(c) The candidate gives one fully developed reason written coherently; therefore, can be awarded the higher mark for QWC. The candidate in this example provides a fully developed way.

The one way is 'the set up and provide charity'.

The candidate develops this with the example of a charity 'CAFOD'. The candidate then gives examples of 'reform programmes' and 'donating to charity'.

According to the mark scheme one fully developed reason is awarded 8 marks.

(d) This question differentiated between those candidates who were able to confidently distinguish between design and causation. The reference to Christianity in (d) items determines the marks that can be awarded over all. No mention of an indication of Christian teaching or understanding of Christian beliefs limits the answer to three out of 6 marks overall.

(di) A personal opinion given, with a fully developed reason. According to the mark scheme this can be awarded 3 marks.

(dii) Three reasons are given, and they refer to Christian teaching, therefore can be awarded more than the 3 marks overall.

Award – 3 marks. SPAG is awarded on this example as level 3 – 4 marks



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Examiner Tip

This example has a '*' written by the student with an arrow to the next page. This is an answer carried from the (d) into the (c) space. When turning to the next page it is clear that the candidate intended it to complete (di). This is an acceptable use of space! However, candidates should be taught to clearly identify where parts of answers have been written, both where it is to be slotted in and where it is actually written.

Candidates should avoid attaching extra paper to scripts; it is acceptable to write 'continued on blank pages'.

Question 2 (a)(b)(c)(d)

In Section One of the examination 'Believing in God', question two was more popular than question one.

Candidates are required to demonstrate knowledge and understanding of the content; this includes the key words which are at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet point:

- The argument from causation and how it may, or may not, lead to belief in God.
- The main features of a Christian upbringing and how it may lead to belief in God.
- Why unanswered prayers may lead some people not to believe in God.

Candidates are required to demonstrate knowledge and understanding of the content; this includes the key words which are at the beginning of each section of the specification content.

This candidate was assessed on their response to:

(a) What does omnipotent mean?

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

Candidates who achieved 2 marks on this question were able to give the glossary definition confidently.

(b) Do you think the causation argument proves God exists? Give two reasons for your answer.

This question was intended to assess arguments for and against the causation argument, however many candidates answered it in terms of whether God created the universe or not. They did not respond to the word 'caused' as intended.

(c) Explain how a Christian upbringing may lead to belief in God.

(d) "Unanswered prayers show God does not exist"

(i) Do you agree? Give reasons for your opinion

(ii) Give reasons why some people may disagree with you.

This question was generally answered well by candidates. The majority were able to give reasons why having an unanswered prayer may cause doubt and rejection of belief in God.

1 mark for spelling, punctuation and grammar (SPAG).

(a) Omnipotent is being all loving.

(b) I do think that the ^{causation} ~~design~~ argument proves God exists. My first reason is that it is true nothing can happen by accident. Just like a row of dominoes falling over; someone or something has to start it off.

My second reason is that an ordinary person couldn't cause something so big, therefore this person must be someone with almighty powers; and God is the only being capable of such a creation.

(c) Having a Christian upbringing leads to a belief in God.

The influence of parents can lead to a belief in God. This is because you are being brought up to believe the same as your parents. For example the child may go to church services with them and this lead to the child having their own opinion on God.

A child may also attend Sunday school to practice their religious ~~best~~ beliefs. The influence of peers can also lead to a belief in God and young children tend to have similar opinions to their friends.

In a family they may celebrate festivals such as Christmas and Easter. This may lead to a belief in God because they are celebrating religion and the stories in the Bible.

Religious beliefs also tend to be passed down through generations of family so even if your parents don't influence you it could also be your grandparents.

(d) (i) I do agree that unanswered prayers shows that God does not exist.

Firstly if God was all loving ~~so~~ he would answer everyone's prayer e.g. to find a cure for cancer; and the world would be a much better place.

Secondly if prayers are unanswered then is ~~there~~ there actually anyone there? Surely if he answers some prayers then he would answer them all because everyone is equal and should be treated ^{fairly} ~~fairly~~. So in my ~~apne~~ opinion answered prayers are just ~~a~~ coincidence.

(ii) Some people such as Christians may not agree with me because they think that life wasn't created to be easy and therefore God is just testing our abilities. Other people may also disagree with me because they believe ~~that~~ ^{that} ~~that~~ God can't do everything and prayers will be answered over time and not immediately.



ResultsPlus Examiner Comments

(a) The candidate gives an incorrect answer so is unable to have marks awarded.

(b) The candidate gives a personal point of view with two developed reasons. According to the mark scheme this is awarded 4 marks. The first reason is awarded at 'nothing can start by accident' developed by 'something has to start if off' and the second awarded at 'almighty powers' developed by 'such a creation'.

(c) The candidate gives four ways (with some development) written coherently; therefore, can be awarded the higher mark for QWC – 8 marks.

The first way is found at 'believe the same as your parents' ... 'own opinion about God'. The second way is found at 'attend Sunday school' ... 'similar beliefs to their parents' The third way is found at 'celebrate festivals' and finally the fourth way is reached at 'grandparents'.

(di) The candidate gives a personal point of view with two reasons, and is awarded 3 marks.

The first reason being 'all loving would answer everyone's prayer'... developed by example of cancer and the second one being 'just a coincidence'.

(dii) The candidate gives two reasons, one which is developed and is awarded 3 marks.

The first reason being 'life not created to be easy' developed by 'test our abilities and the second being 'not immediately'.

The candidate refers to Christian teaching, therefore can be awarded more than the 3 marks overall. SPAG gains 3 marks – there are some minor errors.



ResultsPlus Examiner Tip

In questions where candidates are asked to suggest ways in which things lead to belief in God, it is advisable to prepare candidates to not just list features or ways as in this case of a religious upbringing, but to actually link the features to how this actually leads to belief.

Question 3 (a)

This section is **Matters of Life and Death**.

In this section Q4 was more popular than Q3.

3(a) **What does resurrection mean?**

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

Many candidates were able to give a partial definition of the word; those who were most successful used the glossary definition. Some candidates muddled up resurrection with reincarnation.

(a) Resurrection is the belief followed by ~~Christians~~ Christians, where they believe dead ones will be brought back to life on judgement day, and either be sent to heaven or hell.



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Examiner Comments

The candidate gives a good clear definition of the key word.

(a) It ~~may~~ means that, after you die you are brought back to life.



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Examiner Comments

In this example the candidate is awarded a partially correct answer.

Question 3 (b)(c)(d)

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet point:

- Different Christian attitudes to euthanasia and the reasons for them.
- Why some people do not believe in life after death.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.

(b) Do you think euthanasia should be allowed in the UK?

The majority of candidates answered this question well. Candidates who did less well understood the arguments given by Christians against euthanasia and used these, which did not answer the question. Many candidates did not refer to the law in the UK.

(c) Explain why some people think the media should be allowed to criticise what religions say about matters of life and death.

Candidates did not respond well to this question and many referred to specific examples of where the media had criticised religious people but did not link it to issues of life and death. Candidates were awarded marks for reasons such as free speech and public debate which is where most marks were gained.

(d) "There is no such thing as life after death."

Candidates answered this question well. The majority of candidates were confident in expressing their own viewpoints on this issue.

(b) I think that euthanasia should^{not} be allowed in the UK, firstly because life is holy and belongs to God, and only God can take away life as he created man~~in~~ in his image. Also, life is a gift from God and only God can take it, and He has a plan for every life, and euthanasia can interfere with God's plan. Secondly, euthanasia can be used for evil purposes, such as people's selfish desires, therefore, it should not be allowed as people are not aware of ~~the~~ others' intentions, therefore, should be left ^{for} God to decide.

(c) Some people think the media should be allowed to criticise what religions say about matters of life and death, firstly because, ~~in~~ in the society we live in, people have a right to give their opinion and are free to, therefore, people think that everyone's opinions are valuable, and is acceptable. Secondly, people who watch or read anything representing criticism, don't have to agree, but it's just for people to know about. Therefore, people think it's acceptable as it doesn't have to affect everyone. Thirdly, if religious people use media to represent their beliefs, then they should be able to accept the criticism that comes with it, as it was their idea to use media. Fourthly, matters of life^{and death} are important for everyone to know about and be aware of in their daily lives, therefore, media should be allowed to criticise it, so people are aware of the good things and bad things of^{matters of} life ~~and~~ death.

(d) (i) I disagree with this statement, firstly, because Jesus rose from the dead, therefore, if Jesus lived after he died, then there is life after death and this is proof for it. Secondly, the Bible is the word of God, and the Bible ~~ex~~ mentions life after death, therefore, there must be, as God is telling his people in the Bible, and this is evidence, that there is life after death. Thirdly, people ^{who are} ~~claim that when~~ pronounced dead for a short period of time, claim they have seen friends and relatives who have already passed, therefore there must be life after death or this would not be possible.

(ii) Some people may agree with this statement, firstly because people such as mediums have no proper evidence of an afterlife, therefore, they're tricking people. Secondly, when a person dies, their body, ~~the~~ ~~in body~~ decays, so how can they live again? it's not possible. Thirdly, there's no where for the afterlife to take place, therefore, it doesn't exist and religion offers no good evidence to believe in an afterlife, and may be made up.



b) This candidate gives a personal opinion with two reasons, one being developed gaining 3 marks.

The first reason is given at 'life is holy and belongs to God' developed by 'in his image'. In this example it is tempting to say there is an extra development when the candidate talks about interfering with God's plan but there is not a second reason and so cannot be credited.

The second reason is signposted by the student and is about euthanasia being used for 'evil purposes' however this is not developed.

(c) The candidate gives four reasons written coherently; therefore, can be awarded the higher mark for QWC achieving 8 marks.

The first reason can be identified at 'give their opinion', and a second at 'people don't have to agree'. The third, 'accept criticism that comes with it', is followed by 'good things and bad things about matters of life and death'.

(di) The candidate gives a personal point of view with one fully developed reason and gains 3 marks.

(dii) One fully developed reasons – 3 marks.

This candidate refers to Christian teaching, therefore can be awarded more than the 3 marks overall.

Question 4 (a)

4a What is assisted suicide?

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

Many candidates gained only partial marks for this question. Often the definition given was one for euthanasia. The elements needed for both marks included (i) one person giving help to someone (ii) in order for them to kill themselves.

(a) Assisted suicide is when a person gives another person the means to kill themselves.



ResultsPlus Examiner Comments

The candidate gives a correct definition in this example.



ResultsPlus Examiner Tip

Candidates should spend time considering the differences between euthanasia, voluntary euthanasia and assisted suicide.

Question 4 (b)(c)(d)

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet point:

- Different Christian attitudes to euthanasia and the reasons for them.
- Why some people do not believe in life after death.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.

(b) **Do you think non-religious people should believe in life after death?**

The majority of candidates answered this question well. Where candidates did not do well they gave religious reasons.

(c) **Explain why most Christians do not believe in euthanasia**

This question was answered well by the majority of students.

(d) **"All Christians should be against abortion"** This question was also answered very well by candidates.

(b) On their bases there are many conversations that would give non-religious people to link some matters to there belief. We're as the matter of life after death, is a topic which as they could present that there is no evidence as the bible conveys the only evidence by god.

(c) Euthanasia is a deadly disease which cause many people with endless pain. christians wouldn't agree with euthanasia, as towards there ~~opion~~ opinion on this matter is that around.

(d) (i) I agree with this statement as there would be many reasons for people to have abortions, but Christians would feel that killing a ~~living~~ ~~the~~ fetus that is in the woman's womb would be a sin in God's eyes. On the other hand, it could be seen as a correct decision in some cases such as rape, but this decision could also be given to the mother on whether she would like to have the child.

(ii) People would ~~be~~ ^{may} disagree with the statement because as Christians would say that the mother ~~doesn't own the child as~~ ^{of the child} ~~the living human~~ inside her womb "belongs to God"; we're as this would be quoted in the bible conveyed through the prophets. As this is ~~a very~~ ^{the very} topic that many would have lots of judgements regarding abortion.

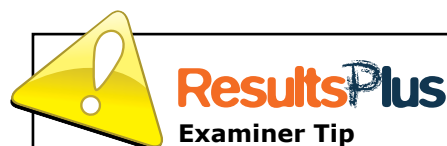


(b) No relevant information was given by the candidate; they had clearly misunderstood the question and were awarded no marks.

(c) No relevant information given by the candidate, they did not know what was meant by euthanasia (cute but not creditable) and was awarded no marks. If no religious understanding is given in the answer then no marks can be given for the quality of written communication either.

(di) A personal opinion given, on the statement – Christians should be against abortion – the candidate agrees 'wrong in Gods eyes' but does not give a reason why it would be wrong in God's eyes. This is a very simple reason and can be awarded 1 mark according to the mark scheme. The next reason starting 'on the other hand' should be in (dii) and can be awarded 1 mark for 'decision given to the mother'.

(dii) This answer adds nothing to either side.



The spaces given are generous in size and labelled to support candidates to where they should answer questions. Although the answers are marked to benefit candidates, as in this example on (d), it is advisable to teach candidates to use the correct spaces.

A second example is included to show the full mark response of a candidate. This is an able candidate who presents logical and clear reasons.

(b) I think non religious people should believe in life after death as there is some evidence for it. For example some people have had near death experiences, where their clinically dead yet still experience things, this suggests you don't disappear. Also, things such as the paranormal (like ghosts) suggest life after death as they are spirits that have continued after death.

(c) Most Christians do not agree with euthanasia for a few reasons. Firstly, The golden rule tells us that we must do unto others that we wish

done onto us, therefore if we don't want to ~~do~~ die (which most don't), then we should kill people, no matter what situation. Also, Christians believe that only God can give and take life, therefore killing somebody out of ~~any~~ mercy is ~~going~~ going against the will of God, which is ~~intrinsic~~ wrong. Christians believe in the sanctity of life, meaning that all life is sacred, therefore killing something would be undermining the sanctity of life, which would go against their beliefs. Finally, some Christians agree that when a patient requests ~~euthanasia~~ euthanasia, they're in so much pain, they can't think correctly or rationally. This leads them to believe that euthanasia should be used because only the doctors know what's best for them.

(d) (i) I agree with this statement as Christian teaching tells us that all life is sacred, therefore if life begins at the moment of Conception, then abortion is murder. Also, All procreation must lead to the production of a baby, therefore abortion is taking the baby out of the equation. So Christians should be against abortion because it will promote more underage, and pre-marital sex.

(ii) Some people may disagree with me and say that Christians should be pro-abortion because in some cases, the mother isn't healthy enough, or might not be able to raise the child well enough. Therefore abortion would be the loving thing to do. Also, some pregnancy is a result of rape, therefore the mother will not want to keep the baby. Abortion will be the most caring thing to do.



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Examiner Comments

(b) The candidate gives two developed reason and is awarded 4 marks.

Reason one is found at 'some evidence for it' developed by 'clinically dead'.

Reason two is found at 'as the paranormal' developed by 'continued after death'.

(c) The candidate gives four reasons written coherently; therefore, can be awarded the higher mark for QWC. The mark scheme awards level four – 8 marks.

Reason one – 'give and take life'.

Reason two – 'sanctity of life'.

Reason three – 'shouldn't go against their beliefs'.

Reason four – 'what's best for them'.

(di) The candidate gives a personal point of view with three reasons gaining 3 marks.

(dii) Three reasons given gaining 3 marks.

The answer refers to Christian teaching, therefore it can be awarded more than the 3 marks overall.

Question 5 (a)

This section is – **Marriage and the Family**.

In this section question five was more popular than question six.

5(a) **What is pre-marital sex?**

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well, gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

Candidates answered this question very well. Where candidates gained partial marks it was because they did not indicate that the sex was before marriage and could be understood as adultery.

(a) pre-marital sex is sex before marriage (eg a couple is not married and has sex)



Question 5 (b)(c)(d)

In this section Q5 was more popular than Q6.

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet points:

- Different Christian attitudes to contraception and the reasons for them.
- Christian attitudes to sex outside marriage and the reasons for them.
- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and their reasons.

(b) Do you think attitudes to divorce have changed in the UK?

The majority of candidates answered this question well. Where candidates did not do well they gave religious reasons for and against divorce which changed the question.

(c) Explain why many Christians accept the use of contraception.

This question was answered well by the majority of candidates. Some candidates read the question as 'do not accept the use of' and therefore lost marks.

(b) I think attitudes towards divorce have changed. Divorce is now much more acceptable and common in Britain than they were before. Even the Catholic church allows annulment of marriages. The Church of England accepts divorces now and divorced people are no longer ostracised by society. A lot of marriages now end in divorces, especially compared to previous generations, where divorce was seen as morally wrong. Divorced people can now get remarried as well.

(c) Many Christians believe that contraception allows family planning and is therefore very beneficial. Contraception prevents the spread of STDs, and even the Catholic Church have authorised use of contraceptives by couples to prevent the spread of HIV or AIDS or other similar ~~etc~~ infections and diseases. Contraceptives, for instance, the pill can often be medically beneficial to certain people, and so would be perfectly acceptable. Many Christians use situation ethics, and therefore think that using contraceptives is more acceptable than having an unwanted, and therefore unhappy child. Christian couples who don't want children should be able to use contraceptives to avoid this. Many Christians believe that sex is not just for procreation but is also fun, so allowances with contraceptives must be made. Some Christians believe that the Bible is outdated, and that in modern times, sex is perfectly acceptable so ~~contracepting~~ should be available.

(d) (i) I disagree, sex outside marriage is not always wrong. Many couples cohabit and do not marry for a variety of reasons, so sex in this situation would be perfectly acceptable even for Christians. A couple in a loving, committed relationship should be able to have sex without getting legalities involved. Since contraceptives are now readily available, sex is no longer just for procreation and many people enjoy it, so should be allowed to do so. Religions like Christianity and the Bible are outdated and people should be able to do what they want without being shamed for it.

(ii) Many Christians would disagree with me though. They think that sex is primarily for procreation, and that the only place to raise a child properly is within a marriage ~~and~~ a family. Even with modern contraceptives a child is always a possibility, so sex should only be had where if the woman did get pregnant, the child would be raised properly. The Bible says that only married couples should have sex, and Jesus also condemned adultery.



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Examiner Comments

(b) The candidate gives a personal point of view. With two developed reasons this is worth 4 marks. The first reason is given as 'much more acceptable' developed later in the answer by 'no longer ostracised by society' and the second follows as 'More common' developed at the end by 'divorced people can get remarried as well'.

(c) The candidate gives four ways which are written coherently; therefore can be awarded the higher mark for QWC, gaining level four – 8 marks.

1. 'family planning', 2. 'Prevent HIV', 3. 'Unwanted and unhappy children' and finally 4. 'Sex is for procreation but also for fun'.

(di) The candidate gives a personal point of view with three reasons and is awarded 3 marks.

(dii) Three reasons awarded 3 marks and refers to Christian teaching, therefore it can be awarded more than the 3 marks overall.



ResultsPlus

Examiner Tip

On questions such as (c) it can be advisable to tell candidates if they are struggling for Christian reasons to remember that Christians are people and all reasons are therefore acceptable.

Question 6 (a)

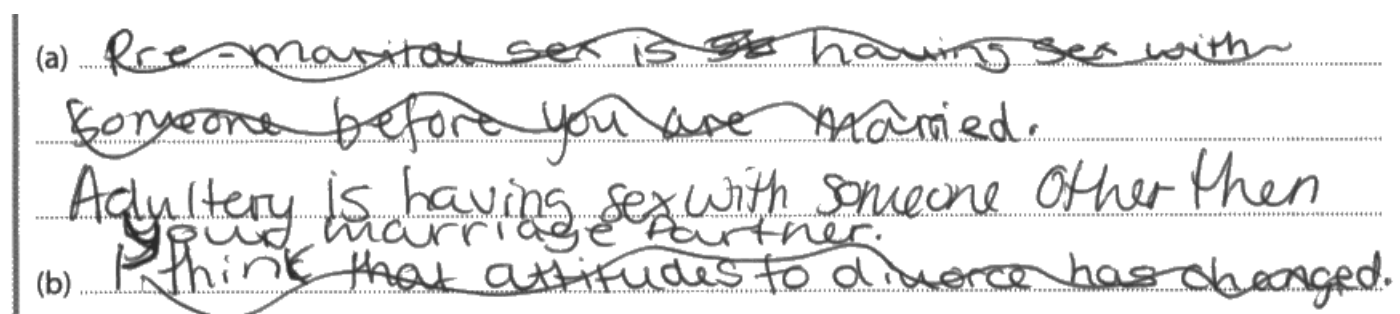
What is adultery?

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

Candidates answered this question well and candidates have been better prepared for the (a) questions.



ResultsPlus Examiner Comments

This example of a candidate's response has been chosen to show that the crossing out of answers is acceptable as long as the candidate makes it clear to the examiner that they have answered it either underneath, as in this case, or somewhere else in the examination paper.

This candidate is awarded 2 marks for this response.



ResultsPlus Examiner Tip

It is not a good idea to use extra sheets and attach them to examination papers.

Question 6 (b)(c)(d)

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet point:

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- The purposes of marriage in Christianity and how this is shown in the wedding ceremony.

(b) Do you think attitudes to family life have changed in the UK?

This question caused some confusion for candidates. The assessment was about the change in attitude to family life, not divorce. Whether it affects family life and if it is mentioned as such it was accredited. Also attitudes to homosexuality unless it mentioned same sex parents.

The definition of a family is that there are children. Whilst we accept that many couples consider their unit as a family, for clarity we called them a couple until they had children within the unit. Lone parents, with living with or without their children are a family.

(c) Explain how the purposes of marriage in Christianity are shown within the wedding ceremony.

This question was not answered well. Candidates either listed the purposes of marriage or described the marriage ceremony. They did not link the two elements of the question.

(d) 'Attitudes to homosexuality have not really changed.'

This question was answered well by candidates.

(b) In Christianity, there are two ^{main} ideal families, the Nuclear Family and the Extended family. A Nuclear Family is a family with two parents and children. An extended family is a family of up to three generations living in ~~neighbourhood~~ ~~neighbourhoods~~ neighbouring houses. But recently, single ~~for~~ parent families have become more ~~over~~ acceptable. A single family is a family of one, single parent and children. The idea ~~of~~ of a single ~~family~~ family is more acceptable now because it is becoming more and more common, especially considering 1/3 marriages end in divorce. Also, Christianity is ~~become~~ becoming more open to the idea of homosexual relationships and families. Especially now that homosexuals can get married.

(c) The wedding ceremony starts off with a hymn, then the opening address. This shows the seriousness of the occasion and how important it is to God. Then the Bride and Groom give their declaration and vows, pledging themselves to each other, in

front of witnesses. This shows that the marriage is official. The declarations to each other follow Jesus' teachings and show ~~that~~ the importance of religion in the marriage ceremony. Then the Bride and Groom must register themselves as ~~a~~ ~~a~~ married couple, for it is law to do so in the UK.

(d) (i) There are still a lot of people who disagree with homosexuality but that's not to say views on it haven't changed. ~~the~~ The Christian faith no longer sees it as a sin to be homosexual any more, and ~~homosexual~~ homosexuals can now get married, under God. So attitudes are changing, and Christianity has become a whole lot more accepting of homosexuality.

(ii) However, some people may disagree that attitudes have changed. Just because there is gay marriage now doesn't mean the problem with homosexuality is solved. There are still a lot of people who disagree with homosexuality and see it as wrong. Some people ~~there~~ could argue that there is still a long road ahead before equality is reached.



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Examiner Comments

b) The candidate does not indicate that this is a personal point of view. The candidate then gives a description of change, not a personal opinion with reasons and therefore does not gain any marks.

(c) In this question we are assessing knowledge and understanding of the purpose of a Christian marriage and how this is shown/symbolised or evidenced in the marriage service. Each way needs to identify the purpose and identify the part of the service.

This candidate does not manage to do this and therefore gained no marks. The candidate does however describe some parts of the wedding service therefore can gain level one for description.

(di) We assume it is the candidate's point of view as there is no indication otherwise when marking personal answers. The candidate acknowledges that a lot of people still disagree with homosexuality and then says BUT indicating a change in reasons given:

'sin to be a homosexual

'can now get married'

'accepting homosexuality'

Award 3 marks.

(dii) one reason given – 1 mark.



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Examiner Tip

When the specification links knowledge to understanding for example in (c) it is important that candidates can do this effectively in answers.

Question 7 (a)

This section is **Religion and Community Cohesion**.

In this section Q7 was more popular than Q8.

7(a) What is meant by a multi-faith society?

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

Every year the same mistakes are made on this section. The difference between faith and race must be taught to candidates as many do not distinguish between the two. Many candidates still appear to believe that all Christians are white.

(a) multi-faith society is a society full of different racially diverse people.



ResultsPlus Examiner Comments

This example was not uncommon amongst the answers to this question. This candidate gained no marks.



ResultsPlus Examiner Tip

Centres must work to promote understanding of the difference between faith/belief and race/colour. Candidates should be prepared to live and work within a multi-faith and multi-ethnic society and know the difference.

(a) many different religions ~~to~~ living in one community together.



ResultsPlus Examiner Comments

This candidate gained full marks.

Question 7 (b)(c)(d)

Candidates did not do well in this section. There is some evidence that a small minority of candidates did not finish the paper in the time allocated, however, the majority of candidates appeared to be under prepared for the questions in this section.

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points.

In this example we are assessing the bullet point:

- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- How and why attitudes to the roles of men and women have changed in the UK.
- Why Christians should help to promote racial harmony.

(b) Do you think the government can help community cohesion?

This question was not answered well. Many candidates appeared to not understand the term community cohesion (despite being a key term). The specification states that study should cover legislation on equal rights for ethnic minorities and religions, which was the intention of this question.

(c) Explain how the roles of men and women have changed in the UK.

This question was answered well.

(d) "Religious people must work for racial harmony"

This question was answered well.

(b) Yes, I believe the government can help with community cohesion because ~~if~~ if the government was more racially diverse it would help bring all the different religions and races together and because we will be around different people it can teach you about different religions and make you commit to your religion more and there might be racial harmony.

(c) Attitudes have changed a lot for the roles of women and men in the UK because in the earlier time around the war women had to stay at ~~at~~ home and it was very ~~rare~~ rare to see a woman with a job however after the war women were allowed jobs because they proved they could do what men could do when the men were at war fighting. A group of women called the suffragettes were standing up for women rights. After that women got their rights and instead of looking after men they were looking after themselves. ~~Also~~ Also women could never be a priest if they wanted to because in the Gospels it says about men being brought into the

~~was~~ World First so they are seen as Superior ~~now~~ but now women can be Priests in the Church of England. So now women has the same rights as men.

(d) (i) Yes, I agree because if religious people all came together and showed the ~~the~~ rest of the world that we can live in peace and harmony without conflict and violence, it would make non-religious people to find it easier to get along with everyone too. Also if they try and find some beliefs they have in common they might find it easier to achieve racial harmony. For example most religion follow a God.

(ii) Some people may disagree with me because religions have lots of different beliefs and ~~some~~ Sometimes we clash and it is harder for other religions to accept each other without conflict and they just agree that they can never get on because of their beliefs.



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Examiner Comments

(b) The candidate gives no relevant information and is therefore awarded no marks.

(c) The candidate gives three reasons with one developed and written coherently; therefore it can be awarded the higher mark for QWC. The candidate is awarded level four – 8 marks.

The first way is 'allowed jobs' developed by 'men were at war fighting' (read this in reverse order and it is a developed reason).

The second way is awarded at 'women got rights' and the final way is given at 'now women can become priests'.

(di) The candidate gives a personal opinion with one developed reason and is awarded one developed reason gaining 2 marks.

(dii) There is no relevant information and therefore awarded 0 marks.



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Examiner Tip

Candidates might find that they recognise reasons and ways given if they refer to them as reason one – or way one in their answers.

Question 8 (a)

8(a) What is meant by a religious freedom?

Key words are given at the beginning of each section of the specification content.

Candidates should be aware of the definitions of the key words in order to use them in their responses. The glossary is found in Appendix 4 of the specification.

The vast majority of students answered this question well gaining two marks. Candidates who did not gain two marks usually gave a definition based on their knowledge but were misleading about what it meant.

This question was answered well.

(a) You are free to be whatever religion you like.



ResultsPlus Examiner Comments

The freedom to be any religion you like!
This is a fully correct answer which was awarded 2 marks.



ResultsPlus Examiner Tip

Candidates overall should spend time revising section four to maintain success throughout the paper.

Question 8 (b)(c)(d)

Candidates are required to demonstrate knowledge and understanding of the content; express their own responses to the issues and questions raised using reasons and evidence, whilst evaluating alternative points of view.

The examination paper requires the candidates to give reasoned opinions in (b) and (di) responses. In (c) responses, the knowledge and understanding of the required content is assessed. In (dii) the evaluation of the alternative point of view is assessed. All aspects require the study of Christian attitudes and teachings to the issues.

The specification requires the study of all bullet points. In this example we are assessing the bullet points:

- Why Christians should help to promote racial harmony.
- Issues raised for religion by a multi-faith society – conversion, bringing up children, interfaith marriages.
- Different Christian attitudes to equal rights for women in religion and the reasons for them.

(b) **Do you think Christians should help to promote racial harmony?**

This question was answered well by candidates.

(c) **Explain how a multi-faith society raises issues for religious people.**

This question polarised candidate's responses. When answered well candidates referred to the areas of study including interfaith marriages, bringing up children and conversion. When candidates were not prepared for this they talked about a rise in conflict and often referred to racism. The weakest candidates confused faith with race.

(d) **'Men and women should have equal rights in religion'.**

This question was answered well in the main; there were a minority of candidates that stopped reading at equal rights and did not mention religion.

(b) I think Christians should promote racial harmony because the bible says "Love thy neighbour" and no matter what ~~Rel~~ religion / colour ~~or~~ your neighbour is you should treat them with respect. The bible also says that God ~~g~~ created everyone in the image of himself so therefore, everyone should respect each other because God created everyone and everyone has God within them.

(c) Multi-faith society can raise issues for religious people because it can cause conflict. If two religious groups disagree about a certain topic it can cause arguments and anger in the society and this can lead to violence and ~~racism~~ ^{racism} between ~~religious~~ ~~the~~ religions. ~~Many~~ Many people are prejudice ~~the~~ towards other religions ~~because~~ ~~it is~~ because ~~they~~ they think they are superior ~~the~~ superior ~~to~~ ~~other~~ ~~than~~ to other religions. This can cause ethnic minority groups to feel isolated and angry because people are discriminating against them.

(d) (i) I believe that men and women should have equal rights in religion because in society women have almost the same equal rights as men so I ~~think~~ think that religions should give them equal rights ~~as well~~. I think that if we are going to develop as a world we need to provide everyone with equal rights. Women are capable of doing the same jobs as men.

(ii) Christians may disagree because when God made Adam and Eve he made Adam first and used one of Adam's ribs to make Eve, therefore this makes people think that without men women couldn't exist and that it makes men superior to women. In the bible it also states that women should not do the jobs men can do so Christians believe that women should not do the jobs men do and that they should ~~be~~ ~~the~~ carry out the role of a mother which is what women ~~were~~ ^{were} created for.



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Examiner Comments

(b) The candidate gives a personal opinion with two reasons developed. This gains 4 marks overall.

1. 'Love your neighbour' developed by 'treat with respect'.
2. 'image of himself' developed by 'God within them'.

(c) The candidate gives two developed ways written coherently; therefore it can be awarded the higher mark for QWC. The candidate is awarded level three – 6 marks as per the mark scheme. In this example the candidate muddles race and faith but is marked positively for what is written.

One level is reached at 'cause conflict' developed by 'violence'.

The candidate then changes the answer to be about multi-ethnic not faith.

BUT in the middle of the information returns to religion – 'superior to religions' and gains another level.

The candidate is then given level three 6 marks.

di) The candidate gives a personal opinion with two brief reasons:

Equal rights with men

Same jobs as men

Award with two brief reasons – 2 marks.

(dii) One brief reason – 1 mark

'makes men superior to women'.



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Examiner Tip

On (d) questions candidates should be reminded that the question is set to stimulate two sides of an argument. Each side should be supported with reasons and the candidate should claim one side as their own opinion.

Paper Summary

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

- Prepare to be examined on all aspects of the specification, ensure study is at the expected breadth and depth required.
- Learn the glossary definitions for (a) questions and use these words as specialist vocabulary throughout the answers of all questions.
- When asked for two reasons on a (b) question, give two clear reasons and develop them to answer the question. The development should be to give more weight to the reason given in answer to the question.
- When answering (c) questions develop reasons with more evidence and information.
- The (d) answers should reflect both sides of the argument and refer to Christian teachings.
- Read your answers carefully at the end of the examination, the examiner can only mark what is written.
- Make your answers clear and concise, do not waffle.

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>

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