

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

GCSE Religious Studies (5RS06)  
Religion and Life Based on a Study of  
Hinduism

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

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

Summer 2012

Publications Code UG032882

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **GCSE Religious Studies 5RS06/01**

### **Religion and life based on a study of Hinduism**

Candidates were able to access most questions on this unit and performed across the range of marks available. Responses indicated that advice from Edexcel published resources including previous examiner reports, had been taken into account. Candidates did respond directly to most questions and express their responses clearly; exceptions are commented upon below.

One general comment is that many candidates continue to respond to part (b) questions by giving two opposing views on the issue at hand rather than giving two reasons in support of one point of view. This year (b) questions were also responded to by providing greater than two reasons rather than providing two reasons, one or both of which were developed.

Some candidates did not directly respond to the question asked but gave general consideration to the issue or topic in the question.

Candidates responded well to (a) questions across the unit, with the exception of questions 3(a) and 7(a). For question 3(a) concerning 'quality of life', many candidates referred to standard of living in their responses. For question 7(a), the term 'community cohesion' was confused with racial harmony or the absence of prejudice and discrimination.

#### **Section 1**

Both questions were popular and generally performance was good.

On question 1 (b), most candidates identified appropriate programmes and commented upon the ways in which these impact on day- to- day lives and moral positions. A few candidates addressed the question itself by discussing their impact on belief in God.

For question 1 (d), many candidates produced good responses considering merits and de-merits of atheism. A small number addressed the question by stating that no one should be an atheist. Some responses were lengthy containing vague discussions on personal choice and free will.

Candidates did not perform well on question 2(c). They did not relate their arguments directly to the question asked. Responses provided considerable reference the nature of the samsaric world view but did not effectively provide an explanation.

#### **Section 2**

Questions 3 and 4 were both well-answered; question 3 was slightly more popular.

On question 3(c), the issue of abortion as being controversial was discussed by candidates but many responses could not be credited full marks. Some candidates only listed arguments for and against abortion.

Candidates responding to question 4(d) gave arguments for and against abortion but did not address the issue of whether or not it should always be allowed. Those that did so were a tremendous testament to the quality of candidates and the preparation they had received from their teachers.

### **Section 3**

Questions 5 and 6 were equally popular and candidates generally performed well on both. However there was some confusion among some candidates for question 6.

On question 6(b), the issue of whether or not having children is the main purpose of marriage was responded to in two ways. Candidates either provided clear and precise consideration of the issue and the demands of the question or provided vague discussion on the nature and place of family within the ashrama system.

Question 6(c) was a question where candidates produced general responses on the topic provided without directly responding to the question. Some responses to the question on the place of mandirs in the upbringing of children were lengthy and focused on the nature and work of mandirs as places of worship.

### **Section 4**

In this section question 7 was more popular with candidates than question 8. However, the small number of candidates who chose question 8 performed as well as those on question 7.

Overall, responses to question 7 (b) were good. A few considered the option that a multi-ethnic society might not reduce racism. Some responses focused only on the fact that physical proximity between ethnic groups would inevitably result in more tolerance.

Question 8(b) was generally answered well but did lead to some responses focusing on the intrinsic worth of genders rather than referring to changes in attitudes to their roles over time.

### **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>



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG032882 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

