

Examiners' Report/
Principal Examiner Feedback

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Pearson Edexcel GCSE
in Religious Studies (5RS07)
Paper 01 - Religion and Life Based on
the Study of Sikhism

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Unit 7 Religion and Life Based on a Study of Sikhism

Introduction

Candidates ought to study the Glossary carefully to learn the definitions of key terms. Answers to part (b) questions may be improved by focusing on only two reasons for their point of view. Each reason should be developed fully so that the weight of supporting evidence or reasoning is made clear. Evidence could include an example or quotation. Candidates continue to answer part (c) questions effectively demonstrating secure knowledge and understanding of the subject matter. For part d) they should ensure that they include their reasons in the first part of d) before explaining why someone would disagree in the second part of d).

Section 1

Candidates did not always read question 1a carefully which asked for examples of moral evil rather than a definition. However, they scored well on 2a. Candidates found it difficult to provide two separate reasons for their point of view in 1b (attitudes to science) and 2b (causation). Some candidates sometimes confused the design and causation arguments as they struggled to find a second reason. In 2c candidates lost marks if they started talking about upbringing in general without focussing on belief in God which was the focus of the question. While candidates answered 2d) about unanswered prayers with reference to examples and religious teachings, responses to 1d) were less focussed. On occasion, candidates confused the design of the world (design argument) with the cause or making of the world (causation argument).

Section 2

There was a clear understanding of the key term 'reincarnation' in 3a. However, in relation to 4a candidates need to learn the Glossary definitions to ensure that they clearly separate 'assisted suicide' from different types of euthanasia. They clearly explained their point of view in relation to euthanasia and life after death in 3b) and 4b), respectively. However, while they were able to address euthanasia in 4c) effectively, there were difficulties in focussing on one form of the media in 3c) and also restricting discussion to an issue from this section, such as abortion, euthanasia and life after death.

Section 3

Candidates demonstrated a secure understanding of the Glossary. They were also able to present arguments for and against sex before marriage and changing attitudes towards homosexuality. They were able to express their point of view in relation to 5b) about attitudes towards divorce and 6b) about attitudes towards family life. Factual, statistical evidence about changes in society would develop reasons. Some candidates confused contraception with abortion in 5c).

Section 4

Candidates were able to provide detailed legal history in relation to the changing roles of men and women in 7c). However, in 8d) some candidates did not focus closely enough on the precise wording of the question relating

to sexual equality 'in religion'. However, most marks were lost as candidates continue to ignore the distinction between ethnicity as a racial category and faith as a belief system. Hindus and Muslims are considered as faiths and not ethnic groups and therefore Guru Nanak's 'there is no Hindu, no Muslim' relates to religion and not race or ethnicity. This confusion negatively impacted answers to 7d, 8b and 8c. While many candidates demonstrated a secure understanding of some issues arising from a multi-faith society in 8c, others lost marks as they confused a multi-faith and multi-ethnic society. There was an improvement in the quality of responses to the question on community cohesion, 7b, although specific examples of how it is promoted would improve responses.

