

Examiners' Report

June 2014

GCSE Religious Studies 5RS01 01

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Introduction

This GCSE Religious Studies specification continues to be a very popular course, teachers and schools recognize the benefits of an examinable course that both interests and educates young people. The variety of choice within the specification allows teachers to teach the course that most suits their students and as such the examination is unique. Entry numbers have increased this year as the option of doing the GCSE via a modular route was removed last year and this year's entry consisted of (mostly) year 11 students taking the terminal examination of a full course linear GCSE examination. Schools should now be aware that the short course GCSE will not be included in schools performance tables in the near future, and many schools now study Unit 1 along with another unit in order to access a full course GCSE.

Unit 1 is a study both Christianity and one other religion. This unit allows study of Christianity which is the majority religion in the UK but also allows study of another religion which is becoming increasingly important in today's multi-faith society. The course engages the interest of young people, it addresses many moral and spiritual issues affecting young people today and importantly it fulfils all the requirements for the present Key Stage 4 statutory Religious Education. The candidates have achieved a wide range of performance levels as would be expected from an examination with mainly whole cohort entry. The mean on this paper has risen showing that even though students are now sitting a linear examination it has affected candidate achievement; in fact the use of the required skills in the subject amongst the candidates had improved.

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

This question is based on section one in the specification. Each of the sub-questions covers a different bullet point within the specification.

Question 1 was as popular with candidates as question 2.

a) This question asked for two examples of natural evil, the most popular responses were those given as part of the definition; earthquakes and tsunamis. However, any example of natural evil including disease was credited. Candidates who gave the definition without the examples were awarded as if a partially correct answer.

b) Most candidates were able to state their own opinion and then give a reason for why they thought a religious upbringing led to belief or did not lead to belief. However, some candidates simply described a religious upbringing which did not answer the question set. Better candidates discussed why they felt a religious upbringing led/did not lead to belief and developed their answers with examples. As usual many candidates gave the example and then the reason and this was credited as a developed reason.

c) This question was generally well answered by candidates. The majority were able to identify a religion (usually Christianity or Islam as section one only needs the study of any one religion) and explain how believers responded to the scientific argument with some able to give explanations of evidence. Weaker candidates simply explained the Big Bang and evolution and did not answer the question. Stronger candidates applied their knowledge of Causation and the Design argument and easily gained marks. Candidates who set answers out clearly were a pleasure to read, whereas candidates who relied upon formulaic answer formats, were often confused and sometimes incoherent.

d) This question did not require reference to any examples of religious experiences and could have been answered in a general way. Candidates who answered this question well gave reasons and were able to develop them using several examples of religious experiences, illustrating how belief can be engendered or otherwise. Low marks were received by candidates who failed to link their reasons to the examples they gave or who simply described a religious experience ignoring the question set. An example of a candidate who does not achieve high marks because of a basic lack of knowledge.

write your answer here:

(a) Two examples of natural evil is murder and betraying god.

(b) I think a religious upbringing makes you believe god exists because of your family believing in god or maybe your family forces you to believe in god which you can't make your own choice whether you believe or don't.

(c) The followers of christianity for example find respond negatively towards scientific explanations of the origins of the world because

They believe god created the world and put everything on this planet and ~~it~~ created it's sheer beauty. Meanwhile scientists believe the big bang started the world that's why christians act negatively towards people that say the big bang started the earth but to the christians god created this planet and everything on it.

(d) (i) I agree because some people say they have claimed to see god when there in hospital and god says "I'm giving you one more chance at life" and some people do deserve a second chance at life because some say god has revived them and gave them a second chance.

(ii) Some people may disagree with me because they are athiests that don't believe in god or anybody that gets a second chance at life.

(a) These are examples of moral evil (acts by humans) and so are incorrect.

Incorrect answer = 0 marks

(b) The candidate gives one brief reason.

One reason - forces you to believe

There is no development.

One brief reason = 1 mark

(c) The candidate gives two brief ways.

Way one - respond negatively they believe God made the world

Way two - are negative towards people who believe the Big Bang started the earth

Understanding shown by two brief ways = Level 2

QWC- answer is coherent- award the higher mark in level 2 - 4 marks.

(d) This candidate uses near death experience as a religious experience and as they have clearly linked this to an experience of God it can be accepted.

(d)(i) One reason - God has given them a second chance,

Developed before the reason by a description of a near death experience

One developed reason - 2 marks

(d)(ii) This paragraph one gives one reason - they are atheist (as this links to religious experience reasons in d(i) they can be credited).

One simple reason - 1 mark

SPaG has considerable accuracy.

Good range of specialist terms.

Level 2 and not at the top of this level due to specialist language so credit 2 marks.

Learn the glossary definitions which are in appendix 4 in the specification.

b) Questions should begin with a statement which identifies that the answer is the candidate's own opinion. In this case the candidate says 'I think...agree...'

c) Ideally candidates should start a new paragraph with each new reason they give on a (c) question. As long as the answer is coherent the candidate will get the higher mark within the level. There is no such thing as a good (c) answer and a less good (c) answer.

d) Candidates should ensure they clearly identify a religion in (d) questions, as this is asked for in the question. 'God' identifies the religion as Christian.

Write your answer here:

(a) Earthquakes and death (from old age, not a disease) and tsunamis.

(b) I do think that a religious upbringing ^{leads} ~~because~~ to a belief in God because if you go to church from a very young age, you are going to have friends or social group ~~that~~ who have the same morals, religious views and ways of life as you. This would mean that you have a belief in God.

Also, I think that if you have a religious upbringing, it will lead ^{belief in} ~~me~~ to God because if you pray every night, or before meals or even in school ^{assemblies} ~~assemblies~~, then this is an attempt of communicating with God through words. This would therefore lead to believing in God and wanting to know more about him. If a miracle happens, this can also lead to a belief in God.

(c) Firstly, Christians respond to the scientific explanations of the origins of the world by saying that the bible and the ^{evolution theory} ~~Big Bang~~ were together. This is because the evolution theory is

one where all animals started from simple life forms and some Christians believe this is true because they believe in the causation theory, meaning that everything has a cause and an effect. So, the ~~first and oldest~~ simple life organisms were on this earth because God put them there.

Secondly, Christians think that the Bible and the Big Bang were fit in with each other. The reason for this is that one old testament ^{Section} of the Bible states 'let there be life'. This can fit in with the Big Bang and relate to the mass explosion what created the planets and life to form.

Others believe in the Apparent age theory, where 6 of God's days could've been thousands of years so science can not be possible and God really did create all the world.



(d) (i) ~~So~~ I do believe that religious experiences lead to God existing because when you feel numinous - a presence of something greater than you, it makes me question who is behind all of it. There must be someone out there who is making you feel like that and the only person that could be to blame is God. Christians believe that if you have a near-death experience - an out of body experience just before you die, it must all be to do with God and how he wants to prove to them that he is there.

(ii) ~~&~~ Atheists would disagree with me because they believe that science created the world. Either the Big Bang or evolution theory is possible in their eyes and that someone creating the world is not possible. They believe that experiences aren't religious but in fact they are all to do with the paranormal - things like ghosts and mediums are what leads to the unexplained or out of body experiences. Orthodox Jews believe that God is always there.



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Turn over ►

(a) Two examples given are correct.

Credit earthquake and tsunami (in this example disregard death).

(b) The candidate recognises the demands of this question and gives two reasons each of which is developed by an example.

Reason 1 – Friends with same beliefs as you

Development – example of attending church

In this case, note that the development and reasons are given mixed together

Reason 2 – wanting to know more about God leads to belief

Development (in this case it comes before the reason) – praying in assemblies or at night

Two developed reasons = 4 marks

(c) This candidate manages to give a coherent response to the scientific explanation of creation.

Only information about the response to the scientific explanation should be credited.

Way one – credit the two ideas, 'Bible and evolution work together' can both be accepted

Developed by – simple organisms were put there by God

Second way – the Big Bang and Bible fit with each other

Do not credit the quote as development as it is incorrect

Third way can credit apparent age theory (although its development is incorrect)

Understanding is shown by using one developed way and two simple ways = Level 4.

The answer is coherent which means it is rewarded the QWC mark (gets the higher mark) in Level 4 = 8 marks.

(d)(i) Starts with one developed reason.

- a religious experience makes you think that someone (God) must be behind it - development is the example included in the reason of a numinous experience being from God.

Then another reason NDE makes you think God is showing that he is there

Two reasons, one developed = 3 marks

(d)(ii) The first part of the candidate's response is about creation it is not answering the question. However they then go on to provide one fully developed reason – Atheists think the experiences are not religious.

- developed by they think they are paranormal

- developed further by examples of ghosts and mediums

One fully developed reason = 3 marks

SPaG has consistent accuracy and a wide range of specialist terms.

Level 3 credit 4 marks.

Note SPaG does not have to be perfect to get level 3 and 4 marks.

b) Questions should begin with a statement which identifies that the answer is the candidate's own opinion. In this case the candidate says 'I do think...'

c) Ideally candidates should start a new paragraph with each new reason they give on a (c) question.

d) Candidates should ensure they clearly identify a religion in (d) questions, as this is asked for in the question.



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Examiner Tip

Do not use generic development as it will not gain any marks. For example after using Bible as reason say 'and the Bible is the word of God', this information is about the Bible it is not about the issue in question. Similarly if your reason is that Jesus taught it, development cannot be 'and Jesus is the perfect example for Christians and should be followed' again this gives more information about Jesus and is not about the issue under consideration so it will not be credited.

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

Question 2 was equally popular with candidates as question.

a) This was a glossary definition question for conversion. This question was very well answered by candidates who had clearly learnt the glossary definition in appendix 4 of the specification. Candidates who did not know the definition were seldom able to gain marks through example although some referred to St. Paul or Yusuf Islam.

b) Most candidates were able to state their own opinion and then give a reason for why they felt a numinous experience led or did not lead to belief in God. Some candidates revealed their lack of knowledge by referring to other religious experiences such as miracles which did not answer the question set. Better candidates used a definition then discussed why they felt a numinous experience led or did not lead to belief in God and developed their answers with examples from religious texts.

c) This question was generally well answered by candidates, the majority were able to explain why unanswered prayers may lead to a rejection of faith. Some candidates lost marks as they simply gave religious responses to unanswered prayers, it is very important that candidates are taught to read the questions carefully in order to avoid such errors.

d) This question did not require reference to the causation argument in particular. Many candidates answered this question very well; they gave reasons and were able to develop them using several examples of why religious people might believe God caused the world. Low marks were received by candidates who failed to link their reasons to the examples they gave or who gave reasons why God might not exist ignoring the question set. Candidates who set answers out clearly were a pleasure to read whereas candidates who relied upon formulaic answer formats were often confused and sometimes incoherent.

A candidate who scores poorly as they do not read the questions carefully and make some errors that could easily have been avoided.

Write your answer here:

(a) Conversion is when you convert into another religion.

(b) I believe that a numinous experience leads to belief in God as they might of believed they was in contact with God. For example, they could of had miracle that happened to them.

I believe that a numinous experience leads to belief in God as they think prayer leads to getting closer to God.

(c) Unanswered prayers may lead some people to reject the belief of God as God might not answer selfish prayers. For example it can

make God not answer it as your too selfish.

Another reason unanswered prayers may lead to not believing in God as God is like your parent. For example, he will only give you what's best for yourself.

Unanswered prayers may lead to disbelief of God as the prayer could be too much. For example, you want someone to stay alive and you pray, God might not help as he may want the person to be with him.

Another reason unanswered prayers may lead to disbelief of God as it may not be too convincing. For example, it may have been something you really didn't need.



(d) (i) I agree that ~~the~~^{God} caused the world as in Genesis there was a reference "let there be light", which meant God created the world.

Another reason is not is omnipotent as God as he has so much power to create the world. Lastly, God caused the world as everything in the world has been designed, therefore must have a designer.

(ii) People may disagree with me as they believed the big bang theory was the way the ~~earth~~^{world} started, by a big bang.

Another reason people may disagree with me is that they believe that evolution was how everything was created.

Lastly, people may disagree with me as they think God may not exist, For example they may have disbelief about God.



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Turn over ►

(a) A full definition even though it does not use the glossary definition.

If it had not included the word convert it would have been partially correct as the element of change would not have been included.

Fully correct answer = 2 marks.

(b) The candidate is not really clear what a numinous experience is and includes irrelevant information as a result.

Reason 1 – believed they have had contact with God

The rest does not answer the question as it is about miracles and prayer.

One brief reason = 1 mark

(c) The candidate does not answer the question which is why people might reject faith. Instead they provide the responses to unanswered prayer that religious people might give.

These reasons do not answer the question and cannot be credited.

As the candidate does not gain level 1 for RS content they cannot be awarded and QWC marks.

No scoring material – below level 1.

0 marks.

(d)(i)

Reason 1 – Genesis 'Let there be light'

Reason 2 – God has the power to create the world

Reason 3 – God must be the designer

Three brief reasons = 3 marks

(d)(ii)

Reason 1 – Big Bang

Reason 2 – Evolution

Reason 3 – God does not exist

Three brief reasons = 3 marks.

SPaG has considerable accuracy.

Fair range of specialist terms.

Level 2 and a high level 2 so credit 3 marks.

a) Learn Glossary definitions in appendix of the specification.

b) Always start with 'I'.

c) Do not use a set formula, answer the question set.

d) Make sure you include the religion required.

Write your answer here:

(a) When your life is changed by giving yourself to God.

(b) My view on this is split. On one hand I do believe numinous does lead to the belief in God. Because if you feel the presence of something greater you may feel this was God reaching out to you. Therefore you believe he exists after your religious experience. However I also believe that numinous experience may not lead someone to believing in God. This is because if ~~they~~^{you} are not religious in the first place, then I would think that the presence would be something other than God for example the universe itself, looking up at the stars would seem greater than you.

(c) A Christian may start to doubt ~~whether~~ whether God exists if they pray for ~~example~~ for the healing of a sick relative, and ~~if~~^{then} that relative then passes away.

They may become agnostic, not knowing whether God exists. Because ^{they may feel} if he did exist, he would have saved the relatives life. //

Some Christians may start to doubt God if they do not feel his presence, when they pray. For example if their prayers go unanswered time and time again they may start doubting if anyone is actually listening to them. //

They may also start to reject their belief in God because if he ^{is} ~~was~~ supposed to be omni-potent and ~~omni~~ omni-benevolent. ^{When} ~~adding~~ he doesn't answer their prayers ^{they may believe} ~~that~~ he is neither of them. Therefore beginning to question his power and existence. //

They may also become Atheist if they feel that their prayers haven't ~~be~~ been answered so many times, ^{and that} ~~that~~ if God did exist, ^{he} ~~the~~ wouldn't have let them all go unanswered. For example if someone prays for there to be no more draught everyday and everytime the draught gets worse and worse, eventually they will not believe in God.



(d) (i) No I do not agree. I think that there is too much suffering in the world for God to have created it. Because if he ^{caused} ~~made~~ the world and is omni-benevolent ^{like christian belief} then he wouldn't have created things like cancer. I also think that the big bang ~~e~~ acts as a reason for the world to be here. I think reasons such as red shift, ^{supply} ~~supply~~ evidence that the big bang caused the world to exist.

I also believe that evolution plays a huge part in what caused the world to be what it is, evolution provides an alternate reason to God.

(ii) Some people may disagree ^{with me} because they believe the creation story in Genesis 1. That says God created the world step by step.

Another reason is some people believe that everything has to have a cause, so therefore God caused the big bang and everything that followed.

Another reason Christians may agree with statement is because they believe the world has been designed, e.g. DNA and everything that has been designed needs a designer, in this case God caused the world to be designed the way it is.



P 4 2 7 3 0 A 0 5 2 0

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Turn over ►

(a) This answer is a full definition of conversion.

Fully correct answer = 2 marks.

(b) This candidate begins by saying that they have a split view - this is an acceptable way of responding to the questions - so although they go on to give two opposing views, their answer is all their opinion and as such it can all be credited.

If a candidate gives two opinions and only one is their own opinion, only their own opinion can be credited. Reason 1 - God reaching out to you (not developed)

Reason 2 - Could be something other than God

Development - examples of the universe itself

Two reasons, one developed = 3 marks.

(c) The candidate gives a well organised response with a number of reasons and some development.

Reason 1 - would save relatives life

Reason 2 - start doubting if anyone is listening

Development - prayers go unanswered time and time again

Reason 3 - goes against characteristics of God Three reasons one developed = level 4. The language is coherent so it gains the QWC mark.

Three reasons one developed = level 4 = 8 marks.

(d)(i) The candidates opinion is supported by two reasons and development.

Reason One - too much suffering

Development - characteristics of God

Reason two - Big bang Then development and more reasons are given but the maximum marks have already been achieved. Two reasons one with development = 3 marks.

(d)(ii) Three brief reasons. Reason One - Genesis

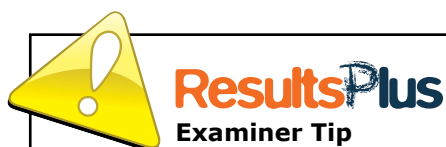
Reason two - Big Bang

Reason three - the world is designed

Three brief reasons = 3 marks.

SPaG has consistent accuracy.

Wide range of specialist terms. Level 3 credit 4 marks.



Learning key words is essential for a questions but also helps with the understanding of (b), (c) and (d). Using paragraphs makes it much easier for the examiner to read and helps the candidate 'see' how many reasons they have given.

Question 3 (a)

Most candidates knew the glossary definition for reincarnation although it was clear that those that did not know the glossary definition frequently thought it meant the same as resurrection, coming back to life was rewarded as partially correct.

(a) Reincarnanation means when your soul comes out from the dead.



ResultsPlus Examiner Comments

Nothing accurate enough to be credited.
Incorrect answer = 0 mark.



ResultsPlus Examiner Tip

Learn key word terms by heart.

A partially correct answer, to get fully correct candidates need to include all the elements in the Edexcel glossary definition.

(a) Someone that has died and has been
~~reborn~~ brought back to life or has been
reborn



ResultsPlus Examiner Comments

Two partially correct answers

- brought back to life
- reborn

However it does not indicate in a new body so cannot be given full marks.

Two partially correct answers do not add up to a fully correct answer.

Partially correct answer = 1 mark



ResultsPlus
Examiner Tip

Learn the key terms from the appendix in the specification.

Question 3 (b) (c) (d)

This question is based on section two in the specification each of the sub-questions covers a different bullet point within the specification.

Question 3 was more popular with candidates than question 4.

b) Most candidates were able to state their own opinion about whether Christians should agree with abortion. Better candidates were able to refer to specifically Christian religious teachings and Biblical examples as part of their answer. Weaker responses came from candidates who tried to base their answers on their own opinion rather than what they thought Christians should do. Those candidates who tried to split their opinion between should and should not accept frequently became confused and this should not be encouraged as a method of answering (b) questions.

c) The vast majority of answers to this question about why people do not believe in life after death were very good and candidates were able to answer either by giving a number of reasons, including development using examples such as lack of evidence. Lower achieving candidates included fewer reasons or tried to give religious reasons which were usually incorrect. Better answers were concise and clear rather than rambling and vague.

d) This question in common with questions in previous years and as mentioned in previous Principal Examiner reports require reference to **one religion other than Christianity**. This does not mean that the whole response to the question needs to be about a religion other than Christianity only that one of the reasons in either (d)(i) or (d)(ii) refers to one. (Please see general comments in the summary).

This question caused very few problems, candidates clearly had good knowledge of the argument surrounding euthanasia, maybe as it is regularly in the news at present. Pleasingly they were able to refer to issues such as quality of life, sanctity of life, lesser of two evils and slippery slope ideas.

The best answers were given by candidates who responded either by giving a number of reasons linked to a specific religion or by developing 2 or 3 reasons with examples from religious teachings / scriptures.

A high scoring response let down because the candidate used multiple reasons in the b) rather than developing the reasons.

(b) In my opinion Christians should not agree with abortions because God says that everybody deserves the right to live and by aborting you're ruining a life. They also see it as murder because that could have grown to be a strong human being. They may also believe that it is un-natural therefore shouldn't take place.

(c) Some people may not believe in life after death because they don't follow any religion. Some others may not believe in life after death because they believe

that your body stays in your grave ~~and~~ and rots, whereas Christians believe in heaven and hell. ~~Some~~ Some people may not believe because there's never been any scientific proof of life after death just the word of mouth. Some people may also not believe because they don't want another life. They just want to enjoy one life.

(d) (i) I disagree with religious people accepting euthanasia because Muhammad doesn't say that people should be killed or sacrificed to save others. Another reason I disagree is because religious people see from the view of their god therefore they do not have the choice whether to accept it or not. I also disagree because Judaism does also not say that people should help others die, they should die of a natural cause. They also believe it is god's choice whether someone dies or not.

(ii) People may disagree with me because they believe that if someone is ill then they should be put out of their misery. Some people may also disagree because they believe their god would do the same to help people. Others may disagree because they think god shouldn't judge if someone is ready to die or not it should be their own choice.

(b) Two brief reasons.

Reason 1 - right to life

Reason 2 - murder

Reason 3 - unnatural

Only two reasons can be credited in a (b) question, there is no developed so the candidate can be credited for 2 brief reasons.

Two brief reasons = 2 marks

(c) The candidate gives several reasons.

First reason - not religious

Second reason - body stays in the ground and rots (ignore information about Christian beliefs)

Third reason - no proof

The last part is not about another life it is about this life so cannot be credited.

Three brief reasons - Level 3.

QWC mark is awarded as the answer is coherent.

Three brief reasons = level 3 = 6 marks.

(d)(i) The first part of the answer the candidate is not clearly referring to euthanasia so this cannot be credited. However the candidate then goes on to give a fully developed response about Judaism to gain maximum marks.

One reason - should not help others die

Development - they should die of a natural cause

Further development - it is God's choice whether someone should die

One fully developed reason - 3 marks.

(d)(ii)

Reason 1 - out of misery

Reason 2 - God would do it

Reason 3 - should be own choice

Three simple reasons = 3 marks.

In a (b) answer only two reasons can be credited

Candidates should divide up each reason with a new paragraph.

QWC in a c) decides whether the higher mark is awarded. It is awarded unless the answer is incomprehensible. The lower mark is never awarded just because the answer is 'less good', it is only awarded if the answer cannot be understood.

(d) Questions on this unit can ask for the candidate to refer to either **one religion** (i.e. any religion), **one religion other than Christianity** or can specify that **Christianity** is referred to.

This candidate does not gain many marks as they do not give enough reasons and they fail to read the questions carefully.

(b) ~~to~~ ~~about~~ ~~the~~ I do think Christians should agree with abortions because a mother may not ~~be~~ be able to support an expected child so abortion would ~~be~~ be the only choice.

I also think that Christians should agree with abortions because the mother may have been raped and not yet ready to have a baby.

(c) Some people do not believe in life after death because they feel there is no evidence to prove it.

~~Christianity Christianity People Christianity~~
(d) (i) ~~I do not agree that religious should accept euthanasia because only God has the right to take life.~~

I do not agree that religious people should accept euthanasia because in Christianity only God has the right to take away someone's life.

I also don't agree that religious people should accept euthanasia because euthanasia is the same as killing someone which is a sin in Christianity. ~~Christianity~~

(ii) Some people may disagree with me because some people may be going through so ~~one~~ much that they wish they were dead.

Some people may disagree with me because euthanasia puts people through less pain than what they were going through.

(b)

Reason 1 - may not be able to support a baby

Reason 2 - may have been raped

The next part - not ready - is a third reason (not development) and cannot be credited

Two brief reasons - 2 marks

(c) Only reasons which explain lack of belief should be credited- reasons which support belief cannot be credited.

Reason 1 - No evidence

One brief reason = level 1

The answer is coherent so it gains the higher mark in the level.

Understanding shown by one brief reason = Level 1 = 2 marks.

In this (d) question one reason that the candidate gives MUST be from a religion other than Christianity otherwise it will limit the maximum marks a candidate can get on this question to 3 out of the 6 possible.

(d)(i)

Reason 1- only God can take life

Reason 2 - it is the same as killing

Developed by - which is a sin within Christianity

Three simple reasons = 3 marks.

(d)(ii) No religion other than Christianity is mentioned in (d)(i) or (d)(ii) so it cannot score more than 3 marks for the whole of (d).

0 marks



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Examiner Tip

Ensure in (b) two developed reasons are given in (c) four reasons or two developed reasons are given in (d) all the instructions are read carefully so that the candidate knows to refer to either one religion (i.e. any religion), one religion other than Christianity or can specify that Christianity is referred to

Question 4 (a)

Most candidates had some idea of the definition of non-voluntary euthanasia but many failed to include one element of the definition either that there was no choice, the person was ill or that their life was ended. This meant they were only given partial marks. Examples, such as turning off a life support were only credited as a partially correct definition. Marks for examples are not added as extra to marks for a partially correct definition answer.

A fully correct answer using alternative wording.

(a) Non-voluntary euthanasia is when someone is dying from a terminal disease is put to death painlessly by someone else's decision as they are unable to make it themselves.



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Examiner Comments

There are three elements to this definition:

- the person cannot ask
- the person is ill
- the person's life is ended

3 elements are needed to get 2 marks.

2 elements are needed to get 1 mark.

If only one element is present then the candidate is not credited with any marks.

Correct answer in an alternative wording to the given definition.

Fully correct answer – 2 marks.

An incorrect response.

(a) Non voluntary Euthanasia is when you are in pain and you don't want to die but someone kills you so you don't have to take the pain.



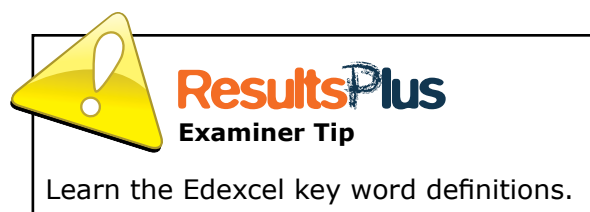
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Examiner Comments

Incorrect answer, this definition has to indicate that the patient might want to die but is unable to say / do so.

In this example the candidate has described murder- the patient does not want to die.

Incorrect answer – 0 mark.



Question 4 (b) (c) (d)

This question is based on section two in the specification each of the sub-questions covers a different bullet point within the specification.

Question 4 was less popular with candidates than question 3.

b) Most candidates were able to state their own opinion about Christians should agree with euthanasia. Better candidates were able to refer to specifically Christian religious teachings and Biblical examples as part of their answer. Weaker responses came from candidates who tried to base their answers on their own opinion rather than what they thought Christians should do. Those candidates who tried to split their opinion between should and should not accept frequently became confused and this should not be encouraged as a method of answering (b) questions.

Very few candidates indicated that euthanasia was legal and this could not be credited.

c) The vast majority of candidates knew the legal position and achieved high marks in this question. All bullet points in the specification must be covered in the life of the specification, including ones which could be considered secular in nature. Centres should not assume that any bullet point will not be examined.

Candidates were able to answer this question either by giving a number of reasons, or by including development of why this part of the law exists e.g. 24 week limit developed by an explanation of the baby can be medically helped to survive after this date would be level 2.

Lower achieving candidates included fewer reasons or tried to give reasons which were incorrect such as in the case of rape or religious reasons. Better answers were concise and clear rather than rambling and vague.

d) This question is common with questions in previous years and as mentioned in previous Principal Examiner reports require reference to **one religion other than Christianity**. This does not mean that the whole response to the question needs to be about a religion other than Christianity only that one of the reasons in either d(i) or d(ii) refers to one. (Please see general comments in the summary).

This question tested whether candidates had good knowledge about whether life after death affected the way a person lived their life - these beliefs could be religious or non-religious e.g. an atheist might not believe in life after death and therefore live life doing what they want is an effect and this confused some candidates who have learnt a formula on (d) to do religious ideas in (d)(i) and non-religious in d(ii) this caused some very good candidates to miss out on possible marks.

The best answers were given by candidates who responded either by giving a number of reasons linked to a specific religion or by developing 2 or 3 reasons with examples from religious teachings / scriptures

.

A response that is awarded almost full marks.

- (b) I do think that christians should agree with euthanasia. One of the commandments was "to love thy neighbor" and Jesus himself said: "love thy neighbor as you love yourself". If a christian truly followed the ten commandments then they would allow someone who was terminally ill to kill themselves. Also, why would God give such a person a terminal condition if there was no "plan". Surely God is saying that it's "their time" to go onto a better life.
- (c) The British law says that for an abortion to occur, 2 doctors must give their consent, and no ~~abortion~~ abortion can occur if the foetus is 24 or above weeks old. This is as they believe that life starts at 24 weeks, so when there is a brain beat and is able to live outside the

word. If an abortion occurs after 24 weeks, it can be classed as murder.

The 2 doctors are needed to decide whether it is in the mother's best interest to have an abortion. If there are 2 doctors next to no bar/bas would take place and the verdict will be justified and mutual. A doctor will disagree if the to the abortion if the mother's life is in danger or both. An agreement may also occur if there is a chance that the mother is unable to cope with the child or the child's quality of life will be too poor.

(d) (i) I do agree if someone of Jewish faith believed in life after death they would adjust their lifestyle to achieve the goal of going to heaven. In Judaism it says that to get to heaven you must not lie, and obey all 10 commandments. If they do not follow these rules then they are unable to get to heaven.

Further more, someone of Jewish faith may change their whole life, solely in preparation for life after death.

(ii) ~~Many~~ Many theists of several religions will disagree. Most Jews and Muslims may argue that their life is decided by their beliefs in the Torah and Tenach. They may argue that they live their life, not by their beliefs in life after death, but by what God has told them to do, so to be good neighbours, and love everyone, life after death is just a mere "side perk".

(b)

Reason one - love thy neighbour

The development fails as the candidate does not realise that it is not one of the 10 commandments and seems to indicate the Decalogue would support euthanasia – ignore this information.

Reason two – illness is part of Gods plan

Development – it's time to go

Two reasons, one is developed = 3 marks.

(c)

Reason one – two doctors consent

Reason two – 24 weeks

Development – when it is able to live outside the womb

Development of reason one – (2 doctors) so the verdict will be justified

QWC mark is awarded as the answer is coherent.

Two developed reasons = level 4 = 8 marks.

(d)(i).Some description with no reasoning at the beginning.

Reason one - Jewish people will obey the rules

Developed by examples – (before the reason) do not lie , obey the Commandments.

The end of the answer is repetition of the question.

One developed reason = 2 marks.

(d)(ii)

Reason one - life is decided by belief

Reason two – live life by what God has instructed not just to have an after life

Developed by – life after death is an added extra

Two reasons with one developed = 3 marks.

Remember all the bullet points in the specification can have questions asked about them and each bullet can be a (b), (c) or (d) type question.

This answer is a good one but it shows how easy it is to lose marks by not following the instructions in the question.

- (b) I ~~am~~ am unsure because,
- God gave all people free will so they should be able to end their life ~~if~~ if they are in pain ~~to~~ and keep their dignity.
- Secondly God created life so he should be the only person who is allowed to end life because he is in control of it.
- (c) Firstly British law says abortion is allowed as long as there ~~is~~ is a valid reason for it, for example the mothers life being in danger from the baby.

Secondly you are allowed to have an abortion up to 24 weeks because before the 24 weeks a baby has a very small chance of surviving without the mother.

Thirdly abortion should be a last resort because there are always other ways of dealing with an unwanted baby for example putting the baby up for adoption.

Finally an abortion has to be approved by two doctors to ensure that the decision is the right decision and will not leave the mother with any long term effects e.g. mental health issues.

(d) (i) I agree because,

- People who believe in heaven or hell will try to live a good life to gain a place in heaven.
- In the bible it says that heaven and hell exist so as a Christian I believe that living a good life is better.
- It will make people less afraid of death because they believe that this life is only a test for your next life.

(ii) Some people may disagree with me because,

- There is no proof of afterlife and nobody has ever seen a person come back alive.
- Spiritualists and Mediums might be lying about contacting the dead.
- Nobody has ever seen heaven or hell so how do people know it even exists.



ResultsPlus

Examiner Comments

(b)

Reason one- free will

Development – able to live without pain

Reason two – God should end life

Development – he is in control

Two developed reasons = 4 marks.

(c)

Reason one – abortion is allowed as long as there is a valid reason for it

Reason two - mothers life is in danger

Reason three - 24 weeks

Developed by can survive after this time

The information about adoption is not an element of the law and cannot be credited.

Reason three – two doctors

Three reasons with one developed = level 4.

QWC mark is awarded as the answer is coherent.

Three reasons with one developed = level 4 = 8 marks.

(d)(i)

Reason one –will try to lead a good life

Reason two - less afraid of death

Developed by- this life is a test for the next life

Two reasons one is developed - 3 marks.

(d)(ii) The rest of this answer does not include a reason from a religion other than Christianity. Maximum of 3 out of 6 for (d) can be awarded so 0 is awarded in (d)(ii).



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Examiner Tip

Read the questions carefully.

Write each reason on a new line or as a new paragraph.

Question 5 (a)

Most candidates knew the glossary definition for promiscuity although a few gave descriptions involving making promises and clearly were not familiar with the term.

Some candidates gave examples and they were awarded partially correct marks (two partially correct answers do not add up to a fully correct one).

An incorrect answer.

Write your answer here:

(a) waiting till you are married to have sex.



ResultsPlus
Examiner Comments

Completely incorrect response – awarded 0 marks.



ResultsPlus
Examiner Tip

Learn key terms by rote.

A partially correct response.

Write your answer here:

(a) Promiscuity is having unfaithful sex out side of a marriage and not being in a relationship.



ResultsPlus
Examiner Comments

Partially correct as on mark scheme – the candidate has no indication that it is with a number of people in the answer.

Partially correct answer = 1 mark.



ResultsPlus
Examiner Tip

Learn the key terms.

Question 5 (b) (c) (d)

This question is based on section three in the specification each of the sub-questions covers a different bullet point within the specification.

Question 5 was a less popular choice than question 6.

b) Most candidates were able to state their own opinion about whether Christians should accept sex outside marriage, most were able to give two reasons and develop them but a few failed to notice the word Christian in the question and gave reasons for other religions which were not credited. Some candidates gave two opposing opinions and as long as they showed that both opinions were their point of view they could be credited. Less able students were not able to think of more than one reason and as such were limited in the marks they could be awarded.

c) This question was well answered by the majority of candidates. It required candidates to discuss the view that followers of one religion other than Christianity might have about homosexuality, this could include accept, not accept or a mixture of both views. Most candidates answered from the Muslim perspective and knew why they might not accept homosexuality. Answers that did not achieve full marks were those that included incorrect reasons candidates should be encouraged to use religious teaching and scriptures to develop their reasons rather than rely upon what they pick up from other sources.

Sadly a few candidates also referred to Catholicism as one religion other than Christianity and these gained no marks at all.

d) Most candidates were able to give reasons backing their view about religious attitudes to divorce in (d)(i) and reasons for an alternative view in (d)(ii) More able candidates used examples and quotations from Church teachings to support their opinion. Poorer responses used secular arguments for and against divorce rather than religious ones.

An answer which gets limited marks simply because the candidate does not write enough.

(b) Yes because couples who are not married or fiancés could have faith cultures for each other ~~and~~

My other reason could be that the couple may not be able to afford a marriage for a really long time, they could be a refugee or they can never marry because of their refugee, ~~so~~

(c) I believe it's ~~to~~ Hinduism that forbids homosexuality. The Hindus say that marriage is only between a man and a woman, not with a man

and a man or woman with a woman

(d) (i) I agree with this statement because
Christians say & follow their
wedding vows. if they divorce, they
would break their wedding vows, which
is frowned upon in Christianity.

(ii) Some people may disagree because
the married couple may hate each
other for what ever they have done, &
~~to and the to and the to~~
* or they have a financial issue
and cannot take care of their children.
or because of their children which
could of forced them to divorce.



ResultsPlus

Examiner Comments

(b)

Reason one – couples can still be faithful to one another

Reason two – they cannot afford to marry yet

Two brief reasons – 2 marks.

(c)

Reason one – marriage is only between a man and a woman

One brief reason – level 1

QWC is awarded as the answer is coherent.

One brief reason – level 1 = 2 marks.

(d)(i)

Reason one – breaking wedding vows

One simple reason – 1 mark.

(d)(ii)

Reason one – vague descriptions of why a couple no longer want to be married rather than why divorce and then at the end and these reasons 'force them to divorce'

One reason – 1 mark.



ResultsPlus

Examiner Tip

Keep writing for the entire time you are given.

The space in the booklet should be sufficient but also indicates how much you should write.

(b) I think all Christians should accept sex outside of marriage in instances where the couple are very committed and love each other. Sex is a way to show that they love each other and they are able to connect with their partner through sex therefore sex outside of marriage isn't bad.

Most people now than ever are cohabitated therefore they have sex outside of marriage for different reasons. Some couples are planning to get married therefore its not bad to show their love for one another the act of making love. Sex also brings a couple closer and there may be several reasons why a couple may not be married which can attribute to many different factors, but it doesn't matter, because God said everyone should love one another and therefore if they love then nothing significantly wrong.

(c) Islam is against homosexuality because they follow the Holy Book of the Qu'ran and it preaches that homosexuality is a punishable sin. And as Muslims believe in the Qu'ran, majority do not accept it.

The Qu'ran and Islamic teaches show that a man and a woman should be the only ones to love sexually therefore homosexuality is wrong as it goes against these teachings.

Thirdly, the Qu'ran and Muslims also believe that sex was created so a man and woman can have children, and since children can't be made by homosexual partners, it is wrong and isn't accepted.

Islam teaches that homosexuality is wrong because it isn't how the world was created, and with homosexuality there would be no children to pass on their religious beliefs or to raise them.

(d) (i) I disagree that religious people should never divorce because families with children involve can be setting wrong examples for their children if they stay in a relationship filled with anger, and fighting and thus no love being shared amongst the couples, therefore it would be wrong if a couple don't divorce and set a conducive environment for their children and stay in ~~and~~ the bad relationship and impact the children badly. The Bible teaches that marriage should be filled with love and loyalty and faithfulness, therefore if one partner breaks this vow and went and committed adultery then there's no other points of staying, therefore ~~for~~ divorce is justified.

(ii) ~~Also~~ People may disagree with me because they believe marriage is a sacred bond that was made in front of everyone and God therefore breaking it goes against God's teachings.

Others also believe that people should be given a second chance and couples should go to counselling and try to work their marriage out before they finally give up on it. And maybe hopefully, the couples may sort their differences out and work things out again—without divorcing.

Also God teaches that divorce is wrong, therefore it will be going against His will if a couple divorce.



(b)

Reason one - it is a way they show they love each other

Development – before the reason – very committed

Reason two – maybe planning to get married

Development – sex brings a couple closer

Two developed reasons = 4 marks.

(c)

Reason one – the Qur'an says it is wrong

Reason two – teachings say only man and woman should have sex

Reason three – people should procreate and homosexuals cannot

Developed by – with no children there would be no way to pass the religion on.

Three reasons one with development = level 4.

QWC mark is awarded as the answer is coherent.

Three reasons one with development = level 4 = 8 marks.

(d)(i)

Reason one - fighting couple set bad examples for their children

Development – seeing relationships filled with anger..

Reason two – If a partner has broken a vow they have already gone against God

Two reasons, one developed = 3 marks.

(d)(ii) One reason and some irrelevant information

Reason One – it breaks a covenant with God

Developed by – this is against Gods teachings

Then some irrelevant information about counselling.

Response finished with repetition that it goes against Gods teachings.

One developed reason = 2 marks.



As in this example candidates should divide up their response so that each reason has its own paragraph.

Better answers use religious teachings and quotes from scripture as development.

Question 6 (a)

Most candidates knew the glossary definition for contraception, those who did not were usually able to define it using alternative wording. Some were awarded partially correct marks for giving an example rather than a definition.

This is a full mark answer but shows that sometimes candidates waste time by writing too much - (a) questions only have 3 lines!

write your answer here:

(a) Contraception is a term used that means something stops you from having a baby. E.g. a condom. Contraception is something that allows you to have sex without conceiving a baby.



ResultsPlus

Examiner Comments

This definition does not use the glossary terminology but is a fully correct definition of contraception.

Had this stopped after the first sentence it would have been partially correct.

The second sentence by itself is a full answer.

Correct answer = 2 mark.



ResultsPlus

Examiner Tip

Learn the key words - it is quicker than working them out in the examination.

A partially correct answer because of a slip of thought the candidate uses birth instead of conception.

write your answer here: birth

(a) Preventing ~~conception~~ by wearing protection.



ResultsPlus

Examiner Comments

This definition does not discuss preventing conception or pregnancy but instead says preventing birth which is partially correct and wearing protection which could be an example so it is not a completely correct definition.

Two partially correct answers do not make a fully correct one.

Partially Correct answer = 1 mark.



Question 6 (b) (c) (d)

This question is based on section three in the specification each of the sub-questions covers a different bullet point within the specification.

Question 6 was a more popular choice than question 5.

b) This was answered well and most candidates were able to state their own opinion about whether Christians should accept homosexuality and most linked their reasons to modern understanding of homosexuality, legal changes in the status of homosexual marriage or scriptural teachings about homosexuality. Candidates who tried to do two different opinions often gave confused responses and candidates should be encouraged to give two reasons for the same opinion as it makes a more coherent response.

c) Most candidates were able to identify some reasons why family life is important for followers of one religion other than Christianity. Lower achieving candidates wrote non-religious reasons and were not able to refer to the teachings of one religion other than Christianity. Better candidates were able to develop their reasons why followers of one religion other than Christianity think family life is important with examples of religious life and quotes from the scriptures.

d) There were some excellent answers to this question which clearly held great interest to the candidates. Answers were mostly based on religious and sociological ideas surrounding sex before marriage. The best answers to this question discussed issues such as security and sanctity of marriage. Some candidates could not get more than 3 marks out of 6 as they did not refer to one religion.

Poorer answers launched into opinions about why anyone should tell anyone else what they should and should not do and as these did not provide specific information about sex before marriage they were not credited.

How not to answer a paper.

(b) I do because the bible says that Homosexuality is an illness that must be cured so there for we should help homosexuals and try to change their point of view.

Also modern views are now different and the church could be criticised for disagreeing with homosexuality so they would lose more support.



(b) The first part of this answer is inaccurate.

Reason one – modern views have changed the Church could be criticised

One brief reason = 1 mark.

(c) The candidate has not given an answer.

Mark it 0 and submit marks.

(d)(i) and (d)(ii) The candidate has not given an answer mark it 0.

Candidates should select which question to answer by looking at the c and d questions which contain most marks.

If a candidate writes an answer other than in the box supplied they should indicate this in the box supplied - It is not always necessary to use extra paper a candidate can continue writing in the next question space and then write the (b), (c) or (d) in the margin to indicate where the question begins.

A good answer but would have been better if the candidate had read the questions carefully and made sure each reason answered the question set.

yes,
(b) ~~NO~~ I do ~~not~~ think all Christians should accept homosexuality
Even though the Bible states that God created life ~~mainly~~
mainly for procreation, this should not be taken literally as
it was written in a completely different society to now, as
more and more people are accepting homosexuality. Also, Christians
should accept homosexuality as everyone should be free to
be themselves and go with whatever sexuality they are. Christians
should accept Christianity as God says that "There is no
Greek nor Jew, we are all one." So, Christians should believe
we are all equal ~~we~~ even with different sexualities and they
should "love thy neighbour" - Christians should accept homosexuality
and treat everyone equally.

(c) People in the Islam religion believe that family life
is important as they believe that family life offers
support to the children of the family, as it similar to Christianity
in the way in which family life is viewed for example,

religions such as, Islam, ^{and} Judaism ~~and Christianity~~ believe that family life, ~~so~~ especially when in a nuclear family, believe that family life and a good, happy marriage gives support to the children and gives them a sense of identity and teaches them how to behave and how to react in a certain situation- to know ~~that~~ the differences between right and wrong. Also religions ~~sets~~ such as Islam believe that divorce is a tragedy and should be worked at as it is a responsibility and commitment. However, most religions agree that marriage can be annulled on certain circumstances such as, the people in the marriage may not have understood what marriage was about and either one may not be able to reproduce or want ~~was~~ children, and it is taught in many religions that they should reproduce.

(d) (i) I do not agree that pre-marital sex is wrong as, in I believe that it is better to have sex before marriage because, before marriage you may find out ^{that you may not as loved the} ~~through having sex before marriage~~ person as you thought. Also, I believe that sex before marriage allows people to be comfortable with their partner before they make a full commitment and agree to such a life-long agreement. In my opinion, so pre-marital sex should be allowed in religion as it shows love between two people and they have to realise before marriage that they do, in fact love each other enough to marriage.

(ii) However, people will disagree with me as they will most likely believe that to save yourself until marriage represents commitment and compassion towards the other partner, showing that you are fully ready to commit to the other person. Also, they may believe pre-marital sex is not as special or loving if it is not in a fully committed relationship/marriage.



(b)

Reason one – different society to in the Bible

Development – now people accept homosexuality

Reason two – everyone should be free to be themselves

Development – 'we are all one'

Two developed reasons = 4 marks.

(c)

Reason one – offers support to the children

Developed by – sense of identity

Reason two – teaches them how to behave / right from wrong

Then the answer goes off the point, it drifts away from Islam and it starts referring to divorce.

Two reasons one developed - level 3.

The answer is coherent so it gets the QWC mark.

One developed reason - level 3 = 6 marks.

(d)(i)

Reason one – helps find out if you love the person

Reason two – makes you comfortable with partner before commitment

Reason three – it shows love

Three simple reasons = 3 marks.

(d)(ii) Although there is some creditable material in (d)(ii) there is no mention of one religion in the whole of the (d) question so the total for (d) (d)(i) plus (d)(ii)) cannot go beyond 3 marks. This mean 0 marks can be awarded for (d)(ii) as 3 have already been rewarded for (d)(i).

0 marks



Read questions carefully. Underline key instruction words in the question.

Keep referring back to the question to make sure you are answering it.

Use scriptural teaching rather than waffle.

Question 7 (a)

A 2 mark key word definition question.

A partially correct response.

write your answer here.

(a) Racial harmony is when you have different races and backgrounds in one society.



ResultsPlus

Examiner Comments

This definition indicated racial groups living together but does not identify that they are doing this happily, which means it is a partially correct answer.

Partially correct.



ResultsPlus

Examiner Tip

Learn key terms.

This shows that candidates can gain full marks without using the exact key word terminology.

write your answer here.

(a) Racial Harmony - lots of different cultures and races living together peacefully ~~in one society~~ ^{and}.



ResultsPlus

Examiner Comments

Alternative wording to glossary but has elements of race and harmony so it is fully correct.

Fully correct answer = 2 marks.



ResultsPlus

Examiner Tip

Make sure candidates learn the key words.

Question 7 (b) (c) (d)

This question is based on section four in the specification each of the sub-question addresses a different bullet point within the specification.

Question 7 was a much more popular choice than question 8.

It was noticeable that many of questions 7 and 8 answers were not complete; candidates should be advised to spend about 20 minutes on each question.

b) Better candidates were able to answer this question about problems living in a multi-ethnic society using both the information they had been taught and their personal experience. Lower scoring responses, as in previous years, confused multi-ethnic with multi-faith and gained no marks. There were lots of answers disagreeing that it caused problems giving positive reasons which were thoughtful and pleasing to read.

c) Most candidates were able to describe a number of benefits that arise from living in a multi-faith society, some were able to develop these reasons using specific examples or referring to scripture.

Lower achieving candidates confused multi-faith with multi-ethnic and as such their marks were reduced.

Some candidates gained no marks as they explained problems rather than benefits, candidates should be encouraged to read question carefully and not regurgitate pre- learnt responses.

d) Most candidates were able to respond to the quote about the treatment of men and women in the UK but some failed to give religious reasons so limiting their overall score on the whole of (d) to a possible 3 out of 6.

It was also important to note that this was about how they are treated not what should happen so many student lost marks because they did not answer the question but gave religious reasons supporting equality (or not supporting equality).

Some candidates were able to give their own opinion and reasons for it but were unable to explain why others might disagree with their opinion. It is important that candidates are encouraged to fully discuss both their own reasons and those that other people might hold.

A good response to this question.

(b) I agree ~~partly~~ with this statement as racism can become apparent when lots of different ethnicities live together. People would ~~discriminate~~ discriminate against the foreign people which is wrong.

Also, it would increase bullying. The ~~the~~ children at school could bully ~~if~~ them "because they're different" and that would harm them emotionally.*

Both these things could also lead to an increase in crime.

* and affect their life-long development

(c) There are a number of benefits to living in a multi-~~eth~~ faith society. One advantage is the ability to choose your religion. As there are lots around, you could easily change to a

religion that suits you more

A second reason is that you're able to experience different religions first hand meaning that you're more respectful towards them *

A third reason is that, the community would be quite diverse meaning that you would be able to try new cuisine. For example, a Hindu festival would have some staple meals.*²

Finally, crime would be low as everyone in the town would not steal as it would go against the teachings of their religion making the area a nicer place to live

* this would promote co-operation making the community a nicer place to live

*² that you would be able to try ~~me~~

(d) (i) I agree with this statement for a number of reasons. For example, there was the 'equal pay Act' meaning that women get paid the same as men when doing the same job. There ~~was~~ ^{is now} equal job opportunities for women. So women can do whatever job they want. Finally, women are no longer seen as 'house-makers' and 'cleaners' showing that they're treated ~~more~~ equally. They are not forced into traditional roles.

(ii) However, some people may disagree as women are still not allowed to do some jobs in the church. For example, they cannot be priests in the Catholic church. Also, some jobs still see men as superior to women so the UK is not totally equal yet.



ResultsPlus

Examiner Comments

(b)

Reason one – racism

Developed by – discrimination

Reason two – bullying

Developed by – emotional harm

Two developed reasons = 4 marks.

(c)

Benefit one – choose your religion

Benefit two – experience leads to respect

Development – leads to more co-operation

Benefit three – crime reduction

(don't credit types of food)

Three benefits, one developed – level 4.

The answer is coherent so it gets the QWC mark.

Three benefits, one developed – level 4 = 8 marks.

(d)(i)

Reason one – equal pay act

Reason two – equal job opportunities

Development – women no longer seen as home makers

Two reasons, one developed = 3 marks.

(d)(ii)

Reason one – some jobs women cannot do

Development – example of priest

The candidate then repeats the same reason

One developed reason = 2 marks.



ResultsPlus

Examiner Tip

Think carefully before you choose a question.

Divide up reasons using new lines or paragraphs.

Try to use religious reasons rather than secular ones.

This question was answered well by candidates who read the questions and responded to multi-ethnic society in (b) and multi-faith society in (c).

This example shows a candidate who did not do this.

(b) I think this is true because different people ~~are~~ have different religious upbringings and some other religious people could disagree with it. Also if there not religious its the way they've been brought up and now they view things.

(c) The benefits of living in a multi-faith society is that people get to view how other people live their lives. Also different

cultured food wouldn't be around and people wouldn't enjoy it as much. Also alot of friendships wouldn't of been made and alot more people would hate on other religions more.

(d) (i) I agree with this because I think that a lot of people think that if men should work then women should be allowed to work. Also there's a lot of free will so people are more allowed to do what they want.

(ii) Some may disagree with me because Muslims believe that the women should stay home and cook and clean, while the men should be working and getting money for the family.



(b) These questions need to address problems about a multi-ethnic society do not credit responses about religion rather than race.

No relevant material – 0 marks.

(c) This sub-question is about benefits of multi-faith society do not credit anything about problems or anything that is racial/ ethnic/cultural rather than religious.

Benefit one– see how others live

Benefit two – friendships which reduce religious hatred

Two benefits - level 2.

The answer is coherent so it gets the QWC mark.

Two benefits - level 2 = 4 marks.

(d)(i) The answers must be about treatment it can be social and religious.

Reason one – most people think men and women can both work

One simple reason = 1 mark.

(d)(ii)

Reason one – Muslim attitudes are different about roles of men and woman

One simple reason = 1 mark.



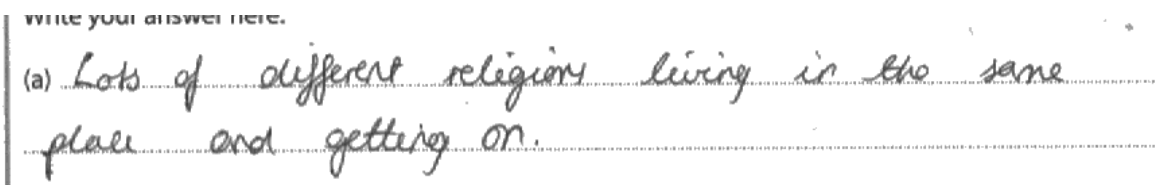
ResultsPlus
Examiner Tip

Read questions carefully, underline key instruction words.

Question 8 (a)

Most candidates knew the glossary definition for religious pluralism. Candidates who wrote about racial harmony gained no marks.

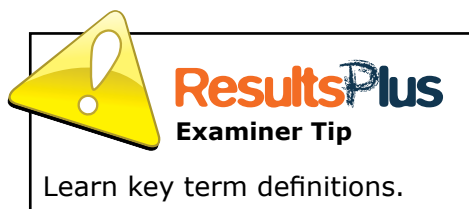
A correct response to a definition question using alternative wording.



ResultsPlus
Examiner Comments

Identifies the elements of 'many religions in a society' and 'getting on'.

Fully correct answer = 2 marks.



This is the kind of answer which shows candidates really have no idea about what the key term means.

(a) religious education is where they learn the religious language and the language in the society they live in.



ResultsPlus
Examiner Comments

This is not a correct definition, it refers to language possibly grasping at the word plural.



ResultsPlus
Examiner Tip

Learn definitions provided by Edexcel in the Appendix of the specification.

Question 8 (b) (c) (d)

This question is based on section four in the specification each of the sub-questions covers a different bullet point within the specification.

Question 8 was a much less popular choice than question 7.

It was noticeable that many of questions 7 and 8 were not complete; candidates should be advised to spend about 20 minutes on each question.

b) Most candidates were able to state their own opinion as to whether women should have different religious rights to men in Christianity. Many were able to use examples from scripture or examples of women priesthood to develop their reasons. Candidates who did less well referred to rights in society or in multiple religions rather than Christianity.

Candidates who tried to do two opposing opinions often gave confused responses and candidates should be encouraged to give two reasons for the same opinion as it makes a more coherent response.

c) This question was well answered by candidates who had been clearly taught about one religion other than Christianity and its support for racial harmony. It was not well answered by candidates who referred to general /secular reasons or who did it from the viewpoint of Christianity.

Candidates who set answers out clearly were a pleasure to read whereas candidates who relied upon formulaic answer formats were often confused and sometimes incoherent. In particular candidates who have been taught to use phrases such as 'by this I mean' or 'religious people care about this because' merely repeated information they had already given or confused their reason often nullifying a reason already provided.

d) Some candidates left this question blank as they had clearly run out of time. Most candidates were able to respond to the quote and give reasons referring to specific Government legal actions. Better responses referred to religious teachings as being better than Government action but some candidates failed to give a religious reason so limiting their overall score on the whole of (d) to a possible 3 out of 6.

A poor answer showing some of the things candidates should not do

- giving other opinions in (b) questions
- assuming repetition is a new reason
- failing to answer the question set
- writing too little.

(b) I don't think women should have different religious right to men because I think everyone should have the same rights even if there a child everyone should have the same rights

Also men may not agree with it because the way they see it is that the women are getting treated differently to the ~~women~~ men and that's not fair

(d) (i) I do agree because some religious people may not agree with what the government are saying which then may cause cohesion ~~because~~ between the government and religious people.

(ii) Some people may not agree with me because they may think ^{that} what the government are saying or planning on doing is right because they may be doing it for everyone sake not just for the religious people.

So they may think that there trying there best to make it suit every body.



ResultsPlus Examiner Comments

(b)

Reason one – everyone should have equal rights

The second reason is not their own opinion and cannot be credited.

One brief reason = 1 mark.

(c)

No response mark 0

(d)(i) The whole answer is confused as the candidate does not understand what cohesion is.

(d)(ii) Ignore the fact that the top half does not work and mark the second half independently.

Reason one – they may be doing it for everyone's sake

The last part repeats the prior reason people.

One simple reason – 1 mark.



ResultsPlus Examiner Tip

Avoid common pitfalls:

b) Include your own opinion only do not do for and against.

c) Try to give four reasons.

d) Look at the quote and make sure you are responding to it.

A full mark answer showing how to answer without writing too much.

(b) Firstly I think women should have equal rights to men in Christianity because in the bible it states that everyone should be treated equally. For example women should be able to become priests as well.

Secondly, I think women should have equal rights to men in Christianity because they are also women figures in the bible and ^{Jesus} ~~Jesus~~ respected women for example a virgin mary was a women figure.

(c) Firstly muslim should encourage racial harmony because in the eyes of God everyone should ^{be} treated equally.

Secondly, muslims should promote racial harmony because prophet Muhammad (pbuh) has stated that we are all an ummah for example everyone should be treated like they are your brothers or sisters

Thirdly, muslims should promote racial harmony because they are muslims from all over the world that should be treated equally and promote racial harmony for example this will show that Islam is a peaceful religion

(d) (i) Firstly, I agree with this statement because government laws lead community cohesion to being part of the national Curriculum for example it is taught in school about different religions.

Secondly, I agree with this statement because the government law ^{means that} ~~one meaning~~ that people have religious freedom for example muslims are allowed to practise their religion and even change their religion as well.

(ii) Firstly, a ^{Muslim} ~~Christian~~ would disagree with me because they believe that their ~~family~~ life teachings have led to community cohesion for example that multi faith societies have meant that people are together and peacefully.

Secondly, a muslim would disagree with me because their religion Islam is a peaceful religion and has led to community cohesion for example everyone is equal in the eyes of God.



ResultsPlus

Examiner Comments

(b)

Reason one – Bible says treat everyone equally

Development – women should become priests

Reason two – important women figures in the Bible

Development – example of Virgin Mary

Two developed reasons = 4 marks.

(c)

Reason one – everyone should be treated equally

Reason two - everyone is part of the ummah

Development – treat everyone as your brother and sister

Reason three – Muslims from all over the world

Three reasons with one developed = level 4.

QWC is awarded as the answer is coherent.

Three reasons with one developed = level 4 = 8 marks

(d)(i)

Reason one – the government makes sure it is taught in school

Development – different religions

Reason two – religious freedom by law

Two reasons one developed – 3 marks.

(d)(ii)

Reason one – Muslim teachings have caused it

Reason two – Islam itself is a peaceful religion

Development – everyone is equal

Two reasons one developed – 3 marks.



ResultsPlus

Examiner Tip

Read the question, be concise, provide a clear reason and development in the form of an example or a quote.

Paper Summary

Candidates produced some very interesting answers to the questions posed. The increased mean on this paper indicates that students sitting a linear examination have increased maturity of response when answering the questions. Candidates have not only studied the topic but importantly have linked them to their everyday life and the society around them.

Teachers and candidates should note these general points in order to improve candidate's achievement in future years:

There is a choice of two questions per section, each as four sub questions, candidates can either attempt the sub-questions in the top questions (odd numbers) or the sub-questions in the bottom question (even numbered). Candidates who choose questions form a mixture of the top and bottom questions will not receive marks for all their questions and as such are at a clear disadvantage.

Candidates are asked to indicate which question they have answered by crossing in a square at the top of the paper, some candidates did not do this they should be reminded to do this as part of examination preparation.

Space on the examination paper. The amount of lines given is more than adequate for candidates to achieve maximum marks; there is no need for candidates to write more than this.

If candidates write more than can be inserted into the allocated lineage they are using up too much time on that particular question and inevitably will place themselves at a disadvantage later in the paper. Almost all the candidates who used extra paper had already achieved maximum marks of that question. Any candidate who needs extra space can use that space allocated to other questions as long as they clearly indicate on their paper that this is what they have done.

Timing. There were a number of candidates who did not complete the final section this year due to timing difficulties. Candidates should be encouraged to spend about twenty minutes per question leaving ten minutes to check through work at the end of the paper.

The paper is marked by examiners on a computer screen. Candidates are asked to write using a black pen, this is important so that clear images are reproduced.

Some general points can be made on how best to answer the various question types:

Maximum marks on the (a) questions are easily gained by learning the Edexcel glossary definitions in appendix 4 of the specification. Candidates who had learnt the glossary wording performed to a high standard.

Only the candidate's point of view is credited in (b) questions, there is no point explaining other people's views in this question. The easiest way to gain full marks is for candidates to concentrate on stating their opinion and writing two separate reasons for it, each in a distinct paragraph and to develop each of the reasons with an example or a quote. Candidates who are taught to do why people disagree with their opinion in (b) questions are severely disadvantaged.

(c) questions test AO1 and so are likely to ask for candidates to 'Explain why' or to 'Explain how'.

In (c) questions the level the answer is awarded is decided by the content of the candidate's response (the upper and lower marks are nothing to do with the content of the response)

The QWC mark is the only decider between the upper or lower mark (odd or even). Quality of written communication is always awarded if the student has been able to communicate sufficiently for the answer to be clear.

In practice this means that in Level 2,3 or 4 the candidate must have communicated sufficiently to gain the level and as such can in the majority of cases be awarded the QWC mark, handwriting is not a part of the QWC mark descriptor.

Many of the (d) questions this year produced interesting answers. However candidates should ensure that they start by stating their own view and reasons for it in the (d)(i) part and state reasons why someone might hold a different view in the (d)(ii) rather than confusing the two halves. At least one of the reasons given in either (d)(i) or (d)(ii) must be explicitly religious to go beyond 3 marks.

As explained in last year's report (and previous ones) teachers should be aware that (d) questions on this unit can ask for the candidate to refer to either

one religion

(i.e. any religion),

one religion other than Christianity

or can

specify that Christianity

is referred to.

This year there were 4 extra marks added for spelling punctuation and grammar (SPAG). There were 4 marks added to section one 'Believing in God'. Information on this has been sent to all centres.

Worryingly there are a number of candidates who appear to have been taught a formula for these questions which involve giving a valid reason and then a phrase such as 'by this I mean' or 'Christians/ Muslims/People care about this because' as an introduction for development and these candidates do not then give any form of development they simply repeat (often rewording) the reason already given. This is not helpful and leads to incoherent answers.

Teachers who would like to learn more about the specification and this year's examination in particular should attend one of the online Edexcel insets which can be booked through the Edexcel website. Specific queries can be answered through Ask the Expert which is also found on the Edexcel website.

(b)

Reason one – Bible says treat everyone equally

Development – women should become priests

Reason two – important women figures in the Bible

Development – example of Virgin Mary

Two developed reasons = 4 marks.

(c)

Reason one – everyone should be treated equally

Reason two – everyone is part of the ummah

Development – treat everyone as your brother and sister

Reason three – Muslims from all over the world

Three reasons with one developed = level 4.

QWC is awarded as the answer is coherent.

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Reason one – the government makes sure it is taught in school

Development – different religions

Reason two – religious freedom by law

Two reasons one developed – 3 marks.

(d)(ii)

Reason one – Muslim teachings have caused it

Reason two – Islam itself is a peaceful religion

Development – everyone is equal

Two reasons one developed – 3 marks. Read the question, be concise, provide a clear reason and development in the form of an example or a quote.

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>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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