

Moderators' Report/  
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE in Religious  
Studies (5RS14/01)

Sikhism

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## **Background**

Pupils are advised to carefully study the Glossary to learn key terms. This is especially important as the unit continues to attract an increasing percentage of non-Sikh candidates. Pupils can improve their answers to part (b) questions by focusing on only two reasons for their point of view. They should explain each of these reasons fully so that the depth of their reasoning or evidence is made clear. Evidence could include a quotation or example. At the same time candidates continue to excel at part (c) questions demonstrating secure knowledge and understanding of the subject matter. 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**

Some pupils showed a loose understanding of the Glossary evident in question 2a. However, they demonstrated reflection over the material in relation to 2b and the possibility of rebirth. Both 1d and 2d elicited excellent responses; in particular, they brought in a range of religious studies material – theological, philosophical, historical and from current affairs in relation to 1d which was about the caste system. They demonstrated precise theological understanding of God in the Mool Mantar in 1c in relation to the concept of God.

## **Section 2**

Many pupils answered this section to a high standard but again too many pupils had not mastered the Glossary, for example, 4a – Shaheed.. The part b) questions were answered exceptionally well with many pupils able to draw on their non-Sikh faith traditions to explain their stance toward Sikh beliefs, which were explained clearly. Pupils also demonstrated sound knowledge and understanding in relation to the c) questions about Guru Nanak.

## **Section 3**

Pupils, once again, could improve their understanding of the Glossary. Answers to 4b concerning the langar included mention of equality as well as inclusion and answers to 3b often began with a clear definition of an akhand path. Candidates should aim to express more detailed knowledge about specific ceremonies and celebrations so that the reasons given in part c focus on particular events as well as more general reasons. Similar reasoning applies to part d where candidates could reasonably be expected to have detailed knowledge and understanding of Diwali and Vaisakhi.

## **Section 4**

This section was answered moderately well though pupils were often vague about the definition of community cohesion in question 7b. This contrasted with 8b where they were able to consider the legality of wearing the kirpan and broader implications for citizenship. They showed pleasing knowledge and understanding of the meaning of the panj kakke and the Nishan Sahib. Pupils should be aware of both the details and possible significance of rites of passage such as the death rituals discussed in 8d.

