

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE in Religious
Studies (5RS05)

Unit 5: Religion and life based on a
study of Judaism

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Only a small number of candidates sat this paper. The majority of the candidates scored well. Generally, candidates were able to respond well to question b and d, giving their own developed reasons as well as taking into consideration alternative views in the d question.

It is important to note in question b the candidates must state what their opinions are and developed reasons for their point of view to gain full marks. In question d candidates must give reasons to support their point of view and reasons why others may disagree with their opinion, including a reference to religion and or Judaism to gain the highest marks. The overall knowledge in the c questions was most encouraging reflecting the good teaching and learning standards in this unit.

Generally stronger candidates were aware of the key words and could give their meaning accurately although some specific Judaism terms were muddled.

In section one the questions were evenly split in terms of popularity. In 1d most could usually give their opinions about whether religious experiences prove the existence of God, but there was a little confusion about religious experiences and religious events but they generally gained at least two marks on each side of the argument.

In question 2b some candidates were not clear on the term numinous and talked about miracles etc thus limiting their marks

In question 2d some candidates discussed the creation of the world rather than the causation argument.

In section two the candidates were evenly split. Candidates in 3b could discuss Jewish attitudes to abortion. In 4b there were some very good answers to Jewish views on Euthanasia. In 4c the knowledge about the current abortion law was strong.

In section three more candidates answered question 5 than 6. Most knew the key word in question 5 but not all knew the term 'kiddushin' in 6a. The majority could give clear reasons for and against whether Jewish people should accept divorce or not.

In section four the majority answered question 7 rather than 8. In 7b there was some confusion about multi ethnic society and multi-faith. However 8c was answered well reflecting on the problems that Jewish people had experienced in the past.

This paper attracted fewer candidates this year but does sit well academically with unit 12 and unit 8 so hopefully more schools will be encouraged to follow it in the future.

