

Moderators' Report/
Principal Moderator Feedback

Summer 2014

Pearson Edexcel GCSE in Religious
Studies (5RS07/01)

Unit 7: Religion and life based on a
study of Sikhism

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Background.

Pupils are advised to carefully study the Glossary to learn key terms. 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 1a. . However, they demonstrated reflection over the material in relation to 1b and the impact of religious upbringing. However, in 2b they often seemed to repeat the same reason or provide another example of a numinous experience rather than link it more carefully to its precise meaning. 1c concerning religion and science was answered excellently and in 2c pupils made a link between unanswered prayers and the problem of evil. Both 1d and 2d elicited excellent responses; with clear references to cosmological arguments in 2d.

Section 2

Many pupils answered this section to a high standard but again too many pupils had not mastered the Glossary, for example, 3a – mukti. Candidates showed a solid grasp of material in relation to abortion and euthanasia but were less secure in discussion of wealth and poverty. Candidates should distinguish clearly between the general support and sewa that is offered to people and the specific work of Sikh charities.

Section 3

Pupils, once again, could improve their understanding of the Glossary. Candidates demonstrated secure knowledge and understanding in relation to the topics of pre-marital, extra-marital sex and divorce. Both part d questions were answered well. The balance evident in their explanation of different attitudes to homosexuality in 5c was also impressive. They could improve their understanding of the detail of marriage ceremonies and possible meaning of the different elements. Answers to 6b could have been improved by reference to particular examples so that pupils could answer in relation to the precise wording of the question, which concerned fairness to religious people in terms of how they are portrayed in the media in relation to these issues.

Section 4

This section was answered moderately well and pupils had a good grasp of the Glossary. Pupils did not show clear understanding of community cohesion so that 8d could have been answered more effectively. However, most marks were lost as pupils 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. This confusion negatively impacted answers to 7b, 7c and 8c. Increased clarity about this

distinction would enable pupils to provide telling examples to secure more marks. Answers in relation to sexual equality in questions 7d and 8b demonstrated a good understanding of a range of religious studies material – sociological, theological and historical.

