



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE

In Religious Studies Short Course (3RB0)

Paper 1: Area of Study 1 – Religion and Ethics

Option 1G - Sikhism

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Introduction

This area of study comprises a study in depth of Sikhism, its beliefs and teachings on life, specifically within families and with regard to creation.

This approach encourages candidates to reflect upon the links between beliefs and teachings of Sikhism and the topics of families and creation which are an important part of life today.

There are two sections: Sikh Beliefs, Marriage and the Family. The details of the assessment content are provided in the specification. Centres are to use this rather than other published resources when planning the course content.

Section 1, Sikh beliefs were on the whole well answered, with sound knowledge and key Sikh terms used throughout, especially AO1 questions. The AO2 questions were not answered so much in depth, although the knowledge was there. The candidates are beginning to start to critically analyse the statement using various techniques, although there needs to be more chains of reasoning and a justified conclusion in order for candidates to gain the higher levels. Candidates should compare and contrast the areas of ethics within Sikhism and non-religious views when asked. Candidates should also look at divergent views within Sikhism in the way beliefs and teachings are understood and expressed.

Section 2, Marriage and Family were answered in a generic way. Candidates needed to use more Sikh appropriate knowledge to gain the higher marks, although there was some improvement in Sikh information.

Sources of wisdom must be used that are appropriate to the question and not just 'random quotes' that the candidate has learnt.

3RB0_1G_Q01a

Candidates were assessed on Section One: Sikh beliefs. Bullet point 1.6. '...equality of men and women is important for Sikhs today...'

The question asked was:

'Outline three ways the equality of men and women is shown in Sikhism.'

Candidates are asked to 'outline' on (a) items. Therefore, lists can reach a maximum of one mark.

On the whole this was well answered with candidates including joining of the Khalsa and participating in the langar (sewa).

GENERIC advice for centres to what constitutes a list.

An example:

Outline 3 characteristics of God:

- **God is creator** (1 mark)
- **God is creator**, judge and lawgiver (1 mark for list or sentence)
- **God is creator**, busy and distant. (1 mark for the sentence identifying one correct piece of information)
- Busy, distant and **God is creator**, (1 mark for the sentence identifying one correct piece of information)
- Creator, judge, lawgiver (1 mark for list)
- Creator, busy, distant (0 Marks) (all three elements need to be correct for 1 mark)
- Creator, judge, distant (0 marks)

3RB0_1G_Q01b

Candidates were assessed on Section One: Sikh Beliefs. Bullet point 1.1. ‘...how the characteristics of God are shown in the Mool Mantar’.

The question asked was:

‘Explain two characteristics of God shown in the Mool Mantar’.

This question was well answered and candidates had sound knowledge of the Mool Mantar. Most answered using the qualities of Ik Onkar and Karta Purakh.

Candidates are asked to ‘Explain two’ on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom as quotes or examples. The development must be of the reason given and to the question asked.

3RB0_1G_Q01c

Candidates were assessed on Section One: Sikh Beliefs. Bullet point 1.4 ‘...How and why karma is important for Sikh life today.’

The question asked was:

‘Explain two reasons why karma is important for Sikhs’.

Candidates had sound knowledge of karma and some struggled with the source of wisdom, however a lot of candidates used a paraphrase of ‘karma is like a robe’, which is credit worthy.

Candidates are asked to ‘Explain two’ of (c) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra

information, a reference to a source of wisdom as quotes or examples. The development must be of the reason given and to the question asked.

The reasons then should be supported with a 'reference to a source of wisdom', this must support the reason given and cannot be awarded twice. Therefore, if it is used as development it does not gain a second mark for the source.

GENERIC advice for centres to what constitutes a source of wisdom

- The candidates do not have to reference a quote or quote it word for word.
- If the candidate gives the paraphrase and then puts (Guru Granth Sahib 15) in brackets the paraphrase can have the mark and the bracketed reference is ignored.
- If a candidate quotes Guru Nanak and it was Guru Gobind Singh or vice versa; and the quote is not accredited to them, it is not awarded.

3RB0_1G_Q01d

The focus of the marking changes from AO1 to AO2 on the (d) items. The candidates are being assessed on AO2 Analyse and evaluate aspects of religion and belief. This constitutes 50% of the overall mark.

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion**. There must be some consideration of the arguments, that is appraising the arguments which will help to gain the higher grades. Many candidates gave excellent answers giving reasons for and against but not analysing or evaluating them. Still some candidates used formulas and writing frames which restricted the flow of the arguments restricting the candidates' progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors Candidates were assessed on Section One: Sikh Beliefs. Bullet point 1.4. 'Divergent understandings of how and why mukti are important for Sikh life today.'

Please note that, neither in the bullet point, nor on the question, are candidates required to give a non-religious response. Candidates must respond to the question asked.

The question asked was

"Achieving mukti is the main aim of all Sikhs"

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings
- reach a justified conclusion.

Candidates overall achieved level 2 and some candidates achieved level 3, they failed to deconstruct religious information and critically analyse the statement throughout. Generic answers were given, and Sikh key words were limited. Those who achieved the higher level 2 or at times level 3 analysed why achieving mukti is the main aim for all Sikhs in more detail using key terms of gurmukh and samsara and fairly good analysis. This however was quite limited and logical chains of reasoning throughout would benefit the candidates to achieve higher levels.

3RB0_1G_Q02a

Candidates were assessed on Section Two: Marriage and the Family. Bullet point 2.6 'Sikh teachings about divorce.'

The question asked to
'Outline three Sikh teachings about divorce.'

There were some good answers with candidates identifying reasons for divorce but the majority incorrectly identified the mention of divorce in the Rehit Maryada. Many stated it was not allowed and gave generic answers.

3RB0_1G_Q02b

Candidates were assessed on Section Two: Marriage and the Family. Bullet point 2.1 'The importance and purpose of marriage'

The question asked was:
'Explain two reasons why marriage is important in Sikh life.'

This question was well answered and most candidates could quote 'one light in two bodies'. There was a great deal of understanding of the importance of marriage.

Candidates are asked to 'Explain two' on (b) items. Therefore, two reasons are required, and both need to be developed for 4 marks. Development consists of a piece of extra information, a reference to a source of wisdom, and quotes or examples. The development must be of the reason given and to the question asked.

3RB0_1G_Q02c

Candidates were assessed on Section Two: Marriage and the Family. Bullet point 2.4 'Support for the family in the Sikh community'

The question asked was:
'Explain two reasons why the Sikh community tries to support families.'
In your answer you must refer to a source of wisdom and authority.

Candidates who read the question achieved good marks, but some candidates gave examples of 'how' Sikhs help families and not 'why'.

3RBO_1G_Q02d

The question is '**Evaluate**' this statement **considering the arguments for and against** and reach a **justified conclusion** – there must be some consideration of the arguments (appraise the arguments to gain the higher grades). Many candidates gave excellent answers giving reasons for and against but not analysing or evaluating them. Formulas and writing frames restricted the flow of the arguments restricting candidates' progression to the higher levels.

We are now marking using levels and award a best fit according to the level descriptors. Candidates were assessed on Section Two: Marriage and the Family: Bullet point 2.7: '...Divergent Sikh beliefs, teachings and attitudes about the role of men and women in the family.'

The question asked was:

"Men and women do not have equal roles in the family".

Evaluate this statement considering arguments for and against.

In your response you should:

- refer to Sikh teachings.
- refer to different Sikh points of view.
- reach a justified conclusion

The answers gave a lack of Sikh teachings and divergent views. There were a lot of references to culture and stereotypes. Many were able to highlight the importance of equality for women in Sikhism but unfortunately at times this did not answer the question directly. Candidates should look at the statement and then critically analyse the statement. It is useful to deconstruct the religious information leading to coherent logical chains of reasoning that consider different points of view. The answer should be coherent and give reasoned judgements of the full range of elements in the question.

Summary

Based on their performance on this paper, candidates are offered the following advice:

- When answering the (a) questions use three full sentences.
- The source of wisdom offered to support answers in question (c) must be relevant to the question and support the reason given.
- The (d) questions ask for evaluation, after considering the evidence. The higher grades are achieved if the evidence/reasons given is 'considered' or appraised for its value as an argument as part of deciding the evaluation.
- On (d) questions, the bullet points indicate the viewpoints that can be awarded in the answer.
- Understand all key words on specification.

