

Examiners' Report  
June 2012

GCSE Religious Studies 5RS01 01

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## **Introduction**

This is the third year that the 5RS01 specification for Edexcel GCSE Religious Studies has been assessed. The specification continues to be very popular as teachers and schools recognise the benefits of an examinable course that both interests and educates young people. The variety of choice within the new specification allows teachers to teach the course that most suits their students and them. Numbers are increasing for the full course as schools become aware that the short course GCSE will not be included in schools' performance tables in the near future.

Unit 1 covers both Christianity and one other religion. This unit is the most popular of the sixteen units. Many candidates sit this unit as it not only allows study of Christianity, but also allows study of another religion which is increasingly important in today's 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 statutory Key Stage 4 Religious Education.

The candidates have achieved a wide range of performance levels as would be expected from an examination with mainly whole cohort entry.

## Question 1 (a)

This question required a definition in order to gain full marks.

This example used the glossary definition and was awarded 2 marks.

Write your answer here:

(a) Natural evil is suffering cause by natural means and disasters e.g earthquakes.



### ResultsPlus Examiner Comments

The candidate was awarded full marks for correctly defining natural evil.



### ResultsPlus Examiner Tip

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

This is an example of an incorrect answer, which would gain no marks.

Write your answer here:

(a) Natural Evil means that a being is not intended to be nice or good and that no matter how hard they try, they will always revert to being evil.



### ResultsPlus Examiner Comments

The candidate has not understood what natural evil is and has tried to guess what it might mean.



### ResultsPlus Examiner Tip

It is important that candidates learn the glossary definitions thoroughly.



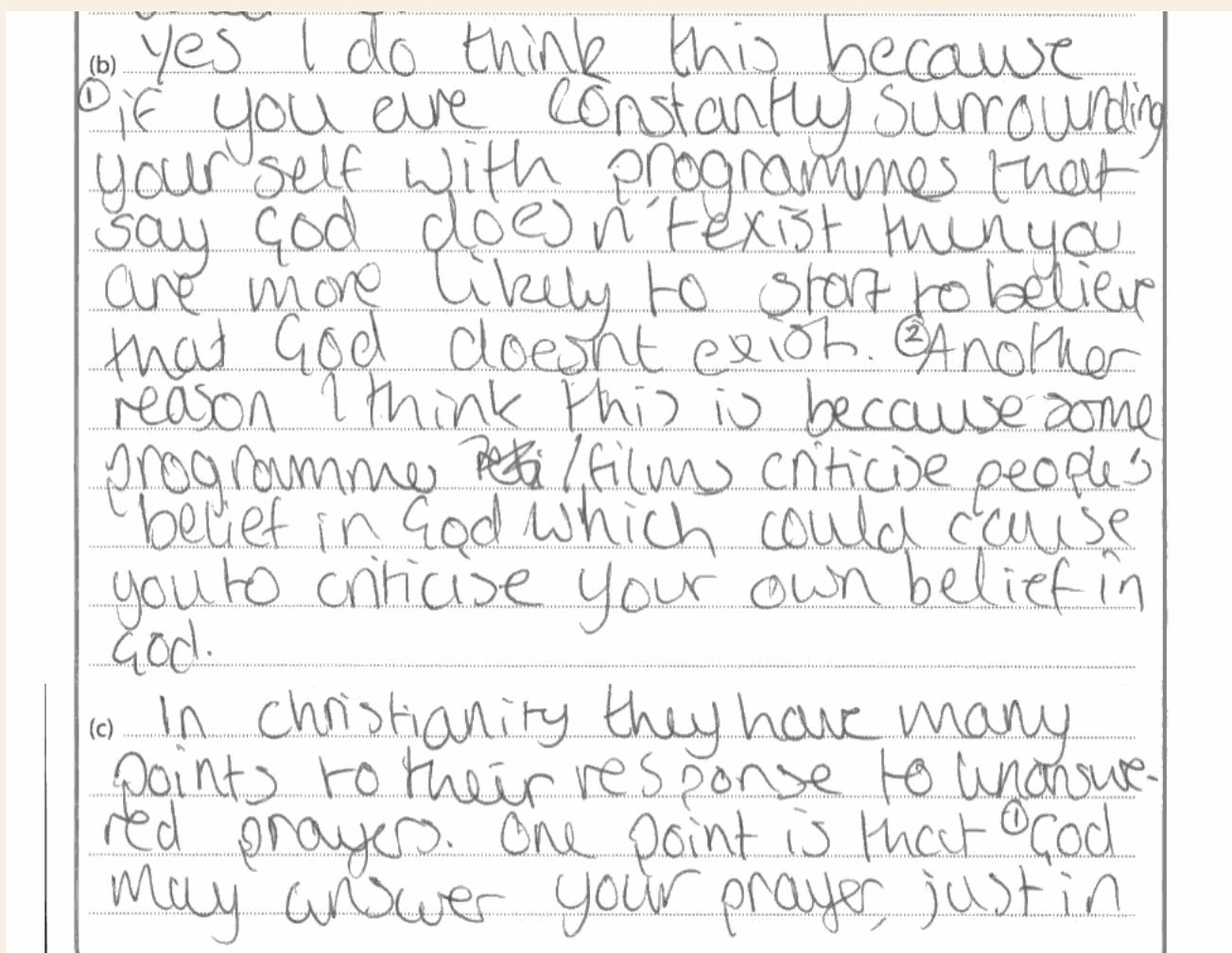
## Question 1 (b) (c) (d)

Part (b) was about how the media might affect a person's belief in God, the 11th bullet point in the specification. Answers needed to include a personal opinion and could use examples from any appropriate programme or film (not internet page or newspaper). Better candidates used the examples as development.

Part (c) was a question about the religious responses to unanswered prayers which could be answered from the perspective of any religion. It was targeted at bullet point 8 in the specification. Some candidates were not able to identify a religion which meant a maximum of level 2 could be awarded. The best answers managed to give a number of reasons and explain them coherently.

In part (d) the question required candidates to evaluate a statement about whether people should believe in God or not. It was possible to use a wide range of material from this section to respond to the question. Most candidates are now familiar with the layout of the (d) question and were able to state their own opinion and give reasons for it in (d)(i) and give an opposite view in (d)(ii).

This is an example of a candidate who read the questions carefully, understood the questions and applied knowledge well, gaining almost maximum marks.



a different way that is expected from the person praying. Also<sup>②</sup> if you are praying for a sick loved one, God may choose to not answer your prayer of the sick person to be healed because them being sick is what God has planned for their life.

Another point is that<sup>③</sup> parents always give their children what they need but not always what they want, God may do this when answering a prayer by giving you what you need instead of what you wanted when you prayed for it.

A final point is<sup>④</sup> if your prayer is a little too selfish, eg: too help pass an exam, God may not answer this prayer because it goes against what God has planned for you.

(d) (i) ~~Yes~~ Yes I do agree because there is plenty of evidence that God created the world. One piece of evidence is the design argument, the design argument provides plenty of evidence that God exists. The causation argument also provides evidence that God exists.

(ii) People may disagree with me because science can prove ~~that~~ how the world was created without any reference to God. Also there are problems with the causation argument eg. if everything has a cause then surely God must have a cause. Also with the design argument there are problems too eg. ~~someone~~ just because someone designed the universe, doesn't mean it has to be God, it could of been any creator.



### ResultsPlus Examiner Comments

For part (b) this candidate was able to answer this question and give two valid reasons. The candidate did not develop these reasons and so could only be awarded 2 marks.

In part (c) this candidate, like many candidates, was familiar with the Christian responses to unanswered prayers, and answered the question well, explaining each reason to gain full marks. It was less well answered by some candidates, who often gave a summary of why unanswered prayers cause problems (bullet point 7 of the specification) or described what an unanswered prayer was.

The majority of candidates were able to give reasons supporting their opinion in part (d) even if they could not give reasons for the opposite opinion. In this case the candidate is able to give reasons for both views and develops them, using the theoretical arguments for the existence of God that are studied as part of the specification.



### ResultsPlus Examiner Tip

Answers to part (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 would agree...'

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

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

This example shows that candidates should be encouraged to try to attempt all the questions using whatever knowledge they have. However, if candidates spend time thinking before writing, answers are often more coherent.

(b) Yes, because firstly some films ~~and~~ and television programs talk a lot about God. This can affect your beliefs because they talk about all the bad things so you will believe them and not believe in God as much. Secondly if you are watching TV, films or listening to the radio, then you could be using that time to go to church instead where you can learn about God.

(c) Christians respond to the problem of unanswered prayers by, firstly, saying that if you pray to win the lottery, a lot of people pray for that. Also if everyone

won the lottery then you would hardly get any money because you have to share it out. Secondly ~~&~~ Christians might say God didn't answer your prayer due to sanctity of life. If you pray for someone you love who is ill, to get better they might say that due to sanctity of life only God can take life away or make it better. Thirdly



(d) (i) I don't agree because firstly, it is believed that humans should have free will, which means that they have the choice of whether or ~~not~~ they are an atheist or not. Secondly, Christians believe that everyone should believe in God and if you don't, then at the end of the world your body won't be resurrected. Also Christians believe that if you don't believe in God, then you will go ~~the~~ to hell when you die.

(ii) People may disagree with me because firstly, if you aren't a thiest then you won't go to heaven or be resurrected. ~~Secondly,~~



## ResultsPlus

Examiner Comments

A personal opinion and one reason have been given in answer to part (b). The second part of the question does not refer to the influence of media (bullet point 11 of the specification) and so this part of the response does not gain marks. The candidate could have easily developed the reason by giving an example.

In part (c) the candidate tries to give reasons in response to the question. The first reason is not a coherent reason so cannot be rewarded. The second reason is not an expected response but is an alternative valid response to those in the mark scheme and is rewarded with level 1. This is written in a coherent manner so gains 2 marks rather than 1 mark.

This candidate was able to give reasons in both halves of the (d) question. However, in the first half, the second and third reasons were in essence the same reason so (d)(i) was awarded 2. In (d)(ii) the answer used the reason given in (d)(i) already, so was awarded 0.

This candidate might have gained more marks by thinking through the response before writing. In general, low marks were received by candidates who didn't fully analyse the stimulus given before they began responding.



## ResultsPlus

Examiner Tip

In answers to part (b) questions reasons need development to gain more than 2 marks.

## Question 2 (a)

Part (a) questions ask for either a definition or examples. This question asked for a definition.

Write your answer here:

(a) omni-benevolent is the belief that God is all good



**ResultsPlus**  
Examiner Comments

The answer 'God is all good' is one of the correct answers in the mark scheme so it gains 2 marks.



**ResultsPlus**  
Examiner Tip

Candidates are given 3 lines in which to write their response for (a) questions. They do not have to use all the lines.

This is an example of an incorrect response.

Write your answer here:

(a) omni-benevolent means to be all knowing, so God knows everything because he is said to be omni-benevolent.



**ResultsPlus**  
Examiner Comments

The candidate has given the definition for a different key word and so will not be awarded any marks.



**ResultsPlus**  
Examiner Tip

Learn the Edexcel keyword definitions found in Appendix 4 in the specification.

## Question 2 (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.

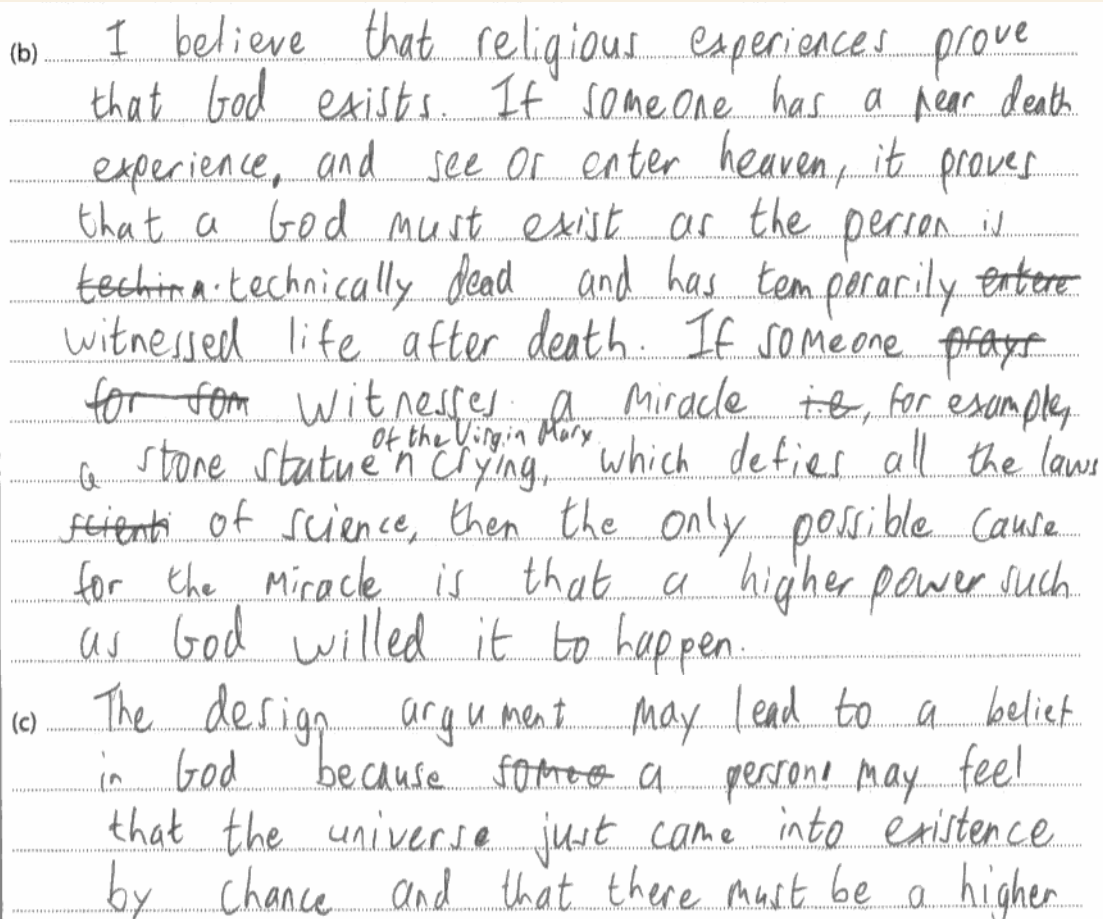
Question 2 was slightly less popular with candidates than question 1.

(b) Most candidates were able to state their own opinion and then give a reason for it. However, frequently the candidates simply described a religious experience which did not answer the question set. Better candidates discussed why belief is engendered by a religious experience and developed their answers with examples from the specification.

(c) This question was generally well answered by candidates. The majority were able to explain the design argument, with some able to give modern arguments based on the aesthetic principle. However, it was less well answered by candidates who described the causation argument or gave arguments against the validity of the argument.

(d) Many candidates failed to realise that this question was about the problem of evil and bullet point 10 in the specification. Low marks were received by candidates who failed to analyse the stimulus given before they began responding and gave muddled answers.

This answer shows how a knowledgeable candidate can gain full marks.

- 
- (b) I believe that religious experiences prove that God exists. If someone has a near death experience, and see or enter heaven, it proves that a God must exist as the person is ~~technically~~ technically dead and has temporarily ~~entire~~ witnessed life after death. If someone ~~prays~~ ~~for~~ ~~from~~ witnesses a miracle i.e, for example, a stone statue <sup>of the Virgin Mary</sup> crying, which defies all the laws ~~scienti~~ of science, then the only possible cause for the miracle is that a higher power such as God willed it to happen.
- (c) The design argument may lead to a belief in God because ~~some~~ a persons may feel that the universe just came into existence by chance and that there must be a higher

power who designed the universe. Some people reason that the elements that make life possible such as ~~DNA~~ the existence of carbon or the placement of the Earth compared to the Sun are ~~just~~ just too coincidental to <sup>have</sup> come about by chance. They also believe that the components which make the human body such as DNA or the brain are so intricate that they would have to have been designed. These factors would lead someone to think that God created and designed the Universe. Paley's Watch theory describes the design argument and ~~proves~~ how people feel it proves God's existence. He said that if you were in an uninhabited place and ~~found a watch~~ came across a watch that you had never seen before you would know it wasn't there by chance. If you studied the mechanism you would think that there had to be an intelligent designer who had made it. The universe is much more complex than a watch mechanism. So if a watch mechanism needs a designer, then surely someone must have needed to design the universe. Therefore people feel that a higher power, possibly God, designed the universe leading them to believe in his existence.

(d) (i) I do believe there is a solution to evil and suffering. Like many other Christians, I feel that intercessory prayer is a powerful weapon against evil and suffering ~~as~~ as it can help those who have suffered from evil deeds. I also feel that as moral evil is caused by human beings that through imprisonment of evil doers we can provide a



solution for at least one kind of evil. I also believe that through the works of charities such as Christian Aid, we can try to help ~~stop~~ suffer: those who suffer and eventually prevent suffering altogether.

(iii) Atheists may disagree with me as they feel ~~that~~, as they believe there isn't a God, that prayer is ~~use~~ pointless and won't help those who have suffered. They ~~to~~ may also feel that ~~there~~ there is no solution to ~~natural~~ natural evil as it is caused by the laws of science which ~~kind~~ control the Earth's activity and think that there is no way to prevent natural disasters such as hurricanes. They may also think that evil is in human's nature and that there is no way to stop them from committing moral evil.



**ResultsPlus**

**Examiner Comments**

In part (b) the candidate gives two developed reasons for 4 marks.

Reason 1 is credited where the candidate refers to - 'witnessed life after death'. The development is a description of a near death experience which comes before the reason is given.

Reason 2 is credited at 'God willed it to happen'. Here the development is the example of a crying statue.

In part (c) the candidate gives two developed ways that design may lead to belief so achieves level 4, 8 marks. Quality of Written Communication is good so it gains the upper of the two marks in level 4.

Way 1 is credited at - the universe did not come by chance 'must be a higher power'. This is developed by an example of carbon and the position of the sun.

Way 2 - Intricate design needs a designer. Development is the example of DNA and the brain.

The rest of the answer, although correct, cannot gain marks as maximum marks have already been awarded. Three simple reasons are given in (d)(i) gaining 3 marks. The reasons are credited as follows:

Reason 1 - Prayer;

Reason 2 - Human beings;

Reason 3 - Charity.

In (d)(ii) three simple reasons are also given gaining 3 marks. The reasons were credited as follows:

Reason 1 - Laws of science;

Reason 2 - Natural disasters;

Reason 3 - Evil is 'human nature'.



**ResultsPlus**

**Examiner Tip**

Using paragraphs for each reason given is very good practice.

This is a limited response. The candidate did not provide examples and wrote very little in order to answer the question.

(b) I do not think this as I think that something that may count as a religious experience to some people is just chance. I think that any supernatural things are just a chance occurrence and that they mean nothing. I think that people who do think this are wrong.

(c) Some people think that since the world is so elegantly made and in all the chances, everything works, that god must exist. They think that there must be some sort of outside power that has created

everything to be so perfect.

I disagree with this. I think that it is just a coincidence that everything came to be as it is. I think this because science has proved that everything came from 'the big bang' and so this disproves that everything was created by a single creator.

Christians will disagree with me as they believe that god created everything because the bible stated this. But after all, the bible is just a book, and no-one really knows who wrote it. There is no real evidence that any designer exists.

(d) (i) I think that there is a solution to evil and suffering. The final solution. I believe that if we get rid of all things that create evil or suffering, it will be gone. I think that if all evil beings were destroyed, the rest of the world could live on in ~~many~~ peace.

(ii) Christians will disagree with me. They will think that my opinions are wrong as the bible teaches that all life is sacred. ~~and the bible teaches~~ The bible teaches them that to kill is wrong, and that ~~no~~ everyone has the right to live a free life. I, however, believe that we should follow nature's teachings; kill or be killed. I think if we do not act fast, everyone will be destroyed; and at the rate the ~~world~~<sup>earth</sup> is being destroyed at the minute, we do not have long.



## ResultsPlus

Examiner Comments

In this answer to part (b) there is one developed reason which is awarded 2 marks.

The reason credited was – Experiences are 'just chance'. The development is the extra explanation that they 'mean nothing'. In part (c) one brief way that design may lead to belief is described. This is therefore awarded level 1 – 2 marks. The Quality of Written Communication is good so it gains the upper of the two marks in level 1.

The way credited was - there must be an outside power 'for everything to be so perfect'.

The candidate gives a further 2 paragraphs which do not answer the question set.

In (d)(i) the candidate gives 1 reason for 1 mark.

The reason credited was - Solution 'all evil beings were destroyed'. There is much repetitive material and material not relevant to the question which could not be rewarded.

The response to (d)(ii) does not answer the question set. It has gone off the topic, although it refers to the reason given by the candidate in (d)(i).



## ResultsPlus

Examiner Tip

Make sure candidates realise that they are two different arguments for design and causation.

### Question 3 (a)

Most candidates knew the glossary definition for 'quality of life' although it was clear that those who did not know this definition frequently thought it meant the same as 'sanctity of life'.

Write your answer here:

(a) Quality of life means we should live life and appreciate it as it was a gift. There is a reason for life and a purpose.



**ResultsPlus**  
Examiner Comments

The response begins with mention of appreciation of life and then includes an alternative wording that life is worth living, it has 'reason' and 'purpose'. It was awarded 2 marks.

This is an example of a candidate who clearly understood what the key word meant.

Write your answer here:

(a) people should respect their life and try to do the best with it.



**ResultsPlus**  
Examiner Comments

This is an incorrect definition based on ideas about sanctity of life. This answer does not contain any ideas about life leading to happiness so cannot be credited with any marks.

### Question 3 (b) (c) (d)

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

Question 3 was much more popular with candidates than was question 4.

In part (b) most candidates were able to state their own opinion about whether abortion should be banned. Better candidates were able to refer to religious responses as part of their answer. The majority of answers to this part (c) question about why Christians believe in life after death were very good. Candidates were able to answer by giving a number of Christian reasons, including development using biblical quotations. Lower achieving candidates included reference to other religions. A number indicated that Christians believe in reincarnation.

This part (d) question caused problems for those candidates who did not link arguments about euthanasia to murder. Better answers were given by candidates who responded either by giving a number of reasons linked to a specific religion or by developing two or three reasons with examples.

This is an answer which shows that marks can be gained for giving reasons. However, more marks could have been gained if the candidate had had more specific religious knowledge.

(b) No I don't think abortion should be banned because if a woman got raped she would have to keep it, if it was banned that's wrong. Also if a woman wouldn't be able to look after the baby, then she should be allowed to have an abortion.

Christians believe in life after death because the bible shows this. Jesus got a second chance.

(d) (i) Euthanasia is not the same as murder <sup>that</sup> because Euthanasia is if some body is very ~~ill~~ <sup>ill</sup> and can't look after themselves. Euthanasia means that they want to die and they want someone to help them die. I agree that you should be able to do this only if you want to die and your very ill (in so much pain).

(ii) ~~Some Christians~~ Muslims don't like Euthanasia at all they believe that murder is wrong. God gave you the life God must take it as well. The Qur'an teaches that it is wrong to take someone's life. It's okay if the doctor says they're brain dead they can do it then.



## ResultsPlus

Examiner Comments

In part (b) the candidate gives two brief reasons and so is awarded 2 marks. The reasons were credited as follows:  
Reason 1 – In cases of rape.  
Reason 2 – If they are unable to look after it.

In part (c) two brief reasons have been given so the candidate is awarded level 2 – 4 marks. The Quality of Written Communication is good so it gains the upper of the two marks in level 2.

The reasons were credited as follows:  
Reason 1 – They get a better life  
Reason 2 – The Bible shows it.

In (d)(i) one simple reason (if they want to die) was given so this was awarded 1 mark.

In (d)(ii) one developed reason was given so this was awarded 2 marks. The reason given was only God can take life. This was developed by reference to the Qur'an.



## ResultsPlus

Examiner Tip

Reasons need to be developed in (b) questions to gain full marks. This can be done by giving an example.



This example shows how a candidate could gain full marks on this question.

(b) No, abortions for ~~teenagers~~<sup>women</sup> who have been raped or abused should be allowed. I think it is unfair for them to have to go through the pain and stress of child birth followed by bringing the child up, when they've done nothing wrong or wanted that. I also think it should be allowed if it will endanger the mother and/or the child's life or if quality of life will be poor. This is unfair on both of them if they will die or not be able to live in an appropriate style of life.

(c) Christians believe in life after death as there are many references to it in the bible. Jesus talks about how there will be life after death and to go to heaven you must give your life to

him. There are also other parts where he tells us of ~~men~~ men who've went to heaven or hell and that's what's instore for us. Christians also believe in it as that is what their faith is based on, how Jesus died to forgive our sins so we could have that life that we don't deserve.

Christians believe if you live a full life for and with God you will be given the reward of heaven and that's what's important.

(d) (i) No, I think it is kind if someone isn't going to get better and they are in pain, you should help them. It is a cruel decision but isn't it nicer to go peacefully. I think the person should have to say that's what they want or some sort

of test should be given, to prevent this from being abused. I only think it is right if the person is in pain or on their death bed. I don't agree with killing someone, but by not supporting life or letting them die is different.

(iii) Muslims believe ~~to~~ that to perform euthanasia you are putting yourself on the same level as Allah, which they think is wrong. Others think it is playing God, deciding who lives and dies should be up to God not man. <sup>Some</sup> Christians think that it is like murder and the bible says 'do not murder'. So to perform euthanasia they think it's going against the bible.



### ResultsPlus Examiner Comments

In part (b) two developed reasons have been given for 4 marks.

The first reason credited is if the mother has been abused. This is developed by she shouldn't have 'pain and stress of childbirth'. The second reason credited is it might result in the death of the mother. This is developed by it would be 'unfair on them'. Both developments add extra information because the reasons given are also examples. This response to part (c) is awarded level 4 – 8 marks because it gives two reasons both of which are developed with specific explanations of Christian belief. Quality of Written Communication is good so it gains the upper of the two marks in level 4. The reasons are credited as follows:

Reason 1 - It is in the Bible. This is developed by Jesus talks about heaven.

Reason 2 - It is what their faith is based on. This is developed by Christians are rewarded by heaven.

In (d)(i) this response gives three simple reasons for 3 marks. The three reasons were credited as follows:

Reason 1 - It helps them.

Reason 2 - Patient should have a say.

Reason 3 - Letting someone die is different.

In (d)(ii) the response gives three simple reasons and is therefore awarded 3 marks. The reasons were credited as follows:

Reason 1 - the same level as Allah.

Reason 2 - it is up to God.

Reason 3 - against the Bible.



### ResultsPlus Examiner Tip

In (c) sub-questions the candidate's own opinion is not required.



## Question 4 (a)

Most candidates knew the glossary definition for immortality of the soul, although candidates occasionally confused the term with ideas about reincarnation.

Write your answer here:

(a) Immortality of the soul means that- while the body may die, rot and decay, the soul remains intact.



**ResultsPlus**

**Examiner Comments**

This is an example of a correct answer which identifies 'the soul remains intact'. This is sufficient to indicate persistence of life which earns full marks.



**ResultsPlus**

**Examiner Tip**

Learn the glossary definition from the Edexcel specification. It might help to have these visible around the classroom for candidates to learn.

This is an example of a candidate who has not learnt the glossary definition for the term but is able to give a correct alternative definition.

Write your answer here:

(a) When the body is dead/buried but the soul lives on.



**ResultsPlus**

**Examiner Comments**

This is a correct answer which identifies 'your soul' will live on, so is awarded 2 marks.



**ResultsPlus**

**Examiner Tip**

Candidates need to know the key terms not only because of the (a) questions, but also because the other sub-questions will use the terms within their questions.

## Question 4 (b) (c) (d)

This question is based on Section Two of the specification. Each of the sub-questions covers a different bullet point within the specification.

Question 4 was much less popular with candidates than was question 3.

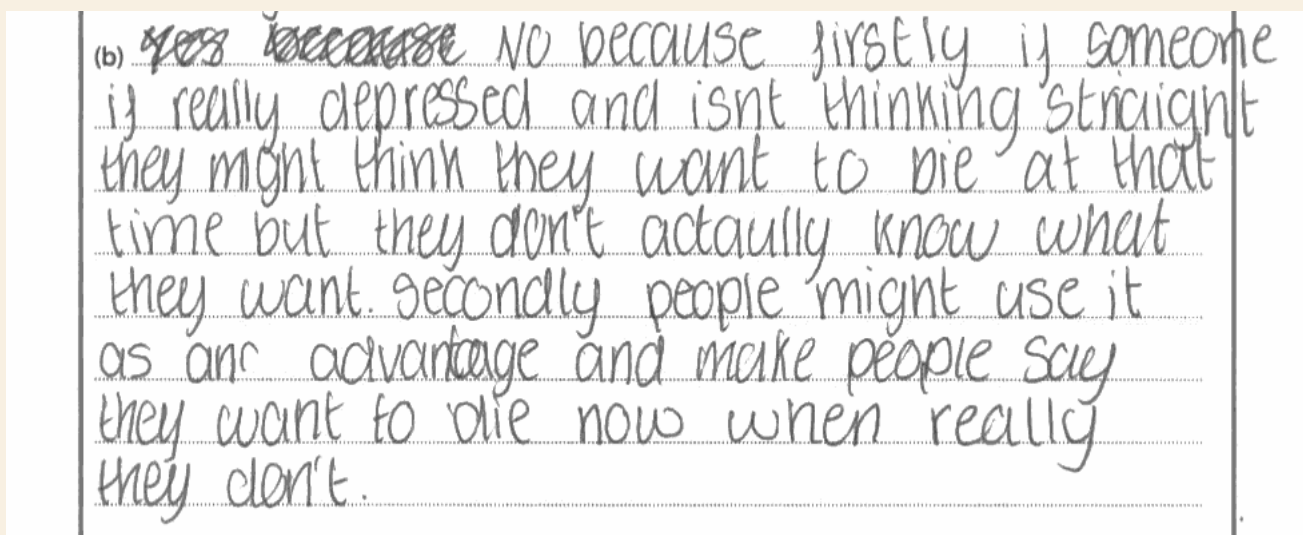
In part (b) candidates were usually able to state their own opinions about whether they felt it was right to be able to choose when they want to die and then give at least two reasons for this opinion. The reasons were frequently not religious reasons and this is perfectly acceptable. Candidates who did less well were those who did not realise that this was a question about euthanasia.

This part (c) question required candidates to explain why beliefs about life after death might affect the lives of followers of one religion other than Christianity. Candidates who realised this was about the second part of bullet point 2 of the specification answered well; but those who simply described beliefs did not get more than level one for description.

Candidates usually used Islam as their religion other than Christianity, although quite a few used Hinduism or Buddhism. Most were able to give several ways in which the lives of Muslims/Hindus/Buddhists were affected. Candidates should be encouraged to read questions carefully to identify what they need to include in their response.

Most candidates responded well to the layout of the part (d) question and were able to state their own opinion about whether life after death is possible and give reasons for it in (d)(i) and then give an alternative opinion in (d)(ii). Candidates were often able to give scriptural examples to develop their reasons why religious people believe in life after death. However, some candidates thought that only reincarnation and ghosts were part of life after death and that the heaven/hell view of what happens after a person dies was not part of life after death.

This example is from a candidate who achieves good but not maximum marks. More development of reasons for all the questions would be needed in order to gain the maximum marks possible.



(b) ~~yes because~~ No because firstly if someone is really depressed and isn't thinking straight they might think they want to die at that time but they don't actually know what they want. secondly people might use it as an advantage and make people say they want to die now when really they don't.

(c) ~~Islam believe if you do something bad then they will go to hell, and~~  
Islam's believe if you don't follow the religion then you will not get to

heaven and ~~and they are marriage~~  
so most Islam's don't get a divorces  
~~or~~ or have sex before marriage  
etc.

(d) (i) I agree because firstly, ~~the~~ ~~is~~ women  
~~have~~ the right to choose when they  
want to be pregnant because it would  
be unfair to bring a baby into the world  
that isn't wanted. secondly if the women  
happened to be raped and get pregnant  
she would be able to get rid of a  
baby that may remind her of the rape  
all her ~~of~~ life.

(iii) Some people may disagree with me for an example roman catholic's are not allowed to have an abortion. Also because some people say ~~that its murdering~~ that its murdering ~~and that its murdering~~ and that everyone has the right to live.



**ResultsPlus**

**Examiner Comments**

In part (b) two brief reasons for 2 marks.

Reason 1 was credited as isn't 'thinking straight' whilst reason 2 was credited as could be taken 'advantage' of.

This part (c) response gave one developed way so was awarded level 2 - 4 marks.

The way given is follow the religion and this was developed by the use of example 'don't... have sex before marriage'.

In (d)(i) three simple reasons given for 3 marks.

The reasons were credited as follows:

Reason 1 - Woman's right to choose.

Reason 2 - Baby 'isn't wanted'.

Reason 3 - Remind her of the rape.

In (d)(ii) there were two simple reasons which were awarded 2 marks. These reasons were:

Reason 1 - It is murdering.

Reason 2 - Everyone has the right to live.



**ResultsPlus**

**Examiner Tip**

Candidates should try to develop reasons in all answers to all questions, not just for (b) questions.

This is an example of a response where the candidate clearly has some knowledge but should have checked their work to ensure they have written exactly what they intended to write.

(b) Yes because if ~~some~~ some one ~~wanted~~ ~~to~~ die in so much pain ~~to~~ and wana die other reasons ~~is~~ if some can't move thier body he his body is ~~to~~ not moving they only can breath and they wana die.

~~to~~ I disagree as will ~~because~~ <sup>I am muslim</sup> because ~~life~~ life is ~~to~~ a test from God only god can take your ~~life~~ life it says that in (Quran.)

(c) in Islam their ~~is~~ believe life after death because its says in the (Quran) that there is life after death when you die your body will

dasy but your soul will live on so they believe that there is life after death.

(d) (i) I disagree that abortion is wrong because ~~the~~ <sup>I am muslim</sup> ~~books~~ <sup>like</sup> and ~~from~~ <sup>abortion</sup> ~~is~~ <sup>is</sup> someone ~~is~~ <sup>is</sup> like you ~~is~~ killing someone you taken his life and in Islam you are not allowed ~~to~~ to ~~kill~~ <sup>kill</sup> someone in (Quran) it says that children is Gift from god and only god can take some life and life is a trust from god.

(ii) Some one might disagree with me because if the mother life is in danger then they can and other reason that what if some one rape someone ~~is~~ then they can and what ~~is~~ if the Girl is too young and they ~~do~~ <sup>do</sup> abortion.



## ResultsPlus

Examiner Comments

In part (b) two reasons, one with development, were given and this was awarded 3 marks.

The first reason was credited at - pain 'wana die'. The second reason was credited at 'only God can take your life'. This was developed via teachings of the Qur'an.

This candidate gave three reasons - the first and second were not developed but the third one was. The third reason could therefore be credited as this gave the candidate more marks.

In part (c) the candidate did not explain but only described the issue so could only be awarded level 1 - 2 marks.

Quality of Written Communication is good so it gains the upper of the two marks in level 1.

The description given was of the teaching of the Qur'an about life after death.

In (d)(i) the candidate's reasons do not agree with their opinion so they cannot be credited and are awarded 0 marks. However, in (d)(ii) they give two simple reasons for 2 marks. These were credited at life in danger and too young.

The reference to rape is too incoherent to be credited. If it had been explained more coherently it could have been rewarded as a reason.



## ResultsPlus

Examiner Tip

Encourage candidates to read through their work after they have completed it to check that they have written what they intended to write and that they do not want to add anything else to their answers.



## Question 5 (a)

Write your answer here:

(a) Homosexuality is being attracted to members of the same sex.



**ResultsPlus**

**Examiner Comments**

This is an example of a fully correct 2 mark answer, with almost the same wording as on the mark scheme.

Write your answer here:

(a) Homosexuality is when you're attracted to the same sex.



**ResultsPlus**

**Examiner Comments**

This answer gained 2 marks as it is alternative wording but a correct answer.



**ResultsPlus**

**Examiner Tip**

As seen in past papers it is possible that examples or definitions will be asked for in the (a) questions.

## Question 5 (b) (c) (d)

This question is based on Section Three of the specification. Each of the sub-questions covers a different bullet point within the specification.

Question 5 was a slightly more popular choice than question 6.

In part (b) most candidates were able to state their own opinions about whether religious people should use contraception. Most candidates gave two reasons but a few did not respond to the word 'religious' in the question and gave general reasons which could not be credited. Some gave two opposing opinions based on different religions. As long as the candidate showed that both opinions were their point of view, they could be credited. Some candidates were not able, however, to think of more than one reason.

Most candidates were able to identify reasons why one religion other than Christianity might accept divorce in response to part (c). Usually Islam was chosen as the other religion.

Lower achieving candidates often offered reasons why a religion might agree and disagree with divorce whilst some candidates did not identify a religion in their answer. Better candidates were able to explain reasons why believers accept these reasons and developed these with quotations from sacred texts.

There were some excellent answers to this part (d) question, mostly based on religious and sociological advantages to marriage. Good answers discussed issues such as security and sanctity of marriage. Those achieving lower marks tended to describe various types of families, usually based on glossary definitions.

It should be noted that cultural practices such as arranged marriages are not credited as being religious.

This example is from a candidate who achieves very few marks and in sub-question (c) has incorrectly chosen Catholicism as a religion other than Christianity.

(b) No I don't think religious people should use contraception because the bible says it's wrong, sex is for creating life.

~~Medics~~ think God gave this so you could create new life, not for fun.

(c) Some catholics believe that divorce is okay if you tryed your best at staying with your husband or wife. IF it still doesnt work you should be aloud to get divorced.



- (d) (i) Marriage is the best way to begin family life, in most religions like Christianity you can only have kids when married so that starts of the family. (kids).
- (ii) Some people may disagree with me because parents can get divorce then the kid is stuck in the middle.  
~~Also~~ You can start of a family with out being married.



## ResultsPlus

### Examiner Comments

In part (b) the candidate gives one reason ('sex is for creating life') which is awarded 1 mark.

The rest of the answer is either incorrect or repetition which does not include development or a second reason.

Part (c) was awarded 0 marks because the candidate chose to answer using Catholicism. Question 5(c) asked the candidate for one religion other than Christianity so the response was awarded 0 marks.

This answer to (d)(i) gives one simple reason (only have children when married) for 1 mark.

In (d)(ii) the candidate also gives one simple reason for 1 mark. The reason is that it can end in divorce.



## ResultsPlus

### Examiner Tip

Candidates must separate the two opinions in (d) as (i) and (ii) ask for these separately.

This is an example of a response where the candidate has gained maximum marks.

(b) I ~~was~~ think contraception should be accepted as it raises the standards of living as family will be smaller, so father and mother will also have more money and time to spend with their family.

Secondly people should be allowed to ~~be~~ restrict their family sizes. However also if the mother ~~is~~ can not cope with more children or it puts her life in danger contraception should be allowed to prevent this, otherwise it would not be fair on the women.

(c) Muslims allows divorce as they believe it is better to have a divorce than to live in bitterness and hatred with someone for the rest of your life, as this would harm you and the people around you.

Secondly in the Qur'an it mentions the three month waiting period for divorce called Iddah, if there is a waiting period it must mean the Qur'an allows it to happen. The Qur'an is the word of God, so it must be right.

Thirdly Muslims believe it may be <sup>the</sup> lesser of two evils as it could harm the child, if the child sees their parents fighting it may affect their emotional well being. Muslims believe on last Day they will be judged on how they treated their children, so Muslim parents would not want to harm their children if they want to go heaven. Also in a hadith prophet Muhammad says be fair ~~and just~~ to your child. This shows how important it is for the child to be treated well, as children are a gift from God. ~~So that is why~~

(d) (i) I agree as in Islam, <sup>it</sup> you are only allowed to have sex within the marriage which means you can only start family life if you are married as this way the child will be brought up in a ~~loving~~ loving secure environment, with a sense of belonging.

secondly Muslims believe family is created by God, and children are a gift from God. This shows how important family life is as it is the basic unit of society and without it society would collapse.

(ii) Some people may disagree with <sup>to</sup> and believe that if you are loving relationship however do not want to get married, it is not right to say you can not start a family as they couple may be very committed to each other and ~~to~~ have been together for a long time.

Secondly • rehabilitation is now very popular as it is seen by many celebrities which means it is now normally and not looked against. This shows that society has moved on and now accepts families in which ~~both~~ mother and father are not married &



## ResultsPlus

### Examiner Comments

In (b) two developed reasons are given for 4 marks.

Reason 1 was credited for - higher standard of living. This was developed by 'more money'. Reason 2 is stated at - 'allowed to restrict family size'. There is also a third reason - woman's life is 'in danger', which is developed by not being 'fair'.

Therefore as the second reason is a simple reason and the third is a developed reason the first and third reasons are the ones credited for full marks.

In part (c) three reasons are given with one of these being developed so this is awarded level 4 – 8 marks.

Quality of Written Communication is good so it gains the upper of the two marks in level 4.

The reasons were credited as follows:

Reason 1 - Better than bitterness.

Reason 2 - Qur'an allows it. This is developed by description of Iddah.

Reason 3 - Lesser of two evils.

More reasons are given. However, the maximum level has already been reached.

In (d)(i) the candidate gives three simple reasons for 3 marks. The reasons credited were:

Reason 1 - Secure environment.

Reason 2 - Family created by God.

Reason 3 - Basic unit of society.

In (d)(ii) they also give three simple reasons for 3 marks, these were:

Reason 1 - No need for marriage.

Reason 2 - Still committed.

Reason 3 - Society accepts it.



## ResultsPlus

### Examiner Tip

If candidates have time, they should try to give as many reasons as they can in case one of their reasons is inaccurate.

## Question 6 (a)

Most candidates knew the glossary definition for 'reconstituted-family'. Those who did not were usually able to define it using alternative wording.

Write your answer here:

(a) A reconstituted family is when a couple divorces and then remarries into a different relationship.



**ResultsPlus**

**Examiner Comments**

This is an example of a partially correct answer. It is not entirely correct as it has no indication of children from earlier marriages, but it can be awarded one mark for being partially correct.

Write your answer here:

(a) Where two sets of children (step brother and step sister) as a family when their divorced partners marry each other.



**ResultsPlus**

**Examiner Comments**

This is an example of a correct answer which uses alternative wording to the glossary definition provided.

## Question 6 (b) (c) (d)

This question is based on Section Three of the specification. Each of the sub-questions covers a different bullet point within the specification.

Question 6 was a slightly less popular choice than question 5.

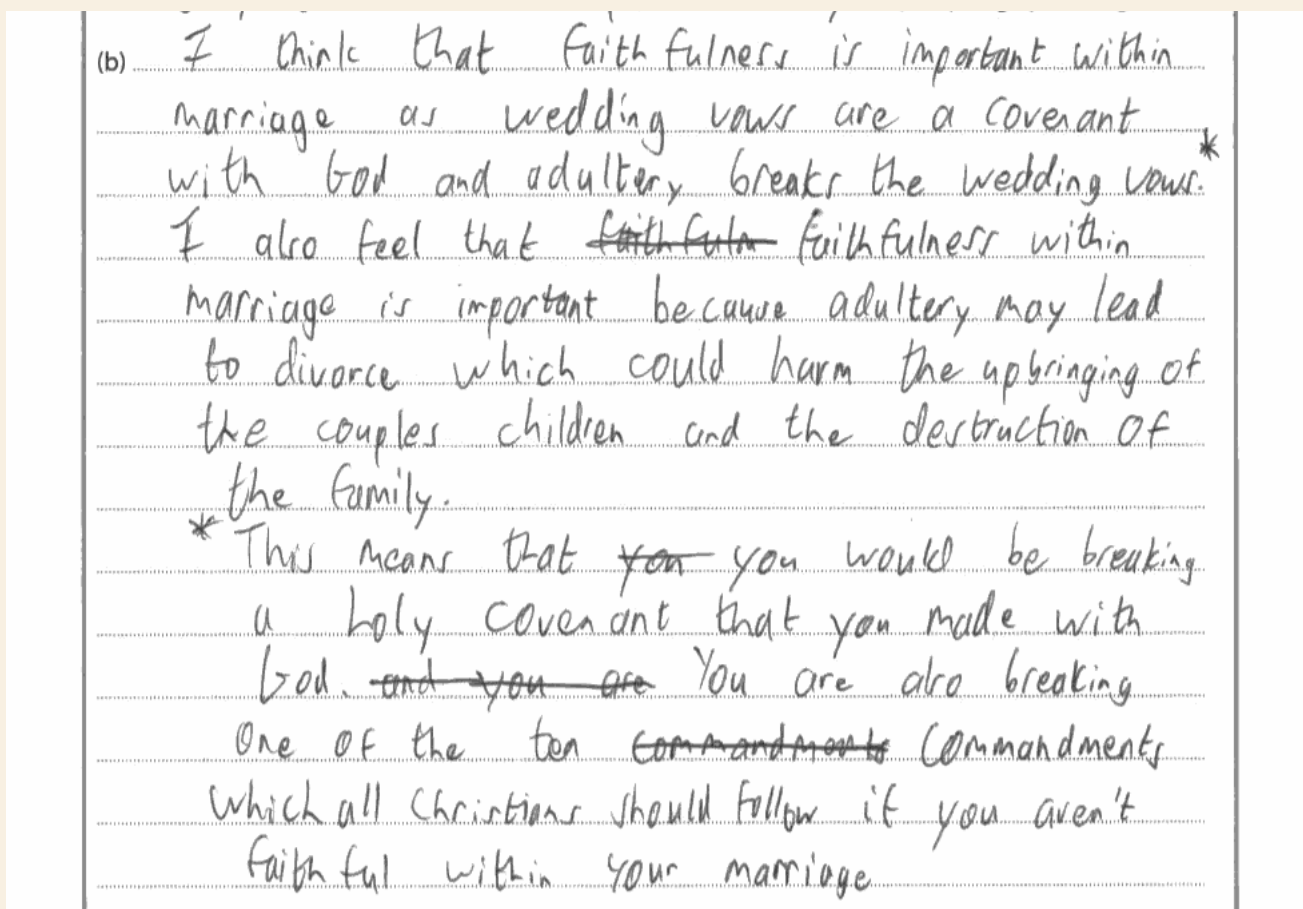
Most candidates were able to state their own opinion about whether religious faithfulness is important in marriage in response to part (b). Most candidates linked their reasons to the marriage vows and adultery being against the Ten Commandments. A few did not understand faithfulness and thought it was linked to belief.

Part (c) was well answered by the majority of candidates who were able to give several reasons why Christians allow divorce. Answers that did not achieve full marks were those that included reasons why some Christians might be against divorce. Both opinions on a topic are not always required by part (c) questions. Better answers included biblical quotations to develop the reasons given.

Part (d) of this question required candidates to include reasons from one religion other than Christianity. As pointed out in last year's report this is a possible requirement in (d) questions and candidates should be taught to read the whole question carefully.

Most candidates were able to give three reasons backing their view in (d)(i) and three reasons for an alternative view in (d)(ii). More able candidates used examples and quotations to support their opinion. It was clear that the recent debate in the news has had an impact on candidate responses and there were some very well thought out answers.

This is an answer which shows how to develop reasons in order to gain maximum marks.





- (c) Some Christians allow divorce as in ~~the~~ the Gospels Jesus is recorded to have said, "Any man who divorces his wife, except for marital unfaithfulness, and remarries is committing adultery."

this means that Jesus allowed divorce in some cases and as Jesus is the Messiah, his teachings are followed by Christians. They also believe that in some cases it is the lesser of two evils as ~~from~~ the couple may harm each other both physically and mentally if ~~unhappily~~ unhappily married, whereas if they weren't married this wouldn't be a problem. Some Christians believe that if a marriage is broken down then there is no point in forcing the couple to stay together ~~or~~ when they could be happy in a different relationship. They think this because they feel that Christianity is a religion of love and that they should do the most loving thing which in ~~the~~ this case would be to allow divorce. Some Christians also think that the Bible needs ~~reinter~~ reinterpreted to reflect modern society and allow divorce as they believe it's a normal occurrence in today's world and it would be acceptable if the Bible was written in this current ~~era~~ era.

(d) (i) I agree that everyone should accept homosexual relationships as ~~in the~~ in the Bible it's the act of homosexual sex which is condemned not actual ~~the~~ homosexuality. I also believe that as God created everyone, that he must allow people to be homosexual otherwise he wouldn't have created them that way. I also feel that ~~the~~ although homosexual couples can be acceptable that they will never have same standing as a marriage between a man and a woman.

(ii) ~~The~~ Muslims may disagree with me as homosexuality is forbidden in the Qu'ran and was condemned by the prophet Muhammad.\* The ~~the~~ Qu'ran also teaches that sex was given to humans by God for the main purpose of procreation as well as being unitive. A homosexual couple cannot have creative sex therefore ~~it~~ it is wrong.



\* Muslims believe that Muhammad was Allah's last prophet and that he is the perfect example for Muslims to follow so they would listen to his teachings.



## ResultsPlus

### Examiner Comments

This answer to part (b) gives two developed reasons for 4 marks.

The reasons were credited as follows:

Reason 1 - Wedding vows. This was developed by 'covenant with God'.

Reason 2 - Divorce, which was developed via 'harms.. children.'

In part (c) the response included three reasons, one of which is developed so was awarded level 4 – 8 marks. Quality of Written Communication is good so it gains the upper of the two marks in level 4.

The reasons were as follows:

Reason 1 – Jesus allowed divorce for adultery. This was developed by a quotation / paraphrase from Bible.

Reason 2 – Lesser of two evils. This was developed by harm each other.

Maximum marks have been achieved. Although the rest of the answer is valid it cannot gain any more marks.

In (d)(i) two simple reasons are given for 2 marks.

Reason 1 is credited at 'homosexuality is not condemned in Bible' and reason 2 at 'God created everyone'.

In (d)(ii) three simple reasons are given 3 marks. These were:

Reason 1 - Qur'an.

Reason 2 - Muhammad.

Reason 3 - Procreation.



## ResultsPlus

### Examiner Tip

Encourage candidates to read the part (c) questions carefully to identify where the response needs to include reasons for, reasons against, or both for and against, as these will change from question to question.

This answer shows how a candidate was not able to gain more marks because they did not give developed reasons.

(b) I believe faithful within marriage is important because when you said your marriage vows, you promised to be faithful to that person.

Another reason why I think it is important is to stay faithful within a marriage is because when you marry you are meant to truly love that person and if you are unfaithful then you clearly didn't love that person.

(c) Some Christians allow divorce because if someone had a valid reason, for example if their partner did not want children, then they

would be annulled which is a type of divorce.

(d) (i) I agree with this statement because I believe that love is love no matter who it is between. I also believe that God made everything and everyone different so people should accept that.

(ii) Muslims would not agree with me because they believe that homosexual feelings are unnatural and that people should not act on them as it is a test from Allah.



## ResultsPlus

### Examiner Comments

In part (b) two brief reasons for 2 marks. The brief reasons were:

Reason 1 - Marriage vows.

Reason 2 - It shows lack of love.

The response to part (c) has one developed reason and is given level 2 – 4 marks. Quality of Written Communication is good so it gains the upper of the two marks in level 2. The reason is credited for a valid reason for divorce and is developed by an example of not wanting children.

In (d)(i) two simple reasons are given and awarded 2 marks. The reasons were:

Reason 1 - Love is love.

Reason 2 - God created everyone.

In (d)(ii) two simple reasons were also given, again for 2 marks, these were:

Reason 1 - Unnatural.

Reason 2 - Test from Allah.



## ResultsPlus

### Examiner Tip

If candidates start each reason with a new paragraph, they can often recognise that the reason they are about to write is the same as one they have already given, and so can avoid repetition.

## Question 7 (a)

Most candidates knew the glossary definition for 'community cohesion'. However, many candidates used definitions for multi-faith or multi-ethnic society and as a result were awarded no marks.

Write your answer here:

(a) A common vision and shared sense of belonging for all groups in society.



**ResultsPlus**

**Examiner Comments**

This is a correct answer, the candidate has used the wording found in the specification glossary.

Write your answer here:

(a) COHESION WITHIN THE COMMUNITY.



**ResultsPlus**

**Examiner Comments**

This is an example of an incorrect response.

The candidate has just twisted the words given in the question.



**ResultsPlus**

**Examiner Tip**

Examples are credited as partially correct when definitions are asked for. This candidate might have scored 1 mark if they weren't sure of the definition and had given an example instead.

## Question 7 (b) (c) (d)

This question is based on Section Four of the specification. Each of the sub-questions covers a different bullet point within the specification.

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

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

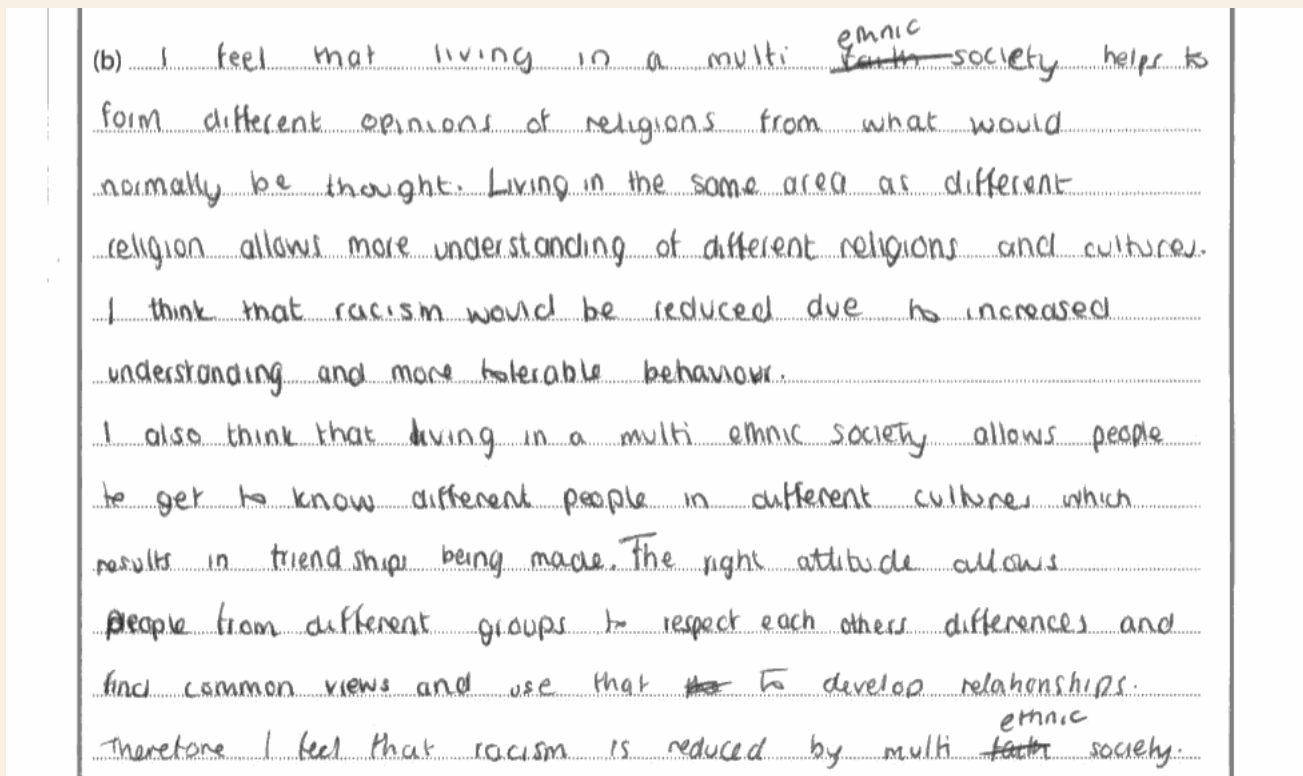
Better candidates were able to answer this part (b) question about a multi-ethnic society using both the information they had been taught and their personal experience. Lower scoring responses often confused multi-ethnic with multi-faith and therefore gained no marks.

In part (c) most candidates recognised that this was a question asking about women's rights in Christianity and they were able to gain good marks by developing, using either biblical examples or examples from the media, often 'The Vicar of Dibley'. Lower scoring responses did not realise that the question was not a general one on women's rights in society and, as they did not answer the question set, they could not be awarded any marks.

This part (d) question required candidates to include reasons from one religion other than Christianity. As pointed out in last year's report, this is a possibility in (d) questions and candidates should read the whole question carefully.

Most candidates were able to respond to the quotation but did not give substantive reasons why interfaith marriage might be positive or negative. Some candidates indicated that it was positive as you could convert your partner, without seeing the apparent conflict in this response. It is important that candidates are encouraged to discuss fully both their own reasons and those that other people might hold.

In this example the candidate shows how on a part (c) question the use of development can help gain maximum marks.



(c) When Jesus was ~~was~~ resurrected he first appeared to women. Jesus spoke with these women and trusted them to do as he asked. Therefore Jesus respected women and treated them as equals. Christians believe that if Jesus ~~god~~ had this attitude then so should

they as he was the example that we were given to follow. Jesus was seen to pray with women. ~~and he~~ This shows that Jesus formed good bonds with these women and therefore respected them enough to let them pray with him. Women should therefore be allowed to pray with men in church. Jesus washed the ~~some~~ girls' feet. This was unknown and unheard of but Jesus had respect for the women and this shows that men are equal to women. If Jesus respected women and saw them as equals to men, then all Christians should accept men and women as equals in all ways of life including religion.



## ResultsPlus

### Examiner Comments

In part (b) there are two reasons in this response, so it is awarded 2 marks. The two reasons were:

Reason 1 - Increased understanding.

Reason 2 - Friendships / relationships.

Much of this candidate's answer repeats the question and information they have already given. Candidates should be careful not to give the same information twice.

In part (c) the candidate gives two reasons, one of which is developed and so is awarded level 3 - 6 marks. Quality of Written Communication is good so it gains the upper of the two marks in level 3. The reasons were credited as follows:

Reason 1 - Jesus respected and spoke to women. This was developed by a biblical example of the women after the resurrection. (This example is given before the reason but still counts as development.)

Reason 2 - Jesus treated women as equals.

In (d)(i) the response gives two simple reasons for 2 marks. These were:

Reason 1 - Take things from others' religions.

Reason 2 - Find happiness.

However, in (d)(ii) the candidate is able to give three simple reasons for 3 marks. These were:

Reason 1 - Exclusively Muslim.

Reason 2 - Confused children.

Reason 3 - Against God.



## ResultsPlus

### Examiner Tip

Candidates can develop a reason by giving a relevant example or scriptural quotation.



This is an example of a candidate who gains full marks and shows effective use of paragraphing.

(b) I think living in a multi-faith society does reduce racism as people would then have friends from different ethnic groups and realise there are similarities between them, and would be more aware of the difference. ~~And~~ Also understand that stereotypes may not always be true.

Secondly people would come together and see lots of different cultures and traditions making life more interesting for everyone promoting racial harmony. As everyone will learn to get along and understand more about different lifestyles.

(c) Christians may allow equal rights in religion as in Galatians 3:26-28, it states we are all equal to Jesus, no-one is more superior or inferior which means we should all be treated-



## ResultsPlus

### Examiner Comments

In part (b) there are two developed reasons for 4 marks. The two developed reasons were: Reason 1 - Friendship which is developed by 'reject stereotypes'. Reason 2 - See lots of other cultures developed via understanding.

Two reasons, one of which is developed are given in (c) so this response was awarded level 4, 8 marks.

Quality of Written Communication is good so it gains the upper of the two marks in level 4.

The reasons were credited as follows:

Reason 1 - Galatians' reference.

Reason 2 - Actions of Jesus. This was developed by examples including woman at the foot of the cross.

Reason 3 - Men and women created at the same time.

There is more information but maximum marks have already been given. In response to (d) (i) three simple reasons are given for 3 marks. The three simple reasons were:

Reason 1 - Religious freedom.

Reason 2 - Love each other.

Reason 3 - Accepted in society.

In (d)(ii) the candidate was also awarded 3 marks, this time for two reasons, one of which was developed. The reasons were credited as follows:

Reason 1 - Only Muslims in heaven. This was developed by 'won't be with partner in heaven'.

Reason 2 - Betray family.



## ResultsPlus

### Examiner Tip

Candidates should practise developing reasons. This can be done in class by pairing candidates, asking them each to write a reason and then swapping with each other to develop the reason.

## Question 8 (a)

Most candidates knew the glossary definition for prejudice. However, a few candidates confused prejudice with discrimination and were awarded no marks.

Write your answer here:

(a) Believing someone ~~to be~~ to be inferior or superior without having met them based on their race/religion/gender ect.



**ResultsPlus**

**Examiner Comments**

This is an example of a correct response. It is an alternative wording - it refers to belief not action.

Write your answer here:

(a) prejudice is an act of discrimination <sup>and hate</sup> against a group/category of people.



**ResultsPlus**

**Examiner Comments**

This is an answer which gains no marks as it is incorrect. The response mentions an act of discrimination when prejudice is about judging.

### Question 8 (b) (c) (d)

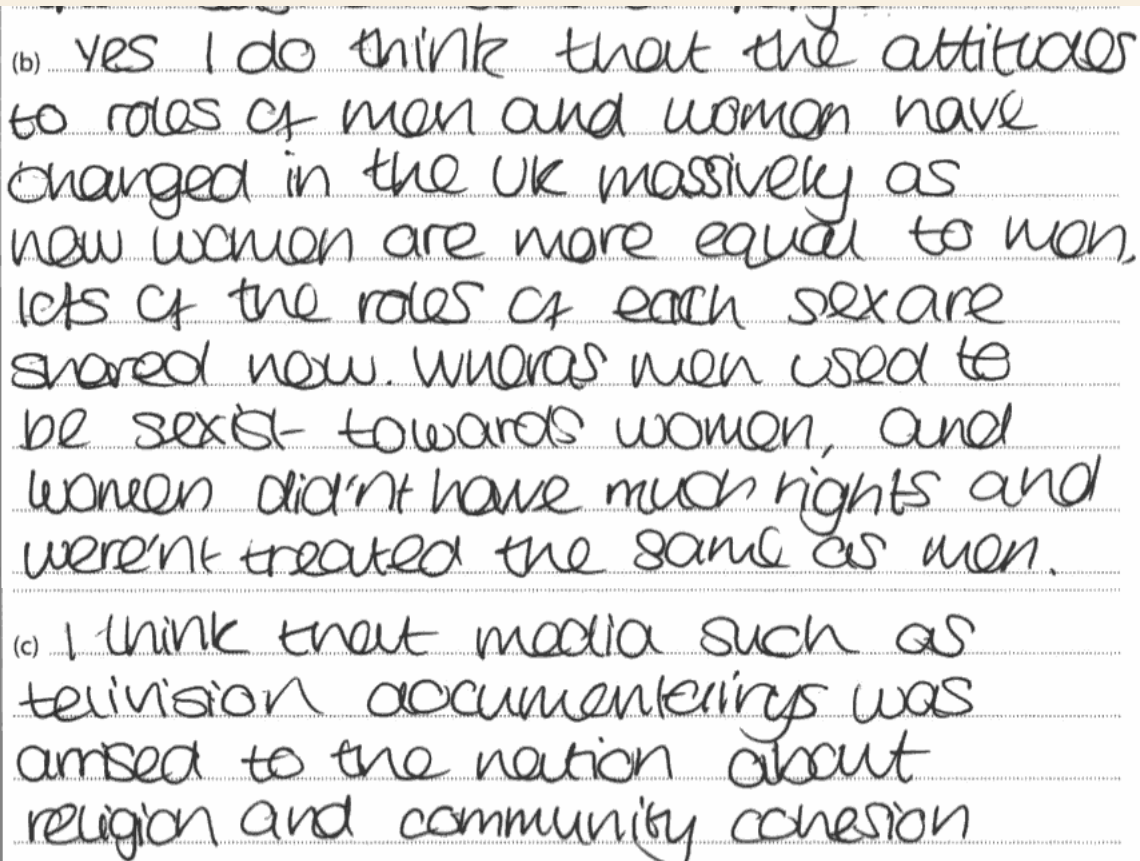
This question is based on Section Four of the specification. Each of the sub-questions covers a different bullet point within the specification. Question 8 was a less popular choice than question 7.

In part (b) most candidates were able to state their own opinion as to whether attitudes to the roles of men and woman have changed, and then give reasons for it. Many were able to use examples from changes in the law to back up their reasons.

This part (c) question was well answered by candidates who had been clearly taught bullet point 11 of the specification and had linked media to 'how an issue arising from religion and community cohesion has been presented'. These candidates who chose an appropriate example, often 'The Vicar of Dibley' or 'Make Bradford British' (broadcast on Channel 4), were able to explain how the issue was shown. It was not well answered by those candidates who used an issue from another part of the specification.

Most candidates were able to respond to the quotation in part (d) but many candidates confused multi-faith and multi-ethnic and some did not respond to the idea of families in the questions. Better responses referred to the concepts outlined in bullet point 9 of the specification.

This is an example of a candidate who does not answer directly or provide reasons clearly so responses lack meaning.



(b) yes I do think that the attitudes to roles of men and woman have changed in the UK massively as now women are more equal to men, lots of the roles of each sex are shared now. Whereas men used to be sexist towards women, and women didn't have much rights and weren't treated the same as men.

(c) I think that media such as television documentaries was aimed to the nation about religion and community cohesion

When films were showed about muslims in an rough white-british neighbour hood and the prejudice and racism was revealed on television about what problems happen un-be knowings to some of the nation.

(d) (i) ~~Multi faith~~ Multi faith ~~societies~~ societies cause problems for religious family as they may get picked on about theyre religion by other religions

(ii) People may disagree with me such as christians, as they believe to treat people how you expect to be treated. So not to treat different religious people different but fairly, how you expect to be treated.



**ResultsPlus**

**Examiner Comments**

In part (b) the response gives two simple reasons for 2 marks.

The reasons were:

Reason 1 - Women are not treated in a sexist way.

Reason 2 - Women have equal rights.

In part (c) one brief way was given for level 1, 2 marks.

Quality of Written Communication was good so it gains the upper of the two marks in level 1.

The way that is credited is how a documentary described racism. There is no clear example so level one is awarded.

In (d)(i) one reason ('they get picked on') is given and this is awarded 1 mark.

In (d)(ii) one simple reason is also given for 1 mark. The reason is 'treat others as you would like to be treated'.



**ResultsPlus**

**Examiner Tip**

In part (b) it is good practice for candidates to separate their two reasons by using a new paragraph for each.

This example shows how a candidate can gain almost full marks by using their knowledge correctly.

(b) Yes, I do think that attitudes to the rolls of men and women have changed in the UK. My first reason is that now ~~the~~ women have similar or equal pay. This shows how attitudes have changed because previously women would have had far less pay <sup>than men</sup> for doing the same jobs, ~~as men in 1945~~ where as now they would get similar or equal pay to men. My second reason is that now women have equal job opportunities as men, where as ~~in the past~~ they wouldn't have been able to do many jobs which they are now able to do. For example factory working, which prior to WWII no woman would have done.

(c) In the ~~film 'Bend Sin like Boltzman'~~ television series 'Vicar of Dible' it shows attitudes to equal rights for women

• People phasing against  
• silly  
• not knowledgeable  
• stereotypes  
• fitting in

in Christianity. ~~It treats women fairly.~~  
~~My first reason is that although it does portray~~ It treats women fairly in some parts but unfairly in others. My first reason is that it treats women unfairly because it portrays them as being silly, for example the female vicar makes many jokes and is exasperated. My second reason is that women are



shown as less knowledgeable than men, for example the female vicar says that she can't remember Jesus's name. My third reason is that it shows mostly negative viewpoints against female vicars, for example the other people in the parish council, especially the head, who is strongly against women in religion. My fourth reason is that she is treated fairly in some times during the programme for example the way that she attracts more people to her services than the old male vicar.

(d) (i) I disagree that 'Multi-faith societies cause problems for religious families.'  
~~My~~ My first reason is that by having multi-faith societies people get a broader and more advanced viewpoint on people of other religions. <sup>My second reason is that</sup> In the Bible it ~~says~~ says to treat everyone equally, and ~~for~~ for a multi-faith society to work you must treat everyone equally. ~~All~~ All religions teach equality, ~~and~~ tolerance, and treating people well, So in a multi-faith society everyone <sup>should</sup> ~~would~~ treat <sup>everyone</sup> else with respect and equality, ~~not~~ not treating anyone badly.

(ii) Some people may disagree with ~~me~~ because living around people of different religions may stir up religious hatred, because of disagreements between people of different religions. Their second reason is that people may try to convert you ~~if~~ <sup>and</sup> if you live in a multi-faith society, ~~at~~ this could cause problems or hatred.



## ResultsPlus

### Examiner Comments

In part (b) this candidate gives two developed reasons for 4 marks. The two developed reasons are:

Reason 1 - Women have equal pay. This is developed by 'in the past less pay for the same job now they have the same'.

Reason 2 - Women have equal job opportunities, which is developed via an example of factory work.

Two developed ways are given in part (c) so this is awarded level 4, 8 marks. Quality of Written Communication is good so it gains the upper of the two marks in level 4. The two developed ways are:

Way 1 - 'The Vicar of Dibley' portrays the female vicar as silly. This is developed by - she is always making jokes (this is an example).

Way 2 - She is shown as less knowledgeable, which is developed by 'she cannot remember Jesus' name'.

In this question to get level 3 or 4 the candidate must identify an example (in this case 'The Vicar of Dibley').

In part (d)(i) two reasons, one developed are given for 3 marks. These were credited as follows:

Reason 1 - Broader, more adjusted view of religion.

Reason 2 - All religions teach tolerance which was developed by 'taught in the Bible' (this is before reason two is given).

In (d)(ii) there are two simple reasons in this response so they are awarded 2 marks. The two reasons stated are:

Reason 1 - Religious hatred.

Reason 2 - Conversion.

## Paper Summary

Candidates produced some very interesting answers to the questions posed. Candidates have not only studied the topics but, importantly, have linked them to their everyday lives and the society around them.

Teachers and candidates should note these general points:

- There is a choice of two questions per section, each has 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 numbers). Candidates who choose questions from 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 and teachers should remind them to do so as part of examination preparation.
- The number of lines given on the paper is more than adequate for candidates to achieve maximum marks. Candidates who need extra space can use the space allocated to other questions as long as they clearly indicate on their papers that this is what they have done.
- This year there was an increase in the number of candidates who did not complete the final section 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.

In addition some general points can be made on answering the various question types:

- Maximum marks on the part (a) questions can be gained by learning the Edexcel glossary definitions.
- Only the candidate's point of view can be credited in part (b) questions. Candidates should concentrate on stating their opinion and writing two separate reasons for it, each in a distinct paragraph. They should then develop each of the reasons such as with an example or a quotation.
- Candidates can gain the higher mark within the level in part (c) by writing coherently as outlined in the Quality of Written Communication descriptor in the mark scheme.
- Many of the part (d) questions this year produced interesting answers. However, candidates should ensure that they start by stating their own view and reasons for it in (d)(i) and state reasons why someone might hold a different view in (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, teachers should be aware that (d) questions on this unit can ask 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.

From Summer 2013 there will be extra marks added for spelling, punctuation and grammar. There will be 4 marks added to section one 'Believing in God'. Further information about this is available on the GCSE Religious Studies section of the Edexcel website – [www.edexcel.com/rs](http://www.edexcel.com/rs).

## **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>



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