Commentary on candidate evidence

Candidate 1: Analyse the relationship between nibbana and meditation (10 marks)

The candidate was awarded **8/10 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

♦ Knowledge and Understanding (KU) – (14 marks) maximum awarded **6 marks**
♦ Analysis **2 marks**

This candidate clearly demonstrates knowledge on both nibbana and mediation but unfortunately fails to answer the question by analysing the relationship between the belief and practice. This is a great example of an A candidate failing to be succinct when answering the 10 mark question. This candidate would benefit from following a clearer structure with a time limit on answering the 10 mark questions.

Candidate 2: Analyse the relationship between nibbana and meditation (10 marks)

The candidate was awarded **8/10 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

♦ Knowledge and Understanding (KU) **6 marks**
♦ Analysis **2 marks**

This candidate demonstrates a brilliant structure for their 10 mark answer but fails to nail the analysis part of their answer. This candidate would benefit from signposting their analysis, eg 'the relationship between meditation and nibbana is….' to ensure they focus on answering the question. Another example of a candidate who has a solid grasp of the KU.

Candidate 3: Analyse the relationship between heaven and prayer (10 marks)

The candidate was awarded **8/10 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

- ♦ Knowledge and Understanding (KU) **6 marks**
- ♦ Analysis **2 marks**

This candidate is similar to candidate 2 with an attempt at a short and succinct structure but again fails to get full marks for analysing. As suggested, all candidates, will always benefit from a structure to ensure they can make an attempt at achieving as many marks as possible. Using the wording of the question throughout would help and keep the candidate on track. We have seen examples of structure in this exam and the best example is when they do the 2 paragraphs, KU x 3 / A x 2.

Candidate 4: Analyse the religious responses to the moral issues arising from gender inequality and exploitation in the media (10 marks)

The candidate was awarded **9/10 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

- ♦ Knowledge and Understanding (KU) **6 marks**
- ♦ Analysis **3 marks**

This question proved to be a difficult question for candidates doing relationships, even though there is very little to learn in this topic due to marriage being removed. Candidates were not well versed on the meaning of gender inequality and exploitation which meant they struggled to fully understand the question. It is important that in this section, the language that is found in the course specification, like all sections of Higher RMPS, is used word for word when delivering learning. This was a rare example of a good answer and again, structure has helped this candidate but ideally, they want this done in two paragraphs rather than moving into a third paragraph.

Candidate 5: Evaluate the significance of Buddhist beliefs about the nature of human beings (20 marks)

The candidate was awarded **18/20 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

- ♦ Knowledge and Understanding (KU) – (11 marks) maximum awarded **10 marks**
- ♦ Analysis **5 marks**
- ♦ Evaluation **3 marks**

An excellent example of a taught structure with a mixture of skills throughout each paragraph. Candidate does very well to answer this question, missing out on only 2 evaluation marks.

Candidate 6: Evaluate religious and non-religious responses to the moral issues arising from non-custodial sentences (20 marks)

The candidate was awarded **18/20 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

♦ Knowledge and Understanding (KU) – (12 marks) maximum awarded **10 marks**
♦ Analysis **4 marks**
♦ Evaluation **4 marks**

Another excellent example of a taught structure with the candidate able to break down the question and answer it fully. Candidate missed out on full marks for Analysis and Evaluation, but this was a very good essay under exam conditions.

Candidate 7: Evaluate religious and non-religious responses to the moral issues arising from sexual relationships (20 marks)

The candidate was awarded **17/20 marks**.

The evidence for this candidate has achieved the following marks for each element of this question paper component:

♦ Knowledge and Understanding (KU) – (13 marks) maximum awarded **10 marks**
♦ Analysis **4 marks**
♦ Evaluation **3 marks**

The key to these successful 20 mark answers is the candidates ability to break down and understand the question being asked. When candidates are able to see this section as morality and moral issues coming from all aspects of the content, candidates can easily answer these questions. Working backwards is key to answering this style of question.