

Candidate 1

The candidate was awarded **15 marks**.

The evidence for this candidate has achieved the following marks for each element of this course assessment component:

Knowledge and Understanding	6
Analysis	5
Evaluation	4

Commentary

‘Evaluate religious and non-religious view points to the use of human embryos for stem cell research’.

Use of ‘Evaluate’ in the question directs the candidate to skills. Inclusion of religious and non-religious responses provides breadth and depth. However, ‘stem cell research’ could prove challenging for C level candidates. The essay is not about the use of embryos – it is about Stem Cell Research.

Body of assignment: line of argument is sustained throughout – introduction, content and conclusion. Content is generic throughout – vague references to religious/non-religious viewpoints.

Structure: decent attempt at providing Knowledge and Understanding, analysing this and evaluating.

Sources: some relevant, but not put into any context.

Evaluation: thin, often simply candidate’s viewpoints.

Conclusion: responds to the question, but simply regurgitates previous points.

Candidate 2

The candidate was awarded **23 marks**.

The evidence for this candidate has achieved the following marks for each element of this course assessment component:

Knowledge and Understanding	8
Analysis	8
Evaluation	7

Commentary

'Voluntary euthanasia can never be morally justified.' How far would you agree with this statement?

Title: Appropriate title. Scope for evaluation of issue. Narrow focus – must focus on voluntary euthanasia throughout.

Body of assignment: excellent example of how an assignment should be structured. Clear Knowledge and Understanding, followed by viewpoint, followed by source, followed by analysis, followed by evaluation.

Knowledge: relevant throughout.

Sources: all sources are relevant. However, there is room for more quotations.

Evaluation: needs expanded out more. A bit thin in places.

Conclusion: reasoned judgement on the question, with two supporting reasons. Again, could be developed further (eg counter-arguments).

Candidate 3

The candidate was awarded **10 marks**.

The evidence for this candidate has achieved the following marks for each element of this course assessment component:

Knowledge and Understanding	5
Analysis	3
Evaluation	2

Commentary

'Is Jesus significant in today's society?'

This is a poor choice of question for a C level candidate due to the difficulty with it focusing on a religious figure – historically; questions relating to a World Religion do not do well.

This is a closed question which has limited this candidate in terms of their ability to analyse and evaluate.

The assignment is story like in parts and offers very little in-depth discussion about Jesus's life other than love and forgiveness. The analysis is limited with a limited number of sources, the analysis is also very thin and any attempted evaluation is weak and unsubstantiated. This is a very poor attempt.

There is no real structure, and it appears that the candidate has written as much as they could about what they knew about Jesus without a plan/line of argument. Teachers and lecturers should discourage C level candidates choosing an assignment on World Religion topics.

Candidate 4

The candidate was awarded **30 marks**.

The evidence for this candidate has achieved the following marks for each element of this course assessment component:

Knowledge and Understanding	10
Analysis	10
Evaluation	10

Commentary

'God is responsible for all the suffering and evil in the world.' To what extent do you agree?

Title: appropriate and allows scope for evaluation throughout. This candidate has simply argued their case through the use of theodicies.

The assignment includes clear and relevant Knowledge and Understanding, with long paragraphs packed with knowledge and understanding, analysis and sophisticated evaluation. There is use of analytical and evaluative stems throughout that signpost the line of argument.

Sources: all relevant and well deployed

Conclusion: answered the question and offered an alternative belief.

This is a good n example of a 30/30 assignment.