

Question paper 1: Section 1 – World Religion

Candidate 1 – Buddhism (Question 1)

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)	5
Analysis	4

Commentary

‘Analyse the purpose of following the Five Precepts.’

The candidate was not awarded marks for stating the precept, marks would only have been awarded if they showed an understanding of the precept as well as knowledge. The KU marks were varied in how they achieved them and used relevant, accurate and developed points when answering the question. This candidate has applied an effective structure to tackle this question, for example, using phrases such as, ‘the purpose’, ‘a consequence’ and ‘an implication’.

The use of the Dalai Lama’s quote at the end was effective in achieving a KU mark as it was a source that was linked to the five precepts.

This is a well-rounded answer to the question and clearly demonstrates an A level candidate in the way it has been answered.

Candidate 2 – Buddhism (Question 2)

The candidate was awarded **7/10 marks**.

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

Knowledge and Understanding (KU)	4
Analysis	3

Commentary

‘Analyse the purpose of following the Five Precepts.’

The candidate has stated the precept but also added additional KU to exemplify the precept in order to be awarded the full KU mark, for example, ‘This refers to avoiding killing things around us such as insects ...’.

Some of the candidate’s analysis wasn’t deployed effectively, for example, ‘will make their world a whole lot happier and purer ...make the world a better place’ but does not explain how the precept will do that.

This candidate used the language of the question to keep their answer focused, for example, ‘the purpose of this is ...’.

This is a good example of a solid answer from a typical upper B/lower A level candidate.

Candidate 3 – Christianity (Question 3)

The candidate was awarded **6/10 marks**.

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

Knowledge and Understanding (KU)	5
Analysis	1

Commentary

'Analyse the purpose of Christian action'

The candidate demonstrated their understanding of Christian action by identifying and describing two examples – helping those struggling with addiction through projects like building homes, and mission work in areas of poverty/deprivation. Knowledge marks were awarded for these examples and additional knowledge 'do not only help Christians or force their religion ...' and 'help to be given for no price ...'.

However, the analysis was poor as the candidate identified one purpose 'good judgement from god' and repeated this several times. Candidates at Higher level should be able to clearly explain the purpose of Christian action.

The candidate also started to offer an evaluation on Christian action by providing judgements on mission work, which was not credited, as this is not relevant to the question.

Candidate 4 – Christianity (Question 4)

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)	8
Analysis	4
Evaluation	5

Commentary

'Beliefs about God are the most significant of all Christian beliefs.'
How far do you agree?

This question has been tackled very well by the candidate. Knowledge marks were awarded for content relating to beliefs about God – 'all-powerful', 'creator', 'all-loving', 'all-knowing' - and the supporting information.

The candidate clearly attempts to pass judgements on the relevant significance of each belief, and uses rhetorical questions to analyse and evaluate each belief. The candidate then introduced another belief about God which is just as significant — belief about Jesus. This is a very good way to lay out a response to this style of question, and by using the wording of the question throughout, the candidate ensures that they remain focused and relevant throughout.

The candidate was awarded two knowledge marks for beliefs about Jesus and gives some good evaluation about the significance of beliefs about Jesus today, but then goes on to focus on the significance of practices, rather than beliefs. The candidate did not receive any further marks for this, as it is not relevant to the question which clearly asks about beliefs, not practices.

Candidate 5 – Buddhism (Question 2)

The candidate was awarded **15/20 marks**.

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

Knowledge and Understanding (KU)	8
Analysis	5
Evaluation	2

Commentary

'The Three Marks of Existence are the most significant of all Buddhist beliefs.'
How far do you agree?

This is an excellent example of a typical lower A level candidate response. The candidate picked up marks across all three skill areas and produced a very good essay under exam conditions. The candidate is very strong in both the KU and the Analysis component marks. The candidate has applied a clear structure and used skills phrases such as, 'a consequence of this is ...', 'an implication ...', 'The three marks of existence are important but not the most significant ...', which is incorporating the language of the question.

The candidate clearly demonstrated a solid understanding of the three marks of existence and made a clear link to the question by saying they are important but not the most important, allowing the candidate to access more marks throughout the essay.

Question paper 1: Section 2 – Morality and Belief

Candidate 6 – Morality and justice (Question 13)

The candidate was awarded **6/10 marks**.

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

Knowledge and Understanding (KU)	4
Analysis	2

Commentary

Analyse religious responses to custodial sentences.

This question was answered well by the candidate which enabled them to access four of the six KU marks by simply presenting an example of a custodial sentence, prison, and by applying a basic religious response to prison.

This candidate uses skills phrases with the intention to analyse but in fact they are simply presenting more KU, similar to a developed point from previous KU marks.

This proved to be a challenging question for many candidates as they either presented moral issues arising from custodial sentences whilst ignoring the requirement to apply and analyse religious responses or they discussed non-custodial sentences.

Candidate 7 – Morality and justice (Question 14)

The candidate was awarded **16/20 marks**.

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

Knowledge and Understanding (KU)	8
Analysis	5
Evaluation	3

Commentary

'Retribution is as morally acceptable as any other purpose of punishment.'
How far do you agree?

This is an excellent response from a solid A level candidate and a good example of how an assignment should be structured. In this response the candidate has addressed the course specification point in the question 'retribution' in their opening paragraph and presented a solid account of what retribution is, the moral issues arising from it as well as an evaluation point. The candidate continued with other purposes of punishment and again presented the KU on each one, they then went on to analyse the moral issues arising from each one. The candidate is very strong in both the KU and Analysis component marks and did very well to access three of the possible five evaluation marks.

Unfortunately the candidate appears to have ran out of time and did not complete the essay.

Candidate 8 – Morality and justice (Question 14)

The candidate was awarded **14/20 marks**.

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

Knowledge and Understanding (KU)	9
Analysis	5
Evaluation	0

Commentary

'Retribution is as morally acceptable as any other purpose of punishment.'
How far do you agree?

This is an example of a candidate who has tried to evaluate but has not been successful. They have clearly used an effective structure, which has been done throughout, and their use of developed and accurate KU points alongside analytical points, has ensured that they have been successful in gaining high marks. Skills phrases have been used throughout and are well deployed. This candidate has made every attempt to answer this question. Please note, the example the candidate used, Tooki, is inaccurate.

This is a very good example of a lower A/upper B level candidate response.

Candidate 9 – Mortality and relationships (Question 15)

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
Analysis	2

Commentary

Analyse religious responses to sexual relationships.

This candidate offered four different sexual relationships and made some attempt to apply a religious response to three of them. The candidate presented some good KU points throughout the essay but failed to deploy the level of analysis needed at Higher level. The candidate made good use of biblical quotes, albeit not word for word, which is acceptable, and a good effort at answering the question. Some skills phrases used throughout, for example, 'This means that ...' is used on a few occasions.

This is an excellent example of a C/B level candidate.

Candidate 10 – Morality and relationships (Question 16)

The candidate was awarded **10/20 marks**.

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

Knowledge and Understanding (KU)	7
Analysis	2
Evaluation	1

Commentary

'Arranged marriage is as morally acceptable as any other form of marriage.'
How far do you agree?

This proved to be a challenging question for many candidates as the question was misread on many occasions. Many candidates, like this one, answered this question by arguing which type of marriage was morally acceptable rather than whether arranged marriage is as morally acceptable as all other types of marriage. This candidate has made an attempt to analyse in some places but the evaluation falls short of marks due to the misinterpretation of the question.

This is a typical C level candidate response, achieving high marks in KU and much lower marks in Analysis and Evaluation.

Candidate 11 – Morality, medicine and the human body (Question 19)

The candidate was awarded **7/10 marks**.

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

Knowledge and Understanding (KU)	6
Analysis	1

Commentary

Analyse religious responses to consent in organ donation.

The candidate starts well by describing the opt-in and opt-out systems of consent for organ donation. Knowledge points are accurate, relevant and there is evidence of development of points.

The candidate described the moral issue and included an accurate quotation to support this, which was correctly attributed by the candidate. The candidate used the quotation to introduce analysis of the moral issue and was credited for this.

Unfortunately, the candidate then went on to introduce other moral issues arising from organ donation, but not arising from consent. This question proved problematic for this candidate, and others, who lost marks due to not focusing on the issue of consent, but instead introducing other moral issues arising from organ donation.

Candidate 12 – Morality, medicine and the human body (Question 20)

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

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

Knowledge and Understanding (KU)	10
Analysis	5
Evaluation	5

Commentary

'Reproductive uses are as morally concerning as any other use of embryos'.
How far do you agree?

The candidate has included a wealth of information about reproductive uses of human embryos. IVF and PGD were described and examples of their uses given. Sources were used to introduce or support moral concern and these were interpreted and related to the question. There is an abundance of knowledge and understanding, with the marker identifying 22 KU points.

Issues were explained and analysed clearly throughout the essay and helped along by the candidate's ability to use sources.

The candidate clearly evaluated in the first person, giving reasoned and supported judgements throughout. The question identifies reproductive uses of embryos and so, rightly, the candidate focused on these uses. However, the candidate also briefly introduced and made a judgement on the relative moral acceptability of research uses. While this is brief, there was enough comparative judgement to secure additional marks.