



- Be familiar with how to write responses to short answer questions. Target all aspects of the question and write concisely, with accuracy and appropriate detail.
- Support your responses where necessary with evidence or rich and varied examples.

*Advice for teachers*

- Ensure that you cover all aspects of the syllabus with students and provide plenty of opportunities to engage with the religious inquiry and learning skills.
- Assist students in developing the skill of judging the relevance of information both in source material and in their own answers.
- Explicitly teach students how to construct responses for a range of higher-order verb demands in questions such as evaluate, analyse and examine.

***Comments on specific sections and questions***

**Section One: Source analysis (63 Marks)**

Many candidates excelled in the lower order parts of each question but fewer candidates displayed an ability to engage with the higher order thinking required in the more analytical or evaluative question parts.

**Section Two: Short answer (37 Marks)**

Overall, candidates performed reasonably well on this section of the examination but some struggled with Questions 6 and 8 which involved concepts such as interplay and influencing factors.

**Section Three: Essay (25 Marks)**

Overall, the approach of candidates to writing essays with meaningful introductions and conclusions was very pleasing this year. It was also encouraging to see candidates structuring their essay with the use of paragraphs, but the technique of constructing meaningful paragraphing is still not evident in many responses. Understanding of key concepts varied greatly in this section and so too did the ability of candidates to provide supporting examples, make use of relevant terms, provide definitions, use relevant quotations or references and provide supportive descriptions.