

# Religious Studies: *Entry Level Certificates*

## **OCR: Religious Studies A (World Religions)**

The Entry Level Certificate Religious Studies A with its emphasis on World Religions provides the opportunity for candidates to follow a coherent course, balanced in terms of breadth and depth, and supports the study of Christianity and/or one or two other principal religions. It enables candidates to study any permitted combination of the available modules, so that (for instance) they might study Christian (Roman Catholic) Perspectives together with Judaism.

This course is intended to cater for those lower attaining candidates who typically have difficulty in reaching Level 3 (or the equivalent) of the National Curriculum at the end of Key Stage 3 and for whom the equivalent GCSE Full and Short Courses are not appropriate; although candidates may transfer from one course to another at almost any point in their period of study.

The course complements, and may be delivered in conjunction with, courses in Personal, Social and Health Education and/or Citizenship, it also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

The Entry Level Certificate qualification is entirely teacher-assessed.

## **OCR: Religious Studies B (Philosophy and Ethics)**

The Entry Level Certificate Religious Studies B, with its emphasis on Philosophy and Ethics provides the opportunity for candidates to follow a coherent course, balanced in terms of breadth and depth, and supports the study of Christianity and/or one or two other principal religions.

This course is intended to cater for those lower attaining candidates who typically have difficulty in reaching Level 3 (or the equivalent) of the National Curriculum at the end of Key Stage 3 and for whom the equivalent GCSE Full and Short Courses are not appropriate; although candidates may transfer from one course to another at almost any point in their period of study.

The course complements, and may be delivered in conjunction with, courses in Personal, Social and Health Education and/or Citizenship, it also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

The Entry Level Certificate is entirely teacher-assessed.



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## Entry Level Certificate

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# Religious Studies 4906 2009

Material accompanying this Specification

- Externally-Set Assignments & Mark Schemes

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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## Background Information

### 1

## Entry Level Certificates

1.1	<b>National Qualifications Framework</b>	The Entry Level Certificates (formerly Certificates of Achievement) are designed for use by students who are unlikely to reach Grade G at GCSE – this grade being the lowest of the Foundation Level in the National Qualifications Framework.
1.2	<b>Entry Level Qualification Requirements</b>	The Entry Level requirements state that tasks or other assessments which are independently or externally-set or validated, externally marked or moderated, and conducted under supervised and specified conditions must contribute at least 50% to the overall award in the case of National Curriculum subjects, literacy, numeracy, and information technology, and at least 40% in other cases.
1.3	<b>Structure of this Entry Level Certificate</b>	This is a unit-based specification, with students required to complete five of the units provided. The unit format provides a clearly focused structure for learning.
1.4	<b>Accreditation of Individual Units</b>	<p>Accreditation of individual units is available for centres registered with the AQA Unit Award Scheme. Their candidates can receive a separate Unit Award Statement for each unit for which every outcome has been demonstrated (see Appendix A).</p> <p>Centres can enter for the Entry Level Certificate without also registering for the Unit Award Scheme, but no accreditation of individual units is then available.</p>
1.5	<b>Basic Skills</b>	The specification provides opportunities to develop and demonstrate the basic skill of literacy and, to a lesser extent, the skill of numeracy. Details are provided in Section 32. Some students may be working above Entry 3 in some areas of their studies and may be able to meet some of the requirement of the main Key Skills, Communication, IT, or the 'wider' Key Skills, Working with Others, Problem Solving and Improving Own Learning and Performance.
1.6	<b>Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues</b>	It is a requirement that all specifications identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details in respect of this specification are provided in Section 33.

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| 1.7 | ICT | The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject. |
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| 1.8 | Citizenship | From 2002, students in England have been required to study Citizenship as a national curriculum subject. Each specification signposts, where appropriate, opportunities for developing citizenship knowledge, skills and understanding. |
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## Specification at a Glance

### *Religious Studies*

- This is the only Entry Level specification offered by AQA in this subject
- Three levels of award are available: Entry 1, Entry 2 and Entry 3
- To be eligible for an award, candidates must submit for assessment and moderation evidence from six units as follows.

#### Externally-Set Assignments

Candidates must submit evidence for two units from a choice of five.

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#### Teacher-Controlled Assignments

Candidates must submit evidence for four units from a choice of eighteen.

## 3

## Availability of Assessment Units and Entry Details

3.1	Availability of Externally-Set Papers	<p>At the beginning of the first year of the specification or the first year of entry for a centre, AQA will send to centres two different externally-set assignments on each of the externally assessed units (1-5).</p> <p>A single pack will be provided in which there will be a master copy of the assignment for each unit. Centres can photocopy these as and when required.</p> <p>The assignments should be kept under secure conditions when not in use.</p>
3.2	Entry Codes	<p>Centres must register as a centre with AQA before formally entering candidates in February in the year of the award.</p> <p>The Subject Code for entry for this Entry Level Certificate is 4906.</p>
3.3	Prohibited Combinations	<p>There are no prohibited combinations with this specification.</p>
3.4	Private Candidates	<p>This specification is not available for private candidates.</p>
3.5	Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 (Extension to the Act to include General Qualifications in 2007) in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document:  <i>Access arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i>  <i>GCE, AEA, VCE, GCSE, GNVQ, Entry Level &amp; Key Skills</i>  This document can be viewed via the AQA Website (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.  For details see also Section 40.</p>
3.6	Language of Examinations	<p>All assessment must be done through the medium of English. Assessment will not be available in Welsh or Gaeilge.</p>

# Scheme of Assessment

## 4

## Introduction

### 4.1 National Criteria

This Entry Level Certificate specification complies with the following:

- Levels 1-3 of the requirements of the National Framework for Religious Education;
- Entry Level Requirements;
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

This specification has been designed to build on work undertaken at Key Stage 3, for use by candidates who are unlikely to reach Grade G at GCSE. The specification had been developed with reference to the GCSE National Criteria for Religious Studies. It is intended that it can be used alongside any GCSE Religious Studies specification offered by AQA.

It provides a clearly focused framework for achievement

### 4.3 Prior level of attainment and recommended prior learning

The specification builds on the knowledge, understanding and skills acquired in Key Stage 3 of the National Framework.

Consideration has been given to the National Framework for Religious Education and to the various programmes of study guided by SACREs around the country. The aim has been to provide a coherent, satisfying and worthwhile course of study which builds on these various foundations.

It is not necessary for candidates to have studied Religious Education before commencing work on this specification and no prior knowledge of the subject is necessary. It is recommended that candidates should have acquired literacy skills of Level 1 and above, as these will be used in all units. Numeracy skills are required where appropriate, and may be relevant to any unit where candidates are interpreting information.

Teachers should provide appropriate and adequate guidance about the demands of the specification before students embark on their studies.

#### 4.4 Progression

The scheme of assessment allows attainment to be recognised at standards consistent with Levels 1, 2 and 3 of the National Framework. As an approved Entry Level Qualification, the specification provides excellent progression to GCSE studies, particularly in Religious Studies.

The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The qualification therefore increases flexibility for students and makes a distinct contribution to the quality and coherence of the Qualifications Framework.

In addition, it provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

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## 5

### Aims

A course based on this specification should encourage candidates to:

- a. take small steps to achievement by a unit-based approach
- b. develop basic literacy skills
- c. progress towards GCSE Religious Studies.

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## 6

### Assessment Objectives

Candidates should be able to:

- A01 recall, select, organise and deploy knowledge of the course content;
- A02 describe, analyse and explain the relevance and application of a religion or religions;
- A03 evaluate different responses to religious or moral issues.

Although the assessment objectives are expressed separately, they are not wholly discrete. Objective A01 pervades the other objectives.

7

## Scheme of Assessment

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7.1	Requirements	The scheme of assessment allows attainment to be recognised at Entry Levels 1, 2 and 3. These levels are the equivalent to Levels 1, 2 and 3 in the National Framework for Religious Education. To be eligible for an award at Level 1, 2 or 3, candidates must submit for assessment and moderation evidence from six of the units in this specification.
	Externally-Set Assignments	Candidates must submit two externally-set assignments taken from Core Units 1 – 5. Initially assessed by the teacher these will be moderated by AQA.
	Internally-Set Assignments	Candidates must submit work from four of the Option Units 6 – 23. This will also be assessed by the teacher and moderated by AQA.
	Evidence	<p>Candidates entered for the Entry Level Certificate should be encouraged to produce evidence for as many of the specified outcomes as possible, as failure to do so may mean they do not demonstrate the qualities needed to reach Entry 1, 2 or Entry 3.</p> <p>In the case of the Option Units, Outcome 5 may be assessed orally on an individual basis. The teacher-completed checklist will provide the necessary evidence.</p> <p>A teacher-completed checklist may be submitted in place of written evidence for <i>one</i> Option Unit. Sufficient details of the task(s) completed must be submitted to the moderator to allow the teacher's assessment to be confirmed. See Section 36 for further details. No more than one Option Unit may be completed in this way.</p>

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- 7.2 Externally-Set Assignments
- Externally-set assignments must be undertaken under controlled conditions and under the direct supervision of the teacher.
  - Candidates must attempt **one** assignment for each of the two Core Units chosen. These must be undertaken under controlled conditions and under the direct supervision of the teacher. They may be taken in any order. It is expected that each assignment will be completed within 45 minutes. No more than six structured tasks will be set in any one externally-set assignment. They will require short responses which will be represented in a variety of formats, e.g. multiple choice, short and longer answers. Assessment schemes are provided for these Core Units.
  - Candidates may **not** make more than one attempt at the same external assignment. They may attempt both external assignments for the same Core Unit, with the better mark being submitted for assessment.
  - Candidates may take an assignment at any appropriate time, as long as the assignments and candidates' responses are kept secure when not in use.
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7.3 Portfolio of Work

At the end of the course candidates must submit a portfolio of work.

This portfolio will be in two parts, the first containing evidence from the **externally-set assignments** and the second the evidence from the four **teacher-controlled assignments**. Evidence from all six units in the portfolio of work should be available, even though evidence of all the outcomes may not be available.

For more details see Section 34.

7.4 Weighting of Assessment Objectives

The assessment objectives are weighted as follows.

	Externally-Set Units	Internally-Set Units	Overall
AO1 and AO2	83.3%	80%	81.7%
AO3	16.7%	20%	18.3%

## Subject Content

### 8

## Summary of Subject Content

8.1	Introduction	The subject content of this specification covers aspects of the Programme of Study for Key Stage 4 of the National Framework for Religious Education.
8.2	Units Available	Externally-set tasks are available for the Core Units.
	Core Units	Unit 1 Some Practices of a World Religion
	Choose Two	Unit 2 Some Principles of a World Religion
		Unit 3 Some Aspects of Jesus' Passion and Resurrection
		Unit 4 The Existence and Nature of God
		Unit 5 Thinking about Morality
	Option Units	Unit 6 Abortion
	Choose Four	Unit 7 Contraception
		Unit 8 Sexual Morality
		Unit 9 Marriage, Divorce and Re-Marriage
		Unit 10 Euthanasia
		Unit 11 Drug Use
		Unit 12 Care of the Elderly
		Unit 13 Human Rights
		Unit 14 Suffering
		Unit 15 Work and Leisure
		Unit 16 Aspects of Medical Ethics
		Unit 17 Capital Punishment
		Unit 18 Prejudice and Discrimination
		Unit 19 Wealth and Poverty
		Unit 20 The Environment
		Unit 21 War and Peace
		Unit 22 A Study of a Place of Worship
		Unit 23 A Study of Aids to Prayer

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**8.3 Structure of each Unit**

Each unit contains a number of sections.

The **Unit Description** indicates the learning objectives and processes involved.

The **Procedures for Making and Recording Assessment** indicate the person(s) responsible for the assessment of each outcome, the technique(s) or assessment used and the place in which assessments are recorded. The numbers in brackets refer to the outcomes to be accredited.

The **outcomes** of a unit specify the abilities, areas of knowledge, understanding and experiences which are to be accredited.

The **evidence** section of the unit specifies the evidence which must be offered by the centre to demonstrate the candidate's achievement of the outcomes. All the outcomes must be met where separate unit accreditation is required for AQA's Unit Award Scheme.

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**8.4 Option Units**

In all Option Units (Units 6 – 23) candidates may respond orally to Outcome 5.

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**8.5 Contexts**

It is expected that the units will be undertaken in a variety of contexts and make full use of the practical uses and possibilities of ICT where appropriate.