

CCEA Entry Level Certificate in Religious Studies - (Revised)
March Series 2016

Chief Examiner's and Principal Moderator's Report

religious
studies

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Certificate (ELC) in Religious Studies (Revised) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk

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ELC RELIGIOUS STUDIES

Principal Moderator's Report

Three schools entered candidates for the new specification. All three centres used Units 1 (The Parables of Jesus); 2 (The Easter Story); 9 (Christian Marriage) and 10 (Issues of Life and Death). Two of the centres attempted Units 6 (Famous Followers of Religion) and 7 (Religious Charities). Unit 4 (Religious Festivals) and 8 (Addiction) were each covered by one centre. There were no entries for Units 3 (Places of Worship) and 5 (Christian Sacraments or Ordinances). In total 18 units were moderated with one unit being upgraded to a higher level and one being downgraded by a level. These alterations did not change the overall grade achieved by the candidates with all candidates achieving an Entry 3 level. In one school this was achieved with six units at Level 3, another with five units at Level 3 and one unit at Level 2 whilst the third school which took up this accreditation at the last moment met the criteria with four units at Level 3 and two units at Level 1.

The evidence submitted for moderation varied greatly and there is no need to send every piece of work attempted in a unit. Schools need to be selective and forward adequate evidence that the six assessment criteria have been met for each unit. It is important to annotate the candidates' work by indicating where the criteria have been fulfilled. Teachers could record 1.1, 1.2, 1.3 etc at the appropriate place.

The new specification allows for a more flexible and wider range of assessment methods than the previous specification with its compulsory assessment components of an oral, a creative and expressive task, structured questions and an investigative study. However, these methods can still be used provided teachers adapt them to the set criteria for each unit. From the work submitted there were examples of the previous tasks being adapted as well as use being made of the resources produced by CCEA. It was reassuring to see that schools were starting at Entry 3 and then adjusting to meet the needs of the candidature or changing circumstances in the school. There was some excellent work and very good use was made of technology with excellent PowerPoint presentations for the unit on charities and time lines on the lives of famous religious leaders. Teachers and students are to be congratulated for all their endeavours.

The moderating team found the work submitted to be of a high standard and the experience of moderating just three schools has given an insight into ways in which assessing this accreditation course can be developed and enhanced. We look forward to schools moving from the legacy course to the new style CCEA Entry Level in Religious Studies.

Contact details

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