

CCEA Entry Level Certificate in Religious Studies
(March Series) 2017

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 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

Thirty one schools entered candidates for this specification. All units were covered with the most popular ones being Unit 2 (The Easter Story), Unit 1 (The Parables of Jesus), Unit 9 (Christian Marriage), Unit 10 (Issues of Life and Death), Unit 8 (Addiction) and Unit 6 (Famous Followers of Religion). The units which had the lowest uptake were Unit 5 (Christian Sacraments or Ordinances) and Unit 7 (Religious Charities). In total 51 adjustments were made to 186 units which were sent for moderation. Of these 38 were upgraded and 13 lowered by a level. In many instances these adjustments were in relation to a small number of students at a particular level.

To obtain the top Entry 3 level the majority of centres covered all six units at Level 3 whereas a small number of centres covered the assessment criteria in four of the units at Level 3 and the other two units at either Level 1 or Level 2. It was reassuring to see that schools were starting at Entry 3 and then adjusting the level of assessment to meet the needs of individual candidates or changing circumstances in the school.

In assembling the candidates work for external moderation schools are reminded that it is collated on a unit by unit basis and not candidate by candidate as was the procedure with the previous ELQ accreditation course. Schools do not need to send every piece of work attempted by the student in a unit. It is important that the exemplar material clearly covers the six assessment criteria that are required. The moderators are looking for annotation that highlights where the criteria have been met. Teachers could record 1.1, 1.2, 2.1, 2.2, 3.1 and 3.2 at the appropriate places. The use of marks or percentages is not required in the new specification. All six assessment criteria have to be met to obtain a pass for each individual unit.

The new specification allows for a more flexible and wider range of assessment methods rather than the previous specification with its compulsory components of oral, a creative and expressive task, structured questions and an investigative study. Some centres did successfully adapt these assessment elements to meet the requirements of a criteria based assessment. Some schools made excellent use of the resources produced by CCEA and this was particularly evident in units 6, 8, 9 and 10. There was plenty of excellent work submitted with very good use made of technology and PowerPoint presentations. A wide variety of strategies were used including story boards, time lines, posters, festival cards and diaries. Teachers and students are to be congratulated for all their endeavours.

As with any new accreditation course there are always some introductory problems which need to be addressed. Art work needs to be accompanied with some written explanation or development. In Unit 2 at Entry 3 and criteria 1.2 candidates should describe the role played by a key personality in the Easter story. Responses at Entry 3 in the third learning outcome across all the units had a tendency to lack depth and development. Explanations need to be more than just a few sentences of response. In units 8 and 10 it is essential that case studies are referred to and there a number of exemplars available on the CCEA website.

It was pleasing to see that a small number of centres used religious festivals from world faiths other than Christianity. The overall standard was very good with units 8, 9 and 10 producing the highest quality of performance. A sound foundation has been laid and the moderation team is confident that schools will look for ways to improve the performance of their students in the coming years. The moderation team would encourage schools to seek advice and assistance from the Religious Studies Subject Officer at CCEA in order to maximise the potential of their students. The moderation team is delighted with the high entry for 2017 and we hope that it has been a rewarding and enjoyable experience for both staff and students.

Contact details

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