

CCEA Entry Level in Religious Studies
(March Series) 2018

Principal Moderator's Report

religious
studies

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level 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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ENTRY LEVEL IN RELIGIOUS STUDIES

Principal Moderator's Report

1507 candidates entered for this specification from twenty three schools. This was a decrease on the number of schools who entered candidates the previous year. All units were covered with the most popular ones being Unit 2 (The Easter Story), Unit 1 (The Parables of Jesus), Unit 8 (Addiction), Unit 10 (Issues of Life and Death), Unit 9 (Christian Marriage) and Unit 4 (Religious Festivals). It was pleasing to note that religious festivals was not confined to Christian festivals and a few centres had introduced other world faiths. The units which had the lowest uptake were Unit 5 (Christian Sacraments or Ordinances) and Unit 7 (Religious Charities). In total 48 adjustments were made to 135 units which were sent for moderation. Of these 19 were upgraded and 29 downgraded by a level. Unit 4 (religious Festivals) had the highest number of downgrading mainly due to a lack of development with assessment objectives 2.1 and 2.2. Candidates need to give a more detailed understanding of religious and social activities associated with the festivals they have chosen. In many instances these adjustments were in relation to a small number of candidates at a particular level. The units which had the highest performance levels were units 8 and 9. There was an improvement in Unit 1 (The Parables of Jesus) and Unit 2 (The Easter Story) and with enhanced and reviewed materials on both units now available on the CCEA website the moderating team envisage an even better response in 2019.

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 the majority of 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 candidate 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 as well as recording appropriate written comments. 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.

This specification allows for a more flexible and wider range of assessment methods. Many centres 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 power point presentations. A wide variety of strategies were used including story boards, time lines, posters, festival cards and diaries. The variety of strategies used across the 6 units allowed individual candidates to have a positive experience. Throughout the moderation process the moderating team were delighted to see so many examples of excellent teaching and learning. Teachers and candidates are to be congratulated for all their endeavours.

As with any relatively 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. Responses at Entry 3 in the third learning outcome across all the units had a tendency to lack depth and development. Candidates should be encouraged to develop opinions. Explanations need to be more than just a few sentence responses. In Units 8 and 10 it is essential that case studies are referred to and there are a number of exemplars available on the CCEA website. In using these case studies it is essential that they give personal opinions and not just rewrite the case study.

It was pleasing to see that a small number of centres used religious festivals from other world faiths 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 candidates in the coming years. The moderation team would encourage schools to seek advice and assistance from the Religious Studies Subject Officer at CCEA so that they can maximise the potential of their students. The moderation team is delighted with the way this accreditation course is developing and we are confident that it has been a rewarding and enjoyable experience for both staff and candidates.

Contact details

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