

CCEA Entry Level in Religious Studies  
(March Series) 2019

## Principal Moderator's Report

religious  
studies



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2019 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 section on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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## ENTRY LEVEL RELIGIOUS STUDIES

### Principal Moderator'S Report

Fifteen schools entered a total of 262 candidates for this specification. This was a decrease on the number of schools who entered candidates in 2018. All units were covered with the most popular ones being Unit 2 (The Easter Story), Unit 1 (The Parables of Jesus), Unit 10 (Issues of Life and Death), Unit 9 (Christian Marriage), Unit 8 (Addiction) and Unit 4 (Religious Festivals). It was pleasing to note that religious festivals was not confined to Christian festivals and that one centre had concentrated on Judaism. The units which had the lowest uptake were Unit 5 (Christian Sacraments or Ordinances), Unit 3 (Places of Worship) and Unit 7 (Religious Charities). A total of 25 adjustments were made to 91 units which were reviewed at moderation. Of these adjustments 23 were upgraded and only 2 were downgraded by a level. In many instances these adjustments applied 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 further improvement in Unit 1 (The Parables of Jesus) and Unit 2 (The Easter Story) and this was caused by the use of revised tasks based on CCEA assessment materials.

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. However there are still a few schools concentrating on Level 2 criteria. The moderating team were impressed with the depth and detail of some of the work and were of the opinion that the majority of the candidates were capable of meeting the Level 3 criteria.

All schools assembled the candidates work in units and this makes the moderation more straightforward. 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. The majority of centres in assessing the candidates work are recording 1.1, 1.2, 2.1, 2.2, 3.1 and 3.2 at the appropriate places as well as recording appropriate written comments. All six assessment criteria have to be met to obtain a pass for each individual unit.

This specification allows for a flexible and wide 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. Some of the resources on the CCEA website have been updated. There is 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 were used across the 6 units allowing 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 accreditation course there are always some introductory problems which need to be addressed by new schools. 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 sometimes has a tendency to lack depth and development. Candidates should be encouraged to develop opinions. Explanations need to be more than just a few sentence 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. In using these case studies it is essential that they give personal opinions and not just rewrite the case study. Some schools used more than one case study and this enhanced the standard of work.

A sound foundation has now been laid in many schools and the moderation team is confident that newer 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 RS Subject Officer at CCEA so that they can maximise the potential of their candidates. The moderation team is delighted with the way this accreditation course is developing and they are confident that it has been a rewarding and enjoyable experience for both staff and candidates.

## Contact details

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