

CCEA Entry Level Specification in Religious Studies

For first teaching from September 2015
For first award in Summer 2016

Subject Code: 4610

religious studies

Foreword

This booklet contains the specification for CCEA's Entry Level in Religious Studies for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Level 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5588/7

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1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Religious Studies course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- address spiritual, moral and ethical issues in all aspects of the options selected;
- consider cultural issues in certain options of the specification such as religious festivals or places of worship;
- address aspects of good citizenship such as religious charities or famous followers of religion;
- develop employability skills; and
- apply their learning in a practical context.

1.2 Key features

The key features of the specification appear below:

- There are ten units available; learners must complete six of these to achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Religious Studies at Key Stage 3.
- The specification provides a progression route to further learning.
- It enables learners to gain knowledge and understanding of religious issues and their importance for believers today.
- It allows learners to reach moral judgements and to express personal views.
- It encourages learners to respect and tolerate other people.
- It considers religious and, where appropriate, other responses to moral issues such as addiction or life and death.
- It covers assessment criteria for Entry Levels 1, 2 and 3.
- It develops skills that prepare learners for working and adult life.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5588/7.

2 Specification at a Glance

The following tables summarise the structure of this qualification. Any six units must be completed to gain the qualification. Learners can achieve Entry level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content	GLH	Assessment and Availability
Unit 1: The Parables of Jesus	20	Learners must complete a portfolio of evidence.
Unit 2: The Easter Story	20	
Unit 3: Places of Worship	20	Teachers assess the work, and we carry out external moderation.
Unit 4: Religious Festivals	20	
Unit 5: Christian Sacraments or Ordinances	20	Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
Unit 6: Famous Followers of Religion	20	
Unit 7: Religious Charities	20	
Unit 8: Addiction	20	
Unit 9: Christian Marriage	20	
Unit 10: Issues of Life and Death	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in Religious Education at Entry 1, Entry 2 or Entry 3, learners must complete six different units from this specification.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: The Parables of Jesus

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of Jesus' parables and how they still have relevance today.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about the parables of Jesus	1.1 name one parable that Jesus told; 1.2 name two key events in a parable;
2. Understand why Jesus told different parables	2.1 give one reason why Jesus told parables; 2.2 state the main point that Jesus taught in a parable;
3. Be able to understand how the teachings of Jesus are still relevant today	3.1 state one way in which the main point of a parable can be applied today; and 3.2 state one way in which Jesus' teaching can be made known today.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about the parables of Jesus	1.1 name two parables that Jesus told; 1.2 list the key events of a parable;
2. Understand why Jesus told different parables	2.1 give two reasons why Jesus told parables; 2.2 explain the main point Jesus taught in two parables;
3. Be able to understand how the teachings of Jesus are still relevant today	3.1 give two ways in which the main points of the parables can be applied today; and 3.2 state the way in which the teaching of Jesus can be made known today.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about the parables of Jesus	1.1 name three parables that Jesus told; 1.2 describe a parable;
2. Understand why Jesus told different parables	2.1 explain why Jesus told parables; 2.2 explain the main lessons Jesus taught in His parables;
3. Be able to understand how the parables of Jesus are still relevant today	3.1 explain two ways in which the lessons of parables can be applied today; and 3.2 explain ways in which the teaching of Jesus can be made known today.

3.3 Unit 2: The Easter Story

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the events of Holy Week and the Resurrection and their importance for Christians today.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key events of Holy Week	1.1 name two events that happened during Holy Week; 1.2 choose one character involved in Holy Week and state one thing that they did;
2. Understand why the events of Holy Week are important for Christians today	2.1 state the importance of bread and wine at the Last Supper; 2.2 state one reason why it is important for Christians that Jesus died;
3. Be able to understand the importance of the Resurrection	3.1 understand the meaning of the word Resurrection; and 3.2 state one reason why the Resurrection of Jesus is important to Christians today.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key events of Holy Week	1.1 name three events that happened during Holy Week; 1.2 choose two characters involved in Holy Week and state one thing they each did;
2. Understand why the events of Holy Week are important for Christians today	2.1 outline the importance of bread and wine at the Last Supper; 2.2 outline two reasons why it is important for Christians that Jesus died;
3. Be able to understand the importance of the Resurrection	3.1 outline the Resurrection of Jesus; and 3.2 state two reasons why the Resurrection is important to Christians today.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key events of Holy Week	1.1 name four events that happened in Holy Week; 1.2 describe the part played by one person during Holy Week;
2. Understand why the events of Holy Week are important for Christians today	2.1 explain the importance of bread and wine at the Last Supper; 2.2 explain why it is important for Christians that Jesus died;
3. Be able to understand the importance of the Resurrection	3.1 describe the events of the Resurrection of Jesus; and 3.2 explain why the Resurrection is important for Christians today.

3.4 Unit 3: Places of Worship

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the layout and significance of features within places of worship and the importance of places of worship for the community. This can be achieved by using relevant material from any major world faith, for example Christianity, Islam and Judaism.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key features in a place of worship	1.1 name two features found in a place of worship; 1.2 state where these features are situated in the place of worship;
2. Understand why aids to worship are used	2.1 name one aid to worship and describe how it is used in worship; 2.2 give a reason why aids to worship are important;
3. Be able to understand why a place of worship can be important to a community	3.1 name a reason for having a religious building; and 3.2 select a reason for having an ornate religious building.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key features in a place of worship	1.1 name three features found in a place of worship; 1.2 state where these features are situated in a place of worship;
2. Understand why aids to worship are used	2.1 name two aids to worship and explain how they are used in worship; and 2.2 identify two reasons why aids to worship are important.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to understand why a place of worship can be important to a community	3.1 identify two reasons for having a religious building; and 3.2 select two reasons for having an ornate religious building.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key features in a place of worship	1.1 describe three features found in a place of worship; 1.2 describe where these features are situated in a place of worship;
2. Understand why aids to worship are used	2.1 name three aids to worship and explain how they are used in worship; 2.2 explain why aids to worship are important;
3. Be able to understand why a place of worship can be important to a community	3.1 identify the importance of a religious building in a community; and 3.2 give two arguments for and two arguments against having an ornate religious building.

3.5 Unit 4: Religious Festivals

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of how and why religious festivals are celebrated. This can be achieved by choosing relevant examples from any world faith, for example Christianity, Islam and Judaism.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to religious festivals	1.1 name one religious festival; 1.2 state the main element(s) of the story behind the religious festival;
2. Understand how religious festivals are celebrated	2.1 give an example of a religious aspect of the celebration of the chosen religious festival; 2.2 give an example of a social aspect of the celebration of the chosen religious festival;
3. Be able to demonstrate an understanding of the importance of religious festivals	3.1 give one reason why religious festivals are important to believers; and 3.2 give one reason why religious festivals are important to the wider community.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to religious festivals	1.1 name one religious festival; 1.2 outline the main aspects of the story behind the religious festival;
2. Understand how religious festivals are celebrated	2.1 select and explain one religious aspect of the chosen religious festival; and 2.2 select and explain one social aspect of the celebration of the chosen religious festival.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to demonstrate an understanding of the importance of religious festivals	3.1 give two reasons why religious festivals are important to believers; and 3.2 give two reasons why religious festivals are important to the wider community.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to religious festivals	1.1 name two religious festivals; 1.2 describe the story behind a religious festival;
2. Understand how religious festivals are celebrated	2.1 select and explain two religious aspects of the celebration of the religious festival; 2.2 select and explain two social aspects of the celebration of the religious festival;
3. Be able to demonstrate an understanding of the importance of religious festivals	3.1 explain why religious festivals are important to believers; and 3.2 explain why religious festivals are important to the wider community.

3.6 Unit 5: Christian Sacraments or Ordinances

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of how and why sacraments or ordinances take place and their importance for believers. Examples can be used from any Christian denomination.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian sacraments or ordinances are practised	1.1 name one Christian sacrament or ordinance; 1.2 name two things that happen during the sacrament or ordinance;
2. Understand why Christian sacraments or ordinances take place	2.1 give one reason why the chosen sacrament or ordinance takes place; 2.2 name and outline the meaning of any symbol or action during the sacrament or ordinance;
3. Understand the importance of Christian sacraments or ordinances to believers	3.1 give one reason why the chosen sacrament or ordinance is important to a believer; and 3.2 explain one way in which the religious importance of the chosen sacrament can be highlighted.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian sacraments or ordinances are practised	1.1 name two Christian sacraments or ordinances; 1.2 outline the main features that happen during one Christian sacrament or ordinance;
2. Understand why Christian sacraments or ordinances take place	2.1 select two reasons why the chosen sacrament or ordinance takes place; and 2.2 name and explain the meaning of two symbols or actions during the sacrament or ordinance.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Understand the importance of Christian sacraments or ordinances to believers	3.1 explain two reasons why the chosen sacrament or ordinance is important to a believer; and 3.2 explain two ways in which the religious significance of the chosen sacrament can be highlighted.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian sacraments or ordinances are practised	1.1 name two Christian sacraments or ordinances; 1.2 describe the main features that happen during two sacraments or ordinances;
2. Understand why Christian sacraments or ordinances take place	2.1 give reasons why a chosen sacrament or ordinance takes place; 2.2 name and explain the meaning of three symbols or actions during the sacrament or ordinance;
3. Understand the importance of Christian sacraments or ordinances to believers	3.1 explain why the chosen sacrament or ordinance is important to a believer; and 3.2 explain ways in which the religious significance of the chosen sacrament can be highlighted.

3.7 Unit 6: Famous Followers of Religion

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the life and work of a famous follower of religion.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know issues connected with the life of famous followers of religion	1.1 name a famous follower of religion; 1.2 name two key events in the life of a famous follower of religion;
2. Understand what motivated famous followers of religion	2.1 give one reason why a famous follower of religion acted in the way they did; 2.2 name one way the work of a famous follower of religion puts religious teaching into practice;
3. Be able to understand how these followers of religion have made a difference	3.1 give one way a famous follower of religion has helped other people; and 3.2 give one way a famous follower of religion has changed a situation for the better.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know issues connected with the life of a famous follower of religion	1.1 name a famous follower of religion; 1.2 list key events of the life of a famous follower of religion;
2. Understand what motivated famous followers of religion	2.1 give two reasons why a famous follower of religion acted in the way they did; 2.2 identify how the work of a famous follower of religion put religious teachings into practice;
3. Be able to understand how these followers of religion have made a difference	3.1 explain two ways a famous follower of religion has helped other people; and 3.2 explain two ways a famous follower of religion has changed a situation for the better.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know issues connected with the life of famous followers of religion	1.1 name a famous follower of religion; 1.2 describe the life of the famous follower of religion;
2. Understand what motivated famous followers of religion	2.1 identify factors that motivated the famous follower of religion; 2.2 describe how the work of the famous follower fulfilled religious teachings;
3. Be able to understand how these followers of religion have made a difference	3.1 explain ways the famous follower of religion has helped other people; and 3.2 explain ways the famous follower of religion has changed a situation for the better.

3.8 Unit 7: Religious Charities

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the aims and work of a religious charity.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key religious teachings on charity	1.1 identify one religious teaching related to charity; 1.2 give one reason why religious believers support charity;
2. Understand the aims of religious charities	2.1 explain the meaning of the term charity; 2.2 state the main aim of any religious charity;
3. Be able to understand the work of religious charities	3.1 state one way in which a religious charity helps others; and 3.2 state one way in which the charity is following the teaching of Jesus.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key religious teachings on charity	1.1 identify two religious teachings related to charity; 1.2 give two reasons why religious believers support charity;
2. Understand the aims of religious charities	2.1 explain the meaning of the term charity; 2.2 identify the main aims of any religious charity;
3. Be able to understand the work of religious charities	3.1 explain how a religious charity helps others; and 3.2 state two ways in which the charity is following the teaching of Jesus.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the key religious teachings on charity	1.1 outline religious teachings about charity; 1.2 explain why religious believers support charity;
2. Understand the aims of religious charities	2.1 explain the meaning of the term charity; 2.2 explain the aims of any religious charity;
3. Be able to understand the work of religious charities	3.1 outline the work done by the religious charity; and 3.2 explain how the charity is following the teaching of Jesus.

3.9 Unit 8: Addiction

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of religious and moral arguments concerning addiction. Examples include alcoholism, drugs, gambling and smoking.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how an addiction can affect a person's life	1.1 name one way an addiction can affect an individual; 1.2 name one way an addiction can affect society;
2. Understand religious viewpoints relating to addiction	2.1 name one religious teaching relating to addiction; 2.2 give one reason why a religious believer would help someone with an addiction;
3. Be able to express an opinion on an addiction issue	3.1 give an opinion relating to an addiction case study; and 3.2 explain one way in which a person can overcome their addiction.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how an addiction can affect a person's life	1.1 outline two ways an addiction can affect an individual; 1.2 outline two ways an addiction can affect society;
2. Understand religious viewpoints relating to addiction	2.1 name two religious teachings relating to addiction; 2.2 give two reasons why a religious believer would help someone with an addiction;
3. Be able to express an opinion on an addiction issue	3.1 explain two opinions relating to an addiction case study; and 3.2 explain two ways in which a person can overcome this addiction.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how addiction can affect a person's life	1.1 describe ways an addiction can affect an individual; 1.2 describe ways an addiction can affect society;
2. Understand religious viewpoints relating to addiction	2.1 outline two religious teachings relating to addiction; 2.2 explain why a religious believer would help people with addictions;
3. Be able to express an opinion on an addiction issue	3.1 present opinions relating to an addiction case study; and 3.2 explain how a person can overcome their addiction.

3.10 Unit 9: Christian Marriage

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the importance of Christian marriage ceremonies to believers. It also encourages learners to consider the challenges that married couples can face.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian marriage services are conducted	1.1 name one key feature of a Christian marriage service; 1.2 state why this Christian feature is important;
2. Understand key Christian teaching about marriage	2.1 name one key Christian teaching about marriage; 2.2 give one reason why a Christian marriage service is important to believers today;
3. Be able to understand why difficulties can arise in marriage	3.1 give one reason why a marriage might face difficulties; and 3.2 state one way in which a couple can be helped to overcome difficulties in their marriage.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian marriage services are conducted	1.1 identify key features of a Christian marriage service; 1.2 explain why these features are important;
2. Understand key Christian teaching about marriage	2.1 name and explain two key Christian teachings about marriage; and 2.2 give two reasons why a Christian marriage service is important to believers today.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to understand why difficulties can arise in marriage	3.1 give and explain two reasons why a marriage might face difficulties; 3.2 explain one way in which a couple can be helped to overcome difficulties in their marriage; and

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how Christian marriage services are conducted	1.1 describe and explain the key features of a Christian marriage service;
2. Understand key Christian teaching about marriage	2.1 outline and explain the main Christian teachings about marriage; 2.2 explain why a Christian marriage service is important to believers today;
3. Be able to understand why difficulties can arise in a marriage	3.1 explain some of the difficulties a marriage can face; and 3.2 explain ways in which a couple can be helped to overcome difficulties in their marriage.

3.11 Unit 10: Issues of Life and Death

Unit purpose and aim: This unit aims to enable learners to gain knowledge and understanding of the religious and moral arguments concerning the issues of life and death. Examples could include abortion, capital punishment and euthanasia.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to life and death issues	1.1 give one example of an issue of life and death; 1.2 give one reason why this is a life and death issue;
2. Understand the arguments relating to an issue of life and death	2.1 give an argument relating to an issue of life and death; 2.2 give a religious argument relating to an issue of life and death;
3. Be able to express an opinion on an issue of life and death	3.1 give a personal opinion relating to a life and death case study; and 3.2 give one reason why religious followers believe life is sacred.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to life and death issues	1.1 give one example of an issue of life and death; 1.2 give two reasons why this is a life and death issue;
2. Understand the arguments relating to an issue of life and death	2.1 give two arguments relating to an issue of life and death; 2.2 give two religious arguments relating to an issue of life and death;
3. Be able to express an opinion on an issue of life and death	3.1 outline a personal opinion relating to a life and death case study; and 3.2 give two reasons why religious followers believe life is sacred.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know the background to life and death issues	1.1 give two examples of an issue of life and death; 1.2 choose one and outline reasons why this is a life and death issue;
2. Understand the arguments relating to the matter of life and death	2.1 outline the main arguments relating to the life and death issue; 2.2 outline the main religious arguments relating to the life and death issue;
3. Be able to express an opinion on the matter of life and death	3.1 present a personal opinion relating to the life and death case study; and 3.2 explain reasons why religious followers believe life is sacred.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in Religious Studies, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- photographs;
- orals;
- written evidence, for example letters, diary accounts or structured questions;
- creative tasks, for example festival cards or religious building guides;
- mind maps;
- timelines;
- questionnaires;
- presentations, for example PowerPoints;
- storyboards;
- screenshots;
- internal exams; and/or
- case studies.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide on how this may be implemented:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge and understanding in carrying out simple tasks and activities. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out a variety of open-ended tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learners' own. The work should provide appropriate evidence of what individual learners know, understand and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete: all (Entry 1)/ most (Entry 2)/some (Entry 3) work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teachers' advice to learners on how to achieve the assessment criteria should be general rather specific.</p>

Areas of Control	Detail of Control
Time/Word limit	There are 20 GLH for each unit.
Collaboration	Learners can work in groups, but it is essential that: <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite within our website.

We intend to expand our range of support to include the following:

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as religious charities, addiction, Christian marriage and issues of life and death;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, cultural, legislative (including equality and disability discrimination) issues by providing opportunities to explore topics such as parables of Jesus, Christian marriage, addiction, religious festivals, famous religious leaders and religious charities;
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as addiction;
- develop skills that will enhance employability by providing opportunities to engage in group work, class discussion, presentations and developing creativity; and
- make effective use of technology by providing opportunities to create presentations using ICT.

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Education Manager for the Qualification: Donna Finlay
(telephone: (028) 9026 1200, extension 2105, email: dfinlay@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).
- Moderation and Assessment Team
(telephone: Malcolm Corney (028) 9026 1211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	18 May 2016	28 32 33	Amendments to text Amendments and deletions of text Amendments to text
Version 3	20 September 2016	24	Deletion of text