



Pearson Edexcel Entry Level Certificate in Religious Studies (NRS0)

Specification

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1 Introduction

Why choose the Pearson Edexcel Entry Level Certificate in Religious Studies?

We've listened to feedback from a range of key stakeholders including teachers and diocesan leads to design an Entry Level Certificate which complements the Pearson Edexcel GCSE (9-1) in Religious Studies A, when Catholic Christianity and Judaism are chosen as the two religions for study. Our Entry Level Certificate in Religious Studies aims to support students in their enjoyment of the subject and has specifically been designed to closely match the programme of study and provide a progression route to GCSE Religious Studies A. The Entry Level Certificate supports advancement in Religious Studies by cementing core understanding of content based on Catholic Christianity and Judaism to maximise accessibility and drive engagement within the subject.

Co-teachable – This specification is designed to be entirely co-teachable alongside Edexcel's existing GCSE Religious Studies A qualification.

Focus on chosen religion – We have structured the course to focus on the study of Catholic Christianity and Judaism to meet the needs of Catholic schools.

Helps develop a holistic understanding of religion – The specification explores religion and practice in the 21st century and encourages students to reflect on and engage with fundamental questions.

Accessible assessment – Our tests are designed to be accessible for students working below GCSE level, with low-tariff questions that use simple and familiar item types.

Flexible – Students can be assessed at any point throughout the course. Marks for each test can be banked, and students can re-take the assessments.

Empowering – The individual achievements of every student are recognised. This qualification rewards students' efforts and progress.

Motivating – The qualification results are reported at three levels (Entry 1, Entry 2 or Entry 3), which will motivate students to perform their best and give them a sense of achievement.

Supporting you in planning and implementing this qualification

Planning

- Our Getting Started Guide will give you an overview of the new Entry Level Certificate in Religious Studies A to help you to get to grips with the content and assessment.
- We will provide you with a document which demonstrates how content is mapped from Pearson Edexcel's GCSE (9-1) Religious Studies A, showing how you can co-teach this qualification alongside the GCSE.

Teaching and learning

- Due to the co-teachable nature of this qualification, there is a broad range of teaching and learning resources available on our GCSE Religious Studies (A) website, that would be relevant to this entry level certificate.

Preparing for tests

- Sample assessment materials to support formative assessment will be provided, to help you prepare your students for the assessments,

Get help and support

Our subject advisor service will ensure that you receive help and guidance.

You can sign up to receive e-newsletters from the subject advisor service to keep up to date with qualification updates and product and service news.

The Religious Studies Team can be contacted by email:

TeachingReligiousStudies@pearson.com

Learn more at [qualifications.pearson.com](https://www.pearson.com/qualifications)

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Entry Level Certificate in Religious Studies consists of four components, each assessed by a test.

All tests are set by Pearson, marked by the centre and then moderated by Pearson.

Paper 1: Catholic Beliefs, Teachings and Practices

25% of the qualification

Content overview

- Beliefs and teachings
- Practices

Assessment overview

A 20-mark test comprising a variety of question types, for example gap filling, matching, multiple choice and short open-response questions.

Paper 2: Catholic Wisdom and Living

25% of the qualification

Content overview

- Sources of wisdom and authority
- Forms of expression and ways of life

Assessment overview

A 20-mark test comprising a variety of question types for example gap filling, matching, multiple choice and short open-response questions.

Paper 3: Jewish Beliefs, Teachings and Practices

25% of the qualification

Content overview

- Beliefs and teachings
- Practices

Assessment overview

A 20-mark test comprising a variety of question types, for example gap filling, matching, multiple choice and short open-response questions.

Paper 4: Catholic Philosophy and Ethics

25% of the qualification

Content overview

- Arguments for the existence of God
- Catholic teachings on relationships and families

Assessment overview

A 20-mark test comprising a variety of question types, for example gap filling, matching, multiple choice and short open-response questions.

2 Subject content and assessment information

Qualification aims and objectives

The overall aim of the qualification is to recognise achievement for students who are working below GCSE level.

It also aims to develop students' knowledge and understanding of:

- key beliefs, teachings and practices for two religions
- sources of wisdom and authority as well as forms of expression and ways of life
- key aspects of religious philosophy and ethics.

Paper 1: Catholic Beliefs, Teachings and Practices

Overview

Paper 1 comprises two sections: 1) Beliefs and teachings; and 2) Practices. It mirrors the content covered in Sections 1 and 2 of the Edexcel GCSE in Religious Studies A, Paper 1A Catholic Christianity.

Content

Section 1: Beliefs and teachings

| Sub-topic | Students need to know and understand: |
|------------------------------|--|
| 1.1 The Trinity | <p>The nature of the Trinity:</p> <ul style="list-style-type: none">• God as Father, Son and Holy Spirit• the oneness of God in three persons. <p>The Trinity described in the Nicene Creed:</p> <ul style="list-style-type: none">• God as maker of heaven and earth• the Holy Spirit as the giver of life, who has spoken through the prophets.• God the Son, who became human to save all people. <p>How the Trinity is reflected in worship and belief for Catholics today:</p> <ul style="list-style-type: none">• in pouring of water during baptism• making the sign of the cross in prayer. |
| 1.2 The Trinity in the Bible | <p>How the Trinity is shown at the Baptism of Jesus (Matthew 3:13–17):</p> <ul style="list-style-type: none">• God's voice from heaven• the Holy Spirit descending like a dove• Jesus being physically present. |
| 1.3 Creation | <p>The Biblical accounts of Creation (Genesis 1–3):</p> <ul style="list-style-type: none">• that Creation took place over six days, followed by a day of rest• the creation of Adam and Eve• the first sin and the Fall of Adam and Eve. <p>How this can be understood by Catholics today:</p> <ul style="list-style-type: none">• as a literal (true) story• as a way of understanding that the world was created by an all-powerful God (a symbolic story). <p>What the Creation accounts can teach Catholics about God:</p> <ul style="list-style-type: none">• God is the Creator• God is loving (benevolent) as he made it good• God as all powerful (omnipotent) as he created the world from nothing• God has always existed and will always exist. |

| Sub-topic | Students need to know and understand: |
|--------------------------------|---|
| 1.4 The importance of creation | <p>The idea that humans are created in the image of God (with reference to Genesis 1–3) and that they:</p> <ul style="list-style-type: none"> • are intelligent • have freedom to choose between right and wrong • have a relationship with God • are able to demonstrate some of God’s qualities, such as love. <p>Different understandings of humanity’s relationship with creation:</p> <ul style="list-style-type: none"> • dominion (control of the world) • stewardship (a responsibility to care for the world). <p>How Catholics can be good stewards:</p> <ul style="list-style-type: none"> • care for the natural world, such as animals and environment • recycling • action against climate change • supporting CAFOD and other charities. |
| 1.5 The Incarnation | <p>What is meant by the Incarnation:</p> <ul style="list-style-type: none"> • God became a human being • God’s physical presence in the world. <p>How Jesus is described in John 1:1–18:</p> <ul style="list-style-type: none"> • as the ‘Divine Word’ (God’s Word or message) • as the ‘Incarnate Son’ (fully God and fully human). <p>How the Bible presents Jesus as both fully God and fully human:</p> <ul style="list-style-type: none"> • being able to do Godly things such as miracles • human as he gets tired, hungry and even angry. |
| 1.6 The Paschal Mystery | <p>Catholic teachings about the life, death, resurrection and ascension of Jesus (Luke 24):</p> <ul style="list-style-type: none"> • his life shows us how to live a good and holy life • his death was proof of God’s love for the world • his resurrection shows that he was fully God • his ascension shows that he is seated at the right hand of the Father • his life, death, resurrection and ascension save us from sin. |
| 1.7 The importance of Jesus | <p>How the life, death, resurrection and ascension of Jesus links to the Catholic beliefs about salvation and grace (John 3:10–21 and Acts 4:8–12):</p> <ul style="list-style-type: none"> • through following Jesus’s example, Catholics believe they can renew their relationship with God, who loves them and forgives them • Catholics are shown a special type of love from God (Grace) • through God’s grace, Catholics believe they can join with him after death in heaven. <p>The importance of grace and salvation for Catholics today:</p> <ul style="list-style-type: none"> • it reminds them that they are loved and can be saved by having a relationship with God. |

| Sub-topic | Students need to know and understand: |
|----------------------|--|
| 1.8 Life after death | <p>Catholic beliefs about life after death:</p> <ul style="list-style-type: none"> • Catholics believe that there is life after death because Jesus rose from the dead and because of the promise he made. <p>What is understood by Catholics by resurrection, judgement, heaven, hell and purgatory (John 11:17–27 and 2 Corinthians 5:1–10):</p> <ul style="list-style-type: none"> • resurrection – a physical return to life, like Jesus • judgement – going to heaven, hell or purgatory because of the choices a person has made in life • heaven – an eternal life with God • hell – an eternal life away from God for those who reject God • purgatory – a preparation for heaven for those who are not ready. <p>Other Christian beliefs about life after death:</p> <ul style="list-style-type: none"> • some Christians believe it is only a spiritual afterlife • some do not believe in purgatory, only heaven and hell. <p>Reasons why belief in life after death is important for Catholics today:</p> <ul style="list-style-type: none"> • they want to be with God in heaven • it gives them comfort in times of grief and illness. |

Section 2: Practices

| Sub-topic | Students need to know and understand: |
|---------------------------------------|--|
| 2.1 The sacramental nature of reality | <p>Catholic teachings about how the whole of creation can show the presence of God:</p> <ul style="list-style-type: none"> • through the whole of creation, humanity can experience the presence of God • the symbols involved in sacraments remind people of God's presence through all of creation • this particularly includes bread, wine, water and oil. <p>The seven sacraments are a meeting point with God:</p> <ul style="list-style-type: none"> • baptism – washes away original sin and welcomes you into the Church as a Christian – through the use of water and oil • confirmation – provides the Gifts of the Holy Spirit– through the use of oil and laying of hands • Eucharist (Mass) – God gives himself as food as the body and blood of Jesus in Holy Communion – through use of bread and wine • reconciliation (confession) – seeking forgiveness – through prayer • anointing of the sick – giving strength and comfort in sickness – through the use of oil • marriage – getting married in the Church – through making vows and giving of a wedding ring • holy orders – becoming a deacon, priest or bishop – through the use of oil and special clothing. <p>Different Christian attitudes to sacraments:</p> <ul style="list-style-type: none"> • most other Christians have only two sacraments – baptism and Eucharist. |
| 2.2 The Catholic Mass | <p>What happens at the Catholic Mass/Eucharist:</p> <ul style="list-style-type: none"> • Introductory Rite: the people gather, the priest welcomes them and they ask for forgiveness • Liturgy of the Word: readings from the Bible, including from the Gospel • Liturgy of the Eucharist: the priest prays for the Holy Spirit to transform the bread and wine into the Body and Blood of Jesus, which people then receive in Holy Communion • Concluding Rite: the people are blessed and sent into the world to share the good news and carry out God's mission. <p>Reasons why the Mass/Eucharist is important:</p> <ul style="list-style-type: none"> • it is the 'source and summit of Christian life' • it strengthens faith by receiving Jesus in a physical way • it makes the Last Supper, crucifixion and resurrection present for Catholics now • it brings Catholics together, which is a source of strength. <p>Different Christian attitudes:</p> <ul style="list-style-type: none"> • some other Christians have less formal worship where there is not a set order or way of doing things • the Bible is usually still central in all Christian worship. |

| Sub-topic | Students need to know and understand: |
|----------------------|--|
| 2.3 The funeral rite | <p>What happens at the funeral rite:</p> <ul style="list-style-type: none"> • at the church – the main funeral • at the cemetery – the farewell at the cemetery or crematorium. <p>The aims of the funeral rite:</p> <ul style="list-style-type: none"> • to pray for the person who has died • to support the family through their journey through grief • to bring together the Catholic community in prayer • to remind everyone about belief in eternal life. |
| 2.4 Prayer | <p>Reasons why prayer is important:</p> <ul style="list-style-type: none"> • it allows you to open your heart and talk to God • it allows you to hear from God. <p>Different types of prayer:</p> <ul style="list-style-type: none"> • praising God (adoration), thanking God (thanksgiving), asking forgiveness (repentance), asking for others (intercession), asking for yourself (petition) • set (formulaic) prayers: the Lord’s Prayer, Hail Mary, the Creed • informal prayer: prayer using your own words. |
| 2.5 Popular piety | <p>What popular piety means and its role in the Catholic Church:</p> <ul style="list-style-type: none"> • it refers to people showing their faith through religious actions • popular piety does not replace Mass but adds to it. <p>Forms of popular piety:</p> <ul style="list-style-type: none"> • the Rosary – beads are often used to say sets of one Lord’s Prayer, ten Hail Marys and a Glory Be • Eucharistic Adoration – praying in front of the Blessed Sacrament (Consecrated Host) • the Stations of the Cross – praying at 14 images that show the suffering and death of Jesus. |
| 2.6 Pilgrimage | <p>Purposes of pilgrimage:</p> <ul style="list-style-type: none"> • to visit the origins of Christianity • to visit a place connected to a saint • to take time out of everyday life and pray. <p>Key places of pilgrimage and why people go there:</p> <ul style="list-style-type: none"> • Jerusalem – where Jesus died and was resurrected • Lourdes – where Mary appeared to St Bernadette and healing miracles have happened • Rome – the centre of the Catholic Church, where the Pope lives and where St Peter (the first Pope) died. |

| Sub-topic | Students need to know and understand: |
|-------------------------------------|---|
| 2.7 Catholic social teaching | <p>Catholic social teaching:</p> <ul style="list-style-type: none"> • justice – making the world a fairer place • peace and reconciliation – preventing war and resolving conflict • Catholics will love and help those in need – for example through charity, donations, volunteering. <p>Biblical basis for Catholic social teaching:</p> <ul style="list-style-type: none"> • the Good Samaritan – teaches people to always love their neighbour • the Parable of the Sheep and Goats – teaching people that when they help the poor, they are taking care of Jesus and will be rewarded. <p>The work of CAFOD:</p> <ul style="list-style-type: none"> • praying for peace and those living in poverty • raising money for emergency and long-term aid • educating people about the difficulties for many people around the world. |
| 2.8 Catholic mission and evangelism | <p>The history of mission and evangelism:</p> <ul style="list-style-type: none"> • the disciples were told at the Great Commission to baptise and spread the word of the Good News • many Catholics have travelled the world spreading Christianity • Catholics can spread the Good News in their everyday lives, including in their jobs, and to their friends and family. <p>How mission and evangelism are put into practice by the Church:</p> <ul style="list-style-type: none"> • mission – living as a good example and copying the example of Jesus • evangelism – spreading Christianity by helping others to find God. |

Paper 2: Catholic Wisdom and Living

Overview

Paper 2 comprises two sections: 1) Sources of wisdom and authority; and 2) Forms of expression and ways of life. It mirrors the content covered in Sections 3 and 4 of the Edexcel GCSE in Religious Studies A, Paper 1A Catholic Christianity.

Content

Section 1: Sources of wisdom and authority

| Sub-topic | Students need to know and understand: |
|----------------------------|--|
| 1.1 The Bible | <p>The Bible is a collection of books in two main parts:</p> <ul style="list-style-type: none">• the Old Testament – the story of the Israelites• the New Testament – the story of Jesus and the early Church. <p>The types of books in the Bible:</p> <ul style="list-style-type: none">• Old Testament: Law, History, Prophets (messages from God), Writings (poetry and wisdom/advice)• New Testament: Gospels (stories of Jesus), Letters (to early church communities), the Acts (the story of the early Church). |
| 1.2 Interpreting the Bible | <p>Different Christian communities understand the Bible in contrasting ways:</p> <ul style="list-style-type: none">• inspired by God – God guided humans to write the Bible• the literal Word of God – God dictated the Bible and the human authors had no impact on it. <p>Meaning for Catholics:</p> <ul style="list-style-type: none">• Catholics believe that people were inspired by the Holy Spirit to write the word of God in the Bible• Catholics believe that the Bible messages contain truth• some of the stories should not be taken literally; it is the message behind the stories that is more important• Catholics believe that as the Bible is inspired by God, it guides people on how to live• some parts of the Bible are not always clear, and the Church helps people to understand what it means. |

| Sub-topic | Students need to know and understand: |
|--|--|
| 1.3 The authority of the Church | <p>Church leadership:</p> <ul style="list-style-type: none"> • the priest leads his parish • the bishop leads his diocese • the Pope leads the worldwide Church. <p>How the Church leads and teaches:</p> <ul style="list-style-type: none"> • sayings and writings of bishops and popes • by organising meetings called councils • by the Pope making declarations. <p>Importance for today:</p> <ul style="list-style-type: none"> • bishops and the Pope have authority (power) to continue teaching Catholics, especially about issues not covered in the Bible. |
| 1.4 The Second Vatican Council | <p>The Second Vatican Council was a very large meeting (council) in Rome:</p> <ul style="list-style-type: none"> • it took place from 1962 to 1965 • it aimed to ‘throw open the windows of the Church’. <p>There were some important changes in churches as a result:</p> <ul style="list-style-type: none"> • Mass could be said in local languages instead of Latin • the liturgy was re-written to help lay people be more involved in it • the priest faced the congregation for Mass. |
| 1.5 The Church as the Body of Christ and the People of God | <p>How the Church is the Body of Christ:</p> <ul style="list-style-type: none"> • the Church is living, like a body is • Jesus is the head – he leads the way • the Church needs its head to survive, like a body does • Catholics are the Body of Christ on earth – they carry on the work of Jesus, working together like different parts of a body. <p>How the Church is the People of God:</p> <ul style="list-style-type: none"> • when someone is baptised, they become part of the People of God. <p>Different ways to do this:</p> <ul style="list-style-type: none"> • the laity – ordinary people helping in their parish and living good lives in the world • the clergy – as priests • the religious – as monks, nuns, and religious brothers and sisters. |
| 1.6 The four marks of the Church | <p>The Church is:</p> <ul style="list-style-type: none"> • One – there is one Church all united as Christians • Holy – it is the Body of Christ with Jesus as the head • Catholic – worldwide (universal) • Apostolic – following the apostles of Jesus. <p>Importance for Catholics today:</p> <ul style="list-style-type: none"> • to unite all the different Christians around the world • to remind Catholics of the history and connection to all Christians. |

| Sub-topic | Students need to know and understand: |
|-----------------------------------|--|
| 1.7 Mary as a model of the Church | <p>Mary as a model of the Church:</p> <ul style="list-style-type: none"> • she was open to the Holy Spirit – when she agreed to be the mother of God’s son • she was joined with Jesus – as his mother on earth • as a disciple – she believed in Jesus from his conception • she showed faith and charity – she accepted God’s message and looked after Jesus. <p>How this is seen in Mary’s role in the Catholic Church today:</p> <ul style="list-style-type: none"> • statues of Mary are common in churches, schools, and homes • important titles given to Mary – Our Lady, Madonna, Blessed Mother • there are many feast days, hymns and prayers for Mary. |
| 1.8 Making ethical decisions | <p>Catholics, like all people, need to make decisions about how they behave and react in situations. They often look to Jesus as teacher:</p> <ul style="list-style-type: none"> • he showed great love – he helped the poor and healed the sick • he showed forgiveness in word and action – he even forgave those who crucified him • he was a servant – he washed the feet of his disciples before the Last Supper • he didn’t abolish Jewish law – he showed a new way to understand it. <p>How Catholics can use Jesus and the Bible as guidance when making decisions:</p> <ul style="list-style-type: none"> • they follow the example of Jesus • they use the Bible and examples from the history of the Church • they use the Bible to inform their conscience and to help them do good (natural law). |

Section 2: Forms of expression and ways of life

| Sub-topic | Students need to know and understand: |
|-----------------------------------|--|
| 2.1 Catholic church architecture | <p>Architecture means the design of the building:</p> <ul style="list-style-type: none"> • a church is a building where Catholics worship • the design supports Catholics in worship. <p>How the design of churches reflects belief:</p> <ul style="list-style-type: none"> • churches usually face east – this is because Jerusalem is in the east and the rising sun reminds people of the resurrection • churches are often shaped like a cross – this reminds people of the crucifixion • churches often have high ceilings that reach up towards heaven • churches often have stained glass windows to tell stories from the Bible • the container of holy water at the entrance of the church contains Holy water – this reminds people of baptism. |
| 2.2 Features of a Catholic church | <p>The following items are found in most Catholic churches:</p> <ul style="list-style-type: none"> • the lectern – where the Bible is read from • the altar – where the bread and wine are turned into the body and blood of Christ • the crucifix – representing Jesus on the cross • the tabernacle – where the Eucharist (consecrated host) is kept • the baptismal font – where people are baptised. |
| 2.3 Sacred objects | <p>Sacred objects and sacred vessels are used during the Mass:</p> <ul style="list-style-type: none"> • the chalice (cup) for the wine/blood of Christ • the paten (plate) for the larger bread/body of Christ • the ciborium (covered dish) for the rest of the bread/body of Christ. <p>Other items:</p> <ul style="list-style-type: none"> • hunger cloths – these were used during Lent to help tell stories from the Bible. |
| 2.4 Artwork in Catholicism | <p>Artwork has always played an important role in Catholicism:</p> <ul style="list-style-type: none"> • to help people understand key religious messages • to remind people of key events and beliefs. • to express the artist’s belief and use a talent that God has given. <p>Types of artwork include:</p> <ul style="list-style-type: none"> • paintings – usually telling stories from the Bible • mosaics – made from small tiles and often showing a saint or angel • frescoes – painted murals on plaster • drawings – often personal reflections on a religious theme. |
| 2.5 Sculpture and statues | <p>Catholics use sculpture and statues to remember the person or event shown. They can support worship by acting as a focus for prayer:</p> <ul style="list-style-type: none"> • praying before them • kneeling in front of them • touching or kissing them • lighting candles in front of them • reminding them of the life of a saint or particular pilgrimage. <p>This is why they are often seen in churches and homes for private prayer.</p> |

| | |
|----------------------------------|--|
| 2.6 Symbolism and imagery in art | <p>A symbol is an object or image that is used to represent something else. There are a number of key symbols in Catholic Christianity:</p> <ul style="list-style-type: none"> • the cross – in the shape of the cross that Jesus died on – often found on Christian jewellery • the crucifix – a cross with Jesus’ body to remind people of his death – put on walls, and used on the altar during Mass • the fish – used as a secret symbol by early Christians in Rome • the dove – linked to Noah’s Ark and Jesus’ baptism – often used as a symbol of peace • alpha and omega – the first and last letters of the Greek alphabet, symbolising that God is the beginning and end – found on the Pascal candle. |
| 2.7 Drama | <p>Acting of stories from the Bible has been popular since the Middle Ages:</p> <ul style="list-style-type: none"> • mystery plays – they tell stories from the Bible; in the Middle Ages, the actors often moved from town to town to perform • passion plays – they tell the story of Jesus’ Passion (Jesus’ trial, suffering and death). <p>Drama is used to help people understand and remember Bible stories. People work together as a community to perform or put on shows.</p> |
| 2.8 Music in worship | <p>Music plays an important part of life in the Catholic Church, including during parts of the Mass:</p> <ul style="list-style-type: none"> • acclamations – used to introduce the Gospel and during the Eucharistic prayer • psalms – songs based on words found in the Bible (in the book of Psalms) • hymns – these are specially written to praise God or to pray, and are used throughout the Mass • carols – religious songs about the birth of Jesus • modern types of worship music – to appeal to a wider age group. <p>Music and singing are important in Catholic worship:</p> <ul style="list-style-type: none"> • to mark the most important parts of the Mass • to join together as a community • to express their beliefs • to praise God • to mark important religious events such as Easter • Catholics believe singing is another way of praying. |

Paper 3: Jewish Beliefs, Teachings and Practices

Overview

Paper 3 comprises two sections: 1) Beliefs and teachings; and 2) Practices. It mirrors the content covered the Edexcel GCSE in Religious Studies A, Paper 2F Judaism.

Content

Section 1: Beliefs and teachings

| Sub-topic | Students need to know and understand: |
|-----------------------|--|
| 1.1 The nature of God | <p>Jewish people:</p> <ul style="list-style-type: none">• believe the name of God is too holy to write, so they write G_d• have many names for God, including Almighty. <p>God is shown in the Torah as:</p> <ul style="list-style-type: none">• One – there is only one God – this belief is found in the Shema prayer, which is said twice a day• Creator – God is the creator of the world and all humans – so people are God’s creation• Law Giver – God gave the laws – so Jewish people try to follow them• Judge – God will decide if Jews have followed the laws – so they try to lead good lives. |
| 1.2 The Shekhinah | <p>Jews define the Shekhinah as the presence of the God in the world. In the Torah it is shown as God’s presence:</p> <ul style="list-style-type: none">• in the Gan Eden when Adam and Eve ate the fruit• when God spoke to Moses through the burning bush• with Moses on Mount Sinai. <p>The Shekhinah is still experienced in every aspect of life, but particularly:</p> <ul style="list-style-type: none">• in study – Jews are encouraged to study the Hebrew Bible (Tenakh) to better understand God• in worship – Jews are encouraged to go to their local synagogue to worship with other Jews• in prayer – Jews can pray alone or as part of a group; if there are 10 adults, then the Shekhinah is present. |
| 1.3 The Messiah | <p>Orthodox Jews believe the Messiah is the chosen (anointed) one and will:</p> <ul style="list-style-type: none">• be a great leader descended from King David• bring an age when everyone will live in peace• rebuild the Temple and restore the land of Israel• be a human being. <p>Jews believe different things about when the Messiah will come:</p> <ul style="list-style-type: none">• some believe it could happen at any time• some think he will come when he is most needed or deserved• some don’t believe that the Messiah will be a person but that everyone needs to work together to bring peace to the world. |

| Sub-topic | Students need to know and understand: |
|-------------------------------|---|
| 1.4 The Covenant with Abraham | <p>Jews believe that God made a covenant (agreement/promise) with Abraham:</p> <ul style="list-style-type: none"> • the story of the covenant • the seal of the covenant – Abraham's circumcision. <p>This is still important to Jews today:</p> <ul style="list-style-type: none"> • Jews believe God named them as his Chosen People • Jews believe he gave them a Promised Land. |
| 1.5 The Covenant with Moses | <p>Jews believe that God made a covenant with Moses:</p> <ul style="list-style-type: none"> • the Covenant at Sinai – the 10 Commandments. <p>This is still important to Jews today:</p> <ul style="list-style-type: none"> • Jews still live by the Law as given to Moses today • Jews believe that if they follow the Law, they will be rewarded; but if they do not, they will be punished. |
| 1.6 The sanctity of life | <p>Jews believe that all life is special and belongs to God:</p> <ul style="list-style-type: none"> • He is the creator of life, and so only he decides when life begins or ends, so Jews will do all they can to preserve life • Jews believe that humans are created in the image and likeness of God, which makes humans special. <p>Jews are expected to break Jewish law to save a life, for example:</p> <ul style="list-style-type: none"> • stopping rest on the Sabbath to save someone in danger • not fasting during Yom Kippur if you are ill • performing an abortion if it is needed to save a mother's life. |
| 1.7 Religious laws | <p>The religious laws for Jews are called the Mitzvot. There are 613 Mitzvot and they are found in the Torah:</p> <ul style="list-style-type: none"> • Jews see the Law as a 'blessing' – it shows their relationship with God • Jews also see the Law as a 'curse' – they believe they will be punished for not following it • Jews believe they have free will to choose to follow the Law or not. <p>Jews see the Law as important because:</p> <ul style="list-style-type: none"> • it is a gift from God • following the Law is a way to thank God • the Law shows them the best way to live • Jews continue to study the law today to see how it is best kept in the modern world. |
| 1.8 Life after death | <p>Jews focus on how they live in the world, and less on life after death, but they generally agree that death is not the end. The Tenakh suggests:</p> <ul style="list-style-type: none"> • that the soul returns to God • that people will be reunited • that there will be a punishment for those who did not follow the Law. <p>Some Jews believe in the idea of:</p> <ul style="list-style-type: none"> • Gan Eden – for the souls of good people who have followed the Law • Gehinnom – a temporary place where souls are cleaned so they can move on to Gan Eden. |

Section 2: Practices

| Sub-topic | Students need to know and understand: |
|----------------------------|--|
| 2.1 Public acts of worship | <p>Jews worship in a synagogue and regular prayer takes place here:</p> <ul style="list-style-type: none"> • daily prayers take place three times a day in the synagogue • Shabbat services take place on a Friday evening and Saturday morning • festivals are also celebrated in the synagogue • these services are led by a rabbi (teacher) • these services unite the local community and connects them to the worldwide Jewish community • Jews are encouraged to pray publicly and as a community from the earliest times (in the Temple). |
| 2.2 Food laws | <p>Food laws are an important part of Jewish life:</p> <ul style="list-style-type: none"> • kosher is the name for acceptable food • treifah is the name for unacceptable food • some foods are not allowed, such as pork and shellfish • meat must be prepared in the right way • some foods cannot be mixed, such as meat and dairy. |
| 2.3 Private prayer | <p>As well as prayer in the synagogue, Jews pray at home:</p> <ul style="list-style-type: none"> • Shabbat prayer is at home on a Friday night with a special meal. • Jews believe they should pray at least 3 times a day – morning, afternoon and evening. <p>Jews pray for lots of reasons, including to praise God, request things and give thanks. This helps their relationship with God.</p> |
| 2.4 The Shema and Amidah | <p>Two of the most important Jewish prayers are the Shema and Amidah:</p> <ul style="list-style-type: none"> • The Shema: <ul style="list-style-type: none"> ○ is the most important Jewish prayer ○ is prayed twice or three times a day ○ declares that God is the one God ○ is found in the Mezuzah, which is on the doorframe in Jewish houses and other buildings. • The Amidah: <ul style="list-style-type: none"> ○ is the key part of any worship in the synagogue ○ is said standing up (and so is often called 'the standing prayer'). |
| 2.5 Rituals | <p>Jewish rituals are important and many are very ancient:</p> <ul style="list-style-type: none"> • Brit Milah – boys are circumcised to remember the Covenant with Abraham • Bar and Bat Mitzvah – boys and girls aged 13 (girls are 12 in Orthodox communities) become adults in the faith – after this they can read and join in all the prayers • marriage – they exchange rings under a canopy (chuppah) followed by seven blessings, break a glass to remember the Temple being destroyed, and then have a party • mourning rituals – the main periods are: <ul style="list-style-type: none"> ○ death to burial ○ first 7 days (shiva) ○ year of mourning for a parent (Avelut) ○ anniversary of the death (Yahrzeit). |

| Sub-topic | Students need to know and understand: |
|-----------------------------|---|
| 2.6 Shabbat | <p>Shabbat is the special day of rest:</p> <ul style="list-style-type: none"> • God instructed a day of rest which should be kept holy to remember the seventh day of Creation when God rested • it begins at dusk on Friday and ends when stars appear in the sky on Saturday evening. <p>At home:</p> <ul style="list-style-type: none"> • the home is prepared for a special meal that has to be cooked before Shabbat begins • all work is forbidden and the Torah lists 39 different actions which should not take place. <p>At the synagogue there are services:</p> <ul style="list-style-type: none"> • these take place on Friday night and Saturday morning • they involve a reading from the Torah, a sermon from the Rabbi and prayers such as the Amidah. |
| 2.7 Festivals | <p>Festivals are important as they help connect Jews to their history and identity, and are also a chance to be together with family and friends:</p> <ul style="list-style-type: none"> • Rosh Hashanah – the Jewish New Year celebrating the anniversary of creation, when Jews ask forgiveness from God and one another • Yom Kippur – this is 10 days after Rosh Hashanah and is the ‘Day of Atonement’ when Jews ask forgiveness for their sins • Pesach (Passover) – this remembers the escape from slavery in Egypt; a meal is eaten with some symbolic foods and the story of the Exodus is read out • Shavuot – this is the celebration of the law being given to Moses on Mount Sinai; it is 49 days after Pesach • Sukkot – this is the harvest festival 4 days after Yom Kippur and remembers the Tabernacle in the wilderness. |
| 2.8 Features of a synagogue | <p>The features of a synagogue help remind Jews of what is important in their faith:</p> <ul style="list-style-type: none"> • the synagogue normally faces towards Jerusalem – if not, the congregation will stand and face Jerusalem when praying • the Ark – this is where the Torah scrolls are kept and is found on the wall facing Jerusalem • ner tamid – this light is kept burning at all times in front or above the Ark as a reminder of God’s eternal presence • the menorah – this holds 7 candles • the bimah – this is the reading platform where the rabbi leads the service, and the Torah is read from. <p>There are some differences in synagogues:</p> <ul style="list-style-type: none"> • men and women may be separate in an Orthodox synagogue • musical instruments may be used in Reform or Liberal synagogues • women can take an active part in some Reform or Liberal synagogues. |

Paper 4: Catholic Philosophy and Ethics

Overview

Paper 4 comprises two sections: 1) Arguments for the existence of God; and 2) Religious Teachings on Relationships and Families. It mirrors the content covered the Edexcel GCSE in Religious Studies A, Paper 3A Catholic Christianity.

Content

Section 1: Arguments for the existence of God

| Sub-topic | Students need to know and understand: |
|----------------|---|
| 1.1 Revelation | <p>To reveal something is to show something that was hidden. For Catholics, revelation means how God has made himself known to humans:</p> <ul style="list-style-type: none">• revelation took place in the Old Testament, for example when God spoke to Moses in the burning bush and when the Holy Spirit inspired the teaching of prophets• Catholics believe that Jesus is the complete and final revelation• the revelation of Jesus shows that God is powerful, loving and merciful. |
| 1.2 Visions | <p>A religious vision is when someone sees something that changes or develops their faith:</p> <ul style="list-style-type: none">• there are two main types – physically seeing something (corporeal) and seeing something in dreams or imagination• visions are often of Jesus, Mary or one of the saints• they are important as they can cause people to change their lives. <p>There are many examples in the Bible and throughout the history of the Church:</p> <ul style="list-style-type: none">• Joan of Arc had a vision of St Michael and angels; her visions inspired her fight against the English• Abraham had a vision where God promised him a son• Moses and Elijah appeared to Jesus and his disciples at the Transfiguration. <p>Some non-religious people do not think visions are good evidence of God's existence because:</p> <ul style="list-style-type: none">• there is a lack of evidence• they could be hallucinations, misunderstandings or made up. |

| Sub-topic | Students need to know and understand: |
|---------------------------|---|
| 1.3 Miracles | <p>A miracle is something which is beyond human understanding of the laws of nature:</p> <ul style="list-style-type: none"> • often people believe that God must be responsible • for Catholics, the miracles that Jesus performed were clear signs that he was God • for Catholics today, experiencing a miracle may strengthen their faith. <p>There are examples in the Bible and throughout history of the Church:</p> <ul style="list-style-type: none"> • a girl called Bernadette had visions of Mary in Lourdes; since then many healing miracles have happened there and have been verified by the Church • Jesus healed the son of a royal official without seeing him • Jesus fed 5000 people with 5 loaves and 2 fish • Jesus turned water into wine. <p>Some non-religious people do not think miracles are good evidence of God's existence because:</p> <ul style="list-style-type: none"> • they could be just coincidences or unusual events • they can be explained by science alone • if they can't be explained by science now, we may be able to explain them in the future when we know more about science. |
| 1.4 Religious experiences | <p>A religious experience is an experience where a person feels the presence of God. It could be any of the following:</p> <ul style="list-style-type: none"> • a feeling of awe and wonder of God • experiencing a beautiful place or religious building • sensing God in another way or receiving a vision. <p>Some non-religious people do not think religious experiences are good evidence of God's existence because:</p> <ul style="list-style-type: none"> • there is often a lack of evidence • they could be the result of stimulants/drugs, hallucinations or an overactive imagination. <p>Catholics may respond that faith does not require proof.</p> |
| 1.5 The design argument | <p>The design argument states that:</p> <ul style="list-style-type: none"> • the world appears to be designed • this requires a designer • this designer could only be God • therefore God must exist. <p>For people, including some Catholics, this is a good argument as we can see things in the world that appear designed, ordered and purposeful.</p> <p>Some non-religious people disagree because:</p> <ul style="list-style-type: none"> • there appears to be 'bad' design, such as evil and suffering • evolution and natural selection are a sufficient explanation. |

| Sub-topic | Students need to know and understand: |
|---|--|
| 1.6 The cosmological argument | <p>The cosmological, or First Cause, argument states that:</p> <ul style="list-style-type: none"> • everything in the world has a cause (everything exists because something/somebody created it) • if you keep going back in time, you get to the first cause • only God is powerful enough to be this first cause • therefore God must exist. <p>For many people, including some Catholics, this is a good argument as it is easy to see causes and effects in the world.</p> <p>Some non-religious people disagree because:</p> <ul style="list-style-type: none"> • the Big Bang theory is a better explanation – that is the first cause • if everything is caused, why doesn't God have a cause? |
| 1.7 The existence of suffering | <p>The problem of suffering is: if God is all loving, why do people experience suffering?</p> <p>The existence of suffering could mean that either:</p> <ul style="list-style-type: none"> • God does not love us enough to stop the suffering • God is not powerful enough to stop the suffering • God does not know about all the suffering <p>If any of the above is true, then it questions God's nature.</p> |
| 1.8 Solutions to the problem of suffering | <p>The Church teaches that there are solutions to the problem of suffering:</p> <ul style="list-style-type: none"> • in the Bible, there are people who suffered but trusted God, including the story of Job in the Old Testament • for St Augustine, suffering exists because humans misuse the gift of free will • for St Irenaeus, suffering exists because it helps humans grow in goodness. <p>There are also practical responses for Catholics:</p> <ul style="list-style-type: none"> • prayer – they can share their suffering and ask for help for those need • charity – they can actively help and contribute through money or their time to those in need. |

Section 2: Catholic Teachings on Relationships and Families

| Sub-topic | Students need to know and understand: |
|----------------------------|--|
| 2.1 Marriage | <p>The Church teaches that marriage must be:</p> <ul style="list-style-type: none"> • based on consent – the man and woman give themselves willingly to each other • loving – a relationship of love and faithfulness • lifelong – giving support and comfort until death • exclusive – committed to just one person • life giving – building a new life together and open to having children. <p>Marriage in a Catholic church has two parts:</p> <ul style="list-style-type: none"> • civil/legal – they sign the register • sacramental – a covenant where their love is sealed by God’s love. <p>Many non-religious people get a civil marriage, but it is not a sacrament – it is a legal process where people make a public declaration of their love. And many people live together without getting married.</p> |
| 2.2 Sexual relationships | <p>The Church teaches that sexual relationships should:</p> <ul style="list-style-type: none"> • be only within marriage • bring the man and woman together in love for each other and God • be open to having children. <p>The Church teaches that sexual relationships outside a Catholic (sacramental) marriage are wrong, including:</p> <ul style="list-style-type: none"> • before getting married • having a relationship with someone else while married. <p>Non-Catholics may find sexual relationships outside of marriage acceptable as long as they are legal and consensual.</p> <p>The Church teaches that marriage should be open to having children and so does not allow same-sex marriage or same-sex sexual relationships.</p> |
| 2.3 The family | <p>The Church teaches that the family was created by God and is the basic unit of society:</p> <ul style="list-style-type: none"> • it is a place for new life (procreation) – having children • it is a place of security – where there is love and protection • it is a place of education – where children are taught to pray and learn about God. <p>The Church also teaches that:</p> <ul style="list-style-type: none"> • the family is the ‘domestic church’ and should be a community of faith, hope and charity • a nuclear family is ideal, but recognises this may not be possible and that other family types can be secure, loving and educational. |
| 2.4 Support for the family | <p>Families are important in Catholic parishes and so are often supported by:</p> <ul style="list-style-type: none"> • family worship where Mass might be different or relaxed for younger children and their parents • child and parent classes to prepare for sacraments such as baptism and confirmation • different groups for children, such as parent and toddler, youth groups • counselling and advice on family or marital problems • uniform shops and the Society of St Vincent de Paul. |

| Sub-topic | Students need to know and understand: |
|--|---|
| 2.5 Family planning | <p>The Church's teaching on family planning is that:</p> <ul style="list-style-type: none"> • artificial contraception is wrong as it stops the marriage being open to having children, which is God's will – this includes condoms and the contraceptive pill • natural family planning is acceptable – this involves working out when a woman is more and less fertile during her menstrual cycle. <p>Non-Catholics, including other Christians, may not see any issues with artificial contraception.</p> |
| 2.6 Divorce, annulment and remarriage | <p>The Church teaches that sacramental marriage is a lifelong commitment:</p> <ul style="list-style-type: none"> • a legal divorce is possible, but the couple remain married in the eyes of God and cannot remarry in the Church; no human can break the bonds of a sacramental marriage • an annulment means that for some reason the marriage was not valid and did not exist; so these individuals can get married in the Church afterwards. <p>Non-Catholics, including other Christians, may not see any issues with divorce or remarriage.</p> |
| 2.7 Equality of men and women in the family | <p>The Church teaches that women and men should have equal roles and rights in the family.</p> <ul style="list-style-type: none"> • domestic work is of great value and can be done by either a man or woman and is no less valuable than work which produces money • both the wife and husband are called to 'give themselves' in commitment to make their marriage work and create a home for children • Pope Francis stated that the role of women in the family is indispensable. <p>Equal roles and rights for men and women is important to most Christians, and this reflects wider society.</p> |
| 2.8 Equality of men and women outside the family | <p>The Church opposes gender-based prejudice and discrimination because both men and women are 'one in Christ':</p> <ul style="list-style-type: none"> • the Bible says that man and woman were created in the image and likeness of God • there are examples of Jesus treating women with kindness and respect: <ul style="list-style-type: none"> ○ the Samaritan woman at the well ○ the woman accused of adultery ○ he taught that women had a right to hear the Gospel ○ he had friendships with women followers such as Martha and Mary. <p>Men and women can play different roles in the Church:</p> <ul style="list-style-type: none"> • the Catholic Church does not have women priests as Jesus chose only men to be present at the Last Supper • however, there are other roles for women's service and ministry, for example as catechists, readers, Ministers of Holy Communion. <p>Other Christian Churches, such as the Church of England, do have women priests and bishops.</p> |

Assessment Objectives

| Students must: | % in ELC |
|--|-----------------|
| AO1 Demonstrate knowledge and understanding of religious beliefs, teachings and practices | 50% |
| AO2 Demonstrate knowledge and understanding of sources of religious authority, forms of expression and ways of life | 25% |
| AO3 Demonstrate knowledge and understanding of religious philosophy and ethics | 25% |
| Total | 100% |

Breakdown of Assessment Objectives

| Component | AO1 % | AO2 % | AO3 % | Total for all Assessment Objectives |
|----------------------|--------------|--------------|--------------|--|
| Paper 1 | 25% | - | - | 25% |
| Paper 2 | - | 25% | - | 25% |
| Paper 3 | 25% | - | - | 25% |
| Paper 4 | - | - | 25% | 25% |
| Total for ELC | 50% | 25% | 25% | 100% |

Assessment information

Tests

- Centres must ensure that they are using the **live** tests, not the sample tests.
- Each test is worth 20 marks, and students must answer all questions. Questions may include a variety of question types, for example matching, ordering, true/false, multiple-choice, sentence gap fills and short-open response questions.
- Each test can be taken whenever students are ready.
- There is no set time limit for how long students can take to complete each test.
- The tests can be taken in classroom conditions, but other examination procedures apply, regarding the need for safeguards against communication between students. Students are not permitted to access other materials, for example notes or books.
- Teachers can help students to understand what a question is asking, but must **not** help them to answer.

Retakes

- Students can retake the tests if needed. However, no feedback or guidance on their original answers should be provided. This means that the completed tests cannot be given back to students.
- There must be a gap of at least two weeks before they can retake the tests.

Master copies

- Centres will be able to download a clean master copy of each test and mark scheme from the Pearson website pages for the qualification. Teachers will need to photocopy the master copies of the tests for students to complete.
- Master copies must be kept confidential and under secure conditions at all times.
- The tests and mark schemes will remain valid for the lifetime of the qualification.

Marking and moderation

- The tests are marked by the centre using the published mark scheme and moderated by Pearson.
- Any unused tests must be returned to secure storage or disposed of securely.
- The final marks for the tests must be submitted to Pearson on the form in *Appendix 1: Assessment record and authentication sheet*, together with any scripts required for the moderation sample, by May in the year of certification.
- The student's total mark out of 80 determines the level they have achieved. See the *Awarding and reporting* on page 32 for further information.

Sample assessment materials

Sample tests and mark schemes can be found in the *Pearson Edexcel Entry Level Certificate in Religious Studies Sample Assessment Materials (SAMs)* document.

Security and backups

It is the centre's responsibility to ensure that unused and completed tests are stored securely.

Secure storage is defined as a securely-locked cabinet or cupboard.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website: www.jcq.org.uk.

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](https://www.pearson.com/qualifications)

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a

JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

Marks for the four tests are combined to give a total mark out of 80.

The student's total mark determines the level that they have achieved, as shown in the table below.

| Level | Minimum total marks required |
|---------------|------------------------------|
| Entry Level 1 | 16/80 |
| Entry Level 2 | 35/80 |
| Entry Level 3 | 53/80 |

A total mark of 15 or below is recorded as an Unclassified grade.

The first certification opportunity for this qualification will be summer 2025.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- qualifications at Level 1, for example BTEC Level 1 Introductory qualifications
- qualifications at Level 1/2, for example GCSEs and BTEC Tech Awards.

Appendices

| | |
|--|----|
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| Appendix 2: Codes | 39 |

Appendix 1: Assessment record and authentication sheet

| Pearson Edexcel Entry Level Certificate in Religious Studies | |
|---|---------------------|
| Centre name: | Centre number: |
| Candidate name: | Candidate number: |
| Paper | Mark awarded |
| Paper 1: Catholic Beliefs, Teachings and Practices | /20 |
| Paper 2: Catholic Wisdom and Living | /20 |
| Paper 3: Jewish Beliefs, Teachings and Practices | /20 |
| Paper 4: Catholic Philosophy and Ethics | /20 |
| Total mark | /80 |

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Teacher name:

Teacher signed:

Date:

Candidate declaration

I certify that the work submitted for this assessment is my own. I understand that false declaration is a form of malpractice.

Candidate signed:

Date:

Appendix 2: Codes

| Type of code | Use of code | Code |
|--|---|--|
| Regulated Qualifications Framework (RQF) codes | <p>Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code.</p> <p>The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.</p> | <p>The QN for this qualification is:</p> <p>XXX/XXXX/X</p> |
| Subject codes | <p>The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.</p> | NRS0 |

March 2024

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