



# **Entry Level Certificate in Religious Studies**

## **Specification**

Edexcel Entry 1, Entry 2 and Entry 3 Certificate in Religious Studies (8933)

For first delivery from September 2012

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers general qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

Authorised by Martin Stretton  
Prepared by Alice Jones

Publications code W033256

All the material in this publication is copyright  
© Pearson Education Limited 2012

# **Introduction**

- The Edexcel Entry Level Certificate in Religious Studies is designed for use in schools.
- The qualification recognises achievement at National Curriculum Levels 1, 2 and 3.
- The qualification is part of a suite offered by Edexcel.

## **Key subject aims**

The Edexcel Entry Level Certificate in Religious Studies enables students to:

- explore religious teachings, reflect on fundamental questions and respond personally to issues of belief and value
- enhance their spiritual and moral development and contribute to their wellbeing
- enhance their personal and social development and their understanding of different cultures, and contribute to social and community cohesion
- reflect on and develop their own values, opinions and attitudes in light of their learning.

## **Key features and benefits of the qualification**

This qualification:

- offers students not yet ready for the GCSE the opportunity to focus on religious and moral issues which relate to their own lives, and to meet the statutory requirements for religious studies
- is consistent with the national criteria for religious studies, with the non-statutory National Framework for Religious Education, and with the requirements of many locally agreed syllabuses for religious education
- can be taught alongside Units 1–8 of Edexcel’s GCSE in Religious Studies
- offers progression to Edexcel’s GCSE in Religious Studies (Short Course and Full Course)
- can be based on any of the following: Christianity, Roman Catholic Christianity, Islam, Judaism, Hinduism, Sikhism
- prepares students to respond to the religious and moral issues of everyday life
- has no terminal examination but is assessed through tasks set by Edexcel which are internally marked and externally moderated.

This specification reflects the fact that the religious traditions of the United Kingdom are in the main Christian, while taking into account the other principal religions represented in the United Kingdom, thus meeting the requirements of the Education Act (1996) section 375(3) and, where appropriate, section 28(1) of the Education Act (1944).

The emphasis of this specification on religious and moral issues is in line with the subject content for Key Stage 4 of many locally agreed specifications for religious education. This emphasis on religious and moral issues is also intended to stimulate the interest of students for whom religious studies is compulsory, and to be relevant to their own personal and social development.

The specification is distinctive in that it allows students to study either Christianity plus one other religion or to focus on one of Christianity, Roman Catholic Christianity, Islam, Judaism, Hinduism or Sikhism. It also allows centres to teach GCSE and Edexcel Entry Level Certificate students in the same class.

This specification provides a coherent course, balanced in terms of the breadth and depth and offers all students, of any religious persuasion or none, the opportunity to demonstrate their attainment regardless of their gender, ethnicity or social background.

# **Contents**

<b>Specification at a glance</b>	<b>1</b>
<b>Qualification content</b>	<b>2</b>
National Qualifications Framework (NQF) criteria	2
Knowledge, skills and understanding	2
Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion	3
Unit 2: Religion and Life Based on a Study of Christianity	4
Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity	5
Unit 4: Religion and Life Based on a Study of Islam	6
Unit 5: Religion and Life Based on a Study of Judaism	7
Unit 6: Religion and Life Based on a Study of Hinduism	8
Unit 7: Religion and Life Based on a Study of Sikhism	9
Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion	10
<b>Assessment</b>	<b>11</b>
Assessment summary	11
Assessment Objectives and weightings	12
Relationship of Assessment Objectives to tasks for Entry Level Certificate	12
Edexcel set tasks	12
Assessment criteria	13
Calculating the final award	14
Entering your students for assessment	15
Student entry	15
Classification code	15
Access arrangements and special requirements	15
Equality Act 2010	15
Internal standardisation	16
Authentication	16
Further information	16
Assessing your students	16
Awarding and reporting	16
Re-taking of qualifications	17
Language of assessment	17
Malpractice and plagiarism	17

Student recruitment	17
Prior learning	17
Progression	17
<b>Supervised tasks</b>	<b>19</b>
Assessing the tasks	19
Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion	21
Unit 2: Religion and Life Based on a Study of Christianity	25
Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity	29
Unit 4: Religion and Life Based on a Study of Islam	33
Unit 5: Religion and Life Based on a Study of Judaism	37
Unit 6: Religion and Life Based on a Study of Hinduism	41
Unit 7: Religion and Life Based on a Study of Sikhism	45
Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion	49
<b>Support</b>	<b>53</b>
Edexcel support services	53
Resources	54
<b>Appendices</b>	<b>55</b>
Appendix 1: Student record sheet	57
Appendix 2: Coursework moderation procedures	59
Appendix 3: Wider curriculum	61
Appendix 4: Codes	63

# Specification at a glance

- The Edexcel Entry Level Certificate in Religious Studies comprises one unit taken from those listed below.

<b>Unit number</b>	<b>Unit title</b>
1	Religion and Life Based on a Study of Christianity and at Least One Other Religion
2	Religion and Life Based on a Study of Christianity
3	Religion and Life Based on a Study of Roman Catholic Christianity
4	Religion and Life Based on a Study of Islam
5	Religion and Life Based on a Study of Judaism
6	Religion and Life Based on a Study of Hinduism
7	Religion and Life Based on a Study of Sikhism
8	Religion and Society Based on a Study of Christianity and at Least One Other Religion

- All units are assessed through supervised tasks which are set by Edexcel, internally marked and externally moderated.
- Availability is in the June series.
- First assessment is in June 2013.
- For each unit, four tasks are provided and learners are assessed on three of these.
- Each task allows for achievement at Entry 1, Entry 2 and Entry 3.

# **Qualification content**

## **National Qualifications Framework (NQF) criteria**

This qualification complies with the requirements of the common criteria and the Entry Level criteria which are prescribed by the regulatory authorities.

## **Knowledge, skills and understanding**

This Edexcel Entry Level Certificate in Religious Studies requires students to demonstrate knowledge and understanding of the content and distinctive concepts in the unit(s) chosen for study and issues arising from the study of religion.

This specification requires students to develop the following skills:

- to select and organise knowledge of the specified content
- to show the nature, relevance and application of religious knowledge by using descriptions and explanation
- to give a personal response to religious/moral issues
- to communicate religious and moral ideas.

# **Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

This unit requires students to study Christianity and ONE of the following religions: Buddhism, Hinduism, Islam, Judaism, Sikhism. The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

## **Section 1.1 Believing in God**

- How a religious upbringing in ONE religion may lead to belief in God.
- How religious experiences may lead to belief in God.
- How religious people respond to the problem of evil and suffering.

## **Section 1.2 Matters of life and death**

- The teachings of ONE religion other than Christianity on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Christian attitudes to abortion and the reasons for these attitudes.
- Differences among the followers of ONE religion in their attitudes to euthanasia and the reasons for their attitudes.

## **Section 1.3 Marriage and the family**

- Christian attitudes to sex outside marriage.
- Christian attitudes to divorce.
- Christian teachings on family life and its importance.

## **Section 1.4 Religion and community cohesion**

- The teachings of ONE religion on the roles of men and women.
- The growth of equal rights for women in the UK.
- The teachings of ONE religion other than Christianity on racial harmony, prejudice and discrimination.

## **Unit 2: Religion and Life Based on a Study of Christianity**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

### **Section 2.1 Believing in God**

- How a Christian upbringing may lead to belief in God.
- How religious experiences may lead to belief in God.
- How Christians respond to the problem of evil and suffering.

### **Section 2.2 Matters of life and death**

- Christian teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Christian attitudes to abortion and the reasons for these attitudes.
- Differences among Christians in their attitudes to euthanasia and the reasons for their attitudes.

### **Section 2.3 Marriage and the family**

- Christian attitudes to sex outside marriage.
- Christian attitudes to divorce.
- Christian teachings on family life and its importance.

### **Section 2.4 Religion and community cohesion**

- Christian teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Christian teachings on racial harmony, prejudice and discrimination.

# **Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students will be expected to study Roman Catholic teachings in the context of the broader Christian tradition.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

## **Section 3.1 Believing in God**

- How a Roman Catholic upbringing may lead to belief in God.
- How religious experiences may lead to belief in God.
- How Roman Catholics respond to the problem of evil and suffering.

## **Section 3.2 Matters of life and death**

- Roman Catholic teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Christian attitudes to abortion and the reasons for these attitudes.
- Differences among Christians in their attitudes to euthanasia and the reasons for their attitudes.

## **Section 3.3 Marriage and the family**

- Christian attitudes to sex outside marriage.
- Roman Catholic attitudes to divorce.
- Roman Catholic teachings on family life and its importance.

## **Section 3.4 Religion and community cohesion**

- Christian teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Roman Catholic teachings on racial harmony, prejudice and discrimination.

## **Unit 4: Religion and Life Based on a Study of Islam**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

### **Section 4.1 Believing in Allah**

- How a Muslim upbringing may lead to belief in Allah.
- How religious experiences may lead to belief in Allah.
- How Muslims respond to the problem of evil and suffering.

### **Section 4.2 Matters of life and death**

- Muslim teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Muslim attitudes to abortion and the reasons for these attitudes.
- Differences among Muslims in their attitudes to euthanasia and the reasons for their attitudes.

### **Section 4.3 Marriage and the family**

- Muslim attitudes to sex outside marriage.
- Muslim attitudes to divorce.
- Muslim teachings on family life and its importance.

### **Section 4.4 Religion and community cohesion**

- Muslim teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Muslim teachings on racial harmony, prejudice and discrimination.

## **Unit 5: Religion and Life Based on a Study of Judaism**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

### **Section 5.1 Believing in the Almighty**

- How a Jewish upbringing may lead to belief in the Almighty.
- How religious experiences may lead to belief in the Almighty.
- How Jewish people respond to the problem of evil and suffering.

### **Section 5.2 Matters of life and death**

- Jewish teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Jewish attitudes to abortion and the reasons for these attitudes.
- Differences among Jewish people in their attitudes to euthanasia and the reasons for their attitudes.

### **Section 5.3 Marriage and the family**

- Jewish attitudes to sex outside marriage.
- Jewish attitudes to divorce.
- Jewish teachings on family life and its importance.

### **Section 5.4 Religion and community cohesion**

- Jewish teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Jewish teachings on racial harmony, prejudice and discrimination.

## **Unit 6: Religion and Life Based on a Study of Hinduism**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

### **Section 6.1 Believing in God**

- How a Hindu upbringing may lead to belief in God.
- How religious experiences may lead to belief in God.
- How Hindus respond to the problem of evil and suffering.

### **Section 6.2 Matters of life and death**

- Hindu teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Hindu attitudes to abortion and the reasons for these attitudes.
- Differences among Hindus in their attitudes to euthanasia and the reasons for their attitudes.

### **Section 6.3 Marriage and the family**

- Hindu attitudes to sex outside marriage.
- Hindu attitudes to divorce.
- Hindu teachings on family life and its importance.

### **Section 6.4 Religion and community cohesion**

- Hindu teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Hindu teachings on racial harmony, prejudice and discrimination.

## **Unit 7: Religion and Life Based on a Study of Sikhism**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

### **Section 7.1 Believing in God**

- How a Sikh upbringing may lead to belief in God.
- How religious experiences may lead to belief in God.
- How Sikhs respond to the problem of evil and suffering.

### **Section 7.2 Matters of life and death**

- Sikh teachings on life after death.
- The nature of abortion and euthanasia, including current British legislation.
- Sikh attitudes to abortion and the reasons for these attitudes.
- Differences among Sikhs in their attitudes to euthanasia and the reasons for their attitudes.

### **Section 7.3 Marriage and the family**

- Sikh attitudes to sex outside marriage.
- Sikh attitudes to divorce.
- Sikh teachings on family life and its importance.

### **Section 7.4 Religion and community cohesion**

- Sikh teachings on the roles of men and women.
- The growth of equal rights for women in the UK.
- Sikh teachings on racial harmony, prejudice and discrimination.

# **Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion**

The unit is divided into four sections. A supervised task is provided for each section and students are assessed on three of the supervised tasks. Please see the *Assessment* section, starting on page 11, for more details.

Students need to be aware of non-religious, as well as religious, responses to religious and moral issues.

Students are required to demonstrate knowledge and understanding, and the ability to respond to religious and moral issues, in respect of the following:

## **Section 8.1 Religion: rights and responsibilities**

- How Christians make moral decisions: the authority of the Bible, the authority of the Church, Situation Ethics, the role of conscience.
- Christian teachings on moral duties and responsibilities: The Golden Rule (Matthew 7:12), the parable of the Sheep and the Goats (Matthew 25:31–46), Am I my brother's keeper? (Genesis 4:1-10; 1 John 3:11-18).

## **Section 8.2 Religion: environmental issues**

- Global warming – its causes and possible solutions.
- How pollution poses a threat to the future of the planet.
- Christian teachings on stewardship and their effects on Christian attitudes to the environment.
- The teachings of ONE religion other than Christianity on stewardship and their effects on its followers in their attitudes to the environment.

## **Section 8.3 Religion: peace and conflict**

- How a religious organisation works to promote world peace.
- The attitudes to war of ONE religion other than Christianity and the reasons for these attitudes.
- Christian attitudes to bullying.
- The teachings of ONE religion other than Christianity on forgiveness and reconciliation.

## **Section 8.4 Religion: crime and punishment**

- The need for law and justice.
- The attitude to justice of ONE religion other than Christianity.
- Theories of punishment: deterrence, retribution, reform.
- The teachings of ONE religion other than Christianity on judgement, forgiveness and punishment.
- The nature of capital punishment and the non-religious arguments about it.
- Christian attitudes to capital punishment.

# Assessment

## Assessment summary

- Students are assessed on ONE unit only.
- Each unit is divided into four sections.
- One supervised task is provided for each section.
- Students must be allowed one hour for each task.
- Students are assessed on THREE sections from Sections 1, 2, 3 and 4.

For example:

<b>Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion</b>		<b>Student is assessed on:</b>
Section 1	Believing in God	Any <b>three</b> of these sections.
Section 2	Matters of life and death	
Section 3	Marriage and the family	
Section 4	Religion and community cohesion	

During the course of study:

- teachers may select the order in which they wish to complete the sections
- students may wish to complete tasks on all four sections and be assessed on their best three
- teachers may administer the supervised tasks whenever appropriate
- teachers will assess all supervised tasks and record marks on the student record sheet provided in *Appendix 1* on page 57
- each student's tasks must be certified by the teacher as the student's own work and by the student as their own work, using the Declaration of Authentication on the student record sheet.

Centres must keep a record of results and the students' tasks so that Edexcel can moderate them. The student record sheet on page 57 must be completed for each student.

Centres will need to submit student work for moderation according to the instructions in *Appendix 2* on page 59. Centres will be required to send off the student work requested by Edexcel and to retain all other student work and student record sheets.

## Assessment Objectives and weightings

		% in Entry Level Certificate
AO1(a): knowledge of the specification content		33.3%
AO1(b): understanding of the religion(s) studied		33.3%
AO2: ability to respond to religious and moral issues.		33.3%
TOTAL		100%

## Relationship of Assessment Objectives to tasks for Entry Level Certificate

Tasks	Assessment Objective			
	AO1(a)	AO1(b)	AO2	Total for AO1(a), AO1(b) and AO2
All tasks	33.3%	33.3%	33.3%	100%
Total for Entry Level Certificate	33.3%	33.3%	33.3%	100%

## Edexcel set tasks

This qualification is assessed through supervised tasks which are set by Edexcel, internally marked and externally moderated. Edexcel provides supervised tasks to be completed under supervised conditions. These are in the *Supervised tasks* section, starting on page 19.

Teachers may read the material and explain questions to students. Although they may give guidance, teachers must not mark drafts. Supervised tasks must be completed during lessons to a deadline decided by the teacher. The deadline should ensure sufficient challenge but must be appropriate to the student's curriculum and the centre's timetable. The student must not take the tasks out of the teacher's direct supervision at any time.

The length of time for each supervised task (one hour maximum) must be stated clearly on the task.

The Entry Level Certificate has three sub-levels of award: Entry 1 (the first level), Entry 2 and Entry 3. For each task, students will attain credits towards their final level of award. The assessment of each task throughout the course will provide an opportunity to motivate them towards the achievement of short-term goals. Students will be able to track the number of credits they gain during the course.

## Assessment criteria

To assess each supervised task, teachers should use the assessment criteria below.

Each of the three Assessment Objectives is marked out of three as follows:

- one mark for Entry 1
- two marks for Entry 2
- three marks for Entry 3

to produce an overall mark out of nine for each task.

<b>AO1(a) Knowledge of the specification content</b>	<b>Mark</b>
Entry 1 Presents a correct fact about religious belief or practice	1
Entry 2 Presents an unstructured description of religious belief or practice	2
Entry 3 Presents an organised description of religious belief or practice	3

<b>AO1(b) Understanding of the religion(s) studied</b>	<b>Mark</b>
Entry 1 Gives a valid religious reason to explain an issue	1
Entry 2 Gives a valid religious reason in sentence form	2
Entry 3 Develops a valid religious reason or gives two valid religious reasons in sentence form	3

<b>AO2 Ability to respond to religious and moral issues</b>	<b>Mark</b>
Entry 1 Responds to a religious or moral issue, giving an opinion with a relevant simple religious/moral reason	1
Entry 2 Responds to a religious or moral issue, giving an opinion with either: <ul style="list-style-type: none"><li>• a relevant developed religious/moral reason</li><li>or</li><li>• two simple relevant religious/moral reasons</li></ul>	2
Entry 3 Responds to a religious or moral issue, giving an opinion with either: <ul style="list-style-type: none"><li>• a relevant, fully developed religious/moral reason</li><li>or</li><li>• a relevant developed religious/moral reason and a relevant simple religious/moral reason</li><li>or</li><li>• three relevant simple religious/moral reasons</li></ul>	3

Teachers are required to record marks for each task on the student record sheet (see page 57).

## Calculating the final award

To determine the final overall award for the Entry Level Certificate in Religious Studies, teachers should award credits for each task as follows:

- 1–3 marks = 1 credit
- 4–6 marks = 2 credits
- 7–9 marks = 3 credits.

As there are three tasks in total, a maximum of 9 credits is possible. The final award gained depends on the number of credits gained overall:

- 1–3 credits = Entry 1
- 4–6 credits = Entry 2
- 7–9 credits = Entry 3.

For example:

	<b>Knowledge AO1(a)</b>	<b>Understanding AO1(b)</b>	<b>Response AO2</b>	<b>Total</b>	<b>Number of credits</b>
<b>Task 1</b>	2	2	1	5	2
<b>Task 2</b>	3	2	2	7	3
<b>Task 3</b>	3	2	1	6	2

**Total number of credits**

7

**Entry level awarded**

3

The Entry level awarded (ie Entry 1, Entry 2 or Entry 3) is submitted to Edexcel, not the total marks or total credits.

# **Entering your students for assessment**

## **Student entry**

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on our website: [www.edexcel.com](http://www.edexcel.com).

## **Classification code**

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

## **Access arrangements and special requirements**

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

The centre assessor and/or centre examinations officer may exercise their own discretion in providing reasonable support to Entry Level Certificate candidates with particular access requirements. Useful information is contained in the regulations and guidance published annually by the Joint Council for Qualifications; permission from Edexcel is not required for access arrangements deemed to be necessary for individual candidates.

Please see the Joint Council for Qualifications website ([www.jcq.org.uk](http://www.jcq.org.uk)) for:

- the JCQ policy Access Arrangements, Reasonable Adjustments and Special Consideration.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- any forms to submit for requests for access arrangements and special considerations
- dates for submission of relevant forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## **Equality Act 2010**

Please see our website ([www.edexcel.com](http://www.edexcel.com)) for information about the Equality Act 2010.

## **Internal standardisation**

The tasks will be marked by the teacher against the set assessment criteria found in this specification.

If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

## **Authentication**

All students must sign a declaration of authentication. Declarations relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide a declaration of authentication will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

## **Further information**

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework/portfolio* document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## **Assessing your students**

The first assessment opportunity for this qualification will take place in the June 2013 series and in each following June series for the lifetime of the qualification.

## **Awarding and reporting**

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel Entry Level Certificate qualification will be graded as pass or fail and is awarded at three levels:

Entry 1

Entry 2

Entry 3.

The first certification opportunity for the Edexcel Entry Level Certificate in Religious Studies will be 2013.

## **Re-taking of qualifications**

Candidates may re-take an Edexcel Entry Level Certificate qualification at any point within the life of the specification. There are no limits on the number of re-takes. Candidates are able to claim certification once per year in the June series.

## **Language of assessment**

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for moderation must be produced in English.

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* document on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is 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**

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Religious Studies as defined by the National Curriculum Orders for England.

## **Progression**

This qualification supports progression to GCSE in Religious Studies.



# Supervised tasks

## Assessing the tasks

All the tasks are to be assessed in accordance with the following scheme and the marks entered onto the student record sheet (see *Appendix 1*) on page 57, a copy of which must be provided for each student.

<b>AO1(a) Knowledge of the specification content</b>		<b>Mark</b>
Entry 1	Presents a correct fact about religious belief or practice	1
Entry 2	Presents an unstructured description of religious belief or practice	2
Entry 3	Presents an organised description of religious belief or practice	3

<b>AO1(b) Understanding of the religion(s) studied</b>		<b>Mark</b>
Entry 1	Gives a valid religious reason to explain an issue	1
Entry 2	Gives a valid religious reason in sentence form	2
Entry 3	Develops a valid religious reason or gives two valid religious reasons in sentence form	3

<b>AO2 Ability to respond to religious and moral issues</b>		<b>Mark</b>
Entry 1	Responds to a religious or moral issue, giving an opinion with a relevant simple religious/moral reason	1
Entry 2	Responds to a religious or moral issue, giving an opinion with either: <ul style="list-style-type: none"><li>• a relevant developed religious/moral reason</li><li>or</li><li>• two simple relevant religious/moral reasons</li></ul>	2
Entry 3	Responds to a religious or moral issue, giving an opinion with either: <ul style="list-style-type: none"><li>• a relevant, fully developed religious/moral reason</li><li>or</li><li>• a relevant developed religious/moral reason and a relevant simple religious/moral reason</li><li>or</li><li>• three relevant simple religious/moral reasons</li></ul>	3

The marks should be entered on the student record sheet (see page 57) and totalled. The number of credits should then be entered according to the instructions given on page 14 for calculating the final award.



# **Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

## **Section 1.1 Believing in God**

**Supervised task**

### **For the teacher**

#### **Preparation**

Students should be taught the nature of religious experience, including an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether religious people should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate in Religious Studies.

In class you will learn about how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in God.
- c) 'Religious people should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

## **Section 1.2 Matters of life and death**

**Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to the teaching of one religion other than Christianity about life after death. This should be followed by classwork on the sanctity of life and Christian attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and attitudes of one religion to life-support machines. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate in Religious Studies.

In class you will learn about matters of life and death. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Choose one religion other than Christianity. Outline the teaching of that religion about life after death.
- b) Explain why most Christians do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

## **Section 1.3 Marriage and the family**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the views of Christianity on sex outside marriage. This should be followed by classwork on the importance of family life in Christianity. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and religious attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate in Religious Studies.

In class you will learn about marriage and the family. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Christian attitudes to sex outside marriage.
- b) Explain why family life is regarded as important by Christians.
- c) 'Christians should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion**

## **Section 1.4 Religion and community cohesion      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of one religion other than Christianity on racism and why followers of this religion would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and religion and whether religion is unfair in its treatment of women. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate in Religious Studies.

In class you will learn about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Choose one religion other than Christianity. Explain why followers of that religion should promote racial harmony.
- c) 'Religion is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 2: Religion and Life Based on a Study of Christianity**

### **Section 2.1 Believing in God**

### **Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students the nature of religious experience in Christianity and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Christians should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in God.
- c) 'Christians should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 2: Religion and Life Based on a Study of Christianity**

## Section 2.2 Matters of life and death                      Supervised task

## **For the teacher**

## **Preparation**

Teachers should introduce students to Christian teaching about life after death. This should be followed by classwork on the sanctity of life and Christian attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Christian attitudes to life-support machines. Students should be encouraged to make notes.

Students should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

## **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

## **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn about matters of life and death in class. You should bring any notes you have made to the supervised task lesson.

## The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Christian teaching about life after death.
  - b) Explain why some Christians do not agree with abortion.
  - c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched it off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 2: Religion and Life Based on a Study of Christianity**

### **Section 2.3 Marriage and the family                      Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students Christian attitudes to sex outside marriage. This should be followed by classwork on why Christians regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Christian attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Christian attitudes to sex outside marriage.
- b) Explain why family life is important for Christians.
- c) 'Christians should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 2: Religion and Life Based on a Study of Christianity**

### **Section 2.4 Religion and community cohesion      Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Christianity on racism and why Christians would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Christianity and whether Christianity is unfair in its treatment of women. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion and community cohesion you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Christians should promote racial harmony.
- c) 'Christianity is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity**

## **Section 3.1 Believing in God**

**Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of religious experience from a Roman Catholic perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Roman Catholic Christians should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about how people may come to believe in God. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in God.
- c) 'Christians should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity**

## **Section 3.2 Matters of life and death**

**Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to the Roman Catholic teaching about life after death. This should be followed by classwork on the sanctity of life and Christian attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Christian attitudes to life-support machines. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn about matters of life and death in class. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Roman Catholic teaching about life after death.
- b) Explain why some Christians do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity**

## **Section 3.3 Marriage and the family                      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students about Christian attitudes to sex outside marriage. This should be followed by classwork on why Roman Catholics regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Roman Catholic attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. This task will be marked by your teacher. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Christian attitudes to sex outside marriage.
- b) Explain why family life is important for Roman Catholics.
- c) 'Roman Catholics should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity**

## **Section 3.4 Religion and community cohesion      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Christianity on racism and why Roman Catholics would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Christianity and whether Roman Catholicism is unfair in its treatment of women. Students should be encouraged to make notes.

Students should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. This task will be marked by your teacher. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Roman Catholics should promote racial harmony.
- c) 'Roman Catholicism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 4: Religion and Life Based on a Study of Islam**

### **Section 4.1 Believing in Allah**

### **Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students the nature of religious experience from a Muslim perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in Allah. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Muslims should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on believing in Allah you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn about religious upbringing and experience in a Muslim home in class. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in Allah.
- c) 'Muslims should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 4: Religion and Life Based on a Study of Islam**

## **Section 4.2 Matters of life and death**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to Muslim teaching about life after death. This should be followed by classwork on the sanctity of life and Muslim attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Muslim attitudes to life-support machines. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Muslim teaching about life after death.
- b) Explain why some Muslims do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 4: Religion and Life Based on a Study of Islam**

### **Section 4.3 Marriage and the family**

### **Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students about Muslim attitudes to sex outside marriage. This should be followed by classwork on why Muslims regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Muslim attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Muslim attitudes to sex outside marriage.
- b) Explain why family life is important for Muslims.
- c) 'Muslims should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 4: Religion and Life Based on a Study of Islam**

### **Section 4.4 Religion and community cohesion      Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Islam on racism and why Muslims would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Islam and whether Islam is unfair in its treatment of women. Students should be encouraged to make notes.

Students should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Muslims should promote racial harmony.
- c) 'Islam is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 5: Religion and Life Based on a Study of Judaism**

## **Section 5.1 Believing in the Almighty**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of religious experience from a Jewish perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in the Almighty. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Jewish people should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on believing in the Almighty, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religious upbringing and experience in a Jewish home. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in the Almighty.
- c) 'Jewish people should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 5: Religion and Life Based on a Study of Judaism**

## Section 5.2 Matters of life and death

## Supervised task

## **For the teacher**

## **Preparation**

Teachers should introduce students to Jewish teaching about life after death. This should be followed by classwork on the sanctity of life and Jewish attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Jewish attitudes to life-support machines. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

## **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

## **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

## The task

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Jewish teaching about life after death.
  - b) Explain why some Jewish people do not agree with abortion.
  - c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

## **Unit 5: Religion and Life Based on a Study of Judaism**

### **Section 5.3 Marriage and the family**

### **Supervised task**

#### **For the teacher**

##### **Preparation**

Teachers should teach students about Jewish attitudes to sex outside marriage. This should be followed by classwork on why Jewish people regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Jewish attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Jewish attitudes to sex outside marriage.
- b) Explain why family life is important for Jewish people.
- c) 'Jewish people should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 5: Religion and Life Based on a Study of Judaism**

## **Section 5.4 Religion and community cohesion      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Judaism on racism and why Jews would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Judaism and whether Judaism is unfair in its treatment of women. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Jewish people should promote racial harmony.
- c) 'Judaism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 6: Religion and Life Based on a Study of Hinduism**

## **Section 6.1 Believing in God**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of religious experience from a Hindu perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Hindus should do more to alleviate suffering. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religious upbringing and experience in a Hindu home. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in God.
- c) 'Hindus should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 6: Religion and Life Based on a Study of Hinduism**

## **Section 6.2 Matters of life and death**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to Hindu teaching about life after death. This should be followed by classwork on the sanctity of life and Hindu attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Hindu attitudes to life-support machines. Students should be encouraged to make notes.

Students should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Hindu teaching about life after death.
- b) Explain why some Hindus do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 6: Religion and Life Based on a Study of Hinduism**

## **Section 6.3 Marriage and the family**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students about Hindu attitudes to sex outside marriage. This should be followed by classwork on why Hindus regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Hindu attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Hindu attitudes to sex outside marriage.
- b) Explain why family life is important for Hindus.
- c) 'Hindus should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 6: Religion and Life Based on a Study of Hinduism**

## **Section 6.4 Religion and community cohesion      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Hinduism on racism and why Hindus would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Hinduism and whether Hinduism is unfair in its treatment of women. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Hindus should promote racial harmony.
- c) 'Hinduism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 7: Religion and Life Based on a Study of Sikhism**

## **Section 7.1 Believing in God**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of religious experience from a Sikh perspective and give them an in-depth description of one religious experience. This should be followed by classwork on how this experience might lead people to believe in God. Students should be encouraged to make notes.

There should then be a class discussion on evil and suffering and whether Sikhs should do more to alleviate suffering. Students should be encouraged to make notes.

Students should then be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on believing in God, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religious upbringing and experience in a Sikh home. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe a religious experience.
- b) Explain how a religious experience might lead someone to believe in God.
- c) 'Sikhs should do more to help the suffering.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 7: Religion and Life Based on a Study of Sikhism**

## **Section 7.2 Matters of life and death**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to Sikh teaching about life after death. This should be followed by classwork on the sanctity of life and Sikh attitudes to abortion. Students should be encouraged to make notes.

There should then be a class discussion on the arguments for and against euthanasia and Sikh attitudes to life-support machines. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on matters of life and death, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about matters of life and death. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline Sikh teaching about life after death.
- b) Explain why some Sikhs do not agree with abortion.
- c) 'If my friend were on a life-support machine with no chance of recovery, I would want it switched off.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 7: Religion and Life Based on a Study of Sikhism**

## **Section 7.3 Marriage and the family**

## **Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students about Sikh attitudes to sex outside marriage. This should be followed by classwork on why Sikhs regard family life as important. Students should be encouraged to make notes.

There should then be a class discussion on divorce, including both social and Sikh attitudes. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on marriage and the family, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about marriage and the family. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe Sikh attitudes to sex outside marriage.
- b) Explain why family life is important for Sikhs.
- c) 'Sikhs should not divorce.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 7: Religion and Life Based on a Study of Sikhism**

## **Section 7.4 Religion and community cohesion      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should teach students the nature of racial discrimination and discuss some specific examples of discrimination. This should be followed by classwork on the teaching of Sikhism on racism and why Sikhs would oppose racism. Students should be encouraged to make notes.

There should then be a class discussion on women and Sikhism and whether Sikhism is unfair in its treatment of women. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

### **For the student**

As part of your work on religion and community cohesion, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about religion and community cohesion. You should bring any notes you have made to the supervised task lesson.

### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Describe an example of racial discrimination.
- b) Explain why Sikhs should promote racial harmony.
- c) 'Sikhism is not fair to women.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion**

## **Section 8.1 Religion: rights and responsibilities Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to the parable of the Sheep and the Goats (Matthew 25:31–46) and what it teaches about rights and responsibilities. Students should be encouraged to make notes.

Teachers should then explain to students how Christians make moral decisions, with special reference to the importance of the Bible. This should be followed by class discussion on the role of conscience, and whether conscience is the best guide in making moral decisions. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion: rights and responsibilities, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about how Christians make moral decisions, and about conscience. You should bring any notes you have made to the task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline the parable of the Sheep and the Goats.
- b) Explain why some Christians use the Bible when making moral decisions.
- c) 'Always let your conscience be your guide.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion**

## **Section 8.2 Religion: environmental issues      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to the problem of global warming, its causes and possible solutions. Teachers should introduce students to the teachings of both Christianity and one other religion on stewardship and its effects on the attitudes of that religion to the environment. This should be followed by class discussion. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion and the environment, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about Christian teachings and the teachings of another religion on creation and stewardship and the problems of pollution. You should bring any notes you have made to the task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline the causes of global warming.
- b) Choose one religion other than Christianity. Explain what that religion teaches about stewardship.
- c) 'If religious people really cared about the environment, they would stop using cars.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion**

## **Section 8.3 Religion: peace and conflict      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to an area of conflict in the world and explain the reasons for the conflict. This should be followed by teaching on the attitude to war of one religion other than Christianity and a class discussion. Students should be encouraged to make notes.

Teachers should then explain to students religious and non-religious attitudes to bullying. This should be followed by class discussion. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion: peace and conflict, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about an area of conflict in the world, the attitudes to war of one religion other than Christianity, and religious and non-religious attitudes to bullying.

You should bring any notes you have made to the task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Choose one religion other than Christianity and describe what its followers think about fighting wars.
- b) Choose one area of conflict in the world. Explain why that conflict is happening.
- c) 'No religious person should take part in bullying.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# **Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion**

## **Section 8.4 Religion: crime and punishment      Supervised task**

### **For the teacher**

#### **Preparation**

Teachers should introduce students to the nature of law. There should then be a class discussion on what life would be like without laws and why we need to have them. This should be followed by teaching on theories of punishment. Students should be encouraged to make notes.

Teachers should then explain to students the nature of capital punishment and Christian attitudes to capital punishment. This should be followed by class discussion on arguments for and against capital punishment. Students should be encouraged to make notes.

Students should be told that they will be given a task on these areas which they will have to complete in a lesson, and that they should bring their class notes with them.

#### **Completing the task**

Students should be given a copy of the task (below) and have their class notes available. They should work independently under test conditions for a specified length of time, to a maximum of one hour.

#### **For the student**

As part of your work on religion: crime and punishment, you have to complete a supervised task. Your teacher will mark this task. It will count towards your Edexcel Entry Level Certificate.

You will learn in class about theories of punishment, why society needs to have laws, arguments about capital punishment and the attitudes of Christianity to capital punishment. You should bring any notes you have made to the task lesson.

#### **The task**

You must work on your own. You can use the information you have been given by your teacher. Answer these questions clearly and in detail.

- a) Outline two reasons for punishing people who do wrong.
- b) Explain why we need to have laws.
- c) 'Christians should not agree with capital punishment.'

Do you agree? Give reasons for your opinion.

Check your work carefully before you hand it in.

# Support

## Edexcel support services

**Ask the Expert** – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

## Resources

The following textbooks have been written specifically for the GCSE course and endorsed by Edexcel. Teachers may find them helpful in delivering this Edexcel Entry Level Certificate in Religious Studies.

### Unit 1

Reid G and Tyler S – *Edexcel GCSE Religious Studies: Religion and Life – Christianity and Islam Student Book* (Pearson, 2009) ISBN 9781846904196

Taylor I – *GCSE Religious Studies: Religion and Life Based on Christianity and Islam: Student Book* (Oxford University Press, 2009) ISBN 9781850084341

Watton V – *Religion and Life* Fifth edition (Hodder Education, 2009)  
ISBN 9780340975473

### Unit 2

Paul C – *Edexcel GCSE Religious Studies: Religion and Life – Christianity Student Book* (Pearson, 2009) ISBN 9781846904202

Taylor I – *GCSE Religious Studies: Religion and Life Based on Christianity: Student Book* (Oxford University Press, 2010) ISBN 9781850085553

Watton V and Kolka D – *Religion and Life: Christianity* Second edition  
(Hodder Education, 2009) ISBN 9780340986783

### Unit 3

Hylton A and Seery L – *Edexcel GCSE Religious Studies: Religion and Life – Roman Catholic Christianity Student Book* (Pearson, 2009) ISBN 9781846904219

Taylor I – *GCSE Religious Studies: Religion and Life Based on Roman Catholic Christianity: Student Book* (Oxford University Press, 2009) ISBN 9781850084389

Watton V, Kolka D and Elson M – *Catholic Christianity* Third edition  
(Hodder Education, 2009) ISBN 9780340975534

### Unit 4

Spradberry D – *Edexcel GCSE Religious Studies: Religion and Life – Islam Student Book* (Pearson, 2009) ISBN 9781846904226

### Unit 8

Reid G and Tyler S – *Edexcel GCSE Religious Studies: Religion and Society – Christianity and Islam Student Book* (Pearson, 2009) ISBN 9781846904233

Taylor I – *GCSE Religious Studies: Religion and Society Based on Christianity and Islam: Student Book* (Oxford University Press, 2009) ISBN 9781850084365

# **Appendices**

Appendix 1: Student record sheet	57
Appendix 2: Coursework moderation procedures	59
Appendix 3: Wider curriculum	61
Appendix 4: Codes	63



## Appendix 1: Student record sheet

### Edexcel Entry Level Certificate in Religious Studies

Centre number .....

Unit .....

Candidate number .....

Candidate's surname and initial .....

	<b>Knowledge AO1(a)</b>	<b>Understanding AO1(b)</b>	<b>Response AO2</b>	<b>Total</b>	<b>Number of credits</b>
<b>Task 1</b>					
<b>Task 2</b>					
<b>Task 3</b>					

**Total number of credits**

**Entry level awarded**

**(To be entered via  
OPTEMS/EDI)**

### Declaration of Authentication

'I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable under the scheme of assessment.'

Signed (candidate) .....

Date .....

Signed (teacher) .....

Name of teacher .....

Date .....

'I give permission for Edexcel to use my work submitted for assessment.'

Signed (candidate) .....



## **Appendix 2: Coursework moderation procedures**

- 1 The marks submitted for coursework will be moderated in accordance with the requirements of the Ofqual Criteria for Entry-level Qualifications and the Key Stage 3 and 4 Programme of Study.
- 2 An approved moderator will be assigned to each centre by Edexcel. Edexcel will inform the centre who the moderator is.
- 3 The moderator will be responsible for standardising marks across several centres.
- 4 Centres must ensure that there is full and effective internal standardisation of the assessments made by different teaching groups within a centre. This will establish an overall order of merit for all students in the centre. Centres are required to verify that internal moderation (standardisation) has taken place. Standardisation within the centres must involve an examination of the candidate's work to ensure that the assessment criteria have been consistently applied. This process should also include the arithmetical check of the marks.
- 5 Final moderation will be conducted by post.
- 6 Edexcel will specify the sample size that will be required for moderation; further samples of work may be requested by the moderator. The moderation will consist of a detailed scrutiny of the sampled work in relation to marks awarded.
- 7 The material to be used for moderation must be available by the assessment date to be specified by Edexcel.
- 8 It will consist of:
  - a) the record sheet for each candidate
  - b) samples of completed portfolios from candidates as indicated on the OPTEMS/EDI.

Those candidates whose portfolios centres are required to send will usually be marked with \* on the OPTEMS.

In addition to the above, work from the highest and lowest candidates must also be included. If work from a sample candidate is not available, it should be replaced by work from a comparable candidate.
  - c) Teacher's notes listing any assistance given.
- 9 These materials must be retained, for possible use in moderation and in enquiries about results, until after 31 October of the examination year.
- 10 Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment or other departure from specification requirements, in order to align standards. Where such action results in changes in the order of merit, centres will be notified when possible. If necessary, such centres will be directed to review their assessment before moderation can be completed.
- 11 Moderated work will be returned to centres by the moderator following moderation.



## Appendix 3: Wider curriculum

### Signposting and development suggestions

<b>Issue</b>	<b>Opportunities for development</b>
Spiritual	All units encourage students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society.
Moral and ethical	All units encourage students to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables students to assume informed and reasoned judgements on moral and ethical issues.
Social	All units encourage students to develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
Legislative	Unit 8 provides the opportunity to study legislative issues with regard to the concept of justice and theories of punishment.
Economic	Unit 8 provides the opportunity to study environmental issues and peace and conflict, which may enable students to consider the economic implications of these issues.
Cultural	All units foster students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context in which they live.
Sustainable	Unit 8 provides the opportunity to study religious teachings on stewardship in regard to environmental concerns such as global warming and pollution. This will enable students to consider possibilities for more sustainable ways of life.
Health and safety	Opportunities for health education are provided in the section on <i>Matters of life and death</i> (abortion and euthanasia) in Units 1–7.
European initiatives	Unit 8 provides opportunities to study European initiatives in the areas of environmental issues and law.



## Appendix 4: Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4610
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.  The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedule, Section 96, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for this qualification is:  600/4681/8
Entry codes	The entry code is used to: <ul style="list-style-type: none"> <li>• enter a student for assessment</li> <li>• claim certification of a student's grade for the qualification.</li> </ul>	The entry code for this qualification is 8933.  Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website, for the entry codes of other qualifications.

For more information on  
Edexcel and BTEC qualifications  
please visit our website: [www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered in England and  
Wales No. 872828 Registered Office: Edinburgh Gate,  
Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121